

--FALL 2010 ADDENDUMS TO THE CAMPBELL UNIVERSITY UNDERGRADUATE STUDENT BULLETIN—

Dean's List and President's List—The requirements for the Dean's List and President's List which appear on page 38 of the 2009-2011 *Bulletin* have been amended. The new requirements effective August 2010 are:

Dean's List:

- A minimum class load of 12 semester hours
- An average of 3.500 or better on work completed during a semester
- No grade below a "C".
- Not more than one "C" grade.
- No incomplete grades
- Satisfactory Social Standing

President's List:

- A minimum class load of 12 semester hours
- An average of 3.900 or better on work completed during a semester
- No grade below a "B".
- No more than one "B" grade.
- No incomplete grades
- Satisfactory social standing

The increasing popularity and frequency of request for Internet courses and other courses delivered by non-traditional means have necessitated our revisiting our distance education policies to assure that we continue to be in compliance with our regional accrediting agency. These addendums to policy are associated with policy statements beginning on page 27 in the 2009-2011 Undergraduate *Bulletin*-

POLICIES ON DISTANCE EDUCATION

Campbell University

Effective July 10, 2009

- In accord with the definition of the Commission on Colleges, the University defines distance 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. A distance education 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 a distance education offering.
- The University's offerings in distance 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.

- Cumulative: Students may take through distance education no more than 49% of the semester credit hours for the degree. This means that for the associate degree requiring 64 semester hours, no more than 31 semester hours can be done with distance education courses. For the bachelors degree requiring 128 semester hours, no more than 62 semester hours can be done with distance education. These plateaus of 31 and 62 are the maximum allowable hours of distance education, taking into account core curriculum and majors hours combined.
- Majors: As to courses which are specific to a particular major, no more than 49% of the major courses are to be available through distance education. 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 distance education shall not exceed 49%.
- Core Curriculum: The general education core courses are another issue since 1) they are not a major unto themselves, and 2) the percentage of the degree which is core curriculum varies between associate and bachelors degrees. Therefore, a full range of general education core courses may be made available through distance education, as long as the maximum allowance of 49% for each student degree is not violated.
- Transfers: Regardless of the number of hours accepted in transfer, no student shall be allowed to complete through distance education more than 49% of their semester hours taken with Campbell.
- Students enrolled in graduate or other programs with the University may not complete more than 24% of the total semester hours required of their program through distance education.
- All of the University's distance education offerings, for both main and extended campuses, are to be channeled through the University's Office of Distance Education. The role of the Distance Education Office is to provide training and administrative oversight to the range of matters required for distance education.
- To be offered, all distance education courses must have approval of the appropriate dean.

Note too that item no. 3 under *Policies for Main Campus Students enrolling in courses offered by Extended Campus Education* has been amended to read: A main campus student may enroll for no more than two courses per semester at the extended campus sites, distance education or combination thereof.

Amendment to the policies associated with the minimum residency requirements for degrees at Campbell University as explained on pages 17 – 22 of the 2009-11 *Bulletin*—

All candidates for bachelors' degrees must complete a minimum of 128 semester hours. In a small number of instances more than 128 semester hours are required for graduation (e.g. Trust and Wealth Management and Music Education). Thus, effective June 1, 2010:

- For associate degrees requiring 64 hours the residence requirement is 16 credit hours.
- 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.

Addendums under the School of Education:

Special education has been added to the majors available to candidates seeking Bachelor of Science degrees in education. In addition to special education, the school offers majors in the following areas: birth to kindergarten education, elementary education, middle grades education, educational studies, and psychology. The social work major leads to the Bachelor of Social Work degree. (Reference to page 70 of *The Bulletin*)

Under the Classification of Instructional Programs [CIP codes] found on pages 76-77 of *The Bulletin*, the code 13.1001 for special education with teacher licensure has been added while codes 19.0701, 19.0706, and 13.1308 which describe Family and Consumer Science are being dropped. The School of Education no longer offers a major in family and consumer science.

Curricular changes and addendums across the University:

The curriculum at Campbell University is continually evolving to accommodate new majors, new programs, and occasionally, even new degrees. As students begin their studies at Campbell University, their student records are identified with a *catalogue entrance date*. In August of each academic year, curricular changes recommended by the Curriculum Committee and subsequently approved by the Executive Administration are posted to the Degree Audit component of the University's academic computing system.

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 *catalogue entrance date*. The degree audit available to the student is the same instrument used by the Registrar's Office to perform final degree audits for graduation certification.

Addendums under the College of Arts & Sciences:

Changes to the Honors Program to accommodate a minor in Honors Interdisciplinary Studies – Reference pp 164-165 of THE BULLETIN—

While the number of courses and the course sequence remains the same, the total number of hours increases from 12 to 18 : the two Foundational (Freshmen level) courses would change from 1 hour each two 2 hours each; the four Interdisciplinary (Sophomore/Junior level) courses would change from 2 to 3 hours each; the Capstone (Senior level) course would remain the same at 1 hour each. See 2.B.f, below, for more information:

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Freshman Year
(Foundational Level)
HONOR 101 (1 hr)
HONOR 102 (1 hr)

Sophomore/Junior Years
(Interdisciplinary Level)
HONOR 250 (2 hr)
HONOR 251 (2 hr)
HONOR 350 (2 hr)

Addendum for 2010 Bulletin

Freshman Year
(Foundational Level)
HONOR 101 (2 hr)
HONOR 102 (2 hr)

Sophomore/Junior Years
(Interdisciplinary Level)
HONOR 250 (3 hr)
HONOR 251 (3 hr)
HONOR 350 (3 hr)

HONOR 351 (2 hr)
Senior Year
(Capstone Level)
HONOR 450 (1-3 hr)
HONOR 451 (1-3 hr)

TOTAL 12 hr.

HONOR 351 (3 hr)
Senior Year
(Capstone Level)
HONOR 450 (1-3 hr)
HONOR 451 (1-3 hr)

TOTAL 18 hr.

The increases in credit hours per course approved for the fall 2010 *addendums* better reflects the reality of the course requirements. When the Honors Program was instituted, the decision was made to make Foundational courses 1 hr. and Interdisciplinary course 2 hrs. to help alleviate some of the overload (in terms of total semester hours) that Honors students would be forced to deal with. However, the amount of work involved in the courses has always at least equaled that in a traditional 3 hr. course. The increase better reflects the reality of the Honors curriculum.

Additionally, a component of the HIS Minor will involve recognizing existing courses from across the College as eligible for Honors credit. We have already done this to a limited extent; however the mixture of Honors and non-Honors students in the same course has led to problems with some students receiving 3 hrs. of credit and others receiving 2 hr.s of credit for essentially the same course. The change will standardize hours and avoid confusion.

Health Communication Major in Communication Studies (Reference p 117 of The Bulletin):

In addition to the core curriculum students will complete the following courses for a degree in Communication Studies, with a concentration in Health Communication. Specific core requirements are noted below:

Communication Studies Requirements:

COMM 280 Communication Theory
COMM 160 Presentational Speaking
COMM 170 Writing for Mass Communication
COMM 240 Interpersonal Communication
COMM 211 Introduction to Public Relations
COMM 370 Communication Ethics
COMM 390 Organizational Communication
COMM 391 Health Communication

COMM 327/327L Television Production **OR**
COMM 381 Publication Design

COMM 310 Quantitative Research Methods **OR**
COMM 380 Qualitative Research Methods

COMM 450 Communication Internship **OR**
COMM 470 Communication Capstone

One of the following:

COMM 2xx Team and Small Group Communication

COMM 311 Persuasion
COMM 401 Problems in Public Relations

Social Sciences: two courses from the following list

ECON 200, 201, 202; PSYC 222, 232, 260, 364, 365, 369, 372, 461; SOCI 225, 226, 345; GOVT 229, 230, 232, 337, 338, 442; HIST 305, 306, 322, 351, 352, 353, 354, 357

Science: two science courses with labs from the following list

BIOL 111/111L or higher; CHEM 111/111L or higher; PHYS 221/221L or higher

Free Electives

37 hours; a minor is recommended (suggestions include Biology, Chemistry, Foreign Language, General Science, Government, Management, and Marketing)

Concentrations in Homeland Security [Reference p. 124 of The Bulletin]:

Students majoring in criminal justice may pursue a concentration in Homeland Security. In order to complete a concentration in Homeland Security, students must complete the following courses in addition to the required criminal justice courses: CRIM 472, CRIM 475, CRIM 490 and GOVT 332. In addition, students must take **one** of the following: HIST 322, 342, 351,352, 353, 354, 357 or ITS 460

Students majoring in social science may pursue a concentration in Homeland Security. In order to complete a concentration in Homeland Security, students must complete the following courses in addition to the required criminal justice courses: CRIM 231, CRIM 339, CRIM 472, CRIM 475, CRIM 490 and GOVT 230 and 332. In addition, students must take the one of the following: HIST 322, 342, 351,352, 353, 354, 357. ITS 460 is recommended but not required.

Addendums under the Lundy-Fetterman School of Business

New majors under the aegis of the Bachelor of Business Administration [BBA] degree:

Reference p. 103 of The Bulletin

BBA degree in Healthcare Management (HCM) – Requirements for a major in Healthcare Management (BBA): In addition to the core curriculum for the Bachelor of Business Administration degree, candidates must complete the following courses: ACCT-213, 214; BADM-100, 125, 221, 222, 300, 313, 314, 331, 332, 336, 345; ECON-201, 202; HCM-310, 311, 330, 350, 410, 440, and 490.

BBA degree in Marketing – Requirements for a major in Marketing: In addition to the core curriculum for the Bachelor of Business Administration degree, candidates must complete the following courses: ACCT 213, 214, 325; BADM-100, 125, 221, 222, 300, 313, 314, 331, 332, 336, 345, 441 or 442, 445, 467, 572, and 574; ECON 201, 202, and 453.

Changes in the PGA Golf Management program which is under the aegis of the Bachelor of Business Administration degree: *Reference pp. 204-206 of The Bulletin*

Catalog Description – **NEW COURSES**

A) PGM 100 – Introduction to Golf Management (2 s.h.)

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.

- B) PGM 125 – Customer Relations (1 s.h.)**
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. (Prerequisites: PGM 100)
- C) PGM 130 – Introduction to Teaching & Golf Club Performance (2 s.h.)**
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. (Prerequisites: PGM 100)
- D) PGM 140 – Tournament Operations (1 s.h.)**
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. (Prerequisites: PGM 100)
- E) PGM 175 – Golf Fitness (0.5 s.h.)**
A thorough physical evaluation is used to develop a fitness program focused on golf skill enhancement through improved balance, strength, coordination, and technique.
- F) PGM 230 – Intermediate Teaching & Golf Club Alteration (2 s.h.)**
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)
- G) PGM 240 – Merchandising & Inventory Management (1 s.h.)**
A study of the golf shop as it relates to the planning and management requirements for a successful golf-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. (Prerequisites: PGM 290)
- H) PGM 265 – Golf Operations (2 s.h.)**
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. (Prerequisites: PGM 290)
- I) PGM 330 – Advanced Teaching & Golf Club Fitting (2 s.h.)**
The flow of teaching is addressed in order to maximize positive student behavior change 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. (Prerequisites: PGM 390)
- J) PGM 340 – Golf Facility HR (1 s.h.)**
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. (Prerequisites: PGM 390)

K) PGM 360 – Special Topics in Golf (2 s.h.)

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. (Prerequisites: PGM 390)

Courses to be dropped or added to the PGA Golf Management Program.

(a) DROPPED COURSES

-PGM 150, 155, 158, 160, 255, 260, 355

-BADM 320, 570

-ECON 200

(b) ADDED COURSES

-PGM 100, 125, 130, 140, 230, 240, 265, 330, 340, 360, 490

-Finance Elective (BADM 314, 320)

-Economics Elective (ECON 200, 201, 202)