

Campbell University Bulletin  
Undergraduate Studies

2013-2015

Volume LXXXII No. 1



## Welcome to Campbell University

### **Introduction**

The *Campbell University Bulletin of Undergraduate Studies 2013-2015* documents many aspects of the University, including its history and organization as well as its academic policies and procedures.

The *Campbell University Bulletin of Undergraduate Studies 2013-2015* on the web is the primary means of distributing the Bulletin.

The terms "Catalog" and "Bulletin" are used synonymously throughout this document.

Interested parties should always refer to the Campbell University web site for the most current version of and addenda to the Campbell University Bulletin at this address:

<http://www.campbell.edu/academics/catalog/>

Copyright© 2013 Campbell University

### **Welcome to Campbell!**

This catalog (or Bulletin) has been prepared to introduce you to Campbell University. Through it, you will learn of the talented and friendly student body, high-quality faculty, excellent academic programs, beautiful campus and facilities, and many friends who support Campbell and contribute to the fulfillment of its mission. As you read about Campbell, we want you to gain a perspective of what it would be like to live and study at one of the finest universities in the eastern United States.

### **Selecting a quality university should include certain criteria.**

**A school where the individual counts:** Campbell University is a friendly campus where small classes encourage closer relationships among students and faculty. The individual student is very important to fellow students, faculty, and the administrative staff.

**Meaningful programs:** With a tradition of academic excellence, Campbell readily introduces new programs that reflect changes in the professional and vocational developments of our nation and world. Intramural and intercollegiate athletics combine with academics to make Campbell an exciting place to study and play.

**A pleasant social and cultural environment:** Campbell is a coeducational, church-related university located in central North Carolina. Students are enrolled from all counties, with most states along the Atlantic Seaboard represented in the student body. Students from more than forty-five foreign countries regularly attend Campbell. The distribution of male and female students is almost equal. The climate in Buies Creek is mild with the opportunity for outdoor sports throughout the year.

## **Statements of Compliance**

Campbell University reaffirms its standing policy of nondiscrimination. It is the intention of the University to cooperate as fully as possible with the applicable requirements and provisions of the various state and federal employment, educational, and labor laws, including but not limited to Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Americans with Disabilities Act, Executive Order 11246, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, Title IX of the Education Amendments of 1972 (Title IX), or any other federal or state nondiscrimination laws, rules, or regulations.

The University is committed to administering all educational programs and employment activities without discrimination as to race, color, sex, gender, age, national origin, religion or disability, or status as a veteran, except where exemption is appropriate and allowed by law. This policy of nondiscrimination is applied to the recruitment, hiring, assignment, retention, and discharge of employees. Employees, students, and applicants of Campbell University will not be subjected to any form of harassment or discrimination for exercising rights protected by, or because of their participation in, an investigation or compliance review related to a violation of any of the foregoing laws.

Campbell University also maintains affirmative action programs to implement our equal employment opportunity policy. Employees or applicants who wish to review appropriate portions of these affirmative action programs may schedule an appointment to do so by contacting the Vice President for Business and Treasurer at the Buies Creek campus, during normal business hours.

### **Family Education Rights and Privacy Act of 1974**

Under the provisions of this law, students in post-secondary education have the right to inspect and review their school records, as defined by law. Other than for "Directory Information," Campbell University will release information only with the student's written consent and/or in compliance with federal law and regulation, and will use "Directory Information" in the best interests of the student. "Directory Information" at Campbell University is defined as: name, academic majors and minors, academic classification (freshman, sophomore, etc.), and e-mail addresses.

### **Rehabilitation Act of 1973**

In accordance with Sections 503 and 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. Inquiries may be directed to James O. Roberts, Post Office Box 97, Buies Creek, North Carolina 27506.

### **Americans with Disabilities Act of 1990 (ADA) as amended (ADAAA)**

Campbell University complies with the provisions of this law. Inquiries may be directed to James O Roberts, Post Office Box 97, Buies Creek, North Carolina 27506.

**Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681, et seq)**

Campbell University is committed to a policy of equal opportunity for men and women, and as such, does not discriminate on the basis of race, color, sex, gender, age, national origin, religion or disability, or status as a veteran, except where exemption is appropriate and allowed by law in admissions nor in the administration of educational programs, activities, and policies and Title IX requires it not discriminate in such a manner. Students who believe they have been subjected to discrimination or harassment in violation of this policy should follow the procedure outlined in the Student Handbook for a Title IX violation. Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to: Mr. Robert C. Cogswell, Jr., Title IX Coordinator, 95 Bolton Rd., Buies Creek, NC, 27506, 910-893-1217/FAX 910-814-4361; [cogswell@campbell.edu](mailto:cogswell@campbell.edu). Inquiries may also be directed to the United States Department of Education's Office for Civil Rights, *District of Columbia Office*, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, DC 20202-1475.

Telephone:(202) 453-6020; Facsimile:(202) 453-6021; Email: [OCR.DC@ed.gov](mailto:OCR.DC@ed.gov)

If you believe you have been the subject of sexual assault, harassment, discrimination, or violence, this should be reported to the Title IX Coordinator. The process involves an immediate initial investigation to determine if there is reasonable cause to believe the nondiscrimination policy has been violated. If so, the University will initiate a prompt, thorough and impartial investigation. This investigation is designed to provide a fair and reliable determination about whether the university's nondiscrimination policy has been violated. If so, the university will implement a prompt and effective remedy designed to end the discrimination, prevent its recurrence and address its effects. Please refer to the Student Handbook for the policy and procedures.

**Academic Facilities**

Academic facilities at Campbell University are designated primarily for use in the education of Campbell University students; other uses, although quite worthy in themselves, and of benefit to the community, are not to interfere with that primary function.

**The Application of this Bulletin to Campbell University Students:**

All students on all campuses who matriculate after August 1, 2013 will be governed by the provisions of this Bulletin (or Catalog); normally, students will graduate under the provisions of the Bulletin in force at the time of their initial registration and advisement so long as the student is continuously enrolled in a Campbell program. (Usually, this document is revised and reprinted on a two-year or three-year cycle.) Changes to policies between revisions of this document are posted on the University's website as addenda at this address: <http://www.campbell.edu/academics/catalog>.

From one year to the next, subtle changes may occur in the majors and minors represented in the Bulletin. These changes are reflected in a student's degree audit. When students enter the University, the student file is "stamped" with a bulletin year. Thus, students entering Campbell University in the fall semester 2013 will be "stamped" with a 2013 starting term. The requirements for that starting term will be reflected in the Degree Audit system which is updated in August prior to the beginning of each fall semester. Students are responsible for the degree, major, and minor requirements for the academic year in which they enter the University. Furthermore, students are responsible for using the Degree Audit feature available to them through their WebAccess accounts to inform them of changes in course, major, and degree requirements associated with their unique catalog entrance date. The Degree Audit available to the student is the same instrument used by the Registrar's Office to perform final audits for graduate certification.

Any student whose continuous enrollment at the University is interrupted by a semester or more shall be subject to the graduation requirements in the Bulletin (Degree Audit) in effect at the time of readmission. Any exception to this policy must be approved by the appropriate academic Dean in consultation with the University Registrar.

This Bulletin is intended as a guideline for students and should not be construed as an offer to contract or as a contract between Campbell University, Incorporated, and any student or a warranty of any entitlements, programs, regulations, or benefits set forth herein. The University reserves the right to change this Bulletin or any of its policies, regulations, charges, rules, schedules, and courses without notice and to make such changes applicable thenceforth, not only to new students, but also to students already registered. The University reserves the right to correct errors in its printed and electronic materials. The University also reserves the right to interpret its own policies. This Bulletin supersedes all previous editions of this Bulletin.

All undergraduate students at Campbell University are subject to the provisions of the student honor code. All students are responsible for being completely familiar with the provisions thereof; ignorance of those regulations does not constitute a defense against a charge of violation of the honor code.

## Table of Contents

Statements of Compliance .....	4
Academic Calendar and Schedule 2013–2016 (projected) .....	9
Campbell University Mission Statement .....	13
General Information for Undergraduate Students .....	14
Accreditation.....	14
General Education at Campbell University .....	14
Undergraduate Academic Policies .....	18
General Requirements for All Undergraduate Degrees .....	18
General College Curriculum .....	18
General Academic Regulations.....	30
Policies Regarding Registration and Course Credit.....	33
Policies on Online Education.....	35
Grades and Quality Points .....	43
Eligibility Regulations for Student-Athletes.....	50
Standards and Expectations .....	54
Campus Services.....	55
Admissions.....	56
Financial Information for Undergraduate Students.....	62
Financial Assistance.....	62
Scholarships .....	69
Federal Grants and Loans .....	71
State Grants and Loans .....	74
Tuition and General Fees .....	76
Refund Policy.....	77
Intellectual Property Policy.....	79
Departments/Schools and Course Descriptions .....	82
Academic Programs .....	92
Alphabetical Listing of Programs and Courses.....	97
Accounting.....	98
Art.....	101
Biological Sciences.....	105
Business Administration .....	116
Chemistry and Physics.....	122
Clinical Research .....	126
Communication Studies .....	130
Criminal Justice .....	137
Economics.....	142
English .....	145
Exercise Science .....	150
Foreign Languages.....	160

Healthcare Management .....	166
History and Geography .....	168
Homeland Security.....	174
Honors Program .....	178
Information Technology and Security .....	181
Mathematics.....	186
Music .....	190
PGA Golf Management .....	199
Pharmaceutical Sciences.....	202
Political Science.....	207
Professional Education.....	213
Psychology and Sociology .....	226
Religion and Philosophy .....	231
Social Work .....	236
Theatre Arts .....	239
Trust and Wealth Management .....	246
Foreign and Special Studies Programs.....	249
Study Abroad Program .....	249
Other Academic Offerings.....	252
Reserve Officers' Training Corps (ROTC).....	253
Campbell University Freshman Seminar .....	257
Directory Information .....	258
Dean's Award for Excellence in Teaching and Research.....	267
Campbell University Faculty .....	270
Campbell University Board of Trustees.....	287
Campbell University Presidential Board.....	288
Campbell University Alumni Board .....	290
Summary of Bachelor's Degrees Awarded.....	292

## Academic Calendar and Schedule 2013–2016 (projected)

Fall Semester		2013
Faculty Orientation		Thurs.-Fri., Aug. 15-16
Registration		Tues., Aug. 20
Classes Begin, 8:00 a.m.		Wed., Aug. 21
Drop/Add Day Begins, 1:00 p.m.		Fri., Aug. 23
Convocation		TBD
Last Day to Register Wed		Wed., Aug. 28
Labor Day Holiday		Mon., Sept. 2
Last Day to Drop w/out a Grade		Fri., Sept. 20
Mid-Term Recess Begins, 8:00 a.m.		Thurs., Oct. 10
Classes Resume, 8:00 a.m.		Mon., Oct. 14
Mid-Term Grades Due if on Paper Rosters		Wed., Oct. 16
Mid-Term Grades Due if Keyed by Faculty		Fri., Oct. 18
Last Day to Drop w/WP or WF		Fri., Oct. 25
Homecoming		TBD
Advisement Begins – Ends		Mon., Oct. 28 – Fri., Nov. 22
Thanksgiving Holiday Begins, 8:00 a.m.		Wed., Nov. 27 (no classes)
Classes Resume, 8:00 a.m.		Mon., Dec. 2
Reading Day		Tues., Dec. 3
Exams Begin		Wed., Dec. 4
Exams End		Mon., Dec. 9
Grades Due, 12:00 noon		Tues., Dec. 10, 9:00 a.m. Sr. grades due
Graduation		Sat., Dec. 14

Spring Semester		2014
Registration		Mon., Jan. 6
Classes Begin, 8:00 a.m.		Tues., Jan. 7
Drop/Add Day Begins, 1:00 p.m.		Fri., Jan. 10
Founder's Day		TBD
Last Day to Register		Wed., Jan. 15
Last Day to Drop w/out a Grade		Fri., Jan. 31
Mid-Term Recess Begins, 8:00 a.m.		Mon., Mar. 3
Mid-Term Grades Due if on Paper Rosters		Wed., Mar. 5
Mid-Term Grades Due if Keyed by Faculty		Fri., Mar. 7
Classes Resume, 8:00 am		Mon., Mar. 10
Last Day to Drop w/WP or WF		Fri., Mar. 14

Advisement Begins – Ends		Mon., Mar., 24 - Mon., Apr. 21
Easter Holiday		Fri., Apr. 18
Classes Resume, 8:00 a.m.		Mon., Apr. 21
Reading Day		Thurs., Apr. 24
Exams Begin		Fri., Apr. 25
Exams End		Wed., Apr. 30
Grades Due, 12:00 noon		Fri., May 2
Graduation (Law)		To Be Determined
Graduation (Pharmacy)		Fri., May 9
Graduation (MBA)		Sat., May 10, 9:00 a.m.
Graduation (M.Ed)		Sat., May 10, 9:00 a.m.
Baccalaureate Service		TBD
Graduation (Divinity)		Fri., May 9, 7:00 p.m., Turner Auditorium
Graduation (AA & Bachelor's Degrees) and M. Ed. and MBA Hooding		Sat., May 10, 9:00 a.m., Convocation Center

<b>Summer School I</b>		<b>2014</b>
Registration		Mon., May 19
Classes Begin, 8:00 a.m.		Tues., May 20
Last Day to Drop/Add		Fri., May 23
Last Day to Register		Fri., May 23
Memorial Day Observed		Mon., May 26
Exams		Fri., June 20
Grades Due, 9:00 a.m.		Tues., June 24

<b>Summer School II</b>		<b>2014</b>
Registration		Mon., June 23
Classes Begin, 8:00 a.m.		Tues., June 24
Last Day to Drop/Add		Fri., June 27
Last Day to Register		Fri., June 27
Independence Day Holiday		Fri., July 4
Exams		Fri., July 25
Grades Due, 9:00 a.m.		Tues., July 30
Graduation Certification Day		Fri., Aug. 29

<b>Fall Semester</b>	<b>2014</b>	<b>2015</b>
Faculty Orientation	Thurs., Fri., Aug. 14-15	Thurs., Fri., Aug. 13-14
Registration	Mon., Aug. 18	Mon., Aug. 17
Classes Begin, 8:00 a.m.	Tues., Aug. 19	Tues., Aug. 18
Drop/Add Day Begins, 1:00 p.m.	Fri., Aug. 22	Fri., Aug., 21
Convocation	TBD	TBD

Last Day to Register	Wed., Aug. 27	Wed., Aug. 26
Labor Day Holiday	Mon., Sept. 1	Mon., Sept 7
Last Day to Drop w/out a Grade	Fri., Sept. 19	Fri., Sept. 18
Mid-Term Recess Begins, 8:00 a.m.	Thurs., Oct. 9	Thurs., Oct. 8
Classes Resume, 8:00 a.m.	Mon., Oct. 13	Mon., Oct. 12
Mid-Term Grades Due if on Paper Rosters	Wed., Oct. 15	Wed., Oct. 14
Mid-Term Grades Due if Keyed by Faculty	Fri., Oct. 17	Fri., Oct. 15
Last Day to Drop w/WP or WF	Fri., Oct. 24	Fri., Oct. 23
Homecoming/Family Weekend	To Be Determined	TBD
Advisement Begins – Ends	Mon., Oct. 27-Fri., Nov. 21	Mon., Oct. 26-Fri., Nov. 20
Thanksgiving Holiday Begins, 8:00 a.m	Wed., Nov. 26 (no classes)	Wed., Nov. 25 (no classes)
Classes Resume, 8:00 a.m.	Mon., Dec. 1	Mon., Nov. 30
Reading Day	Tues., Dec. 2	Tues., Dec. 1
Exams Begin	Wed., Dec. 3	Wed., Dec. 2
Exams End	Mon., Dec. 8	Mon., Dec. 7
Senior Grades Due, 9:00 a.m.	Tues., Dec. 9	Tues., Dec. 8
Graduation	Sat., Dec. 13	Sat., Dec. 12
All Other Grades Due 12:00 noon	Wed., Dec. 17	Wed., Dec. 16

<b>Spring</b>	<b>2015</b>	<b>2016</b>
Registration	Mon., Jan. 5	Mon., Jan 11
Classes Begin, 8:00 a.m.	Tues., Jan. 6	Tues., Jan. 12
Drop/Add Day Begins, 1:00 p.m.	Fri., Jan. 9	Fri., Jan. 25
Founder's Day	To Be Determined	To Be Determined
Last Day to Register	Wed., Jan. 14	Wed., Jan., 20
Last Day to Drop w/out a Grade	Fri., Jan. 30	Fri., Feb., 5
Mid-Term Recess Begins, 8:00 a.m.	Mon., Mar. 3	Mon., Mar. 7
Mid-Term Grades Due if on Paper Rosters	Wed., Mar. 5	Wed., Mar. 9
Mid-Term Grades Due if Keyed by Faculty	Fri., Mar. 7	Fri., Mar. 11
Classes Resume, 8:00 a.m.	Mon., Mar. 10	Mon., Mar. 14
Last Day to Drop w/WP or WF	Fri., Mar. 14	Fri., Mar. 18
Advisement Begins – Ends	Mon., Mar. 24-Fri., Apr. 11	Mon., Mar. 28-Fri., Apr. 22
Easter Holiday	Fri., Apr. 18	Fri., Mar. 25
Classes Resume, 8:00 a.m.	Mon., Apr. 21	Mon., Mar. 28
Reading Day	Thurs., Apr. 24	Thurs., Apr. 28
Exams Begin	Fri., Apr. 25	Fri., Apr. 29
Exams End	Wed., Apr. 30	Mon., May 4
Grades Due, 12:00 noon	Fri., May 1	Fri., May 6
Graduation (Law)	To Be Determined	To Be Determined

Graduation (Pharmacy)	Fri., May 8	Fri., May 13
Graduation (MBA)	Sat., May 9, (TBA)	Sat., May 14 (TBA)
Graduation (M.Ed)	Sat., May 9, (TBA)	Sat., May 14 (TBA)
Baccalaureate Service	To be Determined	To Be Determined
Graduation (Divinity)	Fri., May 8, Turner Auditorium	Fri., May 13, Turner Auditorium
Graduation (AA & Bachelor's Degrees) and M. Ed. and MBA Hooding	Sat., May 9, (TBA)	Sat., May 14 (TBA)

<b>Summer School I</b>	<b>2015</b>	<b>2016</b>
Registration	Mon., May 18	Mon., May 23
Classes Begin, 8:00 a.m.	Tues., May 19	Tues., May 24
Last Day to Drop/Add	Fri., May 22	Fri., May 27
Last Day to Register	Fri., May 23	Fri., May 27
Memorial Day Observed	Mon., May 25	Mon., May 30
Exams	Fri., June 19	Fri., June 24
Grades Due, 9:00 a.m.	Tues., June 23	Tues., June 28

<b>Summer School II</b>	<b>2015</b>	<b>2016</b>
Registration	Mon., June 22	Mon., June 27
Classes Begin, 8:00 a.m.	Tues., June 23	Tues., June 28
Last Day to Drop/Add	Fri., June 26	Fri., July 1
Last Day to Register	Fri., June 26	Fri., July 1
Independence Day Holiday	Sat., July 4	Mon., July 4
Exams	Fri., July 24	Fri., July 29
Grades Due, 9:00 a.m.	Tues., July 28	Tues., Aug. 2
Graduation Certification Day	Fri., Aug. 28	Fri., Sept. 2

## Campbell University Mission Statement

### Mission

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

### To fulfill its mission, the University:

- I. presents a worldview informed by Christian principles and perspectives;
- II. affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
- III. influences development of moral courage, social sensitivity, and ethical responsibility;
- IV. gathers a diverse community of learners;
- V. delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels;
- VI. transfers to students the vast body of knowledge and values accumulated over the ages;
- VII. encourages students to think critically and creatively;
- VIII. fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
- IX. forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- X. provides students with servant leadership opportunities;
- XI. cooperates with other educational institutions to expand learning opportunities for students;
- XII. offers service and other opportunities to the greater community through athletics, continuing education, cultural enrichment programming, and extended-campus education.

*Approved by the Board of Trustees, April 29, 2009*

## General Information for Undergraduate Students

### Accreditation

Campbell University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate, Masters, Education Specialist, and Doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Campbell University. The Commission should be contacted only if there is evidence that appears to support the University's significant non-compliance with an accreditation requirement or standard. Normal inquiries about Campbell University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the appropriate office of the University and not to the Commission's office.

Campbell's Professional Education programs are also accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the North Carolina Department of Public Instruction (NCDPI). The Social Work program is accredited by the Council on Social Work Education (CSWE). The School of Law is accredited by the American Bar Association, the College of Pharmacy & Health Sciences by the American Council on Pharmaceutical Education, the Physician Assistant Program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PAC); the School of Medicine is accredited by the Commission on Osteopathic College Accreditation (COCA); and the Divinity School by The Association of Theological Schools (ATS). We also have accreditations in the following areas: Professional Golf Management Program is accredited by the Professional Golf Association of America; the Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE); and the Business School is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

Campbell University holds membership in the North Carolina Association of Colleges and Universities, the North Carolina Association of Independent Colleges and Universities, the National Association of Independent Colleges and Universities, the International Association of Baptist Colleges and Universities, the Council for Christian Colleges and Universities, and the American Association of Colleges of Teacher Education.

### General Education at Campbell University

The University is especially proud of its undergraduate liberal arts heritage and educational mission. To this end, specific competencies of the undergraduate educational experience have been identified. Students achieve essential competencies through courses in the General College Curriculum, or GCC, and through courses in the academic major. The General Education competencies of Campbell University are:

- I. Reading: Textual and Non-textual
- II. Mathematics: Practical, Logical, and Speculative
- III. Critical Thinking: Inquiry, Analysis, and Solution
- IV. Communication: Verbal and Non-verbal
- V. Clarity in Value Formation: Spiritual, Interpersonal, and Physical
- VI. Student Use of Technology: In the Sciences, Arts, and Humanities

The General Education Competencies are introduced through the GCC and reinforced through the academic major, thereby ensuring that all students (including transfers) will develop competency in each area.

### **Campus and Buildings**

The University occupies a spacious 850-acre campus in an area known as Buies Creek, located in Harnett County, and equidistant from North Carolina's fast-growing metropolitan centers of Raleigh and Fayetteville.

The location combines the advantages of accessible urban convenience with the friendly, academic atmosphere of a rural university campus.

The University had its beginning in a small one-room building erected by local citizens. Though later enlarged by 1896 it had become inadequate to house the growing student body, and additional facilities were added.

On December 20, 1900, with the exception of one building that was later used for classrooms, these structures were destroyed by fire. The burned buildings were replaced by Kivett Hall, named for Z. T. Kivett, the Master Builder; it was constructed between May 23, 1901, and November 2, 1903.

The Current Campus now consists of 1.3 million square feet of space in the following facilities: Kivett Hall (1903, Renovated 2010) William Pearson Hall (1915, Renovated 2000), Carrie Rich Memorial Hall (1925, Renovated 2011); D. Rich Memorial Building (1926, Renovated 2004); Carter Gymnasium (1952); Leslie Hartwell Campbell Hall of Science (1961, Major Renovations 2009-2011); James E. and Mary Z. Bryan Hall (1961, Renovated 2012-2013); J. Clyde Turner Chapel (1963, Renovated 2004); Campbell House (Admissions) (1965, Renovated 2006); Fred L. Taylor Hall of Religion (1973); Johnson Memorial Aquatics Center (1976), Taylor Bott Rogers Fine Arts Center (1984); J.P. Riddle Hall (1991); Wiggins Hall (Library) (1992, Renovated 2010); Lundy Fetterman School of Business (1999); Pharmacy Research (2001); ROTC (2001-2005); McLeod Athletic Training Facility (2004); Maddox Hall (2007); John W. Pope, Jr. Convocation Center (2008); Irvin Warren Athletic Center (2008); Dinah E. Gore Bell Tower (2009), Anna Gardner Butler Chapel (2009), and the Leon Levine Hall of Medical Sciences (2013).

In addition, the following serve the administrative function of the University: B. P. Marshbanks Dining Hall (1934, Renovated and Addition 2005); W. S. Britt Hall (1947, Renovated 2006); John S. Pearson Memorial Campbell University Health Center (1960, Renovated 2012); James A. Campbell Administration Building (1961); Northeast Hall (1963, Renovated 2005); Godwin Maintenance Building (1964); James M. Shouse Dining Hall (1973, Renovated 2009); and the Wallace Student Center (1978, Renovated 2006).

The residence halls for students are: William H. and Lula Bostic Jones Hall (1954); J. E. Kitchin Hall (1955, Renovated 2010); O. Hampton Baldwin Hall (1958, Renovated 2010); Fred N. Day Hall (1959); Mabel and Nell Powell Hall (1960, Renovated 1994); J. Hunter and Mabel C. Strickland Hall (1962, Renovated 2009); Ernest P. Sauls Hall (1962, Renovated 2009); Bobby Murray Hall (1967, Renovated 2010-2011); R. A. and Elsie Hedgpeth Hall (1967, Renovated 2009); A. R. Burkot Hall (1973, Renovated 2013); Fred McCall Hall (1973); Lonnie D. Small Hall (1973, Renovated 2012); Faculty Memorial Commons (1999-2000); Bob Barker Hall (2005); Stadium Apartments (Renovated 2007, 2008) and North Hall (2010).

The University also has athletic fields and open spaces: the Eakes Athletic Complex includes Soccer, the James R. Nisbet Tennis Center (1989, Renovated and Lighted 2010); and the Amanda Littlejohn Stadium (Softball 2012). Others are: Barker Lane Stadium and Ed Gore Field (Football 2008); Irwin Belk Track (2011) Student Intramural Fields (2012); and Taylor Field at Jim Perry Stadium (Baseball 2013).

### **Brief History - *Ad astra per aspera***

Implicit in this old Latin motto, "To the stars through difficulties," adopted during the dark days of post-Reconstruction, are beliefs, aims, and objectives that have guided this institution through ever-changing circumstances.

Campbell's rise from a community school of twenty-one students to eminence as a great southern academy and later to its present standing among the state's largest church-related senior universities is illustrative of what perseverance can accomplish in scaling the heights.

Campbell University was founded January 5, 1887, by James Archibald Campbell, a North Carolina preacher who believed that no student should be denied admission because of lack of funds. Known as Buies Creek Academy, the school that began with twenty-one students grew slowly during the early years.

*In Campbell College: Big Miracle at Little Buies Creek, (1887-1974)*, Dr. J. Winston Pearce wrote of Dr. James Archibald Campbell, "From the beginning, his passion was that his school prepare young men and women for a living and for a life, not one but both. He was concerned that Christ have his way in the classroom and that he have his way in the church house, no difference..."

In 1926, the school attained junior college status and changed its name from Buies Creek Academy to Campbell Junior College. In 1961, Campbell became a senior college. The name was changed to Campbell University on June 6, 1979.

Graduate programs were begun in 1977 with the Master of Education degree. The Master of Business Administration degree was added in 1978, and the Master of Science in Government was established in 1982 (although this degree is no longer offered).

The Campbell University School of Law was founded in 1976, and the Lundy-Fetterman School of Business was begun in 1983. The School of Pharmacy and School of Education were established in 1985. The Divinity School was established in 1995. In 2009, the School of Pharmacy was renamed the College of Pharmacy & Health Sciences to accommodate additional health science programs. In 2013, the School of Osteopathic Medicine matriculated its charter class.

Campbell University has developed into a major university that will enroll nearly 8,000 students during the 2013 academic year. Students typically hail from all one hundred North Carolina counties, all fifty states of the United States, and over thirty-five countries of the world. Campbell University is the second largest Baptist University in the world. Open to all qualified students, Campbell's student body includes persons from more than forty denominations and faiths.

In over one hundred years of service, Campbell University has been served by only four presidents: James Archibald Campbell (1887–1934), Leslie Hartwell Campbell (1934–1967), Norman Adrian Wiggins (1967–2003), and Jerry McLain Wallace (2003–present).

**Faculty**

One of the chief assets of Campbell University is its faculty. Members of the faculty are competent, experienced, and dedicated teachers. Their educational backgrounds are represented by undergraduate and graduate degrees from many outstanding institutions.

At the present time, over four-fifths of the faculty holds the doctoral degree or its professional equivalent.

Campbell University is committed to the task of selecting and maintaining a group of highly qualified teachers who are dedicated to learning in general, to the special knowledge of their subject area, and to the process of instructing students.

**Assets**

The University has total assets in excess of \$423,000,000 including endowment net assets in excess of \$115,000,000.

Included in the University's assets is Keith Hills, comprised of twenty seven golf holes and a residential community. The Ellis Maples-designed Orange and Black Courses were completed in 1973 and the Dan Maples-designed White Course was completed in 2002.

**Library**

Opened in 2010, Wiggins Memorial Library serves as the main library of the University. Its mission is to facilitate access to information resources that support learning, teaching, and research; to provide training for effective and ethical use of these resources; and to support the Campbell community through a state-of-the-art academic environment.

Centrally located on the Academic Circle, Wiggins Memorial Library offers over 59,000 square feet of space featuring quiet individual and collaborative group study areas, 10 group study rooms, a conference room, and a 24-hour study area. In addition, it houses the university's Writing Center and the College of Pharmacy & Health Sciences' Drug Information Center. The library is a technology-equipped space with over 60 PC and Macintosh public workstations, a state-of-the-art computer lab, and an Idea Lab equipped with hardware and software for audio and video editing, as well as digital illustration.

The library collection contains over 229,000 print volumes, over 180,000 e-books, 318 print periodical subscriptions, almost 56,000 full-text electronic periodical subscriptions, and over 600,000 microforms. Numerous media items and related educational materials are available in the Curriculum Materials/Media Center on the third floor of the building. The library's website (<http://lib.campbell.edu>) serves as a gateway to this wide array of resources and provides access to many services, including research assistance, interlibrary loan, and electronic reserves.

The Gilbert T. Stephenson Business Library is located in the Lundy-Fetterman School of Business building. This library holds a collection of business reference materials and periodicals. While the vast majority of the print business collection is housed in Wiggins Memorial Library, the Business Library provides a convenient venue for students and faculty on the north side of campus.

## Undergraduate Academic Policies

Campbell University offers undergraduate programs leading to the Associate of Arts (AA), Bachelor of Arts (BA), Bachelor of Science (BS), Bachelor of Business Administration (BBA), Bachelor of Social Work (BSW), Bachelor of Applied Science (BAS), and Bachelor of Health Science (BHS) degrees.

### General Requirements for All Undergraduate Degrees

**Candidates for undergraduate degrees must:**

#### **I. Demonstrate evidence of good character.**

- A. Honoring the Campbell University Code of Honor
- B. Serving the University Community
- C. Living as a good citizen

#### **II. Complete the General College Curriculum.**

##### **The General College Curriculum**

The General College Curriculum, or GCC, is a collection of baccalaureate courses in the traditional liberal arts disciplines of the trivium and quadrivium. The purpose of requiring this two years of study prior to undertaking the major and minor fields is 1) to provide students the opportunity to acquire and solidify skills in reading, writing, and critical thinking which are fundamental to all other disciplines, and 2) to enable students to gain the experience and knowledge needed to achieve the spiritual, philosophical, historical, aesthetic, and scientific foundations necessary to understand and evaluate human experience from a Christian perspective as well as to enjoy the good life motivated by charity and concern for others.

The General College Curriculum is designed to parallel and reinforce the General Education Competencies of Campbell University. Therefore, the GCC addresses the following competencies:

- I. Reading: Textual and Non-textual
- II. Mathematics: Practical, Logical, and Speculative
- III. Critical Thinking: Inquiry, Analysis, and Solution
- IV. Communication: Verbal and Non-verbal
- V. Clarity in Value Formation: Spiritual, Interpersonal, and Physical
- VI. Student Use of Technology: In the Sciences, Arts, and Humanities

Students pursuing the B.A., B.S., B.S.W., and B.B.A. degrees must complete the General College Curriculum with any minor modifications noted herein for the appropriate degree program.

<b>Academic Disciplines</b>	<b>Number of Courses Required</b>
Fine Arts	1
Art 131, Music 131, Theatre 131	
<b>Humanities</b>	
English 100, 101 and 102	1-3

English 100 may be waived for students with an SAT verbal score of 450 (or ACT-English score of 19) or higher. Successful completion of English 100 requirement is the prerequisite for English 101.

English 101 may be waived for students with 1) an SAT verbal score of at least 700 or an ACT composite score of at least 32 and 2) a GPA of at least a “B” in their high school English courses. Successful completion of the English 101 requirement is the prerequisite for English 102.

200-level Literature Survey	2
-----------------------------	---

ENGL 201, 202, 203, 204, 205, or 206 may be taken in any order or combination to fulfill this two-course requirement. One literature course offered by the Department of Foreign Languages may be substituted for one 200-level English course. This course may be either a course in the language or in English translation, provided the student’s adviser approves it in advance. Successful completion of ENGL 100, 101, and 102 is a prerequisite for any 200-level English course.

Foreign Language	1-3
------------------	-----

1. Students pursuing the B.S. or B.S.W. degree must pass either the 201-level course in the language or attain a satisfactory score on a nationally-normed equivalent examination approved in advance by the Chair of the Foreign Language Department.
2. Students pursuing the B.A. degree must pass either the 202-level course in the language or attain a satisfactory score on a nationally-normed equivalent examination approved in advance by the Chair of the Foreign Language Department.
3. Students pursuing the B.B.A. degree are required to complete two foreign language courses. This requirement may be met by presentation of two or more high school units (years) in the same language.

Religion	2
----------	---

Religion 125 and one of the following: RELG 202, 212, 224, 236, 251 or 322

History 111 and 112	2
---------------------	---

<b>Mathematics</b>	<b>Number of Courses Required</b>
Mathematics	1-2

Successfully complete Mathematics 122 or two mathematics courses numbered 111 and above as selected by the major department.

<b>Natural Sciences</b>	<b>Number of Courses Required</b>
Natural Sciences	1-2

Students pursuing a B.B.A., B.A., B.A.S., or B.S.W. degree must complete successfully one laboratory science course (four hours) from Biology, Chemistry, Environmental Science, or Physics.

Students pursuing a B.S. or B.H.S. degree must complete successfully two laboratory science courses (eight hours) from Biology, Chemistry, Environmental Science, or Physics.

<b>Exercise Science</b>	<b>Number of Courses Required</b>
Exercise Science (Physical Education)	2

Exercise Science 185 (2 hours) and a PE 111 activity course (1 hour)

<b>Social Science/Philosophy/Religion</b>	<b>Number of Courses Required</b>
Social Science/Philosophy/Religion	2

Students are required to complete only two courses and may take any combination, with the approval of the major department. Courses in Criminal Justice, Economics, Geography, History, Philosophy, Political Science, Psychology, Sociology, Religion, or COMM 240 may be used to complete this requirement.

### **Total General Education Hours**

41-65 Semester Hours

### **III. Participate, when requested, in assessment of institutional effectiveness of programs in general education and studies in the major and/or minor field.**

On a periodic basis, the University will request student participation in determining measures of effectiveness of University programs and in assessing student progress during the course of the educational experience at Campbell. When the participation requested pertains to student progress in the major and/or minor, such participation becomes a requirement for graduation.

### **IV. Satisfy the Campbell Connections (CUW) attendance requirement.**

Connections reflects the Christian mission and purpose of Campbell University by offering experiences that seek to nurture the spiritual life of students from a Christian worldview and help to build a strong sense of community. Programs do not attempt to coerce students to worship or embrace a particular set of beliefs or value system. Connections merges the university's hallmarks of faith, learning, and service together to educate, challenge, and prepare students to live and act responsibly in this world.

Attendance requirements for Connections are as follows:

Students entering as *freshmen/first year students* will attend for four semesters (CUW 100 during the first two semesters and two additional semesters of CUW 200).

Students entering as *sophomores* (24 semester hours) will attend CUW 200 for three semesters.

Students entering as *juniors* (64 semester hours) will attend CUW 200 for two semesters.

Students entering as *seniors* (98 semester hours) will attend CUW 200 for one semester.

Students who are seeking an *Associate degree* will attend for two semesters (CUW 100) during the first two semesters).

One-half hour credit is awarded for each semester of Connections attendance. The grade will depend upon the number of events attended.

CUW 100 meets Monday at 10:00 a.m. in Turner Auditorium and is required of all freshmen during their first two semesters at Campbell University. This includes students who are planning to transfer to another school, enter a graduate/professional school, or who “transferred” college credits earned during their last year of high school.

CUW 200 meets Wednesday at 10:00 a.m. in Turner Auditorium for all sophomores, juniors, and seniors needing to complete their requirements for graduation. In addition to Wednesdays, students will have an approved list of programs offered across campus for Connections credit. Students have the opportunity to choose which events they attend for Connections credit; however, the programs must be events pre-approved and advertised as a Connections event.

**Programs offered for Connections 200 fall in the following categories:**

- Spiritual Formation/Faith Development (SF)
- Academic (AD)
- Arts and Culture (AC)
- Personal Development (vocation, relationship issues, personal health, etc.) (PD)
- Service (Up to three occasions of service for credit per semester)

**V. Complete a minimum of 12 upper-level semester hours in the departmental major at Campbell.**

A student may be a candidate for only one undergraduate degree. Normally, each student chooses a major field when nearing completion of the core curriculum requirements, usually not later than the second semester of the sophomore year. Each Campbell University student is responsible for ensuring that the choice of major is properly and currently recorded with his/her adviser and in the Registrar’s Office and the University Computer.

*Please Note: Students must take cognizance of the fact that the Registrar’s Office is the office of record with respect to student academic information during residence and at the time of graduation. If the information on record in that office is not correct, then permanent student records as well as Federal, State, Financial Aid, and VA reports can be in error, perhaps causing the student academic and/or financial hardship.*

**Double Majors**

It is sometimes possible to complete the requirements for two majors while in residence. Qualification in two (or more) majors in the same degree does not entitle a candidate to two degrees.

*Depending upon the requirements, this process may necessitate an additional semester or two in residence.*

Forms for declaring multiple majors are available in the Registrar's Office. Students who desire qualification in two major fields must obtain for the official record the one-time written approval of both of the appropriate department chairpersons and have the approvals on file in the Registrar's Office. Since requirements for the major vary by department, the student must select one department's requirements as primary. In the event of misunderstandings or conflicts with respect to requirements with one of the majors, the problem must be resolved by the department chairperson of the department where the problem resides.

In the case of duplicate requirements, the student may be released from the course requirement by the department chair of the secondary major, but the student must still have 124 hours for graduation. Students must have a 3.0 average before starting a double-major program.

*Please Note:* Students receiving veteran's benefits must document with the Veteran's Affairs Coordinator, the Office of the Registrar, and the appropriate department chairs their intent to pursue the double major or a major with a minor. A written course requirement sheet, agreed to by respective department chairs, must be provided to the Veteran's Affairs Office and student with the clear understanding that an additional semester may be required to complete all requirements. The course requirement sheet will be developed on a case-by-case basis, tailored individually, and agreed to by the appropriate department chairs. Successful completion of all degree requirements will result in award of a single diploma.

### **Minors**

Students may also elect to earn one or more minor fields. Requirements for minors are normally less demanding than those of a major field. Minimum requirements for a minor are 18 semester hours, including at least five courses. Variations will be determined by the appropriate department. The student must designate the major and minor fields in writing to the registrar at the time of application for graduation. There is no grade point average requirement to meet before commencing work on a minor; however, no credit will be given for a minor unless the student has a "C" average (2.000) when all courses counting toward the requirement are included.

**VI. For all degrees, regardless of the total number of required hours, 25 percent of the credit hours toward the degree must be completed with Campbell.**

**VII. For the bachelor's degree, earn at least 124 semester hours of credit, of which the last 32 must be at Campbell.**

N.B I: A student is normally allowed to attempt only 160 semester hours before graduation. This number may be exceeded only with the approval of the Retention Committee. From time to time, changes are made in General College Curriculum requirements, graduation requirements, and related matters. Unless otherwise indicated, such changes will be applicable to all students enrolled at the time the change is adopted, as well as to all students who re-enroll after a period of absence.

N.B. II: Extended Program students will be governed by the academic residency requirements of the Service-Members Opportunity Colleges (SOC), which at the baccalaureate level requires 32 minimum credit hours, of which 12 must be in upper-level coursework in the major with Campbell.

### **Bachelor of Arts Degree Requirements**

Students must complete the General College Curriculum, along with major and elective requirements, to total a minimum of 124 semester hours. Major requirements are included in the appropriate academic discipline listing in this Bulletin. The Bachelor of Arts Degree is awarded to students in the following majors:

*College of Arts and Sciences*

Art, Communication Studies, Criminal Justice, English, French, History, Music, Music Education, Political Science, Religion, Christian Ministries, Spanish, and Theatre Arts

*Lundy-Fetterman School of Business*

Economics

**Bachelor of Business Administration Degree Requirements**

Students must complete the General College Curriculum, along with major and elective requirements, to total a minimum of 124 semester hours. Major requirements are included in the appropriate academic discipline listing in this Bulletin.

The Bachelor of Business Administration degree is awarded to students in the following majors: Accounting, Business Administration, PGA Golf Management, International Business, and Trust & Wealth Management.

**Bachelor of Science Degree Requirements**

Students must complete the General College Curriculum, along with major and elective requirements, to total a minimum of 124 semester hours. Requirements for each major are included with the appropriate academic discipline listing in this Bulletin. The Bachelor of Science degree is awarded to students in the following majors:

*College of Arts and Sciences*

Athletic Training, Biochemistry, Biology, Chemistry, Exercise Science, Fitness Wellness Management, Health and Physical Education, Homeland Security, Information Technology & Security, Kinesiology, Mathematics, Social Science, Sport Coaching, and Sports Management

*The Lundy-Fetterman School of Business*

Economics

*School of Education*

Birth to Kindergarten, Elementary Education, Middle Grades Education, Special Education, Educational Studies, Psychology, Social Work

Teacher Licensure with a B.S. or B.A. degree in the following areas: Biology, English, French, Health and Physical Education, Mathematics, Music, Social Science, and Spanish

*College of Pharmacy & Health Sciences*

Clinical Research, Pharmaceutical Sciences, and General Science

**Bachelor of Social Work Degree Requirements**

Students must complete the General College Curriculum along with major and elective requirements to total a minimum of 124 semester hours. Major requirements are included in the appropriate academic discipline listing in this Bulletin.

**Bachelor of Applied Science Degree Requirements (CIP 24.0101)**

Students must meet the criteria of either (A) or (B):

- (A) Student must possess an earned Associate in Applied Science degree in one of the following areas of concentration: Business, Information Technology, Homeland Security, or Criminal Justice, from a regionally accredited college or regionally accredited technical school. The

degree must include a minimum of 10 semester hours in the major area. A maximum of 21 semester hours qualifying applied science credit will be accepted towards the completion of the degree. Students will be permitted to transfer in a limited number of additional credits from other community college-level course work.

- (B) Student must have completed a military service school that has a minimum of 10 semester hours of qualifying applied science credits as recommended by the American Council on Education (ACE), and/of been awarded the Military Occupational Specialty (MOS for Army and Marine Corps, Air Force Specialty Code [AFSC] for Air Force, Naval Enlisted Code [NEC] for Navy) that is comparable to (A) above. A maximum of 21 semester hours of qualifying applied science credit will be accepted towards the completion of the degree.

Further, students must complete 53 semester hours of credit in these general education subject areas, if not already accepted as transfer credits within the associate degree program of study:

<b>Academic Disciplines</b>	<b>Number of Semester Hours Required</b>
Fine Arts	3
Art 131, Music 131, Theatre 131	
<b>Humanities</b>	
Humanities*	24

\*Must include ENGL 100 (if required), 101 and 102; RELG 125 and one RELG elective. The remaining 9-12 hours may come from writing or literature courses, speech, religion, philosophy, or foreign language.

<b>Mathematics</b>	<b>Number of Semester Hours Required</b>
Mathematics**	6

\*\*May include any Math courses numbered 111 or above.

<b>Sciences</b>	<b>Number of Semester Hours Required</b>
Sciences***	4

\*\*\*Any natural or biological science courses, with laboratory component.

<b>Social Sciences</b>	<b>Number of Semester Hours Required</b>
Social Science****	12

\*\*\*\*Must include HIST 111 and 112. May include courses in criminal justice, geography, history, economics, political science, psychology, sociology, or military science.

Students must complete additional elective hours to total a minimum of 124 semester hours for the BAS degree. Student must select a concentration where at least 24 semester hours must be completed in their chosen field of business, criminal justice, homeland security or information technology and 12-18 semesters hours of cognate courses for the concentration. A minimum of 12 semester house must be upper (300-400) course in the concentration and must be taken in residence at Campbell. The student must complete the remaining ours in free electives.

Students must complete the General College Curriculum, along with major and elective requirements, to a total of 124 semester hours. Major requirements are included in the appropriate academic discipline listing in this bulletin.

#### **Requirements for a Bachelor of Applied Science with a Concentration in Business:**

Students who wish to acquire a Bachelor of Applied Science degree with a Concentration in Business Administration must, in addition to the General Core Curriculum and Qualifying Applied Science electives, complete the following courses: ACCT 213, 214, BADM 125, 221, 222, 300, 313, 314, 331, 345, 558, ECON 201 and 202.

#### **Requirements for a Bachelor of Applied Science with a Concentration in Information Technology and Security-Security:**

Students who wish to acquire a Bachelor of Applied Science degree with a Concentration in Information Technology and Security-Security must, in addition to the General Core Curriculum and Qualifying Applied Science electives, complete the following courses: ITS 150, 200, 300, 345, 351, 6 hours of ITS elective credit at the 300 level or above, 3 hours of ITS elective credit at the 200 level or above and 12 semester hours in CRIM or HSEC elective credit at the 200 level or above.

#### **Requirements for a Bachelor of Applied Science with a Concentration in Information Technology and Security-Management:**

Students who wish to acquire a Bachelor of Applied Science degree with a Concentration in Information Technology and Security-Management must, in addition to the General Core Curriculum and Qualifying Applied Science electives, complete the following courses: ITS 150, 200, 235, 345, 351, 6 hours of ITS elective credit at the 300 level or above, 3 hours of ITS elective credit at the 200 level or above and 12 semester hours in ACCT/ECON, and/or BADM elective credit at the 200 level or above.

#### **Requirements for a Bachelor of Applied Science with a Concentration in Homeland Security:**

Students who wish to acquire a Bachelor of Applied Science degree with a Concentration in Homeland Security must, in addition to the General Core Curriculum and Qualifying Applied Science electives, complete the following courses: HSEC 200, 320, 340, 350, 360, 370, 442, HIST 221, 222, POLS 229, 332, 338, GEOG 114 and ECON 200.

#### **Requirements for a Bachelor of Applied Science with a Concentration in Criminal Justice:**

Students who wish to acquire a Bachelor of Applied Science degree with a Concentration in Criminal Justice must, in addition to the General Core Curriculum and Qualifying Applied Science electives, complete the following courses: CRIM 231, 232, 270, 280, 339, 361, 430, 441, HIST 221, 222, POLS 229, 338, GEOG 114 and ECON 200.

*Any student who is originally evaluated for a Bachelor of Applied Science degree and later changes to another degree plan will have his/her transfer credits re-evaluated. In this case, the student may lose the majority of qualifying applied science credits.*

**Bachelor of Health Science Degree Requirements (CIP 24.0199)**

Students must meet the criteria of either (A), or (B):

(A) Student must possess an earned Associate in Applied or Health Science degree in a health care related area, from a regionally accredited college or regionally accredited technical school. A minimum of 10 semester hours and up to a maximum of 21 semester hours of qualifying applied science credit will be accepted towards the completion of the degree. Students will be permitted to transfer in a limited number of additional credits from other community college-level courses work.

(B) Student must complete a health care-related military training program that is the equivalent of (A) above. A minimum of 10 semester hours and up to a maximum of 21 semester hours of qualifying health science credit, as recommended by the American Council on Education (ACE), and been awarded the Military Occupational Specialty (MOS for Army, Air Force Specialty Code [AFSC] for Air Force, Naval Enlisted Code [NEC] for Navy) may be accepted towards the completion of the degree.

Further, students must complete 53 semester hours of credit in these general education subject areas if not already accepted as transfer credits within the associate degree program of study.

<b>Academic Disciplines</b>	<b>Number of Semester Hours Required</b>
Fine Arts*	3
*Must include an acceptable course from art, music, or theatre	
<b>Humanities</b>	
Humanities**	24

\*\*Must include ENGL 100 (if required), 101, and 102; RELG 125; and one RELG elective. The remaining 9-12 hours may come from writing or literature courses, communication studies, speech, religion, philosophy, or foreign language.

<b>Mathematics</b>	<b>Number of Semester Hours Required</b>
Mathematics***	6

\*\*\*May include any Math courses numbered 111 or higher. MATH 112 recommended.

<b>Sciences</b>	<b>Number of Semester Hours Required</b>
Sciences****	8

\*\*\*\*CHEM 111 and 113 with lab required.

<b>Social Sciences</b>	<b>Number of Semester Hours Required</b>
Social Sciences*****	12

\*\*\*\*\*Must include HIST 111 and 112. May include courses in criminal justice, economics, history, geography, political science, psychology, sociology, or military science.

Further, students must complete the additional core courses required for adequate preparation for graduate education in health related occupations. If not already awarded through transfer credit, the student should complete:

CHEM 227	Organic Chemistry I with Lab	4 semester hours
BIOL 111	Basic Biology with Lab	4 semester hours
BIOL Electives	Anatomy & Physiology I & II (BIOL 220 & 223) Required	8 semester hours
Additional Upper-level BIOL courses (two courses must have labs)		12 semester hours

Students must complete additional elective hours to total a minimum of 124 semester hours for the BHS degree. The remaining hours, 12 semester hours must be upper level (300-400) courses from any of these subjects: accounting, business, criminal justice, economics, foreign language, history, information technology and security, literature, mathematics, philosophy, political science, psychology, religion, science, or sociology. A minimum of 12 semester hours of upper level course (300-400) must be taken in residence at Campbell. Students should check the admissions requirements for the graduate programs for which they intend to apply. This will aid in course selection for the remaining electives.

**Any student who is originally evaluated for a Bachelor of Health Science degree and later changes to another degree plan will have his/her transfer credits re-evaluated. In this case, the student may lose the majority of technical credits.**

### Associate of Arts Degree Requirements

Campbell University offers Associate of Arts degree programs in General Education and Business Administration. A candidate for this degree must have demonstrated evidence of good character, completed 62 semester hours of study with 2.0 average on all work offered for graduation, and must have earned a 2.0 average on 80 percent of all work attempted. This degree requires a minimum of 16 semester hours of study in residence. All A.A. degrees require the following general courses:

<b>Courses</b>	<b>Credit Hours</b>
English 100, 101, 102	9
English Elective	3
Mathematics Electives	6
History 111 and 112	6
Science Lab Course	4
Fine Arts	3
Religion 125	3
Exercise Science 185 (2) plus an activity course (1)	3
Electives	<u>25</u>
Total Semester Hours	62

### Combined Degree Programs

Several combined degree programs exist for exceptional students. Consult the appropriate academic department for further information.

### Second Bachelor's Degree

Campbell University may grant a second bachelor's degree to an individual who holds a prior bachelor's degree from a regionally accredited institution. A candidate for a second bachelor's degree must complete a minimum of 32 semester hours in residence at Campbell University beyond those hours earned for a prior degree. Of these, at least 12 hours must be completed in the major courses numbered 300 or above. All major, core curriculum/general education (e.g., religion, foreign language), and specific degree requirements (e.g., CUW) must be fulfilled.

A student may simultaneously pursue two different bachelor's degrees from Campbell University by completing all degree requirements for the primary and secondary degrees, and by completing a minimum of 32 semester hours in residence at Campbell University beyond those hours required for the primary degree. Of the additional 32 hours required, at least 12 hours must be completed in the major courses numbered 300 or above. For both degrees (primary and secondary), all major, core curriculum/general education (e.g., religion, foreign language), and specific degree requirements (e.g., CUW) must be fulfilled. Candidates who qualify for multiple undergraduate degrees will be recognized during the Commencement ceremony for only one degree; therefore, candidates must decide which degree they prefer to have recognized. Qualification in two or more majors in the same degree does not entitle a candidate to two degrees.

### Special Considerations for Professional School Admission

The Norman A. Wiggins School of Law will give special consideration in the admissions process for students with combined SAT scores of 1800 or higher. The student must also have maintained a 3.50 cumulative grade point average during their undergraduate work at Campbell University and achieved a Law School Admissions Test (LSAT) score equal to or higher than the previous year's median LSAT

score at the law school. All candidates for admission must satisfy the character and fitness requirements of the law school and profession and any other admissions requirements.

The College of Pharmacy & Health Sciences has a Pharmacy Scholar Early Assurance Guarantee that assists students who have excelled in high school and continue to excel in their undergraduate studies in gaining entry into its competitive Doctor of Pharmacy Program. Pre-Pharmacy students who meet the requirements set forth can apply to take part in the Scholar's program. Please refer to the CPHS website for current requirements – [www.campbell.edu/cphs](http://www.campbell.edu/cphs).

### **VIII. Achieve satisfactory grade point averages**

- A. A minimum grade point average of 2.000 in the major.
- B. A minimum grade point average of 2.000 on all work attempted at Campbell University.
- C. Some departments require that all courses in the major have a minimum grade of "C".
- D. Teacher Certification program (majors) require a 2.500 and a "C" in all professional education courses.

**Please note that the responsibility for meeting the requirements for graduation rests upon the student in all cases. The responsibility for the student's academic performance and destiny is the student's, not the adviser. Advisers offer guidance and advice; the responsibility for meeting the requirements for graduation rests upon the student.**

### **Class Attendance Policy**

University policy regarding attendance is that:

1. The student is obligated for all required work, written and oral, in each course for which registered, whether the student attends class or not.
2. No student will receive credit for any course in which he/she fails to attend at least 85-percent of the classes held.
3. Students should understand that the 15-percent absences allowed are designed for, but not limited to, personal and family emergencies, inclement weather conditions, bona fide medical needs, and officially approved representation of the University, such as athletic teams, student congresses, and assessment testing. Students whose absences fall in these categories will be allowed to make up work; it is incumbent upon the student to notify the professor in advance when possible.
4. Absences for reasons other than those listed above will not be excused.
5. Professors will keep absence records in all classes. Students who exceed the allowed number of absences will not receive credit for the course involved. Students who do not properly withdraw from a course will be given a grade of "F."
6. Professors have the prerogative of making their absence policy more restrictive than that of the University.
7. Professors will include a clear statement of their absence policy in the syllabus for each course.

## General Academic Regulations

### Classification of Students

The classification of a student depends upon the number of hours completed and not upon the length of time enrolled in the University. A student is classified:

1. As a *senior*, upon the completion of 98 semester hours.
2. As a *junior*, upon the completion of 64 semester hours.
3. As a *sophomore*, upon the completion of 24 semester hours.
4. As a *freshman*, if the regular admission requirements have been met.
5. As a *special student*, if for some approved reason the student is registered for one or more courses but does not meet the admission requirements.
6. As a *part-time student*, if, with approval, the student is registered for less than 12 hours of credit work.

N.B.: To receive full assistance through the Financial Aid Office or through Veteran's Affairs, a student must be enrolled for 12 semester hours.

### Minimum Grade Requirements for Graduation

All baccalaureate candidates must have: (1) a "C" average (2.000) in the major and (2) a "C" average (2.000) at Campbell.

All associate candidates must have completed 62 semester hours with a 2.000 average on all work offered for graduation and must have earned a 2.000 average on 80 percent of all work attempted.

Note: Music and Communication Studies majors must have a "C" or better on each course within the major. Students seeking teacher licensure must have a "C" or better on all courses in the major and on all education courses.

Note: Education majors must have a 2.500 cumulative grade point average upon entrance into the major and upon graduation. Social work majors must have a 2.25 cumulative grade point average upon entrance into the major and upon graduation.

### Application for Graduation

The candidate is responsible for applying for graduation at the beginning of the final semester before graduation, normally, and in no case later than, at January registration prior to May graduation, and at fall registration for December graduation. Students who cannot complete their work in time to march at the May ceremony are welcome to march the following December. Depending on an individual student's progress, this process may involve several applications.

Applications must be on file in the Office of the Registrar before the degree will be awarded. The candidate must satisfy all financial obligations prior to graduation.

The application for graduation serves several purposes and is therefore not only a necessary but also an essential component of the graduation process:

- It assures that the candidate's name is added to a master list of potential candidates,
- It assures that a final degree audit is performed thereby certifying the candidate's eligibility for degree candidacy,
- It assures that diploma order will be placed,
- It assures that the applicant will receive information ancillary to graduation events and venues,

- It assures that the candidate will receive information about obtaining invitations and the proper academic regalia.

For date specific deadlines and graduation introductions, please refer to the main campus Registrar's Office Website.

### **Graduation and Graduation Ceremonies**

Degrees are conferred in August, December, and May. A ceremony for August and December graduates is held in mid-December. A ceremony for May graduates is held in mid-May. Extended Programs holds an additional graduation ceremony in either late May or early June at Camp Lejeune campus students.

### **Graduation with Honors**

The award of honors at Campbell University is determined in accordance with the following rules:

1. The GPA on all work at Campbell University must equal the stated GPA requirement.
2. To be eligible for honors at graduation, any student must have completed a minimum of 60 semester hours at Campbell.
3. Students who achieve a grade point average of 3.500 will be graduated cum laude, 3.700 magna cum laude, and 3.900 summa cum laude.
4. Students electing to apply the Eight-Year Academic Forgiveness Policy are ineligible for graduation with honors.

### **Graduation in Absentia**

All candidates are expected to participate in the appropriate graduation ceremony, unless hindered by exceptional circumstances. To be eligible to participate in the ceremonies, the student must have completed all degree requirements prior to the date of graduation. Candidates with legitimate conflict, such as military duties, will be excused.

### **Graduation Participation**

Undergraduate candidates may participate in the graduation ceremony for which they qualify. Participation cannot be deferred to a future ceremony. Participation is contingent upon the following conditions:

- Candidates with unfulfilled requirements for graduation must have the appropriate form completed, approved, and on file in the Registrar's Office. Forms for this purpose are available in the Registrar's Office.
- Must have an Application for Graduation on file in the Registrar's Office by March 25 for the May commencement and October 25 for the December commencement.
- Must submit the on-line graduation participation card that is posted to the Campbell University Website prior to each commencement program.
- Must be within 6 semester hours of completing the minimum hour requirement for the degree.
- Must have a 2.000 grade point average overall and satisfy the minimum grade point average of the major.

Candidates who are within 6 semester hours, and who otherwise qualify for graduation, may participate in the graduation ceremony but will neither officially be graduated nor receive a diploma until such time as all requirements have been met and graduation certified by the Registrar's Office. Candidates in this category must complete all degree requirements, and they must complete a Final Application for Graduation to initiate the Registrar's certification process. Candidates who participate in the graduation

ceremony will not be allowed to participate in a second ceremony for the same degree, nor will their name appear a second time in the graduation program. Academic honors and class rank will only be documented for students who have completed all graduation requirements by the time of the graduation ceremony.

Note: For graduate and professional degree candidates, all requirements for graduation must be met prior to participating in a graduation ceremony. Should the extraordinary circumstances of any student support consideration for an exception, the matter shall be handled within the particular college or school in accord with its processes, and with a result that does not violate the spirit of the undergraduate standard.

### **Posthumous Degrees**

For humanitarian considerations propelled by compassion in response to tragedy, Campbell University operates with a special degree category termed "Posthumous Degrees." These are degree awards to bring ministry and closure to tragic situations involving the deaths of current Campbell students.

Acknowledging that unique circumstances surround such situations, eligibility for any posthumous degree award shall be considered on a case by case basis. In this vein, the University operates simply with general guidelines.

#### Eligibility

- a) Any student who has completed all degree requirements but who is deceased before the formal commencement ceremony is eligible to be awarded a posthumous degree.
- b) Any matriculated student who has substantially completed the work for a degree, normally 3/4 of all coursework toward the degree, who was in good academic standing and was successfully progressing towards completion of degree requirements, shall be eligible for consideration for a posthumous degree.

#### Approval Process

Upon consultation with the student's major/program faculty, the dean of the school from which the degree would be offered may prepare a written recommendation to the Vice President for Academic Affairs and Provost. The Vice President shall review the record and consult with the President before approving or denying the recommendation.

#### Awarding the Posthumous Degree

- a) With the affirmative recommendation of the Vice President for Academic Affairs and Provost, the posthumous degree shall normally be awarded. However, the President retains the authority to override the decision of the Vice President and/or to deal with related extraordinary circumstances which may arise.
- b) The degree will normally be conferred at the next regularly scheduled commencement exercise, though other avenues for conferral may be utilized as appropriate.
- c) The posthumous nature of the degree will be indicated on the diploma, the student's permanent record in the Office of the Registrar, and in the commencement program.

## **Policies Regarding Registration and Course Credit**

### **Faculty Advisers**

Each student will be assigned a faculty adviser who will be available to assist in making academic decisions. Prior to registration each semester, every student must have proposed courses approved by the adviser, and, if so indicated in this Bulletin, by representatives of other departments and/or schools.

Students interested in pursuing special programs such as pre-pharmacy or majoring in political science, elementary education, middle grades education, or music should declare their intent at the earliest possible date, preferably upon registering for their first semester.

Students interested in obtaining licensure for teaching in the public schools must consult the School of Education prior to registering for the sophomore year.

### **Credit Hour Policy and Procedure**

THE CARNEGIE UNIT — is a unit of measurement used by secondary and post-secondary schools to assure uniformity and consistency in assigning credit for courses awarded by an institution. Thus, Campbell University uses this unit in defining a semester hour of credit as equivalent to a minimum of three hours of work per week for a 15 week semester. Courses are reported and recorded in semester hours with one semester hour covering between 650-700 minutes. A three semester hour course usually contains the equivalent of 2,100 minutes of instruction. The traditional three-hour course includes between 42 - 45 fifty-minute sessions or 27-29 eighty-minute sessions. The application of this definition requires that all engaged in the process continually adjust for the evolving differences in the methods of delivery, the nature and scope of material, the pedagogy, and the varying ways students commit to the process of education including the pace at which they learn. It is further assumed and expected that students in traditional courses will spend at a minimum an additional two hours of preparation for every hour of instruction.

In non-traditional courses such as Directed Independent Studies and Online Courses conducted over the Internet, the University intends that student learning per credit is the equivalent of between 42 and 45 hours of coursework for the semester or term through activities that demonstrate student competency in the learning outcomes while observing appropriate standards and design practices. The faculty are responsible for ensuring that the expected quantity of student learning relative to credit hours is achieved.

The process for approving courses for credit is a multi-stepped one which includes the formal request for a new course in which the requirements, credit value, instructional materials, budgetary issues, method of delivery, and learning outcomes are identified. This initial process provides compelling evidence of the need for the course and how that course will expand the mission of the department specifically and the University in general. Requestors file through the appropriate Department Chair who subsequently submits the request to curriculum committees within the appropriate schools. If approved, the credit proposal undergoes the scrutiny of the University Curriculum Council for final approval. This council is composed of faculty and administrative persons across the University Community.

### **Courses of Instruction**

Courses numbered 100 or 200 are recommended for freshmen; those numbered 200 or 300 are open to sophomores; those numbered 300 to 400 are intended for juniors and seniors. Those numbered 500 are for advanced undergraduate and graduate students. Courses numbered 600 and above are for graduate students only. Credit hours for each course are listed in parentheses after the title.

The University reserves the right to make necessary changes and/or cancel classes in the class schedule

where there is insufficient demand for an announced course or where unexpected personnel changes have occurred.

### **Normal Class Load**

During the regular semester on the main campus, a normal class load is fifteen to sixteen hours (not including CUW). During the summer sessions and off-campus terms, a normal load is six semester hours each session/term. For extended program students, a normal full time class load is six hours per term, and may not exceed nine hours without the express approval of the extended program director.

A full-time boarding student must carry a minimum load of twelve semester hours. Students carrying less than twelve hours will not be eligible for full financial aid.

### **Overloads**

Students enrolling in more than eighteen semester hours (not including CUW) during the regular semester or six semester hours during summer sessions at the main campus must obtain permission from the appropriate dean and pay the appropriate overload charges. Extended program students enrolling in more than nine semester hours per term must obtain permission from the extended program director and pay the appropriate overload charges.

Under no circumstances should a student attending summer school sit for more than 18 semester hours each summer on main campus summer programs, off-campus summer programs, or any combination.

### **Enrollment at Other Schools**

Requests for permission to enroll in courses at other colleges or universities for subsequent transfer of credit to Campbell University must be approved in writing by the adviser, the appropriate department chairperson, and the Registrar prior to enrollment. Forms are available in the Registrar's Office.

Students who do not have a "C" average at Campbell normally will not receive approval to transfer courses to Campbell. In such special circumstances where approval is granted, students should understand that the transfer courses will be held in "suspense" and not transferred until the student has attained a "C" average at Campbell University.

Furthermore, students who are in their fourth semester at Campbell University or who have completed 64 semester hours may not transfer work from two-year institutions (junior colleges, community colleges, or technical colleges).

Courses taken during a term of disciplinary suspension may not be applied toward degree credit at Campbell University.

Students should understand that they must complete the last 32 semester hours in residence at Campbell, and that work completed at another institution while a student is ineligible to return to Campbell will not be accepted in transfer.

A deficit in quality points must be resolved by completing courses at Campbell.

*Please Note:* Students enrolled at extended program sites are usually covered under the provisions of the Service-members Opportunity College (SOC) consortium. SOC provisions, though normally more liberal than the policy stated here, are subject to specific requirements and stipulations. Extended program students should obtain approval from their site director prior to enrolling at any other institution.

### **Policies for Main Campus Students enrolling in courses offered by Extended Programs**

Main campus students may, depending on availability and certain criteria, enroll in courses at one of Campbell's extended campuses and/or online courses offered by the Online Education program. The following conditions apply:

1. The requested course will not be available on the main campus during the semester in which the Extended Program/Online Education course is requested. Furthermore, the student must demonstrate that the requested course is necessary for a timely graduation.
2. Main campus students wishing to take courses at one of the Extended Program campuses must first complete an Approval to Take Campbell University Extended Program Courses which require signatures from the student's adviser, the Department Chair for the course discipline, and then the representative of the extended program campus when accompanied by a completed registration form for classes at that campus. During the Summer Term only the adviser needs to sign. These forms may be found on the Extended Programs website under Academics at [www.campbell.edu](http://www.campbell.edu).
3. A main campus student may enroll for no more than two courses per semester at the Extended Program campus sites, Online Education, or combination thereof.
4. If a student enrolls for six (6) or more semester hours on main campus and additional semester hours through Extended Program sites or Online Education during a semester such that he is registered for at least 12 hours, the student is considered a full time, main campus student and must pay the full time main campus student tuition and applicable fees.
5. The maximum number of combined hours from all campuses during any semester may not exceed 18.5 hours.
6. International students must obtain permission from the office of International Admissions prior to enrolling for any courses at the Extended Program campus sites or Online Education.

### **Policies for Students Taking Courses Offered Through Online Education**

In accord with the definition of the Commission on Colleges, the University defines online education as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. An online course may employ correspondence study, or audio, video, or computer technologies. Any course in which more than 49% of the course is offered with the instructor and the student not in the same place shall be clearly identified as an online education offering. These courses are offered as online courses through the University's Department of Online Education.

The University's offerings in Online Education are primarily for the associate and bachelor degrees, and for students whose home location is at extended campus sites in Fayetteville, Raleigh and Jacksonville, North Carolina.

All of the University's online offerings, for both main and extended campuses, are to be channeled through the University's Department of Online Education. The role of the Department of Online Education is to provide training and administrative oversight to the range of matters required for online education.

To be offered, all online courses must have approval of the appropriate dean.

### **Policies for Students Taking Courses Online**

1. A minimum grade point average of 2.000 is required to register for online courses.
2. Cumulative: Students may take no more than 49% of the semester credit hours for the degree

online. This means that for the associate degree requiring 62 semester hours, no more than 30 semester hours can be completed online. For the bachelor's degree requiring 124 semester hours, no more than 60 semester hours can be completed online. These plateaus of 30 and 60 are the maximum allowable hours of online courses, taking into account core curriculum and majors hours combined.

3. Majors: As to courses which are specific to a particular major, no more than 49% of the major courses are to be available through online. The allowable hours may vary because the number of required hours varies among majors. But the workable guideline is that the total number of semester hours for a major available/offered through online courses shall not exceed 49%.
4. Core Curriculum: A full range of general education core courses may be made available through online courses, as long as the maximum allowance of 49% for each student degree is not violated.
5. Transfers: Regardless of the number of hours accepted in transfer, no student shall be allowed to complete through online more than 49% of their semester hours taken with Campbell.
6. Main campus students wishing to take online courses must first complete an Approval to Take Campbell University Online Courses which require signatures from the student's adviser, the Department Chair for the course discipline, and then present the form to the Department of Online Education office on the 79 Bolton Rd. to be registered for a course. These forms may be obtained on the Extended Programs website under Academics at [www.campbell.edu](http://www.campbell.edu)

### **Online Education Attendance/Course Participation Policy**

Campbell University believes that students must attend class in order to attain the course learning outcomes. The expectation for students in blended or online courses is no different in this regard than for traditional courses. The University attendance policy found in the *Undergraduate Studies Bulletin* requires students to attend at least 85% of the classes held in order to receive academic credit for a course.

Though with a different delivery mode and different definition of participation, the same class attendance/course participation expectations hold for blended or online courses. Student attendance in blended or online courses is defined as active and consistent participation in the course as described in the individual course syllabus. Online and blended courses will, at a minimum, have weekly requirements for student participation which can be documented by any or all of the following methods:

- Completion of tests
- Submission/completion of assignments as specified by the professor/instructor
- Communication with the professor/instructor

Students in online or blended courses must demonstrate their participation by the last day of the published add/drop period for the term or semester in order to verify their enrollment. Students who fail to maintain active participation in an online or blended course will not receive credit for the course.

### **Directed Independent Study (DIS)**

Independent study is any type of study which is conducted under the supervision of an instructor but which is not available as a regularly scheduled course or which is a regularly scheduled course but is not currently available.

Credit hours will be given for each independent study course as listed in the catalog for regularly scheduled classes.

All independent study should be initiated by the student, and a contract submitted prior to the semester for which credit is sought. The student should submit a written request to the faculty adviser, or site Director (if an extended program student) during the advisement period and obtain approval before registration.

The student and faculty member will work out the format of each course and will adhere to the standards set by the department.

Departmental standards will include the following:

1. No student may take more than one three-semester-hour independent study course per semester; no student shall present more than nine credit hours in independent study toward a major without the approval of the discipline department chair, adviser, and the dean of the college/school.
2. The student's schedule should allow for an average of three hours of work per week per semester hour, including time spent in meeting with the professor.
3. A clear written understanding should be established between the student and professor concerning the objectives of the study, procedures, reading, written work, travel, and means of evaluation. Supervision of independent study will be on a volunteer basis for the professor. No professor should supervise more than three independent studies during any semester/term. All independent study contracts shall be approved by the faculty adviser, the supervising professor, the discipline department chair, the appropriate dean, and the Registrar. (Note: Extended Program students require only the approval of their site Director.)

Blank independent study contracts may be obtained in the Office of the Registrar.

#### **Auditing a Course**

A student may audit any course by obtaining the permission of the instructor and the appropriate dean. The requirements for attendance and participation are determined by the instructor.

A student auditing a course receives no credit and no grade. However, satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. Students may elect to retake a course for credit and a grade. A course that is audited is considered to be a part of a student's load and is included in the tuition and fee charges.

#### **Credit/No Credit Option**

Juniors or seniors with a cumulative GPA of 2.000 or higher may take up to a total of 9 semester hours of credit/no credit courses. Nor more than one course can be taken during a reporting term. Required courses for a major or courses taken to fulfill the *General College Curriculum (GCC)* may not be taken on a credit/no credit basis.

Letter graded courses which have been failed may not be repeated on a credit/no credit basis.

Registration for credit/no credit courses will be handled in the same manner as for regular enrollment. Registration for a credit/no credit courses requires registration for a minimum of 12 additional semester hours on a letter grade basis for the reporting term. The decisions to take courses on a credit/no credit basis must be made by the official date, "last day to drop without a grade." Students taking a course for credit/no credit will be charged at the same tuition rate as a graded course.

A student registered for a credit/no credit course performing "at or above average" as determined by the instructor will receive credit hours only and a transcribed mark of CT (credit). A student registered for a credit/no credit course performing "below average" as determined by the instructor will receive no credit hours and a transcribed mark of NC (no credit). Neither grade (CT or NC) impacts a student's grade point average.

#### **Credit by Examination**

College credit may be awarded to a student who completes the Advanced Placement Examination with an

acceptable score. For details, please see the PDF chart for “Advanced Placement Examination: Scores & Equivalent Campbell University Course Credit” on the Registrar’s webpage at <http://www.campbell.edu/academics/registrar-office/>.

Applicants should arrange with the College Entrance Examination Board (CEEB) for the Advanced Placement Examination and should request the CEEB to send the results of these examinations to the Dean of Admissions. The decision on the appropriate amount of credit to be awarded will be determined by the department chair with the approval of the appropriate dean.

Credit may be earned by satisfactorily completing the *General Examinations or the Subject Examinations of the College Level Examination Program (CLEP)* of the College Entrance Examination Board. A maximum of 64 hours of freshman and sophomore level credit may be earned for scores recommended by the American Council on Education. Applicants who seek credit by examination may obtain further information from the Registrar of the University.

Credit for courses in the core curriculum to be earned through *CLEP, DANTES, USAFI, APP, Challenge Examinations*, and other nontraditional methods should be submitted prior to the end of the student’s first year of enrollment at Campbell.

### **Transfer Students**

Students who complete course work at another accredited college or university may apply for admission to Campbell University. Transfer applicants must meet all admissions requirements and be eligible to return to the institution from which they are transferring.

### **Transfer of Credit**

A transfer student from an accredited two-year institution may receive up to sixty-four (64) semester hours of course credit.

All students from a regionally accredited junior and community colleges are eligible to apply for transfer under a direct transfer policy if they have an overall "C" average and are recommended by the registrar of the sending institution. Full credit will be given to junior college courses at the associate degree level.

Campbell University will accept semester hours only from all transfer work. Campbell University accepts course content only for "D" grades; consequently, a student will not earn hours toward graduation for "D" work completed at another college or university. The student’s grade point average (GPA) will be determined by the work completed only at Campbell University.

Transfer students must be in good academic and social standing at the school from which they are transferring.

### **Comprehensive Articulation Agreement**

Campbell University has partnered with the N.C. Department of Community Colleges in the *Comprehensive Articulation Agreement*. This agreement addresses the transfer of credits in the core curriculum between institutions in the North Carolina Community College system for students who wish to transfer to Campbell University.

### **Substitution Policy**

Upon the recommendation of the adviser and department chairperson (or extended program director), the dean of each school has the authority to approve subject substitutions.

### **Transcripts**

Transcripts are made upon written request to any party in the continental United States for a service charge of \$5.00 per copy. Written requests for additional copies should be made to the Registrar by the student and should be accompanied by a remittance of \$5.00 for each copy desired. Counter Service is available in the Registrar's Office upon presentation of a picture ID. Request forms are available for this purpose. Additional charges apply for overseas postage, special delivery, and overnight service. Checks or money orders should be made payable to Campbell University. Forms for Transcript Requests may be obtained by accessing the following URL: <http://www.campbell.edu/academics/registrar-office/>.

Courses transferred from one Campbell University degree program to another or to another Campbell University transcript will be treated as transfer courses. Consequently, only semester hours earned will be posted to the second transcript of record.

Campbell University complies with the Buckley Amendment with respect to the privacy of student records, i.e., the University will not release student records without the signature of the student.

### **Drop-Add**

Deadlines are published each semester for dropping and adding courses. A course may be added during the first two weeks of a regular semester. In a regular semester, a course may be dropped without a grade for a period of four weeks.

Students will not be allowed to drop or add courses without the permission of the "academic adviser." A "Change of Schedule Form" can be obtained from and must be returned to the Registrar's Office.

### **Withdrawal from a Course**

Students withdrawing from a class after the published drop-add deadline until mid-term will receive a grade of "WP" (withdrew passing) or "WF" (withdrew failing) from the professor. Students withdrawing from a class after mid-term will receive a grade of "WF." (Please note that a grade of "WF" is punitive and has a negative impact on the grade point average and possibly financial aid). The time periods listed herein for the regular semester will be applied proportionally to Summer Sessions and Extended Program terms.

Students will not be allowed to withdraw from a class without the permission of the academic adviser. A "Course Withdrawal Form" can be obtained from and must be returned to the Registrar's Office. Students who do not properly withdraw from a class will be assigned a grade of "F."

### **Withdrawal from the University**

Withdrawal from the University should only be considered after a careful and thorough evaluation of the academic, financial, and personal impacts arising from such an action. In all cases, students should first meet with their faculty adviser to discuss withdrawal from the University.

To withdraw officially from the University during a semester, a student must contact the Office of the Vice President for Student Life and obtain a Withdrawal Form. This form, once completed, will be distributed to the following offices: Registrar, Financial Aid, Business, Accounting, Veteran's Affairs, International Admissions, and Residence Life, so that a student's record may be closed out in all these areas.

Failure to withdraw properly will result in full charges and failing grades. Students will be responsible for all grants, scholarships, loans, and federal monies applied toward their tuition and general fees. Students receiving veteran's benefits must report to the Director of Veterans Affairs within thirty days of

withdrawing from Campbell.

Withdrawal from the University after the published drop-add date will result in a student receiving grades of "WF" in all courses except in cases of documented medical emergencies. *(Please note that grades of "WF" are punitive and have a negative impact on the grade point average and possibly financial aid.)*

Students planning to withdraw between semesters should notify the Vice President for Student Life of their intention in writing. Students absent from Campbell University for one or more semesters/terms (excluding summers) must reapply for admission.

### **University Disciplinary System**

The Vice President for Student Life is responsible for the administration of the University's disciplinary system. This responsibility is exercised on behalf of the President of the University and involves various hearing boards and committees.

Campbell University believes in individual freedom, both as a right and as a responsibility. Attendance at Campbell University is a privilege, not a right. The University traditions and principles as stated in the Campbell University Mission Statement and Code of Honor, accepted by each student through his or her act of voluntary registration, evolve from the core of this concept of freedom and responsibility. Therefore, it is presumed that the student who elects to come to Campbell University does so with the intent of being, in fact and in spirit, a cooperative member of this community. Specifically, students are expected to adhere to the Campbell University Student Code of Honor, Student Code of Conduct and all Residence Hall Regulations.

Campbell University students are expected to abide by local, state and federal laws, as well as the generally accepted moral standards of our society. Although the University's role is not to duplicate civil law enforcement or judicial action, it may exercise authority for reasons indigenous to its functioning as an education institution.

Allegations of misconduct involving graduate students are referred to the appropriate graduate/professional school for resolution.

The Office of Student Life is responsible for 1) conducting initial inquiries into allegations of misconduct; 2) determining appropriate actions, including sanctions; and 3) arranging original hearings, if required, for violations of the Code of Honor and Student Code of Conduct, and Residence Hall Regulations.

Any student that may present himself/herself as a threat to the health, safety, and welfare of Campbell University faculty, staff, and/or students may be temporarily suspended pending a scheduled hearing. This suspension may include, but is not limited to, all University owned property, and University sponsored events, classes, and intercollegiate athletic participation.

The Vice President for Student Life may delegate the authority to conduct initial inquiries to the Dean of Students and/or Residence Life Directors for violations of the Campbell University Student Code of Conduct and Residence Halls Regulations. Students may contest the action taken during the initial inquiry by requesting an original hearing.

Students may refer to the Student Handbook for information about all conduct procedures.

## Honor Societies

Inquiries in reference to the honor societies listed below should be directed to the Student Life Office.

- Delta Mu Delta, International Honor Society in Business, recognizes outstanding academic achievement of students. Students must be in the top 10% of the junior class or the top 20% of the senior class. The first class of students inducted at Campbell was in the fall of 2012.
- Kappa Delta Pi The Chi Theta chapter of Kappa Delta Pi was installed on April 25, 1996. This education honor society is open to undergraduates, graduate students, faculty and alumni whose major is education. Undergraduates must have completed 30 hours and have earned a minimum 3.0 GPA.
- Lambda Pi Eta is the official communication studies honor society. Lambda Pi Eta (LPH) has over 400 active chapters at four-year colleges and universities worldwide. LPH was founded in 1985 at the University of Arkansas. LPH became a part of the National Communication Association (NCA) in 1988, and the official honor society of the NCA in July 1995.
- Omicron Delta Epsilon is an International Economics Honor Society accredited by the Association of College Honor Societies ACHS
- Omicron Delta Kappa A circle of Omicron Delta Kappa was organized on the campus of Campbell University in the fall of 1977. The purpose of Omicron Delta Kappa is to recognize and encourage the achievement of exemplary character and superior quality in leadership in the five major phases of campus life, namely: scholarship (upper 35 percent); athletics; social and religious affairs; publications; and the fine arts. Membership is awarded to men and women students who are juniors and seniors and who meet the specified criteria for eligibility.
- Phi Alpha recognizes Social Work majors having achieved sophomore status, a 3.0 overall GPA and a 3.25 GPA in social work courses.
- Phi Alpha Theta is the national honor society for history, founded on March 17, 1921 at the University of Arkansas by Nels Andrew Nelson Cleven. Initiates must have 12 semester hours in history with a 3.0 GPA as well as a B average on two-thirds of the remainder of their college work. This society has more than 700 chapters in 50 states, more than any other accredited honor society.
- Phi Eta Sigma A chapter of Phi Eta Sigma, freshman honor society, was installed at Campbell on October 28, 1974. Admission requirements to the society are fifty percent "As" and fifty percent "Bs" for a normal academic load during the first or second semester at Campbell. The society is open to both freshmen men and women
- Phi Kappa Phi. A chapter of Phi Kappa Phi was established at Campbell in the fall of 1974. The purpose of Phi Kappa Phi is to emphasize scholarship in all academic fields. Membership is open to men and women who are in the upper ten percent of the senior class. Graduate and professional students in the upper 10 percent of all graduate and professional students in the institution are also eligible.
- Pi Gamma Mu. The Campbell University chapter of Pi Gamma Mu was established in the fall of 1984. Pi Gamma Mu is a society which encourages excellence in the social sciences among undergraduate and graduate students. Membership and leadership in the chapter are shared between faculty and students. As an honor society, Pi Gamma Mu gives recognition to good scholarship and promotes it consistently through enriching activities, a lectureship program, and student-faculty fellowship. When a junior, senior, or graduate student has at least 20 hours in the five core areas (history, political science, economics, sociology/anthropology, and international relations), and in some other social science courses such as social psychology, criminal justice, and geography, with a grade average of "B" (85 percent), that person may be invited to join an active chapter of Pi Gamma Mu. In addition, an eligible student should be in the top 35 percent of the class.
- Pi Sigma Alpha recognizes Political Science majors that are in the upper third of their college class.

- Pre Medical Allied Health Honor Society is open to students who have an overall 3.0 GPA in all classes and in science. Three semesters of study are required and the students must rank in the upper 35 percent of their class.
- Psi Chi promotes excellence in scholarship and advancing the science of psychology.
- Sigma Delta Pi the National Collegiate Hispanic Honor Society (La Sociedad Nacional Honoraria Hispánica), was established on November 14, 1919, at the University of California in Berkeley.
- Sigma Tau Delta. Gamma Chi, the local chapter of Sigma Tau Delta, the only national English honor society, was formed in 1987. It recognizes outstanding English students who are in the top 35 percent of their class.
- Theta Alpha Kappa serves the needs of those involved in the study of religion and/or theology at both the baccalaureate and post-baccalaureate levels of higher education.
- Who's Who Among Students in American Colleges and Universities. One of the most prestigious awards the academic community can bestow is selection for Who's Who. Students selected are evaluated with respect to scholarship ability, participation, and leadership in academic and extracurricular activities, citizenship, service to Campbell University, and their potential for future achievement. Only seniors and graduate students are eligible.

## Grades and Quality Points

The grading scales with the assigned quality points are as follows:

Grade	Quality of Work	4 Point Scale
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
F	Failing	0
FX	Failing (Honor Code Violation)	0
CR	Passing (Non-Traditional Courses)	0
CT	Credit (Pass/Non-Pass Policy)	0
I	Incomplete	0
IC	Incomplete Continued	0
AU	Audit	0
NC	No Credit (Pass/Non-Pass Policy)	
NG	Pass	0
P	Pass	0
TR	Pass (Transfer Courses)	0
WP	Withdraw Passing	0
WF	Withdraw Failing (Applies to GPA)	0

\*An FX becomes an F upon graduation.

Grades of "A, B, C, D, F, FX, I, and WF" are included in semester hours attempted and will affect the grade point average. Grades of "IC, WP, AU, Cr, CT, and P" will not affect the grade point average.

The cumulative grade point average (GPA) is determined by dividing the total quality points earned by the total number of semester hours attempted.

A grade of "I" (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise, it will be recorded as an "F". A grade of "IC" must be removed by the completion of the work within 120 days; otherwise, it will be recorded as an "F". A student may appeal a grade within a period of one academic year from the semester in which the grade was assigned. No changes to the transcript will be made after a twelve-month period unless a professor acknowledges in writing that an error in grade reporting has occurred.

### Repeat Courses

For repeat courses, the last attempt only will affect the final grade point average. Previous hours attempted, previous hours passed, and previous quality points will not be considered, although they will remain on the permanent record. All grades from all attempts are recorded and remain on the transcript permanently. Alternative course credit (e.g. CLEP and DSST) will not replace a grade. Additionally, a grade of "WP" or "AU" will not replace a grade.

### **The Eight-Year Academic Forgiveness Policy**

Campbell University has an academic forgiveness policy for which eligible candidates may apply. To be eligible a candidate's course credits must be at least eight years old. Under the terms of the policy, credit will be awarded (hours only) for courses for which the candidate earned a grade of "C" or better. Students will not be required to repeat courses for which they have earned a "D"; however, no credit hours toward graduation will be allowed for "D" grades. Under the terms of the eight-year forgiveness policy, failing grades will not be charged against a student's grade point average.

### **Minimum Academic Standards for Satisfactory Progress**

To be eligible for continued enrollment, students must have met the following cumulative grade point average on all college-level work attempted:

1. Students who have attempted fewer than 48 semester hours must have a quality-point ratio of 1.400.
2. Students who have attempted 48 but fewer than 78 semester hours must have a quality-point ratio of 1.600.
3. Students who have attempted 78 but fewer than 110 semester hours must have a quality-point ratio of 1.800.
4. Students who have attempted 110 but fewer than 130 semester hours must have a quality-point ratio of 1.900.
5. Students who have attempted 130 or more semester hours must have a quality-point ratio of 2.000.

Students not meeting the minimum academic standards will be advised to attend summer school at Campbell to improve their grade point average.

N.B.I: Students of junior standing or less (64 semester hours or less) whose GPA falls below a 1.800 will be allowed to register for a maximum of 13.5 semester hours.

### **Academic Warning**

An academic review convenes in May of each year to review the academic progress of undergraduate students. An "Academic Warning" is issued to any student who incurs a quality point deficit between 10 and 34.5 quality points. A student who fails to show progress toward graduation may receive more than one "Academic Warning" until such time as the quality point deficit is reduced in its entirety. However, a student who has not made satisfactory progress during any grading period may be suspended without further "Academic Warnings."

Students who incur quality point deficits of 40 or more are normally declared "academically ineligible" for a minimum of one semester. Students who have been ruled ineligible for readmission may appeal to their respective dean.

To receive financial aid under Federal Title IV Programs, a student must be making "satisfactory progress" toward graduation as defined herein. In addition, all full-time students must pass an average of 9 hours each semester during the first two years and an average of 11 hours during the remainder of the undergraduate study.

## Academic Conduct

### Academic Conduct Statement of Principle

The Mission Statement of Campbell University states that the mission of the University “is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service.” Consistent with this mission, the University expects students to exhibit moral courage and ethical responsibility.

The University Code of Honor states that members of the University community should be “honest in all behavior.” Each student of Campbell University, therefore, is expected to personally demonstrate academic integrity. That is, each student (1) should have an unwavering commitment to doing the best he/she can with his/her own intellectual resources, (2) should be truthful in all matters, (3) should maintain appropriate confidentiality when representing the University, and (4) should encourage academic integrity among all fellow members of the University community.

By joining this University community, each student acknowledges and agrees that he/she will abide by the precepts stated above.

### Definition

Students are expected to uphold the high standards set forth above in all of their academic pursuits. Regrettably, there are occasional lapses. Examples of academic misconduct include, but are not limited to, the following:

- a) Providing assistance to another during an exam or on another assignment in a manner not authorized by the instructor;
- b) Copying from another student’s paper, lab report, or test;
- c) Attempting to give or receive information relative to assignments, papers, quizzes, exams, etc., in wrongful and inappropriate ways;
- d) Providing specific information about a previous test, project, other assignment which could thereby result in another person gaining an unfair advantage;
- e) Allowing one’s work to be presented as the work of someone else;
- f) Providing any unauthorized papers, notes, materials, etc. for another person;
- g) Using the words, ideas, or information of another source directly without properly acknowledging that source. This includes the use of work (or data) from another student, another author, the Internet, commercial services, etc; it also includes any portion of a computer program or data file;
- h) Utilizing at any time or in any manner not previously authorized by the faculty member any portion of an exam or other material intended to be used for evaluation purposes in advance of its administration;
- i) Submitting the same work for multiple classes without the knowledge and permission of all involved faculty;
- j) Attempting to influence or modify a grade or academic record in inappropriate or unfair ways;
- k) Concealing, removing, or destroying materials intended for the use of others;
- l) Consulting with other students on projects, papers, labs, assignments, etc. where such collaboration is not allowed by the professor;
- m) Inappropriately using technologies in such a manner as to gain unfair or inappropriate advantage;
- n) Forging, falsifying, or fraudulently using university documents;
- o) Recording, scanning, or taking pictures of lectures/exams/quizzes/etc. without permission, and utilizing them for private or public purposes;
- p) Disclosing confidential information to unauthorized sources;

- q) Failing to report instances of academic misconduct to appropriate officials;
- r) Lying in official matters, such as purposely furnishing false information.

### Rationale

Whenever issues of academic misconduct arise, such as described above, the faculty member must determine the appropriate course of action. The faculty member shall retain complete discretion in handling such situations and in awarding grades she (he) deems appropriate. The faculty member's decisions may be tempered by:

- a) A concern for seeking, discovering, and upholding truth;
- b) a concern for fairness to all students;
- c) a concern to uphold appropriate expectations on matters of academic honesty and integrity;
- d) a concern for determining and applying sanctions commensurate with the gravity of the offense;
- e) a concern of appropriate care for the well-being of (a) student(s) and of the broader academic community.

### **Faculty Actions and Student Sanctions**

A number of courses of action are available to the faculty member. For example, a faculty member may, among other possibilities, counsel with the student as an initial means to educate and/or reform, counsel with the student and issue an initial warning, or allow the assignment to be rewritten or the test/quiz/exam to be retaken.

Should the offense be sufficiently grievous that the faculty member believes a sanction is in order, faculty may: a) assign a failing grade on the assignment, paper, quiz, test, lab report, etc., or b) assign a failing grade in the course. Should either of these sanctions be applied, the faculty member shall a) inform the student of the grade and the reason(s) for which it was assigned, and b) send a letter to the Dean of Students documenting the sanction for academic misconduct to be placed in the student's conduct file in the Office of Student Life. Once a student has received a sanction in a course for academic misconduct, the student will be prohibited from officially dropping or withdrawing from the course.

Should a student be assigned a second sanction as a result of academic misconduct, as verified in the Student Life Office, it is generally expected that the student will be suspended from the University by the Dean of Students for at least the remainder of the current semester and the following semester. A notation will appear on the student's transcript: "Academic Suspension."

### **Appeals**

#### **General Academic Appeal**

The faculty member retains complete discretion in the awarding of grades she (he) deems appropriate. Should a student wish to appeal a grade decision by a professor as a result of academic misconduct, the appeal shall be made to the Chairperson of the Academic Conduct Committee of the Faculty. In cases of a grade decision that is not the final course grade; the appeal must be made in writing within three (3) days of receiving the grade. In cases of a grade decision that is the final course grade, the appeal must be made in writing no later than one week after the beginning of the next academic term. The Committee will review the written appeal, and may, at its discretion, meet with the student and/or the faculty member. Written notification of the Committee's decision shall be sent to the student, to the faculty member, to the Dean of Students, and to the Dean of the school to whom the faculty member's reporting line leads. Upon being informed of the Committee's decision, the student will also have the right, should she (he) choose to exercise it, of appealing in writing to the Dean of the school to whom the faculty member's reporting line leads. The decision of the Dean, or of his/her designee, is final. Should the decision be to affirm the

student's appeal by overturning the decision of the faculty member and the Committee, the Dean/Dean's designee shall direct Student Life personnel to remove the sanction letter from the student's file.

### **Appeal of Suspension**

In cases of a second offense, where the student is to be suspended from the University, the student has the right to appeal the suspension to the Executive Student Conduct Committee. The appeal must be made in writing to the Office of Student Life within three (3) days of receiving from that office notification of the suspension. The Committee will review the written appeal, and may, at its discretion, meet with the student and/or the faculty member. The decision of the Executive Student Conduct Committee regarding the suspension is final, with no further appeal allowed. Written notification of the Committee's decision shall be sent to the student and to the faculty member. A copy of the notification will be filed both in the student's conduct file in the Office of Student Life and in the Registrar's Office. If the Committee decision is to uphold the suspension, the Dean of Students shall inform the Registrar to enter a notation on the student's transcript: "Academic Suspension."

### **Removal of Transcript Notation on Academic Misconduct**

A student who has undergone suspension, but re-enrolled with the University, may petition the Dean of Students to have the transcript notation "Academic Suspension" removed from his/her transcript. In such cases, the following considerations must be met:

- a) The student must have achieved senior status (98 semester hours);
- b) In cases where the suspension was accompanied by a course grade of F being assigned, the student must have retaken and received a passing grade in the same course;
- c) The student must have had no subsequent instances of academic misconduct;
- d) The student must write a letter to the Dean of Students requesting a review of the record, with subsequent removal of the transcript notation.

Upon receiving a student's written request for removal of the transcript notation, the Dean of Students shall review the record to determine if the above considerations have been met. In cases where the required considerations have not been met, the Dean of Students shall so inform the student in writing, with a copy of the correspondence preserved in the student's conduct file. In cases where they have been met, the Dean of Students shall so inform the Registrar in writing, with a copy of the correspondence filed in both the Student Life Office and the Registrar's Office. The Registrar shall then remove the notation "Academic Suspension" from the student's transcript. In any case involving removal of the transcript notation "Academic Suspension," only the notation itself shall be removed; all official correspondence relative to the situation shall be retained in the student's file in the Registrar's Office.

### **Undergraduate/Graduate Non-Academic Student Grievance Policy**

If a Campbell University student (undergraduate or graduate) has a grievance of a non-academic or non-discipline matter, the student may submit the grievance in writing to the Vice President for Student Life. The written grievance should include the following: student name and contact information; the date of the grievance; the specific matter or issue that is involved; and a description of the specific grievance. The grievance will be referred by the Vice President for Student Life to the appropriate administrators for investigation and review. Once the investigation is complete, the Vice President for Student Life shall review the file and render a decision, which shall be final.

If the subject matter of the grievance falls under the jurisdiction of Vice President for Student Life, or if the grievance involves an employee under Student Life, the grievance shall be submitted to the Vice

President for Business and Treasurer who shall follow the procedures set forth above and renders a decision which shall be final.

If the subject of the grievance is a Vice President the grievance shall be submitted to the President who shall have the matter investigated and upon review of the findings render a decision which shall be final.

Students should expect a timely, fair, and comprehensive review of their complaints to include personal discussions with appropriate administrators, and the opportunity to supply supportive documentation or the testimony of fellow students, faculty, or staff regarding their concerns. Subject to any required confidentiality of personnel records, the student shall be notified of the decision in writing within a reasonable timeframe but no longer than the semester they are in or 6 weeks, whichever is longer.

## Academic Honors

### Dean's List

The requirements for the Dean's List are as follows:

1. A minimum class load of 12 semester hours.
2. An average of 3.50 or better on work completed during a semester.
3. No grade below a "C".
4. No more than one "C" grade.
5. No incomplete grades.
6. Satisfactory social standing.

### President's List

The requirements for the President's List are as follows:

1. A minimum class load of 12 semester hour.
2. Earn a GPA of 3.900 or better on work completed during a semester.
3. No grade below a "B".
4. No more than one "B" grade.
5. No incomplete grades.
6. Satisfactory social standing.

Note: The honor lists are prepared at the end of the fall and spring semesters each academic year. In order to be eligible, a student must meet the requirements at the time the lists are prepared.

## Eligibility Regulations for Student-Athletes

### Freshman Eligibility

A student-athlete who enrolls as an entering freshman with no previous full-time college attendance must meet the following academic requirements to qualify for competition, practice, and financial aid during the first academic year in residence. For students entering any college or university, initial eligibility will be evaluated by the NCAA Eligibility Center process based on the following academic requirements:

1. Present a minimum SAT/ACT score as specified in the NCAA Initial Eligibility Index below. The required SAT/ACT score must be achieved under national testing conditions on a national testing date.
2. Present a minimum cumulative grade point average as specified in the NCAA Initial Eligibility Index in a successfully completed core curriculum of at least 16 academic core courses, including the following:
  - 4 years of English
  - 3 years of Mathematics (Algebra 1 or higher)
  - 2 years of natural/physical science (1 year of lab if offered by the high school)
  - 1 year of additional English, mathematics or natural/physical science
  - 2 years of social science
  - 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)

### 16 Total Core Courses

#### NCAA Initial Eligibility Index (to be used with 16 core-courses)

Core GPA	SAT	ACT
3.55 & Above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52

2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	<u>65</u>
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82

In order to participate in intercollegiate athletics, all incoming freshman student-athletes, including walk-on student-athletes, must receive their final certification of initial eligibility through the NCAA Eligibility Center.

### **Continuing Eligibility**

To be eligible to represent an institution in intercollegiate athletics following the completion of one year of competition or residence, a student-athlete must maintain satisfactory progress toward a baccalaureate degree as determined by the University. A student-athlete must also maintain NCAA progress towards degree requirements which include the following:

- 24 semester hours of academic credit before the student-athlete enters his or her second year of collegiate enrollment;
- 18 semester hours per academic year;
- 6 hours of academic credit per term;

### **GPA Requirements:**

- 90% of the minimum cumulative GPA necessary for graduation by the start of the second year of enrollment (1.800);
- 95% of the minimum cumulative GPA necessary for graduation by the start of the third year of enrollment (1.900);
- 100% of the minimum cumulative GPA necessary for graduation by the start of the fourth year and thereafter (2.000);

### **Percentage of degree requirements:**

- A student-athlete who is entering his or her third year of collegiate enrollment shall have completed successfully at least 40 percent of the course requirements in the student's specific degree program;
- A student-athlete who is entering his or her fourth year of collegiate enrollment shall have completed successfully at least 60 percent of the course requirements in the student's specific degree program;
- A student-athlete who is entering his or her fifth year of collegiate enrollment shall have completed successfully at least 80 percent of the course requirements in the student's specific degree program;
- For Student-athletes in five year degree programs, the percentage of course requirements are 33%, 50%, and 67% respectively (such as 3/2 program);

### **Transfer Eligibility**

A student who transfers to Campbell University from any collegiate institution is required to complete a full year of residence before being able to compete in intercollegiate competition, unless the student satisfies applicable transfer requirements or receives an exception or waiver of NCAA transfer legislation. Information on transfer eligibility is available through the Department of Athletics.

### **Institutional Policies**

Campbell University complies with all applicable NCAA eligibility legislation as defined by NCAA Bylaw 14. In addition to the minimum requirements for competition established by the NCAA and the Big South Conference, the following policies are in effect:

No student will be allowed to take part in any intercollegiate contest during a semester if he or she registered later than the fifteenth calendar day following the opening date of the semester.

No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the University in any contest or any public performance, unless during their last semester of enrollment and the student is taking classes sufficient to complete the degree.

No student will be allowed to represent the University in any contest or public performance who has a deficit at the beginning of the semester of more than forty quality points.

Anyone who has been placed on social probation will be considered ineligible for representation of the University in any contest or public performance.

The information above is a general summary of the eligibility rules for student-athletes. NCAA eligibility rules are complex and subject to review and change annually. For further information and current interpretations of NCAA legislation, please contact the Department of Athletics or visit Campbell University's athletics website at [www.gocamels.com](http://www.gocamels.com) and click on "Compliance".

## Standards and Expectations

### Ethics and Discipline, Code of Ethics

Christian higher education has always been a major concern and integral part of Baptist life in North Carolina. Consequently, over the years, Christian universities and the church have stood as partners. Campbell University plays an important role in the mission of the church and the mission of the Kingdom of God on earth.

Campbell University is Christian but not sectarian. Each year, many religious denominations and faiths are represented on the campus. However, it is expected that all those who attend the University will be sympathetic to its stated purposes.

As a Christian university, Campbell is committed to teaching students to think with Christian values as their basic guidelines. Accordingly, it is incumbent upon the University to provide its students with a code of honorable behavior that in its observance makes more nearly possible an environment whereby the student can grow spiritually, morally, and intellectually.

To perpetuate these Christian ideals and principles, it is the responsibility of each student to maintain a high standard of personal behavior. Thus, a student who matriculates at Campbell University should demonstrate a willingness to abide by the following code while a member of the student

The Code of Ethics of Campbell University arises directly out of the institution's Mission Statement.

The basic principles which guide the development of Christian character and govern Christian behavior are to be found in the Scriptures. Moral law is the gift of God and is fully revealed in the teachings of Jesus Christ.

The student, by virtue of his enrollment, agrees to abide by the rules and moral precepts which govern the University community. Because of the University's commitment to the Lordship of Christ over every area of life, wholehearted obedience to moral law as set forth in the Old and New Testaments and exemplified in the life of Christ applies to every member of the University community, regardless of position.

While the Bible does not provide a specific teaching regarding all social practices, its emphasis on general principles is unmistakable, particularly in circumstances where lack of self-restraint would be harmful or offensive to others.

Out of these general principles come certain concrete expectations which should be viewed not negatively but as practical guidelines for conduct and for a productive way of life:

- To uphold at all times and in all places, both on- and off-campus, the University's Mission Statement.
- To protect the property rights of others from theft, damage, or misuse.
- To adhere to all college policies and regulations, including the rules governing the use of facilities, housing on and off the campus, and campus organizations.
- To obey, respect, and uphold the law of the land.
- To refrain from the possession, use, or distribution of alcoholic beverages and controlled substances.
- To maintain a standard of dress this insures neatness, cleanliness, and appropriateness of attire.
- To exhibit good taste, decency, and restraint at all times, refraining from disorderly conduct and indecent, profane, or obscene expression.

- To be honest in all behavior, never cheating, plagiarizing, or knowingly giving false information.
- To abstain from any sexual relations outside the bonds of marriage.
- To exemplify principles of honor, integrity, and morality, and to help others fulfill their obligations under this code.

### **Student Handbook**

The Student Handbook is published annually and is available for viewing on the University's web site, under Current Students. It is reviewed and approved by the Administration and represents the official policies, regulations and procedures relating to student housing, student support services, student conduct and the University disciplinary system. The handbook also contains official policies relating to campus safety. When a student is admitted to Campbell University, the student becomes responsible for knowing and abiding by all rules and regulations of the University as published in the University Bulletin and the Student Handbook.

## **Campus Services**

### **Student Health Services**

The Student Health Center provides care for the Campbell University student body. Students should call for an appointment at the following number, (910) 893-1560 or extension 1560, unless it is an emergency.

Hours of Operation: Monday – Friday 8:30am – 12 noon and 1:00pm – 4:30pm  
(Closed for Lunch 12:00 – 1:00pm)

### **Career Services**

The Office of Student Success exists to support students as they work to fulfill their individual, academic and professional potential by providing developmentally appropriate resources. Through collaboration with faculty, staff and alumni, we work to create a supportive and challenging environment where students can develop the confidence, competence and responsibility to achieve their goals. Career Services is located in the office of Student Success, next to the Wallace Student Center.

### **Counseling Services**

Services are available Monday through Friday by appointment. To make an appointment, please call Counseling Services' staff at 910-814-5709/5708.

Hours of Operatio: Monday – Thursday 8:30 a.m. - 4:30 p.m., and Friday 8:30 a.m. - 12:00 p.m. Our (Closed for lunch, 12:00 - 1:15 p.m.)

### **Computing Services**

For assistance with computing needs and academic computing needs, contact the Computing Services Helpdesk. (Located in the basement of Britt Hall).

Email: [helpdesk@campbell.edu](mailto:helpdesk@campbell.edu)

Phone: Local: 893-1208 | Campus - ext. 1208

### **University Bookstore:**

The University Bookstore is operated by Barnes and Noble. For the convenience of students, books may be ordered online or purchased at the main campus location. Students should budget \$600 - \$1,000 per semester to purchase or rent necessary books. Supplies are additional costs.

## Admissions

Although the majority of the students attending Campbell are from the Southeastern United States, all fifty states and approximately fifty foreign countries are represented on campus at any given time.

Selection for admission involves several considerations including grades, course selection, class rank, test scores, extracurricular activities, and recommendations. Academic record or ability alone is not sufficient qualification for the admission of any applicant.

A student may obtain an application to Campbell University from many different sources:

- Counselor office at their high school
- On-line at [www.campbell.edu](http://www.campbell.edu)
- On-line at [www.cfnc.org](http://www.cfnc.org)
- By e-mail request to [theorangeadvantage@campbell.edu](mailto:theorangeadvantage@campbell.edu)
- By calling the Admissions Office toll free at 800-334-4111 x.1290 or 910-893-1290
- By fax request to 910-893-1288
- By writing and mailing a request to Campbell University, Post Office Box 546, Buies Creek, NC 27506

**Note – Candidates for admission to a Campbell University extended program should contact the location they wish to attend. Information can be found under Extended Programs under Academics at [www.campbell.edu](http://www.campbell.edu).**

### Steps for Beginning the College Admissions Process:

1. Study the catalog by viewing our website [www.campbell.edu](http://www.campbell.edu).
2. Ask the Admissions Office to answer any questions concerning Campbell University or its programs.
3. Visit us, preferably with a parent/guardian, to tour the campus and discuss your expected major.
4. Obtain the necessary forms from the Admissions Office.
5. Complete the entire application carefully. Enclose the \$35.00 processing fee and mail the application to the Admissions Office. Applications can also be accessed and completed on our website [www.campbell.edu](http://www.campbell.edu) free of charge.
6. With the assistance of your school counselor, make the necessary arrangements to take the SAT and/or ACT. It is important to ensure the Admissions Office receives all your available test scores. Request your scores and transcript (showing completion of 11th grade) be sent to the Admissions Office, Campbell University, Post Office Box 546, Buies Creek, North Carolina 27506. (Campbell's code for the SAT is 5100 and 3076 for the ACT).
7. Once accepted, request your personal physician to complete the Immunization and Medical History Form included in the acceptance packet. North Carolina requires documentation of immunizations within 30 days of a student's first registration. Failure to comply will result in withdrawal from the University. This form should be returned to the Campbell University Health Center.
8. Return the enrollment deposit and the enrollment card/housing contract to the Admissions Office, Campbell University, Post Office Box 546, Buies Creek, North Carolina 27506. This information can also be accessed and completed on our website at [www.campbell.edu](http://www.campbell.edu).
9. Upon graduation from high school, have your counselor send a **final** transcript confirming completion of all the required courses and that a diploma was earned.

### Prospective Transfers and Second Bachelor's Degree Candidates

1. Follow Steps 1, 2, 3, 4, 5, 7 and 8. In addition to the above, the University requires an official high school transcript showing graduation and any available standardized test scores (SAT or ACT).
2. Request the Registrar of the college at which you are currently attending (or if not in school, the Registrar of the last school attended) to mail a complete transcript to the Admissions Office at Campbell University.
3. If you've attended more than one college since high school, the Registrar of each institution should mail to the Campbell University Admissions Office a transcript of all work attempted at that institution. Failure to have the appropriate academic records sent to Campbell may result in a delay of the application process.

### Admission Requirements

Full admission to freshman-level study requires the following:

1. Either a high school record showing graduation from an accredited secondary school with thirteen credits as follows:

<b>English</b>	4 credits
<b>College Preparatory Mathematics</b> (Including 2 of Algebra and 1 of Geometry)	3 credits (4 recommended)
<b>Foreign Language</b>	2 credits
<b>Social Sciences</b> (One must be in United States history)	2 credits
<b>Natural Sciences</b> (One must be a laboratory science)	2 credits

*Or* successful completion of the General Educational Development (GED) Program. Unusual circumstances with respect to ability, maturity and motivation may be considered. Only a limited number of GED applicants will be considered. Documentation will be required to confirm successful completion of the GED Program.

2. The Admissions Committee considers students on the "whole person" concept. The entire academic record is reviewed and evaluated for placement. Grade Point Average (GPA), course selection, class rank and standardized test scores (SAT/ACT) are all considered. Students with less than the acceptable threshold may be considered for provisional admission.

Students submitting SAT/ACT scores must submit the writing component. The information will be used for acceptance evaluation.

3. Students with a total SAT (Math, Verbal and Writing) score of 1500 will be eligible for full admission if they also have a respectable high school GPA.
4. Campbell notifies students of an acceptance decision quickly after receiving all required documents completing an admissions file. Admissions acceptances may take different routes (see definitions).

## Definitions

**Official Enrollment:** A student is officially enrolled by (1) acceptance and notification from the Office of Admissions, (2) making satisfactory financial arrangements with the Business Office, and (3) registration at the appropriate time. The University reserves the right to reject any application without explanation.

The University reserves the right to rescind the admission of anyone if between the times of their letter of acceptance and the start of classes:

1. There is a change in the condition or status of any information provided by the applicant and would have been basis for denial of admission if known at the time of application;
2. Any information provided by an applicant proves to be untrue at the time of its submission on the application.

**Full Admission:** Admitted as a freshman, transfer or special student with no conditions.

**Provisional Admission:** In certain instances the Admissions Committee may exercise its reasonable discretion in offering provisional admission to students whose file does not meet the criteria normally expected for admission. In such cases, the Admissions Committee may require a limitation of hours and additional courses to be taken providing a foundation for future college coursework.

Examples include, but are not limited to, the following: (1) take further pre-college or college work during the summer or semester prior to the beginning of freshman year; (2) be evaluated for placement in English, Mathematics, or Foreign Language; (3) demonstrate proficiency in or mastery of specified subject matter; (4) complete the official documentation in the applicant file.

The components of this program include a limit of 13.5 semester hours during the first semester of enrollment, an assignment to specific English and Mathematics courses, and/or a required and pre-set grade point average (GPA) at the conclusion of a specified period of enrollment. Academic Support Services will monitor progress of students with this admission status.

**Denial:** Campbell University reserves the right to deny an applicant at any time for any reason. Students who are denied may appeal the decision to the Assistant Vice President for Admissions, Post Office Box 546, Buies Creek, NC 27506. The Assistant Vice President for Admissions will be the final authority.

### Advanced Enrollment Deposit for All New Students

Campbell University requires all new students to deposit \$100.00 within two weeks of their acceptance notification. This deposit (1) secures their space in the classroom and (2) serves as a security deposit on their residence hall occupancy.

A student may request an extension on the deposit until May 1st of the year the student plans to enroll. This allows the student to defer payment of the deposit until said date without penalty. The request for an extension must be submitted in writing to the Admissions office for approval.

This deposit is refundable with a written request made prior to May 1st for students enrolling for the fall semester and by December 1st for students enrolling for the spring semester. The deposit is not a fee; it will be credited toward the student's tuition charges on their business office account.

### **Credit Earned by High School Students**

High school students may take courses for credit at Campbell University, with approval of the Assistant Vice President for Admissions, or other accredited colleges/community colleges provided such work is approved under the applicable state and federal laws in place at the time of application for enrollment. Credit for courses successfully completed will be granted after the student graduates from high school and enrolls at Campbell University.

For specific information on International Baccalaureate (IB), Advanced Placement (AP), DANTES/CLEP and Excelsior College Examinations, please see the Registrar's section for details.

### **Special Situations**

#### **Mid-Year Enrollments for High School Students**

Seniors in high school completing their diploma requirements mid-year may enroll at Campbell University for the spring semester provided the student presents the appropriate documentation and completes an interview with the Admissions Office. An example of appropriate documentation includes, but is not limited to, a statement from the student's high school counselor indicating the student has met all the requirements for graduation but the diploma will be presented during the graduation exercises at a future date.

#### **Break in Enrollment**

Students who find themselves in a position to withdraw from the university after the start of the semester will be required to apply for re-admission to return to Campbell University. If a student has attended any other college or university during their absence, the official transcript must be submitted prior to an acceptance decision being made. Students leaving Campbell University with less than a 2.0 cumulative grade point average (GPA) will have these courses held in "escrow" until the time their GPA reaches the required 2.0 minimum.

#### **Admission of Veterans, Military, and Other Eligible Persons**

This institution is approved under the provisions of Title 38 and Title 10, United States Code for enrollment of veterans, military, and other eligible persons for programs approved by the North Carolina State Approving Agency. All interested personnel should consult with the certifying official at 1-800-334-4111, extension 1294, or look at the VA page on the web site at [www.campbell.edu](http://www.campbell.edu). If interested in an extended program site, call the VA certifying official at that campus.

Campbell University is a member of Service Members Opportunity Colleges (SOC), a consortium of approximately 1,900 institutions pledged to be reasonable in working with service members and veterans trying to earn degrees while pursuing demanding, transient careers. As a SOC member, Campbell is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and work experiences. SOC is sponsored by fifteen national higher education associations with the military services, the National Guard Bureau, and the Office of the Secretary of Defense serving as cooperating agencies.

Participating institutions within the SOC program may agree to guarantee transferability of courses according to pre-approved tables developed within specific SOC Degree Program Networks. A network consists of one or more specified curriculum areas leading to academic degrees offered by participating colleges and universities at their home campuses and a variety of military installations throughout the

world. Campbell University is a participating member in the following networks: SOCAD (Army) 2 Year and 4 year; SOCMAR (Marine Corps) 2 year and 4 year; SOCNAV (Navy) 2 year and 4 year; SOCGUARD (National Guard) 2 year and 4 year. The significance of this participation is that designated courses are pre-approved and guaranteed to be accepted in transfer by other institutions participating in the network. As recommended by the SOC program, Campbell University extends these guarantees to adult family members of military personnel attending classes through Extended Programs.

The University will evaluate military records for college credit, without charge, to determine the amount of credit earned for nontraditional schooling, and military experience and training, if the student applies for admission and is accepted as a degree-seeking student at the University.

For additional information, contact the Veteran's Affairs Office, Campbell University, Post Office Box 36, Buies Creek, North Carolina 27506.

### **Summer School Students from Other Institutions**

Students from another institution enrolling at Campbell University for the summer program should secure a statement certifying approval of such plans and listing approved courses from the proper official at the school to which the credit will be transferred

### **Admissions Requirements for International Students**

- Completed electronic application located at [www.campbell.edu/admissions/apply](http://www.campbell.edu/admissions/apply).
- TOEFL score of 61 (computer) or a sufficient score on the SAT is required to demonstrate proficiency of the English language. ACT test scores are also accepted (SAT / ACT / TOEFL).
- A complete set of original or certified academic records in English.
- A bank statement showing sufficient funding for one academic year.
- Completed Visa Clearance form (for transfer students only).

NOTE: If a student experiences a break in enrollment, he/she must re-apply for admission.

NOTE: Campbell University reserves the right to deny an applicant at any time for any reason, to include after acceptance for providing false information on his/her application, or events subsequent to admission that would have been a basis of denial prior to acceptance. Students who have been denied may appeal the decision to the Assistant Vice President for Admissions, Post Office Box 546, Buies Creek, NC 27506. The Assistant Vice President for Admissions will be the final authority.

Once an acceptance packet is received, a student must complete the following actions:

- Pay a \$1,000.00 refundable tuition deposit to secure a Form I-20. (Refundable up to one year with a written request).
- Submit necessary housing documents with the enrollment deposit.
- Submit completed Immunization and Medical History Form to the Campbell University Health Center.
- Pay the I-901 fee (USCIS).
- Meet with a Consular at the American Consulate/Embassy to secure a Visa.
- Once secured, notify the International Admissions Office of the anticipated arrival date.
- Once in the country and at Campbell University, students must report to the International Admissions Office within 48 hours of arrival.

**Procedures for Enrolled International Students**

While enrolled, students must:

- Carry a full-time load as defined by his/her specific program.
- Obtain approval from the International Admissions Office to withdraw from a class.
- Obtain approval [file forms with United States Citizenship and Immigration Services (USCIS)] for all off-campus employment at least one month prior to employment.
- Report to the International Admissions Office at the beginning of each semester within 48 hours of arrival to verify personal contact information and USCIS documents.
- Complete tax forms and submit them to the International Admissions Office.
- Pay taxes on scholarships (anything above the cost of tuition).

## Financial Information for Undergraduate Students

### Financial Assistance

The primary purpose of the financial assistance program at Campbell is to provide assistance for those students who could not otherwise acquire a college education. Campbell provides an extensive financial assistance program for eligible students in the form of scholarships, grants-in-aid, loans, and part-time employment.

In 2012-2013, Campbell awarded some type of financial assistance to approximately eighty percent of its students.

Further information about financial assistance, including application forms, may be by calling the toll-free number 1-800-334-4111 or emailing [financialaid@campbell.edu](mailto:financialaid@campbell.edu). Additional information may be obtained by visiting Campbell University's home page at <http://www.campbell.edu>.

Campbell accepts *The Free Application for Federal Student Aid (FAFSA)*, and does not require any other financial aid application.

Need is calculated from income and asset information provided by student and parents on the FAFSA, as well as family size and number of family members in college. This confidential information is used to determine the amount of assistance offered to our students.

### To be considered for financial assistance or scholarships, the student must

- Apply for admission to Campbell University. The Campbell University application begins the admissions process. Acceptance to Campbell University begins the financial aid process.
- File a Free Application for Federal Student Aid and request the results be sent to Campbell University, P.O. Box 36, Buies Creek, N.C. 27506. (Campbell University's Title IV School Code is 002913.)
- Be accepted for admission to Campbell University as a regular degree-seeking student and/or be making satisfactory academic progress.
- A new Free Application for Federal Student Aid (FAFSA) must be completed each academic year. This should be done as soon as possible after January 1 each year.

### Campbell University Financial Aid Office Satisfactory Academic Progress Policy (SAP) September 2012

The Higher Education Act mandates institutions of higher education to establish minimum standards of "Satisfactory Academic Progress." Campbell University makes these standards applicable to all programs funded by the federal and state government, including Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, Federal Work-Study, Federal Direct Loans, and Federal Direct Parent PLUS Loans. These standards are also applicable to all North Carolina programs and certain university controlled scholarships based in part upon academic ability.

**Campbell University Academic and Endowed scholarships** have academic requirements that are higher than those in this policy. Students are informed of these standards when they receive their Financial Aid Award Letter.

**Student-Athletes** must satisfy the eligibility requirements established by Campbell University and by the NCAA to be eligible for athletically related financial aid. Programs administered by agencies other than

Campbell University, such as private scholarships, or grants given by states other than North Carolina, may have their own academic standards for students. Students will need to contact such agencies to determine eligibility requirements. Transfer students and returning students to Campbell University following a period of absence or cancellation must meet Campbell's SAP policy in order to regain or have eligibility for financial aid. Campbell University reserves the right to modify this policy at any time.

Federal Regulations require the university to establish SAP standards in the following areas: (1) Cumulative GPA; (2) Cumulative Hours Attempted; and (3) Maximum Time Frame. In addition, a school's SAP policy must include the student's total academic history. SAP will be determined **at the end of each term**, including summer terms.

**Satisfactory Academic Progress for Undergraduate Students** (Graduate program SAP is available at <http://www.campbell.edu/admissions/financialaid/>)

**(1) Cumulative GPA**

The cumulative number of credits attempted in the undergraduate schools of the university includes those credits attempted as of the last day to drop a course. Multiple attempts of the same course will be counted for each attempt.

Credits Attempted	Minimum Cumulative GPA
1 – 23.....	1.4
24 – 39 .....	1.6
40 – 63.....	1.8
64 or more.....	2.0

In addition, any student with a quality point deficit of 40 or more as calculated by the Registrar will be deemed academically ineligible, and therefore, will be placed directly on Financial Aid Cancellation without a warning or probation period.

**(2) Cumulative Hours Earned**

A student must pass (earn) at least 67% of their credits attempted (excluding non-credit courses and pass/fail courses). To earn hours at Campbell University, a student must receive a grade of A, B, C, or D. Any other grade does not earn hours.

GRADE	Counted in attempted hours?	Negative Impact on SAP?
WP	No	No
WF	Yes	Yes
I or IC	Yes	Yes

When a student repeats a course, the total **attempted** hours will increase with each repeat, but the student will only **earn** hours for a completed course once. Therefore, repeating classes *will negatively impact* a student's ability to satisfy the 67% passage rate, but may significantly *increase* a student's cumulative GPA. Students will only be paid financial aid for one repeated course attempt per course.

### **(3) Maximum Time Frame**

Undergraduate students must complete their degree requirements within 150% of the published length of their academic program. At Campbell University, students must complete the requirements for a bachelor's degree within a maximum number of credits attempted (including transfer credits) of 186. Students seeking the AA degree must complete the AA requirements within a maximum number of credits attempted (including transfer credits) of 96.

Included in attempted hours are all coursework attempted, including transfer credits, which consists of passed, repeated, incomplete, failed, and withdrew failing courses. Attempted hours *do not include* credits earned through Advanced Placement (AP), College Level Examination Program (CLEP), or other similar testing programs, or through military credits.

### **Consequences**

Students who fail to meet the Satisfactory Academic Progress standards will be placed on Financial Aid Warning for one semester. During the Warning period, a student will be eligible to receive financial aid. At the end of the Warning semester, students who still do not meet the SAP standards will be placed on Financial Aid Cancellation. Students who are placed on Cancellation will not be eligible for financial aid.

### **Financial Aid Appeal Policy**

Students on Cancellation may appeal their status if extenuating circumstances beyond the student's control contributed to their academic performance. Examples of extenuating circumstances are illness, death of an immediate family member, or a natural disaster. Students may appeal SAP one time during their academic career at Campbell University by writing an appeal letter to the Financial Aid Appeal Committee. The letter should include the circumstances of the extenuating circumstances, how the circumstances have been resolved, and how the student is positioned to now be successful. Appeal letters without these items included will automatically be denied. The Financial Aid Appeal Committee will review appeals at the end of each semester once grades have been posted until the last day to add classes of the following semester. Students will be notified in writing of the Financial Aid Appeal Committee decision.

Students with an approved appeal will be placed on one semester of Probation. To be placed on Probation, the appeal committee must determine it is possible for a student to achieve SAP at the end of the next term or put the student on an Academic Plan.

### **Satisfactory Academic Progress for Graduate/Professional/Pharmacy Students**

To receive eligible financial aid under the Federal Title IV programs, a graduate student must be making "Satisfactory Academic Progress" (SAP) toward graduation. SAP as defined at Campbell University is as follows:

**Law School - Juris Doctor (JD)**Maintain a Numerical Cumulative Grade Point Average of 75

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

Cumulative Hours Earned

A student must pass (earn) at least 67% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame

JD students will be allowed a maximum of 135 to complete their degree. This the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

**Doctor of Pharmacy (PharmD)**Maintain a Cumulative Grade Point Average of 2.20

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

Cumulative Hours Earned

A student must pass (earn) at least 67% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame

PharmD students will be allowed a maximum of 214.5 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

**Master of Science in Clinical Research (MSCR)**Maintain a Cumulative Grade Point Average of 3.0 (B)

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above Student Academic Performance (SAP) standard.

Cumulative Hours Earned

A student must pass (earn) at least 67% of their credits attempted (excluding non-credit courses and pass/fail courses).

**Maximum Time Frame**

MSCR students will be allowed a maximum of 60.5 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

**Master of Science in Pharmaceutical Sciences (MSPS)****Maintain a Cumulative Grade Point Average of 3.0 (B)**

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

**Cumulative Hours Earned**

A student must pass (earn) at least 67% of their credits attempted (excluding non-credit courses and pass/fail courses).

**Maximum Time Frame**

MSPS students will be allowed a maximum of 49.5 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

**Master of Business Administration (MBA)****Maintain a Cumulative Grade Point Average of 3.0 (B)**

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

**Cumulative Hours Earned**

A student must pass (earn) at least 67% of their credits attempted (excluding non-credit courses and pass/fail courses).

**Maximum Time Frame**

MBA students will be allowed a maximum of 54 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

**Masters of Trust and Wealth Management (MTWM)****Maintain a Cumulative Grade Point Average of 3.0 (B)**

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

**Cumulative Hours Earned**

A student must pass (earn) at least 67% of their credits attempted (excluding non-credit courses and pass/fail courses).

**Maximum Time Frame**

MTIM students will be allowed a maximum of 63 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

**Master of Divinity (MDIV)****Maintain a Cumulative Grade Point Average of 2.0 (C)**

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

**Cumulative Hours Earned**

Students must pass (earn) at least 67% of their credits attempted (excluding non-credit courses and pass/fail courses).

**Maximum Time Frame**

MDIV students will be allowed a maximum of 135 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

**Master of Art in Christian Ministry (MACM)****Maintain a Cumulative Grade Point Average of 2.0 (C)**

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

**Cumulative Hours Earned**

Students must pass (earn) at least 67% of their credits attempted (excluding non-credit courses and pass/fail courses).

**Maximum Time Frame**

MACM students will be allowed a maximum of 70 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

**Doctor of Ministry (DMin)****Maintain a Cumulative Grade Point Average of 2.0 (C)**

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

Cumulative Hours Earned

A student must pass (earn) at least 67% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame

DMin students will be allowed a maximum of 48 attempted hours to complete their degree. This is the maximum allowable time for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

**Master of Education (MEd), A-Plus-Master's (A+M), Master of Arts Community Counseling (MA), Master of Education School Counseling (MED), Master of School Administration (MSA)**

Maintain a Cumulative Grade Point Average of 3.0 (B)

Failure to maintain the above will result in a financial aid probation period not exceeding one (1) year, and financial aid suspension at the end of that period if the student has not attained the above SAP standard.

Cumulative Hours Earned

A student must pass (earn) at least 67% of their credits attempted (excluding non-credit courses and pass/fail courses).

Maximum Time Frame

- MEd Elementary Education students will be allowed a maximum of 51 attempted hours to complete their degree. A+M Elementary Education students will be allowed a maximum of 85.5 attempted hours to complete their degree.
- MEd Middle Grades students will be allowed a maximum of 51 attempted hours to complete their degree. A+M Middle Grades students will be allowed a maximum of 85.5 attempted hours to complete their degree.
- MEd Secondary Education students will be allowed a maximum of 51 attempted hours to complete their degree. A+M Secondary Education students will be allowed a maximum of 90 attempted hours to complete their degree.
- MEd Physical Education students will be allowed a maximum of 51 attempted hours to complete their degree. A+M Physical Education students will be allowed a maximum of 93 attempted hours to complete their degree, depending on specific curriculum requirements.
- MEd Interdisciplinary Studies students will be allowed a maximum of 54 attempted hours to complete their degree.
- MEd School Counseling students will be allowed a maximum of 73.5 attempted hours to complete their degree.
- MA (community counseling) students will be allowed a maximum of 73.5 attempted hours to complete their degree.
- MSA (school administration) students will be allowed a maximum of 67.5 attempted hours to complete their degree.

These are the maximum allowable time frames for receipt of eligible Federal Title IV Funds regardless of whether the student did or did not receive financial aid during any period of his/her enrollment.

### **Refund/Repayment Policy**

In the event of a student's complete withdrawal from the university for a particular enrollment period, refunds/repayments are calculated according to the Higher Education Act and its subsequent modifications. Campbell University will comply fully with federal regulations as required. This method will be used to determine refunds/repayments for Title IV aid as well as state and institutional aid. This includes students who do not follow the university's policy for official withdrawal.

The refund policy is listed in its entirety beginning on page 76 of this document.

### **Scholarships**

Each year, Campbell University provides assistance to many of its students through various scholarships that are financed through institutional funds as well as privately funded sources. Since scholarship assistance often meets only a part of a student's financial need, we ask scholarship applicants to apply for other financial assistance programs administered by the University.

### **Academic Scholarships**

Campbell University has the following institutional scholarships available with the following criteria:

1. Presidential - 1800+ SAT (this includes Critical Reasoning, Math, and Writing) and a cumulative weighted high school GPA of 4.0 or better (Amounts range from \$13,000 to \$15,000 per year);
2. Presidential Transfer - superior academic performance on the college level, leadership potential, and demonstrated performance of GPA 3.5 - 4.0 (Amounts range from \$11,500-\$14,000 per year);
3. Scott-Ellis - 1500+ SAT (this includes Critical Reasoning, Math, and Writing) and a cumulative weighted high school GPA of 3.0 or better (Amounts range from \$7,000 to \$12,000 per year);
4. Scott-Ellis Transfer - superior academic performance on the college level and demonstrated performance of GPA 2.7 - 3.4 (Amounts range from \$6,000 to \$11,000 per year).

### **Institutional Scholarships**

The following assistance is provided to Campbell University students attending the main campus location who are members of Baptist Churches that participate in the Cooperative Program of the NC Baptist State Convention. A student may be eligible to receive one of the following:

Full-time Baptist pastors receive the Pastor's Tuition Scholarship (tuition is defined as approximately half [1/2] of the total tuition charged at registration.)

or

Spouses or children classified as legal dependents of full-time Baptist pastors receive the Pastor's Dependent Scholarship of \$1,000.00 per academic year.

or

Challenger or Acteen Scholarships as notified by the NC Baptist State Convention. Amount of scholarship assistance will vary with the level of service attained in each organization. Range of scholarship will be \$200.00 - \$550.00.

or

Students majoring in Religion or Music and meeting the criteria established by department heads will receive \$500.00 per semester. However, this scholarship will be superseded should the student be recommended to receive a merit scholarship by the university scholarship committee.

or

Students minoring in Religion or Music (average a minimum of one course in this minor area per semester) and meeting criteria as established by the department heads - \$250.00 per semester. However, the scholarship will be superseded should the student be recommended to receive a merit scholarship by the university scholarship committee.

### **Endowed Scholarships**

Campbell University is grateful for the financial assistance made available to students each year through our Endowed Scholarship Program. Through the generosity of the University's many supporters endowed scholarships are established to help Campbell students receive a Christian education.

The number and amount of endowed scholarships awarded each year is contingent upon the number of returning recipients and the earnings available from the invested principals.

Endowments are coded into two categories; general and departmental. A general undergraduate endowment is not program major specific. Departmental endowments are established to assist a student in a specific program of study. A student must be approved in the program of study as a "major" for consideration of award of a departmental endowment.

Freshmen and 1st term transfer students are considered for award of an undergraduate general endowment after they are matriculated, main campus and full-time students for the Fall/Spring semester. University Policy is Academic Merit Scholarships (Presidential Scholarships, Scott-Ellis Scholarships, and/or Campbell Grants) will be comprised in part or in total from institutional, endowed, or other sources of gift aid available to the University. If the student has been awarded an Academic Merit Scholarship and is subsequently awarded an undergraduate general endowed scholarship then the academic merit award will be reduced by the full amount of the undergraduate general endowed scholarship award.

The minimum requirements to be considered for award of an endowed scholarship are:

- Must be a matriculated main campus full-time student for the Fall/Spring semester
- Must meet donor eligibility requirements (i.e. demonstrated financial need, residency, church membership, academic performance)

In addition good conduct, good citizenship, community service, and other such similar criteria are considered in the selection of scholarship recipients.

Students must maintain a Campbell University cumulative grade point average of 2.3 or higher after the completion of the first semester and each subsequent semester. Students' academic standing will be reviewed at the end of each semester.

Departmental endowments are established to assist students in a specific program of study. The student must be approved in the program of study as a "major" for consideration of award of a departmental endowment. Instructions for applying for a departmental endowment are posted on the Campbell University website at <http://www.campbell.edu/admissions/financialaid/endowed-scholarship-program/>.

The website also has a series of program mini-guides which will allow students to search for departmental endowments.

All undergraduate endowed scholarship recipients are required to write a thank you letter to their donor. Scholarship awards are placed in pending status until the thank you letter is turned in to the Endowed Scholarship Program Office. After the initial award notification letter is mailed and two e-mail follow-ups are sent to the student's Campbell email account, the award is canceled if the thank you letter is not turned in.

Graduate students must apply for departmental endowments through their respective schools.

### **Endowed Scholarship Program Office**

Location: Leslie Campbell Avenue (Office of Financial Aid building)

Hours: Monday – Friday from 8:30AM – 5:00PM.

Phone: 1-800-334-4111 extension 1310 or 910-893-1310.

Fax: 910-814-5788

### **Federal Grants and Loans**

#### **Federal Pell Grant Program**

As of this writing, students who have a sufficient financial need may be eligible for this grant up to a maximum of \$5,645 annually. The Federal Pell Grant processor sends the student a Student Aid Report (SAR), which will state tentatively whether the student is eligible for the Federal Pell Grant.

#### **Federal Supplemental Educational Opportunity Grants (SEOG)**

A limited number of Federal Supplemental Educational Opportunity Grants are available to undergraduate students attending Campbell University. Funds for the grants are provided by the federal government. Grants under this program can be awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as half-time or better students; (3) show evidence of making satisfactory academic progress in terms of financial aid; (4) demonstrate an exceptional financial need, with priority awards being made to Federal Pell Grant recipients. Grants under this program may vary from \$100 to \$4,000 per year depending upon the federal budget allocation received and the number of eligible recipients.

#### **Federal Work-Study Program**

The Federal Work-Study Program (FWS) enables those students who are eligible to have an opportunity to work and earn part of the money necessary to meet their educational expenses. It is an "hours worked, hours paid" type of program. The student approved for FWS is compensated on a monthly basis for the hours that he/she worked during the month. The FWS award is not deducted from a student's educational charges at the beginning of the semester. Students work in almost all areas of the campus - library, food services, physical plant, dormitories, academic departments, administrative offices, athletics, etc. Student workers are encouraged to arrange work schedules to allow adequate time for their studies. A student's FWS award depends on "need" along with the amount of funds available for FWS.

#### **Federal Perkins Loan Program**

The Federal Perkins Loan Program is a program of borrowing based upon need, which enables a student to borrow an annual loan limit of up to \$4,000 per academic year with an aggregate maximum of \$20,000 for undergraduates. The amount received annually depends on individual need and funds available. These loans are non-interest bearing while a student is enrolled at least half-time or better.

#### **Federal Subsidized and Unsubsidized Direct Stafford Loan Programs**

A Federal Subsidized Direct Stafford Loan is a need-based loan guaranteed by the federal government. Students are not charged interest on this type of loan as long as they maintain at least half-time enrollment status, during grace periods, and during deferment periods.

A Federal Unsubsidized Stafford Loan is a non-need-based loan. Interest on the Unsubsidized Direct Stafford Loan begins to accrue at the time of disbursement. The student is responsible for the interest payment. Students have the option to (1) make payments on the interest while enrolled; or (2) have their interest accrue and be capitalized (added to the principal amount of the loan).

Under these Federal Direct Stafford Loan Programs a student classified as a freshman may borrow a maximum of \$5,500; sophomore, \$6,500; junior and senior, \$7,500, per academic year with a total

aggregate loan limit for dependent undergraduate studies of \$31,000. (The student may borrow both a Federal Subsidized Stafford Loan and a Federal Unsubsidized Stafford Loan not to exceed the academic year loan limit) Repayment of these loans begins six months after the student graduates, withdraws from school, or drops below half-time enrollment. Federal Direct Stafford Loans have a fixed interest rate. Graduate and professional students may borrow \$20,500 per year with a total aggregate loan limit of \$138,500 for combined undergraduate and graduate studies (exception is Doctor Of Pharmacy Students who may borrow \$40,500 per academic year with a total loan limit of \$224,000 for combined undergraduate and graduate studies). This amount is the combined maximum amount allowed for Subsidized and Unsubsidized. Subsidized Direct Stafford Loans may not exceed \$8,500 per academic year.

Note: Current interest rate information can be found on the following website: [studentaid.ed.gov](http://studentaid.ed.gov)

### **Federal Direct PLUS Loan Program**

This is a loan program for parents of undergraduate students as well as students who are in graduate/professional programs. The annual loan limit is the cost of education minus other aid awarded to the student. The interest rate is fixed. Loan origination and federal default fees of up to 4% may be deducted from the loan proceeds by the lender.

### **Veteran's Administration Requirements**

In addition to all other institutional policies and regulations, students who receive education benefits from the Veteran's Administration must comply with the policies of the Veteran's Administration and the North Carolina State Approving Agency for the training and education of students receiving VA education benefits. These policies include the following requirements:

The student must be fully matriculated prior to certification to the Veteran's Administration as eligible to receive benefits.

- Normally, an undergraduate student will receive full-time benefits for 12 semester hours or more of coursework required for his/her degree, three-fourths time benefits for 9-11 semester hours, one-half time benefits for 6-8 semester hours, and reimbursement for tuition and fees for 1-5 semester hours of work. This schedule is applicable only to the standard semester generally used by the main campus. However, for students using the Post 9/11 GI Bill (Chapter 33), the housing allowance will be prorated by the student's rate of pursuit (rounded to the nearest tenth). For example, a student training at a rate of pursuit of 75% would receive 80% of the Housing Allowance.
- Summer school, evening programs, graduate programs, and undergraduate extended program sites with different academic calendars will be computed on an individual basis.
- Only courses required to complete the program of education or remaining elective courses in the individual's curriculum may be counted in qualifying for VA education benefits.
- Depending on the circumstances, a student may repeat a course and receive VA education benefits for an "F" grade and "D" grade (see VA Official).

It is the individual student's responsibility to advise the Veteran's Affairs Office of the University at the beginning of each semester or term of the courses for which the student has registered. In addition, it is the student's responsibility to advise the Veteran's Affairs Office of any change in the student's status, such as dropping or adding courses or withdrawal from the school after a semester or term has started. When a student using the Post 9/11 GI Bill drops a class (or stops attending) after the enrollment certification is submitted to VA, the student is responsible for any overpayment owed back to VA.

If a student does not make "Satisfactory Academic Progress (SAP)" as defined in the University's Financial Aid or Admissions requirements in this Bulletin, the law requires that VA education benefits be terminated. Students using veteran's benefits are not allowed to remain on probation over 2 semesters. If the SAP is not within established guidelines after 2 semesters, VA benefits will be terminated.

### **Army ROTC Scholarship and Funds**

The Army ROTC Scholarship program is designed to offer financial assistance to outstanding young men and women motivated toward being an Army Officer. These Army scholarships pay 100% of required tuition and provide an allowance each year toward books and supplies. In addition it provides a subsistence allowance of \$300 - \$500 each month school is in session. Four, three and two-year scholarships are awarded on a competitive basis. The four-year scholarship is for incoming freshmen; the application must be submitted on line by visiting: [www.goarm.com/rotc](http://www.goarm.com/rotc). The deadline for submission is January 10<sup>th</sup> of your senior year of high school.

Information concerning three and two-year scholarships may be obtained from the Department of Military Science at Campbell University, tel. 1-800-334-4111, ext. 1590 or 1587.

All Advanced Course ROTC students (Juniors and Seniors) without scholarships receive a monthly allowance each month school is in session.

Campbell University provides each ROTC scholarship recipient an additional scholarship (ROTC Presidential Scholarship) designed to cover the costs of on-campus room and board, however, the student's complete financial aid package will not exceed total cost of education. If the student becomes ineligible for any part of their Army ROTC scholarship for a particular period of enrollment, the student will also become ineligible for the ROTC Presidential Scholarship for that same period.

### **Admission of Veterans, Military, and Other Eligible Persons**

This institution is approved under the provisions of Title 38 and Title 10, United States Code for enrollment of veterans, military, and other eligible persons for programs approved by the North Carolina State Approving Agency. All interested personnel should consult with the certifying official at 1-800-334-4111, extension 1294, or look at the VA page on the web site at [www.campbell.edu](http://www.campbell.edu). If interested in an extended program site, call the VA certifying official at that campus.

Campbell University is a member of Service Members Opportunity Colleges (SOC), a consortium of approximately 1,900 institutions pledged to be reasonable in working with service members and veterans trying to earn degrees while pursuing demanding, transient careers. As a SOC member, Campbell is committed to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and work experiences. SOC is sponsored by fifteen national higher education associations with the military services, the National Guard Bureau, and the Office of the Secretary of Defense serving as cooperating agencies.

Participating institutions within the SOC program may agree to guarantee transferability of courses according to pre-approved tables developed within specific SOC Degree Program Networks. A network consists of one or more specified curriculum areas leading to academic degrees offered by participating colleges and universities at their home campuses and a variety of military installations throughout the world. Campbell University is a participating member in the following networks: SOCAD (Army) 2 Year and 4 year; SOCMAR (Marine Corps) 2 year and 4 year; SOCNAV (Navy) 2 year and 4 year; SOCGUARD (National Guard) 2 year and 4 year. The significance of this participation is that designated courses are pre-approved and guaranteed to be accepted in transfer by other institutions participating in the network. As recommended by the SOC program, Campbell University extends these guarantees to

adult family members of military personnel attending classes through our extended program sites.

The University will evaluate military records for college credit, without charge, to determine the amount of credit earned for nontraditional schooling, and military experience and training, if the student applies for admission and is accepted as a degree-seeking student at the University.

For additional information, contact the Veteran's Affairs Office, Campbell University, Post Office Box 36, Buies Creek, North Carolina 27506.

At the end of the FAP period, students who still do not meet the SAP standards will be placed on Financial Aid Cancellation (FAC). Students who are placed on FAC will be ineligible for financial aid. Student's veteran's benefits will be terminated after their probation period has expired.

## **State Grants and Loans**

### North Carolina Need Based Scholarship

#### **Program Type**

Scholarship

#### **Description**

Created by the 2011 North Carolina General Assembly, this is a need-based program for NC residents attending private institutions of higher education located in North Carolina.

#### **Eligibility**

Applicant must meet the following eligibility requirements:

- Be a North Carolina resident and a NC resident for tuition purposes as defined by the NC Residency Manual
- Be enrolled as an undergraduate student in at least 9 credit hours at a qualifying private North Carolina campus
- Demonstrate a certain level of financial need based on calculated Expected Family Contribution (EFC) from the Free Application for Federal Student Aid (FAFSA)
- Meet requirements for the Federal Pell Grant (except EFC)

#### **Value**

Award amounts vary depending on the Expected Family Contribution.

#### **Application Procedure**

Applicants must complete the Free Application for Federal Student Aid (FAFSA), listing at least one qualifying private North Carolina institution. Consideration for the grant is automatic once the FAFSA is filed. No deadline has been established; however, applicants should meet financial aid application deadlines established by their institutions. Late applicants may be denied if insufficient funds are available.

**Vocational Rehabilitation**

Students who are residents of North Carolina and have physical or emotional disabilities should contact the State Rehabilitation Commission for assistance.

**Payment Plans as a Form of Assistance**

Campbell University understands that cash flow or other problems make new and enlightened forms of payment a necessity. With this thought in mind, Campbell offers several techniques to assist families in paying for a Campbell education. Information about these payment options may be obtained from the Business Office.

**Contact Information for Financial Aid from Other States**

Contact information for financial aid for states other than North Carolina can be found on the Campbell University Financial Information web site at: <http://www.campbell.edu/content/46/fa-outside-nc.pdf>.

## Tuition and Fees

Tuition and fees are reviewed annually by the Campbell University Board of Trustees. Tuition and fee rates are published on Campbell's website in March of each year for the upcoming academic year. Below are tuition and fees for the 2013-2014 academic year.

<b>Campbell University College of Arts and Sciences</b>			
<b>Undergraduate-Main Campus</b>			
		<b>Fall 2013</b>	<b>Spring 2014</b>
<b>Application Fee</b>		\$35.00	
<b>Tuition Per Semester</b>			
	Full-Time 12 to 18.5 hours	\$12,650.00	\$12,650.00
	Less than 12 hours	\$525.00 per credit hour	\$525.00 per credit hour
	More than 18.5 hours	\$525.00 per credit hour	\$525.00 per credit hour
<b>Distance Education-Internet Classes</b>			
	Main Campus Students	\$350.00 per credit hour	\$350.00 per credit hour
<b>General Fees</b>			
	(not BSPS or BSCR)	\$470.00	\$470.00
	General Fees-All BSPS Students	\$760.00	\$760.00
	General Fees-All BSCR Students	\$760.00	\$760.00
	Part time less than 9 hours	refer to chart	refer to chart
<b>General Fees Chart-Main Campus</b> (General Fees are also charged on Main Campus Internet Classes)			
	<b>credit</b>	<b>General Fees per credit hours</b>	<b>General Fees</b>
	1 hr	\$52.23	\$261.14
	2 hrs	\$104.45	\$313.36
	3 hrs	\$156.68	\$365.59
	4 hrs	\$208.91	\$417.82
		9 + hrs	\$470.00
<b>Other Fees</b>			
Parking Permit		\$175.00 per year	\$95.00 new students
Illness Insurance - MANDATORY	Under age 25	\$555.00 per semester	\$555.00 per semester
Illness Insurance - MANDATORY	Age 26 and over	\$990.00 per semester	\$990.00 per semester
International Student Health Insurance - MANDATORY		\$800.00 per year	\$470.00 new students
Golf Management Fee		\$700.00	\$700.00
Student Teaching Fee		\$420.00	\$420.00
<b>Music Fees:</b>			
<b>Regular Students:</b>			
One 30 minute lesson per week 1 hour of credit or no credit		\$350.00	\$350.00
Two 30 minute lessons per week 2 hours of credit		\$650.00	\$650.00
<b>Special Students:</b>			
One 30 minute lesson per week 1 hour of credit		\$350.00	\$350.00
Two 30 minute lessons per week 2 hours of credit		\$650.00	\$650.00
One 30 minute lesson per week No credit		\$475.00	\$475.00
Rental of Musical Instruments		\$125.00	\$125.00
<b>Residence Hall Rates:</b>		<b>Fall 2013</b>	<b>Spring 2014</b>
<b>Dorms:</b>			
Bryan, Day, Jones and Powell		\$2,150.00	\$2,150.00
Baldwin, Burkot, Hedgpeth, Kitchin and McCall		\$2,250.00	\$2,250.00
Murray, North Hall, Sauls, Small and Strickland		\$2,250.00	\$2,250.00
<b>Additional charge for Private Dorm Room</b>		\$625.00	\$625.00
Barker Suites (per room)		\$3,350.00	\$3,350.00
Barker Apartments (per room)		\$3,450.00	\$3,450.00
Faculty Memorial (per room)		\$3,450.00	\$3,450.00
Stadium Apartments (per room)		\$3,450.00	\$3,450.00
<b>Meal Plans</b>		<b>Fall 2013</b>	<b>Spring 2014</b>
<b>Resident Student Meal Plans:</b>			
19 Meals ( \$225 Campbell Bucks )		\$2,400.00	\$2,400.00
15 Meals ( \$325 Campbell Bucks )		\$2,400.00	\$2,400.00
14-Block Plan (14 per week cumulative and \$225 Campbell Bucks)		\$2,400.00	\$2,400.00
<b>All Access Plan</b> (unlimited meals at marshbanks, 5 meals per week at Shouse, JM, Oasis, Groc, or the Pod and \$125 Campbell bucks)		\$2,400.00	\$2,400.00
<b>Commuting Student Meal Plan:</b>			
5 Meals (includes \$600 Campbell Bucks)		\$1,450.00	\$1,450.00
<b>Campbell University Extended Campus Undergraduate:</b>		<b>Fall 2013</b>	<b>Spring 2014</b>
Fort Bragg/Pope Campus		\$250.00 per credit hour	\$250.00 per credit hour
Camp LeJeune Campus		\$250.00 per credit hour	\$250.00 per credit hour
or Camp LeJeune as home location)		\$275.00 per credit hour	\$275.00 per credit hour
RTP - Raleigh Campus		\$350.00 per credit hour	\$350.00 per credit hour
RTP -Internet Classes-( RTP as home location)		\$350.00 per credit hour	\$350.00 per credit hour
Technology Fee --All extended campus locations		\$15.00 per term	\$15.00 per term
Biology & Chemistry Lab Fee-Ft Bragg and Pope		\$40.00 per course	\$40.00 per course
Ft. Bragg-NTC Proctoring Fee		\$10.00 per hour	\$10.00 per hour

### **Advance Enrollment Deposit**

All freshmen, transfer, and returning students are required to pay a \$100 advance enrollment deposit. This fee is refundable prior to July 1 if the student requests it in writing to the Admissions Office. The Advance Enrollment Deposit is applied to the student account upon enrollment.

### **Processing/Application Fee**

A processing/application fee of \$35 is required with all original applications. This fee applied against the cost of evaluating applications is not refundable and does not apply to the student's account upon enrollment.

### **Other Fees:**

- Undergraduate taking fewer than twelve (12) semester hours \$500 per credit hour
- Undergraduate course load above 18.5 semester hours \$500 per credit hour
- General Fees: Undergraduate taking fewer than nine (9) semester hours \$50 per credit hour
- Parking Permit \$160 per year and \$90 for spring only-new students
- Transcript Fee (single copy) \$5
- Golf Management Fee \$700 per semester
- Student Teaching Fee \$420

### **Terms of Payment:**

Unless other arrangements are made with the Business Office, tuition and matriculation fees must be paid on or before registration.

With the approval of the Business Office, students may elect to a) pay half (50%) of their balance prior to registration and the balance by mid-term, or (b) contract with one of our approved payment plan partners, College Foundation of NC ([www.cfnc.org](http://www.cfnc.org)) or Tuition Management Systems ([www.afford.com](http://www.afford.com)). Students may also enroll in the CASHNet payment plan. CASHNet provides online services for the Business Office and is accessible through the students web access page.

The Office of Student Financial Aid is available to assist students with loans and other funding sources. Students applying for financial aid are encouraged to apply early to ensure the financial aid file is processed in a timely manner and approved prior to registration.

### **Refund/Repayment Policy**

To withdraw officially from the University during a semester, a student is required to complete an official Withdrawal Form available in the Student Life Office (2nd Floor of the Wallace Student Center). The Withdrawal Form must be completed with proper signatures obtained, and turned into the Registrar's Office for placement in the student's permanent file. Failure to withdraw properly will result in a non-prorated reassessment of charges to the student account.

Upon completion of the Withdrawal Form, the Registrar's Office updates class registration as a withdrawal from the University denoting the "Withdrawal Effective Date" provided on the form. The Business Office verifies all classes have been updated accordingly and reassesses student tuition and fee charges. Housing and meal plan assignments are reviewed to ensure their correct reassessment.

A refund is prorated at 5% increments with no refund available after 60% of usage. Exceptions for students receiving medical withdrawals approved by the Vice President for Student Life are considered for refund at a percent of usage beyond 60%. Tuition and fees proration schedule is as follows:

The Business Office is responsible for the reassessment of student account charges; however, it is the responsibility of the Financial Aid Office to ensure financial aid awards have been evaluated and

reassessed accordingly. The Business Office reserves the right to hold refund of credit balances until the Financial Aid Office has evaluated and approved the release of funds awarded to students that withdraw from the University.

<b>Week</b>	<b>Prorated Charge</b>	<b>Percent of Usage</b>
Week 1	No Charge	5%
Week 2	5%	10%
Week 3	10%	15%
Week 4	15%	20%
Week 5	20%	25%
Week 6	25%	30%
Week 7	30%	35%
Week 8 (midterm)	30%	35%
Week 9	35%	40%
Week 10	40%	45%
Week 11	45%	50%
Week 12	50%	55%
Week 13	55%	60%
Week 14	60%	65%

## Intellectual Property Policy

### Preamble

Campbell University is dedicated to teaching, research, and the dissemination of knowledge. Although the University does not undertake research or other work principally for financial gain or for the purpose of developing patents or commercial applications, it is the policy of the University to assure the appropriate utilization with regard to ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. The accompanying policy is to acknowledge and protect the intellectual property rights of faculty, staff, students, and the University while acknowledging the supportive and enabling role of the academic community. It sets forth the fair distribution of benefits arising from activities in which the University and its members are jointly engaged, including public recognition and, where appropriate, financial remuneration. The policy is intended to balance all interests in a fair, manageable, and productive way.

With regard to the policy, the University's aims include:

- a) Making clear the University's values with regard to intellectual property;
- b) Promoting the University's intention of encouraging research and scholarship in support of the teaching and learning of students;
- c) Facilitating the dissemination of knowledge for the benefit of the University community and the larger society;
- d) Providing incentives to creators in various forms, including professional development, recognition, and financial compensation;
- e) Providing for the equitable disposition of interests in shared intellectual property among the author, creator, developer, and the University.
- f) Safeguarding intellectual property so that it may receive adequate and appropriate legal protection against unauthorized use.

### Definition

This policy covers all intellectual property conceived, written, or otherwise produced by faculty, staff, or students of Campbell University using University funds, facilities, or other resources. The University defines intellectual property as the tangible or intangible results of scholarship, research, development, teaching, or other intellectual activity. Intellectual property may include, but is not limited to, the following categories: copyrightable material, patentable material, trademarks, inventions, discoveries, written materials, media productions, computer programs, computer-based instructional materials, biological products, chemical products, and laboratory procedures.

### General Terms

- A) Intellectual property arising from research financed by the Government shall be controlled by the terms of the grant or contract. Where the University is permitted to retain intellectual property rights, the University may choose to do so.
- B) Intellectual property arising from research or other work sponsored by nongovernmental entities shall be controlled by the terms of the sponsored agreement, if applicable. Where the University is permitted to retain intellectual property rights, the University may choose to do so.

C) Intellectual property arising from research or other work conducted by University employees or students on University time or with use of University funds or facilities shall be considered the property of the University. This stipulation is understood to encompass such items as inventions, patents, copyrights and trademarks which result from research or unintentional discovery by University employees or students as part of their employment or educational pursuit and by using the University's resources. Included under this stipulation are 'works made for hire,' that is works created 1) for institutional purposes in the course of the creator's employment or 2) as a contribution to a collective work, where there is a written agreement that it is made for hire. Any income received by the University as a result of licensing or otherwise commercializing shall be shared with the employee or student as provided by the further details of this policy.

D) While understanding its resources to have been involved in their production, the University claims no ownership rights to traditional products of scholarly activity, such as books, monographs, articles, reviews, works of art, musical compositions, course syllabi, exams, transparencies, study guides, workbooks, course packs, manuals, web pages, and other instructional materials developed by faculty members in the course of their usual pedagogical, scholarly, and service activities. Unless otherwise specified in a contract or other written agreement, all rights to such scholarly products are retained by the faculty member. This stipulation is also understood to encompass works produced by students, either individually or with the assistance of Campbell University faculty or staff, if they fall under the foregoing description.

E) Any use of the University's name, mark, seal, or trademarks in connection with the commercialization of any intellectual property shall be approved in advance by the University.

F) Intellectual property arising from research or other work conducted by University employees or students on their own time and without use of University funds or facilities shall be considered the sole property of the author or creator and may be commercialized at his or her own expense. The University will not consider the payment of salary as constituting use of University funds.

G) Any faculty, staff, or student engaged in consulting work, collaborative work or business either individually or by contract or agreement with a third party is responsible for ensuring that clauses in other agreements are not in conflict with this policy or with other related policies of the University; and that the University's rights and the author or creator's obligations to the University are in no way abrogated or limited by the terms of such agreements. Any faculty, staff, or student involved in such collaborative work shall incorporate this policy into any such contracts or agreements. Any third party agreement or contract in which the University is a party, regardless of whether it is on an individual basis or sponsored research, shall be approved by the Vice President for Business and Treasurer. No undergraduate, graduate, or professional school or department is authorized to enter into any contract.

### **Division of Income**

The University defines net revenue as gross royalties and/or other receipts minus the costs incurred for items including, though not limited to, development of the product, patent application, patent enforcement, licensing, travel, mailing fees, and auditing fees. It understands gross royalties to be agreed-upon payments specified in a license or other commercialization agreement. The University reserves the right to suspend distribution of revenue when there is reason to believe that substantial deductible costs will be incurred in the future. Revenues derived from intellectual property covered by this policy shall be shared as follows:

50% to the author or creator, 25% to the author or creator's College or School, and 25% to the broader University. The College or School share shall be administered by the Dean in accord.. with a budget approved by the President and Executive Cabinet of the University. The author or creator's rights to share in revenue as stated above shall remain with the individual or pass to the individual's heirs and assigns for so long as net revenue is derived from the property.

### **Management**

A) Intellectual property arising in due course and falling within the specific stipulations of this policy shall be disclosed jointly to the office of the Dean of the College or School, the office of the Vice-President for Academic Affairs and Provost, and the office of the Vice-President for Business and Finance within thirty (30) days of the discovery and prior to the submission of the same for publication or other public disclosure.

B) Disputes involving ownership, equity in, or administration of intellectual properties, including the interpretation of this policy, shall be submitted jointly to the appropriate Dean and the Vice-President for Business and Treasurer. After consideration, their written findings and recommendations shall be submitted to the Provost, who shall rule on the dispute. If the disputant is not satisfied with the ruling of the Provost, he/she may file a written appeal with the President of the University. After an appropriate period for the President's review, he shall set forth in writing his decision with explanation. The decision of the President is final and binding on all parties. It is understood that this intellectual property policy is subject to future modification and may be changed or discontinued at any time by action of the University executive administration and Board of Trustees. However, any such change or discontinuance shall not affect rights accrued prior to the date of such action.

## Departments/Schools and Course Descriptions

### College of Arts and Sciences

#### Dean: Dr. Mark L. Hammond

The undergraduate College is the custodian of the liberal arts core curriculum. This General College Curriculum (GCC) is the integrated, interdisciplinary education, which is the hallmark of the liberal arts. It is of medieval European origin; traditionally at the completion of the two-year post-secondary period, European colleges awarded the baccalaureate, which signified the recipient's entry into educated society; students then went to university for the study of the law, medicine, or theology. The tradition was imported to America, where the concept of "major" or specialized study was added as the traditional curriculum evolved away from its European roots. In colonial America, all elementary, middle, and secondary education was conducted under the auspices of the Christian church. In the nineteenth century, population growth and the process of secularization of society stimulated the initiation and rapid expansion of public education to insure the continuation of a literate culture, the fundamental basis of democratic government. At the beginning of the twentieth century, only twenty percent of college students were in land-grant colleges and public universities; the rest were in private, often church-related colleges and schools. By the end of the twentieth century, the proportions were reversed, with only twenty percent of college students in private and/or church-related schools. The College of Arts and Sciences of Campbell University is one of those remaining church-related schools.

The central thread in the history of the University is the development of the College and its curriculum. Founded in 1887 as an academy, the institution has experienced no interruption in the work of its faculty. Until 1925, it was Buie's Creek Academy; from then until 1963, it was a well-respected junior college. Beginning with the class of 1963, Campbell College became a four-year senior institution; then, with the graduation of the first class from the Norman Adrian Wiggins School of Law, Campbell became a university. Thus, the College of Arts and Sciences evolved as the successor undergraduate College within the larger body of the University. Its graduates span the globe, serving in a wide variety of fields and callings. The mission of the University is derived from that of the College; succinctly stated, it is to educate and encourage its students of all ages to think, live, and serve others in a forthright, Christian way. The success of this College as an exemplar of excellence in education in a Christian community in a secularized society is a credit to the vision of its founder, Rev. J. A. Campbell, and to the achievements of his successor presidents, Leslie Campbell, Norman A. Wiggins, and Jerry M. Wallace.

#### **Majors, Minors, and Pre-Professional Programs**

Each Campbell University student is required to declare a major by the beginning of the junior year, but has the option not to select a minor field of study. Pre-professional programs include pre-law, pre-pharmacy, pre-physician assistant, pre-physical therapy, and pre-medical/dental. Class sizes vary from eighty in science lectures to twenty-four in science labs to thirty-five in humanities lectures to twenty-five in freshman English to less than fifteen in senior humanities seminars.

#### **Faculty of the College**

Along with its students, the College's greatest asset is its faculty. Some of the senior members have served the school for four decades; they impart not only academic knowledge, but also wisdom to their students and institutional memory to their colleagues. Over eighty percent of the faculty have the highest available degree in their teaching discipline.

## **The Lundy-Fetterman School of Business**

### **Dean: Dr. Ben Hawkins**

In October 1981, the establishment of the Lundy-Fetterman School of Business was announced. The School was named for the late Burrows T. and Mabel L. Lundy, generous benefactors to the University and strong supporters of Free Enterprise, as well as for Lewis and Annabelle Fetterman, son-in-law and daughter of the late Mr. and Mrs. Lundy. The programs in the Lundy-Fetterman School of Business received national accreditation by the Accreditation Council for Business Schools and Programs(ACBSP) on April 26, 2012. This accreditation applies to both graduate and undergraduate program on all campuses.

The Lundy-Fetterman School of Business is a community of scholars and professionals who are committed to developing students as responsible individuals through an emphasis on professional education, entrepreneurial attitudes, Christian values, and practical experiences. The mission of the School of Business, at both the undergraduate and graduate levels, is to engage students in a learning process that provides a comprehensive professional education, instills a passion for life-long learning, creates a commitment to service, and examines ethical behavior in the business environment. Graduates of the Lundy-Fetterman School of Business are prepared for careers in a rapidly changing business environment. They are aware of the significance of technology in business organizations, the value of a global perspective in planning, the need for an understanding of cultural diversity, and the process of continuous improvement in shaping business operations.

## **School of Education**

### **Dean: Dr. Karen Nery**

The School of Education includes the undergraduate and graduate Professional Education Programs, the Department of Psychology, and the Department of Social Work. The School offers majors leading to the Bachelor of Science degree in the following areas: Birth to Kindergarten Education, Elementary Education, Middle Grades Education, Special Education, Educational Studies, and Psychology. The Social Work major leads to the Bachelor of Social Work degree.

In addition, the School of Education offers the professional education component for undergraduate teacher licensure in Biology, English, Mathematics, Music, Health and Physical Education, Social Studies, and Spanish. A minor in Psychology is available.

### **Purpose**

The mission of the School of Education is to develop professionals in the fields of Education, Psychology, and Social Work for service, primarily but not exclusively, in rural settings. To accomplish this mission, a carefully planned sequence of educational experiences that blends the theoretical, the professional, and the practical and that emphasizes the development of problem-solving skills is provided by each one of the three major program areas. Professional Education extends the scope of this goal by providing graduate programs at the master's level.

### **Accreditation**

All the Professional Education programs are fully accredited by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education; the last accreditation review took place in October of 2008. The Social Work program, accredited through the Council on Social Work

Education, received its initial accreditation in February 1995, and the accreditation was re-affirmed in February 2007.

### **Graduate Programs in Education**

Graduate programs in professional education have been offered since the summer of 1977. Programs leading to the Master of Education degree are currently offered in the following areas: Counselor Education, Elementary Education, Middle Grades Education, English Education, Interdisciplinary Studies, Mathematics Education, Health and Physical Education, and Social Studies Education. The Master of Arts degree in Mental Health Counseling and the Master of School Administration are also offered. Students with bachelor's degrees may also enter the "I-plus-Masters" program, which leads first to an initial licensure to teach, and later to the master's degree.

### **Norman Adrian Wiggins School of Law**

#### **Dean: Dean J. Rich Leonard**

In the early 1970s, Campbell University's third president, Norman Adrian Wiggins, began discussing his vision of a small, private law school that would develop lawyers with moral conviction, compassion and competence, to create a more just society.

President Wiggins traveled throughout North Carolina, enthusiastically presenting his vision for a unique law school, raising the substantial funds required, and attracting outstanding lawyers and legal educators to the new endeavor.

His vision – supported by hard work, patience and outstanding leadership – became a reality when the charter class of 97 students inaugurated the Campbell University School of Law in August 1976. Ten years later, Campbell University's Board of Trustees renamed the law school, the Norman Adrian Wiggins School of Law, to honor his pioneering efforts and leadership.

A new era for the Norman Adrian Wiggins School of Law was launched on October 3, 2007, when the University Trustees voted unanimously to relocate the School of Law to Raleigh, North Carolina. In September of 2009, law school operations began in downtown Raleigh in a state-of-the-art facility located just steps from the legal heartbeat of North Carolina.

Campbell Law School is a highly demanding, purposely small, intensely personal community of faculty and students whose aim, guided by transcendent values, is to develop lawyers who possess moral conviction, social compassion, and professional competence and who view the practice of law as a calling to serve others and to create a more just society.

### **College of Pharmacy & Health Sciences**

#### **Vice President for Health Programs & Dean: Dr. Ronald W. Maddox**

#### **About the College**

Campbell University's College of Pharmacy & Health Sciences (CPHS) was established in 1986. At the time, it was the first new pharmacy program to open in the United States in more than 35 years. Since its inception, doctor of pharmacy graduates have maintained a 98 percent passage rate on the national pharmacy board exams.

In addition to the pharmacy program, the College offers a bachelor's degree in general sciences, undergraduate and graduate degrees in clinical research and pharmaceutical sciences, a master's degree in public health, and a professional degree in physician assistant practice. Classes for the new doctor of physical therapy degree are projected to start in January 2014.

### **Mission**

CPHS is committed to preparing students to excel in the ever-expanding world of health care. The institution's mission is to educate students in a Christian environment to be health care professionals who will function effectively as a part of interdisciplinary team of health care providers to meet existing and future health care needs and who will provide leadership to their profession and professional organizations.

### **Academic Programs**

- Pre-Pharmacy (non-degree program)
- Bachelor of Science in Clinical Research
- Bachelor of Science in General Science
- Bachelor of Science in Pharmaceutical Sciences
- Master of Science in Clinical Research
- Master of Science in Pharmaceutical Sciences
- Master of Science in Public Health
- Master of Physician Assistant Practice
- Doctor of Pharmacy
- Doctor of Physical Therapy (*projected Jan. 2014*)

### **Pre-Pharmacy Program**

Pre-Pharmacy is a unique, non-degree program specially designed to prepare undergraduate students for entry into the College's doctor of pharmacy program. The curriculum also prepares students to enter the bachelor's program in pharmaceutical sciences, clinical research, or other specific disciplines.

During the pre-pharmacy years, a pre-pharmacy coordinator works full-time to assist students by providing appropriate advice and guidance each semester in planning their class schedules. CPHS faculty members serve as mentors and are also available to provide students with advice on career pathways and residency information.

### **Bachelor Degrees:**

#### **Bachelor of Science in Clinical Research (BSCR)**

Clinical research is a branch of medical science that determines the safety and effectiveness of medications, devices, diagnostic products, and treatment regimens intended for human use. It is also concerned with investigating the influence of population and biological diversity as well as disease states on responses to treatment. The results of clinical research studies (especially clinical trials) are essential for gaining approval for marketing new medications and devices or new indications of existing products from regulatory agencies throughout the world.

The BS in Clinical Research degree provides students with the knowledge and experiential training for diverse careers as clinical researchers in contract research organizations (CROs), pharmaceutical companies, government agencies, or academia. The required semester-long internship provides invaluable experience for students and often leads to employment opportunities.

### **Bachelor of Science in General Sciences (BSGS)**

The College of Pharmacy & Health Science offers a bachelor of science in general science with a concentration in clinical research or pharmaceutical sciences. This degree option is only offered to Campbell University students that have completed the prescribed pre-pharmacy curriculum, general college curriculum, one year of the BS in pharmaceutical sciences or clinical research curriculum, as well as one year of the doctor of pharmacy curriculum. (Requires acceptance to the doctor of pharmacy program.) More details about the degree are listed in this bulletin with the Clinical Research and Pharmaceutical Sciences sections.

### **Bachelor of Science in Pharmaceutical Sciences (BSPS)**

The BS in Pharmaceutical Sciences degree offers one of the most extensive laboratory-based programs in North Carolina. The program covers a broad range of disciplines involved in the discovery, development and manufacturing of drug products.

The Pharmaceutical Sciences major prepares students for careers in the biomedical sciences with particular emphasis on pharmaceutical sciences. Graduates will be prepared to enter research and technical positions in the health science industries or to pursue graduate and/or postgraduate studies. The required semester-long internships provide invaluable experience for students and often lead to employment opportunities.

### **Graduate Degrees:**

#### **Master of Science in Clinical Research (MSCR)**

The MSCR degree is designed to expand students understanding of clinical research, drug development and epidemiology. The program focuses on contemporary clinical research geared toward the development of new and improved therapies and diagnostics. The curriculum provides students with an in-depth understanding of producing and interpreting medical evidence in a variety of practice settings.

The Master of Science in Clinical Research is well suited for several student populations. Classes are held in the evening to accommodate a diverse student body. Students can enroll full-time to complete the program in two years, or choose a part-time option. The department is currently transitioning to a fully online delivery method by fall 2014.

#### **Master of Science in Pharmaceutical Sciences (MSPS)**

The MS in pharmaceutical sciences degree focuses on drug discovery, research, development and manufacturing. The program includes the following five tracks of study to provide students with specialized training: industrial pharmacy, bioprocessing and biotechnology, pharmaceutical analysis, pharmacology and a multidisciplinary concentration.

Students conduct research and complete lab-based courses in on-campus facilities that have the same innovative technology and equipment used in the pharmaceutical and biotechnology industry. The hands-on, practical training prepares them for high-ranking positions in the pharmaceutical or biotechnology industries, or the opportunity to continue their education in a PhD program.

#### **Master of Science in Public Health (MSPH)**

The MSPH degree is a two-year, full-time program focusing on the elimination of local health care disparities, and development of local community health intervention and educational programs.

Students spend the first year in the classroom while simultaneously developing individual research projects with a faculty advisor. The second year is dedicated to research projects and elective courses.

Although not required, students are encouraged to seek internships and other research opportunities during their course of study to gain hands-on experience of the public health field.

### **Professional Degrees:**

#### **Doctor of Pharmacy (PharmD)**

The PharmD degree is the College's largest program, with more than 25 years of credible training history. Campbell's pharmacy graduates have maintained a 98 percent passage rate on the national pharmacy board exams and continue to build a legacy as successful leaders, innovators and contributors to the pharmacy profession.

The PharmD degree is a four-year, full-time professional program. The rigorous curriculum combines basic and pharmaceutical sciences training with extensive clinical application. Students spend the first three years in the classroom, and complete one-month clinical rotations during their summer breaks.

During their final year, students complete nine four-week clinical rotations, gaining valuable experience in different practice settings. Rotation opportunities include training in advanced community pharmacy, advanced hospital, ambulatory care, cardiology, drug information, geriatrics, internal medicine, medical missions, oncology, pediatrics, surgery, veterinary medicine and much more.

Applicants may apply to the doctorate program after completing 64 credit hours from the pre-pharmacy curriculum. A degree in pharmacy provides numerous career pathways for graduates including community pharmacy, hospital pharmacy, industrial pharmacy, consultant pharmacy, government service as well as teaching and other specialized practice areas.

#### **Master of Physician Assistant Practice (MPAP)**

Campbell University's Board of Trustees approved the addition of a master's program in Physician Assistant Practice at its October 17, 2008 meeting. The developing program submitted its application for provision accreditation in October 2010, and was granted Accreditation-Provisional at the March 2011 of the Accreditation Commission on Education for the Physician Assistant (ARC-PA). The 34 students of the charter class, the class of 2013, began in August 2011. Class size has increased, as per ARC-PA standards, to 44 students for the class of 2015.

Accreditation-Provisional is an accreditation status. The granting of Accreditation-Provisional indicates that the plans and resource allocation for the proposed program appear to demonstrate the program's ability to meet the ARC-PA Standards, if fully implemented as planned. Accreditation-Provisional does not ensure any subsequent accreditation status. Provisional status is limited to no more than three years for any program.

The date for the next comprehensive review of the program by the ARC-PA is scheduled for September 26-27, 2013, at which time the program will be evaluated for Accreditation-Continued.

The program is 28 months in length with 13 months of classroom studies and 15 months of supervised clinical educational rotations. Students will receive didactic and clinical training in family medicine, emergency medicine, general surgery, internal medicine, pediatrics, obstetrics and gynecology, psychiatry, orthopedics, and evidence-based medicine. Many area physicians and physician assistants (PA) are assisting the faculty in teaching first year students clinical medicine. Numerous affiliated training sites have been identified and are currently being utilized for the clinical training phase of the program.

Physician Assistants are licensed health care providers who practice medicine and surgery under

supervision of physicians. PAs can practice in primary care and any chosen medical specialty. They are approved to practice and have prescription rights in all 50 states. Please visit the American Academy of Physician Assistants web site ([www.aapa.org](http://www.aapa.org)) for more information on PA careers.

### **Doctor of Physical Therapy**

Campbell University's Board of Trustees approved the addition of a Doctor of Physical Therapy (DPT) program at its April, 28, 2010 meeting. Regional accreditation was obtained April 23, 2013 through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The developing program has submitted the application for candidacy to the Commission on Accreditation in Physical Therapy Education (CAPTE). A site visit has been scheduled for July 24-25, 2013. A decision to grant candidacy status will occur in November of 2013 at the CAPTE fall meeting. Candidacy status must be granted for the DPT program to enroll students. Matriculation of the inaugural class of 40 students is planned for January 2014.

The DPT program will be a 36 month full time graduate study with 26.5 months of didactic education and 9.5 months of supervised clinical internships. Two part-time clinical experiences will occur in the summer of the first and second year. Numerous training sites within North Carolina and the communities surrounding the University allow for education in rural facilities. Service learning courses provide opportunities to serve in rural communities and facilities while developing leadership and altruistic character. Participation in inter-professional education events is encouraged throughout the program. Opportunities are being explored for DPT students to learn with other health care disciplines. The DPT program has faculty/staff, training facilities, and a curriculum designed to meet its mission of providing qualified professionals ready to practice in rural areas and serve as valued members of inter-professional healthcare teams.

Physical therapists are licensed health care providers who practice independently within hospital systems, outpatient clinics, school systems, rehabilitation and long term care facilities, government (VA/IHS), and academic and research facilities. Please visit the American Physical Therapy Association at [www.apta.org](http://www.apta.org) for more information on a physical therapy career.

Accreditation Statement:

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone 703-706-3245; [accreditation@apta.org](mailto:accreditation@apta.org) is necessary for eligibility to sit for the licensure examination, which is required in all states.

Campbell University is seeking accreditation of a new physical therapist education program from CAPTE. The program has submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional/technical phase of the physical therapy program; therefore, no students may be enrolled in professional or technical courses until Candidate for

Accreditation status has been achieved. Further, achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

### **Dual-Degree Programs:**

Campbell University's College of Pharmacy & Health Sciences (CPHS) offers six dual degree programs to provide students with specialized training. By earning a dual degree, students have the opportunity to

further develop their leadership skills, better comprehend health care needs and enhance their careers by learning to perceive issues from a broader perspective than their colleagues.

-MPAP/Master of Science in Public Health

-PharmD/Master of Science in Clinical Research

-PharmD/Master of Science in Pharmaceutical Sciences

-PharmD/Master of Business Administration (offered in conjunction with the Lundy-Fetterman School of Business)

-PharmD/Master of Science in Public Health

-JD/Master of Science in Public Health (offered in conjunction with the Adrian Norman Wiggins School of Law)

## **School of Osteopathic Medicine**

**Dean: Dr. John Kauffman**

### **About the School**

In 2010, the University launched a feasibility study into the development of a school of osteopathic medicine. Building off the previous successes of the School of Law and College of Pharmacy & Health Sciences, this newest academic endeavor was a daunting, but achievable, challenge.

In January 2011, Dr. John Kauffman was installed as dean of the Campbell University School of Osteopathic Medicine. Construction began on a new 96,500 square feet medical school facility. In July 2012, the school received provisional accreditation from COCA to begin enrolling students. The first classes began in August 2013.

### **Mission**

The mission of the Campbell University School of Osteopathic Medicine (CUSOM) is to educate and prepare community-based osteopathic physicians in a Christian environment to care for the rural and underserved populations in North Carolina, the Southeastern United States and the nation.

CUSOM is informed and guided by the following eight goals for the purpose of educating osteopathic physicians who are well trained, socially minded clinicians who practice evidence based medicine:

1. Recruit and graduate osteopathic medical students who are committed to serving the rural and underserved areas in North Carolina, Southeastern United States, and the nation
  - o Recruit a diverse student body who desire to serve a rural and underserved population;
  - o Recruit students from North Carolina, Southeastern United States, and the nation;
2. Educate osteopathic medical students in the art and science of osteopathic medicine using the most current research in clinical and basic science
3. Provide osteopathic medical education that is holistic (mind, body, spirit) in its approach, evidence based, community-focused, and patient centered
4. Contribute to the fund of osteopathic medical knowledge through educational, scientific and clinical research and other scholarly activity

5. Develop outreach sites in rural and underserved North Carolina to provide educational services and healthcare to the region
6. Develop a sustainable international medical missions program to train clinicians for underserved areas of North Carolina, the United States and the developing world
7. Collaborate with hospitals and other partners to provide healthcare and other educational services to the region
8. Develop postgraduate training programs in collaboration with other institutions to provide medical students with residency programs upon graduation.

## **Divinity School**

### **Dean: Dr. Andrew H. Wakefield**

The Campbell University Divinity School officially opened as the sixth school of Campbell University in January 1996. Guided by its mission statement to provide theological education that is Christ-centered, Bible-based, and Ministry-focused, the Divinity School offers the Master of Divinity, the Master of Arts in Christian Ministry, and the Doctor of Ministry degrees. Three dual degree programs are available as well, combining the Master of Divinity degree with a Master of Business Administration, a Master of Arts in Mental Health Counseling or a Juris Doctor. Certificate programs are offered in Preschool and Children's Ministries, Christian Women in Leadership, Biblical Studies, and Youth Ministry. Information describing these graduate theological degrees and certificate programs is available on the Divinity School website (<http://divinity.campbell.edu>) and in a separate bulletin.

### **Master of Divinity (M.Div.)**

The Master of Divinity degree prepares students for a variety of ministries ranging from service within a church setting to social ministries to chaplaincy to education. The core curriculum is designed to prepare every student pursuing vocational or bi-vocational ministry with the basic biblical, theological, historical, and ministerial foundations needed for Christian ministry. The Master of Divinity degree can be earned in three years of full-time study.

### **Master of Arts in Christian Ministry (M.A.C.M.)**

The Master of Arts in Christian Ministry is a professional degree designed to prepare students for specialized ordained and lay ministry. The degree provides a foundation in the theological disciplines and specialized training in one of the following specialized ministries: 1) Congregational Leadership, 2) Youth Ministry, 3) Teaching the Bible, 4) Christian Education, or 5) Children's Ministry. More specializations may be added in the future. The Master of Arts in Christian Ministry degree can be earned in two years of full-time study.

### **Doctor of Ministry (D.Min.)**

The Doctor of Ministry program is designed to prepare qualified candidates already trained and involved in ministry to render spiritual, ecclesiastical, and vocational Christian leadership at the highest level of expertise in local churches and church-related ministries. The Doctor of Ministry degree can be earned in three years.

## Extended Programs

### Dean: Dr. John Roberson

Campbell University offers undergraduate degree programs at four locations in eastern North Carolina. Over 1500 civilian and military adult students attend classes at these locations on either a full time or a part time basis. Evening, weekend and blended and online classes are offered during five accelerated eight week terms each year. For information about degrees programs offered, class schedules, or admission requirements, call or visit the campus most convenient to your work or residence.

At Camp Lejeune, Campbell offices are in the Consolidated Education Center, Bldg. 825, Room 114 Main Base. Their telephone number is 910-451-3097. A second office is located in the Education Center, Bldg 212, at Marine Corps. Air Station, New River; telephone 910-449-6600. Undergraduate degree programs offered include Bachelor of Business Administration with majors in Business or Accounting, Bachelor of Science in Social Science, Bachelor of Science in Psychology, Bachelor of Science in Information Technology & Security, Bachelor of Applied Science and Bachelor of Science in Homeland Security.

At Fort Bragg, near Fayetteville, Campbell offices are located in the BTEC Bldg 2-13751 Wing B, Knox Street on post. For information about Ft. Bragg, call 910-436-3242 or 3243. A second office is located at Pope Army Air Field at 430 Armistead Street. The Pope AFB telephone is 910-497-8237. Undergraduate degree programs offered include Associate in Arts, Bachelor of Business Administration with majors in Business or Accounting, Bachelor of Science in Social Science, Bachelor of Science in Information Technology & Security, Bachelor of Science in Psychology, Bachelor of Applied Science, Bachelor of Health Science and Bachelor of Science in Homeland Security.

Near the Research Triangle Park in Morrisville, Campbell's RTP Campus is located at 808 Aviation Parkway. Undergraduate degree programs offered at the RTP campus include Associate in Arts, Bachelor of Business Administration with major in Business or Accounting, Bachelor of Science in Information Technology & Security, Bachelor of Science in Social Science, and Bachelor of Applied Science. Bachelor of Science in Psychology and Bachelor of Science in Homeland Security. To find out more about the RTP campus call (919) 468-8844.

The Department of Online Education offers a variety of undergraduate courses during five academic terms offered by Extended Programs. Online Education courses are offered on online through the Blackboard Learning Management System (LMS). The office of Online Education is located at 79 Bolton Rd.

For more information or assistance contact the Dean for Extended Programs at 79 Bolton Rd. on Main Campus or call 910-893-1278.

## Academic Programs

Campbell University offers through its various colleges, schools and campuses an extensive number of programs leading to undergraduate, graduate, and professional degrees. In the following sections, the institution defines the terms “major,” “concentration,” and “track” and provides in chart form a comprehensive list of all academic programs offered.

### Campbell University’s Definition of a Major, Concentration, and Track

#### *Major*

A major is a set of required and elective courses offering a degree of preparation in a particular discipline or field of study. The requirements and the curriculum for a major are determined by the academic department offering the major with approvals through appropriate university processes.

#### *Concentration*

A concentration is an area of specialization within an academic major. If offered, the academic department may determine if a concentration is an optional or required component of the major.

#### *Track*

A defined group of courses or course options designed to prepare a student for a specific professional career. A track may or may not coincide with an academic major.

### Degrees, Majors, Concentrations and Tracks at Campbell University

Program	Degree	Major	Concentration	Track	Other	School	Academic Unit
Business Administration	AA		X			BUS	Business Administration & Economics
General Education	AA		X			CAS	Office of the Dean, College of Arts & Sciences
Information Technology, Information Security	AA		X			CAS	Mathematics/Information Technology & Security
Information Technology, Information Technology Management	AA		X			CAS	Mathematics/Information Technology & Security
Accounting	BBA	X				BUS	Financial Planning & Accounting
Applied Science	BAS					CAS	History, Criminal Justice & Political Science
Applied Science, Business Administration	BAS		X			BUS	Business Administration & Economics
Applied Science, Criminal Justice	BAS		X			CAS	History, Criminal Justice & Political Science
Applied Science, Homeland Security	BAS		X			CAS	History, Criminal Justice & Political Science
Applied Science, Information Technology & Security	BAS		X			CAS	Mathematics/Information Technology & Security

Athletic Training	BS	X				CAS	Exercise Science
Biochemistry	BS	X				CAS	Chemistry & Physics
Biology	BS	X				CAS	Biological Sciences
Biology, Pre-Physical Therapy	BS			X		CAS	Biological Sciences
Biology, Pre-Physician Assistant	BS			X		CAS	Biological Sciences
Biology, Pre-Professional	BS			X		CAS	Biological Sciences
Biology, Teacher Licensure	BS		X			CAS	Biological Sciences
Birth to Kindergarten Education	BS	X				EDU	Professional Education
Business Administration	BBA	X				BUS	Business Administration & Economics
Chemistry	BS	X				CAS	Chemistry & Physics
Christian Ministry	BA	X				CAS	Religion
Clinical Research	BS	X				CPHS	Clinical Research
Communication Studies	BA	X				CAS	Communication Studies
Communication Studies, Broadcasting & Electronic Media	BA		X			CAS	Communication Studies
Communication Studies, Digital and New Media	BA		X			CAS	Communication Studies
Communication Studies, Generalist	BA		X			CAS	Communication Studies
Communication Studies, Health Communication	BA		X			CAS	Communication Studies
Communication Studies, Journalism	BA		X			CAS	Communication Studies
Communication Studies, Pre-law					X	CAS	Communication Studies
Communication Studies, Public Relations	BA		X			CAS	Communication Studies
Criminal Justice	BA	X				CAS	History, Criminal Justice & Political Science
Criminal Justice, Homeland Security	BA		X			CAS	History, Criminal Justice & Political Science
Drama and Christian Ministries	BA	X				CAS	Theatre
Economics	BS	X				BUS	Business Administration & Economics
Economics	BA	X				BUS	Business Administration & Economics
Economics, Pre-law	BA			X		BUS	Business Administration & Economics
Educational Studies	BS	X				EDU	Professional Education
Elementary Education	BS	X				EDU	Professional Education
English	BA	X				CAS	English
English, Pre-law	BA			X		CAS	English
English, Teacher Licensure	BA		X			CAS	English
Exercise and Sport Science	BS	X				CAS	Exercise Science
Fitness Wellness Management	BS	X				CAS	Exercise Science
French	BA	X				CAS	Foreign Language
General Science, Clinical Research	BS		X			CPHS	Clinical Research
General Science, Pharmaceutical Sciences	BS		X			CPHS	Pharmaceutical Sciences
Graphic Design	BA	X				CAS	Art
Health and Physical Education	BS	X				CAS	Exercise Science

Health and Physical Education, Teacher Licensure	BS		X			CAS	Exercise Science
Health Science	BHS					CAS	Biological Sciences
Healthcare Management	BBA	X				BUS	Business Administration & Economics
History	BA	X				CAS	History, Criminal Justice & Political Science
History, International Studies	BA		X			CAS	History, Criminal Justice & Political Science
History, Pre-law	BA			X		CAS	History, Criminal Justice & Political Science
History, Teacher Licensure	BA		X			CAS	History, Criminal Justice & Political Science
Homeland Security	BS	X				CAS	History, Criminal Justice & Political Science
Honors					X	CAS	Office of the Dean, College of Arts & Sciences
Information Technology And Security	BS	X				CAS	Mathematics/Information Technology & Security
Information Technology and Security, Information Security	BS		X			CAS	Mathematics/Information Technology & Security
Information Technology and Security, Information Technology Management	BS		X			CAS	Mathematics/Information Technology & Security
International Business	BBA	X				BUS	Business Administration & Economics
International Business, native English	BBA		X			BUS	Business Administration & Economics
International Business, non-native English	BBA		X			BUS	Business Administration & Economics
Kinesiology	BS	X				CAS	Exercise Science
Marketing	BBA	X				BUS	Business Administration & Economics
Mathematics	BS	X				CAS	Mathematics/Information Technology & Security
Mathematics, Teacher Licensure	BS		X			CAS	Mathematics/Information Technology & Security
Middle Grades Education	BS	X				EDU	Professional Education
Middle Grades Education, English Language Arts	BS		X			EDU	Professional Education
Middle Grades Education, Math	BS		X			EDU	Professional Education
Middle Grades Education, Science	BS		X			EDU	Professional Education
Middle Grades Education, Social Studies	BS		X			EDU	Professional Education
Music	BA	X				CAS	Music
Music, Church Music	BA		X			CAS	Music
Music, Composition	BA		X			CAS	Music
Music, Comprehensive Music Curriculum	BA		X			CAS	Music
Music, Piano Pedagogy	BA		X			CAS	Music
Music, Teacher Licensure	BA		X			CAS	Music
North Carolina Teaching Fellows					X	EDU	Professional Education
PGA Golf Management	BBA	X				BUS	Business Administration & Economics

Pharmaceutical Sciences	BS	X				CPHS	Pharmaceutical Sciences
Political Science	BA	X				CAS	History, Criminal Justice & Political Science
Political Science, International Studies	BA		X			CAS	History, Criminal Justice & Political Science
Political Science, Pre-law	BA			X		CAS	History, Criminal Justice & Political Science
Political Science, Public Administration	BA		X			CAS	History, Criminal Justice & Political Science
Pre-Pharmacy				X		CPHS	Pharmacy
Psychology	BS	X				EDU	Psychology
Religion	BA	X				CAS	Religion
Religion, Pre-Law	BA			X		CAS	Religion
ROTC					X	CAS	ROTC
Social Science	BS	X				CAS	History, Criminal Justice & Political Science
Social Science, Criminal Justice	BS		X			CAS	History, Criminal Justice & Political Science
Social Science, Political Science	BS		X			CAS	History, Criminal Justice & Political Science
Social Science, Political Science, Teacher Licensure	BS		X			CAS	History, Criminal Justice & Political Science
Social Science, History	BS		X			CAS	History, Criminal Justice & Political Science
Social Science, History, Teacher Licensure	BS		X			CAS	History, Criminal Justice & Political Science
Social Science, Homeland Security	BS		X			CAS	History, Criminal Justice & Political Science
Social Work	BSW	X				EDU	Social Work
Spanish	BA	X				CAS	Foreign Languages
Spanish, Teacher Licensure	BA		X			CAS	Foreign Languages
Special Education	BS	X				EDU	Professional Education
Sport Coaching	BS	X				CAS	Exercise Science
Sport Management	BS	X				CAS	Exercise Science
Sport Management with Sport Communication concentration	BS		X			CAS	Exercise Science
Studio Art	BA	X				CAS	Art
Study Abroad					X	CAS	Study Abroad
Theatre Arts	BA	X				CAS	Theatre
Trust and Wealth Management	BBA	X				BUS	Financial Planning & Accounting
Trust and Wealth Management, Pre-law	BBA			X		BUS	Financial Planning & Accounting
Accounting, 3+2	BBA, MBA				X	BUS	Financial Planning & Accounting
Business Administration	MBA					BUS	Business Administration and Economics
Business Administration, 3+2	BBA, MBA				X	BUS	Business Administration & Economics
Christian Education	MACE					DIV	Divinity
Christian Ministries	M.A.					DIV	Divinity
Clinical Research	MS					CPHS	Clinical Research
Community Counseling	M.A.					EDU	Professional Education

Divinity	M.Div					DIV	Divinity
Economics, 3+2	BBA, MBA				X	BUS	Business Administration & Economics
Elementary Education	M.Ed.					EDU	Professional Education
English Education	M.Ed.					EDU	Professional Education
Exercise Science Education	M.Ed.					EDU	Professional Education
Interdisciplinary Studies	M.Ed.					EDU	Professional Education
International Business, 3+2	BBA, MBA				X	BUS	Business Administration & Economics
Law	JD					LAW	Law
Mathematics Education	M.Ed.					EDU	Professional Education
Middle Grades Education	M.Ed.					EDU	Professional Education
Ministry	D.Min					DIV	Divinity
Osteopathic Medicine	D.O.					SOM	Osteopathic Medicine
Pharmaceutical Sciences	MS					CPHS	Pharmaceutical Sciences
Pharmacy Practice	PharmD					CPHS	Pharmacy Practice
Physical Therapy	D.P.T.					CPHS	Physical Therapy
Physician Assistant Practice	MPAP					CPHS	Physician Assistant
Professional Golf Management, 3+2	BBA, MBA				X	BUS	Business Administration & Economics
Public Health	MSPH					CPHS	Public Health
School Administration	M.S.A.					EDU	Professional Education
School Counseling	M.Ed.					EDU	Professional Education
Social Studies Education	M.Ed.					EDU	Professional Education
Trust and Wealth Management	MTWM					BUS	Trust and Wealth Management
Trust and Wealth Management, 3+2	BBA, MBA				X	BUS	Financial Planning & Accounting
Trust and Wealth Management, Pre-law, 3+2	BBA, MBA			X	X	BUS	Financial Planning & Accounting

Abbreviations used:

CAS College of Arts and Sciences  
 BUS Lundy-Fetterman School of Business  
 CPHS College of Pharmacy & Health Sciences  
 EDU School of Education  
 DIV Divinity School  
 LAW Norman Adrian Wiggins School of Law  
 SOM School of Osteopathic Medicine

## **Alphabetical Listing of Programs and Courses**

Campbell University's academic departments, courses, majors and minors are organized into two colleges and five schools: the College of Arts and Sciences, the College of Pharmacy & Health Sciences, the Norman Adrian Wiggins School of Law, the Lundy-Fetterman School of Business, the School of Education, Divinity School, and the School of Osteopathic Medicine. Unless you are familiar with the organization of the University, the programs offered by the departments, and the courses associated with those programs, you may find it difficult to locate a particular course. To reduce that potential difficulty, the academic departments and the courses offered by those departments are listed in alphabetical order, not grouped by college or school.

## Accounting

Associate Professors: Mr. Witherspoon (Chair), Dr. Deutsch, Ms. Vaughan

Assistant Professors: Mr. Berry, Mr. Butler

### Requirements for a Major in Accounting (BBA) (CIP 52.0301)

ACCT 213, 214, 323, 324, 326, 333, 334, 335, 336, 443, 444, three 300 level or above accounting electives with the exception of ACCT 325; BADM 100, 125, 221, 222, 236, 300, 313, 314, 331; ECON 201, 202; and two 300-level or above School of Business courses.

### Requirements for a Minor in Accounting

ACCT 213, 214, 323, 324, 333, 335 (no more than 6 hours of a major may be applied to the minor).

### Accounting Course Listing (ACCT 000)

#### 213-214 Accounting Principles (3, 3)

A study of accounting terms, procedures, and practices of sole proprietorships, partnerships, and corporations. A study is made of journal worksheets, financial statements, negotiable instruments, and departmental costs. ACCT 213 is a prerequisite to ACCT 214.

#### 323-324 Intermediate Accounting (3, 3)

A study of the principal accounting statements. Review of the fundamental processes in recording, classifying, and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: ACCT 214. ACCT 323 is a prerequisite to ACCT 324.

#### 325 Managerial Accounting (3)

A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions, what information is necessary to make them, what data are relevant, and the uses and limitations of these data. Prerequisite: ACCT 213.

#### 326 Accounting Theory (3)

An analysis of the logical foundations of accounting. Special emphasis on recent developments. Includes student presentations that evaluate recent accounting changes. Case studies will be used to examine applications of theory to financial, cost, and ethical accounting situations. Prerequisite: ACCT 324.

#### 333-334 Taxation (3, 3)

A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure including fiduciary tax returns. ACCT 333 is a prerequisite to ACCT 334.

#### 335 Cost Accounting (3)

The principles and procedures followed in the assembling and recording of materials, labor, and manufacturing expenses to ascertain production costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: ACCT 214.

**336 Accounting for Improved Performance (3)**

An integration of cost accounting, statistical quality control, and quality management principles for the purpose of measuring and improving an organization's productivity and product and service quality. Investigation includes case study analysis of efforts by industrial and service organizations to improve productivity and quality. Prerequisites: ACCT 325 or 335 and MATH 160.

**390 Taxation Practicum (3)**

The course applies the knowledge of taxation preparation for the individual during tax season and transmission of the required returns to the Internal Revenue Service and State of North Carolina Department of Revenue. Students are required to deal directly with the public through this service-learning course in association with VITA. Prerequisite: ACCT 333.

**443 Auditing (3)**

A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and responsibility of both the internal auditor and the public auditor are studied. Prerequisite: ACCT 324.

**444 Advanced Accounting (3)**

A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, consolidations and mergers, and international accounting issues, including foreign currency translation. Prerequisite: ACCT 324.

**450 CPA Problems (3)**

A review and analysis of problems encountered in a public accounting practice and on the CPA examination. Prerequisite: ACCT 444.

**490 Accounting Internship (3)**

An accounting-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing (at least); declared major in accounting; overall grade point average of 2.0 or greater; and completion of an independent study contract.

**543 Governmental Accounting (3)**

An introduction to the accounting practices of non-profit organizations, including governmental units, colleges and universities, hospitals, and other non-profit organizations. Prerequisite: ACCT 214.

**545 Forensic Accounting (3)**

The focus of this course will center on investigative techniques available to professionals to discover fraudulent activities. Topics include the recognition of characteristics within the organization which enable fraudulent activities; how to conduct an efficient and systematic fraud investigation; standards for internal control systems; and becoming a legal witness. Case studies will be emphasized. Prerequisite: ACCT 214

**547 International Accounting (3)**

This course is a study of international accounting standards and practices and how they compare to accounting standards and practices in the United States. Also, it will cover attempts to harmonize accounting standards across different countries. Prerequisite: ACCT 214.

**549 Special Topics in Accounting (1-3)**

This course will cover special topics and events in accounting as specific needs arise. It will enable students to stay informed about changes and topics of interest in the accounting profession. Prerequisite: ACCT 214.

**590 Accounting Information Systems (3)**

An introduction to the design and use of accounting systems and their relationship to management information systems. Course includes the use of computer technology for processing, retrieving, and analyzing accounting data. Prerequisite: ACCT 214.

## Art

Associate Professors: Mr. Smith, Mr. Tysor, Mr. Rodgers

### The Art Curriculum

The Department of Art offers a Bachelor of Arts degree with majors in Studio Art and Graphic Design. Minors in Studio Art and Graphic Design are also offered.

### Requirements for a Major in Studio Art (CIP 50.0702)

In addition to the General College Curriculum requirements, students pursuing a major in Studio Art must complete 46 semester hours in art, including the core art curriculum: ART 101 Design I, 102 Design II, 131 Introduction to Art, 201 Drawing I, 202 Painting I, 213 Sculpture I, 231 Art History I, 232 Art History II, 465 Internship and 461 Senior Exhibit.

In addition to the core art curriculum, the student must complete at least eighteen semester hours in electives from among the following: ART 203 Color, ART 204 Printmaking I, 206 Graphic Design I, 307 Graphic Design II, 308 Graphic Design III, 211 Ceramics I, 301 Drawing II, 302 Painting II, 304 Printmaking II, 311 Ceramics II, 313 Sculpture II, 401 Advanced Drawing, 402 Advanced Painting, 404 Advanced Printmaking, 411 Advanced Ceramics, 413 Advanced Sculpture, 441 Independent Studio, 442 Independent Studio, COMM 233 Introduction to Photography.

### Requirements for a Major in Graphic Design (CIP 50.0409)

In addition to the General College Curriculum requirements, students pursuing a major in Graphic Design must complete ART 101 Design I, 102 Design II, 131 Intro to Art, 201 Drawing I, 301 Drawing II, 203 Color, 231 Art History I, 232 Art History II, 206 Graphic Design I, 307 Graphic Design II, 308 Graphic Design III, 209 Typographic Design 465 Internship, COMM 233 Intro to Photography, COMM 211 Intro to Public Relations.

### Requirements for a Minor in Studio Art

Students pursuing a minor in Studio Art must complete ART 101 Design I, 102 Design II, 131 Introduction to Art, 201 Drawing I, 202 Painting I, 211 Ceramics I or 213 Sculpture I.

### Requirements for a Minor in Graphic Design

Students pursuing a minor in Graphic Design must complete ART 101 Design I, 131 Introduction to Art, 201 Drawing I, 206 Graphic Design I, 209 Typographic Design COMM 233 Introduction to Photography.

## Art Course Listing (ART 000)

### 101 Design I (3)

A basic study of the elements and principles of two-dimensional design, using a variety of media. This course gives the art major and non-art major alike an introduction to the concepts and techniques involved in two-dimensional design. Six studio hours per week; three credit hours.

### 102 Design II (3)

A basic study of the elements and principles of three-dimensional design, using a variety of media. This course gives the art major and non-art major alike an introduction to the concepts and techniques involved in three-dimensional design. Six studio hours per week; three credit hours.

**131 Introduction to Art (3)**

An introduction to the study of visual art, approaching art through learning experiences such as art history, art criticism, the styles, the structures, and the interaction of meaning and mediums. This course is appropriate for non-art majors and art majors. Three lecture hours per week.

**201 Drawing I (3)**

An introduction to drawing with emphasis on line, shape, value, and texture. Studies and final projects include still-life, landscape, perspective, figure, portrait, and animal. Six studio hours per week; three credit hours.

**202 Painting I (3)**

An introduction to various oil techniques: canvas and canvas construction and studio painting from still life, landscape, model, and design. Six studio hours per week; three credit hours.

**203 Color (3)**

The color course is based on research and application of the influential color theories and systems that make up Art History. The course is divided into the six following areas of study: 1. The Properties of color, 2. The French Impressionist, 3. The German Expressionist and the Abstract Expressionist, 4. The Cubist palette, 5. Geometric Abstraction, and 6. Photo-realism and Realism. Six studio hours per week; three credit hours.

**204 Printmaking I (3)**

An introduction to the printmaking process of woodblock. Preparation of blocks and plates and techniques for printing various subject matter. Six studio hours per week; three credit hours.

**206 Graphic Design I (3)**

An introductory course that examines the foundations of modern graphic design. Six studio hours per week; three credit hours. Prerequisite: ART 101. Must be a Studio Art, Graphic Design, or Communication Studies major. No exceptions are possible.

**209 Typographic Design (3)**

Introduction to typography, its history, and the study of letterforms as a communicative tool. Six studio hours per week; 3 credit hours. Prerequisites: Art 101 and Art 206. Must be an art major or Communication Studies major. No exceptions are possible.

**211 Ceramics I (3)**

An introduction to basic hand building techniques, with projects stressing design, creativity, and craftsmanship; firing and glazing of pieces to completion. Six studio hours per week; three credit hours.

**212 Kinetic Design using Macromedia Flash (3)**

Students learn the essentials of creating/editing time-based artwork, animation, sound and interactivity for the web. 4-4.5 studio hours per week; three credit hours. No prerequisites.

**213 Sculpture I (3)**

A course which deals with three-dimensional elements in art such as mass, form, texture, and space, utilizing various materials such as paper, clay, plaster, and found materials. Six studio hours per week; three credit hours.

**231 Art History I: Ancient to Gothic (3)**

A chronological exploration of Western and non-Western painting, sculpture, and architecture from prehistoric time through the fourteenth century, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours.

**232 Art History II: Renaissance to Postmodern (3)**

A chronological exploration of Western and non-Western painting, sculpture, and architecture from the fourteenth century to the present, investigating styles, periods, and artists as they relate to time and place, culture and history. Three lecture hours per week; three credit hours.

**301 Drawing II (3)**

Continuation of Drawing I with emphasis on more advanced drawing problems and media. Six studio hours per week; three credit hours. Prerequisite: ART 201.

**302 Painting II (3)**

Continuation of Painting I with emphasis on advanced painting problems. Focus on exploration of various composition styles and development of a personal painting technique. Six studio hours per week; three credit hours. Prerequisite: ART 202.

**304 Printmaking II (3)**

Introduction to the silkscreen or intaglio using paper and fabric, films, resists, and various inking techniques, or plates, etching press, inks, papers, and various etching techniques. Six studio hours per week; three credit hours.

**307 Graphic Design II (3)**

A course that continues the investigation of graphic design begun in ART 206. Six studio hours per week; three credit hours. Prerequisite: ART 101, ART 206, and ART 209. Must be a Graphic Design major.

**308 Graphic Design III (3)**

A course focusing on developing additional graphic design skills and portfolio preparation. Six studio hours per week; three credit hours. Prerequisite: ART 101, ART 206, 207, and ART 209. Must be a Graphic Design major.

**311 Ceramics II (3)**

An introduction to throwing on the wheel, with some further work on hand built forms. Continued work in glazing, firing of kilns, and studio management. Six studio hours per week; three credit hours. Prerequisite: ART 211.

**313 Sculpture II (3)**

A continuation of Sculpture I, with emphasis on more complex concepts and problems in a variety of sculptural materials, including carving of wood and cast stone. Six studio hours per week; three credit hours. Prerequisite: ART 213.

**321 Art for the Elementary School (3)**

Theory and techniques in elementary art education. Emphasis on developmental stages of children, processes, developing creative expression, materials, and curriculum planning. Six studio hours per week; three credit hours. Prerequisite: must be an Education major or have permission of the instructor.

**401 Advanced Drawing (3)**

A continuation of Drawing II with focus on pursuit of style and expression. Six hours per week; three credit hours. Prerequisite: ART 301.

**402 Advanced Painting (3)**

A continuation of Painting II with focus on the pursuit of style and expression. Six studio hours per week; three credit hours. Prerequisites: ART 302.

**404 Advanced Printmaking (3)**

In-depth exploration of one printing process. Six studio hours per week; three credit hours. Prerequisite: ART 204 or ART 304.

**411 Advanced Ceramics (3)**

A continuation of work on both hand-built forms and wheel-thrown forms, glazing, firing, and studio management. Six studio hours per week; three credit hours. Prerequisite: ART 311.

**413 Advanced Sculpture (3)**

A continuation of working with various sculptural concepts and materials; introduction of more complex media and techniques, such as mold-construction, plaster-casting, stone carving, etc. Six studio hours per week; three credit hours. Prerequisite: ART 313.

**441 Independent Studio (3)**

Independent studio work geared to each individual. The student is responsible for writing a contract, researching, and producing work in a selected area of art. Equivalent of six studio hours per week; three credit hours. Prerequisite: consent of instructor, department chair, and dean.

**442 Independent Studio (1 or 2)**

Independent studio work designed for each individual student. The student is responsible for writing a contract, researching, and producing work in appropriate area of art. One to two credit hours offered as a flexible option for student's needs. Equivalent of two (one credit hour) or four (two credit hours) studio hours per week. Prerequisite: consent of instructor, department chair, and dean.

**461 Senior Exhibit (1)**

During final semester, student is responsible for presentation, exhibition, and production of slides of a cohesive body of work in his/her area of concentration. Subject to final approval of instructor(s).

**465 Internship (3)**

A course usually taken during a student's third or fourth year. The student will be responsible for finding an appropriate agency. The student will work for the agency for a minimum of 120 hours performing tasks related to his or her major. The student will have an on-site supervisor during the internship. Prerequisite: ART 207.

## Biological Sciences

Professor: Dr. Hammond (Dean of the College)

Associate Professors: Dr. Bartlett, Dr. Guzman, Dr. Larsen (Chair), Dr. Metz, Dr. Thomas, Dr. Weaver

Assistant Professors: Dr. Havran, Dr. Mason, Mrs. Williams, Dr. You

Adjunct Faculty: Mrs. Bryan, Dr. Buhrman, Ms. Cortes, Mr. McCullough, Dr. Overman, Dr. Siegert, Ms. Tollison

Lab Manager and Safety: Ms. Tylka

### Biology and the General College Curriculum

Students may use biology or environmental science courses to fulfill four to eight semester hours of the general college science requirement. (See General College Curriculum requirements for details.) Science courses without laboratories do not meet the science requirement of the General College Curriculum.

### Requirements for a Major in Biology (CIP 26.0101)

A major in biology (B.S. degree) may be obtained within a general curriculum or one which follows specific guidelines for physicians assistant, physical therapy, teacher licensure, or pre-professional (preparation for graduate or professional schools) studies.

The student majoring in biology must complete a minimum of 39 hours in biology, and these must include credit for BIOL 111, 201, 202, 203, 205, 327, 342, 451, and one of the following: 430, 437 or 438. A maximum of 8 credit hours of Human A&P credit (BIOL 220; 221 or 223) can be used toward the biology elective requirements in the Biology major. Students are encouraged to complete more than the minimum number of hours in biology.

Ancillary requirements include MATH 112 (or 122) and 160; CHEM 111, 113, and 227; and PHYS 221 and 222 or PHYS 251 and 252.

### Requirements for a Minor in Biology

Students wishing to minor in biology may do so by completing BIOL 111 and an additional sixteen semester hours in biology courses numbered at the 200-level or above. The sixteen hours must include a minimum of three courses with laboratory. A maximum of 8 credit hours of Human A&P credit (BIOL 220; 221 or 223) can be used toward completion of a Biology minor.

**Requirements for a General Science Minor** - Students wishing to obtain the General Science Minor must complete a total of 32 hours of laboratory science courses in the fields of physics, chemistry, and biology including:

Physics - 8 hours as defined below: PHYS 221 and 222; or PHYS 251 and 252; and

Chemistry - 16 hours as defined below: CHEM 111, 113, 227; and one of the following CHEM 215 or 228; and

Biological Sciences - 8 hours as defined below: BIOL 111 and one of the following: BIOL 201, BIOL 202, BIOL 203, BIOL/ENVS 204, BIOL 220, BIOL 221, BIOL 223, BIOL/ENVS 224, BIOL/ENVS 226, or BIOL/ENVS 241.

**Requirements for Major in Biology with Teacher Licensure (CIP 13.1322)**

Students seeking secondary teacher certification in biology must complete a minimum of 35 hours in biology, including credit for the biology courses listed for a major in biology. They must also complete PSYC 222; SOCI 345; EDUC 221, 223, 230, 330, 331, 430, 432, 440, 441, and 458; and SIED 453 and 454.

**Requirements for a Major in Biology with a Pre-Professional Concentration (CIP 26.0101/51.1102)**

A major in Biology may be obtained which follows specific guidelines for entering post-baccalaureate studies in the medical professions, or biological research of various kinds. In addition to the requirements for a major in biology, the student following this track in biology must also complete CHEM 228 and MATH 122. Pre-professional students should tailor their biology electives and open electives to meet the requirements of their specific professional area of focus, in consultation with their academic adviser. The Pre-Professional Concentration requires students to earn a grade of "C" or higher in all science courses (biology, chemistry, and physics.)

**Requirements for a Major in Biology with a Pre-Physical Therapy Concentration (CIP 26.0101/51.1199)**

A major in Biology may be obtained which follows specific guidelines for entering post-baccalaureate studies in physical therapy. In addition to the requirements for a major in biology, the student following this track in biology must also complete BIOL 220, 223; PSYC 222; EXER 324 and 325. Recommended courses in the sciences include: BIOL 310, 320, 334, 350, 430 and EXER 311 or 326. Recommended courses in the social sciences include a minimum of six additional hours in Sociology or Psychology. Students should maintain documentation of work experience in physical therapy settings. Students following this concentration should check with physical therapy graduate programs to verify specific requirements of the individual programs.

**Requirements for a Major in Biology with a Pre-Physician Assistant Concentration (CIP 26.0101)**

A major in Biology may be obtained which follows specific guidelines for entering studies in physician assistant programs. In addition to the requirements for a Major in Biology, the student following this track in biology must also complete BIOL 220, 223, 334 and 430; and CHEM 228. Recommended courses in the sciences include: BIOL 310, 320, 335, 336, and 437. PA programs vary in their requirements for work experience in the medical field. Most applicants range from 2-5 years of experience, including volunteer work, nursing experience, laboratory work and military experience.

**Requirements for a Major in Biochemistry (CIP 26.0202)**

A candidate for the Bachelor's degree with a major in biochemistry must satisfactorily complete the following courses in biology and chemistry:

Biology requirements include BIOL 111, 201, 342, 350, 430 and 508 for a total of twenty-four semester hours.

Chemistry requirements include CHEM 111, 113, 215, 227, 228, and 334 for a total of twenty-four semester hours.

In addition, students are required to take one science seminar course (e.g. BIOL 451, CHEM 451, or CHEM 452) and 9 credit hours of electives selected from the following list: BIOL 205, BIOL 250, BIOL 315, BIOL 334, BIOL 335, BIOL 441, BIOL 465, CHEM 331, CHEM 441, CHEM 442, CHEM 445, CHEM 446, PHYS 341, PHYS 342. Research (BIOL 441, CHEM 445, and CHEM 446) cannot be taken for more than 4 of the 9 credits of biochemistry electives.

Two semesters of calculus (MATH 122, 223), statistics (MATH 160) and one year of calculus-based physics (PHYS 251, 252) are required of a biochemistry major. Candidates who are considering graduate studies are recommended to take an additional year of calculus and an additional 300 or 400 level BIOL or CHEM course as electives.

## **Biological Sciences Course Listing (BIOL 000)**

### **101 Biology for Life (4)**

An introduction to scientific reasoning and relevant biological concepts for non-science majors. The course emphasizes the ability to understand and evaluate critical issues in biology facing individuals and society. Topics covered include: growth and reproduction of cells and organisms, human genetics, human health and disease, how organisms evolve, and how living organisms interact with their environment. Three lecture and two laboratory hours each week. Fall, Spring, and occasional Summers. For non-science majors only; cannot be utilized for credit towards the biology major or minor. Prerequisites: None.

### **111 Basic Biology (4)**

An introduction to biological chemistry, cell biology, energy relationships, reproduction, genetics, evolution, and ecology. Three lecture and three laboratory hours each week. Fall, Spring, and occasional Summers.

### **160 Special Topics in Introductory Biology for Non-Majors (1-4) (ENVS 160)**

Investigation of an important aspect of modern biology or environmental science (as an introductory or intermediate level) under the supervision of a faculty member(s) in the department. Instruction will consist of a combination of lectures, discussions, and laboratory and/or field experiences to introduce relevant biological concepts and develop scientific reasoning skills. For non-science majors only; cannot be utilized for credit towards the biology major or minor. May be repeated. Fall, Spring, Summer. Prerequisites: none.

### **201 Cellular & Molecular Biology (4)**

A study of the cell, with a focus on eukaryotic cells. Emphasis will be placed on the fundamental principles such as the unity and diversity of cell biology, the relationship between structure and function, cell regulation, the flow of genetic information, and cell specialization. Methods in cell biology will be interwoven throughout the course. Three lecture and three laboratory hours per week. Spring semester. Prerequisite: BIOL 111 (grade of C or better strongly recommended).

### **202 Botany (4)**

An introduction to all aspects of plant biology including the anatomy and development of flowering plants, the physiological mechanisms that regulate all plants, and a comparative survey of the reproduction, ecology, and structure of algae, fungi, bryophytes, gymnosperms, and angiosperms presented in a phylogenetic context. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111 required (grade of C or better strongly recommended); CHEM 111 recommended.

**203 Zoology (4)**

The biology of the major groups of animals, with emphasis on general structural plans and diversity, ecology, reproduction, and evolution. Three lecture and three laboratory hours each week. Fall semester. Prerequisite: BIOL 111 (grade of C or better strongly recommended).

**204 Introduction to Oceanography (4) (ENVS 204)**

A survey of the four major divisions of Ocean Science: Physical, Chemical, Geological, and Biological. Physical oceanography includes waves, tides, ocean currents and deep circulations, as well as effects of heat, pressure, water density, heat capacitance, and sound transmission. Chemical Oceanography includes the chemical composition of seawater, the effects of freshwater inflows, biological influences, and chemical sedimentation. Geological Oceanography includes plate tectonics, seafloor spreading, sedimentation, rock formation, deep and shoreline changes, and ancient seafloor contributions to current landmass topography. Biological Oceanography includes life in the sea and sea-influenced shore environments. Three lecture and three laboratory hours per week. Prerequisites: None.

**205 Introduction to Biological Research (3)**

Designed to give the beginning biology major an introduction to literature resources, topic selection, use of statistics, scientific logic, and the oral and written presentation of results. Three lecture and two laboratory hours each week. Cannot be taken to fulfill the general college curriculum science requirement. Fall semester. Prerequisite: BIOL 111 (grade of C or better strongly recommended).

**215 Plants for Pleasure and Profit (4)**

A general course in horticultural practices designed for the practical utilization of plants of all kinds for personal benefit and pleasure. Three lecture and three laboratory hours each week. Laboratory requires hands-on activities in the greenhouse and field. Summer session. Prerequisites: None.

**220 Human Anatomy and Physiology I (4)**

The first semester of a two semester sequence of Human Anatomy and Physiology. This course presents the chemical and cellular basis of human anatomy and physiology. This course covers organ systems to include integumentary, skeletal, muscular, and nervous systems. Laboratory work/participation is essential to the understanding of the material presented in this course. This course is intended for those students who are interested in careers in medicine, nursing, and biomedical sciences. BIOL 220 and BIOL 223 make up a two-semester sequence and both courses must be completed to cover the organ systems of the human body. Prerequisite: BIOL 111 (grade of C or better strongly recommended).

**221 Essentials of Human Anatomy and Physiology (4)**

A detailed study of the structure and function of the major organ systems in man. Continuity is maintained by emphasizing regulation and integration of these systems. This one semester course meets three lecture and three laboratory hours each week. Fall, Spring, and occasional Summers. Prerequisite: BIOL 111 (grade of C or better strongly recommended).

**223 Human Anatomy and Physiology II (4)**

The second semester of a two semester sequence of Human Anatomy and Physiology. This course covers organ systems to include endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Laboratory work/participation is essential to the understanding of the material presented in this course. This course is intended for those students who are interested in careers in medicine, nursing, and biomedical sciences. BIOL 220 and BIOL 223 make up a two-semester sequence and both courses must be completed to cover the organ systems of the human body. Prerequisites: BIOL 111 and BIOL 220.

**224 Vertebrate Natural History (4) (ENVS 224)**

Identification, classification, and life histories of common vertebrate animals of North and Central America. Study of these animals and their behavior in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Prerequisites: None.

**226 Ornithology (4) (ENVS 226)**

Identification, classification, evolution, behavior, and life histories of birds. Study of birds in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester and occasional summers. Prerequisites: None.

**241 Field Botany (4) (ENVS 241)**

The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy. Three lecture and three laboratory hours each week. Prerequisites: None.

**250 Histology (3)**

How cells interact to form tissue and how tissues work together to form organs. Special attention will be given to the way in which eukaryotic cells cooperate and specialize when forming multicellular organisms. The main emphasis in the laboratory will be analysis of fixed tissue slides. The course will meet in two, 2-hour lab/lecture periods each week. Prerequisites: BIOL 111, BIOL 201.

**260 Special Topics in Introductory Biology for Biology Majors (1-4) (ENVS 260)**

Investigation of an important aspect of modern biology or environmental science (at an introductory or intermediate level) under the supervision of a faculty member(s) in the department. Instruction will consist of a combination of lectures, discussions, and laboratory and/or field experiences to introduce relevant biological concepts and develop scientific reasoning skills that build upon the fundamental principles they learned in BIOL 111. Open to science majors and minors only. May be repeated up to a maximum of 4 credits. Fall, Spring, Summer. Prerequisite: BIOL 111.

**310 Advanced Human Physiology (3)**

A detailed system by system study of advanced physiological concepts, including diseases and the body's compensatory mechanisms to restore health. Three lecture hours each week. Fall semester of even numbered years. Prerequisites: BIOL 111, 221 or 220 & 223; CHEM 111 is recommended but not required.

**315 Bioinformatics (3)**

An introduction to the use of bioinformatics tools to answer biological questions. Students will use a variety of computer analysis tools to retrieve information from nucleic acid or protein sequence databases; perform sequence comparisons; view and manipulate protein structure, and gain experience applying such tools to questions that might be asked in medicine, forensics or other areas of biology. Three lecture hours each week. Fall semester, odd numbered years. Prerequisites: BIOL 111, BIOL 201.

**319 Biomedical Ethics (3)**

Interdisciplinary approach to special topics associated with biomedical ethics, with special emphasis on social and legal issues. This three-hour course will include analysis and discussion of case studies. Each student is expected to participate in class discussion. Fall semesters of even-numbered years. Prerequisites: BIOL 111 plus a minimum of four credit hours in biology numbered 200 or above. BIOL 221 or 220 & 223 are highly recommended. Junior or senior standing or permission of instructor.

**320 Developmental Anatomy (4)**

An integrated approach to the study of comparative vertebrate anatomy and embryology. Three lecture and three laboratory hours each week. Fall semester of odd numbered years. Prerequisites: BIOL 111; BIOL 203 and 221 or 220 & 223 are recommended but not required.

**321 Environmental Toxicology (3) (ENVS 321)**

An introductory overview of environmental toxicology with emphasis on the effects of chemicals and toxic compounds on organisms (including humans), populations, communities, and ecosystems. Due to its interdisciplinary nature, the material will be approached from three distinct functional levels: molecular and cellular; physiological; and ecological. Three lecture hours per week. Spring semester (Alternate years with BIOL 322). Prerequisites: BIOL 111, or ENVS 111, or ENVS 112. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

**322 Aquatic Ecology (3) (ENVS 322)**

An introductory study of freshwater ecosystems including an overview of the structure and function of inland waters (primarily lakes, streams and rivers). Physical, chemical and biological components of aquatic ecosystems will be investigated. Ecological interactions will be studied at the organism, population, biotic community and aquatic ecosystem levels. Three lecture hours per week. Spring semester (Alternate years with BIOL 321). Prerequisites: BIOL 111 or ENVS 111. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

**327 Ecology (4) (ENVS 327)**

A study of the interactions which determine the distribution and abundance of organisms. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111, 202, 203, and 205.

**333 General Parasitology (4)**

A survey of the study of parasitism and tropical medicine with particular emphasis but not limited to parasites of human and veterinary significance. The course will involve aspects of biology, ecology, morphology, taxonomy, epidemiology and pathogenesis of the major classes of parasites. Three lecture and three laboratory hours each week. Occasional Spring Semesters. Prerequisites: BIOL 111, BIOL 201, BIOL 203, and CHEM 227 (can be taken concurrently.)

**334 Microbiology and Immunology (4)**

An elementary treatment of microorganisms, primarily bacteria. Special emphasis is given to study techniques and the roles of these organisms in ecology, health, and disease. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: BIOL 111, 201, CHEM 113 required; CHEM 227, 228 recommended.

**335 Immunology (3)**

An introduction to the principles of immunology. Topics discussed will include the cell types of the immune system, antibody production and humoral immunity, cell-mediated immunity, cytokines, vaccines, autoimmunity, and immunodeficiency diseases. Three lecture hours each week. Spring semester of even-numbered years. Prerequisites: BIOL 111, 201 and 342 (or concurrent); BIOL 334 is recommended but not required.

**336 Medical Microbiology (3)**

This course integrates microbiology, immunology, and molecular biology to explain mechanisms by which microbes cause disease. The methods by which bacteria attach to and then invade the human body to establish infection and subsequent interaction with the immune system will be investigated. Special emphasis will be placed on HIV infections and emerging infectious diseases as well as vaccine

development. Spring semester of odd-numbered years. Prerequisite: BIOL 334.

### **342 Genetics (4)**

Lectures will include the principles of Mendelian heredity, linkage, mutation, population genetics, and molecular genetics, with emphasis on the mechanisms regulating the processes of replication, transcription, and translation. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111, 201, CHEM 113; CHEM 227 recommended.

### **350 Advanced Cell & Molecular Biochemistry (4)**

The main focus of this course will be on eukaryotic cells and how they function at a molecular level. The molecular biology of proteins and nucleic acid will be emphasized. The molecular mechanisms underlying specific cell function such as biosignaling, control of cell division, cancer, differentiation and development will be studied. The relationship between protein conformation, function, regulation and enzymes will also be studied. The main emphasis in the laboratory will be on animal tissue culture and relating cellular activity and structure to underlying molecular mechanisms. Prerequisites: BIOL 111, BIOL 201, CHEM 227

### **351 Creation, Evolution, or Both? (3)**

An investigation into the origins of life, using an integrated scientific and Christian perspective. Coverage includes the scientific method, the philosophy of science, the relationship of science and religion, the history of evolutionary theory, the science behind evolutionary theory, the history of creationism, young-earth creationism, intelligent design, and major creationist objections to evolutionary theory, focusing on the geological record and earth history. Three lecture hours per week. Occasional Fall semesters. Prerequisites: BIOL 111, ENGL 101, 102, and two 200-level literature courses; RELG 125.

### **430 Biochemistry (4)**

An investigation of the properties and structures of organic molecules, with an emphasis on proteins and nucleic acids and how they relate to cellular structure and function. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: BIOL 111, 201 and CHEM 227.

### **437 Animal Physiology (4)**

The comparative study of physiological processes in different animals through an organ-system approach. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111, 203 and CHEM 113.

### **438 Plant Physiology (4) (ENVS 438)**

A detailed study of the physiological mechanisms that regulate growth, development, reproduction, and metabolism of flowering plants. Special emphasis will be placed on the eco-physiological relationships between plants and their environment, diverse energy acquisition pathways in plants, and the genetic regulation of plant development. Students will explore physiological mechanisms through a series of self-designed experiments. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: BIOL 111 and 202. CHEM 111, 113 are recommended, but not required.

### **441 Biology Research (1-4)**

Students perform independent research projects throughout the semester under direction and supervision of faculty members in the department. The course involves experimental research activities in the laboratories of one of the departmental facilities. Projects are determined after discussion with the corresponding faculty members or students may propose their own projects for approval. At the end of the semester, students must submit the results in the form of scientific article, laboratory notebook

documenting work, or presentation. May be repeated. Fall, Spring, Summer. Prerequisites are dependent upon the nature of research projects and based upon the discretion of the instructor.

#### **447 448 Biology Thesis (2, 2)**

The investigation of a problem for two semesters of the senior year, the results of which are reported in thesis form. Credit for 447 is deferred until completion of 448. Open to science majors and minors only.

#### **451 Seminar (1)**

Individual reports and group discussions of the results of published biological research, student field or laboratory research on selected topics in biology. May be repeated for a maximum of three semester hours. Fall, spring semesters. Prerequisite: BIOL 205, junior or senior standing. Open to science majors and minors only.

#### **460 Advanced Special Topics (1-4)**

Investigation at an advanced level of an important aspect of modern biology under the supervision of an instructor. Consists of a combination of lectures, discussions, and laboratory experiences.

#### **465 Biology Internship (1-6)**

Students may obtain academic credit for participating in a practical learning experience outside Campbell University. This experience must address a biology-related problem, must involve college-level work, and must have a component of active, hands-on activity. It is the student's responsibility to identify and arrange for the internship activity. They must then make an application to the Biology Department and receive approval of their internship before performing the activity. Prerequisites: Student must have performed a total of 64 credit hours, with a minimum G.P.A. of 2.5 in their major (Biology or Biochemistry), and 2.5 overall.

*Courses numbered at the 500 level are open to both graduate education students and advanced undergraduates.*

#### **508 Molecular Techniques (4)**

A laboratory based course that introduces students to modern molecular techniques. In addition to learning basic research laboratory skills, students will learn to isolate and purify DNA, analyze, manipulate DNA by restriction enzyme digestion, gel electrophoresis and ligation, label DNA by various methods, perform non radioactive detection of Southern blot analyses, and perform polymerase chain reactions. Bacterial transformation and other microbial techniques will be used throughout. Molecular Forensic techniques are also explored and tested. Lectures and laboratories are held in joint sessions. Summer session and as directed. Prerequisites: BIOL 342 and CHEM 227 (or concurrent enrollment).

### **Environmental Science**

#### **Requirements for a Minor in Environmental Science (CIP 26.0101)**

Students wishing to minor in environmental science may do so by completing ENVS 111, ENVS 112, and an additional ten semester hours in cognate courses chosen in consultation with the environmental science (ENVS) program adviser.

### **Environmental Science Course Listing (ENVS 000)**

The Department of Biological Sciences offers the following ENVS courses:

#### **111 Introduction to Environmental Science I (4)**

Provide an overview of current environmental problems and issues with an emphasis on biology, chemistry, and earth science. Three hours of lecture and three hours of laboratory each week. Fall semester. No prerequisites.

#### **112 Introduction to Environmental Science II (4)**

Provide an overview of current environmental problems and issues with an emphasis on social aspects. Three hours of lecture and three hours of laboratory each week. Spring semester. ENVS 111 is recommended but not required.

#### **160 Special Topics in Introductory Biology for Non-Majors (1-4) (BIOL 160)**

Investigation of an important aspect of modern biology or environmental science (as an introductory or intermediate level) under the supervision of a faculty member(s) in the department. Instruction will consist of a combination of lectures, discussions, and laboratory and/or field experiences to introduce relevant biological concepts and develop scientific reasoning skills. For non-science majors only; cannot be utilized for credit towards the biology major or minor. May be repeated. Fall, Spring, Summer. Prerequisites: none.

#### **204 Introduction to Oceanography (4) (BIOL 204)**

A survey of the four major divisions of Ocean Science: Physical, Chemical, Geological, and Biological. Physical oceanography includes waves, tides, ocean currents and deep circulations, as well as effects of heat, pressure, water density, heat capacitance, and sound transmission. Chemical Oceanography includes the chemical composition of seawater, the effects of freshwater inflows, biological influences, and chemical sedimentation. Geological Oceanography includes plate tectonics, seafloor spreading, sedimentation, rock formation, deep and shoreline changes, and ancient seafloor contributions to current landmass topography. Biological Oceanography includes life in the sea and sea-influenced shore environments. Three lecture and three laboratory hours per week. Prerequisites: None.

#### **224 Vertebrate Natural History (4) (BIOL 224)**

Identification, classification, and life histories of common vertebrate animals of North and Central America. Study of these animals and their behavior in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Prerequisites: None.

#### **226 Ornithology (4) (BIOL 226)**

Identification, classification, evolution, behavior, and life histories of birds. Study of birds in their natural habitats is emphasized. Three lecture and three laboratory hours each week. Spring semester and occasional summers. Prerequisites: None.

#### **241 Field Botany (4) (BIOL 241)**

The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy. Three lecture and three laboratory hours each week. Occasional Fall semesters and summers. Prerequisites: None.

#### **260 Special Topics in Introductory Biology for Biology Majors (1-4) (BIOL 260)**

Investigation of an important aspect of modern biology or environmental science (at an introductory or intermediate level) under the supervision of a faculty member(s) in the department. Instruction will consist of a combination of lectures, discussions, and laboratory and/or field experiences to introduce

relevant biological concepts and develop scientific reasoning skills that build upon the fundamental principles they learned in BIOL 111. Open to science majors and minors only. May be repeated up to a maximum of 4 credits. Fall, Spring, Summer. Prerequisite: BIOL 111.

### **321 Environmental Toxicology (3) (BIOL 321)**

An introductory overview of environmental toxicology with emphasis on the effects of chemicals and toxic compounds on organisms (including humans), populations, communities, and ecosystems. Due to its interdisciplinary nature, the material will be approached from three distinct functional levels: molecular and cellular; physiological; and ecological. Three lecture hours per week. Spring semester (Alternate years with BIOL 322). Prerequisites: BIOL 111 or ENVS 111. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

### **322 Aquatic Ecology (3) (BIOL 322)**

An introductory study of freshwater ecosystems including an overview of the structure and function of inland waters (primarily lakes, streams and rivers). Physical, chemical and biological components of aquatic ecosystems will be investigated. Ecological interactions will be studied at the organism, population, biotic community and aquatic ecosystem levels. Three lecture hours per week. Spring semester (Alternate years with BIOL 321). Prerequisites: BIOL 111 or ENVS 111. BIOL 201, 202, 203; CHEM 111, 113 are recommended but not required.

### **327 Ecology (4) (BIOL 327)**

A study of the interactions which determine the distribution and abundance of organisms. Three lecture and three laboratory hours each week. Spring semester. Prerequisites: BIOL 111, 202, 203, and 205.

### **438 Plant Physiology (4) (BIOL 438)**

A detailed study of the physiological mechanisms that regulate growth, development, reproduction, and metabolism of flowering plants. Special emphasis will be placed on the ecophysiological relationships between plants and their environment, diverse energy acquisition pathways in plants, and the genetic regulation of plant development. Students will explore physiological mechanisms through a series of self-designed experiments. Three lecture and three laboratory hours each week. Fall semester. Prerequisites: BIOL 111 and 202. CHEM 111, 113 are recommended, but not required.

### **Forensic Science Course Listing (FNSC 000)**

Forensic science courses with laboratory may be taken to meet the general college curriculum science requirement. Forensic science courses cannot be taken as biology or chemistry electives.

### **101 Introduction to Forensic Science (4)**

An introduction to the fundamental concepts of forensics science. The use of science and technology to solve crime will be the major thrust of the course. Major topics emphasized include: crime scene analysis, evidence collection and analysis, and legal issues surrounding forensic science. The laboratory work will explore the science behind evidence analysis. The course is team-taught by members of the Criminal Justice, Biology, and Chemistry/Physics Departments. The course qualifies as a General College Curriculum science course. Prerequisite: none.

### **Science Education Course Listing (SIED 000)**

The following SIED courses are offered through the Department of Biological Sciences and in cooperation with the School of Education:

#### **453 Material and Methods in Secondary Science (3)**

Study of the specific teaching strategies, techniques, practices, and the selection and organization of instructional materials and teaching methods appropriate to high school science subjects. Open only to seniors and designed to be taken prior to the student teaching semester. This course is required for teacher licensure and taught in conjunction with SIED 454 and the general methods course. Three hours of lecture each week and a minimum of two required field trips. Requires participation in the recommended activities for professional learning and development. Fall semester.

#### **454 Science Safety Seminar (1)**

This one credit hour course is designed for the middle grades and secondary science teacher. It addresses science classroom and laboratory safety issues and teacher responsibilities regarding the creation of hazard-free learning experiences. Topics include but are not limited to: proper maintenance of living specimens (animal and botanical), the acquisition, storage and handling of chemicals and classroom consumables, acceptable use of lab ware, availability and use of safety equipment, safe laboratory operating procedures, field trip guidelines, and teacher liability.

### **Geological Sciences Course Listing (GEOL 000)**

#### **111 Physical Geology (4)**

An introductory study of earth materials and land forms and the processes at work upon and within the earth. In the laboratory, emphasis will be placed on the identification of earth materials (minerals and rocks), large-scale movements of the earth's crust (plate tectonics) and the use of topographic maps. A partial list of topics includes: study of dwindling nonrenewable resources; geologic time; igneous, sedimentary, and metamorphic geology; geologic structures; the actions of wind, water, and glaciers. Three hours of lecture and two hours of laboratory. Prerequisites: None.

#### **112 Historical Geology (4)**

A history of the earth concerned with the changes in the earth's crust and the life that has existed upon that crust. Laboratory work will include study of fossils and an introduction to geologic maps. Three hours of lecture and two hours of laboratory. Prerequisite: GEOL 111.

#### **221 Environmental Geology (4)**

The geology applied to living. It involves the examination of how natural geologic processes, such as earthquakes, volcanic eruptions (internal processes), and flooding, shoreline and coastal processes, ice, wind, climate (surface processes) and use of minerals, energy, and water (resource processes) influence human activities sometimes causing homelessness, property damage, etc., and in some cases how human activities such as the pollution of water, air, and waste disposal (pollution processes) influence geologic processes. This course involves the examination of geologic hazards and what potential activities can be undertaken to minimize geologic disasters. Three hours of lecture and two hours of laboratory. Prerequisite: GEOL 111.

## **Business Administration**

Professors: Dr. Hawkins (Dean of Business School), Dr. Hsiao, Dr. Mostashari (Associate Dean)

Associate Professors: Dr. Broadhurst (Associate Dean, Chair), Dr. Fubara, Dr. Lawrence, Dr. Poole, Dr. Yonai (Lundy Professor)

Assistant Professors: Dr. Harriss, Mr. Jones, Dr. Steckbeck

Instructors: Ms. Bryan, Mr. Creech, Mr. Dailey, Ms. Holliday, Ms. Pierce, Ms. Schuchart

### **Requirements for a Major in Business Administration (BBA) (CIP 52.0201)**

ACCT 213, 214, any 300-level three semester hour accounting course; BADM 100, 125, 221, 222, 236, 300, 313, 314, 331, 332, 345, 468, six semester hours of business administration electives; ECON 201, 202, 453, six semester hours of economics electives. (The BADM and ECON electives must be selected from 300 or above courses).

### **Requirements for a Major in International Business (BBA) (CIP 52.1101) (Native Language – English)**

ACCT 213, 214; BADM 100, 125, 221, 222, 236, 300, 313, 314, 331, 332, 345, 468, 490/590, 558, 572; ECON 201, 202, 448, 449, 453; Foreign Language Electives 201, 202, 231, 232, and a 300-level foreign-literature course; POLS 229, 343, 345.

### **Requirements for a Major in International Business (BBA) (CIP 52.1101) (Native Language – Not English)**

ACCT 213, 214, BADM 100, 125, 221, 222, 236, 300, 313, 314, 331, 332, 345, 468, 490, 558, 572; ECON 201, 202, 448, 449; 12 semester hours of School of Business or Area Study electives; POLS 229, 343, 345.

### **Requirements for a Major in Marketing (BBA) (CIP 52.1401)**

ACCT 213, 214, 325; BADM 100, 125, 221, 222, 236, 300, 313, 314, 331, 340, 345, 441, 442, 445, 467, 570, 572, 574; ECON 201, 202, PSYC 222.

### **Requirements for a Major in General Business (AA) (CIP 52.0201)**

ACCT 213, 214; BADM 125, 221, 222, 6 hours of BADM electives; ECON 201, 202; ENGL 100, 101, 102, and one 200-level literature survey (ENGL 201, 202, 203, 204, 205 or 206); PE 111, 185; ART, MUSC, or THEA 131; HIST 111, 112; MATH 111, 160; RELG 125, one laboratory science course from Biology, Chemistry, Environmental Science, or Physics, and three semester hours of unrestricted electives.

### **Requirements for a Minor in Business Administration**

ACCT 213; BADM 221 or 222, 313, 314, 331, ECON 200 or 201 or 202 (no more than 6 hours of a major may be applied to the minor).

### **Requirements for a Minor in Management**

BADM 331, 332, 336, 468, 6 hours of BADM 300 or above level course electives (no more than 6 hours of a major may be applied to the minor).

### **Requirements for a Minor in Marketing**

BADM 313, 441, 442, 445, 6 hours of BADM 300 or above level course electives (no more than 6 hours

in a major may be applied to the minor).

### **Business Administration Course Listing (BADM 000)**

#### **100 New Student Forum (1)**

This course is designed to provide new students in the Lundy-Fetterman School of Business with an orientation to the nature of the college experience at Campbell University. Students will reflect on their individual strengths and develop goals for success in this educational process. An understanding of support resources within the Campbell University community is included as part of the course.

#### **105 Current Topics and Issues in Business (3)**

The nature and purpose of this course is to offer incoming freshmen an overview and economic analysis of current events to which they will apply the theories and models subsequently learned over their four years at the university.

#### **125 Business Information Technology Applications (3)**

A study of the fundamental components and operational capabilities of a computer system; the computer as a resource in business organizations; the general function and purpose of the microcomputer productivity tools; the use of word processing, electronic spreadsheet, data management software, and presentation program software. Emphasis is given to the lab assignments and hand's-on experience.

#### **202 Business Skills Development (1)**

The course will highlight the relationship between a good student and a good business leader. Emphasis will be placed on: time management; goal setting strategies; decision making processes; defining personal strengths and overcoming personal weaknesses; managing personal issues; conflict resolution; communication skills; and recognizing potential. This course is designed to promote strong leadership skills and organizational ability.

#### **221-222 Business Law (3, 3)**

The student is introduced to constitutional, criminal, and tort law as they apply to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

#### **236 Business Communications and Critical Thinking (3)**

This course focuses on five areas: written communication skills, oral communication skills, interpersonal business relationship skills, research skills, and critical thinking skills. The course prepares the student to think critically and to communicate well. All School of Business majors must make a "C" or better in this course in order to be permitted to take junior and senior level courses in the School of Business. This course may be taken by non-Business majors only with the consent of the instructor. Prerequisites: credit for ENGL 101 and ENGL 102.

#### **300 The Philosophy of Business (3)**

This course examines the philosophical and economic foundations of capitalism and entrepreneurship, with special emphasis on the role of business activity within this context. It also examines the effects of public policies that alter the economic outcomes that would otherwise occur as a result of this business activity. This requires the student to invoke basic economic theory, particularly supply and demand and opportunity cost analysis. This course also discusses the concepts of competition and monopoly, with a critical eye toward the standard theories of perfect competition and perfect monopoly. An alternative theory of entrepreneurial competition is analyzed and applied to antitrust policy. Prerequisites: ECON

201, ECON 202, and Junior standing.

**313 Principles of Marketing (3)**

A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institutions, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisites: Junior standing.

**314 Corporate Finance (3)**

A study of the principles, methods, and problems relating to managing the currency and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities; sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and organization and methods of the money and capital markets. Prerequisites: ACCT 214.

**320 Financial Planning (3)**

An overview of the financial planning process including: a study of the financial services industry; the marketing of financial services; ethical standards and regulations for financial planners; the economic environment of financial planning; financial and accounting fundamentals for financial planners; an integrative analysis of risk management, investment management, tax planning, retirement planning, and estate planning. Prerequisites: ACCT 214 and ECON 201.

**331 Principles of Management (3)**

A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisites: Junior standing.

**332 Human Resources Management (3)**

A study of policies, procedures, and techniques involved in the management of people so as to gain maximum rewards for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisites: BADM 331, or permission of instructor.

**340 Services Marketing (3)**

This course examines the unique marketing needs and challenges faced by service firms in an increasingly challenging environment (e.g., professional services, hospitals, banks, entertainment, and churches). The course reviews services marketing concepts, including the provider/customer relationship, the real-time service experience process and quality, customer satisfaction, and loyalty. Students will be required to apply services concepts to a strategic services marketing plan.

**345 Quantitative Methods for Business and Economics (3)**

This course intends to acquaint students with the role that quantitative methods play in business and economic decision making. It emphasizes, using computers and computer-assisted solution methods, the application of a wide variety of quantitative techniques to the solution of business and economic problems. Prerequisites: MATH 111 and MATH 160.

**390 Small Group Leadership (1)**

A course which introduces students to leadership skills for small groups and requires each student to participate actively as a small group leader.

**433 Principles of Insurance (3)**

A study of risk and insurance applied to handling of perils and hazards; covers fields of fire, property,

casualty, auto, fidelity, life, and social insurance. Prerequisites: Junior standing and completion of BADM 222 or approval of instructor.

### **435 Principles of Real Estate (3)**

Fundamental principles and problems of purchasing, owning, leasing, developing, and operating real estate; interests in realty, liens, contracts, deeds, titles, and recording as related to individuals and business organizations, and a study of the real estate market. Prerequisites: BADM 222 and ECON 202.

### **441 Retail Management (3)**

A study of the activities associated with management, merchandising, and promotional activities in the competitive business environment associated with retail outlets. Topics include the market structure of retailing, consumer behavior and merchandising strategy, the financial tools to achieve profitability, and trends and current research in retailing. Prerequisites: BADM 313 and BADM 331.

### **442 Advertising (3)**

An examination of advertising and promotional strategies for goods and services in for-profit and not-for-profit business environments. Topics include an analysis of the benefits of various media, the functions of advertising agencies, promotional strategies, and trends in current advertising research and applications in both domestic and international markets. Prerequisites: BADM 313.

### **445 Marketing Research (3)**

An introduction to the fundamentals of research methodology and the usage of research in marketing decision-making. Topics include research design, sampling procedures, data collection methods, and alternate statistical methods for data analysis. Students will design and execute one or more individual and/or group research projects. Prerequisites: BADM 313, BADM 345, and MATH 160.

### **467 Strategic Marketing (3)**

An integrative capstone course designed, using the case-studies approach, to bring all the marketing functional areas to bear on the analysis and solution of marketing problems. Prerequisites: Senior standing; BADM 441 or 442, BADM 445, BADM 572, and BADM 574.

### **468 Strategic Management (3)**

An integrative capstone course designed, using the case-studies approach, to bring all the functional areas to bear on the analysis and solution of business problems. Prerequisites: Senior standing.

### **490 Business Internship (1-3)**

Business-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing; declared major in Business Administration, overall grade point average of 2.0 or greater, and completion of an independent study contract.

### **510 Business Foundations (9)**

An accelerated course which includes management, marketing, accounting, economics, quantitative methods, international business, and strategic management topics. Satisfies all prerequisite requirements for the MBA or MTWM programs.

### **530 Investment Analysis (3)**

A study of security analysis, with an emphasis on fundamental analysis of equities and bonds. Specific topics include market efficiency and anomalies, security valuation, asset pricing models, equity and bond fundamentals, and the use of futures and options markets. Team project involving the analysis of an actual common stock is required. Prerequisites: Senior standing.

**531 Advanced Investment Analysis (3)**

A study of portfolio management, with an emphasis on customizing asset allocation strategies and tactics for individual and institutional investors. Modern Portfolio Theory is introduced and applied. Topics include bond management strategies, portfolio performance evaluation, international diversification, and the assessment of alternative investments. Team project involving the development of an investment plan and the management of an associated investment portfolio is required. Prerequisites: BADM 530 or approval of instructor.

**554 Entrepreneurship Seminar (3)**

A course designed to provide the student with practical knowledge in applying the principles of economics, marketing, and finance to the problems and challenges involved in starting and operating a new business. Topics include identifying and analyzing opportunities, obtaining financing, preparing a business plan, marketing a new product or service, and managing the new venture. Prerequisites: Senior standing.

**556 Leadership Seminar (3)**

Students will examine their leadership styles and their experiences as they take part in intense group problem-solving exercises. Students should develop self-awareness and insight into the interpersonal skills needed to be an effective leader. Guest speakers will also be utilized to discuss the type of leadership required for various types of business. Discussion, case studies, and student reports will be included. Prerequisites: Senior standing.

**558 International Management (3)**

Teaches operating across borders to deal with the following forces and issues in a global operating environment: product and service development, new competition, distribution challenges, macroeconomic and socioeconomic uncertainty, financial variables, legal differences, labor issues, a different political environment, and sociocultural-based management issues. Prerequisites: Senior standing.

**560 The World of Business (3)**

A course designed to relate business theory with real world applications. Business executives lead seminars, case studies, and group discussions. Prerequisites: Senior Standing.

**565 Production and Operations Management (POM) (3)**

An in-depth study of broad management issues of PO/M integrating the design and implementation of an effective production or delivery system for manufacturing and service organizations. Prerequisites: BADM 331 and BADM 345.

**570 Professional Selling and Sales Management (3)**

Today's sales force requires a continually evolving application of marketing principles. This course examines various personal selling and sales management issues, policies, and procedures. Topics include recruitment, training, motivation, compensation, and evaluation of the sales force and the relationship of sales to other marketing functions as well as other departments within the organization. Simulated sales skill applications along with practical individual and group case studies will be utilized throughout the course. Prerequisites: Senior standing.

**572 Global Marketing (3)**

The application of basic marketing concepts and principles of marketing around the world. Topics include the study of international trade and financial markets, multi-cultural social and economic conditions, political and legal aspects, and ethical issues associated with multinational marketing. Lectures will be supplemented with case analyses, and, when available, appropriate guest speakers will be invited to convey key aspects related to the global economy. Prerequisites: Senior standing.

**574 Consumer Behavior (3)**

A study of the buying decision process through an analysis of interdisciplinary behavioral science findings in the marketing context in order to more fully understand and predict reactions of consumers to marketing strategies. Prerequisites: BADM 313.

**580 Special Topics in Business Administration (3)**

This course will cover special topics in Business Administration as special needs arise. The course will enable student to stay informed about changed and topics of interest in the Business Administration profession. Prerequisites: Permission of the instructor.

**590 Study Abroad (3)**

An experiential learning course which provides students with an exposure to an understanding of the distinctive characteristics of global versus domestic operations in foreign settings under the supervision of an appropriate faculty member. Various functional areas of business are explored through various site visits and presentations in the selected foreign country or countries. Appropriate background readings and assignments are required, along with the preparation of a paper relating to the experience as determined by the instructor.

## Chemistry and Physics

Professor: Dr. Jung (Emeritus)

Associate Professors: Dr. Bryan (Emeritus), Dr. Coker, Dr. Wells (Chair)

Assistant Professors: Dr. Blue, Mr. Ezell, Dr. Kesling, Dr. Womick

Instructors: Mr. Fedorchak

Adjunct: Dr. Currin

Lab Manager and Safety: Mrs. Elmore

### Chemistry, Physics, and the General College Curriculum

Students may use chemistry or physics lab courses (four semester hours each) to fulfill four to eight semester hours of the general college science requirement. CHEM 101 and PHYS 231 are suggested for non – science majors. (See General College Curriculum requirements for details.)

### Requirements for a Major in Chemistry (CIP 40.0501)

A candidate for a Bachelor's degree with a major in chemistry must, in addition to the General College Curriculum, complete with a "C" average or better at least 34 hours of chemistry courses, including: CHEM 111, 113, 215, 227, 228, 331, 334, 451, and 452 (plus a minimum of 4 hours CHEM electives 300 level or higher). Statistics (MATH 160), one year of calculus (MATH 122, 223), and one year of calculus-based physics (PHYS 251, 252) are required of all chemistry majors. Candidates who are considering graduate studies are recommended to take an additional year of math (MATH 224, 337) and CHEM 430 as an elective. Chemistry majors are also encouraged to select a minor complementary to the field in which they wish to work (e.g. Biology, Math/ITS, business or Communication Studies.)

Courses numbered above 300 may be offered only in alternate years. CHEM 430 (Biochemistry) is cross-listed with BIOL 430 and is taught in the biology department.

### Requirements for a Minor in Chemistry

Students wishing a minor in Chemistry must complete with a "C" average or better at least 22 hours of chemistry courses including: CHEM 111, 113, 215, 227, and 228. The remaining hours may be obtained using any CHEM course numbered 300 or above (including seminars and research).

### Requirements for a Major in Biochemistry (CIP 26.0202)

A candidate for the Bachelor's degree with a major in biochemistry must satisfactorily complete the following courses in biology and chemistry:

Biology requirements include BIOL 111, 201, 342, 350, 430 and 508 for a total of twenty-four semester hours.

Chemistry requirements include CHEM 111, 113, 215, 227, 228, and 334 for a total of twenty-four semester hours.

In addition, students are required to take one science seminar course (i.e. BIOL 451, CHEM 451 or CHEM 452) and 9 credit hours of electives selected from the following list: BIOL 205, BIOL 250, BIOL 315, BIOL 334, BIOL 335, BIOL 441, BIOL 465, CHEM 331, CHEM 441, CHEM 442, CHEM 445, CHEM 446, PHYS 341, PHYS 342. Research (BIOL 441, CHEM 445, and CHEM 446) cannot be taken for more than 4 of the 9 credits of biochemistry electives.

Two semesters of calculus (MATH 122, 223), statistics (MATH 160) and one year of calculus-based physics (PHYS 251, 252) are required of a biochemistry major. Candidates who are considering graduate studies are recommended to take an additional year of calculus and an additional 300 or 400-level BIOL or CHEM course as electives.

Requirements for a General Science Minor - Students wishing to obtain the General Science Minor must complete a total of 32 hours of laboratory science courses in the fields of physics, chemistry, and biology including:

Physics - 8 hours as defined below: PHYS 221 and 222; or PHYS 251 and 252; and

Chemistry - 16 hours as defined below: CHEM 111, 113, 227; and one of the following CHEM 215 or 228; and

Biological Sciences - 8 hours as defined below: BIOL 111 and one of the following: BIOL 201, BIOL 202, BIOL 203, BIOL/ENVS 204, BIOL 220, BIOL 221, BIOL 223, BIOL/ENVS 224, BIOL/ENVS 226, or BIOL/ENVS 241.

### **Chemistry Course Listing (CHEM 000)**

#### **100 Preparatory Chemistry (3)**

A course designed for students who do not meet the science and math pre-requisites (or requirements), but are required to take CHEM 111. Highly recommend for students with little or no chemistry background. Note: Since this course has no laboratory, it does not fulfill the core curriculum science requirement. (Spring, Summer).

#### **101 Elementary Chemistry I (4)**

This course is designed to acquaint non-science majors with the fundamental subject matter of chemistry with intellectual integrity while minimizing esoteric theories and rigorous mathematics. Selected chemical concepts and principles will be developed. CHEM 101 will satisfy general degree requirements for the non-science majors; but cannot be used as elective hours by science majors who are required to take CHEM 111 and/or CHEM 113.

#### **111 General Chemistry I (4)**

This course is an introduction to fundamental chemical concepts including states of matter, physical and chemical properties, stoichiometry, atomic structure, bonding, chemical reactions, and chemical composition. An emphasis will be placed on atomic structure and its effects on the chemical and physical properties. (Fall and Summer).

Prerequisites\*: Students must meet one of the following requirements to register for CHEM 111: 1) a math SAT score of greater than 450; 2) a score of greater than 50% on the TOLEDO placement exam (administered by Chemistry Department.); or 3) a grade of "C" or better in MATH 111, MATH 112, and CHEM 100.

\*Note: Students not meeting the math requirements should take MATH 111 in the Fall followed by MATH 112 and CHEM 100 in the Spring.

### **113 General Chemistry II (4)**

A continuation of CHEM 111. Emphasis will be placed on chemical and physical properties of solutions, chemical equilibria, acid/base equilibria, chemical kinetics, descriptive chemistry. Less emphasis will be placed on general thermodynamics and electrochemistry. (Spring and Summer) Prerequisite: A grade of C or better in CHEM 111.

### **215 Quantitative Analysis (4)**

A course in the fundamental principles and techniques of chemical analysis. Topics include volumetric, spectrochemical, and chromatographic methods, as well as statistical interpretation of data. Prerequisite: A grade of C or better on CHEM 113. (Fall).

### **227, 228 Organic Chemistry I, II (4,4)**

A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include spectroscopy, stereochemistry, lipids, carbohydrates, and proteins. Prerequisite for 227: A grade of C or better in CHEM 113. Prerequisite for 228: A grade of C or better in CHEM 227.

(Please Note: There is some evidence that women in their first trimester of pregnancy should avoid inhalation of some organic vapors.)

### **331 Inorganic Chemistry (4)**

A course that is a blend of theoretical and descriptive inorganic chemistry. Topics to be considered include: bonding, acid-base properties of inorganic compounds, and transition metal chemistry. Laboratory preparations will be included. Prerequisite: CHEM 228. (Spring - alternate years).

### **334 Physical Chemistry (4)**

An introduction to classical thermodynamics, kinetics, and equilibrium. Specific topics include studies of the states of matter, thermochemistry, entropy, and free energy. Some aspects of electrochemical phenomena and biochemical processes may also be included. Prerequisites: CHEM 228 and MATH 122.

### **360 Instrumental Analysis (4)**

A study of instrumentation used in chemical laboratories. Topics include instrumentation and theory associated with spectroscopy, mass spectrometry, chromatography, and electrochemistry. Instrument calibration methods as well as basic electronics and operational amplifiers are also discussed. Prerequisites: CHEM 215 and CHEM 227. (Spring).

### **420 Advanced Organic and Biochemistry (3)**

A study of organic and biochemistry that builds upon the knowledge from Organic Chemistry I & II. Foundational coverage includes enol/enolates amines, carbohydrates, amino acids, peptides and proteins, nucleic acids and lipids. Biochemistry topics are approached from the chemistry perspective and will include structure and function, biological reactions, and biological equilibria and thermodynamics. Emphasis is placed on mechanistic understanding, use of the current literature, and some hands-on techniques. The class will combine lecture and laboratory components. This course does NOT meet BIOL 430 course requirement for biochemistry majors.

### **430 Biochemistry (4) (BIOL 430)**

An investigation of the properties and structures of organic molecules, with an emphasis on proteins and nucleic acid and how they relate to cellular structure and function. Three lecture and three laboratory hours each week. (Fall). Prerequisites: BIOL 111, BIOL 201, and CHEM 227.

**441, 442 Special Topics in Chemistry (2-4)**

An advanced topic of special interest designed to supplement material covered in lower level courses by including current literature. Topics vary by semester. (Fall, Spring) Prerequisites: CHEM 215, CHEM 228.

**445, 446 Chemical Research (2-4)**

An upper-division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

**451, 452 Literature Seminar (1, 1)**

Senior chemistry majors are required to participate for two semesters; others are encouraged to attend. (Fall and Spring).

**Physics Course Listing (PHYS 000)****221, 222 General Physics I and II (4, 4)**

An algebra/trigonometry-based study of classical mechanics, heat, sound, electricity, optics and nuclear phenomena. Laboratory work is coordinated with lectures. Intended for those interested in the quantitative investigation of the natural world. Prerequisite: MATH 112.

**231 Introduction to Astronomy (4)**

This covers the structure of the Universe we live in as well as the history of this oldest of sciences. Included is a study of the Earth/Moon system, the Solar System, the Milky Way, and Deep Space Objects. Because of the nighttime lab, this course is only offered in the Spring semester. Prerequisite: MATH 112 or permission of the instructor.

**251, 252 Fundamentals of Physics I and II (4, 4)**

A calculus-based study of classical mechanics, heat, sound, electricity, optics and nuclear phenomena. Differential and integral calculus is used in conceptual development and problem-solving. Laboratory work is coordinated with lectures. Intended for biochemistry, chemistry and math majors. Prerequisite: MATH 122.

**341, 342 Special Topics in Physics (2-4)**

An advanced topic of special interest designed to supplement material covered in lower level courses by including current literature. May include a lab component. Topics vary by semester. (Fall, Spring) Prerequisites: PHYS 221/222 or PHYS 251/252.

**Forensic Science Course Listing (FNCS 000)**

Forensic science courses with laboratory may be taken to meet the general college curriculum science requirement. Forensic science courses cannot be taken as biology or chemistry electives.

**101 Introduction to Forensic Science (4)**

An introduction to the fundamental concepts of forensics science. The use of science and technology to solve crime will be the major thrust of the course. Major topics emphasized include: crime scene analysis, evidence collection and analysis, and legal issues surrounding forensic science. The laboratory work will explore the science behind evidence analysis. The course is team-taught by members of the Criminal Justice, Biology, and Chemistry/Physics Departments. The course qualifies as a General College Curriculum.

## Clinical Research

Associate Professors: Dr. Hinson, Dr. Johnson, Col. Pickard, Dr. Taylor

Assistant Professors: Dr. Holland, Dr. Jiroutek, Dr. Sutton

Visiting Associate Professor: Dr. Chapman

Adjunct Faculty: Mr. Boyd, Dr. Charboneau, Ms. Davis, Dr. Fuller, Mr. Guillotin, Ms. Hodges, Ms. Jackson, Mr. Librizzi, Mr. Litavec, Capt. Moore, Dr. Warner

### Major in Clinical Research (CIP 51.2006)

Clinical research is a branch of medical science that determines the safety and effectiveness of medications, devices, diagnostic products, and treatment regimens intended for human use. It is also concerned with investigating the influence of population and biological diversity as well as disease states on responses to treatment. The results of clinical research studies (especially clinical trials) are essential for gaining approval for marketing new medications and devices or new indications of existing products from regulatory agencies throughout the world.

The objective of the major is to prepare students for distinguished careers in clinical research. Graduates of this program are expected to perform a wide variety of roles in the clinical research and drug development process. Clinical research has emerged as a multidisciplinary enterprise that requires a highly trained team of scientists and clinical research support staff serving a variety of functions. This novel program was developed through the efforts of the College of Pharmacy & Health Sciences faculty, adjunct faculty, and corporate partners. It provides BS students with the didactic and experiential training necessary for the development of diverse careers as clinical researchers in contract research organizations (CROs), pharmaceutical companies, government agencies, or academia. The growing demand for high-quality clinical monitors and study coordinators suggests that students from this program will receive excellent employment opportunities immediately following graduation.

Candidates for the BS degree with a major in clinical research must complete a minimum of 47.5 hours in clinical research courses which include: CLNR 324, 326, 328, 341, 330/440, 334/336, 363, 364, 365/465, 379, 416, 420, 442, 450, and 451. In addition, students must also complete the General College Curriculum, including two Math courses numbered 111 or higher (or MATH 122), two Religion courses, and the following ancillary courses: BIOL 111, 221 and two Biomedical Biology electives including, BIOL 201, 205, 250, 310, 315, 319, 320, 334, 335, 336, 342, 350, 430, CHEM 111, 113, 227 and 228.

### BS in General Science with Concentration in Clinical Research

The College of Pharmacy & Health Sciences offers a bachelor of science in general science with a concentration in clinical research. This degree option is only offered to Campbell University students that have completed the prescribed pre-pharmacy curriculum, general college curriculum, one year of the BS in pharmaceutical sciences or clinical research curriculum, and one year of the doctor of pharmacy curriculum.

Depending on the major, the respective program director for clinical research will work with these students during the third year of matriculation. After acceptance into the doctor of pharmacy program, students can declare their intent to earn the BS in general science with a concentration. The program director will confirm the degree requirements have been met.

Students benefit from earning a BS after four years of matriculation, including one year of matriculation

after acceptance into the doctor of pharmacy program. A BS degree combined with the doctor of pharmacy may provide graduates with additional opportunities in the future.

### **Requirements for a Major in General Science with a concentration in Clinical Research (CIP 51.2006)**

A major in General Science (BS degree) with a concentration in Clinical Research may be obtained by completing the general college curriculum and the following courses in Clinical Research (26.5 hours): CLNR 324, 326, 328, 330, 334, 341, 363, 364, 365, 379, 442, and 445; plus the following courses in the Doctor of Pharmacy program (37 hours): PHAR 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 312, 314, 331, 332, and 335. Ancillary requirements include BIOL 111, 221, CHEM 111, 113, 227, 228, PHYS 221, MATH 122, and two of the following BIOL courses: BIOL 201, 205, 310, 315, 319, 320, 334, 335, 336, 342, 350, or 430.

#### **101 Introduction to Clinical Research (1)**

This course is designed to provide a broad understanding of clinical research and a basic overview of the clinical research industry. The course provides students with a basic understanding of key clinical research topics allowing students a foundation to continue their pursuit of a degree in clinical research and a career in the clinical research industry.

#### **324 Introduction to Biostatistics (3)**

Statistical methods in health sciences. The course is intended to provide the student with basic knowledge of descriptive statistics, graphing data, probability theory, normal and other common distributions, sampling and estimation, hypothesis testing, ANOVA and other selected statistical methods.

#### **326 Principles of Clinical Biochemistry (3)**

This course discusses the basic biochemical principles of quantitative analysis utilized in common clinical laboratory tests. An introduction to interpretation of abnormal clinical laboratory values is presented. Quantitative aspects of nutrition are presented, and regulatory effects of various hormones are described. Prerequisites: CHEM 227 and 228.

#### **328 Introduction to Pharmacology (4)**

The basic principles of drug action are covered through discussion of the responses of biological systems to drugs and chemicals. Emphasis is placed on understanding mechanisms of action through detailed exploration of receptor-mediated events (pharmacodynamics). The course considers the quantification of drug action as well as the absorption, distribution, metabolism, and elimination of xenobiotics (pharmacokinetics) and how these and other factors relate to drug action. Prerequisite: BIOL 221.

#### **330 Regulatory Affairs I (2)**

This course provides the student with an overview of the regulatory affairs universe, with emphasis on requirements for initiating clinical trials, developing pharmaceutical products, and gaining approval for worldwide marketing applications. This is the first of two required regulatory affairs courses in the BSCR program.

#### **334 Scientific Literature Seminar I (1)**

This course is the first in a two-part series. The skills developed in this class will be further refined in CLNR 336. This interactive class introduces students to literature searching and critical analysis techniques. Skills in critical analysis of the scientific literature will be developed in small group discussion of scientific papers chosen by the faculty and students. These skills are applied in the form of written and oral presentations of projects developed by researching the current biomedical and pharmaceutical literature. Prerequisite: CLNR 451.

**336 Scientific Literature Seminar II (1)**

This interactive class is a continuation of CLNR 334, Scientific Literature Seminar I. The class focus is on the continued application of skills relating to literature searching and critical analysis techniques, skills that were introduced in CLNR 334. These skills are applied in the form of two individual oral presentations. For the first presentation, students will prepare a brief presentation on a scientific research paper of their own choosing and use PowerPoint to make visual aids to supplement their presentation. The second will be a seminar-style presentation on a health-related topic, again using PowerPoint to generate slides as visual aids. Prerequisite: CLNR 334.

**341 Medical Terminology (1)**

This course is designed to introduce students to the language of the clinical research and medical communities. Instruction will engage students and provide them an opportunity to learn, understand, and apply the terminology in context of clinical research and medical settings.

**363 New Product Development (2)**

New Product Development provides an introductory overview of the process of developing a molecule into a therapeutic agent. This course provides an overview of the process from discovery through regulatory approval and introduction to the market place. This course will provide a perspective of the interaction required between Research and Development and marketing in order to ensure product success in a regulated environment. It is designed to provide students with the background necessary to pursue a wide range of additional courses leading to degrees in clinical research.

**364 Principles of Clinical Research (2)**

This course will provide a broad understanding of clinical research-definition, methodology, conduct and applications. The course will explore basic elements of clinical research including the hierarchy of clinical design, clinical trial conduct, and safety surveillance. Application of clinical trial knowledge to specific medical practice issues will also be explored.

**365 Managing/Monitoring Clinical Trials I (2)**

This introductory course has been designed to provide a theoretical and practical overview of the principles of managing and monitoring clinical trials. Lectures will focus on the practical aspects of study set-up activities (i.e., study planning issues, data collection strategies, selecting investigators), student conduct activities (i.e., recruitment issues and enrollment strategies, obtaining informed consent, monitoring both patient and safety data quality and integrity and conducting site visits for study initiation, periodic monitoring and multiple site closings), and study termination activities. The course also covers responsibilities of sponsors, clinical monitors, clinical research organizations, investigators and institutional review boards. In-class activities will allow students to gain a greater appreciation of operational issues associated with various clinical research-related regulatory documents by working with case studies related to the content studied. Lectures are based on U.S. regulations and guidelines, as well as international good clinical practices and significant clinical research-related documents. Prerequisites: CLNR 363 and 364

**379/379L Physical and Clinical Assessment (2)**

This course is designed to introduce students to the basic principles of medical terminology, history taking, the basic techniques of physical examination assessment, and diagnostic test data. Prerequisite: BIOL 221.

**416 Senior Seminar (1)**

This course is designed to prepare the student for real world practices. The student will learn and review research, presentation and public speaking techniques and utilize these to prepare a research paper and

presentation. This course culminates in a presentation day where each student will present their research information and internship experience to the Department of Clinical Research and honored guests.

Co-requisite: CLNR 420.

#### **420 Senior Internship (14)**

This course is an experiential learning system, which allows the BSCR students an opportunity to gain hands-on experience in the clinical research profession. Students and participating institutions are matched to provide a comprehensive work experience. The internship is designed for a BSCR candidate to develop strong clinical research skills while improving his/her knowledge in the field of clinical research. Prerequisite: Completion of all BSCR courses and at least a 2.0 major and cumulative GPA.

Co-requisite: CLNR 416.

#### **440 Regulatory Affairs II (2)**

This course builds upon concepts developed in Regulatory Affairs I and provides more detailed and broader coverage of the terminology and concepts that address the regulation of the pharmaceutical industry by the Food and Drug Administration, with an emphasis on the drug, biologic and veterinary product development and approval process. Prerequisites: CLNR 330, 363, and 364.

#### **442 Interpersonal Skills (2)**

In this course, students will learn about the various factors involved in developing good interpersonal speaking and writing skills including: self-awareness, understanding individual difference, goal setting, listening and feedback, teamwork, leadership development and motivating others, delegating, negotiating, conflict resolution, interviewing, and presentation skills. The course will provide a forum for group discussions and writing exercises.

#### **450 Data Management (2)**

This introductory course covers topics such as the role of data management in clinical trials and the duties of the Clinical Data Coordinator. Topics include organization, collection, review, and tracking of data. Coding of data and standardized terminology are also considered. Prerequisites: CLNR 363 and 364.

#### **451 Scientific and Technical Writing (1.5)**

Scientific and technical writing is a required course for clinical research majors designed to enable students to effectively and accurately write a variety of technical documents used in pharmaceutical-related industries.

#### **465 Managing and Monitoring Clinical Trials II (2)**

This course will continue to build upon concepts introduced and developed in the Managing and Monitoring Clinical Trials I class. Additional material will be added as appropriate, and the student will be given a greater depth of knowledge and understanding about topics covered in the first course.

Prerequisites: CLNR 363, 364, and 365.

## Communication Studies

Professor: Dr. Smith

Assistant Professor: Dr. Farmer (Chair)

Instructor: Mr. Kenny

Adjunct Faculty: Ms. Cava, Ms. Lilley, Ms. Soper

The Department of Communication Studies prepares students to explore the practice of human communication and production of mediated communication as thinkers and practitioners. Students can specialize in areas such as public relations and corporate communication, health communication, broadcasting and electronic media, digital and new media communication, journalism, communication pre-law; or engage in a combination of tracks as a generalist. The program examines the nature of communication, theories and practical application of theories through production of communication artifacts, communication ethics and faith, and strategies to excel in human and mediated communication contexts.

### Requirements for a Major in Communication Studies

Communication Studies majors may specialize in one of seven concentrations: broadcasting and electronic media (traditional television and radio); communication generalist; communication pre-law; digital and new media; health communication; journalism (newspaper, magazine, and digital/electronic); and public relations and corporate communication. As stated in the general academic regulations, Communication Studies majors must have a “C” or better in each course in the major.

#### Broadcasting and Electronic Media (CIP 09.0701)

Core: COMM 150 or 280, 160, 170, 370, 390 and 450 or 470

Concentration Introduction: COMM 207

Production Segment (one of the following courses): COMM 227 or 327/327L

Writing Segment: COMM 217

Research Segment (one of the following courses): COMM 310 or 380

Departmental Electives: Six hours of communication studies courses at the 200-level or higher, with at least three hours at the 300-level or higher.

#### Communication Pre-Law (CIP 22.0001)

Core: COMM 280, 160, 240, 311, 370, 390, 420, and 450 or 470

Departmental Electives: Six hours of additional communication studies courses at the 200-level or higher, with at least three hours at the 300-level or higher.

Required Cognate Courses: Four courses from the following list: BADM 221, BADM 222, CRIM or POLS or HIST 300, ECON 410, ENGL 302, ENGL 424, POLS 229, or POLS 230.

#### Digital and New Media Communication (CIP 09.0702)

Core: COMM 150 or 280, 160, 170, 370, 390 and 450 or 470

Concentration Introduction: COMM 207

Writing Segment: COMM 217

Production Segment I: COMM 327/327L

Production Segment II: (one of the following courses): COMM 227 or 347

Research Segment (one of the following courses): COMM 310 or 380

Departmental Elective: Three hours of communication studies courses at the 200-level or higher, or

**COMM 257**

Required Cognate Courses: ITS 150, ITS 200, ITS 280; ART 101, ART 206, ART 209 or ART 307

**Generalist (CIP 09.01999)**

Core: COMM 150 or 280, 160, 170, 370, 390 and 450 or 470

Concentration Introduction: (one of the following courses): COMM 207, 211, or 212

Production Segment (one of the following courses): COMM 227, 242, 272, 312, 327/327L, or 411

Writing Segment: (one of the following courses): COMM 217, 222, or 251

Research Segment (one of the following courses): COMM 310 or 380

Departmental Electives: Six hours of communication studies courses at the 200-level or higher, with at least three hours at the 300-level or higher.

**Health Communication (CIP 09.0905)**

Core: COMM 280, 160, 170, 240, 370, 390, and 450 or 470

Concentration Core: COMM 211 and 391

Production Segment (one of the following courses): COMM 327/327L or 411

Research Segment: COMM 310 or 380

Concentration Elective (one of the following courses): COMM 261, 311, or 401

Additional GCC Restrictions:

Religion: RELG 125 and 251

Social Sciences (two of the following courses):

ECON 200, ECON 201, ECON 202, POLS 229, POLS 230, POLS 232, POLS 337, POLS 338, POLS 442, HIST 305, HIST 306, HIST 322, HIST 351, HIST 352, HIST 353, HIST 354, HIST 357, PSYC 222, PSYC 232, PSYC 260, PSYC 364, PSYC 365, PSYC 369, PSYC 372, PSYC 461, SOCI 225, SOCI 226, SOCI 345

Natural Sciences: one course with lab in BIO, CHEM, or PHYS 111 or higher

**Journalism (CIP 09.0401)**

Core: COMM 150 or 280, 160, 170, 370, 390 and 450 or 470

Concentration Introduction: COMM 212

Production Segment (one of the following courses): COMM 242, 272, 312, or 411

Writing Segment: COMM 222

Research Segment (one of the following courses): COMM 310 or 380

Departmental Electives: Six hours of communication studies courses at the 200-level or higher, with at least three hours at the 300-level or higher.

**Public Relations and Corporate Communication (CIP 09.0902)**

Core: COMM 150 or 280, 160, 170, 370, 390 and 450 or 470

Concentration Introduction: COMM 211

Production Segment (one of the following courses): COMM 227, 327/327L, or 411

Writing Segment: COMM 251

Research Segment (one of the following courses): COMM 310 or 380

Departmental Electives: Six hours of communication studies courses at the 200-level or higher, with at least three hours at the 300-level or higher.

**Requirements for a Minor in Communication Studies**

A minor in communication studies requires the completion of 18 hours of coursework, including the following: COMM 150 or COMM 280; COMM 160 or COMM 170; COMM 240; one of the following: COMM 207, COMM 211, or COMM 212; two additional COMM courses, with one numbered 300 level or higher (students may use either COMM 257 Campbell Now! TV, COMM 473 Newspaper Practicum, or COMM 478 Yearbook Practicum to satisfy a maximum of three [3] hours of this requirement).

### **Requirements for a Minor in Health Communication**

A minor in Health Communication requires the completion of 18 hours of coursework, including the following courses: COMM 280; COMM 240; COMM 211, and COMM 391; plus two of the following courses: COMM 311, COMM 370, COMM 390, COMM 420, COMM 430.

### **Communication Studies Course Listing (COMM 000)**

#### **150 Introduction to Communication Studies (3)**

Origins and structures of human communication, its roles in society, and selected theories of communication.

#### **160 Presentational Speaking (3)**

Presentational skills, voice and diction for the communication professional. Students will complete three speaking performances.

#### **170 Writing for the Mass Media (3)**

Fundamentals of writing for the mass media; instruction in grammar, spelling, punctuation, and word usage for media.

#### **207 Introduction to Broadcasting and Electronic Media (3)**

Survey of radio and television, including the history of the industries, programming, sales, management, and regulation; prerequisite for all other broadcast courses. Prerequisites: COMM 150 or 280, 160 and Co-requisite: COMM 170.

#### **211 Introduction to Public Relations (3)**

Introduces students to the public relations process, the role of public relations in contemporary American society, and job skills utilized in the field and the job assignments of public relations professionals; prerequisite for all other public relations courses. Prerequisites: COMM 150 or 280, 160 and Co-requisite: COMM 170.

#### **212 Introduction to Journalism (3)**

Basic skills of journalism; recognition, understanding, reporting, and writing news. The Associated Press Stylebook is emphasized; prerequisite for all other journalism courses. Prerequisites: COMM 150 or 280, 160 and Co-requisite: COMM 170.

#### **217 Writing for Broadcasting and Electronic Media (3)**

Process of broadcast writing: concept development, script/storyboard preparation and message propagation. Prerequisite: COMM 207.

#### **221 Web Page Design (3)**

Principles and techniques of effective Web page design; HTML; Photoshop; students create and display their Web pages on the Internet.

#### **222 Reporting (3)**

Basic skills for entry-level reporting positions with newspapers; information gathering; news judgment, documentation; news writing. Prerequisite: COMM 212.

#### **227 Audio Production (3)**

Equipment operation; field and studio recording; editing; production techniques; students produce a variety of radio programming elements. Prerequisite: COMM 217.

**233 Introduction to Photography (3)**

Basics of digital photography; shooting; lighting; production; use of Adobe Photoshop; prerequisite for all other photography courses.

**237 Electronic News Gathering (3)**

Basic skills required to operate portable television equipment and linear video editing systems; emphasis on the process of shooting and editing a television news story. Prerequisite: COMM 217.

**240 Interpersonal Communication (3)**

Application of interpersonal and cultural communication concepts and research findings to human and mediated communication environments.

**242 Features (3)**

Requirements of magazine and newspaper feature writing; recognition, shaping, reporting, and writing of feature ideas in publishable form. Prerequisite: COMM 212.

**251 Public Relations Writing (3)**

Reasons for and use of various styles of writing utilized in public relations; intensive writing; emphasis on style, message clarity, and appropriateness. Prerequisite: COMM 211.

**257 Campbell NOW! TV (3)**

Students gain practical skills and work experience through the production of Campbell NOW! TV, a campus cable television program. Students serve in pre-production, writing, reporting, editing, studio production, and/or post-production positions. This course may be repeated for credit, but a maximum of three hours can be applied to the major. F, S

**261 Team and Small Group Communication (3)**

Theory and practice of effective communication in small groups, including stages of group development, role emergence, leadership functions, decision-making strategies, conflict management, and the significance of power.

**272 Copy Editing (3)**

Basic copy editing skills; news judgment, proofing, copy correction, headline writing, and the other functions of the copy desk. Prerequisite: COMM 212.

**280 Introduction to Communication Theory (3)**

Identify the purposes, history, and practical application of key social and rhetorical theories of communication through reading and discussing classic works of communication theory.

**298 Independent Study in Communication (3)**

Special projects in communication developed under the direction of a faculty member on a tutorial basis. Prerequisite: Must have permission of department to enroll.

**299 Special Topics in Communication (3)**

Guided research or experimental classes at the sophomore level concerning a topic determined by the instructor. Prerequisite: Must have permission of the instructor to enroll.

**302 Sports Reporting (3)**

Basics of broadcast sports reporting: gathering/writing, sports presentation skills, sports production and sportscast production; students will locate and cover local and campus sports events, write original sports stories, conduct/produce an interview, and assist in the production of a game broadcast. Registration

requires permission of instructor. Prerequisites: COMM 170.

**310 Quantitative Research Methods (3)**

Role of quantitative research in effective communication; understanding and applying research, hypothesis development, research project design, instrument design, data acquisition, analysis, interpretation, application and evaluation.

**311 Introduction to Persuasion (3)**

Persuasion as an influencing agent upon human behavior; use of critical method to evaluate persuasion and persuasive campaigns.

**312 Advanced Journalism (3)**

Specialized reporting skills and techniques; advanced skills in journalistic interviewing, observing, and conducting surveys; basics of interpretive, analytical, and investigative reporting. Prerequisite: COMM 212.

**327 Studio Television Production (3)**

Basic elements of studio television production: the principles of videography, camera operation, lighting, audio, and production management. Students must take COMM 327 and COMM 327L during the same semester. Prerequisite/Co-requisite: At least one of the following: COMM 217, 222, or 251, or permission of the instructor.

**327L Studio Television Production Lab (0)**

Work with studio cameras, audio equipment, lighting grid, switcher, VTRs, and character generator to produce a variety of video programs. Students must take COMM 327 and COMM 327L during the same semester.

**347 Digital Video Production (3)**

Scripting, producing, directing, and editing of longer form, non-news television programs using the tools of digital electronic field production (EFP). Lectures and arranged labs teach the fundamentals of EFP camera operation, lighting, audio, digital editing, and other post-production tools. Each student will participate in origination of two portfolio-worthy video productions. Prerequisite/Co-requisite: At least one of the following: COMM 217, 222, or 251, or permission of the instructor.

**370 Communication Ethics (3)**

Examines major issues faced by professionals in communication industries; defamation, regulation, public service, media ownership, and ethical codes.

**380 Qualitative Research Methods (3)**

Theoretical perspectives that underpin qualitative study of communication phenomena and the specific approaches to conducting research that have grown out of those perspectives; collection of data for communication research by engaging in participant observation research; emphasis on observing and interviewing in a field setting.

**382 Communication History (3)**

Survey course designed to enable students to become conversant with the people, events, trends and ideas that have contributed to practice of communication in American society; social, political and intellectual environment; theoretical and methodological perspectives and tools historiographers use in analysis and evaluation of historical research.

**390 Organizational Communication (3)**

Principles of organizational communication; foundations of organizational communication in organizational theory, the relationship of communication, interpersonal relationships and media, and the dynamics of organizational culture.

### **391 Health Communication (3)**

Issues in the theory and practice of health communication. Topics include provider-patient communication; communication training for health professionals; communication in support systems for the elderly, disabled, and terminally ill; culture and diversity issues in communication of health information; health communication in healthcare organization, mass and new media technologies in health communication, risk and crisis communication; and communication in community/consumer health education and campaigns. Prerequisites: COMM 240, COMM 280, or Junior Standing.

### **401 Problems in Public Relations (3)**

Organizational change, the philosophy of systems, cultural as well as functionalistic philosophy of public relations and communication management and conceptualize a unifying public relations and communication management theory; emphasis on overcoming current public relations and communication management problems. Prerequisite: COMM 211.

### **410 Media Criticism (3)**

Theoretical perspectives about sources, effects, and ideologies of the information media; how to formulate and evaluate theory-based research questions concerning aspects of the information media; conducting in-depth academic research projects on information media phenomena; critical analysis of the performance of contemporary public argument.

### **411 Converged Media Design (3)**

Basics of converged media design for the communication professions; history and aesthetics of converged design. Prerequisites: One of the following: COMM 217, 222, or 251

### **420 Communication Law (3)**

Legal concepts that shape the development and operation of each communication industry. Prerequisite: COMM 280.

### **430 Cross Cultural Communication (3)**

Analysis of verbal and nonverbal communication and related factors within and between various cultures, prediction patterns and effects, and discussion of communication barriers. Prerequisite: Junior Standing.

### **450 Internship (3)**

Supervised off-campus work projects with approved agencies; requirements include regularly scheduled weekly on-campus course meeting. Through the internship, students gain practical skills, employment contacts and work experience. Prerequisites: COMM 150 or 280, 15 hours passed in the major with a major GPA of 3.0 and an overall GPA of 2.5, Junior Standing and approval of the department's internship director.

### **470 Capstone Seminar (3)**

Culmination of the students' education in communication; opportunity to showcase skills gained and concepts learned; student teams will collaborate on a cross-sequence project. The campaign produced will provide portfolio material as evidence of communication knowledge and abilities. Prerequisite: COMM 150 or 280, 160, and 170; COMM 207, 211, or 212; COMM 217, 222, or 251; COMM 227, 242, 312, 327, 347, or 411; COMM 310 or 380; COMM 390.

**471 Newspaper Practicum (1)****472 Newspaper Practicum (2)****473 Newspaper Practicum (3)**

Students gain practical skills and work experience with the campus newspaper, The Campbell Times. Staff members serve in editorial, reporting, or sales positions. Registration requires the permission of the adviser. A maximum of three hours can be applied to the major.

**476 Yearbook Practicum (1)****477 Yearbook Practicum (2)****478 Yearbook Practicum (3)**

The University's yearbook, The Pine Burr, is produced in this course. Students gain practical skills and experience on the yearbook staff through editorial and reporting positions. Registration requires the permission of the adviser. A maximum of three hours can be applied to the major.

**498 Advanced Independent Study in Communication (3)**

Special projects in communication developed under the direction of a faculty member on a tutorial basis. Prerequisites: Must be junior or senior majoring in communication. Must have permission of department to enroll.

**499 Advanced Topics in Communication (3)**

Advanced study of contemporary theories, methods, practices, processes, or issues related to the field of communication. Topic varies. Prerequisites: Junior Standing; or permission of the instructor.

## Criminal Justice

Associate Professor: Dr. Gray

Assistant Professor: Dr. Cowling (Director of Criminal Justice)

Adjunct: Ms. Wood, Mr. Bidwell, Mr. Dotto

### **Requirements for a B.A. in Criminal Justice Administration (CIP 43.0103)**

Students who wish to acquire a Bachelor of Arts degree with a major in Criminal Justice Administration must, in addition to the General College Curriculum, complete the following courses with a "C" average or better in the major: CRIM 231, 232, 270, 280, 339, 360, 361, 362, 430, 440 or 441, 454, and 482; and 6 hours of Criminal Justice electives from any CRIM courses not listed above. Additionally, students must complete POLS 229, 230, and 260; HIST 221 and 222; THEA 115; and 12 hours of electives. Criminal Justice majors are strongly encouraged to use their elective hours to select a minor or other concentration that is complementary to the field in which they wish to work. Electives should be selected in consultation with their adviser.

### **Requirements for a B.A. in Criminal Justice Administration with a Concentration in Homeland Security (CIP 43.0103)**

Students who wish to acquire a Bachelor of Arts degree with a major in Criminal Justice Administration must, in addition to the General College Curriculum, complete the following courses with a "C" average or better in the major: CRIM 231, 232, 270, 280, 339, 360, 361, 362, 430, 440 or 441, 454, and 482; and 15 hours of Homeland Security courses: HSEC 200, 320, 350 360 and one additional HSEC course. In addition, students must complete POLS 229, 230, and 260; HIST 221 and 222; THEA 115; and 12 hours of electives. Criminal Justice majors are strongly encouraged to use their elective hours to select a minor or other concentration that is complementary to the field in which they wish to work. Electives should be selected in consultation with their adviser.

### **Requirements for a Minor in Criminal Justice Administration**

Students who wish to minor in Criminal Justice Administration must complete the following courses with a "C" average or better: CRIM 231, 232, 270, 280, 339, and 440 or 441, as well as POLS 229. Additionally, students must complete 9 hours of electives from any CRIM courses not listed above.

### **Requirements for a B.S. with a Major in Social Sciences (Concentration in Criminal Justice Administration) (CIP 45.0103)**

Candidates must complete with a "C" average or better, at least 57 semester hours in the social sciences distributed as follows: CRIM 231, 232, 270, 280, 339, and 440 or 441. Additionally, students must complete 9 hours of electives from any CRIM courses not listed above. The student must complete 12 hours of history (111-112, 221-222) and six hours each in economics, political science and sociology.

### **Requirements for a B.S. with a Major in Social Sciences (Concentration in Homeland Security (CIP 45.0103)**

Candidates must complete with a "C" average or better, at least 63 semester hours in the social sciences distributed as follows: CRIM 231, 232, 270, 280, 339, and 440 or 441. Additionally, students must complete the following 15 hours of Homeland Security courses: HSEC 200, 320, 350 360 and one additional HSEC course. The student must complete 12 hours of history (111-112, 221-222) and six hours each in economics, political science and sociology.

## **Criminal Justice Administration Course Listing (CRIM 000)**

### **231 Introduction to Criminal Justice (3)**

This course will cover the basics of the criminal justice system. Students will learn about the structure of the criminal justice system and the basic components of law enforcement, courts, and corrections. Students will get a close up look at the criminal justice system and be able to explain how criminal justice works on a practical basis. Students will evaluate the effectiveness of the criminal justice system. Students will also become familiar with the various participants in the criminal justice system and will ultimately come away with a clear concept of what their future role in this system will be, and how they can assist in the smooth workings of the system. Prerequisite: None.

### **232 Introduction to Criminology (3)**

This course will provide an in-depth analysis of criminality, including the etiology (origin) of crime, and the extent and nature of crime within American society. The primary theories of criminality will be critiqued. Prerequisite: None.

### **270 Courts and Procedures (3)**

This course is a study of the working and structure of the United States Court System. Students will study the federal court system as well as the North Carolina court system. Students will study the concepts of jurisdiction and appeals as well as the actual structure of a trial. Prerequisites: Crim 231 and 232.

### **280 Introduction to Law Enforcement (3)**

This survey course will acquaint students with the various historical and operational aspects of the law enforcement process including an analysis of several intractable and endemic problems of policing a free society. Prerequisites: Crim 231 and 232.

### **300 Introduction to Law (3) (Also Political Science 300, History 300)**

This course is a comprehensive introduction to the American legal system; the role of the courts, legislature and administrative agencies in the legal system; major substantive areas of law; legal reasoning, legal writing and legal research. The course will focus on legal writing, and students will be introduced to the legal research and the "Socratic Method." Through lectures from faculty members of the Campbell University, Norman Adrian Wiggins School of Law, students will be exposed to the course traditionally taught during the first year of law school and other courses of particular interest in today's society. In addition to acquiring basic legal knowledge and skills, students should gain valuable insight into whether they want to attend law school and enter the legal profession. For those students who do ultimately attend law school, the course should prove beneficial in their transition from undergraduate to professional study. Prerequisites: POLS 229, 230, and junior status.

### **310 Victimology (3)**

This course will examine various issues attending victimology, including, but not limited to: critical issues in the measurement of victimization, victimization characteristics, the victim's role and experience in the criminal justice system, emerging victim compensation and restitution programs, domestic violence, how to prevent personal victimization, and issues of restorative justice. Contemporary political, philosophical, social, legal, and administrative issues facing victims will also be addressed. Prerequisites: Completion of at least 12 hours of criminal justice courses.

**315 Youth at Risk (3)**

This course will examine various issues surrounding youth-at-risk. This course will give students a better understanding of certain risk factors and characteristics of youth-at-risk, in addition to, the most significant problems faced by this population. Important concepts to be examined include: parental responsibility, learning disabilities, internet dangers, peer pressure, school violence, and substance abuse. By the end of the course, students will be able to articulate how these elements play a role in youth becoming “at-risk.”

**339 Ethics in Government (3) (Also Political Science 339)**

This course will help students better understand the ethical and moral dilemmas pressed upon governmental employees in today’s society. The most notable approaches to ethics, values, and morality in government and criminal justice by prominent theorists in the field will be studied. Important concepts will be examined, such as administrative responsibility, mental attitudes, public interest, personal codes, paradoxes of procedure, and ethical and moral values systems. Prerequisites: POLS 229 and 230.

**350 Evidence (3)**

In this course, students will learn the basic rules and procedures of the admission of evidence. Students will examine the structure and form of the court system and its participants. They will also examine admissible evidence gained by law enforcement with and without warrants. Students will examine the various forms and types of evidence to be admitted. They will examine expert and lay witnesses, privileges, and the form of examining witnesses. Finally, students will also examine relevance, authentication, and hearsay and its exceptions. Prerequisites: CRIM 231 and 232.

**360 Criminal Justice Administration (3)**

This course is a study of the theory, principles, and concepts of effective administration as they relate to criminal justice organizations. Topics include management theory, organizational behavior, organizational structure, communication behavior, policy-making, planning, decision making, personnel management, manpower allocation, and productivity. Upon completion, students will be able to apply management theory, concepts, and principles in a criminal justice type/related organization. Prerequisites: CRIM 231 and 232.

**361 Criminal Law (3)**

This course will cover the basics of criminal law. Elements of murder, violent crime, property crime, computer crimes, offenses against the government, morality offenses and laws against terrorism will be studied. In addition, inchoate offenses will be examined and defenses to crimes will be considered including justifications and excuses. Punishment and sentencing will also be examined. Basic vocabulary will be developed. Students will learn how to brief case opinions to understand court rulings. Oral presentation skills will be improved by having students present their briefs to the class. Prerequisites: CRIM 231, 232 and POLS 229.

**362 Juvenile Justice (3)**

This course will acquaint students with various theories of delinquency, street gangs, school violence, and the institutional and community-based approaches of dealing with juveniles. Prerequisites: CRIM 231 and 232.

**363 Community Corrections (3)**

This course focuses on correctional procedures, practices, strategies and personnel regarding probation, parole, juveniles, diversion, and other innovative correctional approaches applied in a community setting.

**420 Criminal Investigation (3)**

This course will acquaint the student with the various procedures of basic criminal investigation. The course focuses on the techniques used by all investigators who are called upon to reconstruct major criminal offenses and collect evidence from crime scenes. Some criminalistic and forensic aspects will also be introduced. Prerequisites: Completion of at least 12 hours of criminal justice courses or permission of instructor.

**430 Correctional Philosophies and Issues (3)**

This course is an in-depth survey of various correctional philosophies and issues, including discussion of how philosophies have been translated into policies that favor incarceration. The history of corrections in American will be reviewed. The impact of societal structures, organizations, and beliefs will be discussed in relation to the formulation and execution of correctional philosophies. Prerequisites: CRIM 231, 232 and 360, or permission of instructor.

**440 Theories of Justice (3)**

This course will give students an understanding of the major endemic controversies surrounding the field of criminal justice. Included will be an in-depth critical analysis of how world-views are formed, what a Christian view of justice entails, and how that view of justice differs from both classical and contemporary views of justice. Additionally, various policy developments that focus on particular criminal justice issues will be examined. Prerequisites: CRIM 231 and 232, and junior status.

**441 Criminal Justice Policy (3)**

This course is designed to familiarize students with criminal justice policy by providing an overview of the formation, implementation, quantitative and qualitative evaluation, and ethical aspects of policy making in the criminal justice system. Moreover, the course will focus on contemporary and historical issues as a means for examining the various components, methodologies and outcomes. Prerequisites: CRIM 231 and 232, and junior status.

**454 Internship (3)**

An internship is a supervised work experience with selected law firms, law enforcement agencies, correctional agencies, or non-profit organizations, designed to give students actual experience in a particular area of criminal justice. (Open only to Criminal Justice majors with approval of the professor.) Prerequisite: Junior or senior status.

**460 Independent Study (3)**

Independent study of special topics is established at the request of the student and faculty member when special needs or circumstances require examination of subject matter not otherwise included in the academic program (by arrangement with the instructor).

**470 Critical Issues in Criminal Justice (3)**

The focus of this course varies from year to year, but selected topics will address endemic and/or emerging issues related to criminal justice. The course will allow students to extensively study and critically analyze a topic of high interest related to the field of criminal justice and justice administration. Examples of focus topics include, but are not limited to, are police tactics, domestic violence, the media and violence, serial killers, criminal profiling, community-oriented policing, private security, race and crime, critical issues in policing, and organized crime. Prerequisites: Completion of at least 12 hours of criminal justice courses or permission of instructor. Students may take this course twice for a total of 6 hours toward graduation.

**482 Seminar in Criminal Procedure (4)**

This is a case-driven capstone course that requires seniors to read, analyze, and apply legal opinions

relating to criminal procedure issues. Students will read cases to be discussed in class covering due process issues including, but not limited to, warrant requirements, search and arrest requirements, right to counsel, right to a jury, rights to bail, and right against cruel and unusual punishment. Traditional Socratic Method will be used to ascertain student's comprehension of the material. As a culminating project, students will prepare a research paper relating to a topic covered in the class in which they will elicit and analyze case law and other relevant materials that are on point. Additionally, students will present oral discussions of their papers in class. Skills and concepts developed in previous classes form the foundation for this course. Prerequisites: 12 hours of Criminal Justice courses, senior status, and permission of instructor.

### **Forensic Science Course Listing (FNCS 000)**

Forensic science courses with laboratory may be taken to meet the general college curriculum science requirement. Forensic science courses cannot be taken as biology or chemistry electives.

### **FNCS 101 Introduction to Forensic Science (4)**

An introduction to the fundamental concepts of forensics science. The use of science and technology to solve crime will be the major thrust of the course. Major topics emphasized include: crime scene analysis, evidence collection and analysis, and legal issues surrounding forensic science. The laboratory work will explore the science behind evidence analysis. The course is team-taught by members of the Criminal Justice, Biology, and Chemistry/Physics Departments. The course qualifies as a General College Curriculum science course. Forensic science courses with laboratory may be taken to meet the general college curriculum science requirement. Forensic science courses cannot be taken as biology or chemistry electives. Prerequisite: none.

## Economics

Professors: Dr. Hawkins (Dean of the School of Business), Dr. Hsiao, Dr. Mostashari (Associate Dean)

Associate Professor: Dr. Yonai (Lundy Professor)

Assistant Professors: Dr. Harriss, Dr. Steckbeck

### **Requirements for a Major in Business Economics (BS) (CIP 45.0601)**

ACCT 213, 214, 325; BADM 100, 125, 221, 222, 236, 300, 313, 314, 320, 331, 345; ECON 201, 202, 301, 302, 453, 480 and twelve semester hours of 300 or above economics electives which must include 449 or 455; MATH 122 and 160.

### **Requirements for a Major in Economics/Pre-Law (BA) (CIP 45.0601/22.0001)**

BADM 100, 125, 221, 222, 236, 300, 345; POLS 230, 260, 300, any two of the following: POLS 339, 340, 343, 345; ECON 201, 202, 301, 302, 357, 400, 410, 453, any two of the following: ECON 448, 449, 455, 480; MATH 112 or 122, 160.

### **Requirements for a Minor in Economics**

BADM 300; ECON 201, 202, 301, 302, and any 300 or 400 elective (no more than 6 hours in a major may be applied to the minor).

### **Economics Course Listing (ECON 000)**

#### **200 The Economic Way of Thinking (3)**

A broad introduction to economic concepts and how they can contribute to a better understanding of the world around us. Concepts are developed and applied to current economic and social problems and issues. It will involve less formal modeling than the 201 and 202 sequence. Not available to Economics or Economics/Pre-law majors.

#### **201 Microeconomics (3)**

A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under various market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

#### **202 Macroeconomics (3)**

A study of the national economy with emphasis on economic institutions, determination of national income, economic fluctuations, functions of money and banking, the economic role of government, labor problems, international trade, and economic growth. Prerequisite: ECON 201.

#### **301 Intermediate Microeconomics (3)**

Analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions. Prerequisites: ECON 201 and 202.

#### **302 Intermediate Macroeconomics (3)**

A study of the method and concepts of national income analysis with particular reference to the role of monetary and fiscal policy in maintaining full employment without inflation. Prerequisites: ECON 201 and 202.

**357 Public Finance (3)**

A study of the revenues and expenditures of federal, state, and local government with an analysis of the types of taxes and expenditures, and of government policy and its impact on full employment, economic growth, and national income. Prerequisites: ECON 201 and 202.

**400 Public Choice (3)**

Designed for juniors/seniors. Analysis of the methods and consequences of arriving at collective decisions through political mechanisms. Applies economic theory and methodology to the study of nonmarket decision making. Topics include free-rider problems, voting, majority choice, demand revelation, and political bargaining. Prerequisites: ECON 201 and 202.

**410 Law and Economics (3)**

An economic analysis of the law. Topics include an introduction to legal institutions and legal analysis; application of economic concepts to the law of property, contracts and torts, criminal law, and constitutional law; the economic efficiency of the common law; and a public choice perspective on the evolution of the law. Prerequisites: ECON 201 and 202.

**448 International Finance (3)**

Topics include foreign exchange markets, exchange rate determinations, balance of payment problem, open macroeconomic policy and international financial organization. Prerequisites: ECON 201 and 202.

**449 International Trade (3)**

A study of positive and normative theories of international trade. Topics include: Determinations of international trade, welfare implications of international trade, commercial policies, and economic integration. Prerequisites: ECON 201 and 202.

**453 Money and Banking (3)**

The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: ECON 201 and 202.

**454 Labor Economics (3)**

An economic analysis of labor-market conditions and labor-related issues including unemployment, wage determination, working hours, trade unions, and government policy. Human capital theory is also introduced. Prerequisites: ECON 201 and 202.

**455 Comparative Economic Systems (3)**

Comparative analyses of the economic theories, institutions, and operation of communist, socialist, fascist, and capitalist systems. Prerequisites: ECON 201 and 202.

**456 History of Economic Doctrine (3)**

A survey of the development of economic thought from ancient times until the present, the relation of economic doctrines to the problems of the period, and to the other sciences. Prerequisites: ECON 201 and 202.

**480 Special Topics in Economics (3)**

Subject matter varies. May be repeated for credit with permission of the department. Prerequisite: Permission of the instructor.

**490 Economics Internship (3)**

Economics-related employment experience with an approved organization. Related term paper required. Prerequisites: junior standing (at least), declared major in Economics, overall grade point average of 2.0 or greater, and completion of an independent study contract.

## English

Associate Professors: Dr. Davy, Dr. Morefield, Dr. Peterman (Chair), Dr. Rambo, Dr. Truffin

Assistant Professors: Dr. Dunnum, Dr. Waldron

Instructors: Ms. Jefferds, Mr. Salisbury, Ms. Ward

Adjunct Faculty: Mr. Aycock, Mr. Bowden, Ms. Byrne, Ms. Cannady, Mr. Currin, Ms. Finken, Ms. Fix, Ms. Harris, Dr. Mainland, Ms. Parker, Ms. Ramey, Mr. Truffin, Ms. Wiggins, Dr. Womick

### English Requirements in the General College Curriculum

All students must complete ENGL 100-102 (first-year writing courses) and 6 hours of 200-level literature courses.

Passage of (or exemption from) ENGL 100 is a prerequisite for ENGL 101. Entering freshmen can be exempted from ENGL 100 by a verbal SAT score of 450, an ACT score of 19, or better.

Passage of (or equivalent placement or exemption from) ENGL 101 is a prerequisite for ENGL 102. Students can be exempted from ENGL 101 if they have 1) an SAT verbal score of at least 700 or an ACT composite score of at least 32, and 2) a GPA of at least a "B" in their high school English courses.

ENGL 100-level courses are prerequisites for all English courses numbered 201 and above. Students may take the 200-level courses in any order and combination.

Students wishing to take a 400-level English course should have already passed at least one 200-level English course, or have the permission of the instructor.

### Requirements for the Bachelor of Arts Degree with a Major in English (CIP 23.0101)

The English major is designed to give the student a broad historical perspective of British and American literature. The student majoring in English can be a general English major, or may take additional courses in order either to gain licensure to teach or to complete the Pre-Law Track. The general English major must complete the following:

- A. ENGL 100 (or exemption)
- ENGL 101 (either exemption or equivalent placement)
- ENGL 102

(i.e., normally 6 hours)

- B. ENGL 201
- ENGL 202
- ENGL 203
- ENGL 204

(i.e., 12 hours: 6 hours count toward the core requirements and 6 hours count in the English major)

- C. One of the following:
  - ENGL 301 (Creative Writing)
  - ENGL 302 (Advanced Writing)
  - ENGL 303 (Modern Grammar)
  - ENGL 424 (Argument and Persuasion)
- D. At least three period surveys of British literature:
  - ENGL 401 (Medieval Literature)

- ENGL 403 (English Renaissance Literature)
- ENGL 404 (Eighteenth-Century Literature)
- ENGL 405 (Romantic Literature)
- ENGL 406 (Victorian Literature)
- ENGL 425 (Contemporary British/Postcolonial Literature)
- E. One of the following:
  - ENGL 407 (Nineteenth-Century American Literature)
  - ENGL 415 (History of American Fiction)
- F. One of the following:
  - ENGL 408 (Early Twentieth-Century Literature)
  - ENGL 416 (Modern/Contemporary Fiction)
  - ENGL 417 (Modern/Contemporary Poetry)
- G. ENGL 410 (Shakespeare)
- H. One of the following:
  - ENGL 409 (Chaucer)
  - ENGL 411 (Milton)
- I. Two electives from the upper-level grammar, writing, or British or American literature courses, including ENGL 419 seminar in special topics

All students majoring in English must complete a minimum of 42 hours in English beyond ENGL 102 with a "C" or better in all English courses. It must be stressed that 42 hours is the minimum and that the English major is encouraged to use electives to broaden his/her experience in literature and writing.

#### **Requirements for Teacher Licensure (CIP 13.1305)**

The English major with a concentration in Education differs from the general English major in the following ways. One World Literature course may be substituted in the 200-level literature requirement. ENGL 302 (Advanced Writing) or ENGL 424 (Argument and Persuasion) and ENGL 303 (Modern Grammar) must be taken to complete the licensure process; these courses may also be used to help satisfy English major requirement (I). The student also must take Methods in Teaching (ENGL 453), although it cannot be applied to the elective requirement (I) for the English major. Students seeking Teacher Licensure must also maintain a 2.5 grade point average in the major courses, including (I), and complete the Professional Sequence licensure requirements of the School of Education.

#### **Requirements for English Pre-Law Track (CIP 23.0101/22.0001)**

The writing-intensive English Pre-Law Track is geared toward preparing the English major for the study of law. In this track some specific General College Curriculum (GCC) courses are required or highly recommended; one English requirement is changed; and specific political science/history courses are required. These courses can also be used to meet the requirements of the core curriculum.

The English major following the Pre-Law Track must take three of the sophomore-level courses and ENGL 424 (Argument and Persuasion).

The following GCC courses are required:

RELG 224 (Christian Ethics), and MATH 212 (Logic)

RELG 224 can be the second religion requirement, MATH 212 the second mathematics requirement.

The following political science/history courses are required:

HIST 221-222 (American History; can also serve as the two social science requirements)

POLS 229 (National Government)

POLS 449 and 450 (Constitutional Law I and II)

POLS 443 or 445 or 446 or 447 (Political Thought)

POLS 451 (Seminar on Constitutional Law)

### **Requirements for a Minor in English**

The minor in English requires a minimum of 21 hours of English beyond the GCC English requirement.

As in the major, the student seeking a minor in English must have a "C" or better in all English courses.

The student must take ENGL 410 (Shakespeare) and either ENGL 409 (Chaucer) or ENGL 411 (Milton).

Five more courses must be selected from English 300/400-level offerings.

### **English Course Listing (ENGL 000)**

#### **100 English Fundamentals (3)**

An intensive course of practice in writing fundamentals as preparation for academic writing.

#### **101 Academic Writing (3)**

This course prepares students for academic writing. Students will practice writing papers requiring summary, synthesis, argument, research and documentation in MLA style. The course is designed to improve the clarity, concision, structure, and logic of student writing and to serve as a prerequisite to English 102. Prerequisite: ENGL 100 or exemption.

#### **102 Academic Writing and Literature (3)**

This course develops students' critical reading, writing, and research skills by examining a variety of literary works and genres. Serves as a prerequisite to all English 200 level courses. Prerequisite: ENGL 101.

#### **201 British Literature I (3)**

A survey of British literature from Beowulf through the eighteenth century. Prerequisite: ENGL 101/102.

#### **202 British Literature II (3)**

A survey of British literature from the Romantic period through the twentieth century. Prerequisite: ENGL 101/102.

#### **203 American Literature I (3)**

A survey of American literature from the colonial period to 1865. Prerequisite: ENGL 101/102.

#### **204 American Literature II (3)**

A survey of American literature from 1865 to the present. Prerequisite: ENGL 101/102.

#### **205 World Literature I (3)**

A survey of world literature to the seventeenth century. Prerequisite: ENGL 101/102.

#### **206 World Literature II (3)**

A survey of world literature after the seventeenth century. Prerequisite: ENGL 101/102.

#### **301 Creative Writing (3)**

A course designed to intensify the student's practice of writing poetry and fiction, therefore enhancing the critical skills and appreciation of all literature. Open to all students.

**302 Advanced Writing (3)**

A course designed to improve the student's writing skills beyond those taught at the lower division level.

**303 Modern Grammar (3)**

An examination of traditional and modern grammars.

**401 Medieval Literature (3)**

An exploration of major medieval literature prior to 1500, exclusive of Chaucer.

**403 English Renaissance (3)**

An analysis of the prose and poetry from the late sixteenth century through 1660, exclusive of Milton's poetry and of Shakespeare's dramatic works.

**404 Eighteenth-Century Literature (3)**

An exploration of major literary texts from the Restoration through the beginnings of Romanticism.

**405 Romantic Literature (3)**

An analysis of Romanticism in Britain through representative genres and the social and artistic concerns of the period.

**406 Victorian Literature (3)**

An exploration of the major post-Romantic literature of the nineteenth century and its relationship to the social concerns of the day.

**407 Nineteenth-Century American Literature (3)**

A study of major literary examples of the American mind in the nineteenth century.

**408 Early Twentieth-Century Literature (3)**

A survey of the major writers and movements in British and American literature from World War I through World War II, with an emphasis on Literary Modernism.

**409 Chaucer (3)**

A study of the works of Chaucer in their historical and literary contexts.

**410 Shakespeare (3)**

A study of representative Shakespeare plays, criticism of the plays, Elizabethan theater, and the history of the period.

**411 Milton (3)**

A study of the representative works of Milton in their historical and literary contexts.

**412 The Lyricist (1, 2, 3 credit hours per semester)**

A course designed to teach students how to evaluate poetry, how to edit a quality-oriented small magazine, and how to use desktop publishing methodology. Prerequisite: instructor's approval. A total of 6 credits can be counted toward the B.A.

**413 English Drama (3)**

An examination of English drama from the medieval period through the present.

**414 History of the British Novel (3)**

A study of representative British novels from the origins of the genre through development and changes into contemporary times.

**415 History of American Fiction (3)**

A study of the distinctly American qualities of fiction, with special emphasis given to the development of the novel in the 19th century and beyond.

**416 Modern/Contemporary Fiction (3)**

A study of the works of representative post-World War II prose fiction writers, with an emphasis on American writers.

**417 Modern/Contemporary Poetry (3)**

A study of the works of representative post-World War II poets, with an emphasis on American writers.

**418 Southern American Literature (3)**

A survey of representative writers of the South.

**419 Seminar (3)**

Specialized topics in British literature, art, and society; American literature, art, and society.

**420 Independent Study (3)**

An independent study based on the student's interests or need of specific courses.

**422 History of Criticism (3)**

A study of the literary critics and methodologies from ancient Greece to the present day.

**424 Argument and Persuasion (3)**

An intensive study of the development and presentation of argument in writing.

**425 Contemporary British/Postcolonial Literature (3)**

A study of the works of representative late 20<sup>th</sup>- and early 21<sup>st</sup>-century authors from the United Kingdom and from former British colonies or Commonwealth nations.

**453 Methods in Teaching English (3)**

A course designed to teach students seeking Teacher Licensure how to teach English in the secondary classroom.

## Exercise Science

Professor: Dr. Woolard (Chair)

Assistant Professors: Dr. Bunn, Dr. Lange, Ms. Watkins

Instructors: Ms. Simonson, Ms. Weiss

Adjunct Faculty: Dr. Ballard, Dr. Hughley, Mr. Blowe, Ms. Ellis, Ms. Howell, Mr. Norris

### Exercise Science and the General College Curriculum

The Department offers a diverse selection of activity courses as well as teaching-, science- and business-oriented major programs to prepare students for work in the sport, fitness, and wellness fields. Major programs include cognate courses in other departments and offers on-site work experiences as part of the program.

All non-majors and Sport Management majors must take PE 185 and a 1-semester hour elective activity course (PE 111) to meet their General College Curriculum requirement. All students in PE 185 and PE 111 classes must wear shoes and clothing appropriate to the activity.

### PE 111 Elective Activity Courses (1)

One semester hour required of all non-majors and Sport Management Majors. Emphasis is on developing skills to enjoy and gain health benefits from the activity. The following activities are appropriate for all skill levels - beginning, intermediate and advanced. New courses will be added to reflect student interests. Lab fees may be charged for some courses.

Basketball, Bowling, Dance (Jazz, Tap, Ballet), Golf, Jogging, Lifeguard Training, Self Defense, Soccer, Softball, Swimming, Team Sports, Tennis, Volleyball, Walking Fitness, Water Aerobics, Weight Training, Water Safety Instructor, and Yoga.

Any individual unable to participate successfully in a walking program may request an exemption from the General College Curriculum physical education requirement. The request for this exception is made through the University Student Health Services to the department chair.

### PE 185 Lifetime Wellness (2)

Required of all non-majors and Sport Management Majors. Guides the student in leading a healthier life. Classroom lectures cover topics that include nutrition, the relationship between fitness and wellness, cardiovascular disease risk management, cancer risk management, stress management techniques, AIDS and sexually transmitted diseases, smoking cessation, cardiovascular assessment and exercise prescription, body composition assessment and weight control, and other relevant wellness and fitness issues. Lectures are supplemented by laboratory and exercise activities.

### Majors in the Exercise Science Curriculum

Athletic Training

Exercise and Sport Science

Fitness Wellness Management

Health and Physical Education

Health and Physical Education with Teacher Licensure Concentration

Kinesiology

Sport Coaching

Sport Management  
Sport Management with Sport Communication Concentration

The Department of Exercise Science has printed curriculum guides available in the department office located in the John W. Pope Jr. Convocation Center, Room 156A. The curriculum guides for the various department majors include 4-year plans and major checklists. Students should pay particular attention to course prerequisites when planning class schedules. For example, students must pass BIOL 111 before enrolling in BIOL 220 or 221, and BIOL 220 or 221 must be passed before taking EXER 324.

The summarized course requirements for each program are as follows:

**Athletic Training Major (CIP 51.0913)**

EXER 134, 201, 205, 206, 221, 252, 253, 301, 302, 312, 313, 314, 317, 318, 319, 320, 321, 324, 325, 405, 406, 412, 427, 433, 434; BIOL 220, 223. EXER 252, 205, 206, 301, 302, 405, and 406 are clinical field experience courses, which may require students to arrange for transportation to and from the clinical site. EXER 301 and EXER 405 include field experiences with fall athletic teams, which require students to return to campus before the start date identified on the University academic calendar for the fall semester. See the Athletic Training Education Program Director for pre-requisites and other requirements.

**Exercise and Sport Science Major (CIP 31.0501)**

EXER 134, 201, 221, 321, 324, 325, 421, 431, 6 s.h. of EXER electives at 200-level or higher; BIOL 220 and 223 or 221. Cognate: 18 hours in one other field (business, science, psychology, or communication studies recommended). See your adviser.

**Fitness Wellness Management Major (CIP 31.0599)**

EXER 134, 201, 221, 311, 321, 324, 325, 431, 450, 452, 461, 492; BIOL 220 and 223 or 221. Cognate: ACCT 213; BADM 221, BADM 313, 331, 332; ECON 201.

**Health and Physical Education Major (CIP 13.1314)**

EXER 134, 201, 221, 311, 324, 325, 333, 334, 344, 431, 441. See your adviser for pre-requisites and other requirements.

**Health and Physical Education Major (CIP 13.1314) with Teacher Licensure Concentration**

EXER 134, 201, 221, 311, 324, 325, 333, 334, 344, 395, 431, 441; EDUC 221, 223, 230, 331, 430, 432, 440, 441, 458; PSYC 222; SOCI 345. Teacher licensure students must meet the criteria for admission to the Teacher Education Program and successfully complete the professional education sequence. See your adviser.

**Kinesiology Major (CIP 31.0505)**

EXER 134, 201, 221, 321, 324, 325, 333, 421, 431, 450, 452, 492; BIOL 220, 223. Cognate: CHEM 111, 113; PHYS 221, 222.

**Sport Coaching Major (CIP 36.0108)**

EXER 134, 201, 221, 311, 321, 324, 325, 333, 336, 421, 431, 450, 492; BIOL 220 and 223 or 221; PSYC 222. The EXER 492 Practicum must be completed in a sport-coaching environment. See your adviser.

**Sport Management Major (CIP 31.0504)**

EXER 201, 221, 230, 420, 421, 431, 461, 462, 494. Cognate: ACCT 213; BADM 221, 331, 332; ECON 201.

**Sport Management Major (CIP 3 1.0504) with Sport Communication Concentration**

EXER 201, 221, 230, 420, 421, 431, 461, 462, 494. Cognate: ACCT 213; BADM 221, 331, 332; ECON 201; COMM 150, 160, 170, 213, one COMM elective at the 200 level or above, and one of the following three courses, COMM 207, 211, 212.

### **Minor in Sport Business Requirements**

EXER 420, 431, 461, 462, and two of following: EXER 201, 230, or 421. (No more than 6 hours of a major may be applied to the minor).

### **Exercise Science Course Listing (EXER 000)**

#### **134 Health and Fitness for Majors (3)**

Classroom lectures cover topics that include nutrition, the relationship between fitness and wellness, cardiovascular disease risk management, stress management techniques, cardiovascular assessment and exercise prescription, body composition assessment and weight control, cancer risk management, freedom from addictive behavior, behavioral interventions, and other relevant health and fitness issues. Lectures are supplemented by laboratory, exercise, and health promotion activities. Fulfills the General College Curriculum Exercise Science (Physical Education) requirements. For majors only. Spring.

#### **201 Foundations of Exercise Science (3)**

An introduction to the department's major courses of study. Overview of the professional areas of exercise science, physical education and sport, emphasizing historical, philosophical, and socio-psychological foundations and their implications for contemporary society. Includes the study of current issues, problems, ethical concerns, careers, and future directions of the field. Fall.

#### **205 Clinical Field Experiences in Athletic Training I (1)**

A minimum of 40 hours of supervised clinical field experiences, supplemented with additional instruction within the field of Athletic Training, for 1 semester hour of credit. Clinical field experiences provide the student with opportunities for practice and application of the Entry Level Athletic Training Clinical Proficiencies in a clinical environment under the supervision of a clinical professional. Should be taken concurrently with EXER 312 and EXER 317. Prerequisite/corequisite: BIOL 220; acceptance into the professional component of the Athletic Training Education Program. Fall.

#### **206 Clinical Field Experiences in Athletic Training II (1)**

A minimum of 40 hours of supervised clinical field experiences, supplemented with additional instruction within the field of Athletic Training, for 1 semester hour of credit. Clinical field experiences provide the student with opportunities for practice and application of the Entry Level Athletic Training Clinical Proficiencies in a clinical environment under the supervision of a clinical professional. Should be taken concurrently with EXER 313 and EXER 318. Prerequisite/co-requisite: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program. Spring.

#### **221 Computer Applications in the Exercise Sciences (3)**

Introduces the application of technology in the practice and management of human fitness, wellness, and sport. Demonstrates the uses and value of types of hardware and software. Gives hands-on experience in using a variety of software applications, including word processing, spreadsheets, database operations, and major-specific software. For majors only. Fall and Spring.

#### **224 First Aid and CPR (2)**

The basic principles of first aid and the practical use of cardiopulmonary resuscitation when cardiac arrest is encountered. Students are certified for the one and two person procedure and reviving an infant. Includes proper use of the Heimlich maneuver for victims of choking. For majors and lifeguard trainees only. Fall and Spring.

**230 History of American Sport (3)**

Surveys the development of American sport from colonial times to the present day. Topics include the influence of the shift from an agrarian to an urban society, the search for the American character, the Olympic Games (ancient and modern), the end of amateurism in sport, sport as politics, the drug crisis, the impact of technology on sport, and the shift to the professional marketing and entertainment model by the end of the 20th century. Prerequisite: HIST 111, 112. Spring.

**241-247 Theory of Coaching (2)**

Methods and materials of seasonal planning, training, officiating, and game strategy in each sport. Offered on request.

241 Baseball

242 Football

243 Basketball

244 Soccer

245 Softball

246 Track and Field

247 Volleyball

**251 Sports Officiating (2)**

Principles and practices of officiating in major sports. Intramural sports used as a lab experiences.

**252 Introduction to Athletic Training (4)**

Provides an introduction to the concepts, skills, and techniques used in the prevention and care of common athletic injuries. An emphasis on developing problem solving skills that will foster the ability of students to learn the signs and symptoms of common athletic injuries and be able to apply emergency first aid care while following administrative procedures. The course includes 40 hours of clinical observation, which must be satisfactorily completed prior to admission to the professional phase of the Athletic Training Education Program. Prerequisite/co-requisite: BIOL 111. Spring.

**253 Taping and Wrapping Techniques (3)**

Provides a basic knowledge of the techniques used to prevent an injury or support a body part after an injury. Other topics will include splinting, bracing, casting techniques and pad fabrication. Hands-on practical experience emphasized in laboratory sessions. Prerequisite/co-requisite: BIOL 220; acceptance into the professional component of the Athletic Training Education Program.

**264 Sports Law (3)**

A review of the various sports law issues facing professional, intercollegiate, Olympic, high school, youth, and adult recreational sports. Major topics include tort liability, contracts/waivers, antitrust law, labor law, constitutional law, gender discrimination, drug testing, intellectual property law, broadcasting law, laws pertaining to sports agents, business and employment law, internet gambling, and athletes with disabilities.

**301 Clinical Field Experiences in Athletic Training III (2)**

A minimum of 80 hours of supervised clinical field experiences, supplemented with additional instruction within the field of Athletic Training, for 2 semester hours of credit. Clinical field experiences provide the student with opportunities for practice and application of the Entry Level Athletic Training Clinical Proficiencies in a clinical environment under the supervision of a clinical professional. Should be taken concurrently with EXER 319 and EXER 427. Prerequisites: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program. Fall.

**302 Clinical Field Experiences in Athletic Training IV (2)**

A minimum of 80 hours of supervised clinical field experiences, supplemented with additional instruction within the field of Athletic Training, for 2 semester hours of credit. Clinical field experiences provide the student with opportunities for practice and application of the Entry Level Athletic Training Clinical Proficiencies in a clinical environment under the supervision of a clinical professional. Should be taken concurrently with EXER 314 and EXER 320. Prerequisites: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program. Spring.

**311 Care and Prevention of Athletic Injuries (3)**

Provides a basic introduction to the concepts, skills, and techniques used in the prevention and care of common athletic injuries. Offered Fall odd years (2011, 2013, 2015).

**312 Lower Extremity Evaluation and Assessment (3)**

Theory and practice combine to provide a realistic approach to orthopedic joint evaluation and assessment. Lower extremity joints are investigated. Provides information needed to recognize, test, and assess orthopedic conditions. Should be taken concurrently with EXER 205 and EXER 317. Prerequisite/co-requisite: BIOL 220; acceptance into the professional component of the Athletic Training Education Program. Fall.

**313 Upper Extremity Evaluation and Assessment (3)**

Theory and practice combine to provide a realistic approach to orthopedic joint evaluation and assessment of the upper extremity joints, including the abdomen and thorax. Provides information needed to recognize, test, and assess orthopedic conditions. Should be taken concurrently with EXER 206 and EXER 318. Prerequisite/co-requisite: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program. Spring.

**314 Therapeutic Exercise (3)**

Discusses the principles and techniques of rehabilitation, conditioning, and the return of individuals to sport. The therapeutic techniques will encompass scientific/physiological rationales, selection criteria, indications/contraindications, and clinical applications. Should be taken concurrently with EXER 302 and EXER 320. Prerequisites: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program. Spring.

**317 Clinical Practice I (1)**

Designed for practice and evaluation of specific psychomotor competencies and clinical proficiencies established by the National Athletic Trainers' Association Education Council. Focuses on competencies and proficiencies related to orthopedic joint evaluation and assessment of the lower extremities. Should be taken concurrently with EXER 205 and EXER 312. Prerequisite/co-requisite: BIOL 220; acceptance into the professional component of the Athletic Training Education Program. Fall.

**318 Clinical Practice II (1)**

Designed for practice and evaluation of specific psychomotor competencies and clinical proficiencies established by the National Athletic Trainers' Association Education Council. Focuses on competencies and proficiencies related to orthopedic joint evaluation and assessment of the upper extremities, including the abdomen and thorax. Should be taken concurrently with EXER 206 and EXER 313. Prerequisite/co-requisites: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program. Spring.

**319 Clinical Practice III (1)**

Designed for practice and evaluation of specific psychomotor competencies and clinical proficiencies established by the National Athletic Trainers' Association Education Council. Focuses on competencies

and proficiencies related to therapeutic modalities and treatment of orthopaedic and general medical conditions. Should be taken concurrently with EXER 301 and EXER 427. Prerequisites: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program. Fall.

### **320 Clinical Practice IV (1)**

Designed for practice and evaluation of specific psychomotor competencies and clinical proficiencies established by the National Athletic Trainers' Association Education Council. Focuses on competencies and proficiencies related to therapeutic exercise; techniques of rehabilitation, conditioning, and the return of individuals to sport. Should be taken concurrently with EXER 306 and EXER 314. Prerequisites: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program. Spring.

### **321 Sport and Exercise Nutrition (3)**

This course covers the principles of sound nutrition for the exercising individual, the athlete, and the average individual in society. The physiological needs of the human body; the way that foods, vitamins, enzymes, and minerals are used; and the false information concerning nutrition, diet, weight loss, and enhancing human performance will be discussed. For majors only. Prerequisites: Junior standing or permission of instructor. Fall.

### **324 Applied Exercise Physiology (3)**

A study of the physiological responses and adaptations to exercise as related to human performance limitations, training effect and health related benefits. Emphasis is given to the cardiovascular basis of such phenomena, interrelating topics such as circulatory physiology, energy production, and cardiorespiratory function. Prerequisites: BIOL 220 or 221. Fall and Spring.

### **325 Applied Biomechanics (3)**

This course examines the mechanical principles underlying human movement. It is designed to give a non-mathematical, applied introduction to the analysis of sport skills for non-specialists. Prerequisite: BIOL 221.

### **326 Anatomical Kinesiology and Muscle Function (3)**

This is a functional anatomy course that studies the human body's ability to move. The focus is on the skeletal, muscular, neuromotor control, structural, and functional aspects of human motion. Prerequisite: BIOL 221.

### **331 Motor Development (3)**

An investigation of motor development as an important component of the foundation needed to understand human behavior as it relates to teaching, learning and performing motor skills. The course explains the motor development process and its impact on the acquisition and refinement of physical skills.

### **333 Motor Learning (3)**

An investigation of motor learning as an important component of the foundation needed to understand human behavior as it relates to teaching, learning, and performing motor skills. The course explains the process by which humans acquire and refine physical skills, as well as the stages of skill learning and development.

### **334 Elementary School Physical Education and Health Methods (3)**

An investigation of the principles, practices, and procedures of teaching health and physical education in the elementary school with emphasis content, methods, and materials involved in teaching. Prerequisites: PE 185 or EXER 134; EDUC 221.

**335 Introduction to Athletic Administration (3)**

An investigation of the administration of sports programs at the high school and college levels. Topics include governance structures, facility management, human relations, staff motivation, legal liability, scheduling, staffing program development, and other aspects of athletic management for physical educators, coaches, and athletic directors.

**336 Sport Coaching Principles (3)**

Basic principles of coaching youth sports from the elementary grades through the high school level. Includes an overview of philosophy and ethics, physiology, biomechanics, psychology, and sports medicine. Emphasis on providing a healthy, enjoyable sports experience at an appropriate level of training.

**338 Adapted Physical Education (3)**

Teaches the modification of physical activities for people with disabilities preventing their unrestricted participation in vigorous activities. Includes study of the social and psychological problems of mainstreaming.

**344 School Health Education (3)**

An investigation of the process of teaching students the information and skills they need to become health-literate, to maintain and improve their health, to prevent disease, and to reduce risky health-related behaviors. The course includes the study of etiological factors and social influences that compromise health behavior outcomes, ways to establish interventions within a Coordinated School Health Program, resources for designing effective health education curricula and programs, and factors that impact needs in comprehensive sequential health education. Prerequisite: EDUC 221

**391 Applied Clinical Experiences (1)**

A minimum of 40 hours of laboratory sessions and supervised field experiences, supplemented with additional instruction within the various fields of Exercise Science and Athletic Training, for 1 semester hour of credit. Practical experience within each discipline will focus on translation of theory into practice, development of practical skills in "real-life" settings, and clinical skills in appropriate settings. Supplemental instruction will focus on refining individual knowledge as well as practical and clinical skills. May be repeated for credit. Prerequisites: Permission of adviser and department chair.

**395 Content Knowledge Project (1)**

A project demonstrating the student's depth of understanding and application of content knowledge in the chosen field of study. Prerequisites: Permission of adviser and Department Chair.

**405 Clinical Field Experiences in Athletic Training V (3)**

A minimum of 120 hours of supervised clinical field experiences, supplemented with additional instruction within the field of Athletic Training, for 3 semester hours of credit. Clinical field experiences provide the student with opportunities for practice and application of the Entry Level Athletic Training Clinical Proficiencies in a clinical environment under the supervision of a clinical professional. Should be taken concurrently with EXER 412. Prerequisites: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program. Fall.

**406 Clinical Field Experiences in Athletic Training IV (4)**

A minimum of 160 hours of supervised clinical field experiences, supplemented with additional instruction within the field of Athletic Training, for 4 semester hours of credit. Clinical field experiences provide the student with opportunities for practice and application of the Entry Level Athletic Training Clinical Proficiencies in a clinical environment under the supervision of a clinical professional. Should be

taken concurrently with EXER 434. Prerequisites: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program. Spring.

#### **412 Medical Conditions and Topics in Athletics (3)**

Provides an overview of non-orthopedic medical conditions that may affect athletic participation. Should be taken concurrently with EXER 405. Prerequisites: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program. Fall.

#### **420 Sport Marketing (3)**

Studies the theory and application of marketing to the sport and sport business settings. The emphasis is upon real-world application and examines both service- and product-related educational and business applications.

#### **421 Sport Psychology (3) (PSYC 421)**

The psychological foundations that underlie sport and physical performance, with the emphasis on application rather than theory. Includes motor skill learning, motivation, social interaction, mental training, and the effects of stress, injury and burnout. Examines goal setting, characteristics of peak performance, relaxation, imagery training, and implementing psychological training programs. Prerequisite: PSYC 222.

#### **425 Exercise Physiology (3)**

A study of the physiological responses and adaptations to exercise as related to human performance limitations, training effect and health related benefits. Emphasis is given to the cardiovascular basis of such phenomena, interrelating topics such as circulatory physiology, energy production, and cardiorespiratory function.

#### **426 Biomechanics (3)**

Studies the mechanics of motion applied to human movement and fitness and sport skills. MATH 111 is recommended before taking this course. Prerequisite: BIOL 221.

#### **427 Modalities of Therapy (3)**

Examines the development of comprehensive treatment strategies for orthopaedic and general medical conditions. Topics include scientific and physiological rationales, modality selection criteria, indications/contraindications, and clinical applications of therapeutic modalities. Should be taken concurrently with EXER 301 and EXER 319. Prerequisite: BIOL 220, 223; acceptance into the professional component of the Athletic Training Education Program. Fall.

#### **431 Program Management (3)**

Studies the principles of managing physical education, intramural, and athletic programs, and sport and fitness businesses. Topics include facility management, human relations, staff motivation, legal liability, scheduling, staffing, and related duties of facility managers, physical educators, athletic directors, and coaches.

#### **432 Research Methods in Exercise Science (3)**

Introduces design and application of research projects measuring cognitive, affective and psychomotor performance. Includes use of statistical procedures and interpretation of published research in the discipline. Prerequisites: MATH 160.

#### **433 Administration of Athletic Training Programs (3)**

Studies the standards, policies, procedures and problems of managing athletic training programs. Topics include health care administration, professional development, legal liability, and insurance standards and

practice. Prerequisite: Senior standing in the Athletic Training Education Program. Spring.

**434 Athletic Training Senior Seminar (1)**

This course provides the student with information, practice exams, comprehensive review and counseling pertinent to professional careers in athletic training and sports medicine. Should be taken concurrently with EXER 406. Prerequisite: Senior standing in the Athletic Training Education. Spring.

**441 Secondary Physical Education and Health Methods (3)**

Covers the methods, materials, and techniques of teaching health and physical education to secondary school students. Students develop skills and understanding of various physical activities and analyze appropriate health promotion activities, plan instructional units, and examine a variety of approaches for teaching middle and high school health and physical education to all students. Classes meet six hours per week for the semester. Prerequisites: PE 185 or EXER 134 and EDUC 221

**450 Design of Strength and Conditioning Programs (3)**

Applies the study of bioenergetic, neuromuscular and cardiorespiratory physiology to the principles of designing strength and conditioning programs. Elite performance in various sports is examined for energy system, biomechanical and kinesiological factors. Prerequisites: BIOL 221; EXER 326, 324 or 425.

**452 Exercise Testing and Prescription (3)**

This course examines the techniques used to test and evaluate all components of fitness; including cardiorespiratory fitness, muscular fitness, body composition, and muscular flexibility. In addition, stress management techniques are introduced. Guidelines to prescribe exercise based on fitness evaluations and practical use of relevant equipment are discussed. Prerequisites: BIOL 221; EXER 324 or 425; current CPR certification.

**461 Sport Entrepreneurship (3)**

Studies the start-up process of the private sport-related business. Students work in teams with assigned and original ideas to analyze the potential for the enterprise, develop the business and marketing plans, and plan the process of acquiring financing. The emphasis is upon real-world application and examines both service- and product-related businesses. Prerequisite: Senior majors or permission of instructor.

**462 Advanced Sport Management (3)**

A study of theory and its application in sport management, including topics such as basic management, personnel, ethics, communications, sport economics, accounting and budgeting, sport marketing, sports law, computer applications, research, and the future of sport management.

**490 Directed Study (3)**

On-campus academic study or experience appropriate to the major course of study. May be taken at any time in the calendar year, if arranged by the start of the academic term. Prerequisites: Permission of adviser and department chair.

**492 Practicum (3)**

A minimum of 120 hours of supervised on- or off-campus work experience appropriate to the major course of study. Work is performed under a contract signed by the student, the department chair, and a representative of the sponsoring organization. May be taken at any time in the calendar year, if arranged by the start of the academic term. Prerequisites: Permission of adviser and department chair.

**494 Internship (6)**

A minimum of 200 hours of supervised field experience in on- or off-campus setting appropriate to the major course of study. Work is performed under a contract signed by the student, the department chair,

and a representative of the sponsoring organization. May be taken at any time in the calendar year, if arranged by the start of the academic term. Prerequisites: Permission of adviser and department chair.

**496 Research Project (3)**

Provides advanced students with the opportunity to conduct a worthy research project under the direction of an experienced researcher in the field. Prepares students for graduate and professional level research. A written proposal must be approved by the student's adviser and the department chair during the advisement period prior to the semester for which credit is sought.

**498 Clinical Investigation and Practice (3)**

Provides advanced athletic training education students with the opportunity to conduct an in depth investigation of a clinical issue and gain proficiency in its treatment/rehabilitation under the direction of an experienced clinical professional. The clinical investigation may be conducted at an on- or off-campus affiliated clinical site. Arranged through the Athletic Training Education Program (ATEP) director and department chair, a written proposal must be approved by the clinical instructor, the ATEP director, and the department chair during the advisement period prior to the semester for which credit is sought.

## Foreign Languages

Professors: Dr. Steegar, Dr. Penny

Associate Professors: Dr. Jones (Chairman), Dr. Ortiz

Assistant Professor: Dr. Ibarra

Adjunct Professors: Dr. Thomas, Dr. Salazar, Ms. Bizzell, Mr. Joo, Ms. Sinclair, Mr. Herrera

### Foreign Languages and the General College Curriculum

Fulfillment of the foreign language requirement at Campbell University depends on the degree sought by the student as follows:

1. Students pursuing the B.S. or B.S.W. degree must pass either the 201-level course in the language or attain a satisfactory score on a nationally-normed equivalency examination approved in advance by the Chair of the Foreign Language Department.
2. Students pursuing the B.A. degree must pass either the 202-level course in the language or attain a satisfactory score on a nationally-normed equivalency examination approved in advance by the Chair of the Foreign Language Department.
3. Students pursuing the B.B.A. degree are required to complete two foreign language courses. This requirement may be met by presentation of two or more high school units (years) in the same language.

The student may choose from the following languages currently offered at Campbell: French, German, Greek, Latin, Portuguese and Spanish.

Students whose native language is not English are exempt from the foreign language requirements; however, they must complete both English 101 and 102 with a grade of "C" or better.

Students in the Lundy-Fetterman School of Business must have two years of high school language or pass 101 and 102 of the same language at Campbell University.

### Requirements for a Major in Spanish (CIP 16.0905)

To achieve a major in Spanish, the student must complete the following: SPAN 201, 202, 221, 222, 231, 232, 241, 242, 301, 305, 341 and 342.

### Requirements for a Minor in a Foreign Language

A minor in French or Spanish requires eighteen hours beyond the 102 level. Prerequisites: Students enrolling in courses above the 202 level must have completed FREN or SPAN 101, 102, 201, 202, or the equivalent.

### French Course Listing (FREN 000)

#### 101-102 Elementary French I, II (3, 3)

Introduction to the basic skills of the language: reading, writing, speaking, aural comprehension, and culture. In French 101 emphasis is on vocabulary, use of articles, present tense of regular and irregular verbs, the imperative, and numbers. French 102 covers the passé composé, telling time, object pronouns, and the imperfect tense.

**201-202 Intermediate French I, II (3, 3)**

Review and development of the basic skills, and continued exposure to cultural elements. French 201-202 cover formation and use of the subjunctive, negatives, relative pronouns, the future and conditional tenses. There is extensive reading and discussion in French. Prerequisites: FREN 101, 102 or equivalent placement.

**221-222 Survey of French Literature (3, 3)**

Introduction to the masters of French literature and their major works. FREN 221 begins with the Chanson de Roland and ends with the major authors of the 18th century. FREN 222 begins with the major authors of the 19th Century and continues to the present.

**231-232 French Composition and Conversation (3, 3)**

Emphasis is on improving competency in speaking and understanding standard French and on developing proficiency in the written language.

**300 History and Civilization of France (3)**

Traces the origins and development of French history and civilization, highlighting topics such as geography, education, religion, immigration, and the political system.

**301 Advanced French Grammar (3)**

An intensive review of French grammar with emphasis on the more advanced points of grammar including the verb system and idiomatic usage.

**305 Phonetics and Pronunciation of French (3)**

Individual instruction in French pronunciation, corrective techniques, and practice in phonetic transcription.

**310 Business French (3)**

An introduction to business practices in France, writing a resume and cover letter, interviewing for a job, etc.

**331-332 Advanced Composition/Conversation (3, 3)**

Continued emphasis (from FREN 231-232) is on improving competency in speaking and understanding French and in developing competency in the written language. Materials include real-time tapes of French newscasts. The students base their work on listening, transcribing, discussing and writing about the material.

**400 Methods and Materials of Romance Language Teaching (3)**

A fundamental methods course for teachers of K-12 foreign languages. Topics of lectures, discussions and reading include the historical evolution of language, adapting methods to situational needs, resources for foreign language teachers, integrating the foreign language into the content areas, teaching language in context, testing, and evaluation. Projects include presenting a lesson plan unit in class, videotaping and critiquing a lesson in class, presenting a focused research study with conclusions, and reporting conference and research proceedings. Required for K-12 licensure.

**410 Special Topics in Literature (1-3)**

Investigation of topics in literature under the supervision of an instructor, reading, textual analysis, discussion, and term paper.

**440 Seventeenth-Century French Literature (3)**

A study of French Classicism concentrating on the works of Corneille, Racine, Moliere, Pascal, Bossuet and Boileau.

**450 Eighteenth-Century French Literature (3)**

A survey of major texts of the "philosophes" concentrating on Diderot, Voltaire, Rousseau and Montesquieu.

**460 Romanticism and Realism (3)**

The first part of the 19th century in French literature, including major works of authors from Chateaubriand to Flaubert.

**470 Symbolism and Naturalism (3)**

Major works of French authors in the latter part of the 19th Century.

**480 Twentieth Century French Literature (3)**

Reading and discussion of literary movements and the major writers of poetry, theater and the novel in the 20th century.

**Spanish Course Listing (SPAN 000)**

**101-102 Elementary Spanish I-II (3, 3)**

Introduction to the basic skills of reading, writing, speaking, aural comprehension, and culture in a contextualized format. Grammatical concepts include the usage of present tense of regular, irregular and stem-changing verbs, present progressive tense, articles, concepts of noun/adjective agreement, prepositions, preterit and imperfect tenses of regular, irregular and stem-changing verbs, reflexive verbs, direct and indirect object pronouns, an introduction to commands, and the subjunctive mood. Vocabulary is presented in thematic units. No prerequisites.

**201-202 Intermediate Spanish I-II (3, 3)**

Continued practice in the basic skills; review of grammar; reading of selected literary texts, and continued study of cultural elements. Grammatical concepts include the usage of the present and past subjunctive mood, the perfect tenses, and conditional verb forms. Spanish 202 incorporates brief readings and discussions based on literary works and cultural and historical information about the Hispanic community. Prerequisites: SPAN 101-102 or equivalent placement.

**221-222 Survey of Spanish Literature (3, 3)**

Introduction to the masters of Spanish literature and their major works. SPAN 221 studies works from the 12th to the 17th centuries including *El cantar del mío Cid*, *La Celestina*, *Don Quijote*, and works of Lope de Vega and Calderon de la Barca. SPAN 222 study's authors from the 18th and 20th centuries including Unamuno, Baroja, Ortega, García Lorca and Cela.

**231-232 Spanish Composition and Conversation (3, 3)**

Emphasis on improving competency in speaking and understanding Latin American and Castilian Spanish and developing proficiency in the written language. Methods of instruction include lecture, group discussion, and essay writing as a process. Textual materials used include current events from news sources and the internet, essays from the textbook, and student essays for presentation and critique.

**241-242 Survey of Spanish American Literature (3, 3)**

Introduction to the texts characteristic of the Spanish American colonial period, which includes vestiges of medieval thought in Renaissance, Baroque, Neoclassic and Romantic literature. Span 241 covers the time from 1492 to the late 1880's. Representative authors of the chronicle, the travel diary, the

protonovel, novel, short story and pre-Columbian texts. Span 242 covers literary movements and authors in Latin America from 1880 to the present. Literary periods include late Romanticism, Modernism, Vanguard, Boom and Post-Boom.

### **301 Advanced Spanish Grammar (3)**

Study of and practice with more elaborate and idiomatic grammar forms used in articles and literary texts. Grammar is observed contextually and is incorporated into compositional and essay production as well as translations.

### **302 Spanish for Heritage Learners (3)**

Designed for students who have been exposed to Spanish speaking at home. This class uses the linguistic competence students already have in order to improve their proficiency in other skills. Although the main focus of the course is written and reading development, all skills, including oral, listening and culture, are practiced in a positive and supportive environment. Prerequisite: SPAN 202, placement exam or department permission. Elective only.

### **305 Spanish Phonetics and Pronunciation (3)**

A study of phonetic transcription and normative instruction in Spanish pronunciation. The phonetic alphabet and pronunciation practice are incorporated into the study.

### **310 Business Spanish (3)**

Introduction to business practices and interactional modes in Spain and Latin America. Practice in writing resumes, queries, and cover letters.

### **311-312 Medical Spanish (3, 3)**

Two semester course designed to equip those in medical professions with basic functional and work related communication skills in Spanish. There is an increased focus on consecutive and simultaneous interpretation and sight translation that builds from the initial practice in the first course of the series. Classroom instruction includes dialogues and vocabulary from everyday situations that medical students, pre-professionals, and professionals may encounter at work settings such as hospitals, emergency rooms, doctors' offices, and clinics when dealing with Spanish-speaking patients and personnel in the United States. Resources from the National Center for Interpretation, Translation, Research, and Policy are continually integrated into the course as well as practice in simulated interpreting settings with university medical students in patient/physician simulation activities. SPAN 311 topics of focus include; anatomy, childbirth, radiology, cancer and sexually transmitted diseases SPAN 312 topics include; midwives, clinical settings, drug addiction, child safety, and cardiology. Service learning opportunities are introduced and encouraged for both semesters. Prerequisite: SPAN 201

### **313 Spanish for the Justice System (3)**

Course designed to meet the needs of those entering the legal professions whether law or law enforcement. Students will learn situational vocabulary pertaining to the police force and the law courts. Classes are centered on creating mock representation of courtroom scenarios and policing events. As such students will learn how to conduct themselves as potential police officers and lawyers interacting with Spanish speakers. Instruction includes actual on site visits with local law enforcement. Prerequisite: SPAN 201.

### **315 Special Topics Spanish for Professionals (1-3)**

Emphasizes developing Spanish speaking skills as an effective tool for communicating with native speakers of Spanish in the workplace. Students' practice of Spanish will not be limited to the classroom but will also include members of the community. A particular version of the course might include Spanish for Social Work. Prerequisite: SPAN 201.

**325 Spanish and Spanish-American Film (3)**

A study of film as a tool to understand literary, socio-historical, psychological, and political aspects of the cultures of Spain and Spanish-America. The course proceeds chronologically, topically and geographically and will address cultural issues such as identity, gender, and philosophical and literary movements in film art and literature. Prerequisite: SPAN 202.

**331-332 Advanced Composition/Conversation (3, 3)**

Continued emphasis (from the 231 and 232 classes) is on improving competency in speaking and understanding Latin American and Castilian Spanish and developing proficiency in the written language. There is a greater emphasis on speaking proficiency. Methods of instruction include lecture, group discussion, and essay writing as a process. Textual materials used include current events from news sources and the internet, essays from the textbook, and student essays for presentation and critique.

**341 Spanish Civilization (3)**

Traces the origins and development of Spanish history and civilization from medieval to modern times.

**342 Civilization of Latin America (3)**

This course examines aspects of the history and culture of Latin America from the Pre-Columbian era to the present.

**350 20th Century Spanish and Latin American Writers in Translation (in English) (3)**

This class will focus on the works of the leading authors of Spain and Latin-America of the twentieth century. We will look at history as a forum for addressing current and universal issues, how regionalism can be applied to Latin-America, and the transition from tradition to modernity, as well as certain attitudes regarding life and death. The course will be conducted entirely in English.

**360 Latino Literature of the United States (in English) (3)**

In this course we will look at the literary production of the three major Latino groups in the U.S.: Cuban, Puerto Rican and Mexican, as well as addressing the importance of the works of many other national groups. As we focus on the works of a particular group, specific concerns which are shaping policy, culture, and identity in the United States will be identified. Texts will be in English and the course will be conducted entirely in English.

**400 Methods and Materials of Romance Language Teaching (3)**

A fundamental methods course for teachers of K-12 foreign languages. Topics of lectures, discussions and reading include the historical evolution of language, adapting methods to situational needs, resources for foreign language teachers, integrating the foreign language into the content areas, teaching language in context, testing, and evaluation. Projects include presenting a lesson plan unit in class, videotaping and critiquing a lesson in class, presenting a focused research study with conclusions, and reporting conference and research proceedings. Required for K-12 licensure.

**410 Special Topics in Literature (1-3)**

Investigation of topics in literature under the supervision of an instructor, reading, textual analysis, discussion, and term paper.

**420 Latin American Short Story (3)**

A study of the short story and essay focusing on Latin American authors from the late 19th to the mid-20th centuries, including Esteban Echeverria, Tomas Carasquilla, Javier de Viana, Ruben Dario, Rafael Arrevalo Martinez, Horacio Quiroga, Jorge Luis Borges, Gabriel Garcia Marquez, and Luisa Valenzuela.

**450 Cervantes (3)**

A study of the literary works of Don Miguel de Cervantes with an emphasis on his master- piece, Don Quixote. Other works include his Entremeses and the Novelas Ejemplares.

#### **485 Contemporary Spanish and Latin American Novel (3)**

This course provides an extensive overview of the main Latin-American and Spanish writers from the “Boom” period (1960) and since. This course is designed to help develop an understanding and appreciation for the culture and history of the region through its narrative.

#### **German Course Listing (GERM 000)**

##### **101-102 Elementary German (3, 3)**

Introduction to the basic skill of the language—reading, writing, speaking, and aural comprehension.

##### **201-202 Intermediate German (3, 3)**

Continuation and review of German grammar; aspects of German culture. Prerequisites: GERM 101-102 or equivalent placement.

#### **Greek Course Listing (GREE 000)**

##### **101-102 Elementary Greek (3, 3)**

A survey of the elements of Hellenistic (koiné) Greek grammar, illustrated systematically from the Greek New Testament.

##### **201-202 Intermediate Greek (3, 3)**

Readings from the Greek New Testament with a review of grammar at the intermediate level. Introduction to Greek-based exegetical tools and the textual apparatus. Prerequisites: GREE 101 - 102.

#### **Latin Course Listing (LATN 000)**

##### **101-102 Elementary Latin (3, 3)**

Introduction to pronunciation, grammar, and vocabulary. The course includes the reading of prose and a survey of the history and civilization of Rome.

##### **201-202 Intermediate Latin (3, 3)**

Continuation and review of Latin grammar. The course includes readings in Latin prose and a continuation of the survey of Roman history and civilization. Prerequisites: LATN 101-102 or equivalent placement.

#### **Portuguese Course Listing (PORT 000)**

##### **101-102 Elementary Portuguese (3, 3)**

Introduction to pronunciation, grammar, and vocabulary. The course includes the reading of prose and a survey of the history and civilization of the Lusophone (Portuguese-speaking) world.

##### **201-202 Intermediate Portuguese (3, 3)**

Continuation and review of Portuguese grammar. The course includes readings in Portuguese prose and a continuation of the survey of the history and civilization of the Lusophone (Portuguese-speaking) world. Prerequisites: PORT 101-102 or equivalent placement.

## Healthcare Management

Associate Professor: Dr. LeJon Poole

Instructors: Dr. Terika Haynes, Dr. Dawn Wilson

### Requirements for a Major in Healthcare Management (BBA) (CIP 52.0299)

ACCT 213, 214; BADM 100, 125, 221, 222, 236, 300, 313, 314, 331, 332, 345; ECON 201, 202; HCM 310, 311, 330, 350, 410, 440, and 490, POLS 229, PSYC 222.

### Healthcare Management Course Listing (HCM 000)

#### 310 Healthcare Organization and Delivery (3)

An introductory course designed to give students the bird's eye view of the healthcare industry. Topics include but are not limited to an overview of the organizational, structural, and operational aspects of the healthcare systems and the individual services that comprise them.

#### 311 Healthcare Management (3)

The course provides a systematic understanding of the organizational principles, practices, and insight to the management of health services organizations. Emphasis is on application through case analysis in order to challenge students to arrive at a solution to the problem or develop a philosophical position.

Prerequisite: BADM 331.

#### 330 Healthcare Policy and Law (3)

A broad brush of the intersection between healthcare policy, law, and ethics followed by discussions of the trios combined impact on policy creation and implementation. Contemporary and controversial topics include actual situations at both national and global settings. Overarching aim of the course is to engage students in policy discussions, research, analysis, and debates. Prerequisites: BADM 221 and BADM 222.

#### 350 Healthcare Quality Management (3)

A study of contemporary quality management theories and practices pertaining to the management of healthcare organizations. Real-life case studies are used to demonstrate and apply the basics of performance excellence for the benefit of today's healthcare managers and practitioners. Prerequisite: BADM 331.

#### 410 Foundations of Healthcare Financial Management (3)

An in-depth survey of the key managerial accounting principles and financial management tools with specific applications, using case methods, to the ever-changing healthcare industry and its major stakeholders including healthcare providers, insurers, policy makers, patients, and the general public.

Prerequisites: ACCT 213 and ACCT 214.

#### 440 Policy Issues in Healthcare Services Delivery (3)

A capstone course, using case methods, designed to assimilate the accumulated knowledge and skills acquired in all the previous courses and internship experience to the effective and efficient management of healthcare enterprises. The course requires through awareness of and familiarity with both short-term and long-term issues in the healthcare industry as well as the ability to analyze and synthesize with confidence the solutions to pressing challenges confronting today's healthcare managers. Prerequisites: HCM 311, HCM 330, and HCM 410.

**490 Healthcare Internship (3)**

This is one of the culminating experiences in the major. Each student is required to complete a 200 hour internship with a Healthcare Organization. The student will acquire Healthcare industry related employment experience with an approved organization. There is a related term paper required.

Prerequisites: Junior standing; declared major in Healthcare Management, overall grade point average of 2.0 or greater, and completion of an internship contract.

## History and Geography

Professors: Dr. Martin (Chair - History, Criminal Justice & Political Science), Dr. Johnson (Director of Historical Studies)

Associate Professors: Dr. McNair, Dr. Stanke

Assistant Professor: Dr. Mercogliano

Adjunct Faculty: Dr. Cox, Ms. Davis-Doyle, Ms. Erickson, Mr. Lloyd, Mr. Melvin, Mr. Nathaniel, Mrs. Pittman, Mr. Slattery

### Requirements for a Major in History (CIP 54.0101)

Candidates for the major in History must, in addition to the general curriculum, complete at least 37 semester hours in history with a "C" average or better, to include HIST 111-112, HIST 221-222, HIST 451, at least six credit hours of upper-division (300 and 400) courses in each of the following three areas: European history; United States history; and Non-Western history; and at least three additional credit hours of upper-division (300 and 400) history courses. Candidates must, in addition, complete the following related courses: POLS 229, ECON 201 and 202 (American Economic History may be substituted for the latter). History majors should fulfill the college mathematics requirement by taking MATH 111 and MATH 160.

### Requirements for a Minor in History

Students pursuing a minor in History must select a focus and complete, with a "C" average or better, a minimum of 24 semester hours of history courses, including HIST 111, 112, 221, and 222. In addition to HIST 111, 112, 221, and 222, the 24 hours of history must include at least 12 semester hours of upper-division (300 and 400 level) courses with at least 3 hours in each of the following areas: US history; European history; Non-Western history.

### Pre-law with a Major in History (CIP 54.0101/22.0001)

Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. Campbell University's Department of History, Criminal Justice and Political Science has a curriculum to aid students wishing to demonstrate such qualifications.

The program meets all college requirements for a Bachelor of Arts degree and gives the students a major in History. The program, which is broad enough to provide students the specific courses needed to prepare them for the study of law, includes 6 hours of United States history, 3 hours of British history, 3 hours of political thought, 3 hours of logic, 6 hours of economics, 3 hours of public speaking, 6 hours of constitutional development, and 3 hours of either advanced writing (ENGL 302) or argument and persuasion (ENGL 424). The curriculum also includes HIST 300, Introduction to Law, with presentations by faculty from the Norman Adrian Wiggins School of Law.

### International Studies with a Major in History (CIP 54.0101/45.0901) or Political Science (CIP 45.1001/45.0901)

The program in International Studies adapts the History or Political Science major by requiring more of the required 37 semester hours of history or political science courses focus on international relations. International Studies students are required to take GEOG 113 or 114, POLS 343, POLS 345, POLS 403, one of the POLS 443, 445, 446, or 447 series, HIST 448, POLS 449 or 450, RELG 251, and SOCI 345 (recommended). The students should advance through the 221/222 level of a foreign language and

include an economics class in addition to the two required for the political science major. History and Political Science majors with an International Studies concentration will respectively complete POLS 481 or HIST 451 as their senior seminar.

### **Requirements for a B.S. with a Major in the Social Sciences (Concentration in History) (CIP 45.0101)**

The candidate must complete, with a "C" average or better, at least 48 semester hours in the social sciences distributed as follows: twenty-four hours in history; six hours each in economics, sociology, geography, and political science. In addition to HIST 111, 112, 221, and 222, the 24 hours of history must include at least 12 semester hours of upper-division (300 and 400 level) courses with at least 3 hours in each of the following areas: US history; European history; Non-Western history.

### **Requirements for Teacher Licensure in Social Studies (CIP 13.1318)**

History majors seeking Social Studies teacher licensure must, in addition to the general curriculum, complete at least 37 semester hours in history with a "C" average or better, to include HIST 111-112, HIST 221-222, HIST 451, at least six credit hours of upper-division (300 and 400) courses in each of the following three areas: European history; United States history; and Non-Western history; and at least three additional credit hours of upper-division (300 and 400) history courses. Candidates must, in addition, complete the following related courses: POLS 229, ECON 201 and 202 (American Economic History may be substituted for the latter). History majors should fulfill the college mathematics requirement by taking MATH 111 and MATH 160.

Students majoring in Social Science (concentration in History) who desire licensure to teach Social Studies in the secondary schools of North Carolina must complete, with a "C" average or better, at least twenty-four semester hours in history. In addition to HIST 111, 112, 221, and 222, the 24 hours of history must include at least 12 semester hours of upper-division (300 and 400 level) courses with at least 3 hours in each of the following areas: US history; European history; Non-Western history plus HIST 451 (Seminar). Students must also take 6 semester hours each in economics, geography, political science and sociology. For the specific courses required, the candidate seeking licensure should consult both the appropriate departmental bulletins and the School of Education. All prospective teachers must possess a 2.5 average overall in order to be admitted into the teacher education program, where they will complete School of Education requirements for licensure.

### **Double Major**

Along with guidelines set forth in this catalogue in the Chapter entitled "Academic Program and Regulations", students wanting to pursue two majors must choose a "governing" major and meet the additional requirements of: (1) maintaining a 3.0 average and (2) taking the Seminar for the "governing" major, and (3) possibly an additional seminar depending on the adopted curriculum (see your adviser).

### **History Course Listing (HIST 000)**

#### **111, 112 Western Civilization (3, 3)**

This course examines the major political, social, cultural, economic and intellectual developments which gave rise to Western civilization and its continuance.

#### **221, 222 United States History (3, 3)**

This class is designed as an introduction to American history from the pre-colonial period to the present. Major political, social, cultural and economic developments will receive attention. Prerequisites: HIST 111-112.

**300 Introduction to Law (3) (Also POLS 300, CRIM 300)**

An introduction and survey of the field of law for students interested in understanding the diverse nature of the field of legal studies. Prerequisites: POLS 229, 230, and junior status.

**305 World Civilization I (3)**

An introduction to the historical development of World Civilization from its pre-history and ancient beginnings to the early modern age. This class is not a substitute for Western Civilization but counts as a Non-Western class. Prerequisites: HIST 111; HIST 221 is recommended.

**306 World Civilization II (3)**

An introduction to the historical development of World Civilization from the Scientific Revolution to 2001. This class is not a substitute for Western Civilization but counts as a Non-Western class. Prerequisites: HIST 111-112; HIST 221-222 are recommended.

**310 The American Military Experience (3) (Also MSCI 310)**

This survey of American warfare and military institutions gives particular emphasis to grand strategy, theater-level operations, civil-military relations, technological development, military leadership, and the impact of war on American society. Prerequisites: HIST 111-112; HIST 221-222 recommended.

**322 Latin America: An Area Study (3)**

An historical survey of the selected Latin American nations through the 20th century, the course will emphasize the national period and the intellectual, political, social, international, and economic facets of contemporary Latin America. Prerequisite: HIST 112.

**325 Modern Germany (3)**

A historical survey of early and modern Germany; emphasis will be placed on changes with regard to culture, economy, society, and political systems. Prerequisites: HIST 111-112.

**331 History of North Carolina (3)**

With an eye to meeting the special needs of those seeking teacher certification, this course surveys the state's political and economic history from the earliest colonial beginnings to the present. Prerequisites: HIST 221 or 222.

**332 North Carolina: Its Geography and People (3)**

With an eye toward meeting the special needs of those seeking teacher certification, this course examines in depth the geography and social history of North Carolina. Prerequisites: HIST 221 or 222.

**340 Ancient Greece and Rome (3)**

A survey of ancient Greece and Rome and their great traditions of democracy, monarchy, philosophy, art, architecture and drama. Students analyze the development of Greek civilization, from the rise of the city-state system, the golden age of Athens and Sparta, concluding with the Greek Empire created by Alexander the Great. Students also address the formation of the Roman Republic, its conquest of Mediterranean world, its ultimate collapse and the rise of the Roman Empire. Prerequisites: HIST 111-112.

**342 Eastern Europe: An Area Study (3)**

An introduction to the recent history, culture, and politics of Russia, Eurasia, and Eastern/Central Europe which will examine the major political, social, cultural and economic developments of the region's nations from the late nineteenth century through the present. Prerequisites: HIST 111-112.

**343 Medieval England (3)**

This survey of the history of the British Isles from the earliest times to around A.D.1307 gives particular emphasis to English constitutional history from 500 to 1307. Prerequisites: HIST 111-112.

**344 Stuart England (3)**

This survey of English history during the time of the Stuarts (1603-1714) emphasizes the constitutional struggles of that period. Prerequisites: HIST 111-112.

**345 History of England, 1000-1700 (3)**

This course studies the History of England from Magna Carta to the Glorious Revolution, covering the development of the main institutions and traditions of England, including the Monarchy and Parliament, Common Law, constitutional political science, natural rights, the Anglican Church, the founding of colonies, the King James Bible, the Royal Navy, and Shakespeare. Prerequisites: HIST 111-112.

**350 Renaissance and Reformation (3)**

A survey of these two movements that dramatically altered the course of Western History and mark the transition from the Middle Ages to the Early Modern Period. Students analyze the intellectual history of these movements, as well as the political and economic changes of the age, and the tremendous religious upheavals of the sixteenth century. Prerequisites: HIST 111-112.

**351 South Asia: An Area Study (3)**

An introductory survey of the recent history, culture, and political institutions of South Asia from Afghanistan to Burma, with particular emphasis on India, Pakistan, and Bangladesh. Attention will also be devoted to Indian and Muslim influences on Southeast Asia. Prerequisites: POLS 229 and HIST 111-112.

**352 East Asia: Area Study (3)**

An introductory survey of the recent history of the culture, society, politics, and intellectual development of East Asia, with particular emphasis on the cultural heritage and contemporary issues of China and Japan. Prerequisites: POLS 229 and HIST 111-112.

**353 Africa: An Area Study (3)**

A survey of the history of sub-Saharan Africa from the earliest times to the present. Emphasis will be on the period from the mid-19th century to the present, with a special focus on current economic, social, and political problems. Prerequisites: POLS 229 and HIST 111-112.

**354 Southeast Asia: An Area Study (3)**

An introductory survey of the recent history, culture, and political institutions of Southeast Asia. Imperialism and twentieth century conflicts will receive particular attention. Prerequisites: POLS 229 and HIST 111-112.

**357 The Middle East and North Africa: An Area Study (3)**

An introductory survey of the recent history, culture, and political institutions of this predominantly Islamic area. Particular emphasis will be placed on those political developments since the mid-19th century that help explain the current problems of the countries in this area. Topics to be covered include the Arab-Israeli conflict, oil and the Persian Gulf, the Lebanese civil war, and the rise of Islamic fundamentalism. Prerequisites: POLS 229 and HIST 111-112.

**358 The Colonial and Revolutionary Periods in American History (3)**

Beginning with the voyages of discovery and ending with the Battle of New Orleans, this course emphasizes the development of political, economic, and social institutions as well as the changes that took place during the Colonial and Revolutionary periods. Prerequisite: HIST 221.

**362 The Old South (3)**

This course examines the social, economic, and political history of the South from colonial settlements through the end of the Civil War. Prerequisite: HIST 221.

**363 The Civil War (3)**

This course examines political, social and economic causes and consequences of the Civil War and Reconstruction. Prerequisite: HIST 221.

**364 The New South (3)**

A survey of the economic, social, and political development of the Southern United States since 1870. Prerequisites: HIST 221-222.

**400 Early Modern Europe—1648 to 1815 (3)**

A survey of European History from the Treaty of Westphalia to the end of the Napoleonic era, with special attention paid to the major developments of the time, including the Revolution in England, Louis XIV, Old Regime Europe, the Enlightenment, the French Revolution and the rise and fall of Napoleon. Prerequisites: HIST 111-112.

**402 American Economic History (3)**

This course traces the evolution of the economy of the United States, which it analyzes in terms of developments in agriculture, commerce, and industry, with particular emphasis on technology and the changing role of government. Special attention is given to the rise of modern corporations. Prerequisites: HIST 221-222.

**420 History of American Intelligence (3)**

This course focuses on the function of intelligence, the role it plays in the foreign policy process, how presidents from Washington to Bush have used it to promote American interests and protect national security, and ways in which the intelligence community has been affected by the behavior and policies of the executives they have served. Prerequisites: POLS 229 and HIST 222.

**433 The United States in the 19<sup>th</sup> Century (3)**

This colloquium provides an in-depth look at the political, economic, social, and cultural changes the nation underwent during the nineteenth century as it moved from an agrarian republic to a major industrial and world power by 1900. Prerequisites: HIST 221-222.

**434 The United States since 1900 (3)**

This colloquium provides students with an in-depth look at the America during this century with particular attention to the nation's social and cultural history, doing so from the perspective of ordinary Americans in order to understand how individuals experienced and perceived the major events of the century. Prerequisite: HIST 222.

**444 Modern Europe (3)**

This class addresses the great events of twentieth century Europe, including the First and Second World Wars, the Cold War and the collapse of communism. Prerequisites: HIST 111-112.

**448 American Foreign Relations since 1898 (3)**

An in-depth look at United States foreign policy during the century, including: a history of the major events and themes governing the American diplomatic tradition; the sources, processes, and implementation involved in foreign policy decision-making; and the consequences of US power and policy. Prerequisites: POLS 229 and HIST 222.

**451 Seminar: Historiography and Historical Writing (4)**

This “capstone course” includes original research and writing a major project based on primary and secondary sources. Required of all history majors. (Approval of the instructor is required, plus HIST 111-112.)

**453 Methods of Teaching Social Studies (1.5)**

A study of the methods of teaching social studies in the secondary school, this course places emphasis on the practical development of useful teaching materials. (Restricted to students seeking North Carolina teaching licensure.)

**454 Internship (3)**

The internship program is a supervised work experience with selected public or private agencies, museums, archives, or similar institutions and activities with a historical purpose. (Approval of the instructor is required.)

**459 Contemporary Issues and Conferences (1-3) (POLS 459)**

This course is designed to encourage student participation in such programs as the Model United Nations and other intercollegiate conference activities and special programs of study. A student must secure the permission of the instructor in order to enroll in POLS/HIST 459.

**460 Special Topics (3)**

Special Topics is a tutorial course established at the request of the student and an agreement with a faculty member when special needs or circumstances require presentation of subject matter not otherwise included in the academic program. (By arrangement with the instructor.)

**Geography Course Listing (GEOG 000)****113 Introduction to Geography (3)**

A survey of the natural landscape and the forces acting upon it. The course provides an introduction to geological and meteorological processes affecting the earth, as well as addressing the political, economic, and social changes influenced by geographic movements.

**114 World Regional Geography (3)**

The basic objective of this course is to analyze various world regions with respect to the influence of physical and cultural environments in both spatial and temporal contexts.

## Homeland Security

Associate Professor: Dr. Gray

Assistant Professor: Mrs. Parker (ABD)

Adjunct: Dr. Egsegian

### Requirements for a Major in Homeland Security (40 hours) (CIP 43.0301)

Candidates for a Bachelor of Science major in Homeland Security, must complete the following nine required courses: HSEC 200 (previously CRIM 461) National and International Security, HSEC 320 (previously CRIM 490) Homeland Security, POLS 332 Emergency Preparedness and Response, HSEC 340 (previously CRIM 466) Critical Infrastructure Protection, HSEC 350 (previously CRIM 475) Terrorism, HSEC 360 (previously CRIM 464) Intelligence and National Security, HSEC 370 Interagency Operations, HSEC 490 Internship, and HSEC 495 Senior Seminar in Homeland Security. In order to complete the requirements for the BS major in Homeland Security, students must also complete either one of two concentrations: 1) Terrorism concentration by completing HSEC 452 (previously CRIM 477) Terrorism: Regional Studies, and HSEC 454 (previously CRIM 479) Insurgency; or 2) Intelligence concentration by completing HSEC 462 Intelligence Analysis, and HSEC 464 Intelligence Operations. Students also will take two HSEC courses of their choice.

### Requirements for a Minor in Homeland Security (21 hours) (CIP 43.0301)

In order to complete a minor in Homeland Security (HSEC), students must complete the following four core courses: HSEC 200 (previously CRIM 461) National and International Security; HSEC 320 (previously CRIM 490) Homeland Security; HSEC 350 (previously CRIM 475) Terrorism; and HSEC 360 (previously CRIM 464) Intelligence and National Security. Students also must complete three additional HSEC courses.

### Homeland Security Course Listing (HSEC 000)

#### **200 National and International Security (previously CRIM 461) (3)**

This foundational course provides a broad overview and context of National and International Security Studies, and investigates pressing, critical security threats and issues, while focusing on the security problems and potential solutions. Selected topics include traditional and non-traditional issues. Prerequisites: none.

#### **320 Homeland Security (previously CRIM 490) (3)**

This introductory course examines the field and discipline of Homeland Security. Specifically, the course examines the Homeland Security National Strategy, organizations, governmental policies, and various operational aspects of Homeland Security. Prerequisites: HSEC 200 or instructor permission.

#### **340 Critical Infrastructure Protection (previously CRIM 466) (3)**

This course provides an introduction to Critical Infrastructure Protection, and provides a foundation for understanding the complexities and political realities associated with competing interests and multiple demands for Critical Infrastructure Protection. Prerequisites: HSEC 200 or instructor permission.

#### **350 Terrorism: Foundational Concepts (previously CRIM 475) (3)**

Terrorism is now the single most critical national and international security threat and issue. This course on international terrorism focuses on the problem and the solution of international terrorism from a policy-makers perspective. Much of the course material concentrates on the operational aspects of

international terrorism and thereby allows for subsequent analysis for counterterrorism policy formulation. Comprehensive in scope, this course will cover a wide range of relevant topics from the historical background and roots to the sociological, economic, and psychological aspects of International Terrorism to the actual operational factors of International Terrorism. This concept of International Terrorism will be explored in an operational light and within the context of the policymaker and the national and international security policy formulation, execution and evaluation domain. Prerequisites: HSEC 200 or instructor permission.

### **360 Intelligence and National Security (previously CRIM 464) (3)**

This course focuses on the craft of U.S. Intelligence and its role in the making and implementation of national security. Topics include definitions and problems of Intelligence and National Security; various aspects of Intelligence and National Security; and significant past, present and future events, operations and implications involving Intelligence and National Security. This course examines the concept, framework and applications of Intelligence and National Security, as well as, analyzes the relevant historical background and current national and international issues. The focus of the course will center on Intelligence and National Security and related National, Homeland and International Security issues. Prerequisites: HSEC 200 or instructor permission.

### **370 Interagency Operations (3)**

This course provides an overview and analysis of Interagency Operations issues facing Homeland Security personnel involved in the administrative, regulatory, and political dimensions of Homeland Security. It introduces concepts and provides information about the political system in which Homeland Security officers must navigate and presents an overview of key governmental agencies and actors from all three levels of government. Prerequisites: HSEC 200 or instructor permission.

### **442 Organized Crime (previously CRIM 472) (3)**

This course delves into a worldview exploration of the ever-evolving machinations of organized crime. Definitions of organized crime and theoretical frameworks of organized crime groups are discussed, along with the characteristics, ideologies, strategies and tactics. Ethnic and terrorist gangs will also be studied as will traditional, non-traditional, and emerging criminal syndicates and their impact on homeland security. Prerequisite: Prerequisites: HSEC 200 or instructor permission.

### **444 Cyber Security (3)**

This course provides an overview of Cyber Security. This course examines the concept, framework and applications of Cyber Security, as well as, analyzes the relevant historical background and current Cyber Security issues. The focus of the course will center on Cyber Security and related security issues. Students will be exposed to the spectrum of activities, methods, and activities with emphasis on practical aspects of Cyber Security. Prerequisites: HSEC 200 or Instructor permission.

### **452 Terrorism: Regional Studies (previously CRIM 477) (3)**

With a practical approach, this seminar investigates the subject of International Terrorism with a traditional regional studies methodology. The worldwide problem of terrorism will be surveyed in a region-by-region approach to include the global regions of East Asia, Latin America, Europe, North Africa, Central Asia, and the Middle East. Concentrating on major developments and trends, specific terrorist groups will be analyzed in terms of organizational description, areas of operation, political objectives, activities and operations, operational targets, and counter-strategies. Special attention will be paid to individual groups, regional situations and transnational dynamics. Actual examples and case studies are scrutinized in order to grasp the relevant principles. Comprehensive in scope, this course will cover a wide range of relevant topics all centered on the Terrorism: Regional Studies. Prerequisites: HSEC 350 or instructor permission.

**454 Insurgency (previously CRIM 479) (3)**

This course will explore the concepts of Political Violence and Insurgency in the context of Homeland Security, as well as, National and International Security. While these essential elements of Political Violence and Insurgency will be treated separately, this course will also examine and define their relationship to terrorism. The approach of the course will be both descriptive and prescriptive in nature and content and will be presented within the framework of an operational and policy perspective. This course subject and content material is essential for anyone who is interested in or involved with Homeland Security, as well as, National and International Security and must deal with Political Violence, Insurgency, International Terrorism or Counterterrorism. Prerequisites: HSEC 350 or instructor permission.

**462 Intelligence Analysis: Research, Methods and Writing (3)**

This course will examine Intelligence Analysis methodology and products as employed in a variety of settings and for a number of customer-types. An overview of the Intelligence Process and of Collection Strategies will also be conducted. The primary emphasis will be on conducting actual analysis of raw information to produce an Intelligence Estimate as a capstone to the course. Throughout the class, reading and interpreting analytically will be the focus, in order for each student to be able to function independently in synthesizing raw data within given parameters to create a coherent predictive estimate. This course is intended for both potential producers and consumers of intelligence. Prerequisites: HSEC 360 or instructor permission.

**464 Intelligence Operations (3)**

This course examines Intelligence Operations within the context of National and Homeland Security. Prominent subjects include Human Intelligence (HUMINT), Covert Action and Counterintelligence, as well as, the organizations, missions, and functions of national intelligence and security services. The focus of the course will center on Intelligence Operations and related National, Homeland and International Security issues. Prerequisites: HSEC 360 or instructor permission.

**472 Homeland Security Policy and Law (3)**

This course serves as an introduction to the legal and policy framework for Homeland Security and response to natural and man-made hazards and disasters. The course will address and develop a working understanding of the legal and policy principles of the profession of Homeland Security, as well as, local, state and federal relationships for introducing and implementing new Homeland Security laws and regulations. Overall, the course will provide a broad understanding of the Homeland Security policy making, policy implementation, and program administration processes in the American federal system. In sum, this course will examine address Homeland Security Law and Policy. Prerequisites: HSEC 320 or instructor permission.

**482 Critical Issues in Homeland Security (3)**

The focus of this course varies, but will address pertinent, critical issues related to Homeland Security. The course allows students to extensively study and critically analyze interesting and important topics related to the discipline and profession of Homeland Security, and is designed for students to conduct intensive, independent research studies of Critical Issues related to Homeland Security. The student will research, write and present the findings and results of the research. Prerequisites: HSEC 320 or instructor permission.

**484 Regional and Global Security (3)**

This course surveys a variety of strategic security issues and concerns, while focusing on areas of regional as well as global affairs. Prerequisites: HSEC 200 or instructor permission.

**490 Internship in Homeland Security (3)**

This internship is a supervised work experience with selected Homeland Security organizations and

agencies, designed to give the students actual experience in a particular area of Homeland Security. Open only to Homeland Security majors with the approval of the professor. Prerequisites: Junior or Senior status and instructor permission.

**495 Senior Seminar in Homeland Security (4)**

This Seminar for graduating seniors serves as a capstone course for students majoring in Homeland Security. The course analyzes a variety of different topics that are crucial for graduating students who pursue careers in Homeland Security. This Seminar emphasizes research, writing and the practical application of key issues in the field of Homeland Security as well as focuses on policy and operational concepts and implications. Prerequisites: HSEC 320, Junior or senior status, or instructor permission.

## Honors Program – Honors Interdisciplinary Studies Minor

Co-Directors: Dr. Ann Ortiz, Mr. Bert Wallace

### The Honors Program Statement of Purpose

The Honors Program at Campbell University is an interdisciplinary academic minor consisting of courses, cultural/social events, and service learning activities organized under the Honors Interdisciplinary Studies Minor Program. It exists to enrich the educational experience of students whose academic successes and demonstrated character indicate that they are likely to benefit from the additional challenges of an enhanced course of study. The Honors Program builds on the standard curriculum in two related ways. First, it fosters the intellectual growth of honors students by expecting that they demonstrate both broad knowledge and deep understanding. Honors students demonstrate breadth of knowledge in a general way by maintaining a high level of success in all of their classes. In addition, they participate in academically challenging classes designed especially for the Honors Program which emphasize, by means of interdisciplinary presentation, the integral relatedness of all knowledge. Students finish these classes more fully aware that the abstractions of philosophy may have very practical historical consequences, for example, or that literary works may influence developments in the natural sciences. Because they develop particular topics in greater detail than similar courses in the standard curriculum do, these classes also require that honors students gain depth of understanding. To put it another way, they ask students to grapple with the complexity that characterizes much of human experience.

Because wholeness of life involves more than intellect, however, the Honors Program fosters a second area of growth in students, growth towards the maturity of character that serves others. This area of growth involves awareness that human beings, in addition to being intellectual, are also social and cultural beings. The Honors Program enriches the social experience of students by encouraging honors students to recognize themselves as members of a community through making it possible for them to meet socially. In addition to such informal social events as mixers, and study sessions, these social occasions include more formal cultural opportunities, such as together attending theatre or other cultural events together. These events are meant to be enjoyed, of course, but also to make students more aware that they are participants in a society, a culture, and a community involving others.

Integrity of living further requires gratitude and service. The Honors Program expects honors students to recognize and act on the awareness that their natural gifts and their practiced skills have not been developed in isolation, but in community. When students are able to see that they are part of a community, they are more likely to take seriously the claims of that community on their lives. Family, friends, faith communities, and teachers have all contributed in their various ways to the successes of most students. Honors students recognize, in other words, that their intellectual and personal gifts come with responsibilities; they work to fulfill these responsibilities by serving as leaders among their peers and by giving personal time to others (in missions, tutoring or other service learning). Through their participation in service activities, honors students practice their commitment to the good of others and express gratitude for the good they have received. These service activities round out the learning experience of honors students; through working for others, being exposed to new situations, and interacting with people they might not otherwise meet, students will learn about themselves and their world in ways that build on and balance classroom learning.

While the honors program exists primarily as a means of enhancing the learning and service opportunities of motivated and gifted students, it also benefits the broader University community. Because the program actively invites faculty to design creative and challenging courses for the honors student, it encourages every faculty member to think about his or her teaching subject in fresh ways. Professors who teach in the program profit from the chance to develop and teach their ideas to a select group of motivated

learners. In addition, the interdisciplinary emphasis of the program promotes faculty dialogue as professors look beyond their own specialties and beyond their own departments for support in developing the honors courses.

These benefits for faculty will ultimately enrich the learning of the student body at large; ideally, professors who have taught in the honors program will bring to their other classes the fresh insights they have developed as well as new perspectives that may be suggested to them by the honors students. The honors students also, as they interact with other students, are likely to challenge and encourage them, both academically and with respect to service opportunities, making their own contribution to the general student population. Ideally, honors students will continue to interact positively with the communities they are part of away from campus and after graduation—in their churches, home towns, graduate programs, and professional lives—making them, in these communities, ambassadors for Campbell University.

### **The Honors Program Requirements**

For Admission into the Program:

As an incoming freshman: •

- o High school GPA=3.5 or higher
- o SAT=1650 or higher

As a second-semester freshman or transfer student: •

- o College GPA=3.25 or higher
- o Letter of recommendation from faculty

For Continuance in the Program:

Maintain a college GPA=3.25 or higher •

Successful completion of courses in the Honors Curriculum •

Participation in community service: •

- o At least one group service activity per semester (or an equivalent acceptable to the committee)
- o Individual and group service hours on the following per-semester schedule:  
2 group activities (8-12 hours) + 12 hours individual service=20-24 hours/semester  
OR 1 group activity (4-6 hours) + 20 hours individual service=24-30 hours/semester

Participation in social events (one of two or more scheduled each semester) •

### **The Honors Interdisciplinary Studies Minor (18 Semester Hours)**

Over the course of several years, the Honors Curriculum Committee has worked to establish the Honors Interdisciplinary Studies (HIS) curriculum minor, consisting of 18 semester credit hours, which would accomplish the goals of the program and fulfill the needs and interests of both students and faculty. The results of this work, as outlined below, define a program that is innovative, integrative, and challenging. This curriculum very deliberately incorporates the Campbell University Statement of Purpose and, in doing so, provides students in the program with an opportunity unique to Campbell.

Freshman year:

First Semester—HONOR 101, Honors Orientation Seminar I (2 credit hours)

Second Semester—HONOR 102, Honors Orientation Seminar II (2 credit hour)

Sophomore and Junior years: Four upper level Honors courses, seminar-style, special topics courses, usually emphasizing interdisciplinary and integration (three credit hours each; twelve hours total)

First Semester—HONOR 250 (3 credit hours) or HONOR 350 (3 credit hours)

Second Semester—HONOR 251 (3 credit hours) or HONOR 351 (3 credit hours)

Although it is recommended that these courses be taken during the Sophomore and Junior years, students may elect to take one of these courses during the freshman year or to postpone one course until the senior year, as circumstances and schedule warrant.

Senior year:

First Semester—HONOR 401, Honors Program Thesis (1-3 credit hours)

Second Semester—HONOR 402, Honors Program Senior Seminar (1-3 credit hours)

### **Honors Interdisciplinary Studies Program Course Listing (HONOR 000)**

#### **101 Honors Orientation Seminar I (2)**

A discussion-based class introducing students to integrative thinking within a broadly-based Christian worldview.

#### **102 Honors Orientation Seminar II (2)**

A service-learning class in which students integrate academic concepts related to service to the community and participate in field trips and actual service activities.

#### **250 Honors Intermediate Special Topics (3)**

An intermediate seminar style course on a special topic approved by the Honors Program Committee.

#### **251 Honors Intermediate Special Topics (3)**

An intermediate seminar style course on a special topic approved by the Honors Program Committee.

#### **350 Honors Advanced Special Topics (3)**

An advanced seminar style course on a special topic approved by the Honors Program Committee.

#### **351 Honors Intermediate Special Topics (3)**

An advanced seminar style course on a special topic approved by the Honors Program Committee.

#### **401 Honors Program Thesis (1-3)**

A special project, possibly (though not necessarily) involving a topic in the student's major, designed by the student and a faculty mentor, in consultation with the Honors Curriculum Committee.

#### **402 Honors Program Senior Seminar (1-3)**

A seminar-style "exit" course, incorporating student presentation of projects completed for HONOR 401.

## Information Technology and Security

Associate Professors: Dr. Merry, Mr. Varma

Assistant Professor: Dr. Williams (Chair)

### Requirements for a Major in Information Technology and Security (CIP 11.0103)

ITS majors must choose a concentration in Information Technology Management (ITM) or Information Security (IS). Majors must complete, with a "C" average or better, the following requirements.

If a student chooses to do a double-concentration in ITM and IS, the ITS courses outside the core requirements cannot be applied to both concentrations. Thus, double-concentrating students must take four ITM-specific courses and four distinct IS-specific courses.

### Requirements for Information Technology Management Concentration (BS)

Core requirements: ITS 150, 200, 250, 275, 345, 351, 410, and 465

- ITS 235
- Three of the following courses: ITS 245, 280, 360, 365, 375, 420, 430, 450, and 470
- 12 credit hours in ACCT, ECON, and/or BADM at the 200 level or above.

### Requirements for Information Security Concentration (BS)

Core requirements: ITS 150, 200, 250, 275, 345, 351, 410, and 465

- ITS 300
- Three of the following courses: ITS 235, 310, 360, 365, 375, 425, 450, 460, and 470
- 12 credit hours in CRIM or HSEC or combination of either CRIM or HSEC at the 200 level or above.

### Requirements for Information Security Concentration (AA)

- ITS 150, 200, 235, 300, 310, and 6 hours of ITS electives
- ENGL 100, 101, 102; ENGL elective (3 hours); MATH electives (6 hours); HIST 111, 112; science lab course (4 hours); ART, MUSC, or THEA 131; RELG 125; PE 111 or 112, 185; and 6 hours of unrestricted electives.

### Requirements for Information Technology Management Concentration (AA)

- ITS 150, 200, 235, 345, 351, and 6 hours of ITS electives
- ENGL 100, 101, 102; ENGL elective (3 hours); MATH electives (6 hours); HIST 111, 112; science lab course (4 hours); ART, MUSC, or THEA 131; RELG 125; PE 111 or 112, 185; and 6 hours of unrestricted electives.

### Requirements for a Minor in Information Technology Management

A student must complete, with a "C" average or better, 18 semester hours including ITS 150, 200, 345, 351, and two additional approved ITS courses.

### Requirements for a Minor in Information Security

A student must complete, with a "C" average or better, 18 semester hours including ITS 150, 200, 300, and three additional approved ITS courses.

**Information Technology and Security Course Listing (ITS 000)****150 Fundamentals of Information Technology (3)**

This course serves as a survey course that covers Microsoft Office software, computer number systems, basic of web publishing, introduction to computer programming, tactical Microsoft Windows tools, web resources, careers in Information Technology. Prerequisite: None

**200 Internet Applications (3)**

Understanding the WWW environment, servers, browsers, and search techniques. Major topics include Web page design, Web-based multimedia/graphics, CGI, Java Script, VBScript, DHTML, Active-X Controls, CSS, and XML programming. Database applications using WWW will be discussed. New Internet technologies will also be covered. Prerequisite: ITS 150.

**235 Windows Operating Environment (3)**

Study of windows-based operating systems. Windows client/server operating systems installation, configuration, and customization. Operating systems services, service packs, APIs, third-party utilities, OS security, migration strategies, virtualization, and server consolidation are also included. Prerequisite: ITS 150

**245 Portals, Blogs, and Semantic Web (3)**

Personal and enterprise portal design, development, and management. Lightweight web publishing (blogging), semantic web technologies, XML-tagged data, Web-based data and their interrelationships, architecture of a portal based on Semantic Web Services (SWS), information presentation and exchange over the internet, and semantic blogging. Prerequisite: ITS 200.

**250 Programming Language I (3)**

Comprehensive study of computer programming involving computer logic and intuitive human computer interface mechanisms such as windows, forms, buttons, list and combo boxes, trees and others. The computer logic covers basic programming constructs. Interface design includes discussion of function for various common controls. The tools of debugging and compilation are explored. Also included are uses of object-oriented techniques. One of the following languages will be selected: C++, Java, and Visual Basic. Prerequisite: None.

**275 Programming Language II (3)**

The second programming language is a continuation of ITS 250. It includes built-in and user-defined data types, data structure, control structure, built-in and user-defined libraries, graphics programming, text files, data connectivity, web applications development, client and server components, and Internet deployment. Prerequisite: ITS 250.

**280 Computer Graphics and Animation (3)**

This project-based survey course provides background for building engaging interactive content with Adobe Photoshop, Macromedia Flash, and Sony Vegas. Also incorporated are animation, music, sound, video encoding features and code editing enhancements. The preparation and exportation of finished projects for Web and broadcast is included. Prerequisite: None.

**300 Information Security and Countermeasures (3)**

Security of information systems with emphasis on corporate security infrastructure, trusted systems, information security models, disaster recovery, business continuity planning, risk analysis, intrusion detection systems, and intrusion prevention. Countermeasure techniques at client, server, and network level are also explained. Prerequisite: ITS 200.

**310 Threat Analysis and Management (3)**

Identification, analysis, and classification of threats at individual and corporate level are discussed. Corporate assets vulnerabilities, threat management processes, mitigation strategies, reporting, counterintelligence and cyber threats are also explained. Prerequisite: ITS 300.

**345 Database Management (3)**

The structure, design, and development of databases are investigated with emphasis on using the database management software as an integral component of an information system. Emphasis is given to relational databases, object-oriented databases, client-server databases, enterprise data modeling, Internet database environment, and data warehousing. Prerequisite: ITS 200.

**351 Systems Analysis, Design and Development (3)**

The analysis and design of information systems. Students will learn the concepts involved in SDLC approach used in system design and development including all aspects of the analysis, design, implementation, and evaluation of computer systems. Use of CASE software will be emphasized. Prerequisite: ITS 200.

**360 Knowledge Management (3)**

Identification and organization of knowledge resources such as expertise, skills and competencies; knowledge organization methods such as classification, cataloguing taxonomies and metadata; search strategies, and information retrieval; acquiring knowledge in the digital age, knowledge discovery through data mining; management of information and knowledge organizations; organization of information and knowledge resources; competitive intelligence through knowledge representation. Prerequisite: ITS 345.

**365 Web Mining (3)**

Introduction to techniques of mining information from the web, data sources on the web, personalization, working with logs, forms, and cookies, user identification and path analysis, efficient text indexing, Web search including crawling, Web metadata text/Web clustering, text mining, link-based algorithms, Information Extraction (IE) enabling tools, semantic Web mining, Web Agents, domain-specific semantic search engines; applications in E-Commerce, Bio-Informatics, and business intelligence; site management, personalization, and use profiling; Web content mining and Web structure mining. Prerequisite: ITS 345.

**375 Disaster Recovery and Business Continuity Planning (3)**

Business continuity requirements and policies; crisis management, emergency response, damage assessment; fact finding, risk analysis, business impact analysis and time-sensitive business functions; business continuity strategies and recovery team concept; testing and maintenance of an effective recovery plan; vital records and off-site storage; emergency response procedures, command, control and emergency operations; resumption, recovery and restoration procedures; vendor contracts, corporate awareness program, reporting and audits; strategies to recover the infrastructure and processes; manage recovery teams. Prerequisite: ITS 300.

**410 Networking and Telecommunications (3)**

Topics include analog and digital voice; data, imaging, and video communications fundamentals, including signaling and data transmissions; networking and telecommunications techniques, applications technology, networking topologies and internetworking architectures; LAN fundamentals, such as Ethernet and token ring; WAN fundamentals, such as circuit-switching, packet-switching, X.25, frame relay, and Asynchronous Transfer Mode; computer networking using OSI model; protocols and the technologies associated with each layer; network design and development; Internet/ Intranet, TCP/IP, MANs, VPN, VLAN, SANs, PANs, VOIP, remote access, Wireless networks, Directory Services,

network security, and network management; evolving Internet Protocol (IP) technologies such as Internet 2. Prerequisite: ITS 200.

### **420 Wireless/Mobile Systems (3)**

Fundamentals of application development for the mobile platform including cell phones, smart phones and PDAs. Applications include databases, UDP programming, graphics programming, web services, Bluetooth, Google applications, GPS, and GSM/GPRS. Prerequisites: ITS 250 and ITS 345.

### **425 Computer Forensics (3)**

Role of computer forensics examiner, forensic evidence preservation and computer forensic tools; evidence analysis, chain of custody, and data retrieval from computer hardware and software applications; development of investigative thinking and awareness; study of data hiding techniques, encryption and password recovery; evidence gathering and documentation techniques; imaging digital media, hiding and discovering potential evidence, applying steganography techniques, manipulating alternate data streams, discovering information in mangled files, conducting e-mail investigations, reconstructing browser and Web server activity, establishing covert surveillance with key stroke loggers and remote access, configuring tools to detect a rootkit. Prerequisite: ITS 300.

### **430 Data Mapping and Exchange (3)**

Concentrated study of emerging XML technologies such as web services: Google Earth Markup Language (KML), wireless markup language (WML); a language designed for transferring GPS data between software applications (GPX), Java Speech Markup Language (JSML): a language for annotating text input to speech synthesizers (JSML) and an open standard for broadcasting changes made in a wiki and publishing them on remote servers (WikiPing,). Included is an exploration of DTD which validate markup languages. Prerequisites: ITS 200 and ITS 275.

### **450 Information Compliance Management (3)**

Regulatory mandates, new standards for business practices, compliance requirements, tracking the originality of source code, visualization tools that support compliance, security and privacy regulations, technology for managing audits, identifying security vulnerabilities in software systems, trustworthy record keeping; Sarbanes-Oxley Act (SOX), HIPAA, Gramm-Leach-Bliley Act (GLBA), PCI Compliance, Control Objectives for Information and other Technologies (COBIT), USA PATRIOT Act, IT Governance, compliance convergence, ISO IEC 17799, and many other standards. Prerequisite: ITS 300.

### **460 Information Warfare (3)**

This course will provide the student with a basic understanding of information warfare. It will build from a strategic understanding of warfare as reflected in the information realm. It will discuss both theoretical and practical aspects of dealing with information warfare. Included will be a discussion of how Information Warfare differs from cybercrime, cyberterrorism and other forms of online conflict. Information terrorism, cyberspace law and law enforcement, information warfare and the military, intelligence in the information age; IW policy, ethical issues, social issues, and political effects; high-level analysis of information warfare threats, like cyberterrorism, espionage, internet fraud, psyops, biometrics, intelligence activities, offensive and defensive tactics, Network Centric Warfare, information technology as a tool of warfare are also included. Prerequisite: ITS 300.

**465 Senior Project (3)**

An opportunity for students to function in a more realistic technology environment. The project will require students to apply their classroom knowledge to design and develop a project using structured systems development methodology. Systems flow charts, data/process models, forms design, report specifications, programming, and documentation would be produced. The systems development life cycle (SDLC) will be used to identify and complete various phases of the project. Students will submit a comprehensive report and present it in the class with supporting documentation for final evaluation. Prerequisites: ITS 345 and 351.

**470 Issues in Information Technology, Security, and Intelligence (3)**

Current issues in information technology, security, and intelligence are examined. In depth and comprehensive research is mandatory. Course content varies and will be announced in the schedule of courses by suffix and title. This course may be repeated for credit as topics vary. Prerequisites: Senior standing, superior academic performance, and permission of the instructor.

## Mathematics

Associate Professors: Dr. Kiu, Mrs. Todd

Assistant Professors: Ms. Walker, Dr. Williams (Chair), Dr. Zhang

Instructor: Ms. Manhart

Adjunct Faculty: Mrs. Lee, Mrs. Peede, Mr. Richmeier, Mrs. Schneider, Mrs. Showalter, Ms. Wilkerson, Dr. Yang.

### Mathematics and the General College Curriculum

Successfully complete MATH 122 or two mathematics courses numbered 111 and above as selected by the major department.

### Requirements for a Major in Mathematics (CIP 27.0101)

The candidate must complete, with a "C" average or better, ITS 250 and a minimum of 33 semester hours in mathematics, with 18 of the semester hours at the 300 level or above and including MATH 224, 333, 342, and 441. Students may receive advanced placement for MATH 122 or 223.

### Requirements for a Minor in Mathematics

A student must complete, with a "C" average or better, 18 semester hours including MATH 122, 223, 224 and two additional approved courses above the 224 level.

### Requirements for Teacher Licensure in Mathematics (CIP 13.1311)

Student who desire licensure to teach mathematics in the secondary schools of North Carolina must complete, with a "C" or better, at least thirty-six semester hours in mathematics including MATH 224, 333, 340, 341, 342, 395, 441, 443, and 453. Students must acquire and maintain a 2.500 grade-point average to be admitted into the teacher education program and complete the professional education requirements.

### Mathematics Course Listing (MATH 000)

#### 110 Fundamentals of Mathematics (3)

(Credit in Math 110 does not satisfy the General Mathematics requirement. If a student has credit in any other mathematics course, he may not enroll in Mathematics 110.) Basic skills are emphasized-addition, subtraction, multiplication and division of fractions; rules of exponents; solving linear equations; graphs; "word" problems.

#### 111 College Algebra (3)

(Credit in MATH 111 is not allowed if students have credit in MATH 122.) A basic study of logic, structure, and foundations of algebra. Major topics include functions, inequalities, equations, roots, radicals and exponents.

#### 112 Trigonometry (3)

A study of trigonometric functions, derivation of formulas, the solution of right and oblique triangles with practical applications, solving trigonometric equations, and verifying trigonometric identities, other topics include vectors, complex numbers, and logarithms. Prerequisite: A student should be proficient in algebra and geometry.

**118 Mathematics for Liberal Arts (3)**

Topics included: symbolic Logic, truth tables, analyzing arguments, sets and counting, probability, expected value, sample data, measures of central tendency, interest, annuities, amortized loans, geometry, matrices, Markov chains, linear programming.

**122 Analytic Geometry and Calculus I (4)**

Topics included: directed distance, slope of straight line, equations of a line, angle between two lines, conic sections, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral.

**160 Elementary Statistics (3)**

Emphasis on statistical inference beginning with a study of elementary probability and continuing to "decision making" through topics that include: mean, standard deviation, analysis of variance, regression analysis of variance, regression analysis, and hypothesis testing.

**203 Mathematics Principles (3)**

A study of strategies to solve a variety of problems, our numeration system, number theory, geometry, and measurements. Prerequisites: MATH 111, high school geometry and an elementary/middle grades education major.

**204 Geometry for Middle Grades Teachers (3)**

A study of geometry that will be suitable for middle grades, including basic constructions, paper folding, symmetry, transformational geometry tessellations, fractals, networks, and four color graphs.

**212 Logic (3)**

A study of arguments to determine validity. Different types of common fallacies will be examined and other inconsistencies that cause an argument to be invalid. Arguments will be written in symbolic form and checked for validity by truth tables. More complex arguments will be checked for validity by methods common to logic. Students will be expected to construct a valid argument in symbolic form.

**223 Analytic Geometry and Calculus II (4)**

Topics included: differentiation and the integration of logarithmic, exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, approximating definite integral, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: MATH 122.

**224 Analytic Geometry and Calculus III (4)**

Topics included: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminate forms, improper integrals, vectors in three dimensions, cross product, lines in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double and triple integrals and series. Prerequisite: MATH 223.

**331 History of Mathematics (3)**

A study of the historical development of the various branches of mathematics and, of the contributions of noted mathematicians to the science of mathematics.

**333 Linear Algebra (3)**

A study of the basic properties of matrices, properties of determinants, rank of a matrix, equivalent matrices, inverse of a matrix, vectors and vector spaces, linear transformations, linear operators, unit and orthogonal transformations, characteristic equations and roots, minimum polynomial, bilinear, quadratic

and Hermitian forms.

**337 Differential Equations (3)**

Topics included: Methods of solution of first order linear differential equations, higher order linear differential equations, higher degree differential equations, and special differential equations; operators; Laplace transforms, and applications. Prerequisite: MATH 223.

**340 Discrete Mathematics (3)**

This course covers the following topics: sets, symbolic logic, relations, functions, mathematical induction, recurrence equations, trees, spanning trees and graph theory.

**341 Probability and Statistics I (3)**

A study of probability and statistical inference containing models. There is a theoretical development of distributions including discrete, continuous, multivariate, normal, and sampling distributions.

Prerequisite: Math 122.

**342 Probability and Statistics II (3)**

A continuation of MATH 341 including confidence interval estimation, hypothesis testing, correlation, regression, and analysis of variance. Applications will be drawn from various fields. Prerequisite: MATH 341.

**343 Advanced Statistical Methods (3)**

Simple and multiple linear regression, nonlinear regression, one-way and two-way analysis of variance, multiple comparisons, factorial experiments, nonparametric methods. Prerequisites: MATH 342 or permission of instructor.

**350 Introduction to Mathematical Models (3)**

Basic concepts of mathematics modeling, including graph theory, Markov chains, game theory, with emphasis on applications; problems and models from areas such as physics, genetics, population growth, economics, and ecosystem analysis. Prerequisites: Math 160, Math 223, or permission of the instructor.

**376 Introduction to Numerical Methods (3)**

Concerned with the practical solution of problems on computers. Prerequisites: ITS 250. Co-requisite: MATH 224.

**395 Mathematics Content Knowledge Project (1)**

Student will complete a project demonstrating knowledge and understanding of a chosen area of mathematics. Prerequisites: Junior or senior standing and permission of adviser, department chair, and instructor.

**441 Introduction to Modern Abstract Algebra (3)**

A study of the number system, groups, rings, integral domains, and fields. Prerequisite: MATH 122 (shall have junior standing).

**443 Topics in Geometry (3)**

An integrated course which includes set theory, logic, a critical study of Euclidean geometry from modern postulation systems and a comparison of Euclidean geometry to elliptic, hyperbolic, and projective geometries.

**450 Research in Mathematics (1-3)**

An upper-level student in good standing may work on a research project in mathematics under the

direction and supervision of a mathematics faculty member. The project topic will be mutually agreed upon by the student and faculty member before the course begins. Prerequisites: Dependent upon the nature of the project and are based upon the discretion of the instructor. It is recommended that such projects be initiated in the fall semester.

#### **445 Analysis (3)**

An introduction to analysis covering the real and complex number system, basic topology, numerical sequences and series, continuity, differentiation, and the Riemann Stieltjes integral.

#### **447 Complex Analysis (3)**

A basic study of complex numbers, including properties, functions, derivatives, integration, infinite series, residues and conformal mappings.

#### **451 Methods of Teaching Middle Level Mathematics (2)**

A study of curricular trends, the structure of mathematics education, and techniques of instruction that are developmentally appropriate for the middle level student. Emphasis is placed on curriculum development, techniques for developing classroom experiences that encourage social growth, cultural awareness, independence, and a personal value system. Degree candidates also investigate how to accommodate diverse student populations, examine various forms of instructional technology, and contemporary issues regarding evaluation and assessment.

#### **453 Methods of Teaching Mathematics (2)**

A study of selection of instructional materials, teaching strategies, techniques, and practices appropriate for secondary mathematics. (Restricted to students seeking secondary licensure.)

#### **501 Topics in Math for Elementary Teachers (3)**

Selected topics in mathematics including algebra, geometry, probability, trigonometry. For Elementary (K-4; 4-6; 6-9) Education majors only.

#### **510 Topics in Geometry (3)**

Axiomatic systems, finite and incidence geometry, neutral geometry, parallel postulate with implications, Euclidean geometry, analytic and transformational geometry, non-Euclidean geometries.

#### **522 Number Theory (3)**

The course will include divisors and prime numbers, congruencies, Euler's  $\phi$ -function, Diophantine equations, Pythagorean triplets, quadratic reciprocity, and continued fractions.

#### **535 Probability and Statistics (3)**

Topics from probability, random variables, expectation, random sampling, test of hypotheses and regression.

#### **540 Introduction to Topology (3)**

A study of the basic concepts of general topological space including such topics as compactness, product spaces, connectedness, metric spaces and continuous functions.

#### **545 Real Variables (3)**

A study of the real numbers and real valued functions covering the topics: direct products, relations, orderings, sequences, open and closed sets, measurable sets and functions, Riemann integral, Lebesgue integral, monotone functions, absolute continuity, matrix spaces, and topological spaces.

## Music

Professor: Dr. Whitley (Chair)

Associate Professors: Dr. McKee, Dr. Morrow, Dr. Thomas, Dr. Wilson

Adjunct Faculty: Ms. Bruno, Dr. Buckner, Dr. Carter, Mr. Daniecki, Dr. Foss, Dr. Hester, Ms. Hudson, Ms. LeGrand, Mr. Martin, Dr. Olah, Dr. Parashkevov, Ms. Schafer, Mr. Winter, Ms. Wishart

Campbell University offers five specialized tracks in Music including Music Education (with N.C. Certification in Music Education, K-12), Church Music, Composition, Comprehensive Music, and Piano Pedagogy. Admission to the Department of Music is open to students who complete an audition for the music faculty on an intended major applied instrument or voice. In addition to the general requirements for all undergraduate degrees, the course of study in Music includes courses in Music Theory, Aural Training, Music Literature, Music History and Music Performance. Candidates for graduation must have an overall grade point average of 2.5 on all college work attempted and a grade of "C" or better on each course required in Music. Additionally, Music Education majors must have a grade of "C" or better on each course required in Education, and Church Music majors must have a grade of "C" or better on each course required in Religion.

### Music Department Handbook of Policies and Guidelines

In addition to requirements published in the catalogue, the Department of Music issues a Handbook of Policies and Guidelines to each student upon entrance to the Department of Music. The Handbook of Policies and Guidelines gives specific information regarding use of Facilities, Auditions, Juries, Recital Performance and Attendance, and Minor Instrument Proficiencies and Guidelines.

### Requirements for a Major in Music (CIP 50.0901)

The following courses are required of all music majors on all tracks: MUSC 101, 102, 103, 104, 132, 133, 201, 202, 203, 204, 221, 223, 331, 332, and 432. Students must enroll in a major ensemble (441, 443, or 456) with each semester of major applied study. Total semesters for major applied study vary with each track. Each track requires 2 semesters of minor applied study. The minor applied study for piano majors is determined following consultation with faculty adviser. The minor applied study for all other majors is piano. Each student must meet the guidelines in piano proficiency (defined in Handbook of Policies and Guidelines) before the minor applied requirement is satisfied. It may be necessary to take more than 2 hours of minor applied study to meet guideline proficiency requirements. If a student can meet guideline proficiency requirements prior to 2 semesters of minor applied study, the student may opt for another minor applied study. Completion of MUSC 101-104 eliminates four hours of the natural science requirement of the General College Curriculum. Course exemption is available in Music Theory through advanced placement testing. However, students who place beyond MUSC 101, 103, 201 or 203 must substitute each exempted course with MUSC 291, 302, 401 or 402 in observance with prerequisites.

### Music Education (CIP 13.1312)

The requirements include the following music courses in addition to those required of all music majors: MUSC 263, 264, 265, 266, 267, 420, 421, and 453. Seven semesters of major applied study culminating with a half recital in the seventh semester are required. Students must also complete the Professional Education sequence in the School of Education.

**Church Music (CIP 50.0999)**

The requirements include the following music courses in addition to those required of all music majors: MUSC 267, 326 (keyboard majors only) or 327 (instrumental or voice majors only), 427, 428, 429, 437, 438, and 457; RELG 125, 202, 212, 222, 224, and 226. Seven semesters of major applied study culminating with a half recital in the seventh semester are required.

**Composition (CIP 50.0904)**

The requirements include the following music courses in addition to those required of all music majors: MUSC 263, 264, 265, 266, 267, 291, 302, 391, 392, 401, 402, 491, and 492. Six semesters of major applied study culminating with a half recital in the sixth semester are required. Additionally, enrollment in a major ensemble (441, 443, or 456) in the seventh and eighth semesters, and a half composition recital in the eighth semester are required.

**Comprehensive Music Curriculum (CIP 50.0901)**

The requirements include the following music courses in addition to those required of all music majors: MUSC 267, 302, 401, 402, and 461. Course of study requires 12 hours of free electives. Eight semesters of major applied study culminating with a full recital in the eighth semester are required.

**Piano Pedagogy (50.0907)**

The requirements include the following music courses in addition to those required of all music majors: MUSC 302, 328, 329, 402, 416, 417, 421, 435 and 461. Eight semesters of major applied study culminating with a recital in the eighth semester are required.

**Prerequisites**

MUSC 101 and 102 are prerequisites to all credit music courses except the following: MUSC 131, 132, 133, 321, 437, Music Ensembles, and Applied Music. MUSC 201, 202 are prerequisites to the following: MUSC 302, 331, 332, 401, 402, 432, and 457. MUSC 101, 102, and 201 are prerequisites to MUSC 291. MUSC 291, 391, 392, 491, and 492 must be taken in sequence. HIST 111 and 112 are prerequisites to MUSC 331. Exceptions to the above must be made with the consent of the instructor and the Chairman of the Department.

**Requirements for a Minor in Music**

A minor in music includes MUSC 101, 102, 132, 133, 221, four hours of ensemble, three hours of applied music study, performance on two informal recitals, and one additional three-hour music lecture course. MUSC 131 may be substituted for MUSC 132 and 133.

**Music Course List (MUSC 000)****100 Music Fundamentals (2)**

Study of the basic fundamentals and rudiments of music including major and minor scales, key signatures, intervals, solfege, introduction to harmonic analysis, elements of rhythm, and keyboard applications. This course is elective, and does not fulfill any requirement toward a degree in music.

**101 Introduction to Theory (2)**

The basic rudiments of music including scales, intervals, primary triads, melody, and rhythm with written and keyboard application. Brief consideration of the acoustics of music.

**102 Introduction to Sightsinging and Ear Training (2)**

Aural skills of music including scales, intervals, primary triads, melody, harmony, and rhythmic dictation on the elementary level.

**103 Elementary Tonality (2)**

Continued study of elementary music theory including melody, non-harmonic tones, secondary chords and inversions, modulations, and simple forms with written and keyboard application.

**104 Sightsinging and Ear Training (2)**

Continuation of aural skills of music including scales, intervals, primary and secondary triads, non-harmonic tones, melodic, harmonic, and rhythmic dictation on the upper-elementary level.

**131 Music Appreciation (3)**

An introduction to music through a rudimentary understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. Historical and cultural backgrounds are included to show their influence on musical development from Gregorian Chant to the present.

**132-133 Music Literature (1, 1)**

A study of basic vocabulary, forms, periods, and styles of Music. An introduction to music literature for freshman music majors.

**161-162 Class Piano-Elementary (1, 1)**

Class instruction in piano, elementary level.

**201-203 Advanced Tonality (2, 2)**

A continuation of MUSC 103. Included in this study are seventh chords, altered chords, modulation, chromatic harmony, and the keyboard application of the principles studied.

**202-204 Advanced Sightsinging and Ear Training (2, 2)**

A continuation of MUSC 104. Advanced sight singing and ear training.

**205 History of Jazz (1)**

The History of Jazz chronicles style periods and central figures in jazz history from the early 20th century until the present. This course is open to both majors and non-majors in music.

**206 Handbell Ringing (1)**

An introductory course to provide instruction and practice techniques so that students can gain confidence as handbell ringers, experience in leadership skills, and understanding of the structure of bell choirs and materials. The students will study a variety of published handbell music, and experiment with various ringing techniques. Students will practice through playing in an established bell choir and by observing other choirs. This course is open to both majors and non-majors in music.

**207 Beginning Guitar Class (1)**

An introductory course for beginning guitar including simple notation and chord reading, ensemble experience, rhythm strumming techniques, and chording for vocal accompaniment and group song.

**221 Conducting (2)**

A study of basic conducting techniques.

**223 Advanced Conducting (2)**

A continuation of 221. Class includes practical experience with ensembles.

**261 Diction for Singers (1)**

A course addressing pronunciation issues relating to singing in the six principal languages of western music--Latin, Italian, English, French, German, and Spanish. A central thrust of the course is the use of an familiarity with the International Phonetic Alphabet.

**263 Woodwind Methods (1)**

Study and practical application of the techniques of teaching and playing the flute, oboe, clarinet, saxophone, and bassoon. Designed for Music Education majors.

**264 Brass Methods (1)**

Study and practical application of the techniques of teaching and playing the trumpet, horn, trombone, euphonium, and tuba. Designed for Music Education majors.

**265 String Methods (1)**

Study and practical application of the techniques of teaching and playing violin, viola, cello, and double bass. Designed for Music Education majors.

**266 Percussion Methods (1)**

Study and practical application of the techniques of teaching and playing percussion instruments including snare drum, timpani, keyboard, accessories, and drum set. Designed for Music Education majors.

**267 Introduction to Electronic Music (1)**

A survey of the history of electronic music. Practical application of the basic techniques of tape manipulation and elementary electronic music production. Required of Music Education majors.

**302 Tonal Counterpoint (3)**

A study of eighteenth-century contrapuntal techniques with emphasis on the style of Bach. Linear and vertical aspects and the analytical study of contrapuntal procedures and devices creatively applied in progressive exercises.

**319 Music for the Preschool (2)**

A study of philosophy, methods and materials appropriate to musical development of the preschool child. Course will include basic rudiments of music and music literature for preschool classroom. Basic performance skills with voice, autoharp and Orff instrumentarium is provided.

**320 Practicum in Preschool Music (1)**

Practical experience and application of methods and materials acquired in Music 319. Experience features musical leadership with preschoolers in a supervised setting.

**321 Music for the Classroom Teacher (3)**

The methods and materials used by the classroom teacher in presenting music in the elementary grades including a review of the basic rudiments of music. Development of basic performance skills on the piano, autoharp, and the Orff instrumentarium is provided. (Not offered to music majors.)

**326 Service Playing (1)**

Techniques and materials used in playing for church services. The course is for the Church Music major whose principal instrument is piano or organ.

**327 Organ Nomenclature (1)**

An introduction to the characteristics of the organ and the technique of organ playing. For the Church Music major whose principal instrument is not organ.

**328 Piano Pedagogy (3)**

A study of the standard methods and materials used in teaching piano on the elementary through advanced levels, and practical ways to establish piano teaching for income.

**329 Piano Literature (3)**

A study of styles and structures of music for stringed keyboard instruments during the late Baroque, Classical, Romantic, and Twentieth Century eras with emphasis on characteristics of keyboard instruments, musical ornamentation and musical forms, performance practices, score study and aural identification.

**331 Music History to 1750 (3)**

A chronological study of the development of western music from its origins with emphasis on the growth of musical concepts. Study of composition techniques, styles, and the analysis of musical forms. Interrelation of music, painting, sculpture, literature, and architecture.

**332 Music History 1750-1900 (3)**

Consideration of literature, forms, and tonal concepts which emerge. Score analysis. Integration of literature, painting, sculpture, and architecture with music.

**350 Introduction to Suzuki Pedagogy (3)**

A study of the standard methods and materials used to teach Suzuki pedagogy in group and private settings. Prerequisites: Six hours of Applied Music Study, MUS 171 or higher.

**401 Orchestration (3)**

The study, techniques, and history of arranging for orchestra, band, and heterogeneous groups. Major project for full ensemble required.

**402 Forms and Analysis (3)**

A study of small and large forms from choral, piano, and symphonic literature.

**416 Practicum in Supervised teaching of Piano I (1)**

Experience with teaching piano at various levels under the guidance and observation of the instructor.

**417 Practicum in Supervised teaching of Piano II (1)**

Continued experience with teaching piano at various levels under the guidance and observation of the instructor.

**420 Music Methods in the Secondary School (3)**

A study of the techniques of the appropriate vocal and instrumental methods and materials for the secondary school (grades 6-12). The vocal component includes a study of the adolescent voice, organization and administration of the graded choir program, literature, materials, contest procedures and show choir. The instrumental component includes a study of beginner and intermediate methods, graded literature, organization and administration of the graded instrumental program, instrument maintenance, parade and show marching, and contest procedures.

**421 Music Methods in the Elementary School (3)**

A study of techniques of teaching, particular problems, and appropriate materials for elementary grades: the general music class, suitable song materials, the child voice, creativity, rhythmic activities, directed listening, elementary music theory and performance on simple instruments, such as recorder, autoharp, and the Orff instrumentarium. Laboratory experience in the public schools and University preschool music class constitute part of the program.

**427 Music for Children (3)**

A study of the philosophy, organization, and appropriate materials for the church music program for children, preschool through age 12: particular problems, implementation of the church music program, the child voice.

**428 Music for Youth and Adults (3)**

A study of choral literature materials and techniques that are appropriate for use with youth and adult church choirs.

**429 Church Music Philosophy and Administration (3)**

Consideration of the principles and practice of the music ministry. Organization and methods used in promoting a well-rounded program of music. Definition of objectives and philosophy of the music program. A management approach to the administrative task designed to introduce those principles which should be involved in working with the total church staff and in guiding the work of others.

**432 20th Century Music Literature and Theory (3)**

A study of music literature of the twentieth century; trends, "isms," from the Post-Romantic to the present. Analysis and application of composition techniques of selected composers.

**434 Piano Literature, Chamber Music (2)**

A survey of composers and their major works composed for piano combined with other instruments in Chamber Ensemble.

**435-436 Piano Ensemble (1,1)**

Study and performance of literature for piano ensemble at one or more pianos.

**437 Hymnology (3)**

The historical and systematic study of poetic hymns and metrical tunes including the contributions of various ethnic groups to the body of Christian hymnody. Role of hymn literature in worship and evangelism as found in the liturgy of various Christian denominations.

**438 Service Music and Solo Literature (1)**

Exploration of the historical background of types of music used in the major worship traditions. Examination of published music with emphasis on the ideal use in corporate worship. Composition of music intended to aid in leading the individual to a satisfying worship experience.

**453 Music Methods and Materials (1½)**

Correlated with Education 453. Designed for music education students in the "block." Includes discussion of procedures and problems particularly applicable to music education, as well as discussion of problems of student teaching. Advanced conducting included for the instrumental major.

**457 Practicum in Church Music (4)**

Conducted on a part-time basis during the final semester of college work. The student observes, aids, and ultimately assumes charge of rehearsals and in the worship service.

**461 Recital (1)**

Senior year, 50 minutes of music with program notes. A Junior recital of 25 minutes of music with program notes may be performed during the year prior to the senior recital.

**465 Workshop in Orff Methodology (3)**

Workshop designed to provide practical instruction for elementary music teachers in educational philosophy and methodological process of Karl Orff. Students completing this course will be certified in Orff Level I by the American Orff Shule-Werk Association.

**Music Ensembles****441 Campbell University Choir (1)**

Open to freshmen, sophomores, juniors, and seniors by consent of the director, based on competitive tryouts. Concerts on campus and out-of-town, including Spring Tour. Performance concerts of secular and sacred choral music. The major University Choral Ensemble.

**442 Campbell Voices (1)**

A vocal chamber choir comprised of select vocal students. Literature is typically diverse, both sacred and secular. Group performs both alone and with the University Choir.

**443 Choral Society (1)**

Open to all students, faculty, and community people with consent of the director. Society performance of secular and sacred music.

**444 Mixed Chorus (1)**

Open to all students. This course is designed to provide a choral ensemble experience for non-music majors. This class focuses on the enjoyment of singing and ensemble participation, rather than applied performance.

**450 Wind Symphony (1)**

Ensemble concentrated on the highest level of wind band literature. Open to all students, faculty, staff and community members by audition.

**451 Guitar Ensemble (1)**

Open to all students and faculty with consent of the director.

**452 Chamber Ensemble (1)**

Open to all students and faculty with consent of the director.

**454 Jazz Ensemble (1)**

Open to all students and faculty with the consent of the director.

**455 Brass/Percussion Ensemble (1)**

Open to all students and faculty with the consent of the director.

**456 Wind Ensemble (1)**

Concentration on wind ensemble and band literature. Major University instrumental organization. Open to all students and faculty with the consent of the director. Concerts on campus and out-of-town.

**458 Percussion Ensemble (1)**

Open to all students and faculty with the consent of the director.

**459 Woodwind Ensemble**

Open to all students and faculty with the consent of the director.

**460 University Pep Band (0)**

A music ensemble open to students by audition. This ensemble officially represents the school at athletic events and other special occasions. No academic credit is available. Participation is noted on the student's official transcript.

**Music Composition**

These courses aim to develop the student's ability and technique in musical composition and explore the concept of musical language and rhythm. Taught as applied music.

**291 Composition I (2)**

An introduction to compositional styles with a concentration on early 20th-century music including impressionism, free tonality, modal writing, and pandiatonicism.

**391 Composition II (2)**

Further study of 20th-century composition with the emphasis on polychords, polytonality, clusters, and heightened chromaticism.

**392 Composition III (2)**

Examination of 12-tone and serial compositional techniques. Avant garde music is also explored.

**491 Composition IV (2)**

Study of electronic music from simple tape manipulation to computer music.

**492 Composition V (2)**

Major concentration on developing the student's own style, being eclectic from previous course work.

**Applied Music List (MUS 000)**

Private applied music instruction is offered on voice and the instruments listed below. Academic credit varies from 1-2 hours per semester. Music majors register for 2 hours credit on their major applied instrument or voice and meet weekly with the instructor for an hour lesson. Music minors and music majors studying a minor instrument or voice register for 1 hour credit and meet weekly with the instructor for a half hour lesson. The prefix for applied music study is "MUS." The first digit of the course listing indicates the level of study. Course listings beginning with '1' indicate freshman level of study. Numbers beginning with '2' indicate sophomore level of study, and so forth. The last two digits of the course listing indicate the specific instrument of applied study or voice.

MUSC			370,	470,	Conducting
MUSC	171,	271,	371,	471,	Piano
MUSC	172,	272,	372,	472,	Organ
MUSC	173,	273,	373,	473,	Voice
MUSC	174,	274,	374,	474,	Flute
MUSC	175,	275,	375,	475,	Oboe
MUSC	176,	276,	376,	476,	Bassoon
MUSC	177,	277,	377,	477,	Clarinet
MUSC	178,	278,	378,	478,	Saxophone
MUSC	179,	279,	379,	479,	Percussion
MUSC	181,	281,	381,	481,	Trumpet
MUSC	182,	282,	382,	482,	French Horn
MUSC	183,	283,	383,	483,	Trombone
MUSC	184,	284,	384,	484,	Euphonium
MUSC	185,	285,	385,	485,	Tuba
MUSC	186,	286,	386,	486,	Violin
MUSC	187,	287,	387,	487,	Viola
MUSC	188,	288,	388,	488,	Violoncello
MUSC	189,	289,	389,	489,	Double Bass
MUSC	190,	290,	390,	490,	Guitar

## PGA Golf Management

Assistant Professor: Mr. Jones, PGA (PGA Golf Management Director)

PGA Professionals: Mr. Dailey (Assistant Director); Mr. Orr (Director of Instruction); Mrs. Sutton (Keith Hills GC, Director of Golf); Mr. Reagan (Keith Hills GC, Head Professional); Mr. Emma (Recruiting Coordinator)

### Requirements for a Major in PGA Golf Management (BBA) (CIP 52.0999)

ACCT 213; BADM 100, 125, 221, 236, 300, 313, 314 or 320, 331, 332, 441; ECON 200 or 201, or 202; one of the following International courses: ACCT 547, BADM 558, BADM 572, ECON 448, or ECON 449; six semester hours of School of Business electives; PGM 100, 125, 130, 140, 165, 170, 175, 190, 230, 240, 250, 265, 290, 330, 340, 350, 355, 390, 450, and 490, PSYC 222; incoming playing proficiency, PGA Playing Ability Test (PAT), PGM Qualifying Level, Level 1 Checkpoint, Level 2 Checkpoint, Level 3 Checkpoint, and 8 PGM seminars. PE 111 is waived for PGM students.

### PGA Golf Management Course Listing (PGM 000)

#### 100 Introduction to Golf Management (2)

An introductory course that provides an overview of the PGA Golf Management Program and golf industry employment. Topics also include an examination of the structure, function, and history of the PGA of America, and review of the etiquette, definitions, and Rules of golf.

#### 125 Customer Relations (1)

An introduction to the PGA Customer Relations Model including customer greeting routines, seven interpersonal skills, four strategies for guiding effective interactions with customers, supervisors, employees, and others. Prerequisite: PGM 100

#### 130 Introduction to Teaching and Golf Club Performance (2)

An introduction to the fundamental knowledge required for effective golf instruction. Topics include the ball flight laws, pre-swing and in-swing principles, teacher preferences, biomechanics, and teaching technologies. The course provides guidance on how to measure and observe club performance variables in order to establish the effect on a player's performance. Prerequisite: PGM 100

#### 140 Tournament Operations (1)

The course is designed to cover the skills and knowledge required to successfully administer golf tournaments at the facility level. Topics include scoreboards, calligraphy, fundraising, publicity, the use of technology to enhance tournament management, and marking the course for tournament play. Prerequisite: PGM 100

#### 165 Facility Operations (2)

An introduction to the key considerations involved in operating a golf facility including how budgeting, forecasting, and planning contribute to a profitable operation. Students will learn how to develop, organize, and implement a profitable golf car rental program, incorporating safe, clean, and well-maintained golf cars that add to customer's enjoyment. Prerequisite: PGM 100

#### 170 Player Development (0.5)

Required for all new students and those that have not passed the PGA Playing Ability Test (PAT). Emphasis on improving the playing skills of students by developing individualized plans in concert with video analysis, group short game instruction, supervised practice, and competition. Students must pass

the PAT to be released from subsequent semesters.

**175 Golf Fitness and Performance (0.5)**

A thorough physical evaluation is used to develop a fitness program focused on golf skill enhancement through improved balance, strength, coordination, and technique.

**190 Golf Internship 1 (1)**

A three-month internship designed to blend classroom education with practical application in the golf industry. Students are responsible for completing experiential coursework mutually agreed upon between the supervising professional and PGM faculty. Written assignments are due periodically over the internship. At the end of the internship, the supervising professional and PGM faculty will complete an evaluation of the student. Prerequisites: PGM 100, 125, 130, or 140.

**230 Intermediate Teaching and Golf Club Alteration (2)**

This course introduces how learning variables, such as feedback and practice, affect performance. A variety of teaching methods will be covered as will how to work with different golfer populations. Improving player performance is explored through alterations to golf clubs in terms of grip, shaft, and angles to meet specific needs of individual golfers. Prerequisites: PGM 130, 190.

**240 Merchandising and Inventory Management (1)**

A study of the golf shop as it relates to the planning and management requirements for a successful gold-retailing business. The ability to attract customers and increase merchandise sales will be explored through open-to-buy plans, merchandise assortment plans, pricing, vendor relations, markdowns, display, and sales promotions. Prerequisite: PGM 290.

**250 Turfgrass Management (2)**

A course designed to increase awareness of the functions of the golf course maintenance department and the responsibilities of the golf course superintendent. Lecture and laboratory classes include an in-depth study of turfgrass varieties, fertilizers, weeds, insects, pests, chemical usage, and maintenance procedures necessary to sustain playable conditions. The focus is minimizing the impact of everyday maintenance practices through coordination with the superintendent and communication with the customer. Prerequisite: PGM 290.

**265 Golf Operations (2)**

The course emphasizes the golf operations as the core unit overseeing individual business units, such as the golf shop, play on the course, the golf car fleet, the practice range, caddie programs, and more. Topics include the value of organizational structure, job descriptions, policies and procedures, and implementation of operational tools and technologies. Prerequisite: PGM 290.

**290 Golf Internship 2 (3)**

A six-month internship designed to blend classroom education with practical application in the golf industry. Students are responsible for completing experiential coursework mutually agreed upon between the supervising professional and PGM faculty. Written assignments are due periodically over the internship. At the end of the internship, the supervising professional and PGM faculty will complete an evaluation of the student. Prerequisite: PGM 125, 130, 140, and 165.

**330 Advanced Teaching and Golf Club Fitting (2)**

The flow of teaching is addressed in order to maximize positive student behavior changes and skill transfer to the course. Other topics include elements of the mental game, advanced shot-making skills, the importance of physical evaluations and corrective exercise programs, and strategies and tactics for meeting the needs of golfer populations through player development programs. A focus on the development of effective processes and procedures for club fitting will enable students to make recommendations to improve player performance. Prerequisite: PGM 390.

**340 Golf Facility HR (1)**

A wide range of topics related to the recruitment, selection, training, compensation, motivation, and evaluation of golf facility staff members is covered in this course. A performance system is introduced for supervising employees and delegating work responsibilities. Prerequisite: PGM 390.

**350 Food and Beverage Management (2)**

An in-depth study of how the food and beverage operation contributes to the profitability and success of the golf facility. Components include a study of food costing, purchasing, inventory control, menu planning, security, staffing, service, and legal issues. Classroom lectures will be supplemented with lab experiences at local food and beverage facilities. Prerequisite: PGM 390.

**355 PGM Special Topics in Golf (2)**

Students conduct research on current industry challenges and present practical solutions. A professional resume will be constructed, while contemporary career development strategies are highlighted. Mock employment interviews require students to develop crucial communication skills necessary for advancement in the industry. Prerequisite: PGM 390.

**390 Golf Internship 3 (3)**

A seven-month internship designed to blend classroom education with practical application in the golf industry. Students are responsible for completing experiential coursework mutually agreed upon between the supervising professional and PGM faculty. Written assignments are due periodically over the internship. At the end of the internship, the supervising professional and PGM faculty will complete an evaluation of the student. Prerequisites: PGM 230, 240, 250, and 265.

**450 Golf Facility Cases and Problems (2)**

This comprehensive course examines case studies and problems presenting a challenge to the effective and efficient management of golf facilities. Students will be asked to develop and present their solutions using all functional areas, and golf industry knowledge acquired through coursework and practical experiences. Prerequisites: PGM 330, 340, 350, and 360.

**490 Operations Practicum (3)**

Students gain practical skills and experience at the university-owned golf facility. Students will apply a best practices philosophy while experiencing managerial responsibilities in all facets of the operation. PGA Golf Management faculty provides daily supervision and evaluation of the students. Prerequisites: PGM 290 or Instructor Approval.

## Pharmaceutical Sciences

Professors: Dr. Diliberto (Chair), Dr. Greenwood (Associate Dean for Academic Affairs), Dr. Holmes (Vice Chair and Director of Pharmaceutical Sciences Programs), Dr. Shin, Dr. Stagner

Associate Professors: Dr. Abraham, Dr. Adams, Dr. Al-Achi, Dr. Bloom (Vice Chair for Pharmaceutical Sciences), Dr. Breivogel, Dr. Gupta, Dr. Hamrick

Research Associate Professor: Dr. Chazotte

Assistant Professors: Dr. Garrett, Dr. Hall, Dr. Haware, Dr. Liu, Dr. Nemezc

Instructors: Mr. Gallagher, Mr. Johnson, Mr. Marks, Mr. Staton

Adjunct Faculty: Dr. Bowes, Ms. Brown, Dr. Campbell, Dr. Clontz, Dr. Franz, Dr. Haines, Dr. Jiang, Dr. Johnson, Mr. Kiernan, Mr. Lewis, Dr. G. Pande, Dr. P. Pande, Dr. Parr, Dr. Spancake, Dr. Taylor, Dr. Vinal, Dr. Wagner, Dr. Waterhouse, Dr. Yates

### Major in Pharmaceutical Sciences (CIP 51.2010)

The objective of this major is to prepare students for careers in the biomedical sciences with particular emphasis on pharmaceutical sciences. Graduates will be prepared to enter research and technical positions in the health science industries or to pursue postgraduate studies.

Candidates for the BS degree with a major in the pharmaceutical sciences (BSPS) must satisfy all College of Arts and Sciences requirements as set forth in the General College Curriculum (GCC) section of the university catalog. Prior to entering the major, students must have completed a minimum of 64 semester hours of college credit taken from the core liberal arts curriculum and must include the following courses or their equivalents: Basic Biology, Human Anatomy and Physiology, Microbiology and Immunology (recommended), General Chemistry (2 semesters), Organic Chemistry (2 semesters), Calculus, and General Physics (2 semesters).

In addition to the GCC requirements and science prerequisites, pharmaceutical sciences majors must complete the following didactic and laboratory courses to earn a BS degree in this major: PHSC 210, PHSC 220/220L, PHSC 323/325/325L, PHSC 324, PHSC 326/327/327L, PHSC 328, PHSC 334, PHSC 336, PHSC 338, PHSC 410/411/411L, PHSC 418/419/419L, PHSC 438/439, PHSC 442, and PHSC 451. Following these courses, pharmaceutical sciences majors are required to complete a semester-long internship, along with a final senior internship presentation (PHSC 416 and PHSC 420). GCC courses and pharmaceutical sciences courses total between 130.5 – 132.5 credit hours depending upon whether the required internship (PHSC 420) is completed in the summer (12 cr) or spring (14 cr) semester.

Internship opportunities in North Carolina are plentiful since the state has one of the largest concentrations of pharmaceutical and biotechnology industries in the United States. Currently, there are hundreds of pharmaceutical research and manufacturing sites in North Carolina. Most of these pharmaceutical and biotechnical companies are located in nearby Research Triangle Park.

Additionally, several major research universities and government agencies are nearby. Students may choose internship sites based upon their future career goals including academic, research, manufacturing, analytical, biotechnology, forensics, formulation, or validation. In addition to hosting senior BSPS students for their internships and summer employment, many of these sites also provide opportunities for permanent positions upon graduation.

### **BS in General Science with Concentration in Pharmaceutical Sciences**

The College of Pharmacy & Health Sciences offers a bachelor of science in general sciences with a concentration in pharmaceutical sciences. This degree option is only offered to Campbell University students that have completed the prescribed pre-pharmacy curriculum, general college curriculum, one year of the BS in pharmaceutical sciences, and one year of the doctor of pharmacy curriculum.

The respective program director for pharmaceutical sciences will work with these students during the third year of matriculation. After acceptance into the doctor of pharmacy program, students can declare their intent to earn the BS in general science with this concentration. The program director will confirm that the degree requirements have been met.

Students benefit from earning a BS after four years of matriculation, including one year of matriculation after acceptance into the doctor of pharmacy program. A BS degree combined with the doctor of pharmacy may provide graduates with additional opportunities in the future.

### **Requirements for a Major in General Science with a concentration in Pharmaceutical Sciences (CIP 51.2010)**

A major in General Science (B.S. degree) with a concentration in Pharmaceutical Sciences may be obtained by completing the general college curriculum and the following courses in Pharmaceutical Sciences (28.5 hours): PHSC 210, 220/220L, 323, 324, 325L, 326, 327L, 328, 334, 338, 410, 411L, 442, and 451; plus the following course in the Doctor of Pharmacy program (37 hours): PHAR 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 312, 314, 331, 332, and 335. Ancillary requirements include: BIOL 111, 221, 334, CHEM 111, 113, 227, 228, PHYS 221, 222, and MATH 122.

### **Pharmaceutical Sciences Course Listing (PHSC 000)**

#### **210 Laboratory Safety (1)**

An introduction to chemical, physical, and biological hazards associated with laboratory work. Students are introduced to laboratory worker regulations, methods for laboratory and personnel monitoring, and personal protective equipment and clothing. Note: PHSC 210 is a prerequisite (or corequisite) to all laboratory courses in pharmaceutical sciences.

#### **220/220L Quantitative Laboratory Techniques/Lab (2)**

An introductory laboratory course concentrating on the basic terminology and mathematical skills needed to perform routine laboratory procedures. Students learn the theory and application of appropriate techniques involved in gravimetric and volumetric analysis. Laboratory skills are honed through a series of exercises that culminate in a comprehensive practical examination designed to test the student's ability to accurately formulate complex solutions. Prerequisites: CHEM 111 and 113.

#### **323/325/325L General Biochemistry/Lab (3/1)**

This introductory lecture and laboratory course provides an overview of the synthesis and metabolism of amino acids, carbohydrates, lipids, and nucleic acids; enzyme kinetics; bioenergetics; and macromolecular structure and function. Students must attend a weekly pre-lab session. Prerequisites: CHEM 227/228; Corequisite: PHSC 220/220L.

#### **324 Introduction to Biostatistics (3)**

Statistical methods in health sciences. The course is intended to provide the student with basic knowledge of descriptive statistics, graphing data, probability theory, normal and other common distributions, sampling and estimation, hypothesis testing, ANOVA and other selected statistical methods.

**326/327/327L Molecular Biology/Lab (3/1)**

Fundamental principles of recombinant DNA technology are presented with an emphasis on pharmaceutical applications where appropriate. Laboratory exercises provide a basic understanding of the techniques involved in biotechnology and provide practical laboratory experience in the use of these techniques. The lecture and laboratory courses are designed to complement one another and work in tandem to give an overall view of biotechnology. Students must attend a weekly pre-lab session. Lab Prerequisite: PHSC 451. Other prerequisites: PHSC 323/325L.

**328 Introduction to Pharmacology (4)**

The basic principles of pharmacology and toxicology are covered through discussion of the responses of biological systems to drugs and chemicals. The course also considers the absorption, distribution, metabolism, and excretion of xenobiotics and how these factors relate to drug action. Prerequisites: BIOL 221 or BIOL 220/223 and CHEM 227/228.

**334/336 Scientific Literature Seminar I & II (1/1)**

Students are introduced to literature searching and critical analysis techniques in this series of courses. The courses promote the formulation of critical thinking approaches. Special emphasis is placed on communication techniques. Students apply their knowledge and skill in the form of written and oral presentations developed by researching the current pharmaceutical and biomedical literature. Prerequisite: PHSC 451.

**338 Product and Process Validation (2)**

This course introduces students to the principles of current good manufacturing practices (cGMP), process troubleshooting, quality control and quality assurance. Federal regulations and documentation requirements are discussed throughout the course. The course covers in detail the theory and practices by which pharmaceutical and biotechnology processes are validated.

**404 Research in Pharmaceutical Sciences (1-3)**

The purpose of this elective course is to introduce pharmaceutical sciences students to methods of basic science research. This involves application of the scientific processes of hypothesis formation, literature evaluation, experimental design, development of technical skills, data acquisition and analysis, and formal presentation of results. Prerequisite: Permission of instructor.

**410/411/411L Analytical Instrumentation/Lab (3/1)**

A comprehensive introductory course that provides students with an in-depth study of the theory and operation of scientific instrumentation typically found in pharmaceutical, chemical, and biotechnical research and analytical facilities. Students gain hands-on experience with a variety of spectroscopic and chromatographic instrumentation through structured laboratory experiments. Students must attend a weekly pre-lab session. Prerequisites: PHSC 220/220L, PHYS 221, or by the permission of the instructor.

**414 Research Seminar (1)**

Used in conjunction with research courses PHSC 404 and 504, research seminar provides students with an opportunity to present original research work to pharmaceutical sciences faculty and students.

**416 Senior Seminar (1)**

Senior Seminar provides a forum through which students chronicle their internship experiences. Each student presents an overview of the company in which they worked and provide a synopsis of their roles in the organizations during their internships. Presenters are evaluated by departmental faculty members and their peers.

**418/419/419L Industrial Pharmacy/Lab (3/1)**

This survey course introduces students to the pre-formulation and manufacturing of pharmaceutical dosage forms such as tablets, capsules, sustained release preparations, ointments, and suspensions. In the laboratory portion of the course, students gain hands-on experience performing a variety of USP tests and unit operations. Prerequisites: PHSC 220/220L, PHSC 323/325/325L, and PHSC 410/411/411L.

**420 Senior Internship (12-14)**

The internship provides practical experience in the pharmaceutical, chemical, or biotechnology industries. Students and participating industrial facilities are matched to provide a comprehensive work experience. Note: Internships completed during the summer semesters will earn 12 credit hours rather than 14. Prerequisite: Completion of all BSPS courses with a major and cumulative GPA  $\geq 2.0$ .

**438/439L Pharmaceutical Methodology and Bioprocessing/Lab (3/1)**

In this advanced analytical techniques and instrumentation course, students are exposed to the current state-of-the-art procedures for the isolation, purification, derivatization, and characterization of complex chemical and biological samples. These techniques are then applied to practical analytical situations. Students are also provided with practical hands-on experience in USP methodology and with a comprehensive overview of bioprocessing. Prerequisite: PHSC 410/411/411L.

**442 Interpersonal Skills (2)**

Skills such as negotiation, written and verbal communication, managing meetings, facilitation, influencing without authority and assertiveness are often key determinants of success in the workplace. In order to teach students how to be more effective in their careers, students will be coached and evaluated on their ability to plan, conduct and/or facilitate meetings, generate effective communications, and foster effective listening, assertion, and influencing skills. Strategies that are successful during conflictive encounters will be stressed. In addition, students will be exposed to effective techniques used in the selection, mentoring, and management of employees including gender and culture differences.

**450/450L Spreadsheet/Data Analysis (1-2)**

This course introduces students to advanced functions within commercial spreadsheet programs. Emphasis is placed on the utilization of macros and embedding functions as they apply to data analysis.

**451 Scientific and Technical Writing (1.5)**

Scientific and Technical Writing is a required course for Pharmaceutical Sciences majors designed to enable students to effectively and accurately write and review a variety of technical documents used in pharmaceutical-related industries.

**452 Pharmaceutical Utilities Systems (1)**

This course gives students a basic overall understanding of the utility systems used in pharmaceutical manufacturing facilities. By using piping and instrumentation diagrams (P&IDs) to teach these systems, students also become familiar with one of the most commonly used types of engineering documentation in the industry. This course also covers the basic requirements for commissioning and validation of these systems.

**462 and 466 Anatomy and Physiology (4/4)**

This two-course sequence presents a comprehensive study of the structure and function of all organ systems as well as basic biochemical and biophysical principles of cellular and membrane function. Relevance to clinical states and drug action is also presented in many areas. The courses are co-listed as PHAR 302 and 306. Prerequisite: Permission of instructor.

**464 Biochemistry (4)**

A comprehensive course in biochemistry that discusses the metabolism of amino acids, carbohydrates, lipids, and nucleic acids. Principles of enzyme kinetics and regulation, bioenergetics, and macromolecular structure-function relationships are presented. This course is co-listed as PHAR 304. Prerequisite: Permission of instructor.

**468 Clinical Biochemistry (3)**

This course discusses the principles of quantitative analysis utilized in common clinical laboratory tests. An introduction to interpretation of abnormal clinical laboratory values is presented. Quantitative aspects of nutrition are presented, and regulatory effects of various hormones are described. Diseases such as arteriosclerosis and diabetes are discussed. This course is co-listed as PHAR 308. Prerequisite: Permission of instructor.

**470 Immunology (4)**

This course covers basic immunology and the fundamental principles relating to the immune response in normal and disease states. This course is co-listed as PHAR 310. Prerequisite: Permission of instructor.

**472 Medical Microbiology (3)**

The basic concepts of medical microbiology are presented. Information necessary to diagnose and manage an infected patient are covered. Current, important bacteriologic, virologic, mycotic, and parasitic pathogens and their related diseases are discussed. Clinical presentations, principles of laboratory diagnosis, and preventative measures are emphasized. This course is co-listed as PHAR 312. Prerequisite: Immunology (PHAR 310/PHSC 470) and permission of instructor.

**474 Biopharmaceutics (3)**

This course presents the biological and physiochemical factors of the body, drugs and dosage forms that influence drug availability, disposition, and pharmacological and toxicological responses. This course is co-listed as PHAR 314. Prerequisites: PHSC 462 and PHSC 464 or permission of instructor.

## Political Science

Associate Professors: Dr. Thornton (Director of Political Science Studies), Dr. Schroeder

Assistant Professor: Dr. Mero

Adjunct Faculty: Mr. Slattery

### Requirements for a Major in Political Science (CIP 45.1001)

Candidates for a major in Political Science must complete with a "C" average or better, at least 37 hours of political science courses. Included in the 37 hours must be POLS 229, 230, 260, at least three hours in public policy and administration (POLS 334, 337, 338, or 340), three hours in American government (POLS 323, 324, 336), three hours in international studies (POLS 343, POLS 345, POLS 403, or HIST 448), three hours in political theory (POLS 443, 445, 446, or 447), three hours of constitutional development (POLS 449 or 450), and the four hour senior seminar (POLS 451 or POLS 481).

### Requirements for a Minor in Political Science

Students pursuing a minor in Political Science must complete, with a "C" average or better, 24 semester hours of political science courses, including POLS 229, POLS 230, and one course from at least three of the following five areas: public policy and administration; international studies; political thought; constitutional development; or American government and politics.

### Pre-law with a Major in Political Science (45.1001/22.0001)

Law schools want students who think rationally and logically, express themselves clearly and coherently in both oral and written form, possess a broad education in the liberal arts, and have specialized in an appropriate academic major. Campbell University's Department of History, Criminal Justice and Political Science has a curriculum to aid students wishing to demonstrate such qualifications. The program meets all college requirements for a Bachelor of Arts degree and gives the students a major in political science. The program, which is broad enough to provide students the specific courses needed to prepare them for the study of law, includes 6 hours of United States history, 3 hours of British history, 3 hours of political thought, 3 hours of logic, 6 hours of economics, 3 hours of public speaking, 3 hours of psychology, 6 hours of constitutional development, 3 hours of business and/or accounting classes, and 3 hours of advanced writing (ENGL 302) or argument and persuasion (ENGL 424). The curriculum also includes POLS 300, Introduction to Law, with presentations by faculty of the Norman Adrian Wiggins School of Law.

### Public Administration/Public Policy with a Major in Political Science (CIP 45.1001/44.0401)

The concentration in Public Administration/Public Policy is designed for those Political Science majors interested in pursuing graduate degrees in public administration and/or public policy, with the ultimate goal of working in either the public or non-profit sectors. In addition to three hours in each of the following fields: American Government (POLS 323, 324, or 336), International Relations (POLS 343, 345, 403 or HIST 448), Political Thought (POLS 443, 445, 446, or 447), and Constitutional Law (POLS 449 or 450), the Political Science major with a Public Administration/Public Policy concentration takes the majority of the required 37 semester hours of political science in public administration and policy-related courses. These include: Introduction to Public Administration (POLS 338), Public Policy (POLS 340), Internship (POLS 454) and Senior Seminar (POLS 481). In addition, the Public Administration/Public Policy student is encouraged to take the following classes: Public Budgeting (POLS 334), Municipal Government (POLS 337), Ethics in Government (POLS 339), Organizational Theory (POLS 442), Principles of Management (BADM 331) and Human Resource Management

(BADM 332). Open electives should include accounting, business administration, communication, economics, psychology, sociology or other appropriate courses.

**International Studies with a Major in Political Science (CIP 45.1001/45.0901) or History (CIP 54.0101/45.0901)**

The program in International Studies adapts the Political Science major by requiring more of the required 37 semester hours of political science or history focus on international relations. International Studies students are required to take GEOG 113 or 114, POLS 343, POLS 345, POLS 403, one of the POLS 443, 445, 446, or 447 series, HIST 448, POLS 449 or 450, RELG 251, and SOCI 345 (recommended). The students should advance through the 221/222 level of a foreign language and include an economics class in addition to the two required for the Political Science major. Political Science majors with an International Studies concentration will complete POLS 481 as their senior seminar, while History majors will complete HIST 451.

**Requirements for a B.S. with a Major in Social Sciences (Concentration in Political Science) (CIP 45.0101)**

Candidates must complete, with a "C" average or better, at least 54 semester hours in the social sciences distributed as follows: 24 hours in political science; 12 hours of history (111-112, 221-222); and six hours each in economics, geography, and sociology. Those political science courses must include POLS 229, POLS 230, POLS 260 and one course each in three of the five following areas: American government, public policy and administration, international studies, political thought, or constitutional development.

**Requirements for Teaching Licensure in Social Studies (CIP 13.1318)**

Students majoring in Social Sciences (concentration in Political Science) who desire licensure to teach social studies in North Carolina secondary schools must complete, with a "C" average or better, at least 24 semester hours in political science. Those political science courses must include POLS 229, POLS 230, POLS 260, HIST 451 and one course each in three of the five following areas: American government, public policy and administration, international studies, political thought, or constitutional development. Students must also take 12 semester hours in history, and 6 semester hours each in economics, geography, and sociology. All prospective teachers must possess a 2.5 average overall in order to be admitted to the teacher education program where they will complete the School of Education requirements for licensure.

**Double Major**

Along with guidelines set forth in this catalog in the Chapter entitled "Academic Programs and Regulations", students wanting to pursue two majors must choose a "governing" major and meet the additional requirements of: (1) maintaining a 3.0 average and (2) taking the Seminar for the "governing" major, and possibly an additional seminar depending on the adopted curriculum (see your adviser).

**Political Science Course Listing (POLS 000)**

**229 The National Government (3)**

This general introduction to the study of American government focuses on the federal level with special attention to the framing of the U.S. Constitution, the general organization and functioning of the national government, the nature of federalism, political parties, elections, and current issues of public policy at the national level. Prerequisite for most political science courses.

**230 State and Local Government (3)**

This course gives special attention to federal-state relations and to the workings of state government in policy areas such as taxation, budgeting, and education. The politics of state government are closely examined. Local government is considered, but to a lesser degree. Prerequisite: POLS 229.

**232 State Legislative Politics (3)**

This independent course teaches the legislative process while preparing student-delegates for the convocation of the North Carolina Student Legislature held annually in Raleigh. Students are required to gain a working familiarity with Robert's Rules of Order, participate in the research and writing of the bill(s) to be introduced at the state meeting, and (for full credit) write a formal policy position paper. Prerequisite: Permission of the instructor.

**260 Scope and Methods of Political Science (3)**

An introduction to theory, hypothesis generation, data collection, data analysis, computer usage, and research methods of political science. This course culminates with student preparation of a research project or grant proposal. Prerequisites: POLS 229 and MATH 160.

**300 Introduction to Law (3) (Also HIST 300, CRIM 300)**

An introduction and survey of the field of law for students interested in understanding the diverse nature of the field of jurisprudence and legal studies. Prerequisites: POLS 229, 230, and junior status.

**315 The Cold War (3)**

An introduction to the Cold War era in 20th century East-West diplomatic history, with emphasis on the period 1945-1991. Prerequisites: POLS 229 and HIST 112.

**317 The Vietnam War (3)**

This class provides a political, strategic, diplomatic, and military analysis of the Vietnam War and its history from the origins of America's incremental involvement during the 1940s and 1950s, through America's indirect and increasing direct combat participation during the 1960s and early 1970s, to the war's tragic ending in 1975 and its far-reaching political, diplomatic, and domestic social impact then and decades later. The course will examine US political, geo-strategic, and diplomatic interests, motives, and rationale for America's involvement with Vietnam, the evolving nature of US National Security Policy and Strategy for supporting the French and later directly prosecuting the war, and the mismatched military strategy and tactics employed in a failed attempt to achieve America's political and strategic aims for a noncommunist South Vietnam and containment of communism in Southeast Asia. Finally the course will examine and evaluate key aspects of the War's lessons as they were initially ignored, later relearned, and eventually applied to America's recent foreign policy challenges and conflicts, particularly in Iraq and Afghanistan.

**323 The Presidency (3)**

An interdisciplinary approach to the study of the United States Presidency. Prerequisite: POLS 229.

**324 Congress (3)**

An interdisciplinary approach to the study of the United States Congress. Prerequisite: POLS 229.

**332 Emergency Preparedness and Response (3)**

The course is comprised of two components. Broadly, it is a comprehensive study of the systems involved in the management of disasters—beginning with the historical context of Emergency Management. Current practices, strategies, and the key personnel involved in emergency management will be examined. There will be a larger conversation focused on how emergency planning and management exists within the system of American federalism—covering local and state issues and their

interaction with the federal government (FEMA and Homeland Security). Specifically, this course explores disasters from a public health perspective, examining the response systems and the populations impacted by disasters.

**334 Public Budgeting (3)**

An in-depth study of public finance and budgeting; theory, practice and political context. Prerequisites: POLS 229 and 230.

**335 Congress and the Presidency (3)**

This course analyzes two of the major branches of our national government in terms of their structure, motivations, and processes, placing them within the context of the American political system. Prerequisite: POLS 229.

**336 American Political Parties (3)**

The main topics considered are the origins and development of American political parties, their functions, organizations, regulations, campaign methods, and conduct of elections. Prerequisite: POLS 229.

**337 Municipal Government (3)**

The history, organization, and administration of American municipal corporations are studied in some detail. Special attention is given to intergovernmental relations and the current concerns of metropolitan governance. Prerequisite: POLS 230.

**338 Introduction to Public Administration (3)**

This course explores philosophies and processes of administration of public and quasi-public organizations as they manifest themselves in the American bureaucratic structure. Detailed attention will be given to identifying those tasks best accomplished by the public sector, the problems of organizing and staffing government agencies, the efforts to keep governmental agencies politically accountable, and the means and mechanisms for implementing governmental decisions. Prerequisites: POLS 229 and 230.

**339 Ethics in Government (3) (CRIM 339)**

This course will help students better understand the ethical and moral dilemmas pressed upon government in today's society. The most notable approaches to ethics, values, and morality in government by prominent theorists in the field will be studied. Important concepts will be examined, such as administrative responsibility, mental attitudes, public interest, personal codes, paradoxes of procedure, and ethical and moral value systems. Prerequisites: POLS 229 and 230.

**340 Introduction to Public Policy (3)**

This course inquires into the nature of the public policy-making process as it reveals itself in the initiation, formulation, and implementation of policy. Students will also analyze and evaluate selected national policies while examining and utilizing various analytical approaches. Prerequisites: POLS 229 and 230.

**343 Introduction to Comparative Foreign Government (3)**

This course introduces students to the recent histories, political cultures, government structures, political processes, and current situations of selected democratic, totalitarian, and developing countries. Prerequisite: POLS 229.

**345 International Relations (3)**

An introduction to politics among nations. Emphasizing the historical development of the international state system, this course focuses on the problems of war, development, and trade in the international system, while also including some attention to international organizations and international law.

Prerequisite: POLS 229.

**403 History and Politics of International Economic Relations (3)**

This course will investigate at the international level the interaction of political and economic factors in the creation and distribution of wealth and power. Adopting a historical approach, the course will examine the forces and trends involved in the emergence of today's global political economy and then turn to current issues, including production, trade and protectionism, monetary and financial relations, and problems of economic development and environmental degradation. Prerequisites: HIST 112 and POLS 345.

**442 Organization Theory and Behavior (3)**

This course enables students to increase their understanding of how organizations can more effectively meet their objectives. Several major concepts will be examined, clarifying how organizations work and what alternative organizational strategies and structures exist. The concepts of power, resource allocation, work environment, and goals will be closely examined. Prerequisite: POLS 338 or 340.

**443 Medieval Political Thought (3)**

A survey of the major political thinkers of the medieval period, this course focuses on the Christian writers of Western Europe, including St. Augustine, St. Thomas Aquinas, Marsilius of Padua, John Duns Scotus, and William of Ockham. There is some analysis of Muslim and Jewish thinkers as well.

Prerequisites: POLS 229 and HIST 111.

**445 Modern European Political Thought (3)**

This course analyzes the main currents of European political thought in terms of their historical setting and philosophical background. Prerequisites: POLS 229 and HIST 111-112.

**446 American Political Thought (3)**

The main currents of American political thought, from colonial beginnings to the present, are analyzed in terms of their historical setting and philosophical background. Prerequisites: POLS 229 and HIST 221-222.

**447 Ancient Political Thought (3)**

A survey of the political writings of Plato and Aristotle, this course focuses on analyses and evaluations of political ideas as well as their historical settings. Prerequisites: POLS 229 and HIST 111.

**449, 450 The Development of the American Constitution (3, 3)**

This account of the living Constitution traces practices, customs, traditions, and fundamental legal ideas in their historic setting as they make up the body of American constitutionalism today. Prerequisites: POLS 229 and HIST 221 or 222, as appropriate.

**451 Seminar on Constitutional Law (4)**

This seminar requires students to make a detailed examination of the Supreme Court's landmark cases and their implications. Prerequisites: POLS 449 or 450 and approval of the instructor.

**454 Internship (3)**

An internship is a supervised work experience with selected law firms, public agencies, political campaign, noted public figures and non-profit agencies. Approval of instructor is required.

**459 Contemporary Issues and Conferences (1-3) (HIST 459)**

This course is designed to encourage student participation in such programs as the Model United Nations, Model Arab League, and other intercollegiate conference activities and special programs of study. A student must secure the permission of the instructor in order to enroll in POLS/HIST 459.

**460 Special Topics (3)**

Special Topics is a tutorial course established at the request of the student and faculty member when special needs or circumstances require examination of subject matter not otherwise included in the academic program (by arrangement with the instructor.)

**481 Seminar in Research and Writing (4)**

This seminar serves as the capstone course for students majoring in Political Science, especially those intending to pursue post-graduation opportunities other than law school. Under the active guidance of a faculty director, students will conceive, develop, research, and write a substantial piece (40 pages) of scholarly work. Through this process, students will hone skills crucial to success in graduate school or the professional arena, to include: definition of an relevant and feasible research topic, identification and appropriate use of primary and secondary sources of information, effective organization and presentation of ideas and information, development and application of appropriate research methodology, analysis and interpretation of findings, and evaluation of policy implications. Prerequisite: Permission of the instructor.

## Professional Education

Professor: Dr. Nery (Dean, School of Education)

Associate Professors: Dr. Engel, Dr. Enzor, Dr. Kendrick, Dr. Maidon, Dr. Powell, Dr. Roukema,

Assistant Professors: Dr. Chester, Dr. Dennis, Dr. Godwin, Dr. Graham, Dr. B. Greene, Dr. P. Smith, Dr. Olah

Adjunct Faculty: Ms. Andrews, Dr. Byerly, Ms. Dennis, Dr. Durham, Ms. Faircloth, Ms. Lee, Ms. Long, Ms. Wakefield

Director of the Teacher Education Program: Dr. Godwin

Coordinator of Undergraduate Elementary Education: Dr. Powell

Coordinator of Undergraduate Middle Grades Education: Dr. Roukema

Coordinator of Birth-Kindergarten: Dr. Chester

Coordinator of Educational Studies: Dr. Godwin

Coordinator of Secondary Education: Dr. B. Greene

Coordinator of Special Education: Dr. Dennis

Director of Teaching Fellows: Dr. Maidon

Discipline Coordinator for Biology Education: Dr. Bartlett

Discipline Coordinator for English Education: Ms. Ward

Discipline Coordinator for Foreign Languages Education: Dr. Ortiz

Discipline Coordinator for Health and Physical Education: Dr. Woolard

Discipline Coordinator for Mathematics Education: Ms. Walker

Discipline Coordinator for Music Education: Dr. Whitley

Discipline Coordinator for Social Studies Education: Dr. J. Martin

### Admission Policy for Teacher Education

All students desiring a program leading to teacher licensure must meet all requirements for (1) admission to the Teacher Education Program, and (2) admission to student teaching. Admission to and completion of student teaching do not guarantee licensure. Licensure is contingent upon successful completion of all State Board of Education requirements for the licensure sought.

Application for admission to the teacher education program should be submitted during the second semester of the student's junior year. All requirements for formal admission to Teacher Education must be met by the beginning of the semester prior to the semester in which student teaching is to be done.

### Criteria for Admission to the Program

The criteria for admission to the program include the following:

1. A grade point average of 2.5 or better in overall scholastic work; a "C" or better in all courses in the major field or concentration; a "C" or better in all required professional education courses.
2. Approval of the Teacher Education Program and the major department, if a secondary or K-1 education major.
3. No academic, disciplinary, or social probations.
4. Satisfactory scores on the Praxis I Examination, Pre-professional Skills Test (PPST). The Praxis I series of exams may be waived with sufficiently high SAT or ACT scores.
5. Completion of the Teacher Education application which includes a content area paper.

Applications for practicum placements must be submitted by October 1 for spring semester placements, and by March 1 for fall semester placements. Applications for student teaching placements must be submitted by March 1 for fall semester placements and by October 1 for spring semester placements.

### **Requirements for a North Carolina Class Standard Professional One Teaching License**

To qualify for Campbell University's recommendation for an initial North Carolina teaching license, a Bachelor of Arts or Bachelor of Science degree must be earned in one of the programs listed below. In addition, all professional education and licensure requirements must be met. Satisfactory scores on the Praxis I and Praxis II Examinations (elementary and special education), must be submitted to the Dean's office, along with the other required completed forms for licensure.

### **Course Requirements for the Professional Education Programs**

#### **Elementary Education (K-6) (CIP 13.1202)**

The elementary education (K-6) program is designed to prepare a student for licensure to teach at the elementary school level.

Course requirements for the Bachelor of Science degree in elementary education are as follows: ENGL 100, 101, 102, and two of the following literature surveys: ENGL 201, 202, 203, 204, 205 or 206; Foreign Language through 201; Art, Music, or Theatre 131; HIST 111, 112; POLS 229; SOCI 345; MATH 111, 112+; PSYC 222; RELG 125 and a religion elective at or above the 200-level; one laboratory science course; PE 111 and 185; EDUC 221, 223, 351, 355, 373, 400, 401, 435, 448, 450, 455, 456, and 457. Additional courses in chosen area of concentration (History/Political Science, English, Mathematics, Economics or Science).

A grade of "C" or better must be earned in all required education courses and content concentration.

#### **Middle Grades (6-9) (CIP 13.1203)**

The Bachelor of Science degree with a major in middle grades education requires two concentration areas--chosen from the areas of social studies, language arts, mathematics, or science-- in addition to the core curriculum and professional education courses.

All majors are required to take the following core courses: ENGL 100, 101, 102, and two of the following literature surveys: ENGL 201, 202, 203, 204, 205 or 206; HIST 111 and 112, HIST 322 (option); SOCI 345; Foreign Language through 201; RELG 125 and a religion elective at or above the 200-level; two laboratory science courses; 2 Mathematics, MATH 111 and higher; PE 111 and 185; Art, Music, or Theater 131; PSYC 222 and 0-3 hours of elective hours depending upon concentration choices.

All majors are required to take the following professional education courses and must earn a "C" or better in each: EDUC 221, 223, 365, 373, 441, 443, 455, 456, and 460.

#### **Licensure Requirements for Middle Grades Education:**

Students seeking licensure in middle grades education must choose a primary and a secondary area of concentration. Twenty-four hours of course work must be completed for a primary area of concentration, and eighteen hours of course work must be completed in the secondary area of concentration. A grade of "C" or better must be earned in all concentration area courses as well as all education courses.

**English/Language Arts Concentration:**

Primary: ENGL 302, ENGL 303, ENGL 419 (Children's Literature); EDUC 355 and 2 of the following: ENGL 301, 405, 410, 413, 416, 417, 418, 419, 420.

Secondary: ENGL 302, ENGL 303, ENGL 420 (Children's Literature); and EDUC 355.

**Social Studies Concentration:** (Must also take Professional Education course EDUC 449)

Primary: POLS 229, HIST 221 or 222, GEOG 113 or 114, HIST 331 or 332, and 2 of the following: HIST 351/352/354, HIST 342, or HIST 353/357, or ECON 200.

Secondary: POLS 229, HIST 221 or 222, GEOG 113 or 114, and one of the following: HIST 351/352/354, HIST 342, or HIST 353/357, HIST 331/332, or ECON 200.

**Mathematics Concentration:**

Primary: MATH 122, MATH 160, MATH 204, MATH 453, and 2 of the following: MATH 223, MATH 331, MATH 333, MATH 340, or MATH 443.

Secondary: MATH 122, MATH 160, MATH 204, and MATH 453.

**Science Concentration:** (Must also take Professional Education Course SIED 453 and 454).

Primary (listing includes 2 courses from the General College Requirements) BIOL 111, PHYS 221, ENVS 111/112, CHEM 111, and two of the following: ENVS 111/112, PHYS 231, BIOL 202, 203, 205, 221 or 226.

Secondary (listing includes 2 courses from the General College Requirements) BIOL 111, PHYS 221, ENVS 111/112, CHEM 111.

**Birth-Kindergarten (CIP 13.1209)**

Student seeking licensure as Birth-Kindergarten teachers are required to take the following: BKED 240, 250, 330, 340, 342, 350, 351, 360, 438, 450, 456, EDUC 221, 223, 351, 373, 455, 457.

**Special Education (K-12 Licensure) (CIP 13.1001)**

Students seeking licensure as special education are required to take the following: SPED 273, 351, 370, 371, 372, 438, 455; EDUC 221, 223, 355, 373, 400, 401, 435, 450, 455, 456, 457.

**Professional Education Sequence:**

Students desiring licensure in a secondary school teaching area (9-12), Spanish or French education (K-12), music education (K-12), or health and physical education (K-12) must meet all the criteria for admission to the Teacher Education Program and complete the following courses: PSYC 222; SOCI 345; EDUC 221, 223, 230, 331, 430, 432, 440, 441, the pertinent subject area methods courses, and Education 458, Student Teaching.

## Licensure Requirements for Secondary, K-12, and Education Majors

### **Biology (9-12 Licensure) (CIP 13.1322)**

A minimum of thirty-five semester hours is required, including BIOL 111, 201, 202, 203, 205, 327, 342, and one of the following, 430, 437 or 438; MATH 112 or 122, and 160; CHEM 111, 113, and 227; PHYS 221 and 222; SIED 453, 454; and successful completion of the general education and the professional education sequences.

### **English (9-12 Licensure) (CIP 13.1305)**

The English major seeking teaching licensure must complete the following English courses: ENGL 100, 101 and 102; four 200-level literature courses, of which one may be a World Literature (205 or 206); 302, or 424, and 303; at least three of the following survey courses: 401, 403, 404, 405, and 406; 407 or 415; 408 or 416 or 417; 409 or 411; 410; 453; two approved English electives; and the successful completion of general education requirements and the professional education sequences.

### **French (K-12 Licensure) (CIP 13.1325)**

Thirty-six hours are required in the major, including FREN 201, 202, 221, 222, 231, 232, 300, 301, 305 400; two additional literature courses; and successful completion of the general education and the professional education sequences.

### **Health and Physical Education (K-12 Licensure) (CIP 13.1314)**

Majors seeking Health and Physical Education licensure must take Exercise Science EXER 134, 201, 221, 311, 324, 325, 333, 334, 344, 395, 431, and 441. In addition, successful completion of the general education requirements and the professional education sequence are required.

### **Mathematics (9-12 Licensure) (CIP 13.1311)**

Student who desire licensure to teach mathematics in the secondary schools of North Carolina must complete, with a "C" or better, at least thirty-six semester hours in mathematics including MATH 224, 333, 340, 341, 342, 441, 443, 453, and a capstone project. Students must acquire and maintain a 2.500 grade-point average to be admitted into the teacher education program and complete the professional education requirements.

### **Music Education (K-12 Licensure) (CIP 13.1312)**

All music majors are required to take MUSC 101, 102, 103, 104, 132, 133, 201, 202, 203, 204, 221, 263, 264, 265, 266, 267, 331, 332, and 432. Music Education also requires: MUSC 223, 420, and 421, and 453; half-recital the senior year; minor applied instrument; and successful completion of the general education and the professional education sequence.

### **Social Science (9-12 Licensure) (CIP 13.1318)**

Students seeking social studies teaching licensure must major in one of three disciplines: a) History, b) Social Science with a History concentration, or c) Social Science with a Political Science concentration. All majors will complete the following core courses: six semester hours each in economics, geography, and sociology, plus HIST 111, 112, 221, 222, 453, and the professional education sequence. In addition, a History major must complete six hours of 300/400-level History classes in each of three areas: U.S. history, European history, and Non-Western (Third World) history. The history major will also complete HIST 451 (Seminar). The Social Science major with a History concentration will, in addition to the core courses, complete 12 hours of 300/400 level history classes; six hours of these classes will be in one of three areas: U.S. history, European history, and Non-Western (Third World) history, and three hours each will be taken in the remaining two fields. Both History and Social Science-History concentration majors will take POLS 229 and another three-hour political science course. The Social Science major with a concentration in Political Science, in addition to the core courses cited above, will take POLS 229, 230,

260, two political science electives, and three additional political science classes, at least one each, from three of the five following groups of courses: American Government (POLS 323, 324, 336), Policy (POLS 334, 336, 337, 338, or 340), International Relations (POLS 343, 345, or 448), Political Theory (POLS 443, 445, 446, or 447), and Constitutional Law (POLS 449 or 450). All Social Studies licensure candidates will take HIST 451.

### **Spanish (K-12 Licensure) (CIP 13. 1330)**

Thirty-six hours are required for the major, including SPAN 201, 202, 221, 222, 231, 232, 241, 242, 301, 305, 400 and any two of the following: 341, 343, 344. In addition, for Spanish Education majors, successful completion of general education requirements and the professional education sequence are required.

### **Educational Studies (non-licensure) (CIP 13. 9999)**

Students seeking a degree in educational studies must complete 61-64 hours of general college curriculum, 18 hours in a content emphasis, 24 hours in education, and 22-25 hours of electives.

### **The Teaching Fellows Program**

The Teaching Fellows Program is a competitive scholarship and enrichment curriculum for students focused on creating educators of academic excellence as problem solvers with compassion who possess a sense of dedication to the profession and service to others. This program is only available to incoming Freshmen who have completed the competition process and have been identified as a Fellow finalist.

Academic and programmatic support is provided to the Fellows through eight overall components:

- The Experiential Education Series – These are activities that are focused on developing cultural and multicultural understanding through events on campus and in the wider community and through experiences such as Study Abroad and field trips;
- The Leadership Seminar Series – The purpose of the Leadership Seminar Series is to provide learning experiences for the Fellows that will foster a sense of purpose, leadership, wisdom, and values for future educators who focus on problem-solving and possess an appreciation for service work and a dedication to improving our society. This will be accomplished through exposure to teacher leaders, community leaders, political officials, and faculty members within the various schools on campus who have demonstrated leadership throughout their career as well as through instruction in leadership skills;
- The Cohort Seminars and Cohort Classes – Fellows participate in a credit-bearing series of seminars that uses a developmental thematic approach to transition the cohorts of Fellows through their professional education program at the University and cohort classes;
- Various Mini Courses – both required and optional; e.g., a field trip focused on the unique phenomena, flora and fauna, and historical events of eastern/rural NC and its integration into their school curriculum;
- Professional Enhancement – Fellows engage in early and continuous field experiences, a paid internship, attendance at one or more professional conferences, and participation in a mock interview; Fellows are assisted by student, teacher, and faculty mentors;
- Service Work – Fellows contribute to the community through service work throughout their tenure at the University; in the first two years they will have options for service work from which to choose, but in their junior year they will provide academic support to students who do not have English as their primary language;

- Social Events – The social events (picnics, dinners, receptions, etc.) will be planned for and by the Fellows; and
- The development of esprit de corps – Through the involvement in all of the above-mentioned activities and the Freshman and All Fellows Retreats, Fellows will develop a sense of camaraderie, support for each other, and become a family.

### **Education Course Listings (EDUC 000)**

#### **102 Teaching Fellows Freshman Leadership Seminar Series I (0.5)**

#### **103 Teaching Fellows Freshman Leadership Seminar Series II (0.5)**

This is a required component of their scholarship program. It is a monthly, credit-bearing Leadership Series from their freshman through their junior years. The purpose of the Series is to provide learning experienced for the Fellows that will foster a sense of purpose, leadership, wisdom, and values for future educators who focus on problem-solving and possess an appreciation for service work and a dedication to improving our society. This will be accomplished through exposure to teacher leaders, community leaders, political officials, and faculty members within the various schools on campus who have demonstrated leadership throughout their career and through instruction in leadership skills. Teaching Fellows Only.

#### **104 Teaching Fellows Freshman Cohort Seminar Series I (0.5)**

#### **105 Teaching Fellows Freshman Cohort Seminar Series II (0.5)**

The theme of the freshmen cohort seminars is, Who Am I? The purposes of the two semester sequence courses are to learn more about themselves (e.g., their preferred learning styles) and the University community in order to become expert students. Students will be challenged to improve their personal skills by learning how to manage money and time, how to deal with stress, and how to recognize and deal with sexual harassment. They will also learn about the various support services and seminars offered on campus. Lastly, the students will learn about the various opportunities to become involved with numerous campus clubs and organizations, and they will be encouraged to be involved fully in all aspects of student life, including taking leadership roles in or becoming members of student organizations, student government, and the Teaching Fellows Leadership Council and the Program's committees (Teaching Fellows only).

#### **202 Teaching Fellows Sophomore Leadership Seminar Series I (0.5)**

#### **203 Teaching Fellows Sophomore Leadership Seminar Series II (0.5)**

See Teaching Fellows Leadership Seminar Series course description above. Teaching Fellows only.

#### **204 Teaching Fellows Sophomore Cohort Seminar Series I (0.5)**

#### **205 Teaching Fellows Sophomore Cohort Seminar Series II (0.5)**

The theme of the sophomore cohort seminars is, Who are we? The purpose of the two semester sequence courses is to learn about the diversity of the students in our schools in which they will be teaching, including learning about those who populate the wider community in North Carolina. They will examine how these diverse factors (e.g., poverty, English as a second language, and ethnicity) may affect student performance. Furthermore, they will learn effective instruction strategies such as differentiation that focuses on the individual child and other strategies designed to meet the needs of diverse school students. Teaching Fellows only.

**302 Teaching Fellows Junior Leadership Seminar Series I (0.5)****303 Teaching Fellows Junior Leadership Seminar Series II (0.5)**

See Teaching Fellows Leadership Seminar Series Course description above. Teaching Fellows only.

**304 Teaching Fellows Junior Cohort Seminar Series I (0.5)****305 Teaching Fellows Junior Cohort Seminar Series II (0.5)**

The theme of the junior cohort seminars is, Where are we going? The purpose of the two semester sequence courses is to learn about other contextual factors that influence teaching such as the culture within the schools where the Fellows will be employed as teachers. The seminars will include such topics as working with parents; finding the right resources for their classroom, including how to network with and use other support organizations for school students; organizational skills; the effect of current events, business/industry, and the economy on education; exceptionalities; classroom management (Positive Behavior System); and gangs in the school setting.

**404 Teaching Fellows Senior Cohort Seminar Series I (0.5)****405 Teaching Fellows Senior Cohort Seminar Series II (0.5)**

The theme of the senior cohort seminars is, How do I become an effective teacher practitioner? Students will learn the skills that expert teachers use and further the skills they have already acquired in their previous courses. They will discuss topics imperative to the profession, such as the most functional assessment methods, reading in the content area, effective teaching strategies using technology, development of instruction using various curriculum models, curriculum mapping, the Paideia/Socratic methods of teaching, and interview skills.

**221 Introduction to Education (3)**

A study of the development of our present-day educational system, with emphasis on historical background and development, aims of education in a democracy, duties of the teacher, purpose and development of the curriculum, facilities, support, and control of the schools. The course is designed to be a foundation for further study in education as well as a general college elective. Field experiences are included. Offered in the fall, spring, and summer.

**223 Psychology Applied to Teaching (3)**

A study of psychological principles applied to teaching and learning. Theories of learning, principles of motivation, intelligence, child development, learning styles, teaching models, student assessment, and research methods are studied. Fall and Spring.

**230 Instructional Technology for the Secondary, k-12, Vocational Teacher (1)**

This course focuses on using technology in secondary, K-12 and vocational classrooms. Instruction techniques and classroom management strategies are addressed. This is a laboratory class and meets for two hours per week. Should be taken concurrently with EDUC 331. Fall and Spring.

**301 Junior Leadership Seminar 1 (0.5)****302 Junior Leadership Seminar 2 (0.5)**

See Teaching Fellows Program Section for course description. Teaching Fellows only.

**303 Teaching Fellows Junior Seminar 1 (0.5)****304 Teaching Fellows Junior Seminar 2 (0.5)**

The theme of the junior cohort seminars is “Where are we going?” The purpose of the two semester sequence courses is to learn about other contextual factors that influence teaching such as the culture within the schools where the Fellows will be employed as teachers. Their seminars will include such topics as working with parents; finding the right resources for their classroom, including how to network with and use other support organizations for school students; organizational skills; the effect of current

events, business/industry, and the economy on education; exceptionalities; classroom management (Positive Behavior System); and gangs in the school setting. Teaching Fellows only.

### **331 Adolescents with Exceptionalities (2)**

This course focuses on exceptionalities as related to adolescents in the classroom. A required field experience is included to give the candidates the opportunity to observe the impact of current trends in the school setting. Fall and Spring.

### **351 Elementary Education Curriculum (3)**

A study of the development, philosophy, and goals of the K-6 school with particular attention paid to the curriculum, organizational patterns, and classroom management. Emphasis is placed on planning and evaluating developmentally appropriate experiences for children aged five through twelve, including those with special needs. Field experiences are included. Prerequisite: EDUC 221. Offered in the Fall and Spring.

### **355 Teaching Writing Across the Curriculum (3)**

The focus on this course is to assist prospective teacher candidates in refining written and oral communication skills as well as to apply and analyze methodologies of Learning to Write as well as Writing to Learn. Writing assessment will be covered as it relates to the standards put forth by the State of North Carolina. Required for K-6 and Middle Grades Language Arts majors. Prerequisite: EDUC 221. Fall and Spring.

### **365 Teaching in the Middle (3)**

This course is designed for prospective middle grade teachers to learn about effective programs and practices at middle schools. Emphasis is placed on components of a highly successful middle school program, current trends and issues in a middle level schooling, middle level curriculum and young adolescents. A ten hour field experience is required. Taken in the Fall of the Junior Year.

### **373 Children with Exceptionalities (3)**

A study of issues related to the identification, assessment, and instruction of children with special needs, including the academically gifted. The course includes an examination of current definitions of exceptionality, legal issues, teaching strategies, coordination with families and community agencies, and the professional responsibility of the teacher. Prerequisite: PSYC 222. Offered in the fall, spring, summer.

### **400 Methods of Teaching Reading (3)**

This course includes a study of emergent literacy and the reading process. Students explore a variety of instructional approaches for teaching reading. They also gain understanding in appropriate assessment. Topics and areas of study will include emergent literacy, reading process, phonics, literature focus units, literature circles, and theme cycles. Prerequisite: majors only. Offered in the fall.

### **401 Children's Literature (2)**

This course includes reading and evaluating literature for children. Special emphasis is given to the integration of quality literature throughout the entire curriculum. Topics and areas of study include realistic fiction, informational books, biographies, poetry, multicultural literature, historical fiction, and modern fantasy. Prerequisite: majors only. Offered in the spring as part of the block prior to student teaching.

**403 Teaching Fellows Senior Seminar I (0.5)****404 Teaching Fellows Senior Seminar II (0.5)**

The theme of the senior cohort seminars is, How do I become an effective teacher practitioner? Students will learn the skills that expert teachers use and further the skills they have already acquired in their previous courses. They will discuss topics imperative to the profession, such as the most functional assessment methods, reading in the content area, effective teaching strategies using technology, development of instruction using various curriculum models, curriculum mapping, the Paideia/Socratic methods of teaching, and interview skills. Teaching Fellows only

**430 Secondary, K-12, and Vocational Instructional Techniques (2)**

An introduction to curricular foundations and study of the instructional methods, techniques, practices and strategies appropriate for secondary, K-12 curriculum. The course must be taken prior to or during the semester the degree candidate is enrolled in EDUC 432.

**432 Practicum (1)**

This course is a pre-student teaching course designed to give secondary and K-12 and vocational majors an opportunity to observe, assist, and teach in the public schools. A minimum of 50 hours in an assigned public school classroom is required. At least ten of these hours must involve teaching. Should be taken concurrently with EDUC 430.

**435 Mathematics for Elementary Education (3)**

Techniques and methods for teaching mathematics to young children are explored. Special emphasis is given to the use of three-dimensional materials in developing mathematical concepts. Laboratory work provides a deeper understanding of mathematical concepts and also experiences with methods and materials appropriate for classroom teaching. Offered in the fall.

**440 Curriculum Trends in K-12 and Secondary Education (2)**

This course focuses on the implementation of the contemporary secondary, K-12 curriculum. With consideration for diverse learner populations, the course examines issues such as grading, student assessment, classroom management, discipline, professional interactions, homeschool communities, and legal obligations. Offered in the spring as part of the block prior to student teaching.

**441 Teaching Literacy in the Middle and Secondary School (3)**

A course which explores the nature of reading development and literacy strategies as encountered and practiced by content area teachers in grades 6-12. Specific issues, practices, and materials will be discussed for enhancing reading and writing success in the content area classroom to include reading comprehension, writing to learn, vocabulary acquisition, and study skills. Offered in the spring as part of the block prior to student teaching.

**443 Contemporary Issues in Middle Grades Education (1)**

A seminar course required of all Middle Grades Candidates, Contemporary Issues take a look at pertinent professional trends in the field of middle grades education. Offered in the spring as part of the block prior to student teaching.

**448 Social Studies for Elementary Education (3)**

A study of the development of multidisciplinary basic social studies concepts and understanding of individual and group relationships appropriate for young children. Emphasis is placed on curriculum development, techniques for developing classroom experiences that encourage social growth, cultural awareness, independence, and a personal value system. Offered in the fall.

**449 Social Studies for Middle Grades Education (3)**

This course provides an integrated multidisciplinary study of the interaction of people in diverse cultural and geophysical environments for prospective teachers of preadolescent and early adolescent students. Emphasis is placed on the structure and process of the social studies involving all the social science disciplines. Specific attention is given to developing a social studies curriculum, establishing objectives, planning units, developing a general teaching model, evaluating behavioral changes, and selecting and utilizing teaching materials, specialized equipment, and resources. Offered in the fall.

**450 Science Curriculum, Methods, and Materials for Elementary Education (2)**

This course provides a study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, group instruction, individualized learning through interest centers, development of natural and human field resources, and evaluation and integration of science concepts and skills into the total learning environment for young children. Offered in the spring as part of the block prior to student teaching.

**455 Educational Technology Foundations (3)**

This course provides a study of the foundations and application of technology in the educational setting both as an instructional tool for students and as a professional tool for educators. A lab component is part of the course. Offered in the fall.

**456 Practicum (Elementary Education, Middle Grades and Special Education) (2)**

The practicum is a 100-hour field experience taken during the fall semester of the senior year by all K-9 majors in conjunction with methods courses. Students observe, assist, and carry out instruction in a public school classroom under the supervision of cooperating teachers and education faculty members. Offered in the fall.

**457 Student Teaching (Elementary, Birth to Kindergarten, and Special Education) (8)**

Student teaching is a ten-week full-time experience designed for the spring of the senior year and also includes a seminar series. The student teacher observes, assists, and ultimately takes charge of regularly scheduled classes in a school. Members of the Professional Education faculty and cooperating teachers supervise and evaluate the student teacher. Prerequisites: Admission to Teacher Education, including 2.5 cumulative GPA, required Praxis I scores, and grades of C or better in all professional education courses one semester prior to student teaching.

**458 Student Teaching (Secondary, K-12) (8)**

Student teaching is conducted on a full-time basis for the final ten weeks of the second semester of the senior year and also includes a seminar series. The student teacher observes, assists, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher participates in planning and evaluative sessions with the education faculty and others concerned. Members of the Professional Education faculty, subject matter specialists, and cooperating teachers work together in the assignment and supervision of the student teacher. Prerequisites: Grades of C or better in all professional educational courses (including the major), a GPA of 2.5 or better, and admission to the student teaching phase of the teacher education program one semester prior to student teaching.

**460 Student Teaching (Middle Grades) (8)**

Student teaching is a ten-week full-time experience designed for the spring of the senior year and also includes a seminar series. The student teacher observes, assists, and ultimately takes charge of regularly scheduled classes in a school. Members of the Professional Education faculty and cooperating teachers supervise and evaluate the student teacher. Prerequisites: Admission to Teacher Education, including 2.5 cumulative GPA, required Praxis I scores, and grades of C or better in all professional education courses one semester prior to student teaching.

## **Birth-Kindergarten Education Course Listings (BKED 000)**

### **240 Development of Infancy and Early Childhood (3)**

An in-depth examination of development from pre-conception through age 8. Both typical and atypical development are considered, as well as the role of family and community on development. Methodological and theoretical issues are emphasized.

### **250 Introduction to Early Childhood Education (3)**

This introductory course is designed for students who are interested in early childhood education and early intervention as professional careers. It examines the theoretical basis for teaching and early intervention with young children and their families. Includes an overview of the history of early childhood education, as well as current issues and trends, early childhood education program models, as well as an introduction to professional standards and organizations. Emphasis placed on environments and interactions that are responsive to children's developmental, individual and cultural needs.

### **330 Aesthetic Development in Young Children (3)**

A course designed to provide students with skills for interacting with children of various ages through developmentally appropriate use of musical instruments, rhythmic games, body coordination, stories, pretending, songs, dance, dramatization, memorization and the use of various types of art media.

### **340 Inclusive Practices in Early Childhood Education (3)**

A course designed to develop planning and intervention skill for working with young children with and without special needs and their families. Emphasis placed on meeting individual needs in natural environments, and including young children with special needs in programs for children who are typically developing. Early intervention skills and strategies for working with children and families are examined and implemented. Field Experience in early intervention is required. Prerequisites: BKED 240, 250, EDUC 373.

### **342 Children's Health, Wellness and Safety (3)**

Data dealing with vital statistics and advances in technology. The major focus on nutrition, good health habits, hygiene, and screening measures of wellness. Emphasis is also placed on National Safety Standards for toys, equipment, and playground facilities.

### **350 Assessment of Young Children and programs (3)**

Designed to help students attain child and family observation skills and the ability to conduct and interpret various means of assessment, both formal and informal. Methods of assessments will include systematic observations, use of screening instruments, interviews, rating scales and anecdotal records. Includes knowledge of assessment with culturally diverse populations, and children with special needs. Prerequisites or co requisites: BKED 250, 340.

### **351 Preschool Curriculum (3)**

A course designed to enable students to become knowledgeable about program components and curriculum development and implementation strategies for young children. Historical and current models of preschool curriculum are examined and observed. The role of families and individual needs of children in early childhood programs as well as the importance of environment and the role of the teacher are examined. Students design curriculum activities that integrate developmentally appropriate levels of ability. A field experience in a quality preschool setting is included.

**360 Emergent Literacy (3)**

An examination of theory and research influencing the development of principles and strategies for promoting literacy development in young children. Development of oral language, writing and reading skills observed and studied, along with ideas for using assessment to inform practice in early childhood literacy. Emphasis will be placed on understanding the role of adults, environment and culture on literacy development, along with the understanding of what constitutes developmentally appropriate literature and literacy activities for young children. Field Experience is required.

**438 Birth-Kindergarten Teaching Methods (3)**

A study of general methods, strategies, techniques and developmentally appropriate practices for birth-kindergarten classrooms, for children with and without special needs. Emphasis on working with children and families in inclusive settings. Prerequisites or co-requisites: BKED 250,340, 350,351.

**450 Parenting (3)**

A study which examines the changing nature of parenting across the life cycle including: transition to parenthood, early parent-child relationships, parenting adolescents, and the relationship between aging parents and adult children. Emphasis placed on professionals creating and maintaining partnerships with families, collaboration and advocacy.

**456 Practicum (Birth-Kindergarten) (3)**

A 150-hour field experience program taken during the fall semester of the senior year. Under the supervision of cooperating teachers and education faculty members, candidates observe, assist, and carry out 100 hours of instruction in a state certified birth-kindergarten setting that includes children with special needs. Candidates complete the remaining 50 hours in a community agency that provides services to young children and families. Prerequisites, or co requisites: BKED 240, 250, 340, 350, 351, 458.

**Science Education Course Listing (SIED 000)**

The following SIED courses are offered through the Department of Biological Sciences and in cooperation with the School of Education:

**453 Material and Methods in Secondary Science (3)**

Study of the specific teaching strategies, techniques, practices, and the selection and organization of instructional materials and teaching methods appropriate to high school science subjects. Open only to seniors and designed to be taken prior to the student teaching semester. This course is required for teacher licensure and taught in conjunction with SIED 454 and the general methods course. Three hours of lecture each week and a minimum of two required field trips. Requires participation in the recommended activities for professional learning and development. Fall semester.

**454 Science Safety Seminar (1)**

This one credit hour course is designed for the middle grades and secondary science teacher. It addresses science classroom and laboratory safety issues and teacher responsibilities regarding the creation of hazard-free learning experiences. Topics include but are not limited to: proper maintenance of living specimens (animal and botanical), the acquisition, storage and handling of chemicals and classroom consumables, acceptable use of lab ware, availability and use of safety equipment, safe laboratory operating procedures, field trip guidelines, and teacher liability.

## **Special Education Course Listings**

### **SPED 351 Curriculum, Collaboration and Transitions (3)**

A study of current trends in special education as it relates to curriculum. The class also includes content on collaboration between specific disciplines in the public schools, including parents and outside agencies. There is also discussion placed on the transition of special needs students between grade levels (elementary – middle – high) and eventually beyond public schools

### **SPED 370 Teaching Students with Learning Disabilities (3)**

A study of Specific Learning Disabilities and current approaches to teaching. The course will focus on specific teaching techniques useful as you work with students identified with a learning disability along with inclusion of students in the regular education classroom.

### **SPED 371 Interventions for BED Students and Students with Autism (3)**

A study of students identified as Behavioral / Emotional Disabilities and Autism. The course will include identification of challenging behaviors and specific intervention techniques.

### **SPED 372 Diagnosis and Assessment in Special Education (3)**

A study of past and current methods of diagnosing students with special needs. The course will include specific diagnosis and assessment methods.

### **SPED 373 Mild and Moderate Disabilities (3)**

A study of the variety of mild and moderate disabilities associated with students, birth to 21 years old. The course includes historical background of special education, legal issues, IDEA and No Child Left Behind legislation.

### **SPED 438 Program Planning in Special Education (3)**

A course designed to address the current demands of special education teachers in the public schools. The course will include an emphasis on lesson planning and design, IEPs, and classroom management.

### **SPED 455 Adaptive Technology in Special Education (2)**

A study of adaptive technology currently available for use by students with special needs. The course will include implementation of adaptive technology skills with students in the public schools.

## Psychology and Sociology

Professor: Dr. Taylor (Chair)

Associate Professor: Dr. Street

Assistant Professor: Dr. Van Allen

Adjunct Faculty: Dr. Viehe, Dr. Thomasson, Ms. Sobers, Ms. Poe

### Requirements for a Major in Psychology (CIP 42.0101)

Forty-three semester hours of courses in the major including PSYC 222, 260, 267, 330, 364, 368, 369, 461, 463 and 480; four psychology electives chosen from additional psychology offerings; MATH 160, and Math 2121, and eight semester hours of science (BIOL111 and 221 strongly recommended) are required. No more than nine hours may be earned through practicum courses. PSYC 222 is a prerequisite to all other psychology courses.

Students considering graduate study for work in clinical or counseling psychology should take additional work in biology or chemistry. Anyone planning work in experimental psychology should elect additional courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial fields of psychology should elect BADM 331 (Management) and ECON 454 (Labor Economics).

Requirements for a Psychology minor are (twenty-two hours) PSYC 222, 260, 330, 364, 368, 461, and one elective.

### Psychology Course Listing (PSYC 000)

Note: PSYC 222 is a prerequisite to all other psychology courses. PSYC 222 is not recommended for Freshmen.

#### 222 General Psychology (3)

A study of the various fields of psychology: the developmental process, learning, motivation, emotion, frustration and adjustment, attention and perception, memory and cognition, group dynamics, and abnormal behavior. Attention is given to the application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers. PSYC 222 is a prerequisite to all psychology courses. Offered in the fall, spring, and summer.

#### 232 Social Psychology (3) (SOCI 232)

A study of the way individuals' thoughts, feelings, and behaviors are influenced by others. Topics for consideration include the manner in which status and role characteristics affect personality, the behavior of small groups, group pressure on individual judgment, leadership, crowd behavior, affiliation, and aggression. Offered in the spring.

#### 260 Developmental Psychology (3)

A study of the course of human development from conception to death, including physical, moral, cognitive, emotional, and social development. Normal developmental tasks are also examined. Offered in the fall.

**267 Statistics for the Social Sciences (3)**

An introduction to the mathematical techniques used for evaluating behavioral and social science data as well as to the conceptual and theoretical framework behind many of these techniques. The semester will begin with a discussion of basic descriptive and predictive techniques (i.e., central tendency, variability, correlation and regression); but a greater part of the term will be spent discussing probability theory, hypothesis testing and scientific decision-making. Since this is a psychology course, emphasis will be placed on statistical applications for psychological data, but these methods can be used in other fields as well. Offered in the spring.

**325 Psychological Disorders of Childhood and Adolescence (3)**

A study of the causes and treatment of various psychological disorders of childhood and adolescence, for example, anxiety disorders, depression, developmental pervasive disorders, and autism. Offered in the fall.

**330 Research Methods in Behavioral and Social Sciences (4) (SOWK 330)**

An introduction to the basic research methods used in the social and behavioral sciences. Special emphasis is placed on developing the student's ability to understand and evaluate scientific research as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course. Prerequisite: MATH 160. Offered in the fall and spring.

**364 Psychology of Human Relations (3)**

A study of factors which affect human relationships, e.g. family of origin, familial cultural factors, personal values, parenting styles, making choices, personal growth, and sex roles. Offered in the fall and spring.

**365 Industrial Psychology (3)**

A study of psychological principles as applied to business and industry, to employer-employee relationships, and to producer and consumer behavior. Offered as needed.

**368 Psychology of Learning and Cognition (3)**

A survey of the major concepts and research methods for studying learning and cognition (e.g., language development, memory formation, and conditioning procedures). Offered in the spring.

**369 Physiological Psychology (3)**

A study of the biological correlates of behavior. Emphasis is placed on the development and organization of the nervous system, the physiological basis of motivated behavior, and the function and structure of sensory and motor systems. Offered in the fall and spring.

**372 Perception (3)**

A study of the organizing principles of perception. Topics such as perception of movement, depth, taste and smell, form, color, and illusions are examined. Offered as needed.

**430 Advanced Research (3)**

A seminar course designed to give students experience in evaluating literature, planning and conducting original research, and technical writing aimed at publication. Emphasis will be on gaining mastery of topics by extensive literature review and on gaining critical thinking skills necessary for scientific inquiry. Prerequisites: a grade of C or better in PSYC 330 and MATH 160. Instructor permission required. Offered alternate spring.

**461 Abnormal Psychology (3)**

A survey of the major forms of abnormal behavior of children and adults, with an emphasis on understanding the cause, treatment, and prevention of these disorders. Prerequisites: Nine semester hours of psychology. Offered in the spring.

**463 Educational and Psychological Testing (3)**

A study of the principles of educational and psychological testing in the areas of aptitude, achievement, personality, interests, and attitudes. An examination of the various types of tests through using test manuals and the tests themselves. The application of these tests to educational and psychological measurement is addressed. Offered in the spring.

**467 Advanced Behavioral Statistics (3)**

An exploration of quantitative methods of data analysis, including: higher order analysis of variance, factor analysis, multiple regression and other multivariate techniques. Emphasis is placed on the logic and utility of statistical techniques and on computer applications of data analysis. Prerequisites: a grade of C or better in PSYC 330 and PSYC 267. Instructor permission required. Offered as needed.

**471 Clinical Psychology (3)**

A survey of the field of clinical psychology, with emphasis on the major positions in which clinical psychologists are employed and their principal activities. Prerequisites: PSYC 364 and 461. Offered in the fall of even years.

**475 Theories of Personality (3)**

A survey of the major personality theories ranging from Freud's theory to Existentialism. This is a seminar for psychology majors or minors only. Offered in the fall of odd years.

**480 History of Psychology (3)**

A study of the important figures, concepts, schools, and systems of psychology from the early Greek philosophers to the present; an exploration of the development of psychological research and theory within the modern and post-modern sociopolitical context; and a re-evaluation of psychology's heritage from the perspective of a Christian worldview. Offered in the fall.

**490 Practicum: Developmental Disabilities (3)**

A practicum in a setting or an institution for persons with development disabilities. Students are given the opportunity to become involved in various programs that allow for the practical application of coursework. Supervision is arranged through the staff of the institution or agency and the faculty at Campbell. The student participates in a seminar, writes a library research paper and keeps a log concerning his or her experiences. Offered in the fall and spring only through the main campus.

**491 Introduction to Counseling (3)**

An introduction to various techniques of counseling, e.g. ingredients of a helping relationship, listening responses, and conceptualizing client issues. Offered in the fall.

**497 Internship (6)**

Full-time work for selected upper class students in a human services setting during a summer session. The students are supervised by the staff of the institution and Campbell faculty and are involved in activities with a staff psychologist or mental health counselor at the respective institution or agency. Offered in the summer only through the main campus.

**499 Directed Study (1-3)**

A directed study designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his or her primary field of interest. Permission must be obtained from the instructor, chair, and dean.

**526 Drug Treatments of Psychological Disorders (1)**

An overview of the psychotropic medications that health care providers prescribe for various emotional, mental and behavioral disorders. Class discussion will begin with some basic issues in drug action (i.e., potency, efficacy, primary effects and side effects, administration, distribution and metabolism). Focus will be on educating non-medical professionals about the use of drug treatments for conditions like depression, excessive anxiety, ADHD, schizophrenia and others. Offered alternate spring.

**Sociology Course Listing (SOCI 000)**

Please Note: Although the School of Education does not offer a major or minor in Sociology, the courses listed below fill General College Curriculum and other requirements and may also be taken as electives.

**225 Principles of Sociology (3)**

A study of human social interaction and society. Specific topics include cultural variations, socialization, social inequality, collective behavior, and global ecology. Offered in the fall and spring.

**226 Social Problems (3)**

The nature and extent of social problems in contemporary life examined in terms of causes and constructive methods of prevention and treatment. Offered in the fall and summer.

**232 Social Psychology (3) (PSYC 232)**

A study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality; the behavior of small groups studied experimentally, group pressure on individual judgment, rumor, leadership, crowd behavior, and social movement. Offered in the spring.

**344 Sociology of Religion (3) (RELG 344)**

An investigation of the socio-cultural structure of American Christianity. The meaning and belonging functions of religion are explored.

**345 Human Diversity (3)**

A study of the biological, psychological, social, and cultural dimensions of human diversity. All teacher education majors must complete this course.

**359 Juvenile Delinquency (3)**

A study of delinquency as a form of socially deviant behavior. Its definition and extent, the limitations of statistics, theories of causation, the delinquent subculture, prevention, and treatment are explored.

**360 Gerontology (3)**

A study of the biological, sociological, psychological, and behavioral changes occurring in later life, from the standpoint of both the individual and society.

**450 Women In Our Culture (3)**

A course examining the major contributions of women to society and culture. This course encourages students to become knowledgeable about the influence of women on a global level regarding law, public policy, education, architecture, furniture, politics, employment, the economy, religion, health, medicine, and the media. Open to all students.

## Religion and Philosophy

Professors: Dr. Penny, Dr. Jonas (Chair)

Associate Professors: Dr. Lopez, Dr. English

Adjunct Faculty: Dr. Vandergriff, Dr. Greene, Mrs. Beam, Rev. Newell, Ms. Brinkley

### Objectives of the Religion and Philosophy Department

- A. To offer required courses in the General College Curriculum designed to acquaint students with Religion and a worldview informed by Christian principles and perspectives.
- B. To offer advanced elective courses in Religion for those students who desire to explore, beyond an introductory level, specific subjects.
- C. To offer a Bachelor of Arts degree with a major in Religion.
- D. To equip students with the skills to read and think critically and to express their thoughts clearly through the study of religious texts and the Christian tradition, with the conviction that all truth finds its unity in Jesus Christ.
- E. To offer a minor in Religion for those students who have further interest beyond the level of the General College Curriculum.
- F. To offer a learning environment where our students can find ways to integrate the life of faith with the life of inquiry in order to develop moral courage, social sensitivity, and ethical responsibility.

### Religion/Philosophy and the General College Curriculum

Candidates for degrees requiring three hours of Religion must take RELG 125.

Candidates for degrees requiring six hours of Religion must take RELG 125 and a second course chosen from the following Religion courses: RELG 202, RELG 212, RELG 222, RELG 224, RELG 236, and RELG 251. Religion majors are an exception, who will normally satisfy this requirement by taking RELG 202 and 212.

Religion and/or philosophy courses count toward fulfilling the social science/humanities requirement of six hours. Philosophy courses do not count toward fulfilling the Religion requirement.

### Requirements for a Major in Religion (General Track) (CIP 38.0201)

Students will complete a curriculum that consists of thirty-six hours of Religion beyond the General College Curriculum requirements. Students will take RELG 202 Old Testament Survey and RELG 212 New Testament Survey to satisfy the General College Curriculum Religion requirement and must take PHIL 121 Introduction to Philosophy to satisfy three hours of the social science/humanities requirement. Students will then be required to complete the following:

- A. A departmental core of fifteen semester hours beyond the General College Curriculum, consisting of RELG 222 Christian Beliefs, 224 Christian Ethics, 227 Introduction to Theological Education, 236 Introduction to Church History, and 251 World Religions.
- B. Three semester hours from each of the following areas:
  1. Biblical Studies: RELG 301 Pentateuch, 302 Prophetic Literature of the Old Testament, 304 Poetic and Wisdom Literature, 305 Jewish Backgrounds to the New Testament, 313 Teachings of Jesus, 314 Paul, and 317 John.

2. Theological Studies: RELG 321 Contemporary Theology, 324 Ancient and Medieval Theology and Philosophy, 325 Modern Theology and Philosophy.
  3. Christian History: RELG 332 Early Christianity, 333 Reformation, 334 Religion in America, 335 Baptist History.
- C. Twelve elective hours of Religion all of which must be at the 300-level.

**Requirements for a Major in Religion (Christian Ministry Track) (CIP 38.0604)**

Students will complete a curriculum that consists of thirty-six hours of Religion beyond the General College Curriculum requirements. Students will take RELG 202 Old Testament Survey and RELG 212 New Testament Survey to satisfy the General College Curriculum Religion requirement and must take PHIL 121 Introduction to Philosophy to satisfy three hours of the social science/humanities requirement. Students will then be required to complete the following:

- A. A departmental core of fifteen semester hours beyond the General College Curriculum, consisting of RELG 222 Christian Beliefs, 224 Christian Ethics, 227 Introduction to Theological Education, 236 Introduction to Church History, and 251 World Religions.
- B. Three semester hours from each of the following areas:
  1. Biblical Studies: RELG 301 Pentateuch, 302 Prophetic Literature of the Old Testament, 304 Poetic and Wisdom Literature, 305 Jewish Backgrounds to the New Testament, 313 Teachings of Jesus, 314 Paul, and 317 John.
  2. Theological Studies: RELG 321 Contemporary Theology, 324 Ancient and Medieval Theology and Philosophy, 325 Modern Theology and Philosophy.
  3. Christian History: RELG 332 Early Christianity, 333 Reformation, 334 Religion in America, 335 Baptist History.
- C. Twelve hours of ministry courses selected from the following: RELG 362 Youth Ministry, 365 Life and Work of the Minister, 366 Ministry Practicum, 367 Discipleship and the Christian Community, 369 Biblical Foundations for Family Ministry; THEA 301 Theatrical Production in a Church Environment; MUSC 427 Music for Children, MUSC 428 Music for Youth and Adults, MUSC 429 Church Music Philosophy and Administration and MUSC 437 Hymnology.

**Requirements for a Major in Religion (Pre-Law Track)**

Students will complete a curriculum that consists of thirty-six hours beyond the General College Curriculum requirements. Students will take RELG 202 Old Testament Survey and RELG 212 New Testament Survey to satisfy the General College Curriculum religion requirement; PHIL 121 Introduction to Philosophy to satisfy three hours of the social science/humanities requirement; and Math 212 Logic to satisfy three hours of the math requirement. Students will then be required to complete the following:

- A. A departmental core of fifteen semester hours beyond the General College Curriculum consisting of RELG 222 Christian Beliefs, 224 Christian Ethics, 227 Introduction to Theological Education, 236 Introduction to Church History, and 251 World Religions.
- B. Three semester hours from each of the following areas:
  1. Biblical Studies: RELG 301 Pentateuch, 302 Prophetic Literature of the Old Testament, 304 Poetic and Wisdom Literature, 305 Jewish Backgrounds to the New Testament, 313 Teachings of Jesus, 314 Paul, and 317 John.
  2. Theological Studies: RELG 321 Contemporary Theology, 324 Ancient and Medieval Theology and Philosophy, 325 Modern Theology and Philosophy.
  3. Christian History: RELG 332 Early Christianity, 333 Reformation, 334 Religion in America, 335 Baptist History.
- C. Twelve semester hours of cognates selected from the following areas:

BADM 221-222 Business Law I/II, COMM 160 Presentational Speaking COMM 311 Introduction to Persuasion, CRIM or POLS or HIST 300 Introduction to Law, ECON 410 Law and Economics, ENGL 302 Advanced Writing, ENGL 424 Argument and Persuasion, HIST 221-222 American History I/II, POLS 229 The National Government, POLS 230 State and Local Government, POLS 443 Medieval Political Thought, POLS 445 Modern European Political Thought, POLS 446 American Political Thought, POLS 447 Ancient Political Thought, POLS 449-450 The Development of the American Constitution, THEA 113 Vocal Performance, THEA 115 Public Speaking.

### **Requirements for Minor/Concentration in Religion**

A minor/concentration is offered in Religion. Students must complete eighteen hours beyond the General College Curriculum requirements, including nine hours numbered 300 and above. The Department requires a residency of at least twelve hours in order to receive a Religion Minor. Courses are to be chosen under the guidance of the department chairman or a Religion faculty adviser.

### **Religion Course Listing (RELG 000)**

#### **125 Introduction to Christianity (3)**

A study of the biblical foundations, historical development, and traditional beliefs and practices of Christianity and its impact on Western culture and on the lives of those who embrace it. RELG 125 is prerequisite to all other Religion courses (except for Religion majors, who normally begin with 202 and 212).

#### **202 Old Testament Survey (3)**

A survey of the Old Testament designed to introduce the student to the history, literature, and Religion of ancient Israel.

#### **212 New Testament Survey (3)**

A survey of the literature of the New Testament in the context of the early Christian church.

#### **224 Christian Ethics (3)**

A study of the Judeo-Christian heritage in ethics with attention to its Biblical and theological foundations. In addition, there will be an examination of how Christian ethics bears upon various contemporary moral issues.

#### **227 Introduction to Theological Education (3)**

An introduction to the academic study of the field of Religion with particular attention given to spiritual formation and blending of the cognitive with the affective.

#### **236 Introduction to Church History (3)**

A historical study of the major movements, people, and thoughts throughout the history of Christianity.

#### **251 World Religions (3)**

A survey of the major Religions of the world.

#### **300 Special Topics in Religion (3)**

Special topics related to the field of Religion are explored.

#### **301 Pentateuch (3)**

A study of the historical context and theological themes of Genesis through Deuteronomy. Prerequisite: RELG 202.

**302 Prophetic Literature of the Old Testament (3)**

A study of selected prophetic books in their historical contexts. Prerequisite: RELG 202.

**304 Poetic and Wisdom Literature (3)**

A study of Old Testament poetic and wisdom literature in its cultural setting. Prerequisite: RELG 202.

**305 Jewish Backgrounds to the New Testament (3)**

A study of the historical context and literature of the period leading up to the New Testament. Prerequisite: RELG 202 and 212.

**313 Teachings of Jesus (3)**

A study of the message of Jesus recorded in the first three Gospels with special attention given to the Sermon on the Mount and the parables of Jesus. Prerequisite: RELG 212.

**314 Paul (3)**

A study of Paul's life, letters, and thought based on the letters and Acts critically examined. Prerequisite: RELG 212.

**317 The Gospel of John (3)**

A study of the fourth Gospel through an extensive investigation of the book itself along with a special consideration of its historical setting and its meaning for today. Prerequisite: RELG 212.

**321 Contemporary Theology (3)**

A survey of the current state of theology. A broad range of movements, issues, and global perspectives will be examined. Treatment will be given to works published within the last five to ten years. Prerequisite: RELG 222 or PHIL 121.

**322 Basic Christian Beliefs (3)**

An introduction to the core tenets and key practices of the Christian faith. Theoretical, methodological, and liturgical considerations are given to the doctrines of God, Jesus Christ, salvation, and the church. Prerequisite: RELG 125.

**324 Ancient and Medieval Theology and Philosophy (3)**

A historical survey of theology and philosophy, beginning with the ancient Greeks and extending through the Middle Ages. The study includes Plato, Aristotle, the apostolic fathers, Irenaeus, Athanasius, Augustine, Anselm, Aquinas, Lady Julian of Norwich, as well as some Jewish and Islamic thinkers. Prerequisite: RELG 222 or PHIL 121.

**325 Modern Theology and Philosophy (3)**

A historical survey of theology and philosophy from the time of the Reformation to the twentieth century. Attention is given to such names as Luther, Calvin, Wesley, Locke, Kant, Scheiermacher, Kierkegaard, Nietzsche, Harnack, Barth, and Bonhoeffer. Prerequisite: RELG 222 or PHIL 121.

**332 Early Christianity (3)**

A survey of Christianity from the early church in Jerusalem through the fifth century. Attention will be given to significant persons, controversies theological development, and movements during this era. Prerequisite: RELG 236.

**333 Reformation (3)**

A study of the Reformation of the Sixteenth century and its precursors including the Renaissance.

Particular attention will be devoted to the life and writings of the major sixteenth century reformers.  
Prerequisite: RELG 236.

### **334 Religion in America (3)**

A study of the history, ideas, and influence of Religion in America. Prerequisite: RELG 236.

### **335 Baptist History (3)**

A study of Baptists, including their origins, history, principles, and practices. Prerequisite: RELG 236.

### **362 Youth Ministry (3)**

A study of the social and spiritual development of young people. The course will seek to equip the youth minister with cognitive skills, resources, and techniques for ministry with young people through the church. A library of resources for youth programs and projects will be developed for use by the student carrying out a comprehensive youth program in a local church. Prerequisite: RELG 227.

### **365 Life and Work of the Minister (3)**

A study of the nature of call to ministry and the expectations and skills related to the vocational aspects of ministry. Prerequisite: RELG 227.

### **366 Ministry Practicum (3)**

A course devoted to the practical aspects of ministry in which the student learns through an internship in a local ministry setting. Prerequisite: RELG 227.

### **367 Discipleship and the Christian Community (3)**

An investigation into a theology of discipleship and community, including models of evangelism, character formation, church authority, culture, and worship. Prerequisites: RELG 222, 227.

### **369 Biblical Foundations for Family Ministry (3)**

A study of the family in the Bible, with focus on a historical-cultural description of family life and the Bible's theology of family. Attention is given to how these historical-cultural-theological understandings inform and enhance contemporary ministry to families. Prerequisite: RELG 202 or 212.

## **Philosophy Course Listing (PHIL 000)**

### **121 Introduction to Philosophy (3)**

An examination of basic philosophical issues which arise in the fields of ethics, political philosophy, theory of knowledge, and metaphysics.

## **Greek Course Listing (GREE 000)**

### **101-102 Elementary Greek (3, 3)**

A survey of the elements of Hellenistic (*koiné*) Greek grammar, illustrated systematically from the Greek New Testament.

### **201-202 Intermediate Greek (3, 3)**

Readings from the Greek New Testament with a review of grammar at the intermediate level.

Introduction to Greek-based exegetical tools and the textual apparatus. Prerequisites: GREE 101 - 102.

## Social Work

Professor: Dr. Eugene Sumner (Chair)

Assistant Professor: Dr. Susie Mallard Barnes (Field Coordinator)

Adjunct Faculty: Mr. Michael Martin, Ms. Kristine Johnson, Ms. Ramona Ivy

The social work program is accredited by the Council on Social Work Education. The social work major is designed to prepare students for entry-level generalist social work practice with individuals, families, groups, organizations, and communities.

Academic credit for life or previous work experience will not be given in lieu of courses prefixed SOWK nor for the social work field practicum. The major leads to the Bachelor of Social Work degree.

Transfer of social work courses from social work programs accredited by CSWE may be allowed after review and with the permission of the Program Chair.

All candidates for a major in social work must be officially admitted to the social work program. The standards for admission to the program include:

1. Satisfactory progress toward meeting the general college curriculum requirements, SOWK 201 and 290 with a grade of "C" or better.
2. Minimum grade point average of 2.25 on all work attempted.
3. Approval of faculty in the social work program.

Continuance in the social work program requires that students earn at least a grade of "C" or better on all social work courses.

Termination from the social work program may occur for academic, as well as for non-academic, reasons.

### Requirements for a Major in Social Work (CIP 44.0701)

SOWK 201, 290, 320, 321, 330, 340, 341, 350, 351, 480, 481, 482, 483, 490, and 491; BIOL 101 or 111, SOCI 225, 345; PSYC 222, 364, 461 & MATH 160.

The only social work courses that students may take prior to formal admission to the program are SOWK 201, SOWK 290, and SOWK 350.

### Social Work Course Listing (SOWK 000)

#### 201 Introduction to Social Work (3)

A course offering students, who think they would like to work with others, an opportunity to explore the field of professional social work and to assess their own aptitude and interest in a major in social work. Students planning careers in related professions such as criminal justice, ministry, or allied health may wish to learn about social work, as well. The course includes a brief history of the profession and an overview of major social welfare needs and services in the U.S. Problems which social workers encounter in their practice with individuals, families, groups, organizations, and communities are presented and a

generalist problem-solving perspective is introduced. Students visit social work agencies and meet professional social workers. Offered in the fall, spring, and summer.

### **290 Early Field Experiences in Social Work (3)**

A course designed for students exploring social work as a career choice. It is coupled with Introduction to Social Work (201) to provide an opportunity to observe the people, places, and processes of helping. Students are assigned to a human service agency for a minimum of 65 hours during the semester. Written requirements include a journal and descriptive agency analysis. Students are responsible for expenses and their own transportation to field placement agencies. Field faculty and students complete a written evaluation of performance in the agency setting. Prerequisites: 2.0 GPA, and permission of the Field Coordinator. Students must apply by March 15th for the fall semester and by October 15th for the spring semester. It is recommended that SOWK 201 be taken and completed with a grade of C or better prior to taking SOWK 290. Offered in fall, spring, and summer.

### **320 Social Work Practice Methods I (3)**

A course for exploring the dynamics of the helping process, with opportunities to practice skills, gain knowledge, and integrate personal and professional values in the helping relationship. A problem-solving model is presented for generalist practice with individuals and families. Prerequisite: Formal admission to the major. Offered in the Spring.

### **321 Social Work Practice Methods II (3)**

A course providing opportunities for students to become knowledgeable about and skillful in professional helping relationships with groups, organizations, and communities. The problem-solving method is utilized in depth and skills for working with diverse populations are strengthened and expanded. Prerequisites: Formal admission to the major and completion of SOWK 320 and SOWK 350. Offered in the Fall.

### **330 Research Methods in Behavioral and Social Science (4) (Psychology 330)**

A course providing an introduction to basic research methods. Emphasis is placed on the student's ability to locate and understand scholarly articles, and to conduct elementary research for social work practice, including single case system designs, brief surveys, and simple program evaluation, as well as the preparation of the research report. This is a laboratory course. Prerequisites: Formal admission to the program and completion of MATH 160. Offered in the Spring.

### **340 Social Welfare History and Systems (3)**

### **341 Social Welfare Systems and Services (3)**

Two courses focusing on historical, economic, political, and philosophical foundations of American social welfare policy. In the first semester the origins of social welfare and the history of social welfare and social work in the United States are presented. Concepts important to understanding social welfare policy and delivering services to clients of various backgrounds and differing life experiences are studied, including that of social justice in the light of our Judaeo-Christian heritage. The impact of discrimination in American history is assessed, with a consideration of how societal inequities might be remedied. In SOWK 341 students engage in social policy analysis, in the study of social welfare systems and services, and formulate social policy recommendations in the form of written legislative testimony. Social welfare services are studied, with application to specific case situations. Students are introduced to an overview of the legal system, and to the legislation and regulations pertinent to social work generalist practice. Prerequisites: Formal admission to the program. SOWK 340 offered in the spring. SOWK 341 is taken concurrently with SOWK 490 in the Fall semester of the senior year.

### **345 Human Diversity (3) (SOCI 345)**

A study of the biological, psychological, social, and cultural dimensions of human diversity. All elemen-

tary and middle grades education majors must complete this course. Offered in the Spring.

**350-351 Human Behavior in Social Environment (3, 3)**

Two courses presenting an ecological perspective on the development and functioning of individuals, families, structured groups, communities, and organizations. The dual perspective of the developing individual over the life course and the environmental processes provides the framework for understanding human behavior. Emphasis is placed on life transitions and events, diverse social environments, contexts that support or inhibit human development, functioning, and variations in development, and functioning which arise from cultural processes, race and ethnicity, gender, sexual orientation, disability, socioeconomic status, and rural/urban differences. Prerequisites: BIO 101 or 111, SOCI 225 and PSYC 222. Offered in the Fall and Spring respectively.

**360 Topics in Social Work (1-3)**

An upper-level elective open to majors and to selected junior or senior non-majors with approval of the instructor. Topics vary from semester to semester and the course may be repeated for credit with different topics. Topics in the past have included social work with older persons, social work with women, and social work with alcohol and drug dependent clients and families. Research topic course required. Other topics offered as needed. Topics in Social Work Research Practice is a required Restricted elective.

**480-481 Practice Seminar (1.5, 1.5)**

A practice seminar directed toward helping the student integrate field and classroom experiences and to strengthen understanding and application of generalist practice, social work research knowledge and skills, and ability to work with diverse populations in a variety of settings. Enrollment must be concurrent with SOWK 490 and SOWK 491. Offered in the Fall and Spring respectively.

**482-483 Evaluation of Practice (1.5, 1.5)**

A review of the research process and the use of research to utilize evidence based practice as a basis for informing practice and evaluating practice effectiveness. During the fall semester students complete a literature review for an evaluation of practice project. In the spring semester students complete the "evaluation of practice project" and present the results to a meeting of the graduating class and field instructors. Enrollment must be concurrent with SOWK 490 and SOWK 491. Offered in the Fall and Spring respectively.

**490-491 Field Practicum I and II (6, 6)**

Social work practice in an approved agency under MSW supervision for a minimum of 450 clock hours, 225 hours each semester. Students are responsible for expenses and their own transportation to field placement agencies. A completed request for placement must be turned in to the Field Coordinator by midterm of the semester prior to placement. Prerequisites for SOWK 490 and 491: Overall GPA of 2.25 and completion with at least a grade of "C" on all social work courses not taken concurrently with field placement. Offered in the Fall and Spring respectively.

## Theatre Arts

Associate Professors: Ms. Martin, Mr. Wallace

Adjunct Faculty: Ms. Becker, Ms. Newton

Technical Director: Mr. Young

Students wishing to major in Theatre have the option of choosing from two areas of concentration: Theatre Arts or Drama & Christian Ministry. Candidates for graduation must have an overall "C" average in all college work attempted and a minimum grade of "C" in each course required in the major.

Each Theatre Arts and Drama & Christian Ministry major is required to participate in the theatrical productions of the department every semester. To meet this requirement, all majors must register for one section of Practicum (THEA 224, 225, 226, 227, 228, 229, 230, 231) each semester.

### Theatre Arts Core Classes

The following courses (29 or 30 credit hours) are required of all majors:

- THEA 113 Vocal Performance or 115 Public Speaking (3)
- THEA 220 Stagecraft Lab (1)
- THEA 221 Stagecraft (3)
- THEA 224, 225, 226, 227, 228, 229, 230, 231 Practicum (.5 each)
- THEA 241 Acting (3)
- THEA 242 Directing (3)
- THEA 321 Scene Design (3) or 328 Costume Design (3) or 323/320 Stage Lighting (4)
- THEA 331 Theatre History to 1800 (3)
- THEA 332 Theatre History from 1800 (3)
- THEA 329 Costume Construction (3)

### Theatre Arts Curriculum (CIP 50.0501)

Theatre Arts majors will take the 49 to 66 credit hours required by the General College Curriculum, the 29 to 30 credit hours of the Theatre Arts Core Classes, 18 credit hours of THEA elective courses, and 10 to 28 hours of General Elective courses.

As a Theatre Arts major, students can choose an emphasis in one of several areas including: Acting, Directing, Stage/Lighting Design, Playwriting, Technical Direction, Musical Theatre, Stage Management, Theatre Management, etc.. Elective courses (both Theatre Arts courses and General Electives) will be selected under the supervision of advisers to support the student's choice of emphasis.

### Drama & Christian Ministry Curriculum (CIP 50.0599)

Drama & Christian Ministry majors will take the 49 to 66 hours required by the General College Curriculum (to include RELG 202 (New Testament) and RELG 212 (Old Testament)), the 29 credit hours of the Theatre Arts Core classes, 8 to 19 hours of General Electives, as well as the following 30 hours:

- RELG 222 Christian Beliefs or 224 Christian Ethics (3)
- RELG 236 Introduction to Church History (3)
- RELG 362 Youth Ministry (3)
- RELG 369 Biblical Foundation for Family Ministry (3)
- RELG 367 Discipleship and the Christian Community (3)

MUSC 427 Music for Children (3)  
 THEA 272 Puppetry (3)  
 THEA 292 Stage Management (3)  
 THEA 301 Theatrical Production in a Church Environment (3)  
 THEA 342 Advanced Directing (3)

### **Theatre Arts Minor**

All Theatre Arts minors will take 10 or 11 credit hours of core courses and with faculty supervision will select six to seven credit hours in the area of their interest. In addition they will select a minimum of six credit hours of THEA elective courses.

#### Core Courses

THEA 131 Introduction to Theatre (3)  
 THEA 241 Acting (3)  
 THEA 221/220 Stagecraft (4) or THEA 329 Costume Construction (3)  
 THEA 224, 225, Practicum (0.5 each)

#### Area of Interest Courses (select two)

THEA 113 Vocal Performance (3)  
 THEA 242 Directing (3)  
 THEA 261 Playwriting (3)  
 THEA 301 Theatrical Production in Church Environment (3)  
 THEA 321 Scene Design (3) or THEA 323/320 Stage Lighting (4) or THEA 328 Costume Design (3)  
 THEA 331 Theatre History to 1800 (3) or THEA 332 Theatre History from 1800 to Present (3)

#### Additional Elective Hours

Students shall select a minimum of six additional credit hours of THEA elective courses

### **Theatre Arts Course Listing (THEA 000)**

#### **113 Vocal Performance (3)**

A basic course in vocal production designed for the development of a more efficient and pleasing voice for actors, radio and television announcers, lawyers, and those desiring vocal improvement. Special attention is given to relaxation, breathing, vocal gesture and emotion, and the process of verbalization.

#### **114 Dialects for the Actor (3)**

This course is designed to assist the actor in developing techniques used for creating different dialects required for performance of certain works of dramatic literature.

#### **115 Public Speaking (3)**

A study of the principles of oral communication designed to increase a student's skill in presenting ideas through speech, and developing vocal, physical, critical, and analytical skills through actual speech performance.

#### **116 Movement (3)**

Expansion of student's physical skills utilizing basic theories and lessons of Lessac and Laban movement with application to character development. (No Prerequisite).

**131 Introduction to Theatre (3)**

A broad survey of theater from its origins to modern times. Work on current productions, typically some afternoons in the Scene Shop, is required.

**132 Theatre Lab (1)**

An optional lab that can accompany THEA 131. Requires work on current productions.

**213 Advanced Vocal Performance (3)**

A continuation of the concepts covered in THEA 113 Vocal Performance, with an emphasis on applying the concepts to a text in performance.

**220 Stagecraft Lab (1)**

A required lab to accompany THEA 221. Requires work on current productions.

**221 Stagecraft (3)**

An applied study of the fundamentals of technical theatre, including scenic construction, painting, properties, and rigging. A working knowledge of tools and materials will be developed in a laboratory situation. Concurrent enrollment in THEA 220 required.

**222 Drawing and Rendering for the Stage (3)**

A course specializing in drawing, sketching and rendering for the theatre.

**223 CADD Computer Assisted Drafting and Design (3)**

A course in Computer Assisted Drafting and Design for the stage. Basic tasks including drawing lines, shapes, and freehand objects, then progressing from flats and other scenic pieces to floor plans, front elevations and working drawings. Basic familiarization with ClarisDraw and MiniCad applications. Prerequisite: THEA 221 or 222.

**224, 225, 226, 227, 228, 229, 230, 231 Theater Practicum (0.5 credit hour each)**

Each Theatre Arts and Drama & Christian Ministry major is required to participate in the theatrical productions of the department every semester. Assignments will be made for the practical applications of basic theater skills.

**241 Acting (3)**

A course that teaches the actor to use the fundamental tools of the craft – voice, body and imagination – through exercises, improvisations, and simple character development.

**242 Directing (3)**

An introductory course in the fundamentals of stage directing. (Prerequisite: THEA 241 or permission).

**251 American Musical Theatre (3)**

A survey of the history and development of musical theatre in the United States.

**261 Playwriting (3)**

An introductory course in the writing of plays. Projects can include scenes, one-acts, and development of full-length scripts.

**271 Stage Makeup (3)**

A basic study of the design principles and application of stage makeup.

**272 Puppetry (3)**

An introductory course in the creation and manipulation of puppets and creation of scripts for puppet shows. Course will culminate with a publicly performed puppet show.

**281 Summer Theatre Production (3)**

This course offers classroom and hands-on work on a summer theatre production. Classroom work will center on basic technical operations, actor workshops, and specialty subjects as production needs demand.

**282 Advanced Summer Theatre Production (3)**

This course offers advanced hands-on work and supervisory positions on a summer theatre production. Includes acting, stage management, and technical crew work.

**291 Theatre Management (3)**

An introductory course in theatre management studying the fundamentals and methods of theatrical producing, business management, audience analysis, press relations and publicity, advertising, and audience engineering and psychology. Projects can include work on a main stage production.

**292 Stage Management (3)**

An introductory course in stage management familiarizing the student with the practices of the stage manager. Includes tasks required before rehearsals begin, during readings and rehearsals, during production, and during post-production. Projects include assembly of a promptbook and associated paperwork.

**301 Theatrical Production in a Church Environment (3)**

An introduction to the philosophical and practical aspects of dramatic production in church settings. Topics include: history of the use of drama in the church, historical and contemporary attitudes towards drama in the church, types of church drama, script selection, script writing, and the unique challenges of overall production management of church drama. Projects can include performance in a church setting.

**320 Lighting Lab (1)**

A required lab to accompany THEA 323. Requires work on current productions.

**321 Scene Design (3)**

An introduction to the basic principles and techniques of scenic design in theory and application with a practicum in analysis, layout, drawing, and color. (Prerequisite: THEA 22 1).

**322 Scene Painting (3)**

An introduction to the techniques and materials that form the foundation of traditional scene painting.

**323 Stage Lighting (3)**

A study of theatrical lighting design and equipment with a practicum in the use of lighting instruments, control systems, color media, production techniques, and lighting design. Concurrent enrollment in THEA 320 required.

**324 Advanced CADD Computer Assisted Drafting and Design (3)**

An advanced course in computer assisted drafting and design involving perspective, rendering, and lighting design layout on the Macintosh computer and use of the most current design and lighting applications. Prerequisite: THEA 223.

**327 History of Costume (3)**

A course that explores the history of costume from ancient times to the present, including study of the various the influences on clothing development.

**328 Costume Design (3)**

A course emphasizing the design of costumes for the stage. Includes drawing, sketching, rendering of ideas for costumes, and fabric selection.

**329 Costume Construction (3)**

A course that covers various costuming techniques, including stitching and construction of costumes. May include patterning, draping, dyeing.

**331 Theatre History to 1800 (3)**

A study of theatre history and dramatic literature from the Classical Greeks to 1800.

**332 Theatre History from 1800 to the Present (3)**

A study of theatre history and dramatic literature from 1800 to the present day. (Prerequisite: THEA 331).

**341 Advanced Acting (3)**

The study of character development through analysis, scene preparation, and performance. (Prerequisite: THEA 241 or permission).

**342 Advanced Directing (3)**

An advanced course in stage directing. Attention is given to analysis of themes, structure, and style. (Prerequisites: THEA 241, THEA 242, and THEA 341).

**343 Acting Styles (3)**

A course designed to specialize the actor in one particular acting style – Shakespearean, Commedia etc. Can be taught in conjunction with the production of a period play utilizing this style. (Prerequisite: THEA 113 and THEA 341 or permission).

**345 Musical Theatre Styles (3)**

A study of various musical theatre styles. (Prerequisite: THEA 241 or permission).

**360 Stage Combat (3)**

A course designed to acquaint the student with proper methods in combat techniques used on stage. Techniques may include unarmed combat, broadsword and dagger, quarterstaff, foil and sabre techniques.

**370 Advanced Design (2)**

A course designed to offer the student advanced training in scenic, lighting, and costume design with a variety of projects entailing advanced design problems. (Prerequisite: THEA 221 and 321, 323, or 328).

**421 Design Project (2)**

An advanced course designed to offer the student, during the senior year, an opportunity to realize a design project for a one-act or main stage production under the supervision of the design faculty. (By permission).

**422 Technical Direction Project (2)**

An advanced course designed to offer the student, during the senior year, an opportunity to realize a technical direction project for a one-act or main stage production under the supervision of the faculty technical director. (By permission).

**423 Stage Management Project (2)**

An advanced course designed to offer the student, during the senior year, an opportunity to realize a stage management project for a one-act or main stage production under the supervision of a faculty member. (By permission).

**431 Theatre History/Research Project (2)**

An advanced research project conducted in the senior year, under the supervision of the directing faculty. (By permission).

**441 Acting Project (2)**

An advanced acting project in a major role in a one-act play or main stage production, performed in the senior year, under the supervision of the acting faculty. (By permission).

**442 Directing Project (2)**

A play directed in the senior year under the supervision of the directing faculty. (By permission).

**443 Creative Dramatics (3)**

The study of the use of drama, improvisation and play as a stimulant for learning and development of creative imagination in children and adults.

**444 Drama & Christian Ministry Project (2)**

An advanced project involving a Drama & Christian Ministry production. Conducted in the senior year under the supervision of the directing faculty. (By permission).

**445 Musical Theatre Project (2)**

An advanced acting project in a major role in a musical production, performed in the senior year, under the supervision of the directing faculty. (By permission).

**460 Special Topics (3)**

This is a course offered when special circumstances require examination of subject matter not typically included in the academic program. Topics and projects vary.

**461 Internship (3)**

This is a course usually taken during a student's third or fourth year. The student will be responsible for finding an appropriate theatre organization. Prerequisite: must be a Theatre Arts or Drama & Christian Ministry major and have permission of the department.

**462 Dramaturgy (3)**

An introduction to the many roles of the dramaturg, including theatrical researcher, literary manager, script developer, creative consultant, critic, and "audience of one" serving the playwright, director, actors, designers and audience. The origins and development of dramaturgy will be examined.

**470 Design Portfolio (2)**

A course offering the design student the opportunity to assemble the products of their technical theatre courses into a portfolio necessary for interviews for graduate school and employment. Additional interview training will be offered. (By permission).

**481 Summer Theatre Production (3)**

This course offers classroom and hands-on work on a summer theatre production. Classroom work will center on basic technical operations, actor workshops, and specialty subjects, as production needs demand.

**482 Advanced Summer Theatre Production (3)**

This course offers advanced hands-on work and supervisory positions on a summer theatre production. Includes acting, stage management, and technical crew position work.

## Trust and Wealth Management

Associate Professors: Mr. Witherspoon (Chair), Dr. Deutsch, Mr. Taylor, Ms. Vaughan

Assistant Professors: Mr. Berry, Mr. D. Butler, Mr. R. Butler

### **Requirements for a Major in Trust and Wealth Management (BBA) (CIP 52.0899)**

ACCT 213, 214, 333; BADM 100, 125, 221, 222, 236, 300, 314, 331, 433, 435; ECON 201, 202, 453; PSYC 222; TRST 330, 360, 400, 410, 411, 415, 420, 432, 434, 436, 439, 440, 470. In order to receive the Trust Certificate, Trust Management graduates must earn a minimum overall grade point average of 2.50.

### **Requirements for a Major in Trust and Wealth Management Pre-Law Track (BBA) (CIP 52.0899/22.0001)**

ACCT 213, 214, 333; BADM 100, 125, 221, 222, 236, 300, 314, 331, 433, 435; ECON 201, 202; TRST 330, 360, 400, 410, 411, 415, 420, 432, 434, 436, 439, 440, 470; and two from: THEA 115, ENGL 302, POLS 229, POLS 300, or MATH 212. In order to receive the Trust Certificate, Trust Management graduates must earn a minimum overall grade point average of 2.50.

### **Requirements for a Minor in Financial Planning**

ACCT 333; BADM 433; TRST 360, 410, 411, 432, 436, 439 (no more than 6 hours in a major may be applied to a minor).

### **Trust Management Course Listing (TRST 000)**

#### **330 Wills, Estates, and Trusts (3)**

A course designed to introduce students to the subject of property and interests therein, the distribution of property by intestacy or by will, trusts as dispositive devices, and the planning and administration of property in estates and trusts.

#### **360 Financial Planning Practices for Fiduciaries (3)**

An overview of the practice of financial planning and financial situation analyses is covered. The course includes a study of the financial services industry; ethical standards and regulations for financial planners; the economic environment of financial planning; financial and accounting fundamental for financial planners; an integrative analysis of risk management, investment management, tax planning, retirement planning, and simple estate planning. Prerequisites: ACCT 214 and ECON 201.

#### **400 Fiduciary Law (3)**

A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be a trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: TRST 330.

#### **410 Estate Taxation (3)**

A study of the basic principles of federal estate tax law and basic techniques to minimize the impact of the tax on the decedent's estate. Prerequisite: ACCT 333.

#### **411 Gift and Fiduciary Taxation (3)**

A study of the basic principles of federal gift tax law, generation-skipping tax law, and fiduciary income tax law. Emphasis will be given as to how to minimize the impact of gift, generation-skipping, and fiduciary income taxation. Prerequisites: ACCT 333 and TRST 410.

**415 Operational Functions of a Trust Department (3)**

A study of organization staffing, policies, control procedures, and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitability in a trust department. Emphasis is placed on the application of Regulation 9 of the Comptroller of the Currency and techniques for the development of new trust business, including prospecting techniques, sales talks, establishment of new business goals, and maintenance of records. Prerequisites: TRST 330 and 400.

**420 Fiduciary Law (3)**

A study of the administration of trusts, the duties and powers of the trustee, the liabilities of the trustee, and remedies of the beneficiary of third persons, the investment of trust funds, allocation and apportionment of receipts and expenses between principal and income, and the termination or modification of a trust. Prerequisite: TRST 400.

**432 Estate Planning Seminar (3)**

A study of the principles of intestate law, taxes, and techniques of planning the disposition of property by will and trust. Fields covered include wills, inter vivos trusts, insurance trusts, pension and profit-sharing trusts, and business buy-sell agreements. Semester case problem requires analysis and development of a plan and presentation to live participants. Considerable emphasis is placed on new business development and post mortem planning. Prerequisites: TRST 420 and 411, or approval of instructor.

**434 Trust and Estate Administration (3)**

An examination of the administration and distribution of property in estates and trusts. The course will enable the student to understand and apply the state and federal statutes that govern such administration, including the Uniform Trust Code and the Uniform Probate Code. Particular attention will be paid to the understanding and implementation of trust documents and wills. The course will be highly practice oriented. A senior level course for trust and trust pre-law majors. Prerequisite: TRST 420.

**436 Employee Benefits (3)**

This course is designed to introduce the student to the various types of employee benefits that are provided employees by or through employers including corporations, sole proprietorships, and the self-employed. The course examines social security benefits and focuses on the basic concepts used in the establishment, administration, investment, and distribution of various Defined Benefit and Defined Contributions Plans. The student is exposed to the regulations and practices governed by ERISA and takes part in the review and development of a prototype plan. Several active employee benefit account managers are guests during the semester to provide the students a realistic application of the course of study. Prerequisites: ACCT 333, TRST 411.

**439 Investments and Security Analysis (3)**

A study of investments in securities of all types including stocks, bonds, mutual funds and derivatives. The course will study, among other things, types and measures of investment risk, bond and stock valuation concepts, asset pricing models and hedging and option strategies. The course will be designed for implementation of strategies within a financial institution, consistent with such institution's policies and procedures. Prerequisite: Senior standing.

**440 Investments and Portfolio Management (3)**

A study of the creation and management of investment portfolios. The course will study portfolio valuation and measurement concepts, asset allocation and diversification, and investment strategies in tax-advantaged accounts. The course will also examine such investment strategies in tax-advantaged accounts. The course will also examine such investments theories as the efficient market theory, the capital asset pricing model, and modern portfolio theory. The course will be highly practice oriented.

The course will be designed for implementation of strategies within a financial institution, consistent with such institution's policies and procedures. Prerequisite: TRST 430.

**470 Trust Sales and Marketing (3)**

A practical investigation of sales process and the marketing process from the trust banker's perspective. Topics include the evolution of the market for trust services, market opportunity assessment, market segmentation, development of marketing strategies, pricing of services, and personal selling. Prerequisite: Senior standing in the Trust and Wealth Management Program.

**490 Trust Internship (3)**

A trust or financial planning-related employment experience with an approved organization. Related term paper required. Prerequisites: Junior standing (at least), declared major in Trust Management, overall grade point average of 2.0 or greater, and completion of an independent study contract.

## Foreign and Special Studies Programs

### Malaysian Program

Campbell University is involved in a cooperative program with Tunku Abdul Rahman College (TARC) in Kuala Lumpur, Malaysia. Graduates of approved curricula at TARC receive their Bachelor of Science degree from Campbell University. The students are carefully selected and highly motivated. They are taught by outstanding faculty, ably supported by excellent facilities and equally outstanding library holdings and equipment. Additional information about these programs is available at: <http://www.tarc.edu.my>.

### Study Abroad Program

Dr. Waldron, Director  
Ms. Erickson, Coordinator

Campbell University Study Abroad (CUSA) offers students the opportunity for international study in locations all over the world. Campbell students may study abroad with a group in a Campbell faculty-led program or as an individual through any pre-approved international program. CUSA can send a student almost anywhere in the world. Study Abroad can range from a few weeks to entire semester or yearlong programs; unique domestic and international internships are also available. All opportunities are coordinated through the office of study abroad.

Students in good standing with a GPA of 2.5 or above are eligible for international study, but all students must apply at the office of study abroad, and requirements vary per program. The optimal time for study abroad is frequently the sophomore or junior years, but even first year students, seniors, alumni and friends are eligible for some programs. Campbell students work with the office of study abroad to find a program to suit the needs of their majors and personal interests.

### Faculty-Led Programs

Campbell Professors design courses to teach abroad and lead travel connected to academic disciplines. Faculty-led programs are constantly growing and changing based on student and faculty interest. Program destinations include Costa Rica, Great Britain, Germany, Italy, Tanzania, Hawaii, and new programs are in constant development.

**Costa Rica:** Students travel to Alajuela, Costa Rica for Spanish or a variety of other courses. Spanish classes at any level are offered through the Costa Rica Language Institute: the Instituto de Cultura Y Lengua Costarricense (ICLC). Students stay with Costa Rican families while learning the language, and travel to volcanoes and tropical rainforests in order to experience the unique culture and biodiversity of this tropical country. Courses in Biology and Ecology are frequent companions to the Spanish component. Students may also attend ICLC individually for advanced Spanish instruction.

**Great Britain:** Students stay in one of the world's most vibrant international cities, taking classes with Campbell professors in British Literature and/or Criminal Justice/Homeland Security. From Shakespeare at the Globe to tours of the BBC, from the Houses of Parliament to St. Paul's Cathedral, London offers opportunities for many diverse majors. Excursions will vary according to the courses and academic program. The British Literature program travels to Scotland, Wales, and throughout the English countryside, while the Criminal Justice/Homeland Security program includes excursions to the Netherlands and/or Paris, France.

**Italy:** Students study Religion and Art in Rome, Florence, Assisi, Perugia, and many other cities in

central Italy. Courses focus on the rise of Western Christianity in Italy, as well as painters such as Michelangelo, Da Vinci, and Raphael. Art students can practice painting and drawing in the beauty of Italy. Students also spend a week of service learning at an evangelical children's camp in the Italian countryside at Isola del Gran Sasso.

**Tanzania, Africa: Medical Service Learning:** Students interested in health-care professions perform wellness clinics and health education for AIDS orphans in the Rift Valley, near Lake Victoria. Students work with doctors in Tanzania to understand health care in the developing nations. Service learning is a priority of this program, but students also go on a safari in the Ngorongoro Conservation area, with the world's largest concentration of lions, elephants and other African creatures.

**Hawaii:** Students complete an in-depth field studies program in Hawaii with a focus on tropical biology and ethno-botany. Students work with the National Tropical Botanical Garden and other institutions to study and conserve ecologically and culturally important plant species from around the globe. Guest speakers and service learning are a highlight of the program.

### **Programs for Individual Students**

Students may apply for a semester abroad through any program approved by the office of study abroad. Campbell's domestic and international affiliates offer diverse opportunities for every major. Application and requirements vary per program, and students are encouraged to contact the study abroad office to participate. Campbell students have studied independently in Scotland, Japan, Wales, Australia, Spain, Ecuador, Argentina, France, England, Korea, New Zealand, China, Mexico, Peru, Chile and Ireland. Some students have participated in international internships where they have language proficiency.

**Alumni and Friends Tours:** Campbell Faculty frequently host group travel experiences for the alumni, friends and students of Campbell University. These are themed tours for which no direct credit is offered, though travel may be offered as an auxiliary to a class. Parents, friends of the university, alumni are all welcome to participate in these group tours.

**Germany:** The Religion Department has sponsored themed trips including "Religion and Reformation" course in which students, alumni and friends spend two weeks traveling in Germany and Switzerland, focusing on reformation ministers Martin Luther and John Calvin, and "The Reformation and the Anabaptist Tradition" during which students study the rise of the Baptist faith in Germany.

**Great Britain:** In tours such as the "Great Preachers of Great Britain" tour, students and friends travel in England and Scotland, visiting special places in the history of faith: Coventry Cathedral, the site where John Newton wrote "Amazing Grace," and William Cary's home church, where the missionary movement began.

**Business Program: London, Spain, or Chile:** Students in the Lundy Fetterman School of Business focus on the rising or struggling economy of the U.S.'s international economic partners. Students meet entrepreneurs, marketing executives, chief executive officers and many other business executives in international businesses.

**Israel:** The Divinity School sponsors a program to Israel and the Holy Land which emphasizes not only the Biblical importance of these locations, but also the cultural and political issues surrounding the Holy Lands today. Participants work with archeologists and speak with people working in Israel and Jordan to understand the circumstances of people living in this area today.

## **Other Academic Offerings**

### **American Sign Language**

Campbell University is happy to offer courses in American Sign Language. The courses are offered as elective credit hours only.

### **Sign Language Course Listing (SLAN 000)**

#### **101 Introduction to Sign Language (2)**

The SLAN 101 course offers an introduction to American Sign Language and basic skills of communicating with the hearing impaired, with an emphasis on letters and words. Pre-requisite: none.

#### **102 Sign Language (2)**

The SLAN 102 course builds on the principles of sign language learned in SLAN 101 with an emphasis on conversational phrases. Persons with prior sign language experience will find this course beneficial. Pre-requisite: SLAN 101 or equivalent.

## **Reserve Officers' Training Corps (ROTC)**

Professor of Military Science: LTC Mason (Chair)

Assistant Professors of Military Science: CPT Lauren Shaw

Instructor of Military Science: 1SG (Ret) Mark Allen

ROTC Personnel: Mr. Chris Psaltis, MSG Aaron Light, Mr. Bryan Miller, Mr. John Schlichter

### **Objectives**

The objective of Campbell University's ROTC Program is to motivate and prepare selected students to serve as leaders in the U.S. Army. The course of instruction provides a practical understanding of the concepts and principles of military science and aids in developing a strong sense of duty, honor, country, and citizenship. Our program promotes individual fitness as well as teamwork and provides numerous leadership opportunities. Students will also gain an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

### **Scope**

The Army ROTC Program is progressive in nature and is composed of a Basic and Advanced Course. Enrollment in the Basic Course is open to all full time freshmen and sophomores. Completion of the Basic Course is a prerequisite for Advanced Course application. A student who enrolls in the Basic Course does not incur any obligation to serve in the Army. Prior military science or high school JROTC experience may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course are commissioned Second Lieutenants upon graduation.

### **Military Science Course Listing (MSCI 000) (CIP 30.0501)**

#### **Basic ROTC Program Courses**

##### **111 Leadership and Personal Development (1)**

Introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big-picture understanding of ROTC, its purpose in the Army, and its advantages for the student. One (1) lecture hour per week.

##### **112 Introduction to Tactical Leadership (1)**

Overviews leadership fundamentals such as setting direction, problem solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Continued emphasis is placed on recruitment and retention of Cadets. Cadre role models and the building of stronger relationships among the Cadets through common experience and practical interaction are critical aspects of the MSL 112 experience. One (1) lecture hour per week.

**211 Innovative Team Leadership (2)**

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in Leadership Labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure, and duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the Contemporary Operating Environment (COE). Two (2) lecture hours per week.

**212 Foundations of Tactical Leadership (2)**

Examines the challenges of leading tactical teams in the complex COE. The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. MSL 212 provides a smooth transition into MSL 311. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios. Two (2) lecture hours per week.

**221 Leader's Training Course (3)**

An intensive practical application of leadership and military skills to satisfy basic course prerequisite for enrollment into the Advanced ROTC Program Courses leading to commissioning as an officer in the U.S. Army upon graduation. Five (5) week summer program at Fort Knox, KY for students from universities and colleges throughout the nation.

**Advanced ROTC Program Courses****311 Adaptive Team Leadership (3)**

Challenges Cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of preparing for the ROTC Leadership Development Assessment Course (LDAC). Challenging scenarios related to small unit tactical operations are used to develop self-awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities. Cadets at the MSL III level begin to analyze and evaluate their own leadership values, attributes, skills, and actions. Primary attention is given to preparation for LDAC and the development of leadership abilities. Three (3) lecture hours and one and a half (1.5) laboratory hour per week.

**312 Leadership in Changing Environments (3)**

Uses increasingly intense situational leadership challenges to build Cadet awareness and skills in leading tactical operations. Having learned squad-level tactics in MSL 311, Cadets now learn to lead up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision making, persuading, and motivating team members in the COE. MSL 312 Cadets are evaluated on what they Know and Do as leaders as they prepare to attend LDAC-. Three (3) lecture hours and three (3) laboratory hours per week.

### **321 Applied Military Leadership (3)**

The ROTC Leadership and Assessment Course (LDAC) or operation WARRIOR FORGE is the most important training event for an Army ROTC Cadet or National Guard Officer Candidate. The 29-day training event incorporates a wide range of subjects designed to develop and evaluate leadership ability. The challenges are rigorous and demanding, both mentally and physically. WARRIOR FORGE tests intelligence, common sense, ingenuity and stamina. These challenges provide a new perspective on an individual's ability to perform exacting tasks and to make difficult decisions in demanding situations. WARRIOR FORGE places each Cadet and officer candidate in a variety of leadership positions, many of which simulate stressful combat situations. In each position, Cadets will receive evaluations from platoon tactical and counseling (TAC) officers and noncommissioned officers. In addition to proving their leadership ability, Cadets and officer candidates must meet established standards in physical fitness, weapons training, communication, combat patrols and demonstrate their proficiency in many other military skills. Cadets and officer candidates must excel at WARRIOR FORGE to be considered competitive for a commission as an Army officer.

### **411 Developing Adaptive Leaders (3)**

Develops student proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership-performance feedback to subordinates. Students are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC students. MSL IV Cadets are measured by their ability both to give and receive systematic and specific feedback on leadership abilities. Cadets at the MS IV level analyze and evaluate the leadership values, attributes, skills, and actions of MSL III Cadets while simultaneously considering their own leadership skills. Attention is given to preparation for the Basic Officer Leadership Course B (BOLC B) and the development of leadership abilities. Three (3) lecture hours and one and a half (1.5) laboratory hour per week.

### **412 Leadership in a Complex World (3)**

Explores the dynamics of leading in the complex situations of current military operations in the COE. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with nongovernmental organizations, civilians on the battlefield, and host nation support. The course places significant emphasis on preparing Cadets for their first unit of assignment. It uses case studies, scenarios, and "What Now, Lieutenant?" exercises to prepare Cadets to face the complex ethical and practical demands of leading as commissioned officers in the United States Army. Three (3) lecture hours and three (3) laboratory hours per week.

### **ROTC Internship Programs (No Credit)**

#### **Cadet Professional Development Training (CPDT)**

This is a two to three-week program during which students attend Army schools such as Airborne School (military parachuting), Air Assault School (helicopter operations), Northern Warfare School (military training in Alaska) or Mountain Warfare School (mountain training in various states). The program is open to all enrolled ROTC students, but selection is competitive due to the limited availability of slots in the program.

#### **Cadet Troop Leadership Training (CTLT)**

This is a three-week program in which students can apply their leadership and professional knowledge in practical ways by working as lieutenants in Army units. The program is only available to Advanced Course students during the summer following their junior year. Students must have successfully completed the National Advanced leadership Camp (MSCI-321).

**Leadership Course Listing (LDR 000)****100 Introduction to Leadership (3)**

A course that introduces participants to issues and competencies related to being an effective leader. The course is dedicated to educating students about their potential to lead and, hence, empower students to seek self-improvement. It provides students with a number of practical life skills useful in any day to day business or personal encounter. The course also focuses on the follower and presents ideas on how to influence people in a variety of situations. No prerequisites.

## **Campbell University Freshman Seminar**

Dr. Latino, Director

### **CUFS 100 Campbell University Freshman Seminar (1)**

This course is designed to facilitate students' integration into the learning community of the university. The course enhances students' skills for academic success, develops students' understanding of university culture, fosters students' meaningful educational engagement, and promotes behaviors important for academic success. The course encourages students to participate actively in the university and to reflect upon their experiences.

### **SLIF 101 Academic Recovery Seminar (1)**

SLIF 101 is focused on student learning and success. The course provides opportunities for students to reflect on their academic behaviors and habits while developing strategies and skills to assist in achieving their academic goals. The seminar style course encourages students to participate actively and engage thoroughly with the course content. This course is offered in the spring semester for students who are in their first-year at Campbell University.

## Directory Information

### Administration and Staff 2013

#### Office of the President

Jerry M. Wallace, President

Judy Robbins, Administrative Assistant to the President

#### Office of the Vice President for Academic Affairs and Provost

M. Dwaine Greene, Vice President for Academic Affairs and Provost

Janice Manning, Administrative Assistant to the Vice President for Academic Affairs and Provost

#### Institutional Research and Assessment

Timothy Metz, Director of Institutional Research and Assessment

Siuki Wong, Special Assistant for Academic Data Coordination/Head of Technical Services Systems, Wiggins Library

### College of Arts and Sciences

Mark L. Hammond, Dean of the College of Arts and Sciences

Elaine Smith, Administrative Assistant to the Dean of the College of Arts and Sciences

Renee Johnson, CAS Admissions Coordinator

Kendra Erickson, Study Abroad Coordinator

#### Departmental Secretaries

Marie Finnigan, Biology, Chemistry/Physics; Susan West, English; TBA, Foreign Language/Religion; Deborah Dye, Fine Arts; Marilyn Buie, Exercise Science; Pam Burgett, History, Criminal Justice and Political Science; Rebekah West, Communication Studies and Mathematics/ITS; Rosemarie Gore and Olin Bowman, ROTC

### Extended Programs

Dr. John Roberson, Dean, Extended Programs

Tom Harris, Associate Dean, Extended Programs and Director for Ft. Bragg/Pope Campus

Tere Murphy, Administrative Assistant to the Dean of Extended Programs Education

Katherine Spradley, Director of Online Education

Robert Hall, Director for Camp Lejeune Campus

TBA, Director for Research Triangle Park Campus (RTP)

### Divinity School

Andrew Wakefield, Dean of the Divinity School

Joyce F. Mashtare, Administrative Assistant to the Dean of the Divinity School

Derek Hogan, Assistant Dean for Academic Programs

Carol Lynn Brinkley, Director of Student Services

Elaine M. Dawson, Administrative Assistant for Academics

Irma C. Duke, Director of Church Relations and Advancement

Kelly M. Jorgenson, Director of Admissions

Melanie M. Walk, Admissions and Alumni Associate

Sandra Browde, Admissions Assistant

### **Lundy-Fetterman School of Business**

Ben Hawkins, Dean of the Lundy-Fetterman School of Business

Nancy Ezzell, Administrative Assistant to the Dean of the Lundy-Fetterman School of Business

Carl Broadhurst, Associate Dean of Student Relations; Chair, Business Administration, and Economics

Edward Fubara, Director of MBA Program

Shahriar Mostashari, Associate Dean of External Relations and School of Business Faculty

Ken Jones, Director of the PGA Golf Management Program & General Manager, Keith Hills Golf Club

Pam Steele, Career Placement Adviser

Dan P. Maynard, Business Librarian

April Paszkiewicz, Retention Coordinator

Teresa Knox, Administrative Assistant to PGA Golf Management

Emily Holliday, Assistant Director of MBA Program

Maggie Hopf, Business Admissions Coordinator

### **Norman Adrian Wiggins School of Law**

J. Rich Leonard, Dean

Keith Faulkner, Vice Dean for Administration and External Relations

JoAnne Phillips, Administrative Assistant to the Deans

Tim Zinnecker, Associate Dean for Academic Affairs

Trudi Brown, Director of Development

Brandon Yopp, Director Communications

Megan West, Director of Alumni Relations and Annual Giving

TBA, Registrar

Dexter Smith, Assistant Dean for Admissions

Janelle Sumner, Assistant Director of Admissions

Olivia Weeks, Director of Law Library and Assistant Professor of Law

Julie Beavers, Director of Career Services

TBA, Director of Student Life and Pro-Bono Activities

Sha D. Hinds-Glick, Director of Academic Support & Bar Success

TBA, Director of Technology

### **School of Education**

Karen P. Nery, Dean of the School of Education

Samuel Engel, Associate Dean of the School of Education

Carolyn Maidon, Director of Teaching Fellows

Charity Tart, Administrative Assistant to the Dean of the School of Education

Administrative Assistants: Lou Sherman and Kelly Ashworth, Education

Debbie Temple, Education Admissions Coordinator

### **Office of the Vice President for College of Pharmacy & Health Science Programs**

Ronald W. Maddox, VP for Health Programs & Dean of the College of Pharmacy & Health Sciences

Pam Roberts, Administrative Assistant to the VP for College of Pharmacy & Health Sciences

Wesley D. Rich, Assistant Dean for Administration

**Academic Affairs**

Robert Greenwood, Associate Dean of Academic Affairs  
Kim East, Academic Affairs & Graduate Programs Coordinator

**Admissions & Student Affairs**

Mark Moore, Associate Dean of Admissions & Student Affairs  
Kim Dunn, Regional Director – Admissions/Student Affairs  
Brenda Blackman, Director – Recruitment/Retention  
Phyllis Strickland, Administrative Assistant  
Amber Johnson, Pre-Pharmacy Coordinator  
Stephanie Knight, Admissions Coordinator  
Lindsey Haire, Admissions Coordinator  
Rodney Hipwell, Admissions Counselor  
Christy Connolly, Student Affairs Coordinator

**Alumni Relations & Advancement**

Leigh Foushee, Director of Alumni Relations  
Leah Whitt, Director of Communications  
Rich Koepcke, Director of Development

**Department of Graduate & Interprofessional Education**

Michael Adams, Assistant Dean  
Kim East, Academic Affairs & Graduate Programs Coordinator

**Department of Clinical Research**

Col. William Pickard, Chair of Clinical Research  
Sheryl Jensen, Program Manager  
Gabrielle Morgan, Program Director (BSCR)  
Julie Smith-Hamilton, Departmental Program Coordinator  
Kayla Nelson, Departmental Assistant  
Aaron Gauger, Departmental AV/IT Manager  
James Van Dorn, Broadcast Technician

**Department of Pharmaceutical Sciences**

Emanuel J. Diliberto, Jr., Chair of Pharmaceutical Sciences  
Tim Bloom, Vice-Chair  
Crystal Dark, Office & Business Manager  
Thomas J. Holmes, Jr., Vice-Chair, Director - Pharmaceutical Science Program  
Timothy Marks, PS Programs Administrator  
Shraddha Shapariya, Graduate Student Relations Coordinator  
Emily Bloom, Director of Science Education Outreach  
Mali Gupta, Director, Pharmaceutical Education & Research Center  
Paul Johnson, QC/Analytical R&D Lab Manager  
J. Scott Staton, Operations and Formulation Manager  
Chad Moody, Research Technician II

**Department of Pharmacy Practice**

D. Byron May, Chair of Pharmacy Practice  
Richard H. Drew, Vice-Chair, Research and Scholarship

Stephen H. Fuller, Vice-Chair, Faculty Development and Leadership  
 Connie Barnes, Exec. Vice-Chair and Co-Director of Drug Information Center & Residency Coordinator  
 Lisa West, Administrative Assistant  
 James A. Boyd, Director of PharmD/MBA Program  
 Gilbert A. Steiner, Director of Wellness Institute  
 Paige Brown, Assistant Director of Experiential Program  
 Jean White, Experiential Program Coordinator  
 J. Andrew Bowman, Director of Continuing Education  
 Samantha Clinton, Coordinator of Continuing Education  
 Valerie Clinard, Co-Director of Drug Information Center  
 Kathy Monaghan, Administrative Assistant of Drug Information Center

#### **Department of Physical Therapy (proposed)**

Greg Dedrick, Chair of Physical Therapy  
 Rachel Ennis, Administrative Assistant  
 Heidi Shearin, Director of Clinical Education

#### **Department of Physician Assistant Practice**

Thomas P. Colletti, Program Director  
 David Coniglio, Academic Coordinator  
 Laura Gerstner, PA Clinical Coordinator  
 Betty Lynne Johnson, Academic Coordinator  
 April Pope, PA Clinical Coordinator  
 Charlotte Paolini, Medical Director

Kristen Stiltner, Program Manager  
 Robyn Rogers, Administrative Assistant  
 Shannon Johnson, Administrative Assistant

#### **Department of Public Health**

Tina Tseng, Chair  
 Christie Burley, Program Manager

#### **School of Osteopathic Medicine**

John M. Kauffman, Jr., Dean and Chief Academic Officer  
 Nancy Lawrence, Administrative Assistant to the Dean  
 Michael Mahalik, Senior Associate Dean for Academic Affairs and Research  
 Dennis Agostini, Senior Associate Dean for Clinical Education and Postgraduate Affairs  
 Brian Kessler, Associate Dean of Clinical Affairs  
 Victoria Kaprielian, Associate Dean for Faculty Development and Medical Education  
 Mattie Bendall, Executive Director of Student Affairs  
 Joy Henderson, Director of Admissions

#### **Registrar's Office**

J. David McGirt, University Registrar  
 Melissa McLamb, Associate Registrar-Graduation  
 Brenda McLeod, Assistant Registrar- Evaluation/Records  
 Debbie Lucas, Assistant Registrar-Transcripts and Records  
 Marian Brantley, Assistant Registrar-Undergraduate Student Records

June Lee, Assistant Registrar-Graduate Records  
 Susan Rhodes, International Student Coordinator/ Receptionist for Registrar's Office

## **Wiggins Memorial Library**

Borrée Kwok, Dean of the Library  
 Linda Martin, Administrative Assistant to the Dean of the Library

### **Library Services**

Cindy Adams, Circulation Assistant  
 Steve Bahnaman, Reference and Electronic Resources Librarian  
 Marie Berry, Head of Access Services  
 Anita Mullins Brown, Serials Assistant  
 LaKeshia Darden, Curriculum Materials/Media Librarian  
 Patricia Davis, Circulation/Government Documents Assistant  
 Elizabeth Dobbins, Circulation Manager  
 W. Ron Epps, Reference and Print Resources Librarian  
 Barbara Faulkner, Technical Services Assistant  
 Michelle Gregory, Acquisitions Assistant  
 Brenda Johnson, Technical Services Assistant  
 Daniel Maynard, Business Librarian  
 Jacquelynn Sherman, Catalog Librarian  
 Sarah Steele, Head of Research and Instruction Services  
 Brooke Taxakis, Reference and Instruction Librarian  
 Siuki Wong, Head of Technical Services and Systems

## **Office of the Vice President for Student Life**

Dennis Bazemore, Vice President for Student Life  
 Jennifer Brown, Administrative Assistant to the Vice President for Student Life  
 Jennifer Latino, Director of First-Year Experience  
 Judy Tunstall, Administrative Assistant, First-Year Experience and Student Success  
 Sherry Haehl, Dean of Students  
 Vicki Crowell, Administrative Assistant to the Dean of Students  
 Faithe Beam, Campus Minister  
 Tracie O'Connor, Administrative Assistant to Campus Minister  
 Tyler Murchison, Director of Community Living and Student Conduct  
 Jodie Hurley Freeman, Director of Residential Living  
 Pascal Molinard, Director of Aquatics  
 Andy Shell, Director of Campus Recreation  
 Chris O'Connor, Director of Student Activities  
 Karie Parkes, Assistant Director of Student Activities  
 Laura Rich, Director of Student Success  
 Jessica Randall, Assistant Director of Student Success  
 Christy Jordan, University Counselor  
 Tim Lloyd, Director of Campus Safety  
 Donna Turlington, Director of Parking Administration  
 Robert Roller, Director of Athletics  
 Annette Spivey, Administrative Assistant of Athletics  
 Christian Pope, Associate Director of Compliance and Academics

Tony Delp, Assistant Athletic Director, External Affairs  
 Kim Graham, Associate Athletic Director, Operations  
 Stan Cole, Assistant Athletic Director, Media Services  
 Jarrad Turner, Assistant Athletic Director, Marketing & Promotions  
 Justin Wilkins, Assistant Athletic Director, Compliance  
 Malinda Ashcraft, Associate Athletic Director, Academic Services and Senior Women Administrator  
 Jackie Knight, Head Athletic Trainer  
 Hannah Bazemore, Athletics Business Officer

### **Office of the Vice President for Institutional Advancement/Admissions**

Jack Britt, Senior Vice President for Institutional Advancement and Assistant to the President  
 Britt Davis, Vice President for Institutional Advancement/Admissions  
 Shelia Cratch, Administrative Assistant to the Assistant Vice Presidents for Institutional Advancement  
 Jerry Wood, Assistant Vice President for Institutional Advancement and Planned Giving  
 Douglas C. Jones, Assistant Vice President for Alumni Relations  
 Dawn Phillips, Assistant Vice President for Corporate and Foundation Relations  
 Peggy Mason, Director of Annual Fund and Donor Relations  
 Susan Litton, Assistant Director Prospect Research & Grant Management  
 TBD, Director of Planned Giving  
 Teresa Shrieves, Records Clerk  
 Violeta Saenz, Secretary to the Assistant Vice President for Alumni Relations  
 Angela Clark, Alumni Records Coordinator  
 Revonda Ballard, Alumni Records Coordinator  
 Haven Hottel, Director of Communications and Publications  
 Billy Liggett, Assistant Director of Publications  
 Cherry Crayton, Digital Content Coordinator  
 Bob Dry, Web Designer Administrator  
 Jonathan Bronsink, Senior Graphic Designer  
 Angie Barker, Print/Web Designer

### **Admissions**

Jason Hall, Assistant Vice President for Admissions  
 Kathy Crenshaw, Director of Admissions Administration  
 Allison Shell, Director of Admissions Communications and International Compliance  
 Sharon Beasley, Admissions Receptionist/Administrative Assistant  
 Rhonda Page, Admissions Research Specialist  
 Katrina Stevens, Admissions Application Specialist  
 Lois Hupfeld, International Admissions/Administrative Assistant  
 Nick Haskzo, Director of Undergraduate Transfers  
 Elli Gaston, Admissions Experiences Coordinator  
 Mikaela Priddy, CRM Administrator and Admissions Counselor  
 Emily W. Manhart, Admissions Counselor  
 Kelli Hall, Admissions Counselor  
 Corrine Boggs, Admissions Counselor  
 Will Bratton, Admissions Counselor  
 Mike Little, Admissions Counselor  
 David Sawicki, North East Regional Admissions Director  
 Allison Dunn, Admissions Communication Specialist  
 Davida Williams, Admissions Application Specialist

Beth May, Admissions Data Entry/Scanning Specialist  
 Meagan Williford, Electronic Media Administrator  
 TBA, Admissions Counselor  
 TBA, South East Regional Admissions Director

## **Office of the Vice President for Business and Treasurer**

James O. Roberts, Vice President for Business and Treasurer  
 Patti Tyndall, Administrative Assistant to the Vice President for Business and Treasurer

### **Accounting Office**

Al Hardison, Comptroller  
 Julie Byrd, Assistant Comptroller  
 Kellie Earnhardt, Assistant Comptroller  
 Somer Batres, Senior Auditor/Accountant  
 Preston Dodson, Federal Perkins Program Coordinator  
 Dave Nowell, Director of Purchasing  
 Ramona Daniels, Purchasing Administrator  
 Teresa Humbert, Purchasing Clerk  
 Elaine Tart, Payroll Administrator  
 Bridget Pope, Payroll Assistant  
 Reba Clifton, Accounts Payable  
 Jewel Madsen, Accounts Payable  
 Darla Reed, Accounting Clerk  
 Hannah Bazemore, Athletics Business Officer

### **Business Office**

Win Quakenbush, Director of Financial Management  
 Debbie Gibbs, Assistant Director of Financial Management  
 Wilma Walker, Cashier  
 Shelby Faulkner, Cashier  
 Laura Matthews, Student Accounts  
 Carolyn Bowden, Student Accounts  
 Laura Stanley, Accounts Receivable and Collections

### **Computing Services**

Christopher Buckley, Director of Computing Services  
 Kenneth Griffith, Information Systems Coordinator  
 Allan Winter, Academic Computing Coordinator  
 John Skuce, Help Desk Manager  
 Jonathan Wells, Administrative Computing Coordinator  
 Michael Roy, Wireless Network Administrator  
 William Parrish, Assistant Network Administrator  
 Christopher Shupe, PC Technician  
 Justin Simonson, PC Technician  
 Ronald Jaynes, PC Technician  
 Douglas Shahan, PC Technician  
 Matthew Currin, Help Desk Technician  
 Justin Guerrero, Help Desk Technician  
 April Chambers, Applications Analyst

Cyrus Carter, Applications Analyst/Developer  
 Scott Moore, Programmer/Analyst  
 Patricia Burgess, Programmer/Analyst  
 Laura Burdette, Technology Procurement Assistant

### **Human Resources**

Robert Cogswell, General Counsel and Director of Human Resources  
 Deborah Ennis, Benefits Coordinator  
 Amy Emory, Human Resources Assistant  
 Laurie Depew, Human Resources Assistant

### **Financial Aid**

Michelle Day, Director of Financial Aid  
 Sherry Smith, Coordinator of Endowed Scholarships  
 Barbara Hartgrove, Assistant Director of Financial Aid  
 Michelle Dickerson, Assistant Director of Financial Aid  
 Lloyd DeRamus, Assistant Director of Financial Aid  
 Crystal Baker, Assistant Director of Financial Aid  
 Valerie McAlister, Receptionist  
 Sylvia McLeod and Angela Stone, Loan Coordinators  
 Sharlene Satchell, Outside Scholarship Coordinator  
 Diane Hayes, Digital File Clerk  
 Tonnette Sears, Work Study Coordinator  
 Merry Taylor, Research and Report Specialist

### **Keith Hills Golf Club**

Ken Jones, General Manager  
 Damon Dean, Superintendent  
 Martha Sutton, Director of Golf  
 Matt Reagan, Head Professional

### **Facilities Management**

Dave Martin, Director of Facilities Management  
 Randall Johnson, Assistant Director, Facilities Management  
 Scot Phillips, Assistant Director, Facilities Management  
 Faye Stewart, Manager of Central Stores  
 Chad McCray, Manager of General Services  
 Freddy Watson, Superintendent of Carpentry  
 Earl Savage, Manager of Telecommunications  
 John Strickland, Superintendent of Grounds  
 Bill Holt, Superintendent of Auto Shop  
 Lynn Pleasant, Supervisor of Mail Services  
 Ronald Strickland, Superintendent of HVAC  
 Chris Ellis, Superintendent of Electrical  
 Keith Thomas, Superintendent of Plumbing  
 Jessie Farmer, Manager of Custodial Services

### **Copy Center**

Tina Parker, Customer Service and Photography Coordinator  
 Joe Blue, Lead Print Technician  
 Judy Smith, Print Technician

**Veteran's Affairs**

Joy Cox, Director of Veteran's Affairs

**Aramark Food Services**

Larry Aldridge, Director of Aramark Food Services

Susan Simpson, Assistant Food Services Director

Jessie Goodrum, Controller

Debbie Clayton, Office Manager

Doug Schmoyer, Executive Chef

**Barnes and Noble Bookstore**

Nick McKay, Manager, Barnes and Noble Bookstore

Morgan Nida, General Merchandise Manager

### Dean's Awards for Excellence in Teaching and Research

College of Arts & Sciences		Lundy-Fetterman School of Business	
1989	Daniel Ensley (T)	1989	Christine Beasley (T)
	Robert Mayberry (R)		Chris Zinkhan (R)
1990	James Jung (T)	1990	James Witherspoon (T)
	Martin Sellers (R)		Chris Zinkhan (R)
1991	Dean Martin (T)	1991	Shahriar Mostashari (T)
	William Freeman (R)		
1992	Timothy Snell (T)	1992	Yu-Mong Hsiao (T)
	Daniel Linney (R)		
1993	Claudia Williams (T)	1993	William Peterson (T)
	Frank Vaughan (R)		Chris Zinkhan (R)
1994	Mark Hammond (T)	1994	Ellen Sikes (T)
1995	Sarah Walker (T)	1995	JoAnn Vaughan (T)
1996	David Steegar (T)	1996	Willis Gupton (T)
1997	Tim Metz (R)	1997	Shahriar Mostashari (T)
1998	Donna Woolard (T)	1998	Benny Overton (T)
1999	Daniel Ensley (T)	1999	Roy Cordato (R)
2000	David Thornton (T)	2000	Umesh Varma (T)
2001	Lamar Norwood (T)	2001	Roger Pond (T)
2002	Walter Barge (T)	2002	Joe Berry (T)
2003	Andrew Bryan (T)	2003	James Witherspoon (T)
2004	Ismael Rivera (T)	2004	Kenneth Jones (T)
2005	William Tate (T)	2005	Carl Broadhurst (T)
2006	Michelle Thomas (R)	2006	Derek Yonai (T)
2007	Daniel Rodgers (T)	2007	Edward Fubara (T)
2008	Lloyd Johnson (T)	2008	Thomas Taylor (T)
2009	Debora Weaver (T)	2009	Mark Steckbeck (T)
2010	Ran Whitley (T)	2010	Yu-Mong Hsiao (T)
2011	Meredith Williams (T)	2011	James Witherspoon (T)
2012	Chris Havran (R)	2012	Joe Berry (T)
2013	Adam English (R)	2013	David Butler (T)

<b>School of Law</b>		<b>School of Education</b>	
1989	Stanley McQuade (R)	1989	Marie Gray (T)
1990	J. Thomas Anderson (T)	1990	Margaret Giesbrecht (T)
	Richard Lord (R)		Wayne Hatcher (R)
1991	James McLaughlin (T)	1991	Betty Davenport (T)
	Charles Lewis (R)		
1992	Robert Jenkins (T)	1992	Joyce White (T)
	Alan Button (R)		
1993	Edward Greene (T)	1993	Harriot Enzor (T)
			Wayne Hatcher (R)
			Ronald Kendrick (R)
1994	Richard Bowser (T)	1994	Beverley Lee (T)
1995	Alan L. Button (T)	1995	Karen P. Nery (T)
1997	William Woodruff (T)	1997	Robert Henry (T)
	Richard Bowser (T)		Wayne Dillon (T)
1998	None	1998	Betty Davenport (T)
1999	None	1999	Lenne Hunt (T)
2000	Patrick Hetrick (R)	2000	Deborah Goodwin (T)
2001	Anthony V. Baker (R)	2001	Mary Ellen Durham (T)
2002	Jean M. Cary (T)	2002	Carolyn Morrison (T)
2003	Alan Button (T)	2003	C. G. Kledaras (T)
2004	Gregory Wallace (R)	2004	Betty Davenport (T)
2005	Charles Lewis (T)	2005	Gary Taylor (T)
2006	William Woodruff (R)	2006	Pauline Calloway (T)
2007	Rick Lord (R)	2007	Lorae Roukeman (T)
2008	Johnny Chriscoe (T)	2008	Carol Maidon
2009	Woody Woodruff (T)	2009	Janet Powell (T)
2010	Rick Lord (T)	2010	Sam Engel (T)
2011	Patrick Hetrick (T)	2011	Jutta Street (T)
2012	Lisa Lukasik (R)	2012	Ben Greene (T)
2013	Bryan Boyd (T)	2013	Oney Graham (T)

	<b>College of Pharmacy &amp; Health Sciences</b>		<b>Divinity School</b>
1989	Fred Cox (T)	1996	Bruce Powers (R)
	Alan Richards (R)	1997	
1990	Connie McKensie (T)	1998	Iris Scarborough (T)
	Kathy Webster (R)	1999	Donald Penny (T)
1991	George Waterhouse (T)	2000	Richard McKee (T)
	Wendell Combest (R)	2001	
1992	Kathryn Bucci (T)	2002	Steven Harmon (R)
	Antoine Al-Achi (R)	2003	Andrew Wakefield (T)
1993	James Junker (T)	2004	W. Glenn Jonas (T)
1994	Robert Greenwood (T)	2005	Barry Jones (T)
1995	Julianne Pinson (T)	2006	Albert Meiburg (T)
1996	Thomas Holmes, Jr. (T)	2007	Lydia Hoyle (T)
1997	Carlos daCamara (T)	2008	George Braswell (T)
1998	Antoine Al-Achi (T)	2009	Derek Hogan (T)
1999	Mollie Scott (T)	2010	Adam English (T)
2000	Anita Taylor (T)	2011	Tony Cartlege (T)
2001	Connie Barnes (T)	2012	Cameron Jorgenson (T)
2002	Terri Hamrick (T)	2013	David Moffitt (R)
2003	Byron May (T)		
2004	Thomas Abraham (T)		
2005	Stephen Fuller (T)		
2006	Timothy Bloom (T)		
2007	William Pickard (T)		
2008	Richard Drew (R)		
2009	Daniel Shin (T)		
2010	James Groce (R)		
2011	Michael Adams (T)		
2012	Beth Sutton (T)		
2013	Wesley Rich (T)		

(T) – Dean’s Award for Excellence in Teaching

(R) – Dean’s Award for Excellence in Research

## University Faculty 2013

**Jerry McLain Wallace**, President and Professor of Religion and Society–B.A., East Carolina University; B.D., Th.M., Southeastern Baptist Theological Seminary; M.S., Ed.D., North Carolina State University; Associate Professor of Sociology, part-time, 1970–1975; Tyner Professor of Religion and Chairman of the Department of Religion and Philosophy, 1975–1981; Dean of the University and Director of Graduate Studies, 1981–1983; Provost, 1984–1986; Vice President for Academic Affairs and Provost, 1986–2001; Campbell University, 1970 –

**M. Dwaine Greene**, Vice President for Academic Affairs and Provost, and Associate Professor of Religion–B.A. Campbell University, 1979 (Religion); M.A. Wake Forest University, 1982 (New Testament Studies); Ph.D., University of Virginia, 1987 (New Testament and Early Christianity); Campbell University, 2001 –

## College of Arts and Sciences Faculty 2013

**Mark Allen**, 1st SG (Ret.) U.S. Army, Instructor of Military Science; Campbell University, 2012 -

**Steve Bahnaman**, Reference and Electronic Resources Librarian – B.A., M.T.S. Emory University; M.S.L.S, University of North Carolina at Chapel Hill; Campbell University, 2012 -

**John G. Bartlett**, Associate Professor of Biology – B.S., Virginia Polytechnic Institute/State University; M.S., University of Tennessee; Ph.D., University of Maine; Campbell University, 2002 –

**Marie S. Berry**, Head of Access Services – B.A., University of South Carolina; M.L.S., North Carolina Central University; Campbell University, 1997 –

**Elizabeth Blue**, Assistant Professor of Chemistry – B.S., Ph.D., North Carolina State University; Campbell University, 2008 –

**Andrew M. Bryan**, Associate Professor Emeritus of Chemistry – B.S., Ph.D., North Carolina State University; Campbell University, Chair of Chemistry & Physics Dept. 1996-2007; 1990 –

**Jennifer Bunn**, Assistant Professor of Exercise Science – B.S., Nicholls State University; M.S., University of Kentucky; Ph.D., Baylor University; Campbell University, 2010 –

**William Linwood Coker III**, Assistant Professor of Chemistry – B.S., St. Andrews Presbyterian College; Ph.D., North Carolina State University; Campbell University, 1998 –

**Catherine Cowling**, Director of Criminal Justice – B.S., M.Ed., J.D., Campbell University; Ph.D., Old Dominion University; Campbell University, 2003 –

**LaKeshia Darden**, Curriculum Materials/Media Librarian – B.S., Fayetteville State University; M.L.S., North Carolina Central University; Campbell University, 2011 –

**G. Alan Davy**, Associate Professor of English – B.A., M.A., East Tennessee State University; Ph.D., Penn State University; Campbell University, 1993 –

**Eric Dunnum**, Assistant Professor of English – B.A., M.A., Winona State University; Ph.D., Marquette

University; Campbell University, 2013 -

**Adam C. English**, Associate Professor of Religion – B.A., Hardin-Simmons University; M.A., Southwestern Theological Seminary; Ph.D., Baylor University; Campbell University, 2003 -

**William Ron Epps**, Serials/Reference Librarian – B.A., Virginia Polytechnic Institute and State University; M.L.S., University of North Carolina at Chapel Hill; Campbell University, 2003 –

**Jason Ezzell**, Assistant Professor of Physics – B.S., Campbell University; M.S., North Carolina State University; Campbell University (Part-time 1996–1999), Full-time 1999 –

**J. Dean Farmer**, Chair, Dept. of Communication Studies and Assistant Professor of Communication Studies – B.A., M.P.A., North Carolina State University; Ph.D., Ohio University; Campbell University, 2002 –

**Scott A. Fedorchak**, Instructor of Physics – B.S., U.S. Military Academy; M.S., Boston University; M.S., Massachusetts Institute of Technology; Campbell University, 2003 –

**David H. Gray**, Associate Professor of Homeland Security - B.A., Brigham Young University; M.S., Golden Gate University; Ed.D., University of Southern California; Campbell University, 2011 –

**Karen Guzman**, Associate Professor of Biology – B.S., University of Nebraska; Ph.D., North Carolina State University; Campbell University, 2001 –

**Mark L. Hammond**, Dean, College of Arts and Sciences and Professor of Biology – B.A., Hiram College; Ph.D., University of South Carolina; Chair of Biology Dept., 1996–2001; Campbell University, 1992 –

**J. Christopher Havran**, Assistant Professor of Biology – B.S., Lebanon Valley College; M.S., University of Louisiana at Monroe; Ph.D., Ohio University; Campbell University, 2008 –

**Barbara Hudson**, Instructor of Music – B.M., M.M., University of North Carolina at Greensboro; Campbell University, (Full-time 1989–2000), PT 2000 –

**Venancio Rene' Ibarra**, Assistant Professor of Spanish – B.A., University of Texas-Pan American; M.A., Ph.D., Texas Tech University; Campbell University, 2011 –

**Shirley Jefferds**, Instructor of English – B.S.Ed., M.Ed., Arkansas State University, M.Rel.Ed., New Orleans Baptist Theological Seminary; Campbell University, 2007 –

**George Lloyd Johnson**, Professor of History – B.A., M.Ed., Campbell University; M.A., East Carolina University; Ph.D., University of South Carolina; Campbell University, 1991–

**W. Glenn Jonas, Jr.**, Chair of the Department of Religion and Philosophy/Professor of Religion and Howard Chair – B.A., Mars Hill College; M.Div., Southwestern Baptist Theological Seminary; Ph.D., Baylor University; Campbell University, 1994 -

**Haydn Tiago Jones**, Chair, Dept. of Foreign Languages and Associate Professor of Foreign Languages – B.A., Indiana University at Bloomington, M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell University, 2003 –

**James M. Jung**, Professor Emeritus of Chemistry – B.S., Davidson College; M.Ed., Ph.D., University of North Carolina at Chapel Hill; Chair of Chemistry Dept., 1962–1996; Campbell University, 1962–2008, PT 2008–2009

**Peter T. Kenny**, Instructor of Communication Studies – B.A., Southeastern College; M.A., Regent University, Campbell University PT 2009 – 2013, FT 2013 -

**Brian D. Kesling**, Assistant Professor of Chemistry – BA, Glenville State College; Ph.D., West Virginia University; Campbell University, 2006 –

**Sun Wah Kiu**, Associate Professor of Mathematics and Information Technology & Security – B.A., Hong Kong University; M.S., London School of Economics; M.S., North Carolina State University; A.M., Ph.D., Dartmouth College; Campbell University, 2002 –

**Borrée P. Kwok**, Dean of the Library – B.A., Whitworth College; M.S.L.S., University of North Carolina at Chapel Hill; Campbell University, 1993–

**Elizabeth H. Lange**, Assistant Professor of Exercise Science – B.A., Hollins University; M.A., University of Northern Colorado; Ed.D., University of North Carolina at Greensboro; Campbell University, 2011 -

**L. Michael Larsen**, Chair, Department of Biological Sciences/Environmental Science and Associate Professor of Biology – B.S., Utah State University; M.S., Rutgers University; Ph.D., North Carolina State University; Campbell University, 1995 –

**Aaron Light**, Major U.S. Army, Assistant of Professor of Military Science – B.A. Troy State University, Campbell University, 2012 -

**Kathryn M. Lopez**, Associate Professor of Religion – B.A., University of Richmond; M.Div., Southern Baptist Theological Seminary; Ph.D. Emory University; Campbell University 2002 -

**Heather M. Manhart**, Instructor of Mathematics – B.S., Campbell University; M.S., North Carolina State University; Adjunct instructor, Campbell University 2001–2004; Campbell University, 2008 –

**Michael E. Mason**, Lieutenant Colonel U.S. Army, Professor of Military Science – B.S., United States Military Academy, West Point, NY; M.A., University of Oklahoma at Norman; Campbell University, 2011 –

**Sharon Mason**, Assistant Professor of Biology – B.S., University of North Carolina at Chapel Hill; M.S., University of Florida; D.V.M., Ph.D., North Carolina State University; Campbell University, 2010 –

**Georgia Martin**, Associate Professor of Theatre Arts – B.A., San Francisco State University; B.S., State University of New York; M.F.A., University of California at San Diego; Campbell University, (Part–time 2001–2002), Full time 2002 –

**James I. Martin**, Chair, Department of History, Criminal Justice and Political Science and Professor of History – B.A., Duke University; M.A., East Carolina University; Ph.D., Emory University; Campbell University, 1991–

**Richard McKee**, Associate Professor of Music – B.M., Birmingham–Southern College; M.M., Manhattan School of Music; M.A., Ph.D., University of North Carolina at Chapel Hill; Campbell

University, 1994 –

**Bruce G. McNair**, Associate Professor of History – B.A., Purdue University; M.A., Ph.D., Duke University; Campbell University, 1994 –

**Sal Mercogolino**, Assistant Professor of History – B.S., SUNY Maritime College; M.A., East Carolina University; Ph.D. University of Alabama; Campbell University, (Part-time 2001-2010), Full-time 2010 –

**John C. Mero**, Assistant Professor of Political Science – B.A., State University of New York at Plattsburgh; M.A., University of Vermont; Ph.D. Syracuse University; Campbell University, 2008 –

**Mark Merry**, Associate Professor and Director of Information Technology & Security – B.S. Edinboro University; M.S., Ohio State University; Ph.D., Kent State University; Campbell University, 2006 –

**Timothy L. Metz**, Director of Institutional Research, and Associate Professor of Biology – B.S., University of Illinois at Urbana–Champaign; Ph.D., Cornell University; Chair of the Biological Sciences, 2001 -2008; Campbell University, 1994 –

**Kenneth R. Morefield**, Associate Professor of English – B.A., Mary Washington College; M.A., Northern Illinois University; Ph.D., Northern Illinois University; Campbell University, 2004 –

**Phillip J. Morrow**, Associate Professor of Music – B.S., University of North Alabama; M.M., University of North Carolina at Greensboro; D.M.A., Southern Baptist Theological Seminary; Campbell University, 1998 –

**Dwight Lamar Norwood**, Professor Emeritus of Mathematics – B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Chair of Department of Mathematics & Computer Science, 1987- 2008; Campbell University, 1973 –

**Ann Ortiz**, Associate Professor of Spanish – B.A., East Carolina University; M.A., University of Arizona, Tucson; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1997 –

**Amanda S. Parker**, Assistant Professor of Homeland Security – B.S., M.S., East Carolina University; Ph.D. candidate, University of South Florida, Tampa; Campbell University, 2013 -

**Donald N. Penny**, Professor of Religion – B.A., Campbell College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University; Campbell University, 1980 -

**Gina Peterman**, Chair, Department of English; Associate Professor of English; and Mabel Powell Chair of English – B.A., M.A., Tennessee Technological University; Ph.D., University of South Carolina; Campbell University, 1992 –

**Chris Psaltis**, Major (Ret.), U.S. Army, Assistant Professor of Military Sciences – B.S., State University of New York at Binghamton; Campbell University, 2001 –

**Elizabeth Rambo**, Associate Professor of English – B.A., St. Andrews's Presbyterian College; M.A., University of Missouri-Columbia; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1999 –

**Daniel M. Rodgers**, Associate Professor of Art – B.A., Bridgewater College; M.F.A., Savannah College of Art and Design; Campbell University, 2002 –

**Nathan Salisbury**, Instructor of English – B.A., Western Carolina University; M.A., North Carolina State University; Campbell University, 2000 –

**Donald N. Schroeder**, Associate Professor of Political Science – B.A., University of Illinois at Chicago; M.A., Ph.D., Duke University; Campbell University, 1978 –

**Catherine A. Simonson**, Director of Athletic Training Education Program and Instructor of Athletic Training – B.S., Appalachian State University; M.S., California University of Pennsylvania; Campbell University, 2008 –

**Lauren Shaw**, Captain U.S. Army, Assistant Professor of Military Science – B.S. United States Military Academy at West Point; Campbell University, 2011-

**Jacquelynn K. Sherman**, Catalog Librarian – B.A., Marshall University; M.L.S., University of North Carolina at Chapel Hill; Campbell University, 2010 –

**Breck Smith**, Associate Professor of Art – B.A., Averett College; M.F.A., University of North Carolina at Greensboro; Campbell University, 1988 –

**Michael R. Smith**, Professor of Communication Studies – B.A., University of Maryland; M.S., Shippensburg University; Ph.D., Regent University; Campbell University, Chair of Dept., 2003-06; 2003 –

**Jacyln Stanke**, Associate Professor of History – B.A., Washington State University; M.A., Ph.D., Emory University; Campbell University, 1999 –

**David M. Steegar**, Professor of Foreign Language – B.A., Miami University of Ohio; M.A., Ohio State University; Ph.D., University of Toronto; Campbell University, Dept. Chair '78-'06; 1978 –

**Sarah Steele**, Head of Research and Instruction Services – B.A., University of North Carolina at Chapel Hill; M.L.S., East Carolina University; M.L.S., North Carolina Central University; Campbell University, 2008 –

**Brooke Taxakis**, Reference and Instruction Librarian – B.S., Coastal Carolina University; M.L.I.S., University of South Carolina; Campbell University, 2011 -

**Michelle Suhan Thomas**, Associate Professor of Biology – B.S., Grove City College; Ph.D., West Virginia University at Morgantown; Campbell University, 2000 –

**Sarah Z. Thomas**, Assistant Professor of Music – B.M., Meredith College; M.M., Ohio State University; DMA, University of North Carolina at Greensboro; Adjunct Instructor, Campbell University, 2004 – 2008; Campbell University, 2008 –

**David W. Thornton**, Barden Chair of Government and Associate Professor of Political Science – B.A., M.A., University of North Carolina at Greensboro; Ph.D., University of South Carolina; Campbell University, 1994 –

**Janis Keen Todd**, Associate Professor of Mathematics – B.S., M.Ed., East Carolina University; Campbell University, 1966 –

**Sherry R. Truffin**, Associate Professor of English – B.A., Baldwin-Wallace College; M.A., Cleveland State University; Ph.D., Loyola University Chicago; Campbell University, 2011 –

**Larkin N. Tysor**, Associate Professor of Art – A.A., Chowan College; B.F.A., High Point College; M.F.A., University of North Carolina at Greensboro; Campbell University, 1989 –

**Umesh Varma**, Associate Professor of Information Technology & Security – B.Sc, Kanpur University; B.S., Western International University; M.S., Jackson State University; Campbell University, 1988 –

**Donna Waldron**, Assistant Professor of English; Director of Study Abroad Programs – B.A., M.A., Baylor University; Ph.D., Duquesne University, Campbell University, 2000 –

**Sarah Janet Walker**, Assistant Professor of Mathematics – B.A., M.Ed., Campbell University; Campbell University, 1992 –

**E. Bert Wallace**, Associate Professor of Theater Arts – B.A., Furman University; M.F.A., University of Alabama; Campbell University, 2002 –

**Kimberly Ward**, Instructor of English – B.A., North Carolina State University; M.A., North Carolina State University; Campbell University, 2007 –

**Wanda E. Watkins**, Assistant Professor of Exercise Science/ Head, Women's Basketball Coach – B.S., M.Ed., Campbell University; Campbell University, 1980 –

**Debora Jean Weaver**, Associate Professor of Biology – B.A., Goshen College; Ph.D., University of Maryland in Baltimore County; Campbell University, 1992 –

**Mary Weiss**, Instructor of Exercise Science/Associate Head, Women's Basketball Coach – A.A., Chowan College; B.A., M.Ed., Campbell University; Campbell University, 1988 –

**Michael Wells**, Chair, Department of Chemistry/Physics, Associate Professor of Chemistry, and Edna Queener Proffitt Chair of Chemistry – B.S., East Carolina University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1997 –

**Howard M. Whitley**, Chair, Fine Arts Division, Alma Dark Howard Chair of Music, and Professor of Music – B.M., Appalachian State University; M.Div./C.M., D.Min., Southeastern Baptist Theological Seminary; Ph.D., University of North Carolina at Greensboro; Campbell University, 1998 –

**Claudia Williams**, Assistant Professor of Biology – B.S., Berry College; M.S., University of Georgia; Campbell University, 1987 –

**Meredith T. Williams**, Chair, Mathematics and Information Technology and Security and Assistant Professor of Mathematics – B.S., Furman University; M.S., Clemson University; Ph.D., University of South Carolina; Campbell University, 2005 –

**Charles Dwayne Wilson**, Associate Professor of Music – B.S., Tennessee Temple University; M.M.Ed., Columbus State University; Ph.D., University of North Carolina at Greensboro; Campbell University, 2000 -

**Womick, Jordan**, Assistant Professor of Chemistry – B.S., Wingate University (Mathematics); B.S., Wingate University (Chemistry); Ph.D.; University of North Carolina at Chapel Hill; Campbell University, 2012 –

**Siuki Wong**, Head of Wiggins Library Technical Services & Systems, – B.S., University of Hong Kong; M.S.L.S., University of North Carolina at Chapel Hill; Campbell University, 2001 –

**Donna L. Woolard**, Chair, Department of Exercise Science and Professor of Exercise Science – B.S., East Carolina University; D.A., Middle Tennessee State University; Campbell University, 1994 –

**Taek H. You**, Assistant Professor of Biology – B.S., Sung Kyun Kwan University, Seoul, Korea; Ph.D., Ohio State University; Campbell University, 2001 –

**Sidong Zhang**, Assistant Professor of Mathematics – B.A., Shanghai University; M.A., Wake Forest University; Ph.D., North Carolina State University; Campbell University, PT 2001- 2006, Visiting Instructor of Math, 2007-2008; 2012 –

### **The Lundy–Fetterman School of Business Faculty 2013**

**Joseph W. Berry**, Assistant Professor of Business – A.A., Fayetteville Technical Community College; B.S.B.A., East Carolina University; M.B.A., Fayetteville State University; C.P.A., Campbell University, 1996 –

**Carl R. Broadhurst**, Associate Dean and Chairman, Department of Business Administration and Economics; Associate Professor of Business – B.S., University of Missouri; M.B.A., Butler University; D.B.A., Nova Southeastern University; Campbell University, 2000 –

**Nancy J. Bryan**, Visiting Instructor – B.A., M.B.A., Campbell University; Campbell University, 2010 –

**David Butler**, Assistant Professor of Business – B.B.A., MTWM, Campbell University; Campbell University, 2008 –

**Robie S. Butler**, Assistant Professor of Business – B.B.A., M.B.A., Campbell University; Post Graduate Studies, Capella University; C.P.A.; Campbell University, 1990 –

**John Creech**, Visiting Instructor of Business – B.S., University of the State of New York; M.A., Webster University; Campbell University, 2000 –

**Robert A. Deutsch**, Associate Professor of Business – B.A., M.B.A., Ball State University; Ph.D., University of Kentucky; C.P.A.; Campbell University, 2000 –

**Ryan Dailey**, Instructor of PGA Golf Management, B.B.A., M.B.A, Campbell University; Campbell University, 2007 –

**Edward I. Fubara**, Director, MBA Program; Associate Professor of Business - B.S. University of Benin; M.B.A., Ph.D., Michigan State University; Campbell University, 2005 –

**James D. Harriss**, Assistant Professor of Business – B.B.A., Sam Houston State University; M.B.A., D.B.A., Mississippi State University; Campbell University, 1988 –

**Benjamin M. Hawkins**, Dean, School of Business – B.A., Furman University; M.A., Ph.D., University of Kentucky; Campbell University, 2004 –

**Emily Holliday**, Visiting Instructor - B.B.A., M.B.A., Campbell University; Campbell University, 2009 –

**Yu–Mong Hsiao**, Professor of Business – B.A., National Taiwan University; M.B.A., Mississippi State University; M.E., Ph.D., North Carolina State University; C.P.A.; Campbell University, 1984 –

**Kenneth Jones**, Director, PGA Golf Management Program; Assistant Professor of Business – B.S., Ferris State University; M.B.A., Campbell University; Class A Golf Professional; Campbell University, 1998 –

**Katherine E. Lawrence**, Associate Professor of Marketing – B.F.A., University of Texas; M.B.A., University of the Incarnate Word; Ph.D., Arizona State University; Campbell University, 2011 –

**Shirley T. McLaughlin**, Visiting Professor of Business – B.A., University of North Carolina; M.S., Rollins College; D.B.A., Nova Southeastern University; Campbell University, 2008–

**Daniel P. Maynard**, Gilbert T. Stephenson Business Librarian – B.A., M.S.L.S., University of Tennessee at Knoxville; Campbell University, 1999 –

**Shahriar Mostashari**, Associate Dean – B.A., National University of Iran; M.A., Western Michigan University; M.B.A., Golden Gate University; Ph.D., North Carolina State University; Campbell University, 1982 –

**David Orr**, Instructor – B.A., State University of New York; Campbell University, 2005 –

**April H. Paszkiewicz**, Visiting Instructor – B.B.A., N.C. State; M.ED., Campbell University; Campbell University, 2009 –

**Traci Pierce**, Visiting Instructor – B.B.A., M.B.A., Campbell University; Campbell University, 2007 –

**LeJon Poole**, Associate Professor of Healthcare Management – B.A., Samford University, M.B.A., Ph.D., University of Alabama, Birmingham; Campbell University, 2009 –

**Amy N. Starling**, Visiting Instructor of Healthcare Management – B.S.I.E., North Carolina State University; M.B.A., Campbell University; Campbell University, 2011 –

**Mark A. Steckbeck**, Assistant Professor of Business – B.S., Appalachian State University; M.A., Ph.D., George Mason University; Campbell University, 2007 –

**Martha Shooter Sutton**, Instructor of PGA Golf Management – B.B.A., M.B.A., Campbell University; Campbell University, 2009 –

**Thomas F. Taylor**, Associate Professor of Trust – B.A., Lambuth University; J.D., Vanderbilt Law School; LL.M., Fordham University School of Law; Campbell University, 2006 –

**Jo Ann Vaughan**, Associate Professor of Business – B.S., University of North Carolina at Charlotte; M.A., University of North Carolina; C.P.A.; Campbell University, 1988 –

**James E. Witherspoon, Jr.**, Chairman, Department of Financial Planning and Accounting; Associate Professor of Business – B.A., Campbell University; J.D., Wake Forest University; Campbell University, 1983 –

**Derek Yonai**, Associate Professor of Business – B.A., University of California, Irvin; J.D., Whittier Law School; M.A., Ph. D., George Mason University; Campbell University, 2003 –

### **School of Education Faculty 2013**

**Evelyn Andrews**, Adjunct Instructor of Education- A.A. Peace College; B.S. Appalachian State University; M.Ed. East Carolina University; M.S.A. North Carolina State University, Campbell University 2012 -

**Susie Mallard-Barnes**, Assistant Professor of Social Work-B.S. North Carolina State University; M.S.W. University of North Carolina; Ph.D. University of Texas, Campbell University 2012-

**Susan Byerly**, Adjunct Instructor - B.S. Campbell College; M.Ed. Campbell University; School Administrator, Principal, Curriculum Instructional Specialist, North Carolina State University; Education Specialist Degree, East Carolina University; Ed.D. Fayetteville State University, Campbell University, 2008 -

**Connie Chester**, Assistant Professor of Education - B.A., Emmanuel College; M.A., Marshall University; Ph.D., University of Georgia; Campbell University, 2004 -

**Brenda Dennis**, Adjunct Instructor of Education - B.S. Appalachian State University; North Carolina Teacher Certification in Special Education/Mentally Handicapped, North Carolina Central University; M.Ed. University of North Carolina at Chapel Hill, Campbell University 2012-

**David Dennis**, Assistant Professor of Education - B.A., University of North Carolina at Greensboro; M.Ed., Administration/Principal's Certification, North Carolina Central University; Ed.D., Campbell University; Campbell University, 2007 -

**Mary Ellen Durham**, Professor of Education - B.A., Greensboro College; M.Ed., Grand Valley State University; Ph.D., North Carolina State University; Campbell University, 1998 - 2013; Adjunct 2013 -

**Sam Engel**, Assistant Dean, School of Education/Associate Professor of Education - B.A., Eastern Illinois University; M.A., Ph.D., University of Illinois at Champaign Urbana; Campbell University, 1999 -

**Harriet Leigh Enzor**, Associate Professor of Education - B.S., Campbell University; M.A., Ph.D., University of North Carolina at Greensboro; Campbell University, 1991 -

**Martha Faircloth**, Adjunct Instructor of Education- A.A., Sampson Community College; B.A., M.A., Fayetteville State University; Campbell University, 2007 -

**Chris Godwin**, Assistant Professor of Education/Director of Teacher Education - B.S. Campbell University; M.Ed. Campbell University; Ed.D. North Carolina State University, Campbell University 2012-

**Oney Graham**, Assistant Professor of Education - B.S., Old Dominion University; M.S., University of Arkansas; Ed.D., NOVA Southeastern University; Ed.D., NOVA Southeastern University; Campbell University, 2007 -

**Benjamin Greene**, Assistant Professor of Education - A.B., Ph.D., University of North Carolina at Chapel Hill; M.A.T., Duke University; Campbell University, 2005 -

**Ramona Ivy**, Adjunct Instructor of Social Work - B.S.W. South Carolina State University; M.S.W. University of Pittsburgh School of Social Work, Campbell University 2013 -

**Kristine Johnson**, Adjunct Instructor of Social Work- A.A., Pitt Community College; B.S., M.S., East Carolina University; Campbell University, 2010 -

**Ronald Edwin Kendrick**, Associate Professor of Education - B.S., M.Ed., University of South Carolina; Ed.D., Auburn University; Campbell University, 1988 -

**Janet Lee**, Adjunct Instructor of Education - B.S., M.Ed., Campbell University; MLS, East Carolina University; Campbell University, 2009 -

**Pamela Long**, Adjunct Instructor of Education - B.A., Methodist College; M.Ed. Campbell University; Campbell University, 2005 -

**Carolyn Maidon**, Associate Professor of Education - B.S., Oklahoma State University; M.Ed., Ph.D., North Carolina State University; Campbell University, 2003 -

**Michael Martin**, Adjunct Instructor of Social Work - B.A., Campbell University; M.S., East Carolina University; Campbell University, 2010 -

**Karen Powell Nery**, Dean, School of Education/Professor of Education - B.S., Meredith College; M.Ed., Ed.D., North Carolina State University; Campbell University, 1990 -

**Dean Olah**, Instructor of Education - B.A., The University of Toledo; M.S.A., Campbell University; Ed.D. North Carolina State University (in-progress); Campbell University, 2011 -

**Tracy Poe**, Adjunct Instructor of Psychology - B.A. Campbell University; M.A. University of Phoenix, Campbell University 2012-

**Janet Powell**, Associate Professor of Education - B.S., William Jewell College; M.Ed., University of Texas at El Paso; Ph.D., Kansas State University at Manhattan; Campbell University, 2001 -

**Lorae Roukema**, Associate Professor - B.A., M.A., University of North Carolina at Chapel Hill; Ed.D., Fayetteville State University; Campbell University, 2003 -

**Peggy Smith**, Assistant Professor of Education - B.S., University of North Carolina at Greensboro; M.Ed., Ed.D., North Carolina State University; Campbell University, 2007 -

**Tomecia Sobers**, Adjunct Instructor of Sociology - Criminal Justice Instructor Certification, NC Criminal Justice Education & Training Standards Commission; B.S., M.A. Fayetteville State University; Campbell University, 2009 -

**Jutta Street**, Associate Professor of Psychology - B.A., Pembroke State University; M.S., Ph.D. North Carolina State University; Campbell University, 2007 -

**Eugene Sumner**, Professor of Social Work/Chair of Department - A.A., Mount Olive College; B.A., Atlantic Christian College (Barton College); M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah; Campbell University, 2007 -

**Gary A. Taylor**, Professor of Psychology/Chairman of Department - B.A., Oklahoma Baptist University; M.S., Oklahoma University; Ph.D., North Carolina State University; Campbell University, 1968 -

**Katherine L. Van Allen**, Assistant Professor of Psychology - B.S., George Mason University; M.A., Ph.D., University of Maryland; Campbell University, 2011 -

**John Viehe**, Adjunct Instructor of Psychology - B.S., Rochester Institute of Technology; M.B.A., Wake Forest University; Ed.D. North Carolina State University; Campbell University, 1998 -

**Olivia Wakefield**, Adjunct Instructor of Education - B.A. The Metropolitan State College; MACE, The Southern Baptist Theological Seminary; M.Ed. Campbell University, Campbell University, 2007 -

### College of Pharmacy & Health Sciences Faculty 2013

#### Department of Clinical Research

**Ronnie Chapman**, Visiting Associate Professor of Clinical Research; B.S., Biology, High Point College; PharmD, Mercer University; RPh, GA, NC.

**Timothy M. Hinson**, Associate Professor of Clinical Research; B.S., Pharmacy, University of North Carolina at Chapel Hill; PharmD., Campbell University; RPh, NC.

**Melissa A. Holland**, Assistant Professor of Clinical Research; B.S., Biology, Pennsylvania State University; MS, Clinical Research, PharmD., Campbell University; RPh, MD, NC.

**Michael Jiroutek**, Assistant Professor of Clinical Research; BS, Interdisciplinary Mathematics: Statistics, University of New Hampshire; M.S., Applied Statistics, Worcester Polytechnic Institute; Dr. PH, Biostatistics, University of North Carolina at Chapel Hill.

**Melissa D. Johnson**, Associate Professor of Clinical Research; B.S., University of Georgia; PharmD, Campbell University; M.H.S., Clinical Research, Duke University.

**William W. Pickard**, Chair and Associate Professor of Clinical Research; B.S., Pharmacy; M.S., Pharmacy Practice, University of North Carolina at Chapel Hill; RPh, NC.

**Beth S. Sutton**, Assistant Professor of Clinical Research; B.S., Biology, University of North Carolina at Wilmington; Ph.D., Molecular Biology and Biochemistry, Wake Forest University.

**William J. Taylor, Jr.**, Associate Professor of Clinical Research; B.S., Pharmacy, University of North Carolina at Chapel Hill; PharmD., University of Tennessee; RPh, NC.

## Department of Pharmaceutical Sciences

**S. Thomas Abraham**, Associate Professor of Pharmaceutical Sciences; B.S., Chemistry, Mars Hill College; PhD., Biomedical Sciences/Pharmacology, East Tennessee State University.

**Michael L. Adams**, Assistant Dean of Graduate & Interprofessional Education and Associate Professor of Pharmaceutical Sciences; PharmD., Campbell University; PhD., Medicinal Chemistry, University of Washington, RPh, NC.

**Antoine Al-Achi**, Associate Professor of Pharmaceutical Sciences; B.S, Pharmacy, Damascus University; MPharm, Hospital Pharmacy, Massachusetts College of Pharmacy & Health Sciences M.S., Radiopharmaceutical Sciences, Northeastern University; PhD., Biomedical Sciences/Pharmaceutics, Northeastern University; CT (ASCP).

**Timothy J. Bloom**, Vice-Chair of Pharmaceutical Sciences and Associate Professor of Pharmaceutical Sciences; B.A, Zoology, University of North Carolina at Chapel Hill; PhD., Pharmacology, University of Washington.

**Christopher Breivogel**, Associate Professor of Pharmaceutical Sciences; B.S., Biochemistry, University of North Carolina at Chapel Hill; PhD., Pharmacology, Wake Forest University.

**Brad N. Chazotte**, Research Associate Professor, B.S., Bucknell University; PhD. Chemistry, Northern Illinois University.

**Emanuel J. Diliberto, Jr.**, Chair and Professor of Pharmaceutical Sciences; B.S., Pharmacy, Albany College of Pharmacy, Union University PhD., Pharmacology, University of Rochester, RPh, NC.

**Michael Gallagher**, Instructor and Lab Manager; B.S., Biochemistry, Pennsylvania State University.

**Robert L. Garrett, Jr.**, Assistant Professor of Pharmaceutical Sciences; B.S., Biology, Harding University; PhD., Pharmacology, Northeast Louisiana University College of Pharmacy.

**Robert B. Greenwood**, Associate Dean of Academic Affairs and Professor of Pharmaceutical Sciences; B.S., Pharmacy, University of North Carolina at Chapel Hill; Ph.D., Pharmaceutics, University of North Carolina at Chapel Hill; RPh, NC.

**Mali Gupta**, Associate Professor of Pharmaceutical Sciences; BS, Pharmacy, Gujarat University; MS, Industrial Pharmacy, Massachusetts College of Pharmacy & Health Sciences; PhD, Industrial Pharmacy, Massachusetts College of Pharmacy & Health Sciences.

**Julianne M. Hall**, Assistant Professor of Pharmaceutical Sciences; BS, Biology, Trinity College; PhD, Biological Sciences, Duke University.

**Terri S. Hamrick**, Associate Professor of Pharmaceutical Sciences; B.A., Biology and Religious Studies, University of Virginia PhD., Microbiology and Immunology, University of North Carolina at Chapel Hill.

**Rahul Haware**, Assistant Professor of Pharmaceutical Sciences; Bachelor of Pharmacy, Master of Pharmacy Pharmaceutics, University of Pune, India; M.S., Molecular Biology, University of Heidelberg, Germany / University of Skövde, Sweden; PhD., Pharmaceutics, University of Tromsø, Norway.

**Thomas J. Holmes, Jr.**, Vice-Chair of Pharmaceutical Sciences Programs and Professor of Pharmaceutical Sciences; B.S., Pharmacy, Duquesne University; PhD., Medicinal Chemistry, University of Michigan.

**Qinfeng (Sarah) Liu**, Assistant Professor of Pharmaceutical Sciences; B.S., M.S.; Fine Organic Chemistry, East University of Sciences; PhD., Analytical Chemistry, University of Toledo.

**Timothy J. Marks**, Program Administrator and Instructor; B.S., Biology, Butler University; M.S., Microbial Biotechnology, North Carolina State University.

**George Nemezc**, Assistant Professor of Pharmaceutical Sciences; B.S., M.S., Chemistry, University of Szeged; PhD, Biochemical Sciences, University of Szeged.

**I. Daniel Shin**, Professor of Pharmaceutical Sciences; B.A., Korea University, M.S., Physical Chemistry, Western Illinois University; PhD., Analytical Chemistry, North Carolina State University .

**William C. Stagner**, Professor of Pharmaceutical Sciences; B.S., M.S, PhD., Pharmacy, University of Iowa.

### **Department of Pharmacy Practice 2013**

**Casey Baldwin**, Clinical Assistant Professor of Pharmacy Practice; PharmD., Campbell University; RPh, NC.

**Connie L. Barnes**, Executive Vice-Chair of Pharmacy Practice, Co-Director of Drug Information Center and Professor of Pharmacy Practice; PharmD., Campbell University; RPh, NC.

**Tara L. Bell**, Assistant Professor of Pharmacy Practice; B.S., Biology, Saint Mary's College-University of Notre Dame; PharmD., University of Michigan; RPh, NC, SC.

**J. Andrew Bowman**, Clinical Assistant Professor of Pharmacy Practice and Director of Continuing Education; PharmD., Campbell University; RPh, NC, VA.

**James A. Boyd**, Director of PharmD/MBA Program and Associate Professor of Pharmacy Practice, B.S., PharmD., Pharmacy, University of Nebraska Medical Center; M.B.A., University of Nebraska at Lincoln; RPh, NC, NE.

**Paige Brown**, Assistant Director of Experiential Education and Clinical Assistant Professor of Pharmacy Practice, PharmD., Campbell; RPh, NC.

**Robert M. Cisneros, Jr.**, Associate Professor of Pharmacy Practice; B.S., Pharmacy, Northeast Louisiana University; M.Sc., Auburn University; PhD., Pharmacy Care Systems, Auburn University; M.B.A., University of Alabama in Birmingham; RPh, AL, LA.

**Valerie B. Clinard**, Co-Director of Drug Information Center and Associate Professor of Pharmacy Practice; PharmD., University of North Carolina at Chapel Hill; RPh, NC.

**April A. Cooper**, Clinical Assistant Professor of Pharmacy Practice; B.S., Pharmacy, University of North Carolina at Chapel Hill; PharmD., University of North Carolina at Chapel Hill; RPh, NC.

**Steven M. Davis**, Associate Professor of Pharmacy Practice; PharmD., University of Florida at Gainesville; RPh, NC.

**V. Paul Dimondi**, Assistant Professor of Pharmacy Practice, PharmD, Campbell University; RPh, NC.

**Richard H. Drew**, Vice-Chair of Research & Scholarship and Professor of Pharmacy Practice; B.S., Pharmacy, University of Rhode Island; M.S., PharmD., University of North Carolina at Chapel Hill;

RPh, NC, RI.

**Leigh Foushee**, Clinical Associate Professor of Pharmacy Practice; PharmD., Campbell University; R.Ph, NC.

**Stephen H. Fuller**, Vice-Chair of Faculty Development & Leadership and Professor of Pharmacy Practice; B.S, Chemistry, Wake Forest University; B.S, PharmD., Medical College of Virginia; RPh, NC.

**James B. Groce III**, Professor of Pharmacy Practice; B.A, Zoology, University of North Carolina at Chapel Hill; B.S., Pharmacy, University of North Carolina at Chapel Hill; PharmD., Campbell University; RPh, NC.

**Ted E. Hancock**, Assistant Professor of Pharmacy Practice; B.S., Computer Science, Purdue University; PharmD., University of North Carolina at Chapel Hill; RPh, NC.

**Charles Herring**, Associate Professor of Pharmacy Practice; B.S., Pharmacy, University of North Carolina at Chapel Hill; PharmD., University of North Carolina at Chapel Hill; RPh, NC.

**Steven Johnson**, Assistant Professor of Pharmacy Practice; PharmD., University of Colorado; RPh, NC.

**Cynthia J. Johnston**, Assistant Professor of Pharmacy Practice; B.S., Pharmacy, University of Connecticut; PharmD., University of North Carolina at Chapel Hill; RPh, NC.

**Catherine D. Lewis**, Clinical Assistant Professor of Pharmacy Practice; PharmD, West Virginia School of Pharmacy; RPh, KY, NC, WV.

**Kimberly P. Lewis**, Clinical Assistant Professor of Pharmacy Practice; B.S., Biology, Tougaloo College; PharmD., University of Tennessee; RPh, MS, NC, OH.

**Ronald W. Maddox**, Dean and Professor of Pharmacy Practice; B.S, Pharmacy, Auburn University; PharmD., University of Tennessee; RPh, AL, GA, NC.

**D. Byron May**, Chair and Professor of Pharmacy Practice; B.S., Clemson University; PharmD., University of Florida; RPh, NC.

**Amber McLendon**, Assistant Professor of Pharmacy Practice; PharmD., University of North Carolina at Chapel Hill; RPh, NC.

**Beth Mills**, Clinical Assistant Professor of Pharmacy Practice; PharmD., Campbell University; RPh, NC.

**W. Mark Moore**, Associate Dean for Admissions & Student Affairs and Assistant Professor of Pharmacy Practice; B.S., Pharmacy, University of North Carolina at Chapel Hill; M.B.A., PharmD., Campbell University, M.S, Clinical Research, Campbell University; RPh, NC.

**Jason Moss**, Assistant Professor of Pharmacy Practice; PharmD., University of North Carolina at Chapel Hill; RPh, NC.

**Andrew J. Muzyk**, Assistant Professor of Pharmacy Practice; PharmD., Mercer University; RPh, NC.

**Sidonie M. Nupa**, Clinical Assistant Professor of Pharmacy Practice; PharmD., Roseman University of Health Sciences; M.B.A., Roseman University of Health Sciences; R.N., John Calhoun Community College; RPh, NC.

**Ann Marie Nye**, Associate Professor of Pharmacy Practice; PharmD., Medical College of Virginia; RPh,

NC.

**Roy A. Pleasants, Jr.**, Associate Professor of Pharmacy Practice; B.S., Pharmacy, University of North Carolina at Chapel Hill; PharmD., Medical University of South Carolina-Charleston; RPh, NC.

**Melanie W. Pound**, Associate Professor of Pharmacy Practice; PharmD., Campbell University; R.Ph, NC.

**Kathey Fulton Rumley**, Clinical Associate Professor of Pharmacy Practice; PharmD., Campbell University; RPh, NC.

**Jennifer D. Smith**, Associate Professor of Pharmacy Practice; B.S., Biology, East Carolina University; PharmD., Campbell University; RPh, NC.

**Gilbert A. Steiner**, Director of Wellness Institute and Associate Professor of Pharmacy Practice; B.S., PharmD., Wayne State University; RPh, MI, NC.

**Tina H. Thornhill**, Associate Professor of Pharmacy Practice; PharmD., Campbell University; RPh, NC.

**Mary L. Townsend**, Associate Professor of Pharmacy Practice; PharmD., Mercer University; RPh, GA, NC.

**Dustin T. Wilson**, Assistant Professor of Pharmacy Practice; B.S., Health Sciences, East Tennessee State University; PharmD., Campbell University; RPh, NC.

**Brock Woodis**, Assistant Professor of Pharmacy Practice; B.S., Biology, University of Alabama at Birmingham; PharmD., Auburn University; RPh, NC.

### **Department of Physician Assistant Practice 2013**

**Thomas P. Colletti**, Chair and Director, Physician Assistant Program and Associate Professor of Health Professional Studies; B.S., Biology, City College of New York; PA-C, United States Public Health Service Physician Assistant Program; M.P.A.S., University of Nebraska.

**David M. Coniglio**, Academic Coordinator and Associate Professor of Health Professional Studies; B.A., English, University of the South; M.P.A., University of Tennessee; PA-C, Medical University of South Carolina.

**Pete Fenn**, Associate Professor of Health Professional Studies; PA-C, Wake Forest University School of Medicine; M.P.A.S, University of Nebraska.

**Laura R. Gerstner**, Clinical Coordinator and Assistant Professor of Health Professional Studies; B.S., Kinesiology, Pennsylvania State University; M.SH.S., PA-C, George Washington University; M.H.A., University of North Carolina at Chapel Hill.

**Liza M. Greene**, Assistant Professor of Health Professional Studies; B.S., Biology, Campbell University; M.M.S., PA-C, Methodist University.

**Betty Lynne W. Johnson**, Academic Coordinator and Associate Professor of Health Professional Studies; B.S., Campbell University PA-C, Wake Forest University School of Medicine; M.Ed., Campbell University.

**April Pope**, Associate Professor of Health Professional Studies; BS, Biology, Campbell University; PA-C, Wake Forest University School of Medicine; MPAS, University of Nebraska.

**Christopher W. Stewart**, Associate Professor Health Professional Studies; B.S., Biology, University of North Carolina; M.D., Brody School of Medicine, East Carolina University.

### **Department of Physical Therapy 2013**

**Gregory Dedrick**, Director, Physical Therapy Program and Associate Professor of Health Professional Studies; B.S., Kinesiology, University of North Texas; M.P.T., University of Texas at El Paso; D.P.T., Texas Tech University.

**Doug Powell**, Assistant Professor of Health Professional Studies; PhD., University of Tennessee; B.S., MA, East Carolina University.

**Scot M. Sawyer**, Assistant Professor of Health Professional Studies; B.S., D.P.T., University of New England; E.C.S., Rocky Mountain University of Health Professions.

**Heidi Shearin**, Director of Clinical Education and Assistant Professor of Health Professional Studies; B.S., University of North Carolina at Chapel Hill; D.P.T., A.T. Still University.

**Brett Windsor**, Assistant Professor of Health Professional Studies; B.Sc., Physiotherapy, Curtin University of Technology M.S., Public Administration: Health Administration, Portland State University.

### **Department of Public Health 2013**

**Wesley Rich**, Assistant Dean for Administration and Assistant Professor of Public Health; B.S, MEd, Campbell University; PhD., Research and Policy Analysis, North Carolina State University.

**David Tillman**, Assistant Professor of Public Health; B.A., Med., Campbell University; PhD., Educational Psychology, North Carolina State University.

**Tina Tseng**, Chair of Public Health and Assistant Professor of Public Health; B.A., Psychology, John Hopkins University; M.S., Public Health, Emory University; PhD., Integrated Biomedical Sciences, Ohio State University.

**Faculty Emeriti**

Tom Anderson, LL.M., Law; 1982-2011  
 Andrew Bryan, B.S., Ph.D., Chemistry; 1990 -2011  
 Christine Daughtry Beasley, B.S., M.A., Business; 1969-1995  
 David R. Cooke, B.A., M.C.S.; Business, 1980-1992  
 Wayne Dillon, B.A., M.Ed., Education, 1996-2003; PT -2003  
 Steven H. Everhart, B.S., M.S., Ph.D., Biology; 1980-2001; PT 2003 -  
 Margaret L. Giesbrecht, B.S., M.S., Ph.D., Education; 1981-1998  
 Willis F. Gupton, B.A., J.D.; Business, 1985-1998  
 Cordelia M. Hannemann, B.A., M.A., Ph.D., English; PT 1991-1992; FT 1993-2011  
 Sammy Wayne Hatcher, A.A., B.S.E., M.Div., Ed.D., Education; 1988-2012  
 David L. Heinzman, B.A., M.A., Extended Campus Education; 1987-1999  
 Robert Henry, B.S., M.S., Ed.D., Education; 1989-1997  
 Susan Burnett Horton, B.M., M.M., Music; 1955-1992; PT 1992-2007  
 James M. Jung, B.S., M.Ed., Ph.D., Chemistry; 1962-2008, PT 2008-2011  
 Constantine George Kledaras, B.A., M.S.W., D.S.W., Education; 1994-2012  
 Catherine Campbell King, B.A., M.S., Home Economics; 1952-1955, 1961-1993  
 Charles Lewis, J.D., Law; 1978 - 2012  
 Daniel A. Linney, B.A., M.A., Dramatic Art and Speech; 1959-1996  
 Frances Lynch Lloyd, B.S., M.A.T., Physical Education; 1955-1990  
 John H. Mennear, B.S., M.S., Ph.D., Pharmacy; 1987-1996  
 Elijah L. Nelson, B.S., M.A., D.Ed., Natural Sciences; 1956-1992  
 Warren V. Noble, A.B., M.A., Ed.D., Education; 1977-1986  
 D. Lamar Norwood, B.S., M.A., Ph.D.; Mathematics; 1987-2012  
 David K. Ohashi, B.A., M.S., Ph.D., Pharmaceutical Sciences; 1990-2001  
 Robert Piper, B.S., M.S., Ed.D., Music; 1968-1996  
 Elmer L. Puryear, B.A., MA., Ph.D., Government; 1971-1985; PT 1986-1988  
 Richard Rodgers, A.B., J.D., Law; 1982-2002  
 Larry N. Swanson, Pharm. D., Pharmacy; 1991-2012  
 Mary Bates Sherwood, B.A., M.Ed., History; 1967-1989  
 Ellen Sikes, B.A., M.S., Business; 1966-2000; PT 2000  
 Karen C. Sorvari, B.A., A.M., M.L.S., J.D., Law Librarian; 1977 - 2004; PT 2004  
 Dorothea L. Stewart Gilbert, B.A., M.A., English; 1960-1992  
 William P. Tuck, B.A., M.A., History; 1958-1999; PT 1999 - 2011  
 Rufus Benton Turner, B.S., M.A., Ed.D., Education; 1966-1995  
 Frank Vaughan, B.A., M.A., Ph.D., English; 1981-2010

## Campbell University Board of Trustees

### Trustee Term 2010-2013

Mr. J. J. (Jack) Barnes, Linden, NC  
 Mrs. Susanne B. Cook, Benson, NC  
 Mr. Kennieth Etheridge, Laurinburg, NC  
 Dr. Frank B. Holding, Sr., Smithfield, NC  
 Mr. Glenn T. Infinger, Atlanta, GA  
 Mr. Jimmy Jackson, Garner, NC  
 Mrs. Sandy Greene Patterson, Southern Pines, NC  
 Dr. Samuel Sue, Greensboro, NC  
 Mr. L. Stuart Surles, Angier, NC

### Trustee Term 2011-2014

Mr. Raymond A. (Ray) Bryan, Goldsboro, NC  
 Mr. Teddy Byrd, Coats, NC  
 Mr. David K. Clark, Elizabethtown,, NC  
 Mr. David T. Courie, Sr., Fayetteville, NC  
 Dr. Edward (Ed) M. Gore, Sr., Sunset Beach, NC  
 Mr. Joseph C. Hall, Jr., Salisbury, NC  
 Mr. John A. (Sandy) McNeill, Wilmington, NC  
 Dr. Jack G. Watts, Sr., Burlington, NC  
 Mr. Robert L. Whiteman, Jr., Raleigh, NC  
 Mr. Harry G. Womble, White Lake, NC  
 Dr. Thomas (Tom) Womble, Fuquay-Varina, NC  
 Mr. Billy T. Woodard, Fuquay-Varina, NC

### Trustee Term 2012-2015

Dr. J. Charles Allard, Apex, NC  
 Mr. Rogers Clark, Clinton, NC  
 Dr. Allison C. Cobb, Stanley, NC  
 Dr. James H. Crossingham, Mt. Airy, NC  
 Mr. Dexter Floyd, Kinston, NC  
 The Honorable Oscar Harris, Dunn, NC  
 Mr. Hugh Gordon Maxwell, III, Goldsboro, NC  
 Mr. Vance Neal, Fayetteville, NC  
 Mr. Robert (Bobby) Ransdell, Angier, NC  
 Mr. Benjamin N. Thompson, Dunn, NC  
 Dr. Barbara Walker, Kure Beach, NC  
 Mr. Luby E. Wood, Raleigh, NC

### Trustee Term 2013-2016

Mr. Robert J. (Bob) Barker, Fuquay-Varina, NC  
 Mr. William E. (Ed) Byrd, Sanford, NC  
 Dr. R. Henry (Hank) Capps, Jr., Huntersville, NC  
 Dr. Corey Furman, Boone, NC  
 Mr. Thomas J. (Tom) Keith, Fayetteville, NC  
 Mr. Carlie C. McLamb, Dunn, NC  
 Mr. Carlton C. Martin, Godwin, NC  
 Mr. Luther D. (Lew) Starling, Jr., Smithfield, NC

Mr. Frederick H. (Fred) Taylor, Troy, NC  
 Mrs. Lisa F. Vaughn, Huntersville, NC  
 Mr. Robert P. (Bobby) Wellons, Dunn, NC  
 Mrs. Melba L. Williams, Shallotte, NC

**Alumnus Trustee**

Mr. R. Steve Bowden, Greensboro, NC

**Lifetime Trustees**

Mrs. Helen Buchanan Currin, Wilmington, NC  
 Mr. Willard D. Small, Fair Bluff, NC

**Campbell University Presidential Board**

**Terms Expiring in 2013**

Mrs. Maye Burchette, Ronda, NC  
 Mr. Bobby Byrd, Erwin, NC  
 Mr. Kerry W. Clippard, Sr., Alexis, NC  
 Dr. Jack F. Coffey, Raleigh, NC  
 Mr. Merle W. Edwards, Jr., Kinston, NC  
 Dr. James Ellerbe, Clayton, NC  
 Hon. D. M. Faircloth, Clinton, NC  
 Mr. Stephen Gaskins, Wilmington, NC  
 Mrs. Mary Gatton, Raleigh, NC  
 Mr. Gregory Gore, Calabash, NC  
 Mr. Willis Gregory, Angier, NC  
 Mr. James W. Johnson, III, Angier, NC  
 Mr. Thomas M. Lewis, Fairmont, NC  
 Mr. William C. Marshburn, Dunn, NC  
 Mr. David A. Martin, Fayetteville, NC  
 Mr. Michael S. McLamb, Dunn, NC  
 Dr. Anthony Oley, Richmond, VA  
 Dr. Neal O'Neal, Belhaven, NC  
 Mrs. Ellen Saunders, Meadows of Dan, VA  
 Mrs. Mildred Thomas, Lexington, NC  
 Dr. Gordon L. Townsend, Sr., Dunn, NC  
 Mrs. Bonnie Wiggs, Raleigh, NC

**Terms Expiring in 2014**

Mr. Bart Adams, Dunn, NC  
 Mr. Leroy Adams, Wilmington, NC  
 Mr. Charles A. Adams, Jr., Buies Creek, NC  
 Mr. Ernest J. Alphin, Dunn, NC  
 Mr. Gardner H. Altman, Jr., White Oak, NC  
 Mrs. Patricia Barker, Fuquay-Varina, NC  
 Mr. Charles W. Carpenter, Dunn, NC  
 Mr. Samuel R. Clawson, Mt. Pleasant, SC  
 Mrs. Janis S. Dempster, Raleigh, NC  
 Mr. E. C. Edgerton, III, Godwin, NC

Mr. Keith G. Finch, Dunn, NC  
 Ms. Kimberly Floyd, High Point, NC  
 Mr. Joe D. Floyd, Sr., High Point, NC  
 Mr. Charles Freeman, Loris, SC  
 Mr. Charles W. Gibbes, Hilton Head, SC  
 Mr. Charles P. Harrill, Rockingham, NC  
 Dr. John Hedgepeth, Fayetteville, NC  
 Mrs. Scarlett H. Howard, Deep Run, NC  
 Mr. Henry G. Hutaff, Sr., Fayetteville, NC  
 Mr. Bobby Murray, Jr., Raleigh, NC  
 Mr. Christopher Oliver, Lumberton, NC  
 Dr. Abraham Oudeh, Dunn, NC  
 Mr. Michael Patterson, Raleigh, NC  
 Mr. Paul Perry, Dunn, NC  
 Mr. Craig Quinn, Warsaw, NC  
 Mr. Joseph P. Riddle, III, Fayetteville, NC  
 Mr. Louis W. Sewell, III, Jacksonville, NC  
 Mr. Charles L. Skinner, Dunn, NC  
 Mrs. Charlotte C. Smith, Winston-Salem, NC  
 Dr. Louis Spilman, Jr., Oriental, NC  
 Mr. Robert T. Taylor, Norfolk, VA  
 Mr. Frederick L. Taylor, II, Biscoe, NC  
 Dr. John M. Tew, Jr., Cincinnati, OH  
 Mr. J. Rex Thomas, Raleigh, NC  
 Mr. Johnson Tilghman, Coats, NC  
 Hon. John M. Tyson, Fayetteville, NC  
 Mr. Harold Warren, Fayetteville, NC  
 Mr. H. H. Weaver, Goldsboro, NC

### **Terms Expiring 2015**

Mr. Daniel B. Andrews, Fuquay-Varina, NC  
 Mr. Henry Forest Britt, Statesville, NC  
 Mr. Martin Byrd, Dunn, NC  
 Mr. James M. Cooper, Fayetteville, NC  
 Mrs. Patricia C. Drummond, Charlotte, NC  
 Mr. Donald Evans, Ash, NC  
 Mr. Gregory Floyd, Kinston, NC  
 Mrs. Judith Folwell-White, Buies Creek, NC  
 Dr. Lane Gregory, Angier, NC  
 Ms. Mabel F. Held, Clinton, NC  
 Mr. Dan Johns, Fuquay-Varina, NC  
 Mr. Haywood Lane, Cary, NC  
 Mr. Ayden Lee, Four Oaks, NC  
 Mr. Clement E. Medley, Dunn, NC  
 Mr. Jimmy D. Melton, Aberdeen, NC  
 Mr. James W. Narron, Smithfield, NC  
 Mr. G. Michael Pleasant, Fayetteville, NC  
 Mr. William A. Pully, Raleigh, NC  
 Mr. David L. Shaw, Elizabethtown, NC  
 Mr. Caton A. Shermer, Mechanicsville, VA

Mr. James R. Strickland, Wilmington, NC  
 Mr. Edgar A. Thomas, Jr., Lexington, NC  
 Mr. Edward B. Titmus, Sutherland, VA  
 Mr. Harold B. Wells, Jr., Wilmington, NC  
 Mr. Benjamin L. Wright, Clinton, NC

### **Terms Expiring 2016**

Mrs. Mary Elizabeth Fearing, Manteo, NC  
 Mrs. Lorraine Britt Allen, LaGrange, NC  
 Mr. Jesse C. Alphin, Sr., Dunn, NC  
 Mr. Guilford W. Bass, Sr., Holden Beach, NC  
 Mr. Charles D. Cato, Durham, NC  
 Mrs. Mary Elizabeth Fearing, Manteo, NC  
 Dr. Annabelle L. Fetterman, Clinton, NC  
 Mr. Carl W. Garrison, Lexington, NC  
 Dr. David J. Hailey, Raleigh, NC  
 Mr. Bobby R. Hall, Little River, SC  
 Mrs. Ester H. Howard, Lillington, NC  
 Dr. Colon S. Jackson, Buies Creek, NC  
 Mrs. Anna Kirk, Wake Forest, NC  
 Dr. Don Lane, Fuquay-Varina, NC  
 Mr. George McLaney, Concord, NC  
 Mr. Bernard F. McLeod, Jr., Fuquay-Varina, NC  
 Mr. Harry D. Murphy, Fort Lauderdale, FL  
 Mrs. Doris Myrick, Greensboro, NC  
 Mrs. Sadie O. Neel, Goldsboro, NC  
 Mr. DeLeon Parker, Rocky Mount, NC  
 Mr. William Ray Pope, Coats, NC  
 Dr. David P. Price, Lillington, NC  
 Mrs. Verna B. Respass, Jacksonville, NC  
 Mr. David P. Russ, Wilmington, NC  
 Mr. Mark A. Saunders, Holden Beach, NC  
 Mr. Henry L. Smith, Farmville, NC  
 Mr. Andrew B. Snellings, Raleigh, NC  
 Mr. Lynn D. Spaulding, Whiteville, NC  
 Mr. Bobby Strickland, Salemburg, NC  
 Mr. David Wharton, Jonesborough, TN  
 Mr. Clarence C. Willoughby, Tabor City, NC  
 Mr. Robert Womble, Lillington, NC

### **Campbell University Alumni Board**

Mr. Russell Tate, Vass, NC – President  
 Mr. Andy Dempster, Raleigh, NC – First Vice President  
 Mr. Christopher Oliver, Lumberton, NC – Second Vice President  
 Ms. Peggy Mason, Dunn, NC – Secretary  
 Mr. Doug Jones, Buies Creek, NC – Executive Director

Ms. Brenda Brown, Coats, NC  
 Mrs. Lynette C. Caison, Clinton, NC  
 Mrs. Shirley Cava, Clinton, NC  
 Mr. David Courie, Fayetteville, NC  
 Mr. Jason Deans, Raleigh, NC  
 Mrs. Jan Dempster, Newland & Raleigh, NC  
 Mr. Russell Duncan, Cary, NC  
 Mr. J. Harold Falls, Plant City, FL  
 Mr. Charles L. Frederick, Asheville, NC  
 Mr. Stephen Gaskins, Wilmington, NC  
 Ms. Roxann Granger, Fuquay-Varina, NC  
 Mr. William C. Holland, Apex, NC  
 Mr. Henry B. Howard, High Point, NC  
 Mr. Carl Ivarsson, Jr., Fayetteville, NC  
 Mr. Fred L. Kelly, Wilmington, NC  
 Mr. Jonathan Lee, Bethesda, MD  
 Mr. Carroll Leggett, Winston-Salem, NC  
 Mrs. Melody McGee, Buies Creek, NC  
 Rev. Wayne Oakes, Fuquay-Varina, NC  
 Mr. Norman (Randy) Page, Elizabethtown, NC  
 Rev. Charles K. Royal, Jr., Lillington, NC  
 Mr. David Russ, Wilmington, NC  
 Dr. Merrill Gordon Sawyer, Apex, NC  
 Mrs. Lee Ann Spahr, Raleigh, NC  
 Mr. Clarke Speaks, Wilmington, NC  
 Mr. J. Ross Simeon, Wilmington, NC  
 Mr. Bill Smith, Greenville, NC  
 Rev. Daryl Trexler, Wilmington, NC  
 Hon. John Tyson, Fayetteville, NC  
 Mr. John E. Wilbourne, Jr., Lillington, NC

#### Standing Members of the Young Alumni Council

Ms. Melissa Alphin, Angier, NC  
 Mr. Paul Aycock, Garner, NC  
 Ms. Morgan D. Brame, Lillington, NC  
 Mr. Jonathan Q. Bridges, Lillington, NC  
 Ms. Amber Bright, Winston-Salem, NC  
 Mrs. Kimberly L. Ford, Mocksville, NC  
 Mr. Andrew Hoots, Buies Creek, NC  
 Ms. Melissa Lilley, Cary, NC  
 Ms. Marsha McCoy, Dudley, NC  
 Mr. Shane Morgan, Asheboro, NC  
 Mr. Timothy J. Prentice, Harrisburg, NC  
 Mr. James Purvis, Chapel Hill, NC  
 Mr. Stephen P. Safran, Raleigh, NC  
 Mr. Robert "Tyler" Thomas, Wilmington, NC  
 Mr. Ryan Thrower, Concord, NC  
 Mr. Ryan Wetherington, Charlotte, NC  
 Mr. Jeremy Winters, Dunn, NC

## Summary of Bachelor's Degrees Awarded

	Men	Women	Total	Cumulative Total
May 31, 1963 through				
August 25, 1987	6375	3996	10,371	
December 31, 1987	38	27	65	10,436
May 9, 1988	103	123	226	10,662
September 1, 1988	23	30	53	10,715
January 2, 1989	47	28	75	10,790
May 8, 1989	105	112	217	11,007
September 1, 1989	30	16	46	11,053
January 2, 1990	48	25	73	11,126
May 7, 1990	84	152	236	11,362
August 31, 1990	52	31	83	11,445
December 31, 1990	54	26	80	11,525
May 13, 1991	112	165	277	11,802
August 30, 1991	24	21	45	11,847
December 31, 1991	41	34	75	11,922
May 11, 1992	132	174	306	12,228
August 31, 1992	30	35	65	12,293
December 31, 1992	59	46	105	12,398
May 10, 1993	129	154	283	12,681
August 31, 1993	58	61	119	12,800
December 31, 1993	45	63	108	12,908
May 9, 1994	131	160	291	13,199
August 31, 1994	48	53	101	13,300
December 31, 1994	53	56	109	13,409
May 15, 1995	137	175	312	13,721
August 31, 1995	70	53	123	13,844
December 31, 1995	66	67	133	13,977
May 13, 1996	158	179	337	14,314
August 31, 1996	83	59	142	14,456
December 31, 1996	70	64	134	14,590
May 12, 1997	147	207	354	14,944
August 31, 1997	62	59	121	15,065
December 31, 1997	78	82	160	15,225

May 11, 1998	172	213	385	15,610
August 31, 1998	77	55	132	15,742
December 19, 1998	109	85	194	15,936
May 10, 1999	165	239	404	16,340
August 31, 1999	68	64	132	16,472
December 18, 1999	127	125	252	16,724
May 15, 2000	134	208	342	17,066
August 31, 2000	72	52	124	17,190
December 19, 2000	132	133	265	17,455
May 14, 2001	170	202	372	17,827
August 31, 2001	81	68	149	17,976
December 15, 2001	151	146	297	18,273
May 13, 2002	170	206	376	18,649
August 31, 2002	66	63	129	18,778
December 14, 2002	138	142	280	19,058
May 12, 2003	185	205	390	19,448
August 29, 2003	83	42	125	19,573
December 13, 2003	166	125	291	19,864
May 10, 2004	165	205	370	20,234
August 31, 2004	106	47	153	20,387
December 18, 2004	152	135	287	20,674
May 9, 2005	370	445	815	21,489
August 31, 2005	119	109	228	21,717
December 17, 2005	216	210	426	22,143
May 15, 2006	325	456	781	22,924
August 31, 2006	114	118	262	23,186
December 16, 2006	195	218	413	23,599
May 14, 2007	336	441	807	24,406
August 31, 2007	95	97	192	24,598
December 15, 2007	191	164	355	24,953
May 12, 2008	329	424	753	25,706
August 29, 2008	122	126	242	25,948
December 13, 2008	169	203	372	26,320
May 9, 2009	389	468	857	27,177
August 31, 2009	76	75	151	27,328
December 12, 2009	159	168	327	27,655
May 15, 2010	444	524	968	28,623
August 31, 2010	88	66	154	28,777
December 18, 2010	132	114	246	29,093
May 14, 2011	210	319	529	29,552
August 31, 2011	68	32	100	29,652

December 17, 2011	157	92	249	29,901
May 12, 2012	230	268	498	30,399
August 31, 2012	57	34	91	30,490
December 15, 2012	122	92	214	30,704
May 11, 2013	329	313	542	31,246

**Acknowledgements**

This edition of the Campbell University Bulletin of Undergraduate Studies is the product of many departments, faculty, and staff members. Special thanks are extended to Mrs. Elaine Smith (Administrative Assistant to Dr. Mark L. Hammond, Dean of the College of Arts and Sciences) for helping coordinate the projects and to Ms. Haven Hottel (Director of Communications and Publications) for assistance with the publication of this bulletin.