

2017 • 2018

General Catalog



BARTON
COLLEGE

GENERAL CATALOG

Announcements for 2017-2018

Barton College
Wilson, North Carolina

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Purpose of Catalog This catalog was prepared to answer questions about Barton College and its curriculum. While the information in the Catalog was current at the time of publication (July 1, 2017), the College reserves the right to change the policies contained herein with appropriate notice and efforts to communicate such changes.

Failure to read this catalog does not excuse the student from the requirements and regulations described herein.



BARTON
COLLEGE

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The Catalog

Choice of Catalog

Each Barton College General Catalog takes effect at the opening of the fall semester. The catalog in effect at the time of first enrollment or at readmission governs the student's degree requirements. In cases of extenuating circumstances, the student may request from the Vice President for Academic Affairs a leave without prejudice. Such a request must be made before leaving the College for an extended time. If granted, the student may return to the College under the requirements of the Barton College General Catalog of original enrollment. It is the responsibility of the student to be aware of the information in the catalog.

Nondiscriminatory Policy

Barton College accepts students without prejudice of any kind. The College does not discriminate in administration of its educational, scholarship and loan programs, and athletic or other school-administered programs. Barton is authorized under federal law to enroll non-immigrant alien students. Barton College is an Equal Opportunity Employer.

Editor of Catalog:

Sheila J. Milne

Barton College ... briefly ...

A four-year, private, liberal arts college, Barton College celebrates bold thinking among faculty and staff while nurturing bold leadership development among its students. The combination of learning inside the classroom and growth outside of the classroom is known as the Barton Experience. Barton provides a challenging academic environment with a range of professional and liberal arts programs leading to the baccalaureate and master's degree. The foundation of the Barton Experience is the promise to provide the tools and support to maximize students' potential, in the classroom and beyond. With a focus on academic excellence, professors introduce subjects with fresh perspectives and captivate students' interest through integrated hands-on opportunities that merge learning with doing. The Barton Experience offers purposeful internship/practicums in academic disciplines, meaningful international travel/study, student/faculty research and presentation through the Day of Scholarship, community service projects through the Day of Service, the distinguished Whitehurst Family Honors Program, an impressive array of cultural events, and diverse athletic competition. The result is an annual class of graduates who have increased emotional intelligence, a broadened awareness of diverse cultures, and a strengthened sense of ethical leadership and purpose as they boldly prepare to serve their local and global communities.

Location

Wilson, North Carolina (population 49,000) is located 45 miles east of North Carolina's capital city of Raleigh and seven miles east of Interstate 95 (the main route between New York and Florida). The city is served by Amtrak and by one bus company. Commercial air service is available at Raleigh-Durham International Airport.

Enrollment

Approximately 1,000; approximately 42% of the full-time students reside on campus. The College has students from 30 states, 1 U.S. territory, and 17 foreign countries.

Academics

Eight schools offering 44 academic majors. Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Science in Nursing, Bachelor of Social Work, Bachelor of Liberal Studies, Master of Business Administration, Master of Education, Master of School Administration, and Master of Science in Nursing degrees are awarded through the schools of Allied Health and Sport Studies, Business, Education, Humanities, Nursing, Sciences, Social Work, and the School of Visual, Performing, and Communication Arts.

Calendar

Fall semester and spring semester. During fall and spring semesters, a full-time undergraduate student carries from 12 to 18 semester hours. One summer term is also available in which four subterms operate. A student may take up to twelve semester hours in the summer term. Courses for students in the Graduate and Professional Studies are offered online, in evenings, and on weekends in eight-week sessions within each semester. Full-time graduate students carry nine semester hours.

History

In 1901, the North Carolina Christian Missionary Convention purchased Kinsey Seminary from the Wilson Education Association. In 1902, Barton College, under its former name of Atlantic Christian College, was incorporated by the state of North Carolina. The College opened with a capacity enrollment of 107 in September. Ada Tyson became the first graduate in the spring of 1903. In May 1922, the College was recognized as a standard A-grade institution by the North Carolina Board of Education. In 1923, the College adopted the words *Habeunt Lumen Vitae* – “They shall have the light of life” – as its official college motto. In 1955, the College was accredited by the Southern Association of Colleges and Schools. On September 6, 1990, the College changed its name to Barton College. Barton College has been served by the following presidents: James C. Coggins, 1902-1904; John J. Harper, 1904-1908; Jesse C. Caldwell, 1908-1916; Raymond A. Smith, 1916-1920; Howard S. Hilley, 1920-1949; Cecil A. Jarman, acting 1949-1950; Denton Ray Lindley, 1950-1953; James M. Moudy, acting 1953; Travis A. White, 1953-1956; James M. Moudy, acting 1956; Arthur D. Wenger, 1956-1977; Milton L. Adams, acting 1977; Harold C. Doster, 1978-1983; James B. Hemby, Jr., President Emeritus, 1983-2003; Norval C. Kneten, 2003-2015; and Douglas N. Searcy, our current president.

Affiliation

The College is affiliated with the Division of Higher Education of the Christian Church (Disciples of Christ). It is also a member of the National Council for the Accreditation of Teacher Education, the American Council on Education, North Carolina Independent Colleges and Universities, the Commission on Collegiate Nursing Education, and the Council on Social Work Education.

College Name

The namesake of the College is Barton Warren Stone, who was a major figure in the founding of the Christian Church (Disciples of Christ). In addition to Stone’s early ministry in eastern North Carolina, he also has roots in private higher education in this state. Born in Maryland and reared in Virginia, Stone used his modest inheritance to attend Caldwell Academy in Greensboro in the late 1700s. Stone’s academic career had its beginnings in law and later in teaching, but it eventually gave way to a lifelong religious evolution that carried him to the frontiers of Kentucky. In that state, a religious movement led by Stone and another led by Thomas Campbell merged in 1832 to form the denomination which, 70 years later, established the College.

Alumni Association

The Barton College Alumni Association includes more than 26,000 graduates and former students. Members of the Association are encouraged to take part in the organization’s many activities, from fund-raising to encouraging prospective students to consider the College. *Barton Scope*, is a magazine for alumni and friends of the College.

Accreditation

Barton College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master’s degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA, 30033-4097, or call (404) 679-4500 for questions about the accreditation of Barton College.



Statement of Purpose

I

The College is organized to maintain and operate an institution of learning for the education and instruction of qualified students within the framework of the Christian ideals and principles and under the auspices of the Christian Church (Disciples of Christ) in North Carolina.

— *The College Charter*

II

Barton College is a community of learners freely examining the intellectual and cultural experiences of a diverse and interdependent world to understand humanity's rich heritage and to improve the quality of all existence.

Mission Statement

Barton College is committed to providing programs and opportunities to encourage the intellectual, spiritual, social, and cultural development of its students and to challenge them for future leadership and service to their local and global communities.

Admission to Barton College is competitive. The College seeks students from a variety of backgrounds who can contribute to and benefit from the College's many scholastic and extracurricular programs. Barton College admits students on the basis of individual merit following a careful review of their academic and personal qualifications. Barton College reserves the right to refuse admission or re-admission to any student who, in the opinion of the Admissions Committee, does not possess the ability to contribute positively to the campus community. Admission to the College does not guarantee entry into or successful completion of any particular program or course of study.

Barton College does not discriminate against applicants or students on the basis of race, color, religion, gender, age, marital status, sexual orientation, national or ethnic origin, veteran's status, qualified handicap, or any other consideration made unlawful by local, state, or federal law. Barton College is a member of the National Association of College Admission Counseling (NACAC) and adheres to NACAC's Statement of Principles of Good Practice.

Application forms may be requested from the Office of Admissions or completed online at www.barton.edu.

Barton College reserves the right to change admissions requirements.

Freshman Admission

Freshman Admission Requirements

The student must meet the following requirements for admission:

- Have a high school diploma or its equivalent with a total of at least 13 college preparatory units.
- The following selection of courses is recommended (except where minimum requirements apply): English (4-unit minimum required); Mathematics (3-unit minimum required, including Algebra I, Geometry, and Algebra II); Natural Science (2 units, including one laboratory science); Social Science (3 units). Foreign Languages, while not required, are encouraged and are counted as college preparatory units to reach the 13-unit minimum.
- Take the Scholastic Aptitude Test (SAT) or American College Testing Program (ACT). As recommended by the testing agencies, no applicant is granted automatic admission or denied admission to the College on the sole basis of these test scores. SAT and ACT scores may be waived when the person is age 21 or older and has graduated from high school at least three years ago.
- Barton recommends students have an unweighted grade point average of 2.30 and an 890 (combined critical reading and math) SAT or 19 ACT. Students that do not meet the recommended grade point average, test score, or course requirements, will be presented to the Admissions Review Committee.

Application for Freshman Admission

The student must take the following steps to apply for admission:

- Submit a completed application form to the Office of Admissions.
- Have an official transcript of high school work sent to the Office of Admissions directly from the high school records office.
- Have an official copy of SAT or ACT scores sent to the Office of Admissions from The College Board or The American College Testing.
- When registering for either the SAT or the ACT, a student should use the College code numbers: 5016 for SAT and 3066 for the ACT.
- Home schooled students should submit written documentation of successful completion of the equivalency of a college preparatory high school curriculum. Transcripts from a cooperating school district or certified testing agency are preferred.

Transfer Admission

Transfer Admission Requirements

We welcome students transferring to Barton College from another college or university with a minimum 2.00 transfer grade point average. Admissions for students with transfer grade point averages below 2.00 will be at the discretion of the Assistant Vice President for Admissions. The student must also be eligible to return to the institution last attended. An exception may be made for a student ineligible on a disciplinary basis if special clarification from the previous institution is obtained. Concealment of a disciplinary ineligibility at the time of application to the College is grounds for dismissal from the College.

Application for Transfer Admission

The transferring student must take the following steps to apply for admission:

- Submit a completed application form to the Office of Admissions.
- Have official transcripts of all college work sent to the Office of Admissions directly from the college registrar's office.
- If fewer than 12 semester credit hours of college work is transferable to Barton, have an official transcript of high school work sent to the Office of Admissions for review.

Application for Teacher Licensure Only

Students seeking teacher licensure only must:

- Apply through the Office of Admissions using the Teacher Licensure Application.
- Have a 4 year degree and submit all official college transcripts.

Non-Degree Enrollment

Barton College admits the part-time student for non-degree enrollment. This includes:

- The student who is seeking a degree at another college or university.
- The student who is not currently interested in seeking a college degree but who wishes to enroll in classes either for credit or as an auditing student.
- The college graduate who wishes to take personal enrichment courses.
- The high school student whose PSAT/SAT/ACT score is in the upper half of national norms and/or who ranks in the upper quarter of the high school class. A written statement granting permission to enroll at the College must be provided by the high school principal.

Non-Degree Enrollment Regulations

- The non-degree student enrolls through the Office of Admissions.
- Evidence of previous success (a high school or college transcript) in an educational environment is required at the time of registration.
- A waiver of degree-seeking status must be signed at the time of registration. Formal application for admission to the College must be made if the student should later decide to seek a degree. Any course credits earned in the non-degree status would apply to the requirements of a degree program, based on the catalog in effect at the time of enrollment in the College, as a degree-seeking student.
- The grade point standard for continuous enrollment is the same for this category as it is for a student admitted to the College in a degree-seeking status.
- In order for a student to audit a class, a student must provide evidence of previous educational success or have permission of the instructor.
- The instructor may cancel the auditing student's class participation if he/she is a disruption to the remainder of the class.

Professional Studies Programs

Professional Studies Programs Student

Professional Studies Programs provides an educational alternative to adult learners, who work or have other commitments, and who are unable to pursue the baccalaureate through programs that are offered at traditional times during the week. Students may earn a bachelor's degree, update or gain skills for professional advancement, prepare for career change, or pursue personal interests in one or more areas of the liberal arts. Degree opportunities are available in the following degree programs: Business; Educational Studies; Elementary Education (K-6); Liberal Studies; Special Education: General Curriculum; Birth to Kindergarten (B-K); R.N. to B.S.N.; and Social Work.

The Professional Studies applicant must meet the regular college admission requirements and is subject to academic rules and regulations applicable to the traditional student. The Professional Studies student is exempt from the First Year Seminar.

Students are admitted to the program up to five times per year. Classes meet online, in the evenings, or on the weekends. Classes are offered year round with two 8-week sessions in the fall and two 8-week sessions in the spring, plus one Summer Session. Professional Studies tuition reduction is available to students who attend the evening and weekend program, contingent upon the student having continuous enrollment in both 8-week terms, in the fall and in the spring until degree completion.

Requirements for Professional Studies Program Students

- Completed Professional Studies Program Application is required.
- Submit all official college transcripts, or high school transcripts (depending upon level of education).
- Minimum grade point average of 2.0 required and the applicant must be eligible to return to the institution last attended. Students with grade point averages below 2.0 are sent to the Admissions Review Committee.
- SAT and ACT scores may be waived if the applicant is 21 years of age or older and graduated from high school at least three years ago.

Financial Aid for Professional Studies Program Students

Students attending Barton College through the Professional Studies Program may be eligible to receive certain types of financial assistance through the Office of Financial Aid. Eligibility is determined by the Free Application for Federal Student Aid. Students may receive assistance from the Federal Pell Grant and Federal Direct Stafford Loan Program. Eligibility is also based on enrollment status.

Summer Session Enrollment

Barton College allows students from other institutions to take courses in the summer sessions. Summer school applications are available through the Office of Admissions.

International Student Admission

Barton College encourages applications from international students and is dedicated to providing the best possible arena for their education. In its recruitment and admission program, the College seeks a diverse student body and strives to admit qualified students from varied national and cultural backgrounds. The admission of an international student requires careful and timely analysis of educational credentials and transcripts. It is imperative that credentials be submitted for evaluation in order to allow adequate time for the processing of appropriate visa information through U.S.

consulates and embassies abroad. An admission decision is made once all required documentation has been received by the Office of Admissions. A Form I-20 is issued to each admitted international student. Once an admitted international student has been issued an I-20 and begins coursework at Barton College, it is the responsibility of the student to inform the International and Transfer Coordinator of any changes in program, travel, or address which would require an update of the student record.

Application for International Student Freshman Admission

To be considered for admission, the international student must:

- Submit a completed application.
- Submit official transcripts of all academic work completed beyond the elementary school level to a certified National Association of Credential Evaluation Services (NACES) member. For a complete list of NACES members, go to www.naces.org. Evaluation results must be received in the Office of Admissions no later than July 1, for admission in the fall semester, and no later than November 1, for admission in the spring semester.
- Submit proof of ability to pay for at least the first year of study. This may be done either by sending a check to cover expenses or providing valid bank statements clearly denoting the ability to pay and the method of payment. A Certificate of Financial Responsibility must also be completed.
- Provide proof of adequate English skills, if English is not the native language. This may be done either by submitting a Test of English as a Foreign Language (TOEFL) score high enough to demonstrate competency (a score of 525 or greater on the written test, 195 or greater on the computer based exam, or 71 or greater on the internet based exam), enrolling in the English Language Schools program and passing English level 109, as defined by ELS, or enrolling in the ASPECT English program and passing ASPECT level 7, as defined by ASPECT. Information on the various ESL programs and sites in the United States can be obtained online at www.els.edu. Information on ASPECT can be obtained online at www.aspectworld.com.

Application for International Student Transfer Admission

The transferring international student must take the following steps to apply for admission:

- Submit a completed application.
- Submit official transcripts of all college work taken at other institutions sent to a certified National Association of Credential Evaluation Services (NACES) member. For a complete list of NACES members, go to www.naces.org. Evaluation results must be received in the Office of Admissions no later than July 1, for admission in the fall semester, and no later than November 1, for admission in the spring semester. In certain cases, evaluations of high school records may be requested.
- Submit proof of ability to pay for at least the first year of study at Barton College. This may be done either by sending a check to cover expenses or providing valid bank statements clearly

denoting the ability to pay and the method of payment. A Certificate of Financial Responsibility must also be completed.

- Provide proof of adequate English skills, if English is not the native language. This may be done either by submitting a Test of English as a Foreign Language (TOEFL) score high enough to demonstrate competency (a score of 525 or greater on the written test, 195 or greater on the computer based exam, or 71 or greater on the internet based exam).

Refer to “Transfer of College Credit” for the regulations governing the transfer of credit for courses taken at other institutions.

Admission to the Master of Business Administration in Strategic Leadership Program

The following criteria are the minimum criteria for consideration for admission to the Master of Business Administration in Strategic Leadership Program:

3+2 Program

- Recommended 3.0 GPA upon declaration into program (second semester of sophomore year)
- Recommended 3.0 GPA, resume, cover letter, and interview to determine final acceptance into program during the second semester of the junior year
- Three academic/professional references (suggested)

Transfer or Change of Major to Business

- Recommended 3.0 GPA, resume, cover letter, and interview to determine final acceptance into program during the second semester of the junior year
- Three academic/professional references (suggested)

Baccalaureate Degree-Holding Applicants (BA, BS, BBA, or equivalent)

- Recommended undergraduate GPA of 3.0.
- Official transcript from accredited undergraduate college or university.
- Resume, cover letter, and interview to determine final acceptance into program.
- Three academic/professional references (suggested)

Admission to the Master of Elementary Education Program

The following criteria are the minimum criteria for consideration for admission to the Master of Elementary Education Program:

- Recommended GPA of 3.0 for undergraduate work (GPA of 2.75 will be considered).
- Official transcript from the accredited college or university that awarded your undergraduate degree
- Recognized teaching license in elementary education (copy of license)
- Personal statement of interest in the program
- Recommendation from your current employer or administrator

Admission to the Master of School Administration Program

The following criteria are the minimum criteria for consideration for admission to the Master of School Administration Program:

- Standard Professional II Educator License or out of state equivalent
- Three years of public school teaching
- Official transcripts from all other institutions attended
- Personal statement of interest in the program
- Recommendations from your current employer or administrator, and a colleague (form available on line)
- Professional resume
- Interview with the Director of the Master's Program in Education, if requested by the director

Admission to the Master of Science in Nursing Program

The following criteria are the minimum criteria for consideration for admission to the Master of Science in Nursing Program:

- Completed graduate application
- Official transcripts from all other institutions attended
- 3.00 GPA or better
- One year of clinical experience

Readmission

Once a student withdraws from the College, it may be necessary to submit a completed application form, no matter the time of last attendance, in order to enroll again. There is no application fee.

The readmitted student should understand that the catalog in effect at the time of readmission governs the student's academic program. The readmitted student follows the core requirements in the catalog at the time of readmission. The readmitted student follows the requirements in the major in effect when the student re-declares the previous major or declares a new major.

A student on academic suspension who has served out the entire period of suspension must apply for readmission.

All readmitted students are required to update their immunization and health records. Failure to provide current immunization and health records will result in dismissal from the College.

Acceptance Procedure and Fees

The Office of Admissions reviews each application to Barton College on a rolling admission plan. As soon as all required materials have been received, applications are reviewed and acted upon. Each applicant is notified promptly. A student offered admission to the College needs to confirm the decision to attend the College by sending a \$200 non-refundable advanced tuition deposit. This advance deposit is credited to the tuition account for the first semester.

Barton College Immunization Policy

North Carolina state law, N.C.G.S.:130A-155.1 mandates students attending a college or university, whether public or private, to present a Certificate of Immunization or a record of an immunization from a high school. In general, the law requires those students who reside on campus or students residing off-campus who are taking five (5) or more traditional day credit hours on campus per semester, must meet the North Carolina State Law Immunization requirements contained in the student health form. Exceptions to this law include: students who have a bona fide documented medical or religious exemption; students who reside off-campus and are exclusively enrolled in only weekend, evening, online courses; and students enrolled in no more than (4) traditional day hours per semester.

Immunizations for enrollment should be obtained prior to attending Barton College at a local physician's office, health department, medical office, or urgent care provider. The Lee Student Health Center provides the medical form for each deposited student, and any student failing to submit this form and immunization documents, or who fails to meet any immunization exception will be administratively withdrawn from registered courses. Failing to provide a completed student health form, immunization results, and health history information, will result in administrative dismissal from the College. If students do not meet the immunization requirements, dismissal from Barton College is mandatory under North Carolina law.

Student charges are determined annually by the Board of Trustees. All full-time residential students pay a comprehensive charge that consists of tuition, mandatory fees, room, and board costs. The comprehensive charge assumes enrollment for each semester in a minimum of twelve and a maximum of eighteen billable credit hours of course work. Students who enroll in more than eighteen billable hours of course work in any semester will be subject to an overload charge. Students who are part-time and who register for less than twelve billable credit hours in any semester will be subject to a per credit hour tuition and fees charge. Students who reside on campus are subject to a board charge and a room charge based upon their residence hall room assignment. In addition to the charges listed below, course and lab fees may be charged for enrollment in select courses. Please see the table below for specific information.

Expenses for 2017-2018

Tuition, full-time (12-18 credit hours) per semester	\$13,768
General Fee (mandatory, full-time student) per semester	\$ 335
Technology Fee (mandatory, full-time student) per semester	\$ 692
Student Health Fee (mandatory, full-time student) per semester	\$ 123
Student Activity Fee (mandatory, full-time student) per semester	\$ 81
Room Charge:	
Hilley, Waters, Wenger, double, per semester	\$ 2,128
Hilley, Waters, Wenger, single, per semester	\$ 3,035
East Campus Suites, double, per semester	\$ 2,553
East Campus Suites and Hackney, single, per semester	\$ 3,290
Holloway House, per semester	\$ 2,553
Pi Kapp House, per semester	\$ 2,128
Board Charge, per semester	\$ 2,800
Tuition, overload (more than 18 credit hours) per credit hour	\$ 934
Tuition, part-time (1 to 11 credit hours) per credit hour	\$ 1,163

Summer Sessions 2018

Tuition, per credit hour	\$	507
General Fee (mandatory)	\$	87
Technology Fee (mandatory)	\$	212

Graduate Programs 2017-2018

M.Ed. Tuition, per credit hour	\$	358
M.Ed. Tuition (ACC /Barton College alumni), per credit hour	\$	331
MSN, 2015 Cohort, per credit hour	\$	500
MSN, 2016 Cohort, per credit hour	\$	520
MSN, 2017 Cohort, per credit hour	\$	537
MBA Tuition, per credit hour	\$	750

Professional Studies 2017-2018

Students enrolled in Professional Studies pay the following amounts:

Tuition, per credit hour	\$	507
Technology Fee (mandatory), per credit hour	\$	54
General Fee (mandatory), per credit hour	\$	21
RN to BSN online, per credit hour	\$	420

Note: *Course fees and private lesson fees are non-refundable unless student officially drops class prior to the first class meeting*

Payment Information

Payments are due prior to the beginning of each term; however, the College offers extended payment options.

Transcripts and diplomas will be withheld from students with outstanding financial obligations to the College. In order to register for a subsequent semester or term, the student's financial account must be current.

Payment Options

The following payment arrangements are available.

- **Payment Plan**

The total of all amounts owed for the semester, minus financial aid, is paid in five (5) monthly installments beginning August 1 and ending December 1 (for the Fall 2017 semester), and beginning January 1 and ending May 1 (for the Spring 2018 semester). A payment plan fee of \$50 is collected from the operator of the online payment portal (barton.afford.com).

Change in Enrollment Status

Students withdrawing from Barton College are required to complete the College's withdrawal process. Withdrawal forms and information may be obtained from the Office of Student Success or the Office of the Registrar. Please note, the College uses the date the withdrawal process is initiated as the withdrawal date, not the last date of attendance.

A student who completely withdraws (including medical withdrawals) from any term will be refunded tuition, mandatory fees, board charges, and room charges based on the schedule below. Students who move out of campus housing will have their room and board charge adjusted using the refund schedule below, if exception is granted by the Vice President of Student Affairs and the Business Office.

Note: *The "Bully Bucks" portion of the Meal Plan is non-refundable.*

Fall 2017 Refund Schedule

First Day, August 14	100%
August 15 through August 17	90%
August 18 through August 22	75%
August 23 through August 25	50%
August 28 through August 30	25%
After August 30	No Refund

Spring 2018 Refund Schedule

First Day, January 8	100%
January 9 through January 11	90%
January 12 through January 16	75%
January 17 through January 19	50%
January 22 through January 24	25%
After January 24	No Refund

A student who changes enrollment status by adding or dropping courses (not including complete withdrawals), will have an adjustment made to tuition, mandatory fees, and financial aid if changes are made by the dates on the schedule below. No adjustments will be made for dropped courses after the census date. GPS students are billed for both sessions at the start of each semester.

The census dates are below:

- Traditional and Graduate and Professional Studies (GPS):
Fall - August 18, 2017
Spring - January 12, 2018
- Summer School
June 1, 2018

Summer I • 2018 Refund Schedule

For complete college withdrawals only.

First Day, May 29	100%
May 30 through June 5	90%
June 6 through June 8	50%
June 11 through June 13	25%
After June 13	No Refund

Summer II • 2018 Refund Schedule

For complete college withdrawals only.

First Day, June 11	100%
June 11 through June 14	90%
June 15 through June 19	50%
June 20 through June 22	25%
After June 22	No Refund

For billing and refund purposes, the Business Office does not recognize mini Summer Sessions. Tuition and Refunds are assessed for each entire Summer Session, not individual mini sessions. Therefore, potential refunds will be calculated using the first day of the Summer Session as the first day of class. Withdrawals during the Fall and Spring Sessions follow the traditional refund schedule.

Making Your Education Affordable

Thanks to scholarships, grants, loans, and work-study, there are many ways to make your Barton College education affordable. Our financial aid staff will work closely with you to explore all of the funding resources available. Our goal is to ensure that every student receives our best comprehensive offer of financial assistance and that your affordable investment in a Barton education becomes a reality.

Each year more than 90% of Barton College’s student body receives financial aid from various sources. The Barton College Office of Financial Aid combines federal, state, and institutional aid in order to assist students and families with the cost of attendance at Barton College.

So, Where Do You Begin?

The first step is to apply to Barton. The other extremely important step is to complete the Free Application for Federal Student Aid (or FAFSA) after January 1 before each academic year. Even if you think you don’t qualify for federal aid, it’s important to apply, because other funding sources insist on it, including scholarships, state aid, student loans, and work-study. So, complete the FAFSA and remember to do this every year! Other important sources of help include our Barton scholarships, outside scholarships, and Federal work-study. We’ve also provided calculators so you can quickly get a rough snapshot of your options.

Scholarship Award Criteria

Award (Full-time Freshman)	Description	\$ Amount
Trustee Honors Scholarship	Competitive Scholarships for Trustee-level recipients who score a SAT Critical Reading score ≥ 540 or an ACT English score ≥ 24. Students who meet these qualifications are invited to attend an off-campus scholarship competition in order to be considered for one of these awards. The Trustee Honors Scholarship award is in addition to the Trustee Scholarship and is renewable when the student maintains a 2.50 or higher GPA.	\$10,000
Trustee Scholarship*	Unweighted GPA ≥ 3.25, SAT ≥ 1170 or ACT ≥ 24. The award is renewable when the student maintains at least a 3.25 GPA.	\$10,000
Presidential Scholarship*	Unweighted GPA ≥ 2.50, SAT ≥ 1050 or ACT ≥ 22. The award is renewable when the student maintains a 2.50 or higher GPA.	\$ 8,500
Barton W. Stone Scholarship*	Unweighted GPA ≥ 2.50, SAT ≥ 950 or ACT ≥ 20. The award is renewable when the student maintains a 2.50 or higher GPA.	\$ 7,000
John J. Harper Scholarship*	Unweighted GPA ≥ 2.50, SAT ≥ 850 or ACT ≥ 17. The award is renewable when the student maintains a 2.50 or higher GPA.	\$ 5,000

* SAT scores are based on math and critical reading scores only.

Scholarship Award Criteria

Award (Full-time Transfer)	Description	\$ Amount
Transfer High Honors Scholarship	GPA \geq 3.2. The award is renewable when the student maintains a 2.50 or higher GPA.	\$ 6,000
Transfer Honors Scholarship	GPA \geq 2.85-3.19. The award is renewable when the student maintains a 2.50 or higher GPA.	\$ 5,000
Transfer Incentive Award	GPA \geq 2.50-2.84. The award is renewable when the student maintains a 2.50 or higher GPA.	\$ 4,000
Phi Theta Kappa Scholarship	Awarded to incoming transfer students who are members of Phi Theta Kappa.	\$ 2,000

Students that fall below a 2.50 GPA but above Satisfactory Academic Progress (SAP) may regain scholarship eligibility by attending the Fresh Start program. Students that do not meet satisfactory academic progress AND have their SAP appeal approved will have their scholarship replaced by a Merit Incentive Scholarship for \$1,500.

Scholarships and Award Opportunities

The administration of the scholarships is subject to the following rules:

- A student seeking scholarship aid must file a Free Application for Federal Student Aid (FAFSA). An eligible student may receive more than one scholarship if qualified.
- The total amount of grants and scholarships from all institutional sources may not exceed the total cost of attendance.
- A student placed on suspension may not be eligible to retain an endowed scholarship.

Religion Scholarships

- A student who is either an unmarried dependent child (under 23 years of age) or a spouse of a minister in active service is eligible for a tuition scholarship up to \$2,400 annually, if there is financial need.
- A student who is an unmarried dependent child (under 23 years of age) of a member of the professional staff of the Higher Education and Leadership Ministries of the Christian Church (Disciples of Christ) is eligible for the same tuition remission offered to dependents of the faculty and staff of the College.
- A student engaging in the study of religion is eligible for a number of endowed and institutional scholarships available for that purpose.

Barton College Future Business Leaders of America Scholarship

The Barton College Future Business Leaders of America Scholarship is an annually renewable \$1,000 tuition scholarship granted to a maximum of five entering (or transfer) students who demonstrate active participation in Future Business Leaders of America (FBLA) in high school or Phi Beta Lambda (PBL) at a former college. Competition for the scholarship is by invitation.

Upon enrollment at Barton College, the student must remain 'active' in the local PBL chapter; participating in chapter activities at both the local and state levels. Selection is made by Barton College PBL chapter advisors, PBL Professional Division members, and PBL student officers.

Athletic Grants-In-Aid

Grants-in-aid are offered to athletes, in a limited number, in baseball, basketball, cross country, golf, track and field, soccer, softball, tennis, and volleyball.

Alumni Scholarship

The Alumni Scholarship, equaling \$1,000, is awarded to dependent children of Barton College/ Atlantic Christian College graduates. The scholarship is renewable when the student maintains a 2.50 grade point average.

Multiple Family Member Tuition Discount

The Multiple Family Member discount, worth \$1,000, is awarded to the second and subsequent family member concurrently enrolled at Barton College. The additional family member must be a dependent of the same household and both students must be enrolled on a full-time basis.

International Student Scholarships

The College provides approximately 30 scholarships annually. These scholarships are awarded upon recommendation of the Director of Financial Aid. An individual award for international students is \$2,000. For renewal, the recipient must be continuously enrolled full-time and remain in good academic standing.

Grants

Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are awarded usually only to undergraduate students who have not earned a bachelor or a professional degree. Pell Grants are considered a foundation of federal financial aid, to which aid from other federal and non-federal sources might be added.

Federal Supplemental Educational Opportunity Grant (FSEOG) program is for undergraduates with exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for a FSEOG. Just like Pell Grants, the FSEOG does not have to be repaid.

The North Carolina Need-Based Scholarship

The State of North Carolina offers a need-based grant called the North Carolina Need-Based Scholarship. The scholarship is awarded to any undergraduate degree-seeking North Carolina resident demonstrating financial need, as determined by the FAFSA, and enrolled in at least 9 semester hours. Students will need to complete the FAFSA and residency determination as soon as possible to become eligible. Funding is subject to legislative action by the North Carolina General Assembly. Therefore, amounts are subject to change due to budget limitations.

Loan Funds

Federal Direct Stafford Loans, from the William D. Ford Federal Direct Loan (Direct Loan) Program, are low-interest loans for eligible students to help cover the cost of higher education at a four-year college or university, community college, or trade, career, or technical school. Eligible students borrow directly from the U.S. Department of Education (the Department) at participating schools.

Direct Stafford Loans include the following types of loans:

- **Direct Subsidized Loans**
Direct Subsidized Loans are for student with financial need. Your school will review the results of your Free Application for Federal Student Aid (FAFSASM) and determine the amount you can borrow. You are not charged interest while you are in school at least half-time and during grace periods and deferment periods.
- **Direct Unsubsidized Loans**
You are not required to demonstrate financial need to receive a Direct Unsubsidized Loan. Like subsidized loans, your school will determine the amount you can borrow. Interest accrues (accumulates) on an unsubsidized loan from the time it's first paid out. You can pay the interest while you are in school and during grace periods and deferment or forbearance periods, or you can allow it to accrue and be capitalized (that is, added to the principal amount of your loan). If you choose not to pay the interest as it accrues, this will increase the total amount you have to repay because you will be charged interest on a higher principal amount.
- **Direct PLUS Loans**
Direct PLUS Loans are unsubsidized loans for the parents of dependent students and for graduate/professional students. PLUS loans help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all periods.

Federal Perkins Loans are low-interest (5 percent) loans for both undergraduate and graduate students with exceptional financial need. Federal Perkins Loans are made through a school's financial aid office. Your school is your lender, and loan is made with government funds. You must repay this loan to your school.

Your school will either pay you directly (usually by check) or apply your loan to your school charges. You will receive the loan in at least two payments during the academic year.

Student Employment

Many part-time jobs are available to students at the College to help defray college expenses. Merchants in the city of Wilson also offer employment to many students of the College. The College offers various part-time jobs in the library, dining hall, departmental offices, and elsewhere.

A student interested in working on campus should apply using the online application located on Campus Connect. Many of the students working in campus employment are participating in the federally sponsored Federal Work-Study Program. To qualify, the student must fill out the Free Application for Federal Student Aid. For more information, visit the Office of Student Success.

Veterans Benefits

The Department of Veterans Affairs (VA) provides various educational benefits under Title 38 of the U.S. Code. Details on eligibility and benefits can be obtained from the Registrar, who is the VA Certifying Official for the College.

The Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program) is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008. This program allows institutions of higher learning (degree granting institutions) in the United States to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50% of those expenses and VA will match the same amount as the institution. Barton College will pay an unlimited amount per student, per year.

North Carolina Veterans Scholarship is available to children of deceased or disabled veterans or of veterans who were listed as POW/MIA. The veteran must have been a legal resident of North Carolina at time of entry into service, or the child must have been born in North Carolina and resided there continuously. Students should contact the N.C. Division of Veterans Affairs at (919) 807-4250 or email ncdva.aso@doa.nc.gov. This scholarship is not part of the GI Bill and the student is responsible for contacting the NCDVA directly.

Satisfactory Academic Progress for Financial Aid (Undergraduate Students)

Federal Regulations require Barton College to establish Standards of Satisfactory Academic Progress (SAP) in the following three areas: cumulative GPA (qualitative), hours earned (quantitative), and maximum time limit.

The Financial Aid Office (FAO) is responsible for establishing SAP standards and monitoring students' progress at Barton College.

Financial aid recipients must maintain satisfactory progress in all three areas whether or not aid was received in the past. This requirement applies to all financial aid applicants and assesses all students equally, regardless of enrollment hour status (full-time, part-time, etc.). It is the student's responsibility to stay informed of Barton's SAP standards and to monitor their own progress. If a student is not maintaining SAP, the student will be given a warning and allowed to receive financial aid for the next term while in the warning status. If at the completion of the warning term the student is still not meeting SAP, financial aid will no longer be awarded.

- **Reinstatement of Eligibility:** Eligibility may be regained only by remedying all deficiencies (except the maximum time limit). In rare cases, exceptions are granted through a formal appeal.
- **Frequency of Evaluation:** Financial aid satisfactory academic progress is monitored at the conclusion of each term.

Qualitative Measure Defined (Cumulative Grade Point Average GPA)

The qualitative measure can be summarized as a student's Barton College cumulative grade point average (GPA), measured at the completion of every term. Financial aid is suspended if the qualitative measurement is not met. The minimum Barton College GPA required may be found within the Minimum Cumulative GPA Required for Financial Aid chart that follows.

Total Attempted Hours	GPA
1-29	1.60
30-59	1.80
Greater than 60	2.00

Qualitative Measure Defined (Hours Earned Compared to Hours Attempted)

The qualitative measure for all students can be summarized as the total number of credit hours successfully completed divided by the total number of credit hours actually attempted.

Students must complete 67 percent of all attempted hours, including transfer hours.

Maximum Time Limit

A student is expected to complete a degree/certificate program within a prescribed time frame. There are maximum total accumulated attempted credit hour time frame restrictions to receiving financial aid. Financial aid is suspended if the maximum time frame for the student's program is exceeded.

The longer a student stays in school, the more likely the chances of not meeting the satisfactory academic progress policy because of maximum time limit.

To remain eligible for federal and state financial aid, undergraduate students must complete their degree requirements within 150 percent of the published length of their academic program. At Barton College, this means that students in programs requiring 126 hours for graduation are eligible for financial aid during the first 189 attempted hours as an undergraduate. All attempted hours are counted, including transfer hours, whether or not financial aid was received, or the course work was successfully completed. Students who are attempting a double major are still required to complete one of the degrees within 189 hours.

SAP Warning

If a student is not meeting SAP, the Financial Aid Office will place the student on "warning" status, allowing them to receive financial aid for the next term. The student will be notified via email of the warning status. The Financial Aid Office will evaluate the student's SAP at the completion of the warning term. If the student has satisfied SAP requirements, then financial aid will be reinstated for the next term. If the student has not satisfied SAP, the student will no longer receive financial aid funding except in cases of a successful appeal (see Appeal Process below).

Reinstatement of Financial Aid Eligibility

Financial aid eligibility may be regained by eliminating all satisfactory academic progress deficiencies (at the student's expense until the requirements of this policy are met, or by appealing their satisfactory academic progress status. The following sections describe the areas a student is required to remedy in order to regain financial aid eligibility. Students who do not enroll for a semester, or pay for school at their own expense, do not automatically qualify to receive financial aid in a subsequent semester. The terms and conditions of the Satisfactory Academic Policy must be met.

- **Cumulative GPAs can only** be brought up by class attendance at Barton College.
- **Hours Earned** deficiencies may be made up by successfully completing coursework at Barton College or at another institution. However, students who are enrolling elsewhere must complete the General College Petition Form and have the coursework approved by the Registrar prior to enrolling in another institution. After transient study coursework has been successfully completed, students must provide an official academic transcript to the Registrar's Office.

Once students are in compliance with all three standards, they must notify the Financial Aid Office (in writing), to request an evaluation of eligibility. This process cannot be completed until all grades and hours are posted to the student's official record at Barton College. No financial aid award is calculated until after the review process is complete. Evaluation cannot occur until after changes are due for the upcoming term; therefore, an award letter or deferment of charges may not be available for the semester the student regains eligibility. The student should make other arrangements to pay for tuition, fees, room, board, and all other expenses.

Appeals

Federal regulations allow for certain cases in which the school may waive the standards. Appeals for the waiver may be considered if a student's failure to comply with one or more areas of Satisfactory Academic Progress is due to events beyond the student's control, such as a student's extended illness, serious illness or death in the immediate family, or other significant life experience that impacted the student's emotional and/or physical health, and if such mitigating circumstances can be appropriately documented for the specific term(s) in which the deficiency occurred. Eligibility may be regained by appeal. Contact the Financial Aid Office to obtain a Satisfactory Academic Progress (SAP) Appeal Form. SAP appeals are considered on a case-by-case basis.

- **Appeals Procedure** – Appeals (professional judgment) are the only mechanism available to correct unresolved SAP deficiencies. All appeals shall be documented using the current form. Some appeals may be approved for a probationary term. If this is the case, the student may be required to follow an academic plan that specifies conditions necessary to be eligible for the following term. These conditions may include:
 - Minimum GPA requirement
 - A minimum number of hours to be taken; and/or
 - Corrective measures to enhance a student's success

Students requiring an academic plan are required to meet with a professional staff member in the Office of Student Success.

- **SAP Appeals Committee** – Student appeals for reinstatement of financial aid eligibility are reviewed by an appeals committee. The student does not meet with the Appeals Committee. All correspondence with the student is conducted by student email. The Appeals Committee is the final authority in determining whether financial aid is extended to or denied a student. The committee communicates its decision to the student by student email. The committee's decision is final and cannot be appealed.

Endowed Scholarships

Barton College is fortunate to offer scholarships made possible through the generosity of various donors. These scholarships are awarded by the Office of Financial Aid, and programs and Schools as designated, based on specified criteria. Students receiving endowed scholarships are requested to acknowledge this assistance by sending a thank you letter to the donor. Endowed and donor scholarships may be used to replace previously awarded Barton academic awards. Fifth-year seniors are not eligible for endowed scholarships.

The **George H. Adams Memorial Endowed Scholarship** was established through a bequest from the estate of Mr. Adams, a longtime member of the Board of Trustees of the College. The scholarship is awarded annually to a presently enrolled or entering student with first preference given to a resident of Wilson County, North Carolina. Second preference is given to a resident of North Carolina. The recipient is chosen by the Office of Financial Aid in consultation with the Office of Admissions.

The **Sarah and Milton Adams Endowed Scholarship** was established by family and friends of Sarah and Milton Adams, graduates and long-standing members of the College community and Wilson, North Carolina. This scholarship is to be awarded by the Office of Financial Aid. The following considerations govern eligibility and selection: acceptance of application by the College by February 15, a minimum total SAT of 1,200 or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.50 or higher and ranking in the top five percent of class (where applicable).

The **Sue Mattox Adams Endowed Scholarship** was established in November 2006 from the estate of Sue Mattox Adams, a friend of Barton College. Mrs. Adams was married to George H. Adams, a former trustee of Barton College. The Sue Mattox Adams Endowed Scholarship is to be awarded annually to a student in the nursing program, upon recommendation of the School of Nursing. The student must graduate in the 20 percent of his or her high school class and show continued academic achievement and personal growth at Barton College.

The **W.D. Adams Memorial Scholarship** was established through the bequest of the late W.D. Adams, Sr., of Wilson, North Carolina, and is available for a student planning to enter the Christian ministry.

The **Alumni Association Endowed Scholarship** was established by Eric Sellers, a former President of the Alumni Board, during his leadership term. This scholarship is to be awarded to any deserving student who displays outstanding leadership and academics. The candidate must have a minimum 2.50 GPA. The award is to be made by the Office of Financial Aid.

The **American Legion Nursing Scholarship** was established in 1991 by the American Legion 40 and 8 Chapter. The award will go to a junior or senior nursing student with a GPA of at least 2.50. The selection is made by the faculty of the School of Nursing.

The **Andrews Family Endowed Scholarship** has been established by Robert V. Andrews and William C. Andrews of The Planning Group, Inc. This scholarship is awarded annually to a major in the School of Business upon recommendation of the school's faculty. Evaluation criteria include scholarship, leadership in club activities, service and contribution to the College community, and interest and future promise in the chosen major.

The **Juanita and Howard Andrews Endowed Scholarship** was established by C. Howard Andrews, a Board of Trustee member for 37 years and named trustee emeritus in 2002, and his wife, Juanita, of Rocky Mount, North Carolina. This scholarship is to be awarded to any deserving student who displays outstanding leadership and academics. The candidate must have a minimum 2.50 GPA. The award is to be made by the Office of Financial Aid.

The **A.W. Ange Memorial Fund** was established with a gift from the estate of A.W. Ange. The A.W. Ange Memorial Fund is awarded annually to an undergraduate student who is studying for the ministry. The undergraduate student must have a minimum high school GPA of 2.00 and demonstrate financial need.

The **ARAMARK Endowed Scholarship Fund** is provided through the generosity of ARAMARK, the food service provider of Barton College. The ARAMARK Endowed Scholarship Fund is to be awarded to a student based on outstanding academics and leadership abilities. The recipient must have a minimum 2.50 GPA.

The **John B. and Adele B. Arnold Endowed Scholarship** was established in 1988 by Mrs. Dale Arnold Strickland '65, in honor of her parents. The renewable scholarship is awarded annually to a full-time student from Franklin County.

The **Gregory Miller Arrington Endowed Scholarship** has been funded through the generosity of Tom '73, and Sheila Arrington of Richmond, Virginia. This scholarship was established to aid needy students by providing additional resources toward a Barton College education. The recipient of the Gregory Miller Arrington Endowed Scholarship must reside in either North Carolina or Virginia. The student must have a minimum 2.00 GPA to receive the award. The recipient must maintain a minimum 2.00 GPA and stay enrolled consecutively. The award may be received up to four years.

The **Atlantic Christian College Class of 1959 Endowed Scholarship Fund** was established by members of the Class of 1959 and friends. The earnings from the Atlantic Christian College Class of 1959 Endowed Scholarship Fund are to be used to support Barton College undergraduate student(s) with financial need. The endowed scholarship is to be awarded annually to one or more Barton College students. The undergraduate student must have a high school GPA of 2.50 and maintain a Barton College GPA of 2.50 to renew the annual award. The endowed scholarship will be awarded by the Barton College Scholarship Committee.

The **BB&T Minority Scholarships**, established by Branch Banking & Trust Company, are awarded annually to minority students from North Carolina or Virginia. High school transcript, test scores, class rank, and activities are considered for selection; the scholarships are renewable contingent upon maintaining a minimum 3.00 GPA.

The **James F. and Hannah Roberson Bagwell Endowed Scholarship** was established by the children of Mr. and Mrs. Bagwell of Washington, North Carolina, to honor their parents. This scholarship is to awarded by the Office of Admissions. The following considerations govern eligibility and selection: Must have a minimum high school grade point average of 3.50 or higher. Must rank in the top five percent of class (where applicable).

The **Dr. John Barclay Scholarship Fund** was established by Mrs. Katharyn Newsome Truesdale. This is an endowed scholarship for students preparing for the Christian ministry. Recipients are selected by the Religion and Philosophy faculty within the School of Humanities.

The **Roy Branch and Alma Abernathy Barham Scholarship** was established by Mrs. Alma Abernathy Barham '33, in memory of her husband, Roy '39. The scholarship is awarded annually to a student interested in a vocation related to providing service or special care to those of our society who are less fortunate. The School of Social Work selects an upper-class social work major to receive this award annually.

The **Barker-Ferguson Endowed Scholarship** was established through a gift by Eddie and Debra Ferguson in honor of her father, William L. Barker, and in memory of her mother, Birdie Parham Barker, and of his parents Jack E. and Dorothy Hunt Ferguson. One full scholarship is renewable as long as the recipient maintains a 3.25 cumulative grade point average. The Barker-Ferguson Endowed Scholarship is awarded to a resident of Granville or Vance counties, North Carolina, and attending high school in those counties. Nominations are to be made by the guidance counselor(s) and/or principals of each school to the Barton College Scholarship Committee. The deadline for nominations is January 31. The recipient must meet the following minimum requirements: SAT score of at least 1,000, unweighted high school grade point average of a 3.40 on a scales of 4.00, and rank in the upper ten percent of the high school class (where available). Demonstrated leadership potential and exemplary extracurricular performance are also weighed heavily in the selection process.

The **H. Leman and Marie S. Barnhill Scholarships** are four scholarships established by Mr. and Mrs. Barnhill of Williamston, North Carolina. The earnings from the endowment are to be divided equally among four students: one each from the freshman, sophomore, junior, and senior classes. First preferences for these scholarships is a student from the First Christian Church of Williamston. Second preference is a resident of Martin County, North Carolina. The selection of the recipient is made by the President of the College in consultation with the Office of Financial Aid and the Office of Admissions. Mr. Barnhill '27, was a longtime member of the Board of Trustees of the College.

The **Lela R. Barrow Endowed Scholarship** was established by Miss Clyde Stokes in memory of her aunt. This scholarship is to be awarded by the Office of Financial Aid. The following considerations govern eligibility and selection: Acceptance of application by the college by February 15, a minimum total SAT of 1,200 or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.50 or higher, and ranking in the top five percent of class (where available).

The **Barton College Endowed Scholarship** was established during the Centennial Campaign by alumni, friends, faculty and staff of the College. The Barton College Endowed Scholarship is to be awarded to an incoming freshman with at least a 2.50 grade point average. The award is to be made by the Office of Admissions and the Office of Financial Aid.

The **Barton College Memorial Endowed Scholarship** was established by combining memorial gifts given in memory of the following people: James Dendy, Olin Fox, Groves Herring, Sam Modlin, Lillian P. Parsons, and Audrey and Albert Tyson. The Barton College Memorial Endowed Scholarship will be awarded to a full-time student with financial need with a minimum 2.00 grade point average.

The **Vickie Bazemore Endowed Scholarship Fund** was established in memory of her daughter through a gift from the estate of Maud S. Bazemore. The endowed scholarship is to be awarded annually to a Barton College student. First preference shall be given to a student of a law enforcement officer disabled or killed in the line of duty.

The **"Buster" and "Kitty" Bell Scholarship** has been established by Kenneth Hill Brinson '59, and his wife, Elizabeth Bell Brinson '62, in honor of Mrs. Brinson's parents, Henry Floyd Bell, Jr. '33, and Kathleen Roberson Bell '35. It is designed to reward students of above average academic ability who demonstrate financial need and would otherwise be unable to attend the College. A student must have a grade point average of at least 2.50 to be eligible for the scholarship.

The **Wayne D. Benton Endowed Scholarship** is awarded annually to a student from Nash or Franklin Counties, North Carolina. The scholarship is renewable provided the recipient maintains a 3.00 GPA as a full-time student. An entering freshman receiving this award must possess a 3.00 high school grade point average and rank in the top 25 percent of the graduating class. Selection is made by the Office of Financial Aid and its scholarship committee.

The **Beth El Congregation of Wilson Endowed Scholarship** is established by gifts from the Beth El Congregation in Wilson, N.C. to Barton College. The scholarship is awarded annually to a student of significant promise, with preference given to a Jewish student with demonstrated financial need.

The **W.I. and Raye Dawson Bissette Fund** was established by Mr. and Mrs. Henry Stilley Bonner of Miami, Florida.

The **Charlotte and David Blackwood Endowed Scholarship** was established in memory of Charlotte and David Blackwood by gifts from their parents, and later endowment gifts from the Communion of Faith Christian Church. David graduated from Atlantic Christian, now Barton College, in 1958, and also from Brite Divinity School. At the time he and his wife were killed in an airplane crash, David was pastor of the Eastway Christian Church in Charlotte. The Charlotte and David Blackwood Endowed Scholarship is awarded annually to one or more Barton College undergraduate students who are active members of the Christian Church (Disciples of Christ).

The **Blue Bell Endowed Scholarship** is funded through the Blue Bell Foundation as a result of a strong community relationship with VF Jeanswear of Wilson and Barton College. The scholarship is to be awarded to first preference; any VF Jeanswear employees, regardless of facility location, or a direct family member of an employee (i.e. ... wife, husband, son, or daughter) toward their tuition at Barton College. Second preference is to a Wilson county student who displays outstanding academic and leadership abilities. This scholarship is an incentive to help VF Jeanswear employees and their families receive an outstanding affordable education.

The **Dale and Genia Bone Endowed Scholarship** was established in support of students at Barton College by endowment gifts from Dale and Genia Bone. The Dale and Genia Bone Scholarship is awarded annually to one or more Barton College students who have financial need and demonstrate interest in career and community.

The **Myra Alcorn Boone Endowed Scholarship** was established by William H. Boone. This scholarship is to be awarded to a student, participating in the Barton College/Wilson Symphony, studying either violin or piano.

The **Herman and Dell W. Bowen Endowed Scholarship** was established by Melvin and Myra Bowen in memory of Mr. Bowen's parents. The scholarship is to be awarded to an entering freshman with first preference given to a student from Martin County, North Carolina. Second preference is to be given to a resident of North Carolina.

The **Kenneth Blount Bowen Endowed Scholarship** was established by Dr. Bowen's daughters, Betsy B. Hobgood and Brenda B. Hamilton and their families. The annual earnings are to be awarded to a student who is a member of the Christian Church (Disciples of Christ).

The **Gretchen B. Boyette Endowed Scholarship** was established in memory of Mrs. Boyette, former member of the College faculty, by her family and friends. The recipient must have a demonstrated financial need and be a full-time student pursuing a major in the School of Business. The scholarship is renewable each year if the student is making satisfactory progress toward graduation. The recipient is to be selected by the faculty of the School of Business and the Office of Financial Aid.

The **Boykin-Dillon Family International Travel Endowed Scholarship** was established initially through an estate gift from Mrs. Sarah Dillon Wakefield to reflect her love for Barton College and her passion for travel. The Boykin-Dillon Family International Travel Endowed Scholarship is awarded annually to one or more Barton College undergraduate students who need financial support in order to participate in one of Barton's travel programs.

The **Oscar W. and Dorothy M. Brannan Endowed Scholarship Fund** was established through an estate gift from Dorothy M. Brannan in memory of her husband, Oscar W. Brannan, a 1952 graduate of Atlantic Christian College. The endowed scholarship is an unrestricted scholarship and should be based on merit.

The **Bertha R. Brewer Memorial Scholarship Fund** was established by Ernest Brewer in memory of his wife. The scholarship is awarded to a student who will be a junior or senior majoring in history or the social sciences. The History and Social Sciences faculty within the School of Humanities makes the selection.

The **G. Ernest Brewer Memorial Scholarship** was created by the estate of Mr. Brewer. Earnings are to be awarded to a non-senior Barton intercollegiate athlete best combining academic and athletic performance. Each team can nominate one athlete for the award with all coaches voting on the winner. The award will be presented at the spring banquet.

The **Elizabeth Faye Brinson Memorial Scholarship** was established by Mr. and Mrs. Jack D. Brinson of Arapahoe, North Carolina, in memory of their daughter, Elizabeth Faye. It is available for a student preparing for full-time church vocation.

The **Gregory Broughton Endowed Scholarship** was established by Lee and Steve Broughton of Rocky Mount, North Carolina, in memory of their son, a Barton student and a member of the North Carolina Iota Chapter of Sigma Phi Epsilon Fraternity. A \$1,000 non-renewable scholarship is awarded annually to a member of the fraternity.

The **Edward C. Brown Endowed Scholarship** was established in memory of Ed Brown, who was a dedicated member of the College's art faculty for over 36 years, by endowment gifts from his wife, Joyce, and children, Amanda and Roger. The Edward C. Brown Endowed Scholarship is awarded annually to one or more Barton College undergraduate students who are working on a B.F.A. or B.S. degree in art, with a concentration in sculpture or ceramics.

The **T. Edward Brown, Jr. and Helen C. Brown Endowed Scholarship** was established by Mr. Thomas E. Brown III, in memory of his parents. The endowment recognizes the contributions of Mr. Brown as a member of the Barton College Board of Trustees and the service and dedication of both Mr. and Mrs. Brown to the College and the Wilson community. The T. Edward Brown, Jr. and Helen C. Brown Endowed Scholarship is awarded annually to a full time business major. The student must be a junior or senior, maintain a 2.50 GPA and exhibit

entrepreneurial characteristics, which include being independent, action-oriented, creative, confident, opportunity seeking, and a clear knowledge of the free enterprise system.

The **Walter Brown Endowed Scholarship** was established by Walter L. Brown, Jr., trustee emeritus, and former Chair of the Board of Trustees, of Raleigh, North Carolina. This scholarship is to be awarded by the Office of Financial Aid. The following considerations govern eligibility and selection: Acceptance of application by the College by February 15, a minimum total SAT of 1,200 or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.50 or higher, and ranking in the top five percent of class (where available).

The **Hadley Bryan Family Endowed Scholarship** was established in 1987 by North State Motor Lines, Inc. and the company president, Mr. Donald T. Bryan. The scholarship is in honor of Mr. Bryan's mother and in memory of his father. A grant of \$1,000 is given annually to an entering freshman who has demonstrated financial need. The selection is made by the Director of Financial Aid in consultation with the Office of Admissions.

The **Buffaloe-Kimbrow Endowed Scholarship** was established by Mary Jo and Kirk Kimbro in honor of their parents. The Buffaloe-Kimbrow Endowed Scholarship is awarded annually to one or more Barton College undergraduate students who are from North Carolina, majoring in Education, and demonstrating financial need.

The **Grover Bullin Endowed Scholarship** was established in 1989, at the time of Mr. Bullin's retirement, by the Wilson Country Club and his many friends. Endowment income is used in place of institutional aid to name a golf team member who is recognized as the recipient of the Grover Bullin Scholarship. The award is given to one golfer each year and may be given to the same golfer through four years of intercollegiate play.

The **Hermon L. Bunch, Sr. Endowed Scholarship** was established in his memory by his son, Hermon L. Bunch, Jr. This is a need-based scholarship for a student pursuing a degree in a healthcare field. The Hermon L. Bunch, Sr. Endowed Scholarship will be awarded by the Office of Financial Aid.

The **Lela Barnhill Bunting Endowed Scholarship** was established by Mrs. Bunting in memory of the following: her parents, Mr. and Mrs. Julius Thomas Barnhill; her husband, Mr. Rufus Vernon Bunting; Mrs. Edna Woods Barnhill, an alumna of the College; and in honor of Mr. Leman Barnhill and his wife, Marie. The award is made annually to a student majoring in the teacher education program.

The **Centura Bank Inc. Endowed Scholarship** is awarded annually to a full-time student selected by the Admissions and Financial Aid offices.

The **Mary Alice and Howard B. Chapin Education Scholarship** was established by North Carolina Representative and Mrs. Howard B. Chapin to provide \$1,500 annually to a student planning to teach in the North Carolina schools at any level from kindergarten through the twelfth grade.

The **Badie T. Clark Nursing Scholarship** is to be awarded to a junior or a senior nursing major. The recipient is selected by the School of Nursing in conjunction with the Office of Financial Aid.

The **Class of 1936 Endowed Scholarship** was established in recognition of the Class of 1936 by endowment gifts from a member of the Class of 1936, Dr. Georgia Brewer Campion. The Class of 1936 Scholarship is awarded annually to one or more Barton College undergraduate students who are active members of the Christian Church (Disciples of Christ) with a high school 3.00 GPA. The scholarship may be renewed provided the student maintains a 3.00 GPA.

The **Cloyd-Hendrix Memorial Physical Education Scholarship** was established by the Cloyd-Hendrix Family in memory of Dean and Mrs. E.L. Cloyd and Mr. and Mrs. J. Max Hendrix, the parents of Mr. and Mrs. Cloyd. The scholarship is to be awarded to a rising Barton College senior in the School of Allied Health and Sciences who is a candidate for teacher certification and who, in the opinion of the Physical Education faculty, has the best general record in academic achievement and overall contribution to the program. The student must have achieved a 3.00 GPA in order to be considered for the award.

The **Lula M. Coan Scholarship** was established by Mrs. Coan of Winston-Salem, North Carolina, for ministerial students.

The **Coastal Plains Chapter NCACPA Accounting Endowed Scholarship** was established by the Coastal Plains Chapter NCACPA. The earnings from the endowment will be disbursed annually to fund one or more scholarships for accounting students. The earnings cannot be used for any other purpose. The accounting faculty within the School of Business in conjunction with the Financial Aid Office will select recipients. Scholarship recipients (1) must be students enrolled full time in the accounting program, (2) must have a cumulative grade point average and accounting grade point average of 3.00 or higher, (3) must have a demonstrated commitment to become a CPA and to work in the Coastal Plains region after graduation, and (4) must meet other criteria deemed appropriate by the selection committee. The award will be announced in each spring semester. The recipient will receive the award during the student's senior year.

The **Coastal Plains Christian Men's Fellowship Endowed Scholarship** is awarded each spring by the Religion and Philosophy faculty, within the School of Humanities, to a student interested in pursuing a career in church related activities.

The **Eunice Lewis Colclough Scholarship** was established to celebrate Eunice's career in Social Work and to honor those who dedicate their lives to the field of Social Work. The Eunice Lewis Colclough Scholarship is awarded annually to one or more Barton College students who plan to major in Social Work or Education, and are from North Carolina.

The **Bruce and Mary Conyers Endowed Scholarship** was established through the generosity of the Conyers family. This scholarship was formed to honor Bruce N., class of 1938, and Mary Matthews Conyers, class of 1940, both graduates who met on campus at Atlantic Christian College. The Bruce and Mary Conyers Endowed Scholarship is to be awarded to a deserving Wilson County student displaying financial need. The recipient must have and maintain a 2.75 grade point average. The award can be renewable for up to four years. The award is to be made by the Office of Financial Aid.

The **Dorothy W. and Charles S. Cooke International Travel Endowed Scholarship** was established in loving memory of her husband by endowment gifts from Dorothy W. Cooke. The Dorothy W. and Charles S. Cooke International Travel Endowed Scholarship is awarded annually to one or more Barton College undergraduate students who are participating in the Honors or International Travel program.

The **John and Cassie Cowell Memorial Scholarship** was established by the family and friends of the late John W. Cowell of Bayboro, North Carolina. Preference is given to a student from Pamlico County, North Carolina.

The **S.M. Cozart Endowed Scholarship** was established by the family of Mr. Cozart to honor a longtime member of the Board of Trustees of the College. This scholarship will be awarded by the Office of Financial Aid. The following considerations govern eligibility and selection: acceptance of application by the College by February 15, a minimum total SAT of 1,200 or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.50 or higher, and ranking in the top five percent of class (where applicable).

The **Lou and Elaine Craig Endowed Scholarship** was established by Lou '64 and his wife, Elaine '65, both graduates of Atlantic Christian College. The award is given to aid a student from the couple's home county, Bertie, in receiving a top quality Barton education. If no student is available from Bertie County, the award may be given to student from the following northeastern North Carolina counties, Chowan, Hertford or Martin. The recipient must have and maintain a minimum 2.00 GPA while displaying academic and leadership capabilities. This award will be given annually.

The **Claudia Lucas Creasy and James Valno Creasy, Jr. Endowed Scholarship** was established through the estate of Claudia and James in order to honor the family's lifetime commitment to education. Both Claudia and Jim graduated from Atlantic Christian College. Claudia taught science at the College. Also, her father, Silas Lucas, taught at A.C.C. The Claudia

and James Creasy scholarship is awarded annually to one or more Barton College students who plan to major in education. Because several family members were day students at Atlantic Christian, now Barton College, the family's wish is to help a student who is not in residence.

The **Creasy Music Endowed Scholarship** was established in support of students at Barton College by a gift from James V. Creasy, class of 1941. The Creasy Music Endowed Scholarship was established in memory of Jimmy's wife, Claudia Lucas Creasy, class of 1944; Claudia's twin sister, Sallie Lucas Hensley, class of 1944; and Ruth Creasy Costabile, class of 1959, sister of Jimmy; and Pamela Costabile Stamper, class of 1981, daughter of Ruth. All were outstanding in music activities. The Creasy Music Endowed Scholarship is awarded annually to one or more Barton College students who have an interest in music and have a financial need. The student must have a minimum 2.50 GPA and show continued academic achievement and personal growth at Barton College. The scholarship is renewable if the recipient continues to meet the requirements.

The **Anita McNally Crossingham Scholarship** was established by family and friends of Mrs. Crossingham. The scholarship will be awarded annually to an eligible student with interests in obtaining a studio arts degree from Barton. A 2.00 GPA must be earned during the freshman year, and a 3.00 GPA must be achieved by end of the sophomore year to retain eligibility. A resident of Surry County, North Carolina, should receive first preference, and the recipient must be a native of North Carolina. The scholarship is to be granted to one recipient at a time, for no more than four consecutive years. This scholarship is to be awarded by the Office of Financial Aid.

The **James D. Daniell Endowed Scholarship** was established by James D. Daniell and family and friends. James D. Daniell was a dedicated member of the Barton College (then Atlantic Christian College) administration, serving in a multitude of roles during his 32-year tenure at the College, including director of public relations and director of alumni affairs. However, he is most revered for his longtime dedication and service to the College as its director of admissions. The James D. Daniell Endowed Scholarship is awarded annually to one or more undergraduate students who are majoring in education with a 2.5 GPA at Barton College and who grew up in Wilson or Nash/Edgecombe Counties.

The **Josephus Daniels Foundation Endowed Scholarship** was established by a grant from the Josephus Daniels Charitable Foundation, funded by the News and Observer Publishing Company. Preference is given to a student with a desire to teach in the public schools of North Carolina. This scholarship is to be awarded by the Office of Financial Aid. The following considerations govern eligibility and selection: acceptance of application by the College by February 15, a minimum total SAT of 1,200 or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.50 or higher, and ranking in the top five percent of class (where applicable).

The **Hilda and Gilbert Davis Endowed Scholarship** was established by Dr. and Mrs. Gilbert Davis. The scholarship is awarded annually to a student in good standing and with a demonstrated financial need. First preference is given to a student from Pitt County, North Carolina, who is a member of the Christian Church (Disciples of Christ). Second preference is given to any student who is a member of the Christian Church (Disciples of Christ).

The **A.C. Dawson Endowed Scholarship** was established by the many friends of A.C. Dawson to leave a legacy at his alma mater, Barton College. The funds for the scholarship were raised by North Carolina Retired School Personnel to honor Dr. Dawson for 55 years of lobbying for retirees and educators. The organization consists of more than 13,000 members, located in all 200 counties of North Carolina. Dr. Dawson is a 1937 graduate, who earned an honorary doctorate from Atlantic Christian College in 1955 and was named alumnus of the year in 1995. This scholarship is to honor his 22 years at Southern Pines schools, where he served as teacher, coach, principal, and superintendent. The scholarship is to be awarded to an education major who has and maintains a minimum 2.50 GPA. This scholarship will consider academics and extracurricular activities for the awarding criteria. The scholarship will be awarded by the Office of Financial Aid and the School of Education. The School of Education must submit their selected candidate by March 31st annually.

The **S. Grady and Louise Deans Endowed Scholarship** was established through the generosity of Louise Deans of Wilson, North Carolina. This fellowship is named for her late husband and herself. This scholarship is to be awarded by the Office of Financial Aid. The following considerations govern eligibility and selection: acceptance of application by the College by February 15, a minimum total SAT of 1,200 or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.50 or higher, and ranking in the top five percent of class (where applicable).

The **Sally C. Dees Nursing Endowed Scholarship** was established in 2008 by Grover T. Dees and Lou C. Dees in memory of their daughter, Sally C. Dees. The scholarship may be awarded to more than one full-time Barton College undergraduate student who demonstrates the characteristics of a pre-professional nurse; scholarship, leadership, and service. The student(s) must have a minimum high school GPA of 2.50, a minimum SAT score of 900, and demonstrate financial need. To retain the scholarship, the recipient(s) must remain a full-time student enrolled in the School of Nursing, maintain a minimum 2.50 GPA, and demonstrate satisfactory progress toward obtaining a degree. The Sally C. Dees Nursing Endowed Scholarship is to be awarded by the Barton College Scholarship Committee.

The **Harold and Velma Deitch Endowed Scholarship** was established by the Red Oak Christian Church (Disciples of Christ) of Greenville, North Carolina, in honor of Harold and Velma Deitch. First preference for this award is a Barton College student who is a member of the Christian Church (Disciples of Christ) and majoring in religion and philosophy. Second preference is to a student who is a member of the Christian Church (Disciples of Christ) but not majoring

in religion and philosophy. The selection committee will consist of representative(s) from the Religion and Philosophy faculty, within the School of Humanities, with priority being given to a qualified student from the Red Oak Christian Church (Disciples of Christ) Inc. Upon award of this scholarship to the recipient, a photograph along with a biographical sketch of at least 250 words shall be provided to the Red Oak Congregation in order to celebrate this recipient. This information will be used to develop a possible linkage with the awards recipients in the future.

The **Delta Zeta Sorority Endowed Scholarship** was established by the Theta Omega Chapter of Delta Zeta Sorority. This scholarship is awarded annually to one or more undergraduate students who are at least a sophomore, enrolled full time, a member of the Delta Zeta Sorority, show strong leadership abilities, and have a minimum GPA of 3.00.

The **Barry and Nonnie Dillehay International Travel Endowed Scholarship** was established by Barry and Nonnie Dillehay. The scholarship will be awarded for one academic year to assist one or more students with an international travel opportunity through the Honors programs. First preference will be given to undergraduate students who are in the Honors Program.

The **Disciples Leadership Scholarship** was established by combining the Isabel Peterson Undergraduate Fellowship and the Capital Call Fund. The scholarship is to be awarded to Disciples of Christ students who have demonstrated commitment to and leadership potential in the Christian Church. This scholarship is generally awarded in amounts greater than \$500. Renewable with a maintained GPA of 2.50. This scholarship is to be awarded by the Scholarship Committee, with recommendations from the Chaplain's office.

The **Jerry W. Dixon-McDonald's Scholarship** was established by the Jerry W. Dixon family. It is valued at \$1,000 annually and is awarded to a Wilson County student planning to enter the field of nursing.

The **Dove HealthCare, Inc. Margaret Williamson Drinkwater Endowed Scholarship**, in memory of Mrs. Drinkwater, was established by her daughter and son-in-law, Virginia and Larry Smith, and her grandson, Mike Tisdale, all officers at Dove HealthCare, Inc. The scholarship is awarded and renewable to a nursing major who demonstrates need and academic excellence. The recipient must maintain consecutive enrollment for up to four years and uphold a 3.00 GPA while enrolled at Barton College. An entering freshman must graduate in the upper 20 percent of the high school class or score at least 1,000 on the SAT and indicate desire to enter the nursing program at the end of their sophomore year. The scholarship has a regional preference for Wilson, Nash, Johnston, Edgecombe, Pitt, Warren, Halifax, Greene, Wayne, Lenoir, Franklin, and Duplin Counties.

The **John Walston Dunn Mathematics Scholarship** was established to honor Mr. Dunn and his 40-year tenure as a mathematics educator at the College. The scholarship is awarded to a rising senior majoring in mathematics. The recipient is chosen by faculty within the School of Sciences, based on the following criteria; displays an enthusiasm for learning, has willingness and

patience in assisting others to learn mathematics, provides service to the college community, has leadership qualities, and has a minimum 3.00 GPA. Priority is given to the student seeking teacher licensure.

The **Robert L. Dunn, Jr. Family Endowed Scholarship** was established by Robert Lee Dunn, Jr., and family, in memory of their mother and father, Mr. and Mrs. Robert Lee Dunn. This scholarship is awarded annually to an athlete participating in one of Barton College's intercollegiate sports. The recipient should be a native of Wilson County or one of the contiguous counties, and should have a minimum predicted 2.50 GPA. The scholarship is renewable provided the recipient maintains a minimum 2.50 GPA and continues to participate in one of Barton's intercollegiate sports. In the event that the scholarship cannot be awarded to someone from the designated geographical area, Barton College may select another athlete without regard to geographical restrictions.

The **Ted and Patti Durham Memorial Fund** was established by Marion F. Erwin and Daniel T. Erwin of Durham, North Carolina. The scholarship was established to honor two friends who became close as family to the Erwins during their college experience, and beyond. The Ted and Patti Durham Memorial Fund is to be awarded to a full-time student actively pursuing a bachelor's degree. The recipient must have a minimum 2.50 GPA on a 4.00 scale and must maintain a 2.50 GPA throughout his/her education at the College. Good citizenship and community activities should be considered. The scholarship will be awarded each year at the discretion of the Office of Financial Aid.

The **Fred M. Eagles Memorial Scholarship** was established by Betty Strickland Eagles in memory of her husband. The scholarship is awarded to a freshman who has a minimum predicted 2.00 GPA and is renewable for a maximum of four years, provided the student maintains a 2.50 GPA.

The **J.C. Eagles Endowed Scholarship** was established by endowment gifts from the Eagles family. The J.C. Eagles Endowed Scholarship is awarded annually to a Barton College undergraduate student who is a Wilson County native and maintains a 2.50 GPA.

The **E. Merle and Ollie Edwards Scholarship** was established in honor of Mr. and Mrs. Edwards of Kinston, North Carolina, by their sons, Tommy and Merle, Jr. Awarded annually, the scholarship is available for employees and their families, of the Edwards Group of companies that include Coastal Wholesale Grocery, Carolina Ice Company, and Edwards Investment Group, LLC. If the scholarship is not used by anyone related to the Edwards companies, then the scholarship will be directed toward individuals receiving the Eagle Scout Award through the Boys Scouts of America scouting program of the East Carolina Council.

The **Herbert and Mary Ellis Family Endowed Nursing Scholarship** was established with gifts through the estates of Laurie Ellis and Lottie Ellis. These funds will be designated for a student who has demonstrated the characteristics of a pre-professional nurse: scholarship, leadership, and service. It is anticipated that the recipient will have a minimum total SAT score of 1,200, or ACT equivalent, and will maintain a Barton GPA of 3.00 or higher.

The **Joseph Nassif and Essie Abeyounis El Ramey Memorial Endowed Scholarship** was established in memory of Mr. and Mrs. El Ramey by family and friends. First preference is given to residents of Farmville, North Carolina. Second and third preferences are students who are residents of Pitt County, North Carolina, or of the state of North Carolina, respectively. Selection is based on academic performance, citizenship, community involvement, and financial aid.

The **Etheridge-Hodgens Scholarship** was established by Miss Margaret Hodgens in memory of her parents and grandparents. First preference is given to students who are members of the Belgrade Methodist Church in Maysville, North Carolina.

The **William J. Evans Ministerial Scholarship** was established through an annuity provided by William J. Evans. Mr. Evans was a retired engineer who was a dedicated layman in the First Christian Church of Greensboro. The William J. Evans Ministerial Endowed Scholarship is to be awarded to a student or students selected by Religion and Philosophy faculty, within the School of Humanities, and the Director of Financial Aid. The student must have and maintain a minimum 2.50 GPA. Criteria include academic achievement as well as extracurricular activities, which reinforce the ministerial mission. The student must have the intention of pursuing the ministry in some aspect as a career.

The **Faculty and Staff Endowed Scholarship** was established by faculty and staff of Barton College. This scholarship is to be awarded by the Office of Financial Aid. The following considerations govern eligibility and selection: acceptance of application by the College by February 15, a minimum total SAT of 1,200 or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.50 or higher, and ranking in the top five percent of class (where available).

The **First Christian Church of Wilson Endowed Scholarship** was established by members of the First Christian Church of Wilson in 1993. First preference is given to members of the First Christian Church in Wilson. If there is not a candidate from the church, second preference is given to members of the Disciples of Christ churches in North Carolina. Selection of the recipient will be made by the Office of Admissions with the Office of Financial Aid.

The **Vance T. Forbes, Sr., Endowed Scholarship** was established by the Forbes Transfer Company, the family, and friends in memory and recognition of Mr. Forbes, who served on the College Board of Trustees for many years. Recipients shall have demonstrated strong academic achievement in high school as well as service to school, community and/or church and have

financial need. The scholarship is renewable provided the student maintains a grade point average of at least 2.50.

The **Ted C. Foy Scholarship** was established by friends of Dr. Ted C. Foy, who taught in the Department of English and Modern Languages. The award is given to an English major, chosen by the English and Modern Languages faculty within the School of Humanities.

The **Dr. and Mrs. Robert C. Frazier, Sr. Endowed Scholarship** was established by endowment gifts from Dr. and Mrs. Robert C. Frazier, Sr., in honor of their family. Dr. Frazier, Professor Emeritus, retired from the Barton faculty following thirty-eight years of teaching in the field of mathematics. Both Dr. Frazier, '53 and Mrs. Beth Frazier, '52 graduated from Barton (Atlantic Christian) College. Dr. Frazier earned a Bachelor of Arts degree in Mathematics Education. Mrs. Frazier earned a Bachelor of Arts degree in Mathematics Education and English Education. Preference is to be given to a student majoring in Mathematics with Teacher Certification, English with Teacher Certification, English with Teaching Certification, or a student, majoring in Religion, who plans to go into the ministry or other church-related career.

The **Samuel F. and Mable T. Freeman Endowed Ministerial Scholarship** was established through a bequest from the estate of Samuel F. Freeman in memory of his parents, Samuel F. Freeman, Sr., and Mary Elizabeth Davis Freeman, and in memory of Samuel F. Freeman, Jr., and his wife, Mable Topping Freeman. The scholarship was established to assist in the education of students preparing for the Christian ministry. The scholarship is to be awarded each fall to students meeting the criteria.

The **Samuel F. Mable T. Freeman Endowed Teaching Scholarship** was established through a bequest from the estate of Samuel F. Freeman in memory of his parents, Samuel F. Freeman, Sr., and Mary Elizabeth David Freeman, and in memory of Samuel F. Freeman, Jr., and wife, Mable Topping Freeman. The scholarship was established to assist in the education of students pursuing a career in public school teaching. The scholarship is to be awarded each fall to students meeting the criteria.

The **Nancy Forbes Freemon Endowed Scholarship** was established in memory of Jack and Lucille Forbes by endowment gifts from Nancy Forbes Freemon and friends. The Nancy Forbes Freemon Endowed Scholarship is to be awarded to a deserving student with financial need from eastern North Carolina. First preference should go to a student who is majoring in education. The award is made by the Office of Financial Aid.

The **Margaret Fulghum Scholarship** was established by Mrs. Fulghum to aid needy and deserving students.

The **Glaxo Smith Kline Women in Science Endowed Scholarship** is awarded to two full-time female students selected by the Vice President for Academic Affairs, the Dean of the School of Sciences, and the Director of Financial Aid. The student must have a 3.00 GPA or better on a 4.00 scale. The recipient must maintain a 3.00 GPA to maintain eligibility. First preference is given to a freshman woman expressing a strong interest in science. Second preference is given to a female student who has not received the award in a previous year from the sophomore, junior, or senior class.

The **Dr. John L. Goff and Bettye Newton Goff Endowed Scholarship** was established in January 2009 by Dr. John L. Goff. The endowed scholarship supports undergraduate students in the School of Education at Barton College. The Dr. John L. Goff and Bettye Newton Goff Endowed Scholarship is awarded annually to one or more full-time Barton College students who are studying elementary education. First preference will be given to a student from North Carolina who has a minimum high school GPA of 3.00, a minimum SAT of 1,000, and demonstrates financial need. To retain the scholarship, the recipient(s) must remain a full-time student, maintain a minimum GPA of 3.00, and demonstrate satisfactory progress toward obtaining a degree. The Dr. John L. Goff and Bettye Newton Goff Endowed Scholarship is to be awarded by the College's Scholarship Committee.

The **John Lewis and Lelia Hott Goff Scholarship** was established to honor the Reverend and Mrs. Goff by their sons. It is designated for a ministerial student or other student from the First Christian Church of Williamston, North Carolina. Next preference is given to a student from Martin County, North Carolina, and then to any qualified ministerial student.

The **Foy N. and Joyce P. Goforth Scholarship** was established by Mrs. Goforth in memory of her husband. The renewable scholarship is awarded to a junior or senior nursing major with first preference given to a student from Wilson or Lenoir counties.

The **Gordon Street Christian Church Ministerial Scholarship** was established by this congregation in Kinston, North Carolina, through the use of their Raymond M. Brown Memorial Fund. First preference is given to ministerial students from Gordon Street Christian Church. Second preference is given to ministerial students from the Christian Church (Disciples of Christ) in North Carolina. Third preference is to be determined by the Office of Financial Aid.

The **Ruth Patton Grady Scholarship** was established through the will of Mr. James Calhoun Grady in honor of his wife. First preference is given to a minority entering freshman planning to major in elementary education. Second preference is to other entering freshmen planning to major in elementary education, with third preference being any transfer student meeting the eligibility requirements. Eligibility includes an overall high school grade point average of 3.00 and a minimum SAT score of 920. The scholarship is renewable each year if the student maintains a grade point average of at least 2.75 and continues as an elementary education major.

The **John Graves II Memorial Endowed Scholarship** was established by Mr. and Mrs. Tom W. Graves of Wilson, North Carolina, in memory of their son, John Graves II. This scholarship will be awarded by the Office of Financial Aid. The following considerations govern eligibility and selection: acceptance of application by the College by February 15, a minimum total SAT of 1,200 or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.50 or higher, and ranking in the top five percent of class (where applicable).

The **John and Betsy Graves Nursing Scholarship** is a \$1,000 scholarship awarded annually to a student pursuing a degree in nursing. The scholarship is funded from an endowment established by Mr. and Mrs. Graves. The scholarship is renewable contingent upon maintenance of a 3.00 GPA. The recipient is selected by the School of Nursing.

The **Tom and Virginia Graves Endowed Nursing Scholarship** was established through the estate of Mr. Graves. Nursing majors who maintain a 3.00 GPA are eligible for this renewable scholarship.

The **James Morrison Griffin and Catherine Brewer Griffin Endowed Scholarship** was established in recognition of Morrison and Catherine Griffin by endowment gifts from the James M. Griffin and Catherine B. Griffin Charitable Remainder Annuity Trust. The James Morrison Griffin and Catherine Brewer Griffin Endowed Scholarship is awarded annually to one or more Barton College undergraduate students who have a minimum GPA of 2.00 and financial need.

The **Janie Davis Griffin International Travel Endowed Scholarship** was established by Janie Davis Griffin, Trustee, and long-time friend of Barton College. The Janie Davis Griffin International Travel Endowed Scholarship is awarded annually to one or more Barton College undergraduate students who are participating in the Honors or Travel programs.

The **Margaret McDaniel Griffin and James E. Griffin Endowed Scholarship** was established through an estate gift from Margaret McDaniel Griffin. The Margaret McDaniel Griffin and James E. Griffin Endowed Scholarship is awarded annually to an undergraduate student at Barton College with preference given to a rising junior or senior education major who plans to enter the field of teaching.

The **Mabel M. Griffin Endowment** was established by her son, Grady Griffin, on behalf of the eleven children in the Griffin family, to honor their mother. Of these eleven children, seven attended Atlantic Christian College and five graduated. The Mabel M. Griffin Endowment is awarded to a Wilson County student majoring in the first preference, Theatre; and second preference, Art. If no one qualifies under these categories, then it should go to a Wilson County student studying a major within the School of Visual, Performing, and Communication Arts. The student must have and maintain a 2.75 GPA. The scholarship is renewable for up to four years. The School of Visual, Performing, and Communication Arts must have all recipients in by March 31st annually to the Office of Financial Aid.

The **Hackney Brothers Body Company Scholarship** is available through the longtime generosity of the Hackney Brothers Body Company, which was founded in Wilson in 1854 and operated here until 1996. Originally established at the College for spouses and children of Hackney Bros. employees, this endowment fund now provides unrestricted scholarships to full-time students selected by the Admissions and Financial Aid Offices.

The **George Hackney Scholarship** was established by the Hackney family in memory of the forefather who played such a major role in establishing Barton College. The George Hackney Scholarship is to be awarded to a deserving student showing outstanding academics and leadership. The recipient must have a minimum 2.50 GPA.

The **John N. Hackney, Jr. Scholarship** was established through the generosity of the Hackney family and the John Hackney Agency, Inc. The first preference for awarding this scholarship will go to an employee or employee family member of any of the Hackney Insurance offices. The second preference for this scholarship is that it be awarded to any deserving student demonstrating outstanding academic and leadership abilities. The student must have a minimum of 2.50 GPA and be a resident of Wilson, Nash, Pitt, Halifax, Edgecombe or Greene counties. The award will be made by the Office of Financial Aid.

The **Thomas J. Hackney, Jr., Endowed Scholarship** was created through funds from the Flame of Truth Award given in honor of Mr. Thomas J. Hackney, Jr., former Chairman of the College Board of Trustees. This scholarship will be awarded by the Office of Financial Aid. The following considerations govern eligibility and selection: acceptance of application by the College by February 15, student must have a minimum total SAT of 1,200 or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.50 or higher, and ranking in the top five percent of class (where applicable).

The **Thomas J. Hackney, Sr. Endowed Scholarship** was established through the estate of Mrs. Evelyn J. Hackney, in memory of her husband, Mr. Thomas J. Hackney, Sr., former Chairman of the College Board of Trustees. This scholarship will be awarded by the Office of Admissions. The following considerations govern eligibility and selection: acceptance of application by the College by February 15, student must have a minimum, recentered total SAT 1,200 or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.50 or higher, and must rank in the top five percent of class (where applicable).

The **Mary Hadge Endowed Scholarship** was established in support of students at Barton College by a gift from Jim Hadge, brother of Mary Hadge Roberson. The Mary Hadge Endowed Scholarship is awarded annually to one or more Barton College students majoring in English or elementary education. First preference will be given to a student who plans to be a teacher.

The **Marina R. Hardison Endowed Scholarship** will be used to provide financial assistance for young men or women who have demonstrated commitment to, and leadership potential in, their church, and will be awarded on the basis of academic ability, extracurricular activities and leadership potential. First selection preference will be given to members of a Christian Church (Disciples of Christ). The student must maintain a 2.50 GPA, be enrolled as a full-time student, and demonstrate financial need. The award is to be made by the Office of Financial Aid.

The **J.J. Harper Family Scholarship** was established by the Harper family. The recipient is chosen on the basis of financial need by the Office of Financial Aid in consultation with the Office of Admissions. The scholarship is renewable provided the student makes prescribed progress toward graduation.

The **Elizabeth Martin Harrell Endowed Scholarship** was established by her children and brother in order to honor their mother and sister's lifetime as an educator. She educated the family first and then went on to become a science teacher. The Elizabeth Martin Harrell Endowed Scholarship is awarded annually to one or more Barton College students who plan to major in Education, with a possible interest in teaching science. The family's first choice is for the scholarship to help a non-traditional student which would best reflect their mother's path to teaching.

The **Everett J. and Gladys B. Harris Scholarship** was established by their daughter, Sarah Alice Harris, a graduate of the College in 1956, in memory of her parents. This scholarship was established to honor her father's career in the ministry and her mother's devotion to music. In years when the fall semester is an odd number, the scholarship is awarded to a senior religion major in memory of the Reverend and Mrs. Harris. In years when the fall semester is an even number, the scholarship is awarded to a senior who has demonstrated a propensity for music through course study, performance with the choir of the symphony, in memory of Mrs. Harris. Should no such candidate be selected under the music criteria, the award will revert to a senior religion major and be given in memory of the Reverend and Mrs. Harris.

The **Mildred E. Hartsock Scholarship** was established by friends of Dr. Hartsock, who served as Chair of the Department of English at the College for 33 years. The scholarship is awarded to an English major by the faculty of the English and Modern Languages program within the School of Humanities.

The **James B. Hemby, Jr., Scholarship** was established by Mr. and Mrs. L. Vincent Lowe, Jr., of Wilson, North Carolina. The scholarship is awarded annually to a student who has a minimum predicated grade point average of 2.00. The scholarship is renewable if the student maintains at least a 2.50 GPA.

The **Jim and Joan Hemby Endowed Scholarship** was established by Dr. and Mrs. James B. Hemby, Jr., both graduates of Atlantic Christian College. Dr. Hemby served as President of Barton College from 1983-2003. The Jim and Joan Hemby Endowed Scholarship is to be awarded to an

incoming freshman who has a minimum predicted grade point average of 3.00. The recipient must maintain a minimum grade point average of 3.00 and stay enrolled consecutively. The award may be received up to four years.

The **Wortley Harrell Herring Endowed Scholarship** is named by Mrs. Wortley Forbes to honor her mother, a 1942 graduate of Atlantic Christian College. The scholarship has been funded through the generosity of Mr. and Mrs. Vance T. Forbes, Jr., as a special Centennial Campaign contribution. The award was founded to aid learning disabled students in receiving an education that will provide them with an outstanding foundation for their future. The Wortley Harrell Herring Endowed Scholarship is to be awarded to a student with a documented learning disability. The criteria states that the student be from North Carolina and have a minimum 2.00 GPA. Preference is that the scholarship is renewable for 4 years as long as a 2.00 GPA is maintained. The scholarship will be appointed by the Assistant Dean of Student Success and the Director of Financial Aid.

The **Peggy and Steve Hicks Endowed Scholarship** was established through the will of Mr. Steve Hicks of Rocky Mount, North Carolina, in memory of his wife, Peggy, and himself. This scholarship will be awarded by the Office of Financial Aid. The following considerations govern eligibility and selection: acceptance of application by the College by February 15, a minimum total SAT of 1,200 or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.50 or higher, and ranking in the top five percent of class (where applicable).

The **Judy Howard Hill Nursing Endowed Scholarship** was established on June 27, 2015, with a gift from Mr. Germon Earl Hill and Mrs. Judy Howard Hill '91 in honor of their 50th Wedding Anniversary. This scholarship will be awarded annually to a rising junior or senior nursing program major who has a minimum GPA of 2.5.

The **Hillyer Memorial Christian Church Scholarship** was established to assist a Barton College student. First preference is given to a student who is a member of Hillyer Memorial Christian Church of Raleigh, North Carolina. Second preference is given to a student from another Christian Church (Disciples of Christ) in Wake County, North Carolina, third preference is given to a Disciples of Christ (DOC) student, and fourth preference is given to a student from Wake County. In order to retain the scholarship, the recipient must remain a full-time student and continue to meet the criteria.

The **Edward B. Holloway Endowed Scholarship** was established through the estate of Edward B. Holloway, longtime professor of history and college archivist at Barton College. The Edward B. Holloway Endowed Scholarship is awarded annually to one or more Barton College students by the Office of Admissions. The Holloway Scholarship is renewable if the student(s) maintains a 2.50 GPA after the freshman year.

The **Charles and Christine Holmes Endowed Scholarship** was established by Charles and Christine Holmes. The endowed scholarship supports undergraduate students in the School of Business at Barton College. The Charles and Christine Holmes Endowed Scholarship is awarded annually to one or more full-time Barton College students who are majoring in accounting. First preference will be given to an accounting major from Eastern North Carolina who has a minimum high GPA of 3.00 and minimum SAT score of 900. To retain the scholarship, the recipient(s) must remain a full-time student, maintain a minimum GPA of 3.00, and demonstrate satisfactory progress toward obtaining a degree. The Charles and Christine Holmes Endowed Scholarship is to be awarded by the College's Scholarship Committee.

The **Mona Jarvis and Callaree Jarvis Horton Endowed Scholarship** was established in support of students at Barton College by a gift from the estate of Mona Jarvis and by gifts from her sister, Callaree Jarvis Horton. The Mona Jarvis and Callaree Jarvis Horton Scholarship is awarded annually to one or more Barton College students who demonstrate financial need and plan to major in Education, preferably elementary education.

The **C. Dwight Howard Endowed Scholarship** was established by Mr. C. Dwight Howard, class of 1966, and is given in memory of his son, Todd. First preference for this scholarship will be given to a Lenoir County resident. Second preference will be given to a resident of eastern North Carolina (east of Raleigh), with third preference given to a student from North Carolina.

The **Irene and Reece Howell Endowed Scholarship** was established in support of students at Barton College by endowment gifts from Irene and Reece Howell. The Irene and Reece Howell Scholarship is awarded annually to one or more Barton College students who have financial need and demonstrate interest in career and community.

The **International Academic Travel Endowment** was established through gifts from alumni and friends of Barton College. The International Academic Travel award will be made through the Office of the Vice President for Academic Affairs in conjunction with the Honors Program committee. The committee evaluates an essay written by student recipients. Each student will receive a \$1,000 award.

The **International Studies Endowment Fund** was established by Helga and Ery Kehaya. The recipient is to be chosen by a committee composed of: the Vice President for Enrollment Management, the Vice President for Academic Affairs, and one faculty member. The recipient should be a Western European student.

The **G. Terry Jackson '66 Endowed Scholarship** has been established by Mr. G. Terry Jackson, a 1966 graduate, out of kind regard and recollection for the N.C. Iota Chapter of the Sigma Phi Epsilon Fraternity. The G. Terry Jackson '66 Endowed Scholarship should be awarded annually to all eligible members of the Sigma Phi Epsilon fraternity. The recipient(s) must be a rising senior(s) with a cumulative GPA in excess of 2.70. If the scholarship is unawarded during any given year, the interest will be returned to the corpus.

The **Ada and Mona Jarvis Scholarship** was established by the two Jarvis women, who were both educators, from Washington, North Carolina. The Ada and Mona Jarvis Scholarship should be awarded to a deserving student who demonstrates financial need and plans to major in education, preferably elementary education.

The **Bertha C. Johnson Scholarship** was established through the will of Miss Johnson of Grifton, North Carolina. It is awarded to incoming freshman students who have demonstrated academic success in their high school curriculum. The award is made through a joint decision of the offices of Financial Aid and Admissions.

The **Winnie Walls and Dwight Johnson Endowed Scholarship** was established through a gift from Dr. Dwight Johnson. The Winnie Walls and Dwight Johnson Endowed Scholarship is awarded annually to one or more undergraduate students who are majoring in science or nursing at Barton College and who grew up in Wilson, Nash, Edgecombe, or Pitt County.

The **Bethany Rose Joyner Endowed Scholarship** was established by family and friends of Bethany Joyner '47, who served as Registrar of the College from 1953 to 1992. The scholarship is to be awarded to an incoming freshman who has financial need, who has demonstrated above-average academic abilities, and who has participated in worthwhile school and community activities. The scholarship may be renewed each year as long as the recipient maintains a minimum 2.50 GPA.

The **Reverend Hugh and Ida Kelly Endowed Scholarship** was established by James W. Kelly and the Reverend Hugh Kelly, her son and husband respectively, in remembrance of Ida. The scholarship will be awarded to a full-time freshman student actively pursuing a bachelor's degree in business administration. The recipient must have a minimum 2.50 GPA on a 4.00 scale upon graduation from high school and maintain a 2.50 GPA throughout his/her college enrollment. Good citizenship and participation in school and community activities are considered. The scholarship award shall be for one academic year and may be renewed on an annual basis until graduation. The recipient may receive additional awards at the discretion of the Scholarship Awards Committee. The recipient of The Reverend Hugh and Ida Kelly Endowed Scholarship will be listed in a news release in the hometown of the student.

The **Arthur J. Kennedy Scholarship** was established by the Armenia Christian Church of Kinston, North Carolina. The scholarship is given to a student needing financial assistance with preference given to a student from the Armenia Christian Church.

The **Sara Lynn and K.D. Kennedy, Jr., Endowed Scholarship** was established by Mr. Kennedy, president of Electric Supply Company. The renewable scholarship is presented annually to the son or daughter of an Electric Supply employee.

The **Kiwanis Club of Wilson – All-American Endowed Scholarship** is given through the generosity of the Wilson All-American Kiwanis Club lunch group. This scholarship enhances the Kiwanis mission of helping youth by aiding in Wilson students educational endeavors. The Wilson – All-American Kiwanis Club Endowed Scholarship is to be awarded to a Wilson County student who demonstrates need and academic excellence. The recipient must have and maintain a 3.00 GPA while enrolled at Barton College. The award is renewable for a maximum of four years.

The **Kathlyn Jackson Kopp Scholarship** was established through the will of Mrs. Kopp '21. The scholarship is awarded annually by the School of Education to a student majoring in teacher education.

The **Floyd Lee Lamm Endowed Scholarship** was established by Minnie D. Lamm in memory of her husband. The Floyd Lee Lamm Endowed Scholarship will be awarded to a full-time undergraduate student at Barton College who demonstrates financial need.

The **Ned Liggon Memorial Scholarship** was established by friends of family in memory of Ned Liggon. The recipient must be a North Carolina resident, maintain athletic and academic eligibility, must show good campus citizenship, and has potential for or has made contributions to the athletic program at Barton College.

The **Mamie Jennings Lucas Scholarship** was established by Ann Jennings Goodwin in honor of her aunt, who taught elocution at the College from 1911 to 1913 and again in the mid-1920s. First preference for scholarship is given to a student majoring in the English and Modern Languages program within the School of Humanities. Selection of the recipient is made by the English and Modern Languages faculty.

The **Lumberton Christian Church Endowed Scholarship** was established to perpetuate the name of the church and honor and remember the Myrtie Rose and Howard M. Beasley, Sr., family, the Ada Carroll family, and the G.L. Canady family, as well as many other families that have faithfully served the church. The recipient must be a full-time student who demonstrates need and meets the following criteria: first preference is a North Carolina resident who is a member of the Christian Church (Disciples of Christ), and who has indicated an interest in majoring in religion and philosophy; the second preference is given to a student who is a member of the Christian Church (Disciples of Christ) without residency restrictions and regardless of career goals.

The **Jerry and Betty MacLean Endowed Scholarship** is to be awarded to a student majoring within the History and Social Sciences program in the School of Humanities, with first priority given to majors in history or secondary social studies education. The recipient must have and maintain at least a 3.0 grade point average. The award is renewable for a maximum of 3 years. The award, which will be made by the History and Social Sciences faculty, must be made and forwarded to the Financial Aid Office by March 31st annually.

The **Theresa L. Magruder Nursing Scholarship Fund** was provided by the estate of Theresa L. Magruder, the first graduate of the School of Nursing in Wilson, the forerunner of the nursing program at the College. This annual scholarship is awarded by the School of Nursing to one of its majors.

The **Courtney James Manning Endowed Scholarship** was established by endowment gifts from the Manning family and friends, in memory of Courtney J. Manning, longtime Campus Counselor at Barton College. The Courtney James Manning Endowed Scholarship is awarded annually to one or more Barton College undergraduate students who are either pursuing a major in psychology or social work, or who have a learning disability.

The **Markham Endowed Scholarship for International Travel** was established by Coleman and Johnsie Markham in honor of his parents, Daniel Coleman and Gladys Cain Markham, to provide deserving students with an opportunity to travel and experience international cultures. A percentage of interest generated from the endowment's corpus will be used yearly at the discretion of the Religion and Philosophy faculty, within the School of Humanities, to assist deserving students at Barton College participating in program sponsored international travel courses. In the event the Religion and Philosophy program does not sponsor an international travel trip in a given year, the interest may be used for deserving students in an international travel course sponsored by another discipline in the humanities.

The **C.B. Mashburn Scholarship** was established by Mrs. Marjorie M. Lancaster in memory of her father, C.B. Mashburn '11, who was a Christian Church (Disciples of Christ) minister, and a member of the Board of Trustees of the College from 1922 to 1946. Preference is given to a Christian Church (Disciples of Christ) student majoring in religion and philosophy. The recipient is selected by the Religion and Philosophy faculty, within the School of Humanities, and the Chaplain of the College, in conjunction with the Office of Financial Aid.

The **Bessie Massengill Art Scholarship** was established through the will of Dr. Mildred Hartsock to honor a former Dean of Women at the College. The scholarship is awarded annually to a student majoring in art. The recipient is selected by the faculty of the Visual Arts program within the School of Visual, Performing, and Communication Arts.

The **Sue Credle May Memorial Scholarship** was established by Mr. and Mrs. John Milton May of Winterville, North Carolina, in memory of their daughter. First preference is given to a student from Pitt County, North Carolina; second preference is given to a student from Tyrell County, North Carolina. The recipient must have a demonstrated financial need.

The **Gina Allen McCuen Endowed Leadership Scholarship** was established in support of the Sigma Sigma Sigma Sorority by endowment gifts by Virginia Allen McCuen. Mrs. McCuen was instrumental in establishing the Sigma Sigma Sigma sorority at Barton College in the 1960s,

while a student at the College. The Gina Allen McCuen Endowed Leadership Scholarship is to be awarded to one or more undergraduate students who are at least a sophomore, enrolled fulltime at the College. She must be a member, in good standing, of Sigma Sigma Sigma Sorority. The recipient must show strong leadership abilities and have a GPA of 2.8, preferably 3.0, and show strong potential for continued academic achievement.

The **Mary Griffin McKellar Endowed Scholarship** was established by Mary McKellar, a retired teacher and 1956 graduate of Atlantic Christian College. The Mary Griffin McKellar Endowed Scholarship is to be awarded to a student enrolled in Barton's Graduate and Professional Studies Program. The student should have a GPA of 3.00 or higher and show financial need. First preference should be given to students who are from a county east of Raleigh. The scholarship is renewable providing the recipient remains in good standing and continues to meet other considerations for the award.

The **Angus R. and Elsie Boyette McRacken Scholarship** was established by Mrs. McRacken. First preference is given to a student from the Kenly Presbyterian Church of Kenly, North Carolina. Second preference is given to a student who is a relative of the McRacken family who is a member of the Presbyterian Church. The candidate must demonstrate above average academic capabilities. To retain the scholarship, the student must maintain a 2.50 GPA. Financial need is considered only as a secondary criterion.

The **Men's Civic Club Endowed Scholarship** was established by the Men's Civic Club of Wilson. The scholarship is awarded to a junior education major who is a minority student from Wilson County, North Carolina. The scholarship is renewable for the senior year under the same criteria.

The **James I. Miller Endowed Scholarship** was established by combining the James I. Miller Endowment and the James I. Miller General Loan Fund. The James I. Miller Endowed Scholarship is to be awarded to a deserving student who has financial need and has a record of academic success and shows strong potential for continued academic achievement and personal growth at Barton College. The James I. Miller Endowed Scholarship will be awarded for one academic year, and may be renewed if the recipient remains in good standing with the College and maintains a GPA of 2.00.

The **Manley Morton "Timothy Fellowship" Scholarship** was established through the will of Mr. Morton of Fort Lauderdale, Florida, who was the first male graduate of the College. These are awarded to students dedicating their lives to full-time Christian service. Awards are made upon the recommendation of the Religion and Philosophy faculty, within the School of Humanities. The Selah Morton Nursing Scholarship has been combined with the Manley Morton "Timothy Fellowship" Scholarships.

The **Clarence H. and Florence C. Moyer Endowed Scholarship** was established with funds from the Clarence H. Moyer estate, and from Mrs. Clarence H. Moyer, in memory of her husband. This scholarship will be awarded by the Barton College Scholarship Committee. The following considerations govern eligibility and selection: the student must have a minimum SAT of 1,000 or higher (or ACT equivalent), and a minimum grade point average of 3.00 or higher.

The **Moses W. and Frances D. Moyer Scholarship** was established by Ms. Frances Moyer in memory of her husband and in honor of the long tradition of involvement with the College by members of the Moyer family. The Moses W. and Frances D. Moyer Scholarship is awarded annually to an undergraduate student at Barton College whose faith in Christ is exemplified in community service, service to the church, or mission work.

The **A. Randolph and Cora Lee O. Munn Scholarship** was established by Cora Lee Munn, class of 1929, in memory of her husband, Randolph “Randy” Munn. The A. Randolph and Cora Lee O. Munn Scholarship will be awarded to a full-time undergraduate student at Barton College who demonstrates financial need.

The **Amrut Nakhre Endowed Scholarship** was established by friends and from students of Dr. Nakhre, a longtime faculty member teaching political science at Barton College. This scholarship is to be awarded to the student with the highest grade point average among applicants. To be eligible for the scholarship, the student must have a 2.80 GPA and be an upperclassman (junior or senior) majoring in political science. The History and Social Sciences faculty, within the School of Humanities, makes the selection.

The **William P. Nixon, Jr., and Family Endowed Scholarship** is awarded annually to freshman and upperclassman who are members of the Barton College baseball team. Initial preference is given to players from eastern North Carolina. In the case of the upperclassman, preference is given to players possessing a grade point average of 2.50 or better and who, in the judgment of the baseball coach, have demonstrated exceptional leadership and commitment to the program. The scholarship was established by Dr. William P. Nixon, Jr., a 1965 graduate.

The **Nonaka Family Endowed Scholarship Fund** was established by Kaoru Nonaka, an alumnus of the College from Japan. The earnings from the Nonaka Family Endowed Scholarship Fund are to be used to support international Barton College undergraduate student(s) with financial need. The endowed scholarship is to be awarded annually to one or more Barton College students. The undergraduate student must submit his/her transcripts through World Education Services (WES) for evaluation, and score a minimum of 71 on the TOEFL exam for English competency. Submission of Scholastic Aptitude Test (SAT) scores is encouraged. The student must maintain a Barton College Grade Point Average (GPA) of 3.0 to renew the annual award.

The **Joseph Bryan and Jane Wilson O'Neal Endowed Scholarship** was established through the will of Dr. Ruth O'Neal of Winston-Salem, North Carolina, in memory of her parents, Mr. and Mrs. Joseph Bryan O'Neal. Preference for this scholarship is given to a student who is pursuing a career in a science related field. This scholarship is awarded by the Office of Financial Aid. The following considerations govern eligibility and selection: acceptance of application by the College by February 15, a minimum total SAT of 1,200 or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.50 or higher, and ranking in the top five percent of class (where applicable).

The **Dr. Ruth O'Neal Scholarship** was established through the will of Dr. O'Neal of Winston-Salem, North Carolina. The scholarship is for students pursuing careers in science or science related fields and is awarded by the Science and Mathematics faculty within the School of Sciences.

The **Lillian Liverman Owens – Anna Jane Owens Ruffin Endowed Scholarship** was established by Mrs. Ruffin's sons, family and friends, in honor of their grandmother, Lillian Liverman Owens, and their mother, Anna Jane Owens Ruffin. The renewable scholarship is to be awarded to a student from Wilson County with exceptional character and financial need. The recipient must maintain a minimum 2.00 GPA and show continued improvement while enrolled at Barton.

The **Wilbert T. and Callorie Owens Scholarship** was established through the will of Mr. Owens of Washington, North Carolina, in memory of him and his wife.

The **Aileen and Bill Parish Family Endowed Scholarship** was established by endowment gifts from the Aileen and Bill Parish family, and friends. The Aileen and Bill Parish Family Endowed Scholarship is to be awarded to a deserving student with first preference given to a member of the Christian Church. This award is made by the Office of Financial Aid.

The **Graham and Dorothy L. Parker Endowed Scholarship** was established through the estate of Mrs. Dorothy L. Parker, a Wilson native. The scholarship is awarded to students from Wilson County. The award is renewable and the amounts may be determined by the offices of Financial Aid and Admissions.

The **Willie Parker Scholarship** was established by Mr. Parker in memory of his beloved teacher and mentor, Dr. Mildred E. Hartsock. The recipient of this scholarship must demonstrate superior academic achievements, goals, and standards. Each year the award is made on the recommendation of the English and Modern Languages faculty within the School of Humanities.

The **Frank and Anna Penn Scholarship** was established by Charles A. Penn and Jefferson Penn of Reidsville, North Carolina, as a memorial to their parents. It is open to any student who is a member of one of the Christian Churches in Rockingham County, North Carolina.

The **M.W. “Pete” Peterson and Isabel D. Peterson Endowed Scholarship** was funded by Mrs. Isabel D. Peterson of Charlotte, North Carolina, in memory of her husband, Mr. M.W. “Pete” Peterson. First preference goes to a student from the First Christian Church in Charlotte, North Carolina. Second preference goes to a student from the Eastfield Christian Church in Charlotte, North Carolina. Third preference goes to a student from the South Park Christian Church in Charlotte, North Carolina. In a given year should there not be a student from any of these Charlotte churches attending the College, the scholarship is to be awarded to any Barton student at the discretion of the offices of Admissions and Financial Aid.

The **Bill and Janie Creel Phillips Endowed Scholarship** was established through an initial gift of a \$17,000 planned annuity gift by Janie Creel Phillips, class of 1954, and a \$10,000 gift by her husband, William “Bill” E. Phillips, Jr. The Bill and Janie Creel Phillips Endowed Scholarship is awarded annually to an undergraduate and/or graduate nursing student.

The **Mary C. Pipkin Scholarship** was established by the estate of Mary Pipkin of Goldsboro, North Carolina.

The **Steve Pittman Endowed Scholarship** was established by family and friends of Steve Pittman. Preference will be given to a Barton College undergraduate student who is from Wilson County and then from Edgecombe, Franklin, Greene, Johnston, Nash, Pitt, Wake or Wilson counties, has a minimum of 2.00 GPA, and has a desire to major in Mass Communications with a concentration in Audio Recording Technology.

The **Harriet Settle Plyler Memorial Scholarship** was established through the will of Mrs. Plyler ’11, and by her son, Mr. B.B. Plyler, Jr. The recipient is selected by the music faculty. Criteria for the scholarship include excellence in music performance and academic achievement.

The **Lena Glenn Pratt Memorial Scholarship** was created for young people who plan to enter the Christian ministry.

The **President’s Contingency Fund** was established in 1989 through the generosity of Mrs. S. Grady Deans. The recipient is to be selected by the Barton College Scholarship Committee.

The **Price-Watson Endowed Scholarship Award** was established by Ivan S. Price ’75, in memory of his father, Mr. Ivan Price, Sr., and in honor of his mother, Mrs. Balmerlee Watson Price. An award is presented each year to a student in Commercial Design – Studio Art, with a concentration in Graphic Design, who has a GPA of 3.00 within the major and demonstrates financial need.

The **Gene A. Purvis Most Exemplary Student Endowed Scholarship** was established through gifts from, and the will of, Mr. Gene A. Purvis of Belhaven, North Carolina. Mr. Purvis taught in the School of Education at Atlantic Christian College/Barton College from 1966-1988. Each year the School of Education faculty selects a rising senior education major to receive the Gene A. Purvis Most Exemplary Student Endowed Scholarship.

The **Emma Wiggs Riley Memorial Scholarship** for Nursing was established by Mr. Gibson Riley of New Bern, North Carolina, in memory of his wife. It is awarded to an upper-class student in nursing who has a need for financial assistance and demonstrates scholastic merit. Priority is given to registered nurses working toward the baccalaureate degree in nursing.

The **W.R. and Rosa W. Roberson Endowed Scholarship** was established through the estate of Mr. Roberson following his death in 1961. Their daughter and grandchildren have made subsequent gifts to the endowment honoring Mr. and Mrs. Roberson. Preference for this scholarship is given to a student who intends to pursue a career in either the Christian ministry or in a church vocation. This scholarship will be awarded by the Office of Admissions. The following considerations govern eligibility and selection: acceptance of application by the College by February 15, a minimum total SAT of 1,000 or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.0 or higher, and ranking in the top five percent of class (where applicable).

The **Will and Sarah Condon Rodgers Memorial Scholarship** was established through the will of Mrs. Rodgers. The scholarship is based on need and academic promise, and it provides approximately two-thirds of the cost of tuition, room, board, books, and fees. First preference is given to students from Wilson and Greene counties in North Carolina.

The **Rotary Club of Greater Wilson Endowed Scholarship** was founded through the generosity of the Rotary Club of Greater Wilson. The award is given to a rising junior or senior with a minimum 2.50 GPA and who demonstrates financial need. First preference is given to residents of Wilson County, second preference to residents in the Eastern North Carolina area, and third consideration is given to a resident of North Carolina. The selection of the recipients is made at the beginning of the fall semester by representatives of the Office of Admissions in consultation with the Director of Financial Aid. The grant is distributed in two equal parts, half for the fall semester and half for the spring semester. The scholarship is renewable provided the recipient continues to meet the scholarship criteria.

The **Anne Harrison Ruffin Memorial Endowed Scholarship** was established by Harvey B. Ruffin, and family, in memory of Mrs. Ruffin. A \$3,000 scholarship is awarded annually to an entering freshman who is a resident of Wilson County, has a demonstrated financial need, and has a 2.00 predicted grade point average. The scholarship is renewable.

The **Lillian McDougall Ruggiero Scholarship** was established to aid students planning to enter the full-time ministry of the Christian Church, with first preference given to applicants from the First Christian Church of Charleston, South Carolina.

The **Saratoga Christian Church Scholarship** was established to aid a church vocations student from a member family of the Saratoga Christian Church. Should there not be a student from the church in a given year, the scholarship is to be awarded in order of preference to: a church vocations student from the Christian Church (Disciples of Christ) from North Carolina; a church vocations student from the Christian Church (Disciples of Christ); and a church vocations student from other than above. The recipient is selected by the Religion and Philosophy faculty, within the School of Humanities, in conjunction with the Office of Financial Aid.

The **Saunders Memorial Scholarship** was established by members and friends of the Saunders family in honor of William and Mary Jane Saunders, their sons, John Thomas, Joseph Albert, and David Guy Saunders, and their daughters, Lucy Saunders Metts and Nan Saunders Taylor. The scholarship provides financial assistance to deserving students. First preference is given to students from the First Christian Church of Richlands, North Carolina. Second preference is given to students graduating from Richlands High School.

The **Oreon E. Scott Endowed Scholarship** was established through a grant from the Oreon E. Scott Foundation. First preference is given to a student who is a member of the Christian Church. This scholarship is to be awarded by the Office of Financial Aid. The following considerations govern eligibility and selection: acceptance of application by the College by February 15, a minimum total SAT of 1,200 or higher (or ACT equivalent), and minimum, unweighted high school grade point average of 3.50 or higher, and ranking in the top five percent of class (where available).

The **Eric W. Sellers Endowed Scholarship** was established in 2005 by the Medic Educational Foundation to honor Eric's lifelong commitment to education. The scholarship is available to entering freshmen and is awarded on the basis of academic ability, extracurricular activities, and leadership potential. Recipients must be enrolled as full-time students and maintain satisfactory progress toward a degree to retain the scholarship during their freshmen year. The selection of the student will be made by the Office of Admissions.

The **Pete and Sarah Sellers Endowed Scholarship** was established by Eric and Pam Sellers in honor of Eric's parents, Pete and Sarah. The scholarship is renewable and awarded annually to a student majoring in religion and philosophy and/or a student in need of financial assistance.

The **Richard Washington Shackleford and Ruby Paschall Shackleford Memorial Endowed Scholarship** was established by Mrs. Ruby Paschall Shackleford in memory of her husband. The scholarship recipient will be selected in the spring by a scholarship selection committee, chaired by the Director of Financial Aid. The scholarship recipient shall be a full-time freshman actively pursuing a bachelor's degree in secondary education, majoring in English. The recipient must have a 2.50 GPA on a 4.00 scale or an equivalent academic record upon graduation from high school and must maintain a 2.50 GPA throughout his/her education at the College. Good citizenship and school activities should be considered. The scholarship award shall be for one academic year and may be renewed on an annual basis until graduation.

The **John A. Shanks Endowed Scholarship** was established in his honor, by his wife, Yvonne E. Shanks. The earnings from the John A. Shanks Endowed Scholarship Fund are to be used to support Barton College undergraduate student(s) with financial need. The endowed scholarship is to be awarded annually to one or more Barton College students. The student must be at least a sophomore with a Barton College GPA of 3.20. Preference shall be given to School of Business majors with financial need. The endowed scholarship will be awarded by the faculty of the School of Business.

The **Yvonne Everitte Shanks Endowed Scholarship** was established by Yvonne Everitte Shanks. The earnings from the Yvonne Everitte Shanks Endowed Scholarship are to be used to support Barton College undergraduate students annually with financial need. The student must be at least a sophomore with a Barton College GPA of 3.20. Preference shall be given to School of Business majors and awarded by the faculty of the School of Business.

The **Robert Sharpe Family Endowment Fund** was established by Robert F. "Bobby" Sharpe and his wife, Anne Morgan Sharpe. The generosity of this entire Sharpe Family has provided the funding for this academic award. This scholarship is to be awarded to a Wilson County student demonstrating outstanding leadership and academics. The candidate must have a minimum 2.50 GPA. The award is to be made by the Office of Financial Aid.

The **Lell and Ray Silverthorne Scholarship** was established by Dr. Silverthorne '41, and his wife, to provide financial aid to students of the College. The recipient is selected by the Office of Financial Aid.

The **Roger P.K. Sin Endowed Scholarship** was established through the generosity of a 1968 graduate, Roger P.K. Sin. The scholarship is to be awarded to a religion and philosophy major at Barton College. The student must have a minimum 2.50 GPA and demonstrate outstanding leadership abilities.

The **Gary F. Singleton Scholarship** was established by Mr. and Mrs. G.H. Singleton in honor of their son, a graduate of the College. The scholarship is to be awarded to students from the North Carolina counties of Wake, Wilson, Johnston, Pitt, Greene, Wayne, Nash, and Edgecombe, on the basis of character, ability, scholarship, leadership, and need. Preference is given to students preparing for teaching or business careers.

The **Leona Boswell Smith Scholarship** was established through the will of Mrs. Smith. The scholarship is awarded to a nursing student deserving the award by reason of scholarship, achievement, or need. The recipient is selected by the School of Nursing in consultation with the Offices of Financial Aid and Admissions.

The **Southern Bank Endowed Scholarship** was established through the generosity of the Southern Bank Foundation. The contribution from the foundation was secured through efforts provided by Southern Bank and Trust of North Carolina. The first preference for awarding this scholarship goes to any Southern Bank employee or any employees immediate family member. The second preference is that the scholarship is to be awarded to a student from a county in which Southern Bank maintains an office. The student must have a minimum 2.50 GPA to qualify for the scholarship.

The **Southwest Christian Church Coleman Markham Scholarship** was established by the congregation from Kinston, North Carolina. Granted on an annual basis, the scholarship is given to selected students with first preference being given to students who are members of Southwest Christian Church. Second preference is given to students pursuing careers in full-time Christian vocations.

The **W. Keats and Elizabeth Harris Sparrow Endowed Scholarship** was established by Elizabeth Harris Sparrow. The W. Keats and Elizabeth Harris Sparrow Endowed Scholarship Fund is used to support Barton College undergraduate student(s) from Pitt or Lenoir County. The scholarship is to be awarded annually to one or more Barton College students who have a high school GPA of 2.5, and maintain a Barton College GPA of 2.5 for renewal of the annual award. The scholarship is awarded by the Barton College Scholarship Committee.

The **Larry W. Staley Memorial Scholarship** was established through the will of Mr. Staley '66. First preference is given to a handicapped student with financial need. Second preference is given to a business and/or accounting student with financial need. Selection of the recipient is made by the Office of Financial Aid and, when applicable, in conjunction with the faculty of the School of Business.

The **Clyde Stokes Endowed Scholarship** was established through the estate of Miss Clyde Stokes of Ayden, North Carolina, a long-time educator in Pitt County Schools. This scholarship is to be awarded by the Office of Financial Aid. The following considerations govern eligibility and selection: acceptance of application by the College by February 15, a minimum total SAT of 1,200

or higher (or ACT equivalent), a minimum, unweighted high school grade point average of 3.50 or higher, and ranking in the top five percent of class (where applicable).

The **Nancy Clark Stronach and George T. Stronach, Jr. Scholarship** was established by the family of Mr. Stronach. Monies from this endowed fund are used to supplement academic scholarships at the College.

The **Ernest R. Sutton and Sons Endowed Scholarship** was established by a gift from Ernest R. Sutton '54. The Ernest R. Sutton and Sons Endowed Scholarship is awarded annually to one or more Barton College undergraduate students who are from the state of North Carolina. The student(s) should have a record of academic success and show strong potential for continued academic achievement and personal growth at Barton College.

The **Janie Bowling Sutton Memorial Scholarship** was established in loving memory by her husband, Ernest Robert Sutton, Sr., '54, and their three children, Ernest Jr., Blaine, and Neal. The renewable scholarship is awarded annually to a full-time student who has demonstrated need and leadership. First preference is given to a graduate of Columbia High School in Tyrell County; second preference is given to a nursing or education major.

The **Nancy Loftin Sutton Memorial Endowed Scholarship** was established from the estate of Joel L. and Christine Hunter Sutton and is to be awarded annually to students pursuing ministerial studies or religious degrees.

The **Constance Musi Swartzwelder Fund** was established by Cameron and Barbara Smith, in honor of Constance Musi Swartzwelder. This fund will grant immediate aid to students whose collegiate success appears to be dependent upon extraordinary support to ensure academic progress toward graduation. Given the preemptive nature of this fund, the funds will be made readily available at the beginning of each academic year. The recipient must present evidence of having received services for learning disabled students in high school or present a psychological report documenting that he or she is learning disabled.

The **TPA Scholarship** was established by Post "T" of the North Carolina Directors of Travelers Protective Association of America in honor of A.A. Ruffin, past president of TPA. The scholarship is awarded annually to a student majoring in Education of the Deaf and Hard of Hearing.

The **Robert and Ima J. Tart Endowed Scholarship** was established by Robert Tart, a 1958 graduate of Atlantic Christian College, and his wife, Ima J. Tart. The endowed scholarship supports students in the School of Nursing or School of Education at Barton College. The Robert and Ima J. Tart Endowed Scholarship is awarded annually to one or more Barton College students who are studying nursing, elementary education, middle school education, education of the deaf and hard of hearing, or special education. The scholarship will be awarded to an undergraduate student who is from North Carolina and comes to Barton College from a rural North Carolina high school.

The undergraduate student must have a minimum high school GPA of 2.00 and demonstrate financial need.

The **Julia Theodore Endowed Scholarship Fund** was established through the estate of Miss Julia Theodore, a 1961 graduate, who taught for 30 years. This scholarship is awarded annually to a full-time student majoring in elementary education.

The **Lydia High Thorne Endowed Scholarship** was established from the estate of Lydia High Thorne, a friend of the College. The Lydia High Thorne Endowed Scholarship is awarded annually to one or more Barton College undergraduate students with a minimum GPA of 2.00 and demonstrated financial need.

The **Ruth C. Tingle Memorial Scholarship** was established by a bequest from Ruth C. Tingle of Ayden, North Carolina.

The **Titmus Foundation Scholarship** was established in 2015 from the Titmus Foundation of Southerland, VA. First preference is given to a rising junior or senior from North Carolina or Virginia majoring in either nursing or education. Additionally, the recipient must have a minimum GPA of 2.5 and demonstrated financial need.

The **Mallie C. and Martha M. Todd Endowed Scholarship** was established by Sue Todd Holmes '34, in memory of her parents.

The **Lill Chapman Tomlinson and George W. Tomlinson Scholarship** was established by Miss Josie Chapman Tomlinson in memory of her parents. The scholarship is awarded annually to a full-time junior or senior student who is a resident of North Carolina and who has a grade point average of at least 2.50. First preference is given to a student who has demonstrated a propensity in piano. Second preference is given to a student who is proficient in theatre or English composition.

The **Catherine L. Topping Endowed Scholarship** was established by the Reverend and Mrs. Sam Freeman as a memorial to Mrs. Freeman's sister, Miss Topping. The recipient is to be a full-time student majoring in teacher education.

The **Triangle East Advertising and Marketing Association Scholarship** is awarded annually to an upper-class student majoring in graphic design. Preference is given to students with at least a 3.00 GPA, who are residents of eastern North Carolina, and who intend to be employed in a related field in eastern North Carolina.

The **Trinity Christian Church Endowed Scholarship** was established by the trustees of the Trinity Christian Church. The scholarship is to be awarded to a full-time student with financial need. The student must have a minimum GPA of 2.00 and maintain a Barton College GPA of 2.00 for renewal of the annual award.

The **William E. and Jean J. Tucker Endowed Scholarship** is established by gifts from William and Jean Tucker of Fort Worth, Texas, to Barton College. The scholarship is awarded annually to a student of significant promise with preference given to a North Carolina resident demonstrated financial need.

The **J.P. Tyndall Scholarship** was established in honor of Dr. J.P. Tyndall, professor of biology at Barton College from 1949 to 1990. The award is presented annually to an outstanding senior majoring in one of the natural science disciplines. The recipient is selected by the science faculty within the School of Sciences. Selection of the recipient is based on academic record, involvement in program activities, and perceived potential for future contributions in science.

The **Walker-Ross Printing Company Endowed Scholarship** was established by Mr. and Mrs. Frank Edwards and the Walker-Ross Printing Company of Rocky Mount, North Carolina. The recipient must be a full-time student and demonstrate financial need. First preference is given to a resident of Edgecombe, Nash, or Wilson counties.

The **Peggy Mitchell Walston Memorial Endowed Scholarship Fund** was established in her memory by her husband, A.J. Walston. The earnings from the Peggy Mitchell Walston Memorial Endowed Scholarship Fund are to be used to support Barton College undergraduate student(s) with financial need and majoring in Art Education. The endowed scholarship is to be awarded annually to one or more Barton College students. The undergraduate student must have a high school GPA of 3.0 and maintain a Barton College GPA of 3.0 to renew the annual award.

The **Kaye Dawson Warren Memorial Music Scholarship** was established by the family and friends of the late Kaye Dawson Warren. First preference is given to a student studying music who demonstrates strong piano performance ability and an attitude indicative of good citizenship and strong leadership.

The **Rom P. and Marie A. Watson Art Endowed Scholarship** was established by their daughter, Marie Watson Cherry, a 1991 graduate of Barton College, in honor of her father and mother. Rom served as a dedicated Board of Trustee member at Barton from 1967-1982. The Rom P. and Marie A. Watson Art Endowed Scholarship is to be awarded to a student seeking a studio art degree and is selected by the artistic merit of their work through the process of portfolio reviews, with preference given to student participants in the Scholastic Art Awards. The recipient is selected by the Visual Arts faculty within the School of Visual, Performing, and Communication Arts. This

selection must be turned in to the Office of Financial Aid by March 31st annually. The award can be renewed for up to 4 years of consecutive enrollment.

The **Arthur D. Wenger Memorial Scholarship** was established by the friends of Dr. Wenger, former President of the College. One scholarship is awarded annually to an honor student in the amount of \$500. The recipient is selected by the Assistant Vice President of Admissions, the Director of Financial Aid, and the President of the College. The recipient is known as a “Wenger Scholar.” The scholarship is renewable for up to four years if the recipient maintains at least a 3.00 GPA.

The **Wheat Swamp Christian Church Scholarship** was established to provide an annual scholarship to a student, with the following preference given to: a member of Wheat Swamp Christian Church, or a member of the Christian Church (Disciples of Christ) in the North Carolina counties of Lenoir or Greene.

The **Eugene P. and Mary F. White Scholarship** was established in honor of Eugene P. and Mary F. White of Bluefield, Va., by their children in recognition of their parents’ many contributions to family, church and civic life. First preference for the scholarship will be for a student from Tazewell County, second preference, a student from Southwest Virginia or Southern West Virginia, and third preference, for any Virginia resident who is a member of the Christian Church (Disciples of Christ).

The **Dr. Garnett Whitehurst Endowed Science Scholarship** was established by Dr. Whitehurst, a former faculty member, to fund a science scholarship to a student selected by the Office of Financial Aid in conjunction with the Science faculty, within the School of Sciences, based on need and merit. A 2.80 GPA must be maintained for a student to continue the scholarship up to a maximum of 8 semesters.

The **Virginia A. Whitehurst Orchestra Scholarship** was established through an initial anonymous gift of \$25,000. Recipients are selected by the music faculty within the School of Visual, Performing, and Communication Arts.

The **Ruth B. Whitley Endowed Scholarship** has been established by Mr. Phillip R. Whitley, Sr., in memory of his wife. The recipient must be a full-time student at the College who has demonstrated financial need. The recipient must be in good academic standing and be making progress toward a baccalaureate degree. The scholarship is renewable, provided the recipient continues to meet the prescribed criteria. The recipient is selected by representatives from the Office of Financial Aid.

The **Dr. F.W. and Mary S. Wiegmann Endowed Scholarship** was established by the late Dr. and Mrs. Weigmann. The Dr. F.W. and Mary S. Wiegmann Endowed Scholarship is awarded annually to an undergraduate student at Barton College with first preference given to a first-generation student.

The **B. Todd Williams Memorial Scholarship** was established by Faye S. Harrell in memory of her son, a 1989 graduate, who later served as an admissions counselor and assistant bookstore manager at Barton. A \$1,000 renewable scholarship is awarded annually to a student from Suffolk, Virginia.

The **Ellis W. Williamson Family Endowed Scholarship** was established by Major General Ellis W. Williamson, a 1940 graduate, and his wife, Margaret, in honor of their family. This scholarship shall be awarded to any student showing outstanding academic achievement and leadership. The student must have a minimum 2.50 GPA to qualify for the award.

The **C. Buren Williford Family Endowed Scholarship** will be awarded to children of employees of Southern Piping Company. If no children of employees of Southern Piping Company are eligible, the scholarship may be awarded to a resident of North Carolina, east of Raleigh. At least three (3) scholarships of \$1,250 each are to be awarded during an academic year. First preference is any student pursuing a degree in business. Applicants will be selected by the Director of Financial Aid. The recipient must maintain a 2.75 grade point average and remain a full-time student at Barton College in order to retain the scholarship.

The **Wilson Evening Lions Club Scholarship** is presented annually to a rising senior majoring in the education of the deaf and hard of hearing. The recipient is selected by the School of Education.

The **Wilson Rotary Club Endowed Scholarship** was established by the Wilson Rotary Club to recognize outstanding academic achievement. The recipient must be a rising junior or senior with a 2.50 GPA or higher. Preference is to be given to a Wilson County resident. The recipient is to be selected by the Office of Financial Aid in conjunction with the Office of Admissions.

The **Philip D. Witherington Endowed Scholarship Fund** was established through the generosity of Mrs. Joyce Witherington and friends. The award is in honor of Philip D. Witherington, a 30-year faculty member and former faculty chair of the Science Department at Barton College. The Philip D. Witherington Endowed Scholarship Fund shall be awarded to the top senior and junior majors in the School of Sciences. The award is to be based upon grade point average and extracurricular activities that benefit the school or profession. The other awards going to the sophomore student as well as a nursing major and biology with environmental concentration major should also be based on strong academics and extracurricular activities. These awards are to be made by the School of Sciences, in conjunction with the Office of Financial Aid. The nominees must be submitted to the Office of Financial Aid by March 31st annually. The scholarship is to be awarded as follows: Senior top student (\$4,000), junior top student (\$3,000), sophomore selection (\$2,000), biology with environmental concentration major (\$500) and nursing major (\$500). The awards go from the top honor down, utilizing the resources as far as they can until the award is fully funded.

The **William Windsor Woodard Family Endowed Scholarship** was established from the estate of Grace Woodard Wyser, a friend of the College. Mrs. Wyser established the Woodard Scholarship in honor of her parents, Mr. and Mrs. William Windsor Woodard, and her brother, William Windsor Woodard, Jr. The William Windsor Woodard Family Endowed Scholarship is awarded annually to one or more Barton College undergraduate students with a minimum GPA of 2.00 and demonstrated financial need.

The **P.C. Yelverton Endowed Scholarship** was established by The Reverend P.C. Yelverton. The endowed scholarship supports a full-time undergraduate Barton College student who demonstrates financial need. The P.C. Yelverton Endowed Scholarship is awarded annually to a Barton College student who has a minimum high school GPA of 2.50. To retain the scholarship, the recipient must remain a full-time student, maintain a minimum GPA of 2.50, and demonstrate satisfactory progress toward obtaining a degree. The P.C. Yelverton Endowed Scholarship is to be awarded by the College's Scholarship Committee.

The **Tom Youngblood Endowed Scholarship Fund** was established by friends and family in memory of Thomas J. Youngblood, Jr. The scholarship is awarded annually to a student from Hillyer Memorial Christian Church. If none is attending, the renewable scholarship is awarded to a student who is a member of the Christian Church (Disciples of Christ) in North Carolina.

The **Richard and Peggy Ziglar Christian Education Scholarship** was established by Richard and Peggy Ziglar for the purposes of naming a Christian education scholarship at their alma-mater. This scholarship is to be awarded to a student who commits to an emphasis on Christian education and/or an older adult ministry. A student receiving this scholarship award must be enrolled in a minimum of 12 hours of coursework and maintain a 2.50 GPA.

Barton College offers opportunities for the student to develop interests in many academic disciplines. The College also provides options outside the classroom for the student to develop through various organizations, religious activities, leadership opportunities, athletics, recreation, and cultural events. Residence life, an integral part of a college education, enhances and develops the student's interpersonal relationships and builds community.

Student Organizations

Numerous campus organizations offer opportunities for leadership development, as well as providing experience in the democratic process, and in making social contacts.

Student Government Association (SGA)

The Student Government Association of the College provides each student with an opportunity for expression regarding issues. The Student Government Association also provides a setting for learning the operations of democracy. The officers of the Student Government Association are elected by the members of the student body. The President of the Student Government Association serves as an ex-officio member of the College Board of Trustees.

Honor Societies

The various honor societies of the College are listed in the "Honors and Awards" section of the catalog.

Student Clubs and Organizations

Barton College has a growing number of student organizations. Currently there are approximately 50 different clubs and organizations. Student clubs and organizations typically relate to one of seven categories:

- Academic (These clubs are usually focused on specific academic pursuits and/or are affiliated with an academic department.)
- Common Interest (Organizations in which the members share an interest in an activity or subject.)
- Greek social organizations
- Leadership (Organizations whose members volunteer leadership on campus.)
- Programming (Groups that sponsor events and performers.)
- Religious
- Service
- Honor Societies (A complete list of these groups can be found in the "Honors and Awards" section of the catalog.)

To find out more about any of these organizations, contact the Office of Student Activities.

Greek Organizations

There are three social men's fraternities and two women's sororities at the College.

- Fraternities are Alpha Sigma Phi, Pi Kappa Phi, and Sigma Phi Epsilon.
- Sororities are Delta Zeta and Sigma Sigma Sigma. The sororities occupy a floor in the residence halls on campus.

Student Publication

Campus Newspaper

The Collegiate is a bimonthly newspaper, with an on-line edition, published by the students. The paper affords an opportunity for open discussion of matters of concern to the College community.

Student Activities

The Campus Activities Board brings popular entertainers and groups to the campus and sponsors events such as outdoor concerts, dances, comedy and novelty acts, and solo performers. Theatre at Barton College offers a variety of theatrical performances and the music program presents concerts throughout the year.

Religious Life

The religious program is designed to undergird and permeate the total life experience of each student. The College Chaplain coordinates the religious life program and counsels with members of the College community in matters of personal and spiritual concerns. The Chaplain's Office provides retreats, concerts, lectures, and programs of religious significance. The College's religious life program seeks to provide opportunities for the student to discover, to question, and to develop an awareness and understanding of the role of faith in the life of the academic community and in the scope of human existence.

The **Allan R. Sharp Religion-In-Life** event is sponsored, during each fall semester, by the Barton chapter of Theta Alpha Kappa, the National Honor Society for Religious Studies and Philosophy.

The **Thedford G. and Woodrow W. Sprinkle Lectureship** was established in 1980 by a gift from Stephen V. Sprinkle '74, as a memorial to his father and uncle. Each March, the lectures explore the relationship between theology and Christian preaching. The annual speaker is selected by the Marie and Leman Barnhill Endowed Chair in Religious Studies.

The **E.G. Purcell, Jr., Bible Conference** was established in 1984 in honor of Eugene G. Purcell, Jr., who was a member of the Department of Religion and Philosophy from 1957 to

1984. The lectures are designed to provide the public with the finest in recent biblical scholarship each year. From the beginning, the Purcell Bible Conference has been planned with the laity of the church in mind.

Chapel Services are offered on Tuesday mornings at 11 a.m. in Howard Chapel. The College community also gathers for worship around major holidays or College-sponsored events, such as Homecoming, Thanksgiving, Christmas, and Baccalaureate. See the campus calendar for specific dates and times.

Athletics and Recreation

A well-rounded program of physical recreation opportunities, intramural sports, and intercollegiate sports are conducted at Barton College. Although participation is encouraged in the intercollegiate sports, the campus community seeks to maintain a healthy interest in recreational opportunities and intramural sports so that greater numbers can benefit from such activities.

Eligibility to compete for intercollegiate teams is determined by the head coach of each team, and in concert with the rules of affiliation with the National Association for Collegiate Athletics (NCAA) at the Division II level, and Conference Carolinas. The College fields intercollegiate teams for men and women in basketball, cross country, golf, soccer, track and field, swimming, and volleyball, for men in baseball, and for women in fast-pitch softball and lacrosse. Barton College's intercollegiate athletic teams compete as "The Bulldogs." A cheer team is sponsored as a club through the Student Government Association. Intramural sports are conducted through the Office of Student Life and campus recreational opportunities in the Kennedy Intramural and Recreation Center (KRIC) are supervised by the School of Allied Health and Sport Studies.

Student Services

Health and Counseling Services

Barton College offers health and counseling services through its Lee Student Health Center that are designed to assist in the student's physical and mental health and well-being from the time of admission through graduation. The Lee Student Health Center is open Monday-Friday during the fall and spring semesters. Physician services are also available during the week. Please call (252) 399-6493 or email healthcenter@barton.edu to schedule an appointment.

Disability Services

Disability services and/or academic accommodations are offered to any student that has a documented diagnosis/disability.

It is important for students to meet with the Coordinator of Disability Services before or no later than the first week of classes. The office is located in the Lee Student Health Center. Students

should call (252) 399-6496 or email healthcenter@barton.edu to schedule a confidential appointment. Additional information is available in the *Disability Services Handbook* at <https://www.barton.edu/pdf/studentlife/disability-services>.

Bookstore

The Bookstore stocks all required textbooks and reading materials. It also carries a wide selection of Barton College insignia items, including stationery and clothing, as well as other gift items, cards, art supplies, and school supplies. Purchases may be paid for by cash, personal checks, student debit card, or by Discover, MasterCard, or Visa credit cards. The store is located directly behind the Hamlin Student Center, and is open during the academic year and summer sessions from 8:00 a.m. to 4:30 p.m., Monday through Friday.

Post Office

The Post Office is located directly behind the Hamlin Student Center. This post office station is operated by the College under contract with the United States Postal Service. Post office boxes are assigned to full-time residential students. United Parcel Service also delivers to this post office station.

Shuttle Service

The Office of Student Activities provides a shuttle to and from the Raleigh-Durham International Airport to assist residential students arriving at the beginning of school terms, returning home at the end of school terms, and during school holidays. Shuttle times are posted in the Office of Student Activities. The student is responsible for making travel plans to coincide with shuttle times. The student who wishes to utilize the shuttle service must register in the Office of Student Activities two weeks in advance.

Student Housing

The freshman and sophomore student is required to live in College housing when such facilities are available, unless the student is eligible to reside off-campus. In order to be released from on-campus housing, the student must complete an “Off-Campus Housing Release Form,” (by June 15 for fall semester, and by December 15 for the spring semester), and must receive written approval from the Director of Residence Life. A release from campus housing does not imply a release from financial obligations in the Business Office. A student moving off campus without permission of both offices may be billed for campus housing. Each student who is at least of junior standing by number of sessions attended, is automatically eligible to live off-campus. Specific criteria for housing release is delineated in the *Barton College Student Handbook*.

Housing Application

Application for campus housing must be submitted for each academic year or term for which housing is desired. The application process varies according to whether the student is newly entering the College or continuing from a previous year. Readmission status is considered the same as new-student status. The new student is required to indicate housing needs as part of the application process to enter the College. The continuing student is required to complete a housing application each year at a time announced by the Director of Housing. An application for campus housing does not necessarily ensure a housing assignment. Any student who has not physically occupied the assigned room or otherwise made arrangements through the Director of Housing by the start of classes will have the assignment canceled and the room will then be made available to other applicants.

Room Assignments

The Director of Housing coordinates room assignments. The student has the opportunity to request a specific roommate and residence hall and also indicate other preferences. Each request is considered; however, the final decision is based on overall College policy and general student welfare. Each resident is assigned a roommate unless approval for a private room is granted (see “Private Rooms” below). Under no circumstance shall a student change rooms without approval of the Office of Residence Life.

Private Rooms

Any student wishing to reside in a private room must indicate so on their housing application, available from the Office of Residence Life. In the event that a student is left with a “forced private room” (i.e., roommate failed to arrive at school), the student has the option to be assigned to another room with a roommate, or to remain in the room (without a roommate) for a prorated private room fee. A new roommate may be assigned at any time during this period. The student may have the option to retain the single room for the spring semester. If the student so chooses, then he/she is charged the private rate.

The Housing Contract

The payment of room fees does not constitute a lessee-lessor contract. While the student is a resident in the residence hall, the occupancy of a residence hall is a use of a College facility. This usage does not give the same latitude as does a lessee-lessor rental contract. The College is not responsible for loss or theft from residence hall rooms. The College reserves the right to deny housing to any student whose conduct, in its judgment, is inconsistent with the aims and purposes of the institution, and whose continuation as a resident student is deemed detrimental. Any resident student who demonstrates by deed or action an inability or unwillingness to abide by the rules and regulations established for the welfare of all residents may be required to relinquish the privilege of occupancy. In such a case, there is no refund of room fees.

Student Conduct

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of the student, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. The College recognizes the right of a student to formulate a personal philosophy and to respond to important issues as a matter of paramount importance which must be zealously guarded. The fact that this freedom is sometimes misused and finds expression in unacceptable conduct must not, however, lead to its abridgment. Standards and regulations of the College governing student conduct have been formulated to meet the needs of the entire College community. These are published in the *Student Handbook* and in other College publications, which are distributed and available to the student upon matriculation and at the beginning of each academic year. A student comes under the jurisdiction of College regulations at the time of enrollment. A student enrolled at the College is also subject to federal, state, and local laws. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. A student is subject to such disciplinary action as the administration of the College may consider appropriate for the breach of federal, state, or local laws, or of College regulations.

Note: *This principle extends to **off-campus conduct** having an adverse effect on the College.*

Motor Vehicles

Motor Vehicle Registration

Each motor vehicle utilizing the parking lots of Barton College is required to be registered with the Administration and Finance Division-Wilson Police Department/Barton College District Office. Campus parking areas are provided for students and faculty; however, the College cannot guarantee the availability of parking spaces. A parking permit is issued for each registered motor vehicle at the beginning of each academic year or semester. The parking permit should be affixed to the window of the vehicle in keeping with instructions from the Wilson Police Department/Barton College District Office. A temporary parking permit for an unregistered vehicle may be obtained from the Wilson Police Department/Barton College District Office in Waters Hall.

Disabled Student Parking

The disabled student is eligible to use special reserved parking spaces located as close as possible to campus facilities. **In order to use these spaces, the student must display a handicapped license tag or a handicapped placard. Special handicapped parking decals are available from the Wilson Police Department/Barton College District Office.**

Parking Violations

All parking fines incurred as a result of parking violations must be cleared prior to enrolling for the subsequent semester. Traffic regulations are printed in the Barton College Student Handbook, and each student should become familiar with all traffic

rules and regulations. If an individual receives a parking citation and wishes to appeal such, then the appeal must be initiated in writing within 10 business days to the Wilson Police Department/Barton College District Office.

Responsibility for Motor Vehicles

The College is not responsible for theft, loss, or damage to vehicles on College premises or property under its control.

Degrees Awarded

Barton College offers four master's degree:

- A **Master of Business Administration** degree in Strategic Leadership.
- A **Master of Education** degree in elementary education.
- A **Master of School Administration** degree.
- A **Master of Science in Nursing** degree.

Graduate Degree Residency Policy

A maximum of six semester hours of transfer credit may count toward any master's degree program. The Registrar must review the transfer courses to determine transfer eligibility.

Barton College offers six baccalaureate degrees:

- A **Bachelor of Arts** degree provides a broad background in coursework with a special emphasis on historical, aesthetic, and values perspectives.
- A **Bachelor of Science** degree provides a focused program in technical, scientific, or pre-professional options.
- A **Bachelor of Fine Arts** degree provides a broad background in the visual arts along with focused study in a single medium.
- The **Bachelor of Liberal Studies** is an interdisciplinary degree.
- The **Bachelor of Science in Nursing** indicates the completion of a curriculum accredited by the Commission on Collegiate Nursing Education.
- The **Bachelor of Social Work** indicates the completion of a curriculum approved by the Council on Social Work Education.

Second Degrees

The following policies govern the awarding of a second degree.

- To satisfy the requirements for a second baccalaureate degree from the College, a student must complete a minimum of 30 semester hours over and above those applied toward the requirements of the first degree.
- A student may be awarded two degrees in one commencement provided the degrees are not of the same kind (i.e., two Bachelor of Arts degrees, two Bachelor of Science degrees, two Bachelor of Fine Arts degrees). The General College Core requirements and general electives for one degree may be used to satisfy requirements for the second degree.

Baccalaureate Degree Course Requirements

To earn a baccalaureate degree the student must complete the academic program listed below:

- **General College Core requirements.** These are listed on the following pages.
- **Academic Major requirements.** An academic major is a concentration of courses designed to qualify the student for entry-level positions in the field or for beginning-level graduate study. Academic majors are listed under each academic school in the “Courses of Instruction” section of the catalog. The student must complete a “Request for Major” form. It is necessary to file a new “Request for Major” form when the student changes academic majors.
- An **Academic Minor** may be selected. These are listed under each academic school in the “Courses of Instruction” section of the catalog. For an academic minor to be recognized, the student must declare a minor on the “Request for Major” form.

Baccalaureate Degree Standards

In addition to the courses required for the baccalaureate degree, the student must meet the following criteria:

- **Semester hours completed.** A minimum of 126 semester hours of academic credit is necessary for graduation.
- **Grade point average.** The student must complete the requirements for graduation with a grade point average of at least 2.00. In addition, the requirements of the academic major must be completed with at least a 2.00. Some major programs require a grade point average higher than a 2.00. A 2.00 grade point average is required for the completion of any minor program. The grade point average is computed on work taken at Barton College only. Graduation honors are computed on all college work attempted.
- **Residency at Barton College.** A minimum of 32 semester hours of work must be taken at Barton College. Within these 32 hours the following conditions must be met: 1) at least 21 hours must be at the 300 or 400 level; 2) at least 15 hours must be in the major (of which at least nine must be 300 or 400 level courses). During his or her last term at Barton College, the student may take no more than six semester hours at another institution. Students wishing to take classes at another regionally accredited college or university must file a petition with the Office of the Registrar and have it approved before starting course work at another institution if the courses are to be transferred back to Barton College.
- **Second academic major.** A student may earn a second academic major in any one commencement. The student who seeks a second major may count courses common to both majors in fulfilling the requirements of the second major. The college transcript indicates both majors.

- **Minor.** A student seeking a minor is required to fulfill at least nine semester hours of minor coursework at the College, of which, six semester hours must be at the 300- or 400- level. A student may be awarded a minor in a field closely related to the academic major, or majors, only if at least nine hours of minor coursework are not duplicated by the requirements for the major or majors.
- **Assessment of education progress.** Barton College is committed to examining and continually improving its effectiveness as an institution. Schools and programs may elect to assess effectiveness by administering major field tests outside of class time.
- **Limit on hours in certain courses.** There are certain courses listed in the catalog that may be repeated more than once. However, there is an upper limit on the number of hours that may be counted in the 126 semester hours needed for graduation. COM 010, 011, 012, and THE 016 are each limited to six semester hours. All Fitness and Lifetime Activity courses in Physical Education are collectively limited to six semester hours. Music Ensemble courses (MUS 011, 022) are collectively limited to eight semester hours. Academic credit in the Experiential Education Program (EED 091, 092, 093, 094) is limited to eight semester hours.
- **Topics courses.** Consecutive offerings of a topics course cover different topics and a student may take a course no more than two times. These include courses such as BUS 360; CCJ 440; ENG 305, 450, and 452; GEN 290, 301; HNR 160, 260; SCI 110; and others as approved by schools. The course ART 303 may be taken for credit more than two times.
- **Application for graduation.** All students apply in September for December, May, or August graduation. Diplomas are ordered based on these applications. A late application fee is charged for any applications submitted after January 1st.
- **Choice of catalog for core requirements.** All new students are required to complete the general education core requirements adopted by the Faculty Assembly in December 2016.
- **Choice of catalog for major requirements.** The catalog in effect at the date that the student makes formal application for a major or at readmission (whichever is later) is the catalog which governs the major of the student.

The General College Core

The General Education program reflects Barton College's commitment to educating the whole person for informed understanding of the world with an appreciation of the diversity of human history and culture. By balancing structured progression with opportunities for exploration, Barton College will produce lifelong learners who will be active and informed participants in the discussions that shape our community and world. Foundations courses provide students with tools for success by improving their resiliency, computational proficiency, and written and oral communication skills. Perspectives courses in a variety of academic disciplines help students develop different ways of understanding themselves and the world around them. Applications courses refine students' communication skills, challenge them to think critically about the world in which they live, and encourage them to become bold problem-solvers and responsible citizens.

A student is required to complete the General College Core requirements as a part of all undergraduate degree programs.

To promote students' success throughout the curriculum, it is recommended that all Barton students complete most of the Core by the end of their sophomore year. The General Education Capstone Seminar, GEN 301, will be taken during the junior year. Because of the importance of the intellectual and philosophical background provided by core courses, academic programs at Barton are designed to assist the student in meeting the above guidelines.

Learning Outcomes

Upon completion of the General Education program, Barton College students will write well, speak well, think well, and understand the rich cultural diversity within America and the world. Four key learning outcomes will emphasize the development of these abilities in our graduates:

Written Communication

- Students will produce writing that:
 - expresses their ideas clearly,
 - organizes them logically,
 - supports them with appropriate evidence,
 - and uses correct mechanics.

Oral Communication

- Students will make presentations that:
 - contain a distinct central message,
 - organize ideas logically,
 - provide appropriate evidence,
 - and use effective delivery.
- Students will effectively participate in discussions by:
 - contributing ideas and evidence,
 - and listening openly to others' contributions.

Critical Thinking

- Students will:
 - engage effectively with open-ended questions,
 - develop and defend original arguments,
 - analyze and critique the arguments of others,
 - identify and evaluate relevant information,
 - and understand how contexts shape ideas.

Intercultural Understanding

- Students will demonstrate:
 - an understanding of the history, values, politics, economy, communication styles or beliefs and practices of one or more cultures in comparison to their own,
 - an openness (suspension of judgement) to other perspectives and worldviews,
 - and an awareness of how their actions affect local and global communities.

I. Foundations. (14 Semester Hours.)

In Foundations courses, students develop the communication skills, quantitative reasoning, and self-sufficiency needed for success in college and beyond.

First Year Seminar. 3 semester hours.

FYS 101 is especially designed for Barton College first year students. It explores topics related to the intellectual and social transition from high school to college, and it is an introduction to Barton College. It includes an introduction to the concept of liberal arts education as an endeavor to develop a deeper and richer understanding of the world we live in and an understanding of ourselves in relation to that world. The course is based on the belief that we are not truly educated unless we are able to use our knowledge to enrich ourselves and to contribute to the lives of others. Fall, freshman year.

Note: *Incoming Early College Students will satisfy this requirement by taking FYS 102 rather than FYS 101. This course is only one semester hour, and it is specifically tailored to serve the needs of Early College Students.*

Written Communication. 6 semester hours.

The Written Communication requirement may be satisfied by:

- placing out of both ENG 101 and 102 (only through CLEP, or by bringing in college-level credits equivalent to ENG 101 and 102),
- placing out of ENG 101 (through AP or transfer credit or by CLEP or SAT score) and successfully completing ENG 102,
- or successfully completing ENG 101 and 102.

Writing Proficiency Placement Waiver: A student whose placement is ENG 102 receives a course waiver on the transcript for ENG 101 upon successful completion (with a grade of C- or better) of ENG 102 at Barton College.

Student placement into ENG 101 or 102 is determined by the School of Humanities during Orientation. Students who place in ENG 101 must take the course during the first two semesters of enrollment at Barton College.

ENG 101 and 102 are competency-based. The student is tested at the end of each course and, if the test scores indicate that a student has the required skills, then the student is assigned to the next course in the sequence. Successful completion is defined as the achievement of at least a C- as the

overall course grade. If a student does not earn at least a C- in ENG 101 or ENG 102, the student must enroll in the course again in the next semester. A student missing 25 percent or more of the ENG 101 or 102 classes in one semester receives an officially recorded F for that course.

Quantitative Reasoning. 3 semester hours.

The Quantitative Reasoning requirement may be satisfied by:

- Successfully completing MTH 120/130 or higher,
- or bringing in college-level math credit equivalent to MTH 120/130 or higher.

Computational Proficiency Placement Credit: A student whose mathematics placement is above MTH 120/130 receives three semester hours waiver.

If an incoming student does not bring in any college-level math credits, his/her mathematics placement is determined by taking the Mathematics Readiness Test (MRT). Students may opt to enroll in courses lower than their initial placement level, if they so desire.

Mathematics Readiness Test Information

The Mathematics Readiness Test 1 (MRT 1) is required of all incoming students without an ACT/SAT score or college-level math credit. The readiness test is required for students with a math score less than 500 on the SAT, or 24 on the ACT. Math Readiness Test 2 (MRT 2) is recommended for students who took advanced high school math courses.

MRT 1 covers arithmetic, pre-algebra, simplifying polynomial and rational algebraic expressions, solving linear and quadratic equations, solving applications of linear equations including proportions and variations, evaluating functions, graphing linear functions, and solving a system of two equations in two unknowns. The MRT 1 consists of 25 questions, and students will have 60 minutes to complete the test.

MRT 2 covers functions (polynomial, rational, exponential, logarithmic, and trigonometric) including graphing and applications, trigonometric identities, complex numbers, polar and parametric representations and equations, conic sections, and solving systems of linear and nonlinear equations. The 30-question test is a combination of multiple choice and open-ended questions to be completed in 90 minutes.

Students are strongly encouraged to take the practice readiness test prior to their attempting the MRT.

While the use of a calculator is not necessary, you are strongly encouraged to bring your own calculator for the test. Communication devices such as cell phones and other electronic devices may not be substituted for a calculator, and they must be powered off during the readiness test. Calculators may not be shared during the test. The TI-84 series calculators are used in the mathematics courses taught at Barton College. Note cards, formula sheets, etc. are not permitted for the readiness test.

For students taking the MRT 1, the first mathematics course a student takes at Barton College is determined by the score as indicated in the table below:

Student Score	Mathematics Placement	First Mathematics Course at Barton College
Below 13	Level I	MTH 100 Fundamentals of Algebra
13 or above	Level II	MTH 120 Finite Mathematics or MTH 130 College Algebra

For students taking the MRT 2, the first mathematics course a student takes at Barton College is determined by the score as indicated in the table below:

Student Score	Mathematics Placement	First Mathematics Course at Barton College
Below 60%	Level II	MTH 120 Finite Mathematics or MTH 130 College Algebra
60% - 80%	Level III	MTH 150 Trigonometry or MTH 210 Fundamental Concepts of Mathematics or MTH 250 Statistical Concepts or BUS 210 Business Statistics
Above 80%	Level IV	MTH 210 Fundamental Concepts of Mathematics or MTH 240 Calculus I or MTH 250 Statistical Concepts or BUS 210 Business Statistics

A student may take the MRT a second time, within six months of the original attempt. Students cannot take the test more than twice. The MRT is administered during Orientation and prior to pre-registration during the fall and spring semesters.

Note 1: *Freshman students are required to begin their first mathematics courses no later than their third semester of enrollment at Barton College.*

Note 2: *Transfer students are required to begin their first mathematics courses no later than their second semester of enrollment at Barton College.*

Note 3: *A student with transfer or AP credit for MTH 250 will automatically be given a Level III Math Placement.*

Health and Wellness. 2 semester hours.

This requirement may be satisfied by completing one Physical Fitness course and one Lifetime Activity course.

Physical Fitness

FIT courses include those activities with enough intensity to produce improvements in cardiovascular fitness.

Lifetime Activity

LIF courses include those sports and activities that an individual can participate in across the lifespan.

Note 1: *PED 131 fulfills both the Physical Fitness and the Lifetime Activity components of the Health and Wellness requirement.*

Note 2: *A student who participates in an intercollegiate sport for at least two years receives one semester hour of placement credit in Lifetime Activity.*

Note 3: *A student who has completed military Basic Training will receive placement credit for FIT 101 and LIF 100.*

II. Perspectives. (28 Semester Hours.)

The Perspectives courses provide students with a framework to explore, understand, and appreciate the world in which we live. Each course will include a significant assignment aimed at furthering student achievement of the written communication, oral communication, or critical thinking learning outcomes.

Natural Science. 4 semester hours.

These courses promote an understanding of the natural world from the perspective of scientific inquiry. This requirement may be satisfied by completing one of the following courses: BIO 101, 111, 205; CHE 151, 200; PHY 130, 220; SCI 110, 111.

Social Sciences. 6 semester hours.

These courses focus on human behavior and social, political, and economic structures and help students understand factors that influence group interactions and interdependence. This requirement may be satisfied by completing any two of the following courses: ECO 101, 102; GEO 201, 212; POL 101, 202; PSY 101; SOC/SWK 101.

Humanities. 12 semester hours.

These courses explore the aesthetic, ethical, historical, and spiritual aspects of human experience. This requirement is satisfied by completing one course in each of these four areas:

- 1) English
ENG 201, 204, 205, 210, 231, 232, 233, 234, 240, 241
- 2) History
HIS 101, 102, 201, 202
- 3) Religion and Philosophy
PHI 101, 102, 202, 212; REL 123, 221, 222, 230
- 4) Visual and Performing Arts
ART 102, 103, 201, 202, 275; MUS 110; THE 101, 102

Intercultural Perspectives. 6 semester hours.

These courses encourage students to understand and respect the differences among individuals and groups. Appreciating difference deepens our understanding of ourselves and better equips us to succeed in an increasingly complex global society. Barton defines “intercultural” broadly in order to explore how factors such as ethnicity, gender, age, disability, sexual orientation, and social class shape our interactions with one another both within the United States and around the globe.

This requirement is satisfied by completing two courses, drawn from two of the following groups:

ART 303
 ASL 101, 102 (or) SPA 101, 102
 ENG 003, 206, 207, 208, 209
 GRN 240
 HIS 003, 323, 340, 345
 MUS 203
 NTR 003, 301
 PHI 203
 POL 003, 203, 301, 302
 REL 003, 110, 326, 332, 336, 341
 SWK 345
 THE 214

III. Applications. (6 Semester Hours.)

In the Applications courses, students develop and refine skills, explore ideas, and apply those skills to address problems in today’s world.

GEN 290. Critical Conversations. 3 semester hours.

Providing a structured transition between students’ freshman experience and the General Education Capstone (GEN 301), this course prepares students to become active participants in academic discourse by further developing their writing, speaking, critical thinking, and research skills.

Specific topics will vary by instructor, but the primary emphasis will always be on skills rather than content. A grade of “C-” or higher is required to successfully complete this requirement. Successful completion of ENG 102 is a prerequisite for attempting this course. This course is waived for any student who earned an AA/AS/ADN degree.

GEN 301. General Education Capstone. 3 semester hours.

In this problem-based learning seminar, students think soundly and creatively to plan, design, evaluate, and present real solutions to authentic problems in today’s world. Successful completion of GEN 290 or Advanced Transfer Standing (ATS) is a prerequisite for attempting this course. Advanced Transfer Standing is defined as completion of an AA/AS degree or an ADN degree completed after December 2016.

Total semester hours in the General College Core is 48.

Honors for Graduating Seniors

The Coggins Cup is awarded at Commencement to the graduating senior, who, in the estimation of the faculty/staff, has the best general record in academic achievement and overall contribution to the College and surrounding community at the undergraduate level. The student must have achieved a career grade point average of 3.00 in order to be considered for this award. The cup is named for J.C. Coggins, who served as the first President of the College from 1902 to 1904.

The Hemby Leadership Cup is awarded at Commencement to the graduating senior, who, in the estimation of the College community (including students, faculty and staff), has demonstrated outstanding leadership throughout a career at Barton College at the undergraduate level. The honoree must have held significant leadership roles in the outside formal structures of the college and broader community, and must have shown a spirited and faithful commitment to the college mission. The cup is named for alumni James B. and Joan Edwards Hemby, in honor of Dr. Hemby's twenty years as president and in recognition of the many contributions of both to the campus and surrounding community.

The Hilley Cup is given at Commencement to the graduate who has received the highest grade point average earned over an entire collegiate career at the undergraduate level. To be considered for this award, the student must have completed at least 60 semester hours at the College. The grade point average is computed on all work attempted at all colleges attended. The cup is named for Howard Stevens Hilley, a former Professor of Ancient and Modern Languages, who served as President of the College from 1920 to 1949.

Graduation Honors are based on academic achievement as measured by grade point average for undergraduate students. A senior whose cumulative average is between 3.30 and 3.59 graduates cum laude; one whose cumulative average is between 3.60 and 3.89 graduates magna cum laude; one whose cumulative average is 3.90 or more graduates summa cum laude. The grade point average is computed on all work attempted at all colleges attended.

Who's Who Among Students in American Universities and Colleges is a listing of outstanding students in many of the colleges and universities in the United States. In the fall of each year, the faculty selects a number of senior undergraduate students for this recognition. The selection is based on scholarship, participation and leadership in extra-curricular activities, citizenship and service to the College, and future promise.

The David and Charlotte Blackwood Award is a cash gift which is given annually to the church-vocation senior, who, in the opinion of the faculty of the Department of Religion and Philosophy, is most outstanding. The recipient must be a member of the Christian Church (Disciples of Christ) and must be planning to attend a theological seminary.

The Chamber of Commerce Award is given annually to the graduating School of Business student, who, by vote of the School faculty, is considered to be the most outstanding graduate.

Delta Kappa Gamma International Society, Gamma Mu Chapter, Award is given every year to a senior female education major, chosen by the Teacher Education Committee. The recipient must have at least a 3.00 grade point average, show great promise in the teaching field, and have a record of participating in co-curricular activities.

Delta Kappa Gamma International Society, Omicron Chapter, Award is given every year to a senior female education major chosen by the Teacher Education Committee. The recipient must have at least a 3.00 grade point average, show great promise in the teaching field, and have a record of participating in co-curricular activities.

The George Harry Swain Business Award is named for the individual who planned and developed the business program at the College and who served as the Department Chair for 27 years. The award is given annually to that graduating senior who has made the most significant contribution to the students and faculty of the School of Business.

The Finance Award is given annually to the graduating School of Business student voted the most outstanding in the area of economics and finance.

Other Undergraduate Student Honors

The President's List is announced at the end of each semester. This list is limited to all full-time students who have achieved a grade point average of 4.00 for the semester.

The Dean's List is announced at the end of each semester. This list includes all full-time students who have achieved a grade point average of at least 3.30 for the semester.

The Rotary Cups are awarded in the spring to the students from the freshman, sophomore, and junior cohorts, who have the highest cumulative grade point averages at the end of the fall semester. The grade point average is computed on all work attempted at all colleges attended.

The Cloyd-Hendrix Physical Education Award was established by Mr. and Mrs. Edward L. Cloyd, Jr., in memory of their parents, Dean and Mrs. Edward L. Cloyd and Mr. and Mrs. J. Max Hendrix. The recipient must be a rising senior with a major in physical education with teacher certification. The selection, made by the faculty of the School of Allied Health and Sport Studies, is based on the best general record in academic achievement and overall contribution to the department.

The Jerry W. Davis Memorial Music Award is a cash award available each semester to a student who, in the estimation of the music faculty, has contributed most to music ensembles.

The Duchess Trophy is awarded to the student who has participated most effectively in dramatic performances on the campus. The award is given in honor of Doris Campbell Holsworth, director of drama from 1947 until her retirement in 1962. She was affectionately known as “The Duchess.”

The Gene A. Purvis Most Exemplary Student Award is given annually to a rising senior in the School of Education in honor of Gene A. Purvis, who was a faculty member for over 27 years. The student who receives the award is selected by the faculty of the School of Education. Accompanying the award is a \$200 tuition credit made possible through an endowed fund established by Mr. Purvis.

The Milton H. Rogerson Photography Award is given annually to a student who is either pursuing course work in photography or is involved on campus as a student photographer. The award is funded by an endowment established by the family and friends of Mr. Rogerson, who served as Director of Public Information from 1961 to 1990.

The Zondervan and Barton College Annual Student Award for Outstanding Achievement in the Study of Biblical Greek was established in 2004 by Zondervan Publishers, and is presented annually by the Department of Religion and Philosophy to the student who has exhibited outstanding achievement in the study of Biblical Greek. See <http://www.zondervan.com/academic/grkawrds.htm>.

Honor Societies

Alpha Chi, the National College Honor Scholarship Society, is for the outstanding student in any discipline at Barton College. The undergraduate student with a minimum grade point average of 3.50 and academic ranking in the top 10 percent of the junior and senior classes is eligible for membership. The graduate student who has completed 15 hours and ranks in the top 10 percent is eligible for membership.

Alpha Lambda is the national honor society for religion and philosophy.

Alpha Phi Sigma is the national honor society for criminal justice.

Gamma Sigma Alpha is the National Greek Academic Honor Society. A student who is active in a Greek fraternity or sorority and has a minimum cumulative grade point average of 3.50 at the start of the junior year or a minimum grade point average of 3.50 in any semester in the junior or senior year is eligible for membership.

Kappa Delta Pi is an International Honor Society in Education founded in 1911 to recognize excellence in education. Membership is extended to those who exhibit the ideals of scholarship, high personal standards, and promise in teaching and allied professions.

Phi Alpha is the national honor society for social work.

Pi Sigma Alpha is the national honor society for political science.

Sigma Beta Delta is an International Honor Society for business, management, and administration that is founded on the principles of lifelong wisdom, honor, and aspirations.

Sigma Theta Tau International is the national honor society for nursing students.

The Society for Collegiate Journalists is the national honor society for mass communications majors.

Marshals

In the spring semester, in anticipation of Commencement, undergraduate class marshals are selected. Two marshals, a man and a woman, are chosen from each of the freshman, sophomore, and the junior cohorts. One additional junior marshal is selected as the chief marshal. Marshals are the students who have earned the highest grade point averages in their cohorts. In the event of a tie, the student with the highest number of earned hours will be selected. The junior with the highest grade point average is the chief marshal. Grade point averages are determined at the end of the fall semester and are based upon all college hours attempted at all colleges attended. To qualify for the marshal position, a student must be enrolled as a full-time student, both in the fall and spring semesters. To qualify as chief marshal, a student must have completed at least 45 semester hours at the College. To qualify as a junior or sophomore marshal, a student must have completed at least 30 semester hours at the College. Marshals lead the graduating seniors, the faculty, the administration, and other distinguished guests at Commencement. They also serve at other formal ceremonies during the college year.

Academic Advisement

Barton College maintains a comprehensive advising system to assist each student in realizing the greatest benefit from the college experience. Each student has a faculty advisor who helps coordinate the resources of the institution to accomplish the following goals:

- To assist the student in adjusting to college life.
- To assist the student in identifying needs, clarifying values, and establishing educational and career goals.
- To assist the student in planning and implementing a suitable curriculum.

Student Classification

A freshman is a student who has completed 1 to fewer than 30 semester hours; a sophomore, 30 to fewer than 60 semester hours; a junior, 60 to fewer than 93 semester hours; and a senior, 93 semester hours or more.

First Year Advising Program

Advisor's Role:

The first year advising team at Barton College is made up of faculty members or staff from various disciplines. Although a freshman may indicate an intended major, a member of our first year advising team will serve as the student's advisor during the first year. The freshman advisor also serves as the student's instructor in the First-Year Seminar.

The student formally declares a major during the second semester of the freshman year, at which time a new advisor within the major school is assigned. Each school has a system of advising that has been developed within the framework of its own characteristics and needs; all advising is carried out within the major school of each student after the freshman year.

Student's Role:

Academic advising is a two-way process. Ultimately, monitoring the individual's program and progress is the responsibility of each student. It is the responsibility of each student to make appointments and meet with advisors throughout every semester. Attendance at school advisor/advisee meetings is of extreme importance to each student and is a vital part of program planning. Each student has the primary responsibility for planning the academic program and meeting the graduation requirements; the academic advisor serves as a resource in this process.

The student is expected to:

- become familiar with the requirements of the General College Core and the academic major.
- comply with deadlines for drop/add, registration, withdrawal, removing incomplete grades, etc.
- meet with the academic advisor before registration and during the semester, as needed. This includes showing up for all scheduled appointments.
- attend all general advising sessions and school advisor/advisee sessions.
- respond promptly to notices concerning academic matters. Barton College provides every student with a free email account. Important information is often sent out via Barton email accounts.
- carefully monitor academic progress, course selection, and registration procedures.

Sophomore Advising Services

Each academic school provides advising services which facilitate the sophomore student's transition into the academic major and encourage a sense of community within the school. These services foster more independence in organizing, monitoring, and evaluating the individual's own educational plan. In addition, these services foster participation in the activities of the school as well as within the professional field.

Registration

Each student is expected to complete the registration process by the beginning of each semester or summer term. Registration includes academic advising, selection of courses, obtaining a student identification card, registering an automobile, and paying fees. To be officially registered, fees must be paid to the Business Office by 5:00 p.m. the day before classes begin. If a student registers for a class but never attends that class during the first three consecutive class meetings of the semester or term, then the student's registration in that class is canceled. A student may drop a course only by using the procedures outlined in the section "Dropping or Adding Courses." These procedures must be used if the student desires to drop a course and has attended the class for any period of time during the semester or term. Late registrations require the approval of the Registrar and the Provost and Vice President for Academic Affairs. Any approval granted after the last day for registration is charged a late registration fee. Refer to "Other Tuition and Fees" in the "College Expenses" section of the catalog for the amount of the late registration fee. The student is required to attend meetings scheduled by advisors or school deans for registration purposes. A student cannot sit in a class without first being registered for that class.

Class Scheduling

Courses listed in the Catalog are offered at times appropriate for maximum availability to the student, and the course offerings for each semester and term are prepared well in advance. The schedule is available on-line at www.barton.edu; click on “Academics” and click on “Current Course Schedules.” Barton College reserves the right to withdraw a course if registration is insufficient to justify offering it at the time planned.

Registration Periods

A student currently enrolled at Barton College may register for the following semester during the registration period that is scheduled in the latter part of the semester. Registration for spring semester is held in November. Registration for fall semester and summer session is held in April. Any course registration obtained before the beginning of the semester or term of actual enrollment is conditional. A schedule for the student failing to pay by the stipulated time is subject to cancellation.

Class Guarantee for Registered Students

A currently enrolled student who registers for a class is guaranteed a place in the class through the first class meeting. If the student is not in attendance at the first class meeting, then, the reserved place may be reassigned to another student. A registered student who is prevented from attending the first class meeting must call the class instructor or the Office of the Provost and Vice President for Academic Affairs prior to the class meeting time to hold that reserved place in the class.

Full-time and Part-time Status

Undergraduate:

Full-time = 12 hours; Half-time = 6-8.99 hours; Three-quarter time = 9-11.99 hours.

Graduate:

Full-time = 9 hours; Half-time = 4.5-5.99 hours; Three-quarter time = 6-8.99 hours.

Course Load

- The normal college course load is 12 to 18 semester hours. A student who enrolls in one of the following courses and thereby exceeds the 18-hour limitation is not charged for the 19th hour: ART 461, COM 010, 011, 012; EED 093 (Peer Leader); EDU 360, 400; MUS 011, 022; THE 016. When a student enrolls in two or more of these courses and thereby exceeds the 18 hour limitation by two or more semester hours, there is a tuition charge for any hours beyond 19. All EED 093 hours are exempt from overload tuition charge.
- Refer to “Other Tuition and Fees” in the “College Expenses” section of the catalog for tuition rates when 19 or more semester hours are taken.
- If the student exceeds the 18-hour limitation, then the student must have the permission of the Dean of the School as documented on the college petition form. The petition form must be submitted to the Provost and Vice President for Academic Affairs for review.

- Petitions to exceed 18 hours are generally approved if the student has a high grade point average (3.00 or above) and documented extenuating circumstances.
- A student with a low grade point average may be required to have a reduced course load.
- A freshman student must take a minimum of 12 hours in the General College Core requirements each semester.
- A sophomore student must take a minimum of 18 hours in the General College Core during the sophomore year.
- The normal course load allowed for summer school is twelve semester hours. However, any student may take thirteen hours if the course load includes a four-hour science course with a laboratory, or any one-hour course.
- Freshmen are eligible to take 100- and 200-level courses; sophomores are eligible to take 100-, 200- and 300-level courses; juniors and seniors may take courses at any level.

Dropping or Adding Courses

At the start of each semester a short period of time following registration is designated as “drop-add period,” during which time courses may be dropped or added without grade penalty.

- The last day to add and drop classes is approximately one week into the semester.
- A student enrolled in the First-Year Seminar (FYS 101/102) courses may not drop.
- If a course is not officially dropped, then an “F” is recorded for the course because of lack of class attendance.

Military Deployment

Any student called to active duty, once a term or semester has begun, will be dropped or withdrawn with a “W” grade from all courses. The student must provide the Office of the Registrar with documentation indicating the call to active duty. See the “College Expenses” section of the catalog for refund information.

Withdrawal from Courses

- A student may drop with a non-punitive “W” grade for approximately one-third of each term or semester. Further, a student may withdraw from a course with a “WP” or “WF” grade up until the published last date to withdraw from a course, which will be at the end of the first two-thirds of the term. Specific dates are published in the College calendar.
- A student who intends to withdraw from a course must meet with the instructor to complete a “Withdrawal from Course” form. This form will become the official record for the instructor, the Registrar, and the student, as confirmation of the intention to withdraw from the course.
- A grade of “WP” will be issued to students who are passing the course at the time of withdrawal and will have no effect on the student’s grade point average.

- A grade of “WF” will be issued to students who were failing the course at the time of withdrawal and will affect the student’s grade point average as a failed course.
- Any student withdrawing from a course after the published last day to withdraw with a “WP” or “WF” grade, which is during the last one-third of the term, will automatically receive a grade of “WF,” irrespective of the grade being earned at the time of withdrawal.
- A student failing a course or withdrawing after the last published day to withdraw may submit a formal written petition to the Provost and Vice President for Academic Affairs to have a “W” grade issued due to documented medical and/or other extenuating circumstances.

Withdrawal from the College

- A student who officially withdraws from Barton College after the last day to drop, but before the last day to withdraw from a course with a “WP” or “WF” grade, receives grades of “WP” for the courses in which the student was earning a passing grade, or “WF” for courses in which the student was earning a failing grade, in all courses taken that semester or term.
- The last day to withdraw from Barton College with a grade of “WP” or “WF” in all courses is at the end of approximately two-thirds of the semester or term. Specific dates are published in the College calendar.
- A student who officially withdraws from Barton College after the last day to withdraw with a “WP” or “WF” grade from a course receives a grade of “WF” in all courses, irrespective of the grade being earned at the time of withdrawal.
- Any student wishing a medical withdrawal from the College must submit appropriate corroborating documentation from a physician or certified health care professional within 30 days from the date of withdrawal.
- A student failing one or more courses may submit a formal written petition to the Provost and Vice President for Academic Affairs to have “W” grades issued due to documented medical and/or extenuating circumstances.
- Official withdrawal is handled through the Office of Student Success.
- The last day to begin the withdrawal process is the last day of class during the semester in which the withdrawal is to occur.
- A student who officially withdraws from Barton College will receive a refund of tuition and fees based on the Refund Schedule.

Auditing Courses

The following rules apply when a student wishes to audit a course:

- A full-time student may audit classes without charge if the total number of semester hours for both credit courses and for audit courses is 18 or fewer.

- When the total number of semester hours, for both credit and audit courses, exceeds 18, the student is charged the “audit tuition” rate for each semester hour in excess of 18. Refer to “Other Tuition and Fees” in the “College Expenses” section of the catalog.
- Twelve hours of credit courses, audit courses, or any combination of the two categories, is considered a full load at the undergraduate level.
- In order to audit a course, a student must have the permission of the instructor and go through normal registration procedures.
- A course registration may not be changed to audit status after the last day for adding courses.
- Requests to audit a class by non-degree-seeking students may be submitted only after the end of the official registration period (last day for students to add/drop a class) when it has been determined that there is still space available in the class. Students must have the permission of the instructor and go through normal registration procedures.

Pass/Fail Courses

Certain courses are specified in the catalog as having the option of using the Pass/Fail grade. The following regulations govern the use of the Pass/Fail grade:

- A junior or senior student may elect up to 12 semester hours using the Pass/Fail grade for courses that are not specified for Pass/Fail grades. A student may register for course requirements in the major on a Pass/Fail basis if the appropriate department indicates that these courses are available on a Pass/Fail basis. No course may be taken to satisfy the General College Core requirements on a Pass/Fail basis. The student must declare intention to take a course as Pass/Fail and have the instructor’s approval by the end of the add period. A student must have 100 hours exclusive of Pass/Fail grades for graduation.
- Pass/Fail courses with a grade of “P” earn course credits but are not computed in determining grade point average. A grade of “P” is granted when the quality of the student’s work is the equivalent of a C or better.
- Pass/Fail courses with a grade of “F” are computed as any other F in determining hours and grade point average. An “F” is granted when the quality of the work is judged to be below a C.

Final Examinations

A student may request formally to have the final examination schedule altered if the student is scheduled for three or more examinations on the same day. The student should submit evidence of the scheduling difficulty to the instructor of the course whose examination is to be moved. An alternate time should be established at the mutual convenience of the instructor and the student, and the Provost and Vice President for Academic Affairs will review all requests.

Individualized Study

In certain circumstances the student may be allowed to take a course with an instructor on an individual basis. The two basic types of courses that may be taught this way are directed studies and independent studies.

Directed Studies

A Directed Study is a course already listed in the College Catalog that a student asks to take from the instructor when the course is not on a regular schedule. A student desiring to take a course as a Directed Study must fill out a Request for a Directed Study Form and submit it to the Provost and Vice President for Academic Affairs. The form requires the signatures of the instructor and the chair or dean and must include a rationale for the request. The form is available online and also from the Office of the Registrar. Directed Studies will be allowed only in special circumstances.

Independent Studies

An Independent Study is a course that is created by the student and instructor in order to allow the student to pursue a special topic of study to supplement coursework taken in regularly scheduled classes. The course number assigned is “480” for undergraduates and “580” for master’s courses.

The following guidelines apply to any Directed Studies or Independent Studies:

- They are open only to junior, senior, and master’s level students.
- They are limited to the area of the student’s major or minor.
- For a study in the minor, the student must have successfully completed nine hours in a field outside the major.
- The student must have a 2.50 overall grade point average and a 2.50 in the major or minor.
- No more than six hours of Individualized Study may count in the hours toward graduation.
- Any exceptions to these guidelines must be approved by the Provost and Vice President for Academic Affairs.

Transfer Credit

College-level credits earned at another institution may be transferred to the College if they meet the following criteria:

- The transfer grade point average is based on all hours attempted at all institutions attended other than Barton College. The institution must be regionally accredited. In evaluating transfer credit, the College accepts the provisions of the North Carolina Comprehensive Articulation Agreement. For institutions outside the North Carolina Comprehensive Articulation Agreement, the eligibility of non-core courses for transfer is determined by the Registrar in consultation with the major faculty. In a core course, the course is eligible for

transfer if taken for credit in a course category comparable to the core requirements or perspective at Barton College, under the assumption that the College recognizes the professional integrity of other post-secondary institutions which are regionally accredited. The underlying concept is that competencies and understandings developed by general education programs as a whole are more important than individual courses.

- Transfer credit is not given for life experience, continuing education units (CEU's), or courses taken at non-regionally accredited institutions.
- All quarter credit transfer courses are converted to semester credits.
- The transfer GPA is computed using the whole letter grades; pluses and minuses are not computed.
- No more than 64 semester hours can be transferred to the College on work taken at a two-year institution (community college, technical institute, junior college).
- The College does not give credit for any D grades; however, D or F grades may be indicated on the Barton College transcript as part of the academic record.
- The transfer student fulfills the requirements for a multi-course perspective in the General College Core requirements if the total hours in that area are lacking only one hour. This exception does not apply in the Writing Proficiency requirement.
- Barton College accepts up to 64 semester hours of military coursework if such work parallels courses at the College and is recommended in the lower division baccalaureate category by the American Council of Education in its Evaluation of Educational Experiences in the Armed Services.
- Credits earned at junior colleges and community colleges are transferred at the lower division level (100/200 level courses). Credits earned at a four-year institution are transferred at both the lower and upper division level, depending on what level the original course was taught.
- Military applicants who have served at least two years must submit an official Joint Services or Community College of the Air Force transcript for consideration of credit. Basic training will be used to fulfill the college's sport science, two semester hours, requirement in the General Core.

Summer Transfer Credit

Summer school credits from another regionally accredited institution will be transferred to Barton only if the student has prior permission from the advisor and the Registrar. The Registrar reviews all petitions for summer school transfer credit. Transfer credit does not affect the Barton College grade point average.

Reserve Officers Training Corps (ROTC) Courses

The College accepts, in transfer, up to 24 semester hours of ROTC credit earned at a regionally accredited institution.

Concurrent Enrollment at Another Institution

Normally the College does not allow the concurrent enrollment of a student at another institution of higher education. There are occasions, however, when the Registrar reviews requests for concurrent enrollment.

- The student needs to begin or continue in a sequence of courses, especially when beginning or continuing in later courses at the College causes hardship (e.g., delay in graduation or in licensure). This request must have the support of the student's advisor.
- The student's full-time job assignment conflicts with the time a course at the College is offered. This option is allowed for a student during the last 36 semester hours at the College, and concurrent enrollment is limited to six semester hours (or two courses).
- Two required courses are offered in the same time period. This option is allowed for a student during the last 36 semester hours at the College, and concurrent enrollment is limited to six semester hours (or two courses).
- Concurrent enrollment is not allowed simply for the convenience of the student or the cost to the student.

Concurrent Enrollment for the Student Seeking Licensure Only

The student who has already earned a degree from the College or from another accredited institution of higher education needs to plan a schedule of classes when seeking licensure only (certification), e.g., Teacher Education. The program of study must be approved by the faculty member who is responsible for the program.

Credit by Examination

Incoming students may receive credit toward graduation for work completed before enrollment at Barton College. Academic credit may be granted for:

- Performance on the College Board's Advanced Placement exams;
- Performance on the College Board's College Level Examination Program (CLEP) subject exams;
- Internationally recognized academic programs, such as the International Baccalaureate;
- Successful completion of course work at accredited colleges and universities (see section on Transfer Credit); and
- Course challenge exams administered by individual departments.

At the beginning of each academic year, some departments (math, English, and languages) administer placement exams. These exams assist the departments in placing students at the most appropriate level based on proficiency in the subject. Students do not receive academic credit for placing out of a course.

Advanced Placement Tests of the College Board

The College grants course-equivalent credit from Advanced Placement Tests of the College Board as follows:

AP Course	Required Score	Hours Credit	Course Credited
History of Art	3	3	ART 102
Studio Art: General Portfolio	3	3	ART 103 or portfolio review
Studio Art: Drawing	3	3	ART 110
General Biology	3	4	BIO 101
	4 or 5	8	BIO 101/102
General Chemistry	3	4	CHE 151
	4 or 5	8	CHE 151/152
Environmental Science	3	4	BIO 205
Computer Science A	3	3	CIS elective hours
Computer Science B	3	3	CIS elective hours
Macroeconomics	3	3	ECO 102
Microeconomics	3	3	ECO 101
English Language and Composition	3	3	ENG 101
English Literature and Composition	3	3	ENG 101
	4 or 5	6	ENG 101/201
French Language	3	3	FRE 101
	4 or 5	6	FRE 101/102
French Literature	3	3	FRE elective hours
	4 or 5	6	FRE elective hours
Comparative Govt. and Politics	3	3	POL elective hours
US Govt. and Politics	3	3	POL 101
European History	3	3	HIS 102
US History	3	3	HIS 201
	4 or 5	6	HIS 201/202
Calculus AB	3	4	MTH 240
Calculus BC	3	4	MTH 240
Statistics	3	3	MTH 250
Physics B	3	4	PHY 130
	4 or 5	8	PHY 130/132
Physics C: Mechanics	3	4	PHY 130
Physics C: Elec. and Magnet	3	4	PHY 132
Introductory Psychology	3	3	PSY 101
Spanish Language	3	3	SPA 101
	4 or 5	6	SPA 101/102
Spanish Literature	3	3	SPA elective hours
	4 or 5	6	SPA elective hours

College Level Examination Program of the College Board (CLEP)

CLEP exams in subject areas may also be used to gain college credit. Only the subject exams of CLEP may be used; the general exams are not acceptable. CLEP exams are administered at a variety of locations. For currently enrolled students, a permission form to take a CLEP exam must be completed and approval granted prior to taking any exams. Students who wish to receive credit

based on CLEP exams taken prior to enrollment at Barton must submit an official score report to the Office of Admissions.

Listed below are the CLEP subject exams that are offered, the required score for receiving any credit (as recommended by the American Council on Education), the applicable courses for which credit is granted, and the hours of credit granted.

CLEP Subject Exam	Required Score	Hours Credit	Course Credited
American Literature	50	6	Literature credit in Humanities and Fine Arts Perspective and three hours general electives
Analyzing & Interpreting Literature	50	6	ENG 201 and three hours general electives in Literature
English Literature	50	6	Literature credit in Humanities and Fine Arts Perspective and three hours general electives
College Composition Modular (without essay)	50	3	ENG 101
College Composition (with essay)	50	6	ENG 101/102
College French	50	6	FRE 101/102
	62	12	FRE 101/102/201/202
College Spanish	50	6	SPA 101/102
	66	12	SPA 101/102/201/202
American Government	50	3	POL 101
American History I	50	3	HIS 201
History of the U.S. II	50	3	HIS 202
Human Growth & Development	50	3	PSY 220
Introduction to Educational Psychology	50	3	PSY elective
Principles of Microeconomics	50	3	ECO 101
Principles of Macroeconomics	50	3	ECO 102
Introductory Psychology	50	3	PSY 101
Introductory Sociology	50	3	SOC 101/SWK 101
Western Civilization I	50	3	HIS 101
Western Civilization II	50	3	HIS 102
Calculus with Elementary Functions	50	8	MTH 240/241
College Algebra	50	3	MTH 130
College Algebra/Trigonometry	50	3	MTH 130
Trigonometry	50	3	MTH 150
General Biology	50	6	BIO 101/102
General Chemistry	50	6	CHE 151/152

Information Systems & Computer Applications	50	3	CIS 110
Principles of Management	50	3	MGT 301
Principles of Accounting	50	6	ACC 101/102
Introductory Business Law	50	3	BUS 220
Principles of Marketing	50	3	MKT 301

Note: A student may not receive foreign language credit for CLEP exams in the student's native language.

International Baccalaureate Diploma Program

The College recognizes the IB Diploma Program and grants advance credit as follows:

Higher Level Examination	Required Score	Hours Credit	Course Credited
Biology	6 or 7	8	BIO 101/102
	4 or 5	4	BIO 101
Chemistry	6 or 7	8	CHE 151/152
	4 or 5	4	CHE 151
Economics	4,5,6, or 7	3	ECO 102
English A/B	4,5,6, or 7	3	ENG 101
French A/B	6 or 7	6	FRE 101/102
	4 or 5	3	FRE 101
Geography	6 or 7	6	GEO 201/212
	4 or 5	3	GEO 201
German A/B	6 or 7	6	GER 101/102
	4 or 5	3	GER 101
History-American	6 or 7	6	HIS 201/202
	4 or 5	3	HIS 201
History-European	4,5,6 or 7	3	HIS 102
Latin	Department to Review		
Mathematics	Department to Review		
Philosophy	Department to Review		
Physics	6 or 7	8	PHY 130/132
Psychology	4,5,6 or 7	6	PSY 101
Spanish A/B	6 or 7	6	SPA 101/102
	4 or 5	3	SPA 101

Challenge Exams

A student whose professional career background provides preparation to challenge a course may request to take a challenge examination. This examination is not intended for a student who has enrolled in and failed the course. The student who does not pass this examination on the first attempt may not repeat the challenge examination process for the same course. Only an individual currently enrolled at the College or who, though not enrolled, has filed an application with the

Office of Admissions as a degree seeking student, is eligible for this procedure. A “Request for Challenge Examination” form is available in the Office of the Registrar. The form needs the signatures of the following three persons to gain approval: The Dean of the School in which the course is listed; the faculty member who administers the exam, and the Provost and Vice President for Academic Affairs. The student must pay the fee to challenge the course prior to taking the exam. Upon completion of the exam, the instructor must submit the grade to the Office of the Registrar. The student will be billed for the credits challenged, irrespective of the grade earned. The grade earned is final and cannot be changed. See “College Expenses” for the fee for challenging a course.

Regulations Governing Credit by Examination

A maximum of 30 hours of credit may be granted for Advanced Placement, CLEP Subject Examinations, extension courses, challenge examinations, or any combination of these.

Course Grades

Grade Reports

Grade reports are not printed or mailed. All grades can be accessed by each student on the Barton College intranet. Parents of dependent students may request, in writing, that a copy of the grades be sent from the Office of the Registrar without the student’s permission. Such requests are honored only once the Office of the Registrar has confirmation that the student is dependent according to federal tax information.

Grade Transcripts

A transcript reflects the student’s complete academic record. Requests for a copy of the transcript should be made to the Office of the Registrar. Transcripts are not issued without the written permission of the student. Transcripts are not issued for a student who has a financial obligation to Barton College.

Grading System

Passing Grades	Quality Points	Passing Grades	Quality Points
A Excellent	4.0	C Average	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B Good	3.0	D Poor	1.0
B-	2.7	D-	0.7
C+	2.3		

Failing grades having no quality points are issued as follows:

- F Failing grade from failure to perform at a passing level on course work.
- F Failing grade due to excessive absences.
- F Failing grade due to failure to drop or withdraw from a course.

Special grades having no quality points are issued as follows:

- P Passing grade in a Pass/Fail class.
- PL Passing grade awarded by CLEP, AP, IB or Credit by Examination.
- I Incomplete grade. See below.
- W Official withdrawal. Refer to “Withdrawal from Courses” and to “Withdrawal From the College.”
- WF

Incomplete Grades

A student may request a grade of incomplete when circumstances warrant such a grade.

- To be considered for an incomplete grade, a student must have completed at least two-thirds of the requirements of the course and have attended at least two-thirds of the classes. Exceptions must be cleared with the Provost and Vice President for Academic Affairs.
- Normally the date for completion of a grade of incomplete is the middle of the succeeding semester. In negotiating the incomplete grade, the faculty and student must determine an appropriate date for completion of the course, and complete a Request for Incomplete Form.
- All incomplete grades must be removed no later than one year following the assigning of the grade of I. Any incomplete not removed by that date is assigned a grade by the instructor, as indicated on the Request for Incomplete Form.
- The student must submit the Request for Incomplete Form before the last day of classes.

Grade Changes

The instructor of a course may change the grade for a student when circumstances warrant such a change. The reason for the grade change must be clearly indicated on the grade change form.

- Grade changes must be made prior to the end of the succeeding term or semester.
- Grades can be routinely changed due to miscalculation of the original grade.
- A grade cannot be changed simply because the student turns in additional work after the course ends.
- An incomplete grade may be changed according to the incomplete grade policy; this new grade is final and cannot be changed.

Repeating Courses for New Grades

The following guidelines govern the College policy on repeating grades.

- The repeated course must have the same content as the course originally taken.
- While the grades from all attempts at taking the course appear on the transcript, the highest grade earned determines the credit hours and quality points earned. For example, if a student should receive a grade of “F” on repeating a three-hour course for which a “D” had already been earned, the student’s grade point average is based on the three hours of “D” earned

the first time the course was taken. If a student repeats a course for which an “F” has previously been earned and on repetition receives a grade of “F,” the grade point average is computed using the course hours only once and no quality points.

- A student may repeat a course in which the student has earned less than a grade of “C.” If the student earns less than a “C” in the second attempt, the student may enroll in this course for a third time, with the permission of the advisor, Dean, and Registrar, using a petition form.
- The repeated course must be taken at the College to affect the grade point average.

Computation of Grade Point Average

The grade point average is computed by dividing the total number of quality points earned at the College by the total number of semester hours attempted at the College.

Academic Alert or Probation

The desired grade point average for the student is 2.00 or higher each semester. The following categories are designed to assist the student who is experiencing difficulty achieving this goal.

- **Academic Alert**

A student whose semester grade point average falls below a 2.00, but whose cumulative grade point average is above the minimum standard for continuous enrollment, is placed on Academic Alert, which is not a punishment, but simply an alerting mechanism.

- **Academic Probation**

A student whose cumulative grade point average is below the minimum standard for continuous enrollment is placed on Academic Probation. The student who is on Academic Probation is notified by the Provost and Vice President for Academic Affairs. The student will then work with the Office of Student Success to develop an Academic Action Plan. This plan may include a revised class schedule, appointments with appropriate campus support services, and a schedule for regular meetings with the academic advisor or a staff member in the Office of Student Success. A student who achieves a grade point average of at least a 2.00 during the term in which the Academic Probation is in effect may continue in enrollment at the College. A student may continue in enrollment until the Academic Probation is removed as long as a 2.00 grade point average is achieved during each term of enrollment.

The criteria for Academic Alert, Academic Probation, and Academic Suspension listed in the current catalog are in effect for any student currently enrolled at the College.

Academic Suspension

Because a student with persistent academic difficulties may benefit from taking time off, the College imposes a suspension of one regular semester when a student fails to meet the minimum cumulative grade point average required for continuous enrollment. At the end of spring semester, any student placed on Academic Probation the previous semester must meet the minimum standards for continuous enrollment based on total hours attempted. Any student not meeting this standard is then notified by the Provost and Vice President for Academic Affairs that he or she is not eligible to return to the College for the following fall semester. A student on Academic Suspension may not enroll for collegiate course work at any college or university during the semester of suspension without prior approval of the Provost and Vice President for Academic Affairs. The student who enrolls in collegiate course work during a period of suspension without approval, may not transfer any of the credit hours earned to the College. A student may remove the academic suspension status by completing one or more of the following:

- obtaining the required minimum cumulative grade point average in the summer session at the College.
- earning a minimum grade point average of 2.00 on a minimum of six hours in the summer session of the College.
- returning to the College as a repeat student in the fall semester and agreeing to the following limitations: (a) the student must enroll in courses with the sole purpose of improving current standing; that is, enroll in only those courses for which the student has received a “D” or “F,” (b) the student must earn a “C” or better in all repeated courses, (c) the student must meet with the Office of Student Success (full-time traditional students only) and the advisor at mid-semester to discuss the student’s academic progress. If a student does not achieve the required grades as a repeat student in the fall, then the student may not enroll in the spring semester, but may re-enroll the following summer or fall.
- not returning in the summer or fall, but re-enrolling the following spring semester.

A student on Academic Suspension may re-enroll at the College after the period of suspension. If the student has met the conditions of suspension, then, the student is customarily readmitted. Any question regarding financial aid should be directed to the Office of Financial Aid.

Second Academic Suspension

Any student who is placed on Academic Suspension for the second time is not permitted to re-enroll at the College.

Minimum Standards for Continuous Enrollment

A student must have the following grade point averages to be eligible to continue enrollment at the College: 1 to fewer than 30 hours attempted, 1.60; 30 to fewer than 60 hours attempted, 1.80; 60 or more hours attempted, 2.00. Hours attempted are based on total hours attempted at all colleges that student has attended.

Academic Grade Appeal

A student may appeal a final course grade, without fear of recrimination, under any of the following conditions:

- a) Miscalculation of a grade
- b) Failure to consider work which was properly submitted
- c) Assignment of a grade in a capricious or prejudicial manner

Appealing a grade is a serious action. The student must bear in mind that the faculty member has both the right and responsibility to render a fair and critical judgment, according to the grading criteria stated in the course syllabus, regarding the quality of the academic work performed. The student has the burden of proof to show otherwise, and must be able to provide some evidence of the lack of a proper evaluation in order to file an appeal. At Barton College, there are two (2) possible categories for academic grade appeals: 1) Accelerated or 2) Standard.

An Accelerated Academic Grade Appeal may only be utilized in the following circumstances where the course in which the student intends to appeal the grade: a.) is a necessary requirement for graduation and the student has successfully applied and been approved for graduation; b.) involves a course within an academic program with a sequential curriculum design, where the assigned grade, if unappealed, precludes progression in the sequential curriculum and as such the academic program; or c.) based on the estimation of the Provost and Vice President for Academic Affairs. The Provost may consider factors of economic or personal hardship to the student, faculty or administration, and whether the Standard Academic Grade Appeal procedure would unduly burden the student, faculty or administration. The determination of whether a grade appeal merits the Accelerated or Standard procedure is solely based on a determination of the Provost and Vice President for Academic Affairs; this decision is not appealable.

Accelerated Academic Grade Appeal Procedure

If a student believes the circumstances involving his or her specific grade appeal merit review under the Accelerated Academic Grade Appeal Procedure (as per the criteria provided above) he or she may initiate the filing of an Accelerated Academic Grade Appeal by within 48 (forty-eight) hours of the end of the academic semester within which the grade was earned, submitting a written letter to the Provost and Vice President of Academic Affairs explaining the applicable factual circumstances that merit an Accelerated Academic Grade Appeal and the student's view of how the grade was evaluated inaccurately or unfairly according to the grading criteria in the course syllabus. The

Provost and Vice President for Academic Affairs will evaluate whether the factual circumstances provided by the student merit an Accelerated Academic Grade Appeal; if they do not, the Provost will refer the grade appeal to the Standard Academic Grade Appeal Procedure to be reviewed and the student will refer to the first step of that process. If the Provost and Vice President for Academic Affairs determines the facts merit an Accelerated Grade Appeal Procedure, the Provost will provide written notice to the student, instructor, and Dean of the School within which the course under appeal is taught, that an Accelerated Academic Grade Appeal hearing will occur within the next five (5) business days and will share the student's allegations with the instructor and Dean. The hearing will be conducted by the Provost and Vice President of Academic Affairs, instructor, Dean, and student. The student may be accompanied to the hearing by a member of the full-time Barton College faculty to serve in an advisory role to clarify issues, not as an advocate. The Provost and Vice President for Academic Affairs may invite other members of the Barton College faculty or staff to provide testimony or present explanatory evidence to assist in the evaluation of the appeal. The instructor, Dean, and student may also invite other witnesses from the College Community (faculty, staff, or students) to provide testimony or present evidence to assist in the evaluation of the appeal; however, those individuals will not attend the entire proceeding but instead will only be included in their testimony or presentation of evidence. The Provost and Vice President of Academic Affairs will deliver the written findings to the student, instructor, and Dean within 48 (forty-eight) hours of the hearing. All decisions are final and non-appealable.

Accelerated Academic Regulations Procedural Guidelines

1. No legal counsel will be present during the grade appeal process.
2. The student may withdraw the appeal at any juncture by a written request to the dean who will notify the Provost and Vice President for Academic Affairs.
3. Appeals must be heard during other terms if the Provost and Vice President for Academic Affairs or the Registrar determines the need.
4. Both the student and the instructor are entitled to the following due process rights during all formal proceedings:
 - a) To be informed of all formal hearings and to be present unless attendance is precluded due to the accelerated nature of the appeal process, then either the student or instructor may submit a written statement and make arrangements to provide supplemental testimony or evidence to be reviewed during the hearing;
 - b) To cross-examine the witness, unless their absence precludes this right;
 - c) To have the information regarding the case kept confidential.
5. The records of the Committee shall be on file in the Office of the Provost and Vice President for Academic Affairs for five years. Only the President, the Provost and Vice President for Academic Affairs, and the Board of Trustees may have access to them.

Standard Academic Grade Appeal Procedure

The following procedure must be followed in filing an appeal:

1. Within 10 working days after the beginning of the fall or spring semester following the term in which the grade was earned, the student must submit a letter to the instructor explaining the student's view of how the grade was evaluated inaccurately or unfairly according to the grading criteria in the course syllabus. Within 10 working days after receipt of the letter, a meeting will be held between the instructor and the student to try to resolve the grade dispute. If the instructor is not available, the student should submit the letter to the Dean of the School. The student is encouraged to consult with his/her advisor, who will help the student define the issue and the basis for the appeal.
2. If a resolution is not reached and the student still believes the appeal has merit, the student shall submit, within 10 working days following the meeting with the instructor in Step #1, a written request, to the Dean of the School, for a meeting with the dean and the instructor. A copy of the letter given to the instructor in Step #1 should be attached to the request. Within 5 working days of notification from the dean of the grade appeal, the instructor will respond, in writing, to the dean explaining the basis for the grade. Within 10 working days of receipt of the letter from the instructor, the meeting with the student, instructor, and dean will take place. A copy of the instructor's letter will be given to the student 2 days before the meeting. If the instructor is a Dean, a senior faculty member in the department, appointed by the Provost and Vice President for Academic Affairs, will serve in place of the dean. The student may be accompanied to this meeting by one person, of his/her own choosing, to serve in an advisory role to clarify issues, not as an advocate. In the advisory role, the individual is limited to communicating with the student and does not address others present. This person must be a member of the full-time Barton College faculty.
3. Should the resolution be unsatisfactory to the student or the instructor, within 10 working days of the meeting in Step #2, either party may submit a written letter to the Provost and Vice President for Academic Affairs, who will collect all evidence and documentation concerning the outcome of the first 2 steps. A meeting will be held within 10 days of receipt of the written letter, with the student, Dean, and the Provost and Vice President for Academic Affairs. The student may be accompanied to this meeting by a member of the full-time Barton College faculty to serve in an advisory role to clarify issues, not as an advocate. In the advisory role, the selected faculty member is limited to communicating with the student and does not address the others present. If the Provost and Vice President for Academic Affairs and the dean do not agree, then either the student or the instructor may proceed to the next step.
4. If there is no satisfactory resolution, an ad hoc Grade Appeal Committee will be formed, within 15 working days of the meeting in Step #3. Such a committee shall be composed of five full-time teaching faculty and one student. The student appealing the grade

selects one of the faculty; the instructor, one; and the Provost and Vice President for Academic Affairs, three. The committee members selected by the Provost and Vice President for Academic Affairs may not be members of the department involved in the case. The Committee shall select one of the three persons appointed by the Provost and Vice President for Academic Affairs to serve as the chair. The student member shall be appointed by the Provost and Vice President for Academic Affairs. The student may be accompanied to this meeting by a members of the full-time Barton College faculty to serve in an advisory role to clarify issues, not as an advocate. In the advisory role, the selected faculty member is limited to communicating with the student and does not address the Committee. He or she also does not have a vote at the proceedings. Both parties to the appeal shall be given at least 72 hours notice of the hearing by the Chair of the Committee. If the student or the instructor fails to appear at a scheduled session of the Committee or fails to submit material requested by the Committee, then that person shall have waived any right to further consideration. (The Committee may consider extenuating circumstances for failure to appear or to submit materials). The Committee will make a final decision based on a review of materials that have been submitted from Steps #1, 2 and 3, and the process that has been followed. The Committee will also hear testimony from all parties. The rule of the Committee shall be final. There is no further appeal.

Procedural Guidelines

1. No legal counsel will be present during the grade appeal process.
2. The student may withdraw the appeal at any juncture by a written request to the Dean who will notify the Provost and Vice President for Academic Affairs.
3. If in Step #1, the student, because of the absence of the instructor, meets with the Dean and there is no resolution, the next step in the process will be #3.
4. Appeals will normally be heard during the fall and spring semesters. Appeals must be heard during other terms if the Provost and Vice President for Academic Affairs or the Registrar determines the need.
5. Both the student and the instructor are entitled to the following due process rights during all formal proceedings:
 - a) To be informed of all formal hearings and to be present
 - b) To cross-examine the witness
 - c) To have the information regarding the case kept confidential.
6. The committee hearing will be audio taped except for deliberations.
7. The records of the Committee shall be on file in the Office of the Provost and Vice President for Academic Affairs for five years. Only the President, the Provost and Vice President for Academic Affairs, and the Board of Trustees may have access to them.

Honor Code

The mission of the College is rooted in our commitment to developing ethical and socially responsible behavior in all human relationships. Responsible living in a community of learners requires adherence to demanding standards.

Members of the Barton Community Will:

- Express opinions with civility.
- Show consideration and respect for the opinions of others.
- Promote the honor code in all their actions for the benefit of the community of learners at Barton.

Members of the Barton Community Will Not:

- Lie.
- Cheat.
- Plagiarize.
- Steal.
- Violate others' property.
- Tolerate others' disregard for the honor code.

Policy on Academic Honesty

The following list of violations outlines infractions. The list is not comprehensive.

- Academic Dishonesty is defined as any act of cheating and plagiarism.
- Cheating is defined as giving or receiving aid, including attempting to give or receive aid, without the specific consent of the professor, on quizzes, examinations, assignments, etc.
- Plagiarism is defined as presenting as one's own the writing or work of others. Whenever phrasing is borrowed, even if only two or three words, the indebtedness should be recognized by the use of quotation marks and mention of the author's name. The language of another is not made the writer's own by omission, rearrangement, or new combinations; such is an act of plagiarism.
- Disruption of educational process is defined as the obstruction or disruption of teaching, disciplinary procedures, administration, or other College activities.

Sanctions for violations of academic honesty are found in the Barton College Judicial System and Procedures Handbook.

Class Attendance

A student is responsible for class attendance and, even in necessary absences, is accountable for all academic activities and deadlines. The following is the basic attendance policy of the College.

- In 100- and 200-level courses, unexcused absences in excess of the equivalent to the number of class meetings in one week result in a reduction of the grade in the course.
- In upper level courses and multi-level courses the student is provided, at the beginning of the course, a written statement of attendance requirements for the course.
- In all courses the student is expected to attend at least seventy-five percent of the class meetings. Attending less than seventy-five percent may result in failure in the course.
- Some courses or programs for pedagogical reasons have a more stringent attendance policy. The syllabus for each course provides the attendance policy for that course.
- Generally, absences are excused only for personal illness, family emergency, or for required participation in a College function. In all cases, the burden of proving that an absence is to be excused rests with the student. Faculty may require adequate and appropriate documentation before excusing an absence.
- A student who is absent from a class for two consecutive weeks may be dropped from the course with a grade of “F” unless adequate notice is given during the course of the absence. Notification must be given to the instructor or to the Provost and Vice President for Academic Affairs. Excessive absences from several classes can result in the student’s being administratively withdrawn from the College.
- Any unexcused absence taken on the last class of any course before an official break, or the first class of any course following an official break, will be counted as a double cut.
- All absences, excused or unexcused, are recorded and can affect the student’s grades.

Access to Student Records

The Family Educational Rights and Privacy Act (FERPA) affords the student certain rights with respect to student records. They are:

- The right to inspect and review one’s own educational records.
- The right to request the amendment of one’s own education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the right to privacy or other rights.
- The right to consent to disclosures of personally identifiable information contained in one’s own education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file with the U.S. Department of Education a complaint concerning alleged failures by the College to comply with the requirements of FERPA.
- The right to obtain a copy of the College’s student record policy. A copy of the policy may be obtained from the Office of the Registrar.

FERPA also gives the College the right to disclose directory information without the student's permission. Directory information may include name, address, telephone number, date and place of birth, major fields of study, participation in officially recognized activities and sports, awards received, most recent educational institution attended, religious affiliation and other similar information, as defined by the College, which would not generally be considered harmful to the student, or an invasion of the student's privacy.

If a student does not wish such directory information to be released, the student must file a request to prevent disclosure of directory information with the Office of the Registrar. This request must be on file within 30 days of the first day of class during the semester of initial enrollment and must be refiled annually thereafter.

Under FERPA the College retains the right to disclose personally identifiable information to those deemed to have a legitimate educational interest in the student's records. These include, but are not limited to authorized representatives of state and federal audit agencies, school officials, accrediting organizations carrying out their accrediting functions, the Veterans Administration, officials at other educational institutions to which the student may be planning to transfer, persons or organizations providing the student financial aid, persons in an emergency where release of information is reasonably deemed necessary to protect the student's health or safety, persons in compliance with a judicial order or lawfully issued subpoena, and parents who have established that the student is their dependent according to Internal Revenue Code of 1954 Section 152, or to whom the student has given permission for disclosure. The college does not report this information unless it is requested and does not provide ongoing reports without separate requests.

Every effort is made to protect the student's privacy and to comply with the law regarding release of educational records. Additional information regarding the College's "Compliance with the Federal Education Rights and Privacy Act Policy" on file in the Office of the Registrar. Copies are available upon request.

Whitehurst Family Honors Program

The mission of the Whitehurst Family Honors Program at Barton College is to inspire futures by teaching students to think for themselves and live for others. This is accomplished by teaching and challenging qualifying students academically, socially, and culturally. The Honors Program is committed to the development of the whole person. We care as much about who students become as what they become. The vision of the Whitehurst Family Honors Program is that our graduates are career-ready leaders who are able to critically think for themselves and find meaning and purpose in their work.

The Whitehurst Family Honors Program desires to help students move from being passive receivers of knowledge to individuals who create knowledge. Students in the Honors Program often pursue post-graduate work in a variety of graduate and professional schools and our program is designed to best prepare them to compete and excel in these endeavors.

Requirements for Participation in the Honors Program

High School Seniors

Seniors in high school applying for entry as freshmen to Barton College must meet the following academic requirements:

- 3.25 minimum unweighted GPA
- 1170 SAT or ACT 24

Current Barton Freshmen

Freshmen enrolled at Barton College must apply for entry into the Honors Program after their first and/or second semester. The following academic requirements must be met:

- 3.50 minimum GPA as a student at Barton College
- Written application

Transfer Students

Transfer students who are applying to Barton College may also apply at the time for entry into the Honors Program. The following academic requirements must be met:

- 3.50 minimum GPA at prior institution
- Written application

Honors Program Curriculum

Students earn an honors program minor at Barton College when they graduate if the following criteria are met:

- Complete the graduation requirements at Barton College
- Earn a 3.25 GPA at the time of graduation
- Complete the following courses:
 - 1) VOC 111. Freshmen Honors Seminar (1 credit)
During the fall of the freshmen year, students will take an honors seminar that will vary in content, and allow a supportive cohort to be established for freshmen in the Honors Program. This course is not required for transfer students or current Barton students who apply to the program as freshmen.
 - 2) HNR 160 Honors Seminar (3 credits)
 - 3) HNR 260 Honors Seminar (3 credits)

HNR 160 and HNR 260 courses allow students to do an in-depth study on a variety of topics while receiving credit in the general education core. The focus of the course varies depending on the professor, with past topics being the death penalty, poetry of war, animal rights, mental illness, and techno culture.

- Complete an undergraduate research project
 - 4) HNR 250 Nature of Inquiry (3 credits)
 - 5) HNR 350: Research Honors Seminar (3 credits)

Students take two research classes that provide a framework for conducting undergraduate research. HNR 250 uses Barton College archives to introduce students to many concepts related to research. Specifically, students learn to conduct a literature review and develop an answer to a research question. HNR 350 builds on this knowledge to provide an opportunity for students to conduct a more discipline-specific research project.

- 6) Any 300 or 400 level course in the student's major
- 7) Independent Study 480 course in the discipline. The 480 course is designed to allow students to conduct discipline specific research or focus on problems in their discipline that they want to address. This class is an independent study that is faculty mentored.

Expectations and Privileges of Students

Students are required to maintain a 3.25 grade point average (GPA) to graduate from the program. The GPA is evaluated at the end of each academic semester. Students below this are given a warning their first semester. After two semesters, they are placed on probation and lose the privilege of registering early. If this problem continues to occur, decisions regarding continuation in the program are determined on an individual basis. It is our desire that all students in the program complete the requirements and graduate with honors. The Director of the Honors Program and Honors Council are very involved in helping facilitate the success of the honor students.

In addition to the academic requirements, students are expected to be leaders on campus, both in and outside the classroom. They are invited to attend a number of social and cultural events on campus, including plays, lectures, athletic events, art exhibitions and other intellectual activities. Students enjoy the privileges of early registration and the opportunity to live in East Campus Suites on the honors floors. Funding may be available to help offset the costs of conferences and entrance exams. Students are also encouraged to travel internationally, but this is not a requirement for graduating with honors. Potential funding for international travel is available through competitive scholarships awarded by the College and honors program.

International Programs

Barton College is firmly committed to the belief that education involves learning how to see the world from multiple perspectives. One of the best ways to develop an awareness of other perspectives is to travel and to experience first-hand cultural differences. The International Programs at Barton exist to provide these learning experiences.

Study Abroad

The College has an exchange agreement with Central College in Iowa to provide a variety of travel and study abroad programs for Barton students, and agreements with International Study Abroad and Semester at Sea, to offer numerous opportunities to explore the world. In addition, travel courses are taught outside the United States by Barton faculty, especially during Spring Break and in summer. We also have an agreement with the International Studies Program at Charles University in Prague, Czech Republic. This program is geared towards honors students. Students in all programs may study abroad in the fall, spring, or summer semesters. The College supports Study Abroad by offering an International Travel Scholarship that students may apply for each year to help with the cost of study abroad.

Interdisciplinary Studies (B.A.) Requirements

Barton College prepares students for careers in a wide variety of fields. In order to respond to an ever-changing world, Barton College offers a Bachelor of Arts degree in Interdisciplinary Studies (IDS) that gives students creativity and flexibility to design their own course of study while preserving the rigor of higher-level critical thinking, undergraduate research, writing, and oral communication skills. In order to serve their prospective careers, students may choose courses from two main disciplines (tracks).

In addition to the General Education Core, students complete two tracks of 24 credit hours each. Each specific 24-hour track must include at least:

- Gateway course
- 9 hours at the 300/400 level
- Other courses from any level to complete 24 credit hours
- No more than 3 hours of internships per track

In addition, students will complete HUM 450 Senior Seminar for 3 credit hours.

Total: $24 + 24 + 3 = 51$ credit hours

Tracks may be drawn from any courses within the given related major or professional program or from related themes, such as Social Studies, Languages, Global Studies, or American Studies. No courses may be double-listed.

Process to declare a major in Interdisciplinary Studies:

- a. Students wishing to pursue an IDS major will secure the commitment of one faculty advisor for each track. These faculty advisors will form the student's advisory committee.
- b. In consultation with the advisory committee, students will prepare a one-page statement of intent describing the goals of their IDS plan, potential areas of undergraduate research (in preparation for the Summit experience), relevant internships and career opportunities, and supporting documentation.
- c. Attached to this statement, students will prepare a projected plan of study to meet the requirements of both tracks, making sure that the appropriate courses will be offered within their time-frame and that all pre-requisites will be either met or waived with good reason. All of their advisory committee must sign this statement of intent and plan of study.
- d. Students will submit this statement of intent and plan of study to the Program Coordinator of the IDS for approval. After approval of the plan, the student declares an IDS major with the approved statement of intent and plan of study attached.
- e. Once the major has been initiated, any changes to the plan of study must be approved by the advisory committee and by the Program Coordinator of the IDS, who will report the changes to the Registrar.

Bachelor of Liberal Studies Degree

A Bachelor of Liberal Studies degree program is offered through the Office of Accelerated Professional Programs. The interdisciplinary degree program is designed for the Accelerated Professional Programs student. Extremely flexible, the program provides tracks that may be tailored to meet the personal and professional needs of the individual student.

Admission to Liberal Studies

To be admitted to the Bachelor of Liberal Studies degree program one must:

- Apply to enter the program.
- Have a personal interview with the Coordinator of the Liberal Studies Program.

Liberal Studies Requirements

The student has a choice of two tracks:

- Track A has areas of concentration in two primary program areas. This track requires 24 semester hours in each program and 12 semester hours of electives outside the two primary program areas ($24 + 24 + 12 = 60$).
- Track B has areas of concentration in one primary program area and in two secondary program areas. This track consists of 24 semester hours in the primary program and 18 semester hours in each of the two secondary areas ($24 + 18 + 18 = 60$).

In either of the tracks, an academic advisor is assigned in each of the areas. The course selection must be approved by the respective programs and by the Coordinator of the Liberal Studies Program. In all cases, the student must fulfill the prerequisites for courses identified for the B.L.S. course of study in addition to the courses themselves.

Academic Resources for Student Success

All Barton students are encouraged to meet regularly with their academic advisors, utilize study time wisely, and assume responsibility for their own learning. Because Barton College is committed to student success, support services are available to assist students in developing their academic skills. In addition, our faculty members are available to meet with students outside of class to discuss concepts, answer questions and suggest effective study strategies.

Academic Success

The Office of Student Success offers success coaching, academic counseling, and study skills development. Students seeking help with note taking, test taking, or other study skills can make an individual appointment. Staff members also advise students exploring majors or considering a change in major. The Office of Student Success houses books dedicated to academic resources and practice tests for the GRE, LSAT, MCAT and Praxis I.

In addition, the Bulldogs CARE program encourages faculty and staff to identify and connect with students to encourage student success and persistence to graduation.

Writing Center

The Sam and Marjorie Ragan Writing Center is available for students who desire extra help with writing, reading, and research skills.

Peer Tutors

Peer Tutors are available to supplement in-class instruction in most core classes.

Oral Communication Center

The Oral Communication Center tutors provide peer-to-peer feedback, guidance and support for the development of oral communication confidence and competence. Drop-ins and appointments available.

Supplemental Instruction

Supplemental Instruction (SI) provides weekly review sessions for students taking historically difficult courses. SI offerings vary each semester.

Library Services for All Students

Willis N. Hackney Library (1977) was named in honor of a friend of the College. The library, which provides a variety of seating for 250 users, is open 95 hours per week to serve the college community, its primary clientele, and Friends of Hackney Library and residents of the Wilson community. Hackney Library's first floor is for collaborative group study, and in conjunction with the Office of Student Success, for peer tutoring; it includes group study tables, movable white boards, and more casual seating, as well as the popular Learning Café with vending machines and diner-style booths. The library's second floor, known as the "Quiet Zone," is reserved for quiet study and features individual study carrels, and individual and group study rooms.

The library's collection includes almost 123,892 volumes, more than 326,162 electronic books, and a substantial collection of non-print materials, including audiovisuals, streaming media, and the like. Hackney Library currently subscribes to over 197 periodicals and newspapers in print format, and it also provides full-text access to more than 60,000 electronic periodical subscriptions. The Curriculum Lab, located on the second floor of Hackney Library, includes resource materials used in North Carolina public schools from kindergarten through twelfth grade. Hackney Library is also a depository for selected U.S. Government documents and offers internet access to a wide variety of government resources.

Hackney Library's special collections, located on the second floor, include the College Archives, the Discipliana Collection, and the K.D. Kennedy, Jr. Rare Book Room. The K.D. Kennedy, Jr. Rare Book Room contains books with a special emphasis on Scottish culture including literature, history, and philosophy in keeping with the founders of the Christian Church (Disciples of Christ), Alexander Campbell and Barton Stone, both of whom were of Scottish ancestry. Other interests in this collection are materials related to Celtic language cultures, books published in Great Britain before 1640, and books published in the coastal region of North Carolina, South Carolina, and Virginia before 1820.

The library provides an electronic catalog displaying its holdings as well as other online resources that are accessible via the internet from the library’s home page (<http://lib.barton.edu>) from both on campus as well as off campus (with a Barton login). (The College abides by an “Acceptable Use Policy for Online Resources” that is outlined in the *Judicial System and Procedures Handbook*). Computers for research, a wireless computer network, three printers, and loaner wireless laptops and headphones for use in the building are available to Barton faculty, staff, and students. In addition, a library technology classroom is available for use on the first floor; it is equipped with an interactive Promethean ActivBoard with ceiling-mounted projector, and ActivSlate for mobile use throughout the classroom, as well as ActivExpress clickers and a network computer. Copying/ scanning and fax facilities are also available on the first floor of Hackney Library.

Reference assistance is available 24 hours a day during the week and from 8 a.m. until Midnight on weekends through live reference chat. Assistance is also available face-to-face and through phone discussions with librarians when the library is open, and via reference email.

A Barton Student ID must be presented when books are borrowed. The regular loan period for most materials is four weeks. Magazines and reference books are not loaned, but must be used in the library. Payment for fines and lost/damaged materials must be made before the next registration or graduation.

As the library’s materials are shared resources that benefit our entire campus community, mutilation or theft of library materials is a violation of campus regulations and the Honor Code. Out of respect for the study and research needs of our patrons, students are expected to refrain from loud conversation, especially in the second floor Quiet Zone, and unnecessary noise.

Willis N. Hackney Library Hours of Operation:

Regular Hours	Summer Hours / Break Hours
<ul style="list-style-type: none"> • 8 a.m. - Midnight, Monday - Thursday • 8 a.m. - 8 p.m., Friday • 10 a.m. - 7 p.m., Saturday • 2 p.m. - Midnight, Sunday 	<ul style="list-style-type: none"> • 8 a.m. - 5 p.m., Monday-Friday • Closed on Saturday and Sunday

When the College is on break, Hackney Library is closed Saturdays and Sundays.

Academic Services for Students with Disabilities

Barton College complies with the requirements of the Americans with Disabilities Act. Students with disabilities needing special academic services should consult with the ADA Academic Coordinator.

Students with learning disabilities who wish to receive academic accommodations must:

- 1.** Provide written verification of disability from an appropriate licensed professional (i.e., psychologist, audiologist, neurologist, etc.).
 - Testing and evaluation must be current within three years.
 - Documentation must include professional's recommendation for specific academic accommodations.
- 2.** Schedule an appointment with the ADA Academic Coordinator during the first week of each semester.
 - The coordinator will serve as a liaison between faculty and the student.
 - The student will present a letter (from the coordinator) to faculty, verifying services needed.

Career Services

Information on career exploration and job search preparation is offered through the Office of Student Success. Professional staff members are available to assist students in major and career decision-making through skill and interest assessments and exploration of major and career options. Students can receive assistance in arranging informational interviews with Barton alumni or community members and in finding experiential learning opportunities, such as job shadowing and internships. The staff also works with students in the job and internship search process by evaluating resumes and other application materials, conducting practice interviews, and exploring search strategies with the student. Students have access to employer information, job and internship listings, career planning books and materials, and graduate school application assistance. Services are offered through workshops and individual career advising sessions.

Career Services is a part of the Office of Student Success, located in the Willis N. Hackney Library.

For more information or questions pertaining to academic resources, please contact Angie Walston, Assistant Dean of Student Success, at (252) 399-6313 or studentsuccess@barton.edu.

Experiential Education Program

Barton College strongly supports programs that allow the student to relate classroom learning to work experience. Active internship programs provide opportunities throughout the academic year and during summers for the student to explore careers, to integrate theory with practice, and to examine future job possibilities. Barton College students have participated in a variety of locations and fields.

Courses of Instruction: Experiential Education Program

EED 093. Experiential Education. 3.

A student work experience, supervised and evaluated by faculty from the College. The student participating in an experiential education opportunity should register for the departmental appropriate internship course. If no such departmental course designation exists, the student must register for credit under EED 09X. A minimum of 40 on-site work hours per credit are required, in addition to academic assignments to be determined by the supervising faculty member before the internship begins. A student may not register for more than four semester hours of internship in any one semester. A maximum of eight total semester hours may be received for all experiences.

Note: *Pass/Fail grading. Other considerations governing the course are listed above. Course also offered as EED 091 for one semester hour and as EED 092 for two semester hours.*

Major and Minor Programs

School of Allied Health and Sport Studies

- Exercise Science: B.S. degree.
- Gerontology: B.S. degree; minor/certificate.
- Health and Physical Education: B.S. degree.
- Health Promotion: B.S. degree.
- Healthcare Administration: B.S. degree.
- Human Performance: minor.
- Sport Management: B.S. degree; minor.

School of Business

- Accountancy: minor.
- Business Administration: B.S. degree; minor.
- Business: B.A. degree (*Available only to the Professional Studies student*).
- Strategic Leadership: M.B.A. degree.

School of Education

- Birth-Kindergarten Education: B.S. degree (*Available only to the Professional Studies student*).
- Education of the Deaf and Hard of Hearing (Kindergarten-Grade 12): B.S. degree.
- Educational Studies: B.S. (non-licensure) degree
- Elementary Education (Kindergarten-Grade 6): B.S. and M.Ed. degrees.
- Exceptional Children: minor.
- Middle School Education (Grades 6-9): B.S. degree.
- School Administration: M.S.A. degree.
- Social Studies: B.A. and B.S. degrees with Teacher Licensure.
- Special Education (Kindergarten-Grade 12): B.S. degree.

School of Humanities

- American Studies: minor.
- English: B.A. degree; B.A. degree with Teacher Licensure; minor.
- Geography: minor.
- History: B.A. degree; minor.
- Spanish: B.A. degree; minor.
- Religion and Philosophy: B.A. degree.
- Religious Studies: minor.
- Philosophy: minor.
- Political Science: B.S. degree; minor.
- Writing: minor.

School of Nursing

- Nursing: B.S.N. and M.S.N. degrees.

School of Sciences

- Biology: B.A. and B.S. degrees; minor.
- Chemistry: B.S. degree; minor.
- Criminology and Criminal Justice Sciences: B.S. degree; minor.
- Mathematics: B.A. and B.S. degrees; minor.
- Psychology: B.S. degree; minor.

School of Social Work

- Social Work: B.S.W. degree; minor.

School of Visual, Performing, and Communication Arts

- Art and Design: B.A. and B.F.A. degrees.
- Art Education: B.S. degree.
- Audio Recording: minor.
- Broadcast Video: minor.
- Ceramics: minor.
- Drawing: minor.
- Gallery / Collection Studies: minor.
- Graphic Design: minor.
- Interdisciplinary Arts and Media: B.A. degree.
- Journalism: minor.
- Mass Communications: B.S. degree.
- Painting: minor.
- Photography: minor.
- Photojournalism: B.S. degree
- Public Relations: minor.
- Studio Art: minor.
- Theatre: B.A. degree; minor.
- Visual Communications: B.A. degree.

Course Numbers and Descriptions

001-009	Multi-Level Courses	300-399	Junior-Level Courses
010-099	Repeatable Courses	400-499	Senior-Level Courses
100-199	Freshman-Level Courses	500-699	Graduate-Level Courses
200-299	Sophomore-Level Courses		

Multi-, junior-, and senior- level courses are designated as upper-level.

Courses offered by each of the schools at the College are listed in this section of the catalog. The following order is used for each listing: Three-letter discipline designator, three-digit course number, course title, course credit in semester hours, description of course content, prerequisites, notes with other important information, and semester when course is normally offered. This information is followed by an additional letter code in the course descriptions under the School of Humanities; in this case, the codes are explained in the listed major requirements.

Dean:

- Claudia Duncan.

Faculty:

- Professor: Duncan.
- Associate Professors: Bane, Fulks.
- Assistant Professors: Bauer, Dornemann, Goines.

Major and Minor Programs

- Exercise Science: B.S. degree.
- Gerontology: B.S. degree; minor; certificate.
- Health and Physical Education: B.S. degree; teacher licensure.
- Health Promotion: B.S. degree.
- Healthcare Administration: B.S. degree.
- Sport Management: B.S. degree; minor.
- Human Performance: minor.

Exercise Science Major (B.S.) Requirements:

- Biology courses: BIO 101 (4); BIO 219 (4) or [BIO 311 (4) and BIO 312 (4)].
- Nursing courses: NUR 214.
- Health courses: HEA 201 (1), 230.
- Physical Education courses: PED 350; PED 405 or BUS 210 or MTH 250.
- Sport Studies courses: SPS 120 (2), 202 (1), 210 (1), 212 (2), 270, 280, 310 (2), 312 (2), 335, 345, 410, 450, 460 or 470 (12), and 461 (1) taken three times for 3 total credit hours.

Total: 55-68 semester hours.

Gerontology Major (B.S.) Requirements:

- Biology course - choose one: BIO 101 (4), 111 (4), 311 (4).
- Gerontology courses: GRN 101, 240, 330, 440, 470 (9).
- Nursing courses: NUR 335, 346.
- Psychology courses: PSY 101, 230.
- Religion course: REL 335.
- Social Work courses: SWK 101, 320, 321.
- Statistics (MTH 250 or BUS 210).

Total: 52 semester hours.

Gerontology Minor/Certificate Program Requirements:

- Gerontology course: GRN 101.
- Interdisciplinary courses - choose five: GRN 240, 301, 330, 440, 471, 480;
NUR 335, 346; PSY 230; REL 335.

Total: 18 semester hours.

Note: *Students must receive at least a grade of C- in all major courses. Students must repeat any major course in which they receive less than a C-.*

Health and Physical Education Teacher Licensure (B.S.) Requirements:

The Evolving Professional Teacher

The Health and Physical Education Program (HPE) faculty guide HPE majors as they “evolve into professional health and physical educators.” Our commitment is to provide a nurturing environment for each teacher candidate as they deepen their content knowledge, develop leadership skills, and increase acceptance and understanding of all children. These goals, coupled with a mandate to provide effective pedagogical skills necessary for student success, is the basis for the conceptual framework of all licensure areas, “The Evolving Professional Teacher.” Instilled in HPE graduates is a love of learning and an ongoing interest in professional development, a reflective process to ensure teacher effectiveness and empowerment, and a self-confidence that results from membership and participation in the teacher education learning community at Barton College.

The Health and Physical Education Program graduate earns a Bachelor of Science degree in Health and Physical Education, leading to the initial North Carolina teaching license for Kindergarten through 12th grade. This program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (NCDPI).

Health and Physical Education Major Requirements:

- Health courses: HEA 201 (1), 203 (1), 302 (1), 400 (4).
- Health and Physical Education courses: HPE 210, 220, 230 (1), 260, 320, 340 (2), 350.
- LIF 110 or LIF 111.
- Nursing courses: NUR 322, 325.
- Physical Education course: PED 350.
- Sport Studies courses: SPS 120, 212, 270, 330.

Total for the Health and Physical Education Major requirements: 48 semester hours.

Special Area Teacher Licensure Requirements:

- Courses within the Schools of Nursing and the Sciences prescribed for special area licensure: BIO 101 (4) or BIO 111 (4); 219 (4); NUR 322, 325.

- Professional Education courses:
 Prior to the Professional Semester (spring of senior year):
 Field Experience courses: EDU 400 (1).
 Other professional courses: EDU 223, 334, 354 (2), 464.
- During the Professional Semester: EDU 450 (2), 451 (2), 470 (10).
- Complete all Professional Education Program requirements.
 Total for Teacher Licensure requirements: 29 semester hours.

Note: *A grade of C- or lower is not acceptable for licensure in a major course or in a professional education course. Only the student who successfully completes all phases of the Professional Education Program and meets all other department requirements can be permitted to enter pre-service teaching*

The teacher education program has created 4 stages based on a progression within the curriculum. The following is a list of the stages, the requirements that must be met, and the courses that fall under each stage for the Health and Physical Education Program.

Health and Physical Education Stages

No Restriction

A student may take the following courses without restrictions:

EDU 223	Learning and Learners
HEA 201	First Aid and CPR
HEA 203	First Aid/CPR/AED Instructor
HEA 230	Health and Wellness in Modern Society
HPE 210	Individual, Dual, and Recreational Sports
HPE 220	Team Sports
HPE 230	Dance Forms for Physical Education
HPE 260	Exceptionalities in Physical Education / Lab
HEA 302	Fitness Concepts
LIF 110	Beginning Swimming or LIF 111 Advanced Swimming
NUR 322	Substance Abuse
NUR 325	Human Sexuality
SPS 120	Group Exercise
SPS 212	Training Concepts

Stage I

Before taking Stage I courses, a student must:

- 1) Have declared a major with teacher licensure
- 2) Have passed 56 semester hours
- 3) Have attempted Praxis I (Reading, Writing and Math) or documentation of SAT or ACT scores allowing exemption.

EDU 334	Instructional Technology
EDU 354	Classroom Assessment
HEA 400	Teaching Healthful Living / Lab
HPE 320	Movement Concepts and Skill Themes / Lab
HPE 340	Curriculum and Instruction in PE / Lab
HPE 350	Teaching Secondary Physical Education
PED 350	Kinesiology
SPS 270	Exercise Physiology
SPS 330	Principles and Ethics of Coaching

Stage II: Formal Admittance to the Teacher Education Program

We recommend that the following list comprise the requirements for Stage II Courses and formal admission to the Teacher Education Program.

Before being admitted to Teacher Education Program and eligibility to take the courses labeled as “Stage II Courses,” a student must:

1. Have met the requirements for Stage I.
 2. Have a 2.70 career GPA (Transfer + Barton GPA combined) at the time of admission to the program.
 3. Have the recommendation of his or her advisor.
 4. Have passed *Praxis* Core Academic Skills for Educators (Core) tests (Reading, Writing, and Math) or provided documentation of exemption.*
 5. All candidates are required to have passed all licensure tests.
- EDU 400 - Practicum: Teaching Skill Lab
 - EDU 451 - Classroom Management
 - EDU 464 - Differentiated Instruction
 - HPE 410 - Differentiated Instruction in Physical Education

Stage III. Admission to Student Teaching Semester

Before being admitted to Student Teaching, a student must:

1. Have been accepted into the Teacher Education Program at least one semester prior to the student teaching semester.
2. Have a 2.70 cumulative GPA (Transfer + Barton GPA combined).
3. Have senior level status.
4. Have passed *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Math) or provided documentation of SAT or ACT scores allowing exemption.*
5. Have completed the application required for admittance into student teaching.
6. Have been recommended for student teaching by the program area coordinator and advisor.

- 7.** Education of the Deaf and Hard of Hearing majors must have passed the sign proficiency test.
 - 8.** Have passed all methods courses. A candidate failing any education methods course will not be allowed to student teach until the course has been re-taken and successfully completed.
 - 9.** All student teaching placements are made through the office of the Director of Field Experience.
- EDU 450 - Education Capstone
 - EDU 470 - Student Teaching

Stage IV

In order to complete the Teacher Education Program successfully and to be eligible for licensure, the candidate must:

- 1.** Have a 2.70 GPA (Transfer + Barton GPA combined).
- 2.** Have successfully completed required Electronic Evidences and the tasks required for edTPA submission.
- 3.** Have completed the requirements for educational methods courses.
- 4.** Have met all program requirements.
- 5.** Have completed the Baccalaureate Degree.
- 6.** Have passed EDU 470 with a grade of C- or higher and have met all indicators on the North Carolina Capacity of Certification.
- 7.** Have met all other licensure requirements.
- 8.** Have passed North Carolina licensure tests, including Praxis II Specialty Area Test(s) Principles of Learning and Teaching, and/or Pearson Foundations of Reading and General Curriculum tests, as applicable for licensure areas.

Healthcare Administration Major (B.S.) Requirements:

- Economics course: ECO 101.
- Gerontology course: GRN 330.
- Health courses: HEA 240 (1), 350, 370, 401, 430, 440.
- Management course: MGT 301, 330.
- Marketing course: MKT 301.
- Nursing courses: NUR 201, 346.
- Sport Studies courses: SPS 410; 460 or 470 (12).
- Statistics course: BUS 210 or PED 405 or MTH 250.

Total: 46-55 semester hours.

Note: SPS 460 may be replaced with SPS 470 (12) (see special prerequisites under the course listing); either course must be passed with at least a C grade. The major has 52 semester hours if this alternative is used.

Health Promotion Major (B.S.) Requirements:

- Health Promotion Core: BIO 101 (4); BIO 219 (4) or BIO 311 (4) and 312 (4); GRN 101; HEA 230, 240 (1), 401; NUR 214, 346; PED 405 or BUS 210 or MTH 250; PSY 101, 365; SPS 202 (1) or NUR 201 (2); SPS 410, 460; REL 335, 336.
- Completion of General Concentration:
 - a. Twelve semester hours.
 - b. Must take a minimum of 9 semester hours of 300- and/or 400- level courses; no 100-level courses allowed; all course chosen must be approved by the academic advisor.Total: 58-63 semester hours.

Sport Management Major (B.S.) Requirements:

- COM 270.
 - PED 405 or BUS 210 or MTH 250.
 - Sport Studies courses: SPS 202 (1), 210 (1), 240, 260, 310 (2), 340 (4), 350, 360, 370, 410, 440; 460 or 470 (12).
- Total: 38-47 semester hours.

Note: SPS 460 may be replaced with SPS 470 (12) (see special prerequisites under the course listing); either course must be passed with at least a C grade. The major has 47 semester hours if this alternative is used.

Human Performance Minor Requirements:

- Biology course: BIO 219 (4).
 - Nursing course: NUR 214.
 - Sport Studies courses: SPS 270, 280.
 - PED 350.
 - Completion of one area of emphasis: 6-8 semester hours.
- Total: 22-23 semester hours.

Strength and Conditioning Emphasis:

- Sport Studies courses: SPS 212 (2), 312 (2), 461 (2 semesters: 1 credit each semester).

Personal Training Emphasis:

- Sport Studies courses: SPS 335, 345, 461 (1).

Sport Management Minor Requirements:

- Sport Studies courses: SPS 210, 240, 340, 370.
 - Choose nine hours from: SPS 260, 350, 360, 410, 440.
- Total: 20 semester hours.

Courses of Instruction: Gerontology

(Gerontology is an interdisciplinary major. Check other sections of the catalog for additional course descriptions)

GRN 101. Aging, The Individual and Society. 3.

An introduction to Gerontology, which is the scientific study of the aging process. The course will emphasize basic conceptual and theoretical perspectives on aging within a multi-disciplinary framework, including psychology, sociology, biology, social work, religion, and economics.

GRN 240. Cross-Cultural and Ethnic Perspectives on Aging. 3.

Examination and analysis of cultural diversity and ethnicity in the older population residing in the United States and cross-cultural analysis of the problems of the aged throughout the world.

GRN 301. Images of Aging in Mass Media. 3.

A study of the evolution of societal attitudes towards aging across multiple decades using cinema, television, and print media; from the early twentieth century to the present.

GRN 330. The Aging Network. 3.

Overview of programs and services for older individuals and their families. Administration of human service agencies with aging clients. Goal setting, staffing, evaluation, budgeting and organizational structures.

Note: *This course serves as the Gateway course for the Gerontology major. A grade of C- or higher is required for graduation.*

GRN 440. Family Caregiving and Dementias. 3.

This course examines all of the major dementia prominent in our society, specifically Alzheimer's Disease, Parkinson's Disease, Multi-Infract Dementia, Lewy Body Dementia, Picks Disease, Binswanger Disease, Depression, Delirium, Anoxia, and Chronic Organic Brain Syndrome. Caregiving strategies and resources available to patient, caregiver, and family are discussed. The historical and societal factors giving rise to the prevalence of dementia are also discussed.

Prerequisite: GRN 101.

Note: *This course serves as the Summit course for the Gerontology major. A grade of C- or higher is required for graduation.*

GRN 470. Applied Study in Gerontology. 9.

Placement of the student in a supervised field experience in settings associated with services for the elderly and a weekly seminar on campus, the student must satisfactorily complete a minimum of 300 hours as a requirement for a Bachelor of Science degree in Gerontology.

Prerequisites: GRN 101, 330, and senior status in the Gerontology major.

GRN 471. Applied Study in Gerontology. 3.

Placement of the student in a supervised field experience in settings associated with services for the elderly and a weekly seminar on campus. The student must satisfactorily complete a minimum of 100 hours before being recommended for the Barton College certificate in Gerontology.

Prerequisites: GRN 101, 330, and senior status in the Gerontology Major.

GRN 473. Applied Study in Gerontology I. 4.

Placement of the student in a supervised field experience in settings associated with services for the elderly and a weekly seminar on campus, the student must satisfactorily complete a minimum of 300 hours as a requirement for a Bachelor of Science degree in Gerontology. Summer only.

Corequisite: GRN 474.

GRN 474. Applied Study in Gerontology II. 5.

Placement of the student in a supervised field experience in settings associated with services for the elderly and a weekly seminar on campus, the student must satisfactorily complete a minimum of 300 hours as a requirement for a Bachelor of Science degree in Gerontology. Summer only.

Corequisite: GRN 473.

GRN 480. Individual Problems. 3.

Exploration of a topic in gerontology in greater depth through an original research project that is done under the supervision of the instructor. Fall, spring.

Note: Also offered as GRN 481 for one semester hour; and as GRN 482 for two semester hours.

Courses of Instruction: Health**HEA 201. First Aid / CPR / AED. 1.**

Course covering first aid and cardiopulmonary resuscitation, taught according to American Red Cross guidelines.

HEA 203. First Aid / CPR / AED Instructor. 1.

The purpose of this course is to train instructor candidates to teach the American Red Cross basic-level First Aid, CPR, and AED courses.

Prerequisite: HEA 201 or First Aid Certificate.

HEA 230. Health and Wellness in Modern Society. 3.

Today's society appears to have a genuine concern for living a healthful lifestyle and those issues and practices which will promote this form of healthy living. This course will help students to understand the issues for promoting healthy living and aid in clarifying values related to healthful practices and topics.

Note: This course serves as the Gateway course for the Health Promotion major. A grade of C- or higher is required for graduation.

HEA 240. Medical Terminology. 1.

This course is designed to develop student's cognitive understanding and practical application of the medical language used by allied health professionals. The course will focus on acquiring word-building skills by learning prefixes, suffixes, roots, abbreviations, and combining forms. The course will require students to correctly define, interpret, and pronounce medical terms relating to anatomical structure and function, pathology, diagnosis, clinical procedures and documentation used in medical reports and varying forms of communication. A body systems approach will be utilized and common abbreviations applicable to each system will be interpreted.

HEA 302. Fitness Concepts for K-12 Programs. 1.

Inactivity is a primary factor in the explosion of individuals who are either overweight or obese. This course will focus on the fitness concepts and activities teachers use in K-12 schools that address poor fitness levels, fitness testing methods, and data collection. HPE majors will undergo a complete fitness test and analyze the results using the standards for adult individuals. Majors will develop personal fitness goals and a plan to achieve or maintain appropriate levels of fitness. An emphasis is placed on planning appropriate learning tasks, developing individual fitness goals and plans, and organizing school-wide events to improve fitness levels of K-12th grade students.

HEA 340. Health and Safety for Secondary Schools. 1.

Current issues in health and safety, the secondary school health curriculum, effective teaching aids and techniques explored. Fall.

Prerequisite: Pre-Entry Stage I.

HEA 350. Healthcare Informatics. 3.

Health Informatics is the multidisciplinary scientific field concerned with the acquisition, storage, retrieval, communication, and optimal use of health information for problem solving and decision-making. Health Informatics has as its driving goals the improvement of health and healthcare and the advancement of the biomedical and health sciences. Other names often used for this broad field include Medical Informatics or Biomedical Informatics.

HEA 370. Healthcare Policy. 3.

The purpose of this course is to provide students with an overview of the U.S. health care system, its components, and the policy challenges created by its organization. Special attention will be given to the status and implementation of the ACA at the state and federal levels and to the budgetary implications of health care spending more broadly. The major health policy institutions and important issues that cut across institutions, including private insurers and the federal/state financing programs (Medicare and Medicaid/SCHIP), disparities in access to care, the role of pharmaceuticals in health care and the pricing and regulation of the pharmaceutical industry, the quality of care, the challenges of long-term care and the aging of the population, and the drivers of cost growth will also be studied.

HEA 400. Teaching Healthful Living Concepts. 3.

This course focuses on effective instruction of current healthful living content in a meaningful and relevant manner to secondary students. A 35-hour supervised Teaching Lab provides opportunity to work with middle and high school students in a classroom setting.

HEA 401. Contemporary Issues in Health and Medicine. 3.

This course will introduce students to current issues and controversies in medicine and health. The course will take a biopsychosocial approach of relating to health and medicine in which the biological, psychological, and social aspects of health and medicine are studied in contrast to the strictly biomedical aspects of disease. Students will be able to demonstrate knowledge from a biopsychosocial perspective in such areas as preventive medicine, chronic disease, stress, and aging. Additionally, contemporary, and at times controversial, health issues such as health insurance, access to health care and malpractice will be discussed to facilitate the student's ability to think critically and articulate effectively with peers.

Note: *This course serves as the Summit course for the Health Promotion and Healthcare Administration majors. A grade of C- or higher is required for graduation.*

HEA 430. Medical Practice Management. 3.

Medical Practice Management is a comprehensive introductory course in the management of medical and dental practices. Types of practices and roles of personnel within the practice are introduced and professional skills competency are emphasized. Financial applications, customer service, teamwork, and marketing are explored along with their importance to the quality delivery of care and financial success of the practice.

HEA 440. Principles of Financial Management for Healthcare. 3.

Healthcare financial management draws heavily from financial accounting, managerial accounting, finance and economics. This course specifically focuses on learning and applying key financial and managerial accounting tools and concepts to healthcare problems. It provides a broad introduction to key concepts, issues, tools, and vocabulary useful both for policy makers and administrators. Topics include: healthcare financial statements, recording transactions, financial statement analysis, full costing, differential costing, budgeting, and responsibility accounting. The course uses a number of cases and focuses upon both analytics and communication skills.

Courses of Instruction: Health and Physical Education

HPE 210. Individual, Dual and Recreational Sports. 3.

The purpose of this course is to provide learning experiences that will lead to an understanding of game strategies and the development of basic skills in individual, and recreational sports. In addition to skill acquisition, the course will focus on how to plan for skill development and the use of strategies in games through the use of extending, refining, and application tasks for golf, tennis, badminton, pickleball, disc games, bowling and bocce.

HPE 220. Team Sports. 3.

The purpose of this course is to provide learning experiences that will lead to the development of basic skills and an understanding of strategies in team sports. In addition to skill acquisition the course will focus on how to plan for skill development in games through the use of extending, refining, and application tasks for basketball, volleyball, soccer, softball, flag football and lacrosse.

HPE 230. Dance Forms for Physical Educators. 1.

A study of the traditional and popular forms of dance including folk, social, line, and square dancing. HPE majors will learn how to provide opportunities for children and youth to communicate and express themselves through movement experiences while learning the history and music of many cultures.

HPE 260. Exceptionalities in Physical Education. 3.

A practical approach to successful inclusion of children with disabilities in health and physical education class. An overview of the disabilities, laws, IEP's, behavior management, Universal Design for learning, and strategies for inclusion. Independent examination of current educational research broadens perspective through critical-thinking. The 35-hour Adapted Physical Education Teaching Lab is included.

Note: This course serves as the Gateway course for the Health and Physical Education major. A grade of C- or higher is required for graduation.

HPE 310. Physical Education and Health for Classroom Teachers. 1.

This course prepares classroom teacher candidates to identify and articulate the benefits of leading a physically active life and how to integrate physical activity into classroom content. The importance of proper nutrition including the relationship between calorie intake and physical activity and the impact of the media on food choices will also be covered. Candidates will study interpersonal and intrapersonal relationships, the consequences of tobacco, alcohol, and drug use and accident and injury prevention in the home, at school, in the community, and in and around the water.

HPE 320. Movement Concepts and Skill Themes / Elementary Lab. 3.

The achievement of proficiency in all fundamental movement skills and their application to a variety of physical activities and games is central to elementary physical education. An analysis of progressions through skill development sequences in fundamental movement skills will be highlighted. An emphasis is placed on movement concepts, skill themes, and the generic levels of proficiency along with the 'Skill Theme Approach' for developing an applied understanding of these concepts through a variety of movement experiences – exploration, guided practice, and observation. A 35-hour elementary Teaching Lab is included (5 hours is participating in the HPE 21st Century Learning Community.)

HPE 340. Curriculum and Instruction in Physical Education. 2.

Teacher candidates investigate several contemporary physical education curriculums while developing progressive, sequential lessons and units based on the NC Healthful Living Standards. Application of a reflective framework for analysis provides support or encouragement for change to increase the effectiveness of the teaching-learning process and environment. Includes a 35-hour supervised Teaching Lab in middle and high school physical education classes.

HPE 350. Teaching Secondary Physical Education. 3.

Students will learn aspects of teaching secondary physical education including the characteristics of secondary school students, testing, grading, teaching team sports, lifetime activities, health related fitness, and effective teaching techniques. Students will gain teaching experiences through peer teaching as well as observations and small group instruction in the public schools.

Prerequisite: Stage I (Teacher Education Program).

Courses of Instruction: Physical Education – Fitness

All of these courses may be counted toward the Physical Fitness component in the Sports Science Perspective in the General College Core requirements. The student must complete one of these courses for the Sports Science Perspective.

FIT 100. Lap Swimming. 1.

FIT 101. Total Fitness. 1.

FIT 102. Jogging for Fitness. 1.

FIT 103. Aerobic Dance. 1.

FIT 104. Walking for Fitness. 1.

FIT 105. Water Aerobics. 1.

FIT 106. Zumba. 1.

FIT 107. Cycling. 1.

FIT 108. Aqua Zumba. 1.

FIT 109. Boot Camp. 2.

FIT 110. Pound. 1.

FIT 111. Tighten and Tone. 1.

FIT 112. Zumba Toning. 1.

Courses of Instruction: Physical Education – Lifetime Activity

All of these courses may be counted toward the Lifetime Activity component in the Sports Science Perspective in the General College Core requirements. The student must complete one of these courses for the Sports Science Perspective.

LIF 101. Weight Training. 1.

LIF 102. Tennis. 1.

LIF 103. Badminton. 1.

LIF 104. Frisbee. 1.

- LIF 105. Golf. 1.**
- LIF 106. Yoga I. 1.**
- LIF 107. Yoga II. 1.**
- LIF 109. Tae Kwon Do. 1.***
- LIF 110. Beginning Swimming. 1.**
- LIF 111. Intermediate Swimming. 1.**
- LIF 112. Advanced Swimming. 1.**
- LIF 115. Bowling. 1.***
- LIF 116. Volleyball. 1.**
- LIF 119. Scuba. 1.***
- LIF 120. Advanced Scuba. 1***
- LIF 123. Racquet Sports. 1.**
- LIF 124. Kayaking. 1.***
- LIF 125. Basic Sailing. 1.***
- PED 131. Wellness for a Lifetime. 2.**

Note: PED 131 fulfills both the Physical Fitness and Lifetime Activity requirements of the Sports Science Perspective in the General College Core requirements.

* Course requires an extra fee.

General College Core Requirement Placement Credit

A student who participates in an intercollegiate sport for at least two years receives one semester hour of placement credit in physical education. This credit will count for the Lifetime Activity requirement of the Sports Science component of the General College Core requirement. No more than one semester hour of credit may be earned by participation in intercollegiate sports.

Students with Disabilities

A student who has a permanent disability which prevents participation in all or part of the Sports Science component of the General College Core requirements may be allowed to modify this requirement. After the presentation of a doctor's verification of the disability to the Chair of the Department, the requirement can be modified to comply with the restriction. If the student's disability is such that there can be no benefit from the Sports Science classes, then a petition for exemption from this requirement may be submitted through the normal petition procedure. Such a petition should be accompanied by appropriate medical recommendations.

A student enrolled in a Sports Science activity course who becomes ill or injured to the extent that continuation in the course is not possible should elect to drop or withdraw from the course and enroll in the course in a later semester.

Courses of Instruction: Physical Education

PED 133. Lifeguarding. 2.

Certifies the student as an American Red Cross Lifeguard.

PED 350. Kinesiology. 3.

A study of human movement from the viewpoint of biomechanics, musculoskeletal anatomy and neuromuscular anatomy and neuromuscular physiology, with the greatest emphasis on the mechanical aspects. Spring.

Prerequisite: BIO 219 or BIO 311.

PED 405. Statistics for Sport and Health Sciences. 3.

Use, interpretation, and application of fundamental statistical techniques. Fall.

Prerequisite: At least junior level standing in the major.

Courses of Instruction: Sport Studies

SPS 120. Group Exercise Instruction. 2.

This course provides training for the entry-level Group Exercise instructor. Lectures will cover basic cardiorespiratory physiology, aerobic program design and group exercise class development.

SPS 202. Introduction to the Professions. 1.

This course is designed to lead prospective students of Physical Education and Sport Studies through an overview of the dynamic fields of Athletic Training; Exercise Science; Sport Management; Health Promotion; and Health and Physical Education. Content includes historical perspective and underlying philosophies that form the foundation of the various fields of study in physical education and sport studies, the scientific study of various societal and physical parameters of today, the common goal of guiding individuals in the process of becoming physically active and healthy for a lifetime, and current trends and issues that confront professionals. Students will be capable of making an informed career choice in a Sport Studies /Physical Education field.

SPS 210. Practicum I. 1.

A supervised field experience in the student's major area. Fall, Spring, Summer.

Prerequisite: Sophomore level standing for Sport Management majors and minors and Exercise Science majors.

Note: *A minimum of 40 hours in the field required. Physical education majors seeking teacher licensure may not count this course toward graduation.*

SPS 212. Training Concepts / Lab. 2.

This is a theory-based course dealing with strength training concepts, activities, and beginning foundation program planning for different segments of the population. Spring.

Prerequisite or Corequisite: BIO 219 or BIO 311.

SPS 240. Sport Marketing. 3.

The purpose of this course is to introduce an overview of various aspects of sport marketing and the application of basic principles of sport marketing with emphasis on intercollegiate athletics, professional sport, and multi-sport operations. This course will provide students with an up-to-date understanding of marketing concepts as they are currently being applied in various sport management contexts. It is intended to provide a foundation for those students who plan to do advanced study and work in marketing, consumer behavior, and related fields.

SPS 260. Sport Ethics. 3.

This course will expose students to current (and pervasive) ethical issues in the sport industry. This class will provide the students with an in-depth knowledge of arguments for and against a wide range of controversial topics (including sportsmanship, gambling, violence, hazing, and drugs), as a means of preparing them to deal with these issues in a variety of roles. As such, students in this class will be better prepared to be agents of change within the sport industry, so that it may prosper and be strengthened by their presence in it.

Note: *This course serves as the Gateway course for the Sport Management major. A grade of C- or higher is required for graduation.*

SPS 270. Exercise Physiology. 3.

A study of the basic physiological changes that accompany physical exercise, sports, and movement. Included are the effects of the environment, altitude, nutrition, ergonomic aids, sex, and age, and the implications provided for developing conditioning programs. Fall.

Prerequisite: BIO 219 or BIO 311.

SPS 280. Exercise Prescription. 3.

A “hands-on approach” that applies basic exercise testing principles of cardiovascular fitness, muscular strength and endurance, flexibility, nutrition, and body composition to specific populations. Screening and testing devices, physical activity, disease, aging, and psychological health will be studied. Implications of each area will be investigated. Spring.

Prerequisite: SPS 270.

Note: *This course serves as the Gateway course for the Exercise Science major. A grade of C- or higher is required for graduation.*

SPS 310. Psychological and Sociological Bases of Sport. 2.

A study of the personality, self-concept, motivation, group interaction, learning, perception, maturation, and other psychological and sociological phenomena as they apply to fitness, skill acquisition, and physical performance. Spring.

Prerequisite: At least sophomore level standing in the major.

SPS 312. Program Design and Implementation / Lab. 2.

This is a scientific and applied course dealing with strength training activities and design concepts for different segments of the population. Fall.

Prerequisites: SPS 212.

SPS 330. Principles and Ethics of Coaching Youth. 3.

It is estimated that over 30 million children and young adults participate in sport programs; many of these youth are at-risk. This course is an introduction to the general philosophy and methods of coaching, including coaching at-risk youth. Current issues and topics addressing principles and problems facing coaches at all levels are addressed. Students will be challenged to define who they are as coaches (their philosophy, objectives, and style); enhance communications and motivational skills; become more effective teachers; improve team, relationship, risk, and self-management skills. Students will also learn about developmental differences in youth, cultural and gender differences, and differences in physical and mental abilities. Lab consists of 30 hours of coaching youth and 5 hours of participation in HPE 21st Century Community of Learners.

SPS 335. Personal Fitness Training. 3.

This course is designed to prepare students with the knowledge, skills, and competence to conduct fitness assessments and to design exercise programs for various populations. Students will gain practical experience related to healthy fitness management programs and will learn safety techniques and basic sports nutrition. This course will prepare the students to take the National Academy of Sports Medicine (NASM) Certified Personal Trainer (CPT) exam. the NASM-CPT exam is an extra expense that is covered in the program fee.

Prerequisites: BIO 219, SPS 270, SPS 280.

SPS 340. Event and Facility Management. 4.

Sport and special events have grown to encompass much of our free time. Because of this growth, event management is one of the most sought-after skills in the entertainment industry. With the construction of massive new facilities, there is a growing need for skilled individuals who can fill arenas, stadiums, and coliseums with programming on a yearly basis. In an effort to help facilitate this need, this course provides you, the student, with necessary foundations of event management, including conceptualization, staffing, budgeting, financing, promoting, securing, and managing. Upon completion of this course, you will understand the competencies necessary for managing and operating sport and special events through theory and practical application. This course has an experiential component, with each student taking part in practical athletic and/or special event management tasks in focused reflection through academic work to construct the knowledge, skills, and values needed by professionals in the sports/event management industry. The assigned athletic/special event management tasks are predominantly completed on-campus, but several off-campus opportunities will be available.

SPS 345. Concepts in Corrective Exercise. 3.

This course will present an evidence-based approach to corrective exercise, the components of comprehensive solution, and the practical know-how to develop and implement integrated strategies to improve common movement impairments. Students completing this course will be prepared to take the NASM's Corrective Exercise Specialist (CES) credentialing exam. The NASM-CES exam is an extra expense that is covered in the program fee.

Prerequisites: BIO 219, PED 350, SPS 335.

SPS 350. Diversity in Sport. 3.

This course is designed to examine diversity issues in the sporting world from the early days of sport to present day. Topics will include athletes who have overcome diversity barriers such as gender, race, religion, and disability in the context of sport including amateur, Olympic, Special Olympic, Paralympic, NCAA, and Professional Sports. Through readings and discussion, this course explores the dominant narratives about stereotypes, misconceptions, and social elements of a changing sports landscape.

SPS 360. Sport Governance. 3.

This course is an examination of sport organizations, focused on both professional and amateur governance structures and processes. The study of policy in educational, nonprofit, professional, and international sport venues will be addressed.

SPS 370. Sport Finance. 3.

At the conclusion of this course, students will be able to calculate profits and losses for sport organizations; track and graph financial trends of revenues and expenses; analyze revenues after factoring in inflation costs to determine adjusted profits or losses; and determine, evaluate, and report causes for trends and anomalies in the above. Students will be able to analyze the financial value of sport franchises; evaluate revenue and funding categories to determine viability; and analyze and discuss the impact of collective bargaining agreements on the financial value of franchises.

SPS 410. Organizational Leadership and Administration of Sport and Health Sciences. 3.

A study of organization and administration as they apply to health, physical education, athletics, and other sport studies areas. Special emphasis on general management techniques, fiscal management, personnel administration, legality in operations, and public relations. Spring.

Prerequisite: At least junior level standing in the major or minor.

SPS 440. Sport Law. 3.

The purpose of this course is to provide students with an understanding of the legal issues involved in the operation and management of organizations in the sport business industry, and to equip students with the skills and strategies needed to effectively work with business executives and attorneys to resolve these issues. The course will focus on the practical application of laws, rules,

and regulations, in situations current students will likely face (and decisions current students will likely need to make) if they become sport business managers.

Note: *This course serves as the Summit course for the Sport Management major. A grade of C- or higher is required for graduation.*

SPS 450. Exercise in Health and Disease. 3.

This course has been designed to help you examine and apply the principles of exercise prescription for normal and special cases. Development of exercise strategies for the apparently healthy, elderly, obese, hypertensive, and cardiac patients will be discussed. In addition, exercise considerations for diabetes, asthma, arthritis, osteoporosis, and pregnancy will be explored. This course will include a practical component that will include performing senior fitness testing and senior exercise programming at a local senior living community.

Prerequisites: SPS 270, SPS 280.

Note: *This course serves as the Summit course for the Exercise Science major. A grade of C- or higher is required for graduation*

SPS 460. Practicum II. 3.

Supervised practical experience in one of the various sports studies areas including physical education, sport administration and sports communications. Fall, Spring, Summer.

Prerequisite: Completion of 90 credit hours. Student must have at least a 2.00 overall grade point average to be eligible for a field experience.

Note 1: *Course is also offered as SPS 461 for one semester hour, and as SPS 462 for two semester hours. Involves a minimum of 40 hours of field work for each hour of credit. May be taken more than once, but no more than six semester hours may be counted toward graduation, and no more than three semester hours may be taken in any semester.*

Note 2: *Must have junior or senior status in Physical Education and Sport Studies majors.*

SPS 470. Internship in Sport Studies. 12.

Course allows the student opportunities to participate in field-based learning experiences in agency, business and education settings. Fall, Spring, Summer.

Prerequisites: Completion of 90 semester hours with a 2.50 minimum cumulative grade point average in all major courses.

Note: *Must have junior or senior status in Physical Education and Sport Studies majors.*

SPS 480. Independent Research in Sport Studies. 3.

Individual research project selected and designed by the student with guidance of the instructor. The course is designed for students who have demonstrated the competence to do independent work. The student may be asked to present the study and its results at a seminar composed of faculty and students. Fall, Spring, Summer.

Note: *Also offered as SPS 481 for one semester hour, and as SPS 482 for two semester hours.*

Dean:

- Ronald Eggers.

Interim Director of MBA Studies:

- Rena B. Corbett.

Faculty:

- Professor: Bethune.
- Associate Professors: Eggers, Parker.
- Assistant Professors: Corbett, Kwon, Lanier, Palasek, Paul.

Student Organizations:

- Phi Beta Lambda.
- Sigma Beta Delta.

Major and Minor Programs

- Accountancy: minor.
- Business Administration: B.S. degree; minor.
- Business: B.A. degree.
- Strategic Leadership: M.B.A. degree.

Mission Statement

The Barton School of Business (BSB) is committed to an innovative program that promotes meaningful learning, inspires the growth and development of a diverse group of students, and empowers individuals to have a positive impact on their communities.

Our students will:

- value citizenship, leadership, and service while behaving in ways that are socially and professionally acceptable; and
- acquire business-ready qualities so that they may effectively communicate, problem solve, and critically think.

This will be accomplished through:

- the dedication of our faculty to teaching and scholarship so that students may receive the most relevant knowledge and opportunities; and
- our commitment to small class sizes, experiential learning, extracurricular activities, and one-on-one interaction with our students.

Business Administration (B.S.) Requirements:

- Accounting courses: ACC 101, 102.
 - Business courses: BUS 220, 250, 490, and choose one from BUS 320, 330, 340.
 - Computer Information Systems course: CIS 110.
 - Economics courses: ECO 101, 102.
 - Finance course: FIN 301.
 - Management course: MGT 301.
 - Management Information Systems course: MIS 301.
 - Marketing course: MKT 301.
 - Operations Management course: OMT 301.
 - Statistics course: Choose one from BUS 210, MTH 250, PED 405, PSY 271.
 - Additional 15 semester hours of complimentary electives (The Program of Study).
- Total: 60 semester hours.

Notes: *Students must have their Program of Study approved six months before their date of graduation; twelve of the 15 semester hours must come from 300-level courses or higher; no more than six credit hours of Individualized Research Problems in Business (BUS 480) and three credit hours of Internship Experience (BUS 370) may be utilized in the Program of Study.*

Non-Academic Portfolio Requirements

For Students Seeking a BS degree in Business Administration or 3 + 2 BS-MBA (MBA in Strategic Leadership).

Academic Portfolio

- 45 Core Hours
- 15 Hours in Program of Study

Non-Academic Portfolio

A. Internship

- 1) Paid or unpaid; no credit hours toward graduation

B. Undergraduate Research (with Faculty)

- 1) BSB Scholars Program Thesis or Project
- 2) Wilson-Barton Think Tank
- 3) BUS 390 Directed Study/BUS 480 Individual Research Problems in Business – research special topics such as software development, stock market strategies, or other areas identified in Program of Study

C. Leadership within BSB

- 1) Phi Beta Lambda active participation
 - a. Serve as local/state officer
 - b. Attend minimum of two state/national conferences
- 2) BSB Advisory Board
- 3) BSB Ambassador (works with FYS and freshman students; mentor majors)

D. Co-Curricular Activity

- 1) Innovation Competition
- 2) Ethics Bowl
- 3) Economics Competition
- 4) Peer Leader or Orientation Leader
- 5) PBL National Leadership Conference Competition
- 6) SGA Officer

E. Service/Service Learning

- 1) PBL Community Service Project
- 2) BSB Community Service Project
- 3) Barton College Ambassador (recruit from larger pool of potential business students)
- 4) Tutoring College or High School students
- 5) Mentoring local High School students

F. Senior Portfolio Showcase

- 1) Each senior will participate in a “showing” of his or her non-academic portfolio.

Students entering as a freshman or sophomore (with less than 60 hours) must complete an internship and senior portfolio and a minimum of one element from each category B through E. Students entering with 60-92 transfer hours must complete an internship and senior portfolio and at least two elements from categories B through E. Students entering with 93 or more transfer hours must complete an internship and senior portfolio and at least one element from categories B through E.

Elements may be added/deleted at the discretion of the Dean.

** Does not apply to BA degree in Business*

Business (B.A.) Requirements:

- Accounting courses: ACC 101, 102.
- Business courses: BUS 210, 220, 250, 370, 490.
- Computer Information Systems course: CIS 110.
- Economics courses: ECO 101, 102.
- Finance course: FIN 301.
- Management course: MGT 301.
- Management Information Systems course: MIS 301.
- Marketing course: MKT 301.
- Operations Management course: OMT 301.

Total: 45 semester hours.

Note: *The Bachelor of Arts in Business is only available to students in the Graduate and Professional Studies program.*

Strategic Leadership (M.B.A.) Requirements:

MBA Curriculum / 3+2 Strategic Leadership Program Curriculum

Senior Year (For 3+2):

Spring – MBA Semester 1 (12 credit hours)

- MBA 500 – Financial Statements and Valuation (3)
- MBA 510 – Technical Writing and Presentations Skills (3)
- MBA 520 – Value Creation and Social Impact (3)
- MBA 530 – Research Design and Data Analysis (3)

Summer – MBA Semester 2 (6 credit hours)

- MBA 540 – Leadership Application Lab (3)
- MBA 550 – Globalization - Travel Study (3)

Fall – MBA Semester 3 (12 credit hours)

- MBA 600 – Innovation and Change (3)
- MBA 610 – The High Performance Leader (3)
- MBA 620 – Performance Assessment - Individual and Organizational (3)
- MBA 630 – Individual Project - Regional Outreach (3)

Spring – MBA Semester 4 (9 credit hours)

- MBA 640 – Strategic Leadership and Decision-Making (3)
- MBA 650 – Leading Competitive Organizations and Teams (3)
- MBA 660 – Group Project - Global Outreach (3)

Total: 39 semester hours.

Minor Programs

Accountancy Minor Requirements:

- Accounting courses: ACC 101, 102, 210, 220, 320, 490.

Total: 18 semester hours.

Business Administration Minor Requirements:

- ACC 101; CIS 110; ECO 101; FIN 301; MGT 301; MKT 301; MIS 301.

Total: 21 semester hours.

Note: *The Business Administration Minor is not available to a student having a major within the School of Business.*

Courses of Instruction: Accountancy

ACC 101. Principles of Financial Accounting. 3.

This course presents accounting principles, concepts, processes, and systems used in the recording of business transactions and the development of basic financial statements. Emphasis is placed on understanding the detailed elements of the financial statements and learning how the business transactions impact the creation of the balance sheet, income statement, cash flow statement, and owner's equity statement. Topics include the basic structure of accounting (transaction analysis, recording, and reporting), and elements of financial statements (assets, liabilities, equity, income, and expense).

Prerequisite: Completion of MTH100 with a minimum grade of "C-" or a Mathematics placement at level II or higher.

ACC 102. Principles of Managerial Accounting. 3.

This course provides an understanding of how accounting information is used by managers and other decision makers for planning, directing, motivating, and controlling a company's current and future operations. Topics include financial statements analysis for investment and credit decisions, financial statement reporting for a manufacturing firm, cost-volume-profit analysis for profit planning and formalizing budgets, and actual versus budget comparisons for controlling costs. Ethical behavior in business activities is emphasized.

Prerequisite: ACC 101.

ACC 210. Intermediate Accounting I. 3.

This is the first of a two-course teaching of intermediate-level financial accounting topics, encompassing the theory and application of professional standards for external reporting by commercial entities. Topics include the theoretical framework of financial accounting, detailed financial statements, current assets, long-term assets, and accounting for time value of money.

Prerequisite: ACC 102.

ACC 220. Intermediate Accounting II. 3.

This is the second of a two-course teaching of intermediate-level financial accounting topics, which continues the study of the theory and application of professional accounting standards for external reporting by commercial entities. Topics include current liabilities, long-term liabilities, stockholders' equity, revenue recognition, and accounting for certain expenditures such as income taxes, leases, pensions, and post-retirement benefits.

Prerequisite: ACC 210.

ACC 320. Cost Accounting. 3.

This course covers principles and procedures for planning, controlling, and product costing in a manufacturing environment. Topics include cost-volume-profit analysis, job costing, process costing, budgeting, and cost allocation.

Prerequisite: ACC 102.

ACC 350. Accounting Information Systems. 3.

The objectives of this course include the examination of business systems as viewed by the profession of accounting. Computers are used to apply the basic principles and procedures of accrual accounting to accumulate and communicate information to officers controlling the activities of the enterprise. Computer accounting applications include general ledger, accounts payable, accounts receivable, invoicing, payroll, inventory, and job costs.

Prerequisites: ACC 101, CIS 110.

ACC 430. Federal Income Taxation – Individual. 3.

This is the first of a two-course study which focuses on the application of the laws surrounding individual taxation in the United States. Emphases are placed on applying the tax laws and utilizing the tax formula to successfully calculate the taxpayer's tax liability or refund. Coursework includes areas such as the history and development of income taxation, income sources, standard and itemized deductions, exclusions, gains and losses, and tax credits.

Prerequisite: ACC 102.

ACC 440. Federal Income Taxation – Corporate Partnerships. 3.

This is the second of a two-course study which focuses on the application of the tax laws for corporations and partnerships in calculating an organization's tax liability. Coursework emphasizes how to determine the tax impact for business transactions related to the treatment of purchasing and disposing of property, unique accounting periods and methods, certain capital structures, and partnership distributions.

Prerequisite: ACC 430.

ACC 450. Advanced Topics in Accounting. 3.

This course focuses on the accounting issues that arise from business combinations. Special attention is given to the consolidation process at the date of acquisition or merger, the results of operations in the year of that transaction, and the results of operations and the financial position of the consolidated entity in subsequent years. Other topics include partnership accounting, governmental and non-profit accounting, and foreign currency transitions.

Prerequisite: ACC 220.

ACC 480. Individual Research Problems in Accounting. 3.

Individual research problems in the theory and/or the practice of accountancy, chosen by the student, with the approval of the sponsoring faculty member.

Note: Also listed as ACC 481 for one semester hour and ACC 482 for two semester hours credit.

ACC 490. Auditing. 3.

This course is an examination of the CPA's role in external financial statement auditing. Attention is given to the legal environment surrounding the audit process, risk analysis, audit planning, internal control, statistical and non-statistical sampling, evidence gathering, and reporting. Course may include a computerized audit case study.

Prerequisite: ACC 220.

Courses of Instruction: General Business**BUS 101. Business and Society. 3.**

This course will enable students to acquire and apply business principles to their personal and professional lives. It will present a historical and contemporary overview of business trends and the influence that business and these principles have on our everyday lives.

Note: *Not open to School of Business majors with junior or senior standing*

BUS 210. Business Statistics. 3.

This course introduces the principles of standard statistical techniques applied to solutions of economic, social, and business problems. These techniques include descriptive statistics, sampling, the central limit theorem and other features of data distributions, hypothesis testing, correlation, linear regression, and additional statistical methods useful to well-prepared business leaders.

Prerequisite: Completion of the General College Core requirements in Computational Proficiency.

Note: *A student may not receive credit for both BUS 210 and MTH 250 or PED 405 or PSY 271.*

BUS 220. Legal and Ethical Issues in Business. 3.

This course serves as an introduction to the American legal and regulatory system. Topics important to the modern business manager include constitutional limitations, business relationships, employment and labor regulations, litigation and alternative dispute-resolution methods, and ethical decision-making.

BUS 250. Business Communications. 3.

This course creates an environment for students to think strategically about the communication process within a business context. Given that effective written and oral communication skills are essential components of a successful business and academic career, the course will focus on business writing and oral presentation skills as well as the importance of improving students' analytical abilities.

Prerequisites: ENG 102; CIS 110; Sophomore standing.

Note: *This course serves as the Gateway course for the School of Business. A grade of "C-" or higher is required for graduation.*

BUS 320. New Venture Creation. 3.

This course focuses on the identification and exploitation of opportunities that create value for the firm and society without regard to initial resources. Students will examine the issues that start-up, for-profit, governmental, and nonprofit organizations face in their efforts to sustain a competitive advantage through innovation and change. In addition, students will develop a working knowledge of a business plan and its contribution to the entrepreneurial process.

BUS 330. Social Entrepreneurship. 3.

This course focuses on the ability of the enterprise to positively influence society. Close attention will be given to the issues that nonprofit organizations face in their attempts to secure human, financial, physical, and organizational assets, and the important considerations that these firms face as they grow and confront the challenges of organizational change.

BUS 340. Innovation and Design. 3.

This course will focus on developing new ways of thinking that are different from those taught in most undergraduate business programs. Innovation represents fundamental change and is a key factor in the success of many organizations. Design represents alternatives to the dominant design (products and processes) of today and is an important framework for leaders to embrace. As a result, a culture of creativity and innovation is now recognized as the only sustainable competitive advantage an organization has in today's dynamic environment.

BUS 360. Case Studies in Business. 3.

An in-depth study of a business organization or industry. The student is provided with background material; i.e., financial, management, and marketing aspects of the operation of the organization or industry. An extensive field trip is required, which reinforces the background material while allowing the student to experience and collect data on the organization or industry. The collected data is then incorporated into a group presentation.

Note: *This is a topics course that may be taken for credit two times, provided the student uses a different business organization or industry for the focus of the study.*

BUS 370. Internship Experience. 3.

The purpose of the internship is to provide students with an individualized educational opportunity through a structured employment situation. This work-related experience is designed to complement the student's course work through the practical application of their own knowledge, skills, and abilities. Working with an employer, students will identify a project that will improve the competitive position of the firm. The student will present the organization with recommendations for action after an extensive evaluation of the firm has been conducted.

Prerequisites: BUS 250 and a 2.5 GPA or higher in the major.

Note: *This course may be taken for credit once the non-academic requirement has been fulfilled.*

BUS 380. Co-Op Experience. 3-15.

The purpose of the co-op experience is to provide students with an individualized educational opportunity through a full-time employment situation. This work-related experience is designed to complement the students's course work through the practical application of their own knowledge, skills, and abilities.

Prerequisites: Students must have junior or senior standing in the School of Business with a 3.3 GPA or higher in the major.

BUS 390. Directed Study. 3.

Provides students with the opportunity to experience seminars, workshops, and/or other instruction on topics of interest related to their area of study.

Note: *The subject matter of the course must be approved by the sponsoring faculty member and Dean before enrollment.*

BUS 450. Advanced Seminar in Decision-Making. 3.

The objectives of this course include focus on the decision-making process with an emphasis on the individual and situation. The course simulates real-world dilemmas that test critical thinking skills with an emphasis on identifying and developing recommendations for action.

Prerequisites: MGT 301.

BUS 480. Individual Research Problems in Business. 3.

Individual research problems in the theory and/or the practice of business, chosen by the student, with the approval of the sponsoring faculty member and Dean of the School of Business.

Note: *Also listed as BUS 481 for one semester hour and BUS 482 for two semester hours credit.*

BUS 490. Business Policy and Strategy. 3.

This course provides students with an opportunity to integrate the principles and theories presented in prior coursework to address the issues that face today's organizations. Both for-profit and non-profit organizations will be examined to compel students to think critically when defining the problem, formulating solutions, and communicating recommendation of actions.

Prerequisites: BUS 250; and three of the following: FIN 301; MGT 301; MIS 301; MKT 301; OMT 301.

Note 1: *Research paper required.*

Note 2: *This course serves as the Summit course for the Business Administration (B.S.) and Business (B.A.) majors. A grade of "C-" or higher is required for graduation.*

Courses of Instruction: Computer Information Systems

CIS 110. Computer Information Systems. 3.

This course provides an opportunity to use the computer as a problem-solving tool to enrich one's personal and professional life. Laboratory exercises furnish hands-on experience with general-purpose software applications such as word processing, spread sheets, graphics, database, and presentation. Lectures focus on computer functions, hardware and software issues, and the role of computers in society.

Courses of Instruction: Economics

ECO 101. Principles of Microeconomics. 3.

This course explores ways in which individual business units operate and interrelate. It examines how consumers, owners of the factors of production, and business people interact to meet many of society's needs. The course also investigates the fundamentals of supply and demand, market structure and performance, and the basic principles that surround all resource markets (labor and capital). Finally, it will examine the market structures of pure competition, pure monopolies, monopolistic competition, and oligopolies.

ECO 102. Principles of Macroeconomics. 3.

This course deals with theoretical core of aggregate phenomena such as levels of employment, output, and prices in a decentralized economic system, as well as analysis of income-expenditure and income-price models. Classical and Keynesian theories are compared and contrasted. Both the income-expenditure and income-price models are employed to analyze issues of fiscal policy, inflation, and unemployment.

ECO 250. Capitalism. 3.

The objective of this course is to examine the economic system known as capitalism and offer a comparative analysis of alternate economic systems. Special attention is paid to such issues as efficiency and equity. Possible institutional arrangements will be addressed by examining contemporary economic and social problems and methods of resolving these problems.

ECO 330. Intermediate Microeconomics. 3.

This course studies the behavior of individual units, primarily consumers, and business firms; and considers how their decisions are coordinated through interactions in markets. Much of this course deals with verification of theories to explain a variety of economic phenomena and the use of theory to evaluate public policies.

Prerequisites: ECO 101, 102.

ECO 340. Intermediate Macroeconomics. 3.

This course will explore the role of the private and public sectors and how they effect national income, employment, and prices. The uses and limitations of stabilization policies are presented. The importance of money, its creation, and control are also principle topics of this intermediate-level course.

Prerequisites: ECO 101, 102.

ECO 350. Labor Economics. 3.

This course is a study of the trade union as an institution. Additional topics include management objectives, bargaining processes, economics of wage determination, and the politico-economic impact of trade unions on the economy.

Prerequisites: ECO 101.

Courses of Instruction: Finance**FIN 250. Consumer Finance. 3.**

This course builds useful skills in buying, managing finances, increasing resources, and protecting legal interests. The economy and government as it affects life and the prevailing economic system are also investigated.

FIN 301. Managerial Finance. 3.

This course offers an introduction to financial management concepts, emphasizing the decision process as viewed by the financial manager. Topics include the time value of money, valuation, short and long term financial planning, financial statement analysis, capital budgeting, and the tradeoff of risk and return when making capital investments.

Prerequisites: MTH 120 or 130, or equivalent.

FIN 330. Financial Markets. 3.

A study of domestic and international financial markets, including securities markets, commercial banks and non-bank financial intermediaries, roles of the U.S. monetary system and Federal Reserve in determining interest rates, economic activity, and foreign exchange rates.

Prerequisite: ECO 102.

FIN 340. Investments. 3.

An analysis of the different types of investments and their use in a balanced portfolio, function of financial markets, methods of analyzing individual securities, and the basic principles involved in the selection of sound investments.

Prerequisite: FIN 301.

FIN 350. Insurance. 3.

A study of the principles and practices of insurance, particularly as they apply to business. Automobile, life, health, and homeowner's insurance, bonds, liability, worker's compensation, and social security are studied with a consumer emphasis.

Prerequisite: FIN 301.

FIN 360. Real Estate. 3.

An introduction to the basic principles of real estate. Objectives are to help one better understand real estate as it applies to one's own real estate transactions and to provide background for one planning to offer competent and professional services in the real estate field.

Prerequisite: FIN 301.

FIN 380. Entrepreneurial Finance. 3.

This course is a continuation of Managerial Finance focusing on the entrepreneurial startup or new venture. Topics include pro forma development and review, cash flow analysis, raising capital, financing cycles, and venture and private capital sources. Both for-profit and non-profit startups will be discussed with special attention given to unique motivations of the entrepreneur and financier.

Prerequisite: FIN 301.

FIN 450. Advanced Managerial Finance. 3.

A deliberate and in-depth study of the more advanced topics in Finance for a business manager. Major emphasis to be placed on decisions involving capital structure optimization, dividend policy, capital budgeting, and raising capital.

Prerequisite: FIN 301.

Courses of Instruction: Management Information Systems**MIS 250. Principles of Computer Programming. 3.**

This course provides an introduction to structured programming techniques using a high-level programming language, such as Visual Basic. The course emphasizes the development of practical problem-solving skills, algorithm design, structured programming paradigms, coding skills, and documentation. The student is introduced to data representations, conditional, sequential and iterative execution, arrays, structures and unions, and basic sorting/searching techniques.

Prerequisite: CIS 110.

MIS 301. Information Systems. 3.

This course encourages students to analyze management information systems for the purpose of planning and making decisions. Students will examine how computer hardware and software technologies are successfully integrated in an organization to produce timely, relevant, and useful information.

Prerequisite: CIS 110.

MIS 330. Advanced Computer Programming. 3.

The objectives of this course include providing hands-on instruction in the intermediate/advanced use of word processing, spread sheets, database, and other applications software. Emphasis is placed upon practical usage commonly encountered in the business environment.

Prerequisite: CIS 110.

Courses of Instruction: Management**MGT 250. Managerial Ethics. 3.**

This course introduces application of ethical standards to business decisions. After an initial survey of ethical theories and principles for decision-making, students will critically evaluate current cases which illustrate the ethical dilemmas faced by today's corporations and business leaders.

MGT 301. Principles of Management. 3.

This course examines the intrapersonal, interpersonal, group/team, and organizational factors that influence a manager's ability to plan, organize, lead, and control. In addition, emphasis will be placed on topics such as the internal and external environment, ethics and social responsibility, goal setting, decision-making, organizational structure, motivation and group dynamics, and organizational change to fully understand how firms achieve their goals through human capital.

MGT 330. Human Resource Management. 3.

This course provides a study of human resources activities with the emphasis that employees are investments and, if effectively managed and developed, will provide long-term rewards to the organization in the form of greater productivity.

Prerequisite: MGT 301.

MGT 340. Organizational Behavior. 3.

This course serves as an introduction into the study of organizations. More specifically, it focuses on organizational behavior, processes, and theory. The class will use both micro- and macro-perspectives to frame the organization as a behavioral entity to learn about such topics as individual differences, goal setting, motivation, leadership, communication, decision-making, group dynamics, and organizational culture.

Prerequisite: MGT 301.

MGT 360. Assessing Performance and Compensation. 3.

The course will provide an introduction to the Human Resource Management areas of performance and compensation. Students will study the principles of performance and compensation and analyze examples in action. Field experience, case studies, and experiential exercises will facilitate understanding and allow for analysis of company policies.

Prerequisite: MGT 301.

MGT 380. Leadership Theory and Application. 3.

This course will provide an introduction to the field of leadership. The class will study the basic principles, definitions, and theories of leadership and analyze leadership examples in action. Field experience and experiential exercises will facilitate an understanding and growth of personal leadership styles.

Prerequisite: MGT 301.

MGT 420. International Management. 3.

This course serves as a study of the concepts necessary for students to compete and work in a globalized business environment. Emphasis is placed on marketing, management, trade, and competition factors in an international setting. Cultural, legal, political, and financial issues are also considered.

Prerequisite: MGT 301.

MGT 450. Advanced Topics in Human Resources. 3.

The focus of the course is on acquiring in-depth knowledge through the study and application of theories and concepts related to human resources. Potential topics include recruitment and selection, performance management, collective bargaining and labor relations, global issues in HRM, and strategic human resources planning.

Prerequisite: MGT 330.

Courses of Instruction: Marketing**MKT 301. Principles of Marketing. 3.**

This course provides students with an introduction to marketing as a vital business activity, including marketing functions and related decision-making processes. Students will develop an understanding of basic marketing principles and fundamental marketing issues, describe marketing environments, and analyze marketing strategies and the components needed to create a comprehensive marketing plan.

MKT 330. Consumer Behavior. 3.

This course provides students with an overview of consumer behavior and related decision-making processes from the marketing perspective. Additionally, students will compare and contrast theories of consumer behavior and develop the knowledge and skills necessary to research behavioral models shaping business strategies. The focus is on the integration of modern research methods and traditional means of understanding consumer behavior.

Prerequisite: MKT 301.

MKT 340. Marketing Research. 3.

The objectives of this course include dealing with the theory and application of marketing research as a tool for the decision-making process. Special emphasis is given to problem definition, research design, sampling procedure, data collection, statistical analysis, interpretation of data, and reporting of research findings.

Prerequisite: MKT 301.

MKT 350. Marketing Promotions. 3.

The objectives of this course include studying the many aspects of the modern practice of promotions management, sometimes referred to as advertising. Social and economic aspects are integrated. Practical application is an active component of the course.

Prerequisite: MKT 301.

MKT 360. Retail and Sales. 3.

The objective of this course is to investigate problems arising in retail store management: store location, arrangement, organizations, personnel, buying, selling, accounting and statistical control, and general policy.

Prerequisite: MKT 301.

MKT 420. International Marketing. 3.

A study of the concepts necessary for students to compete and work in a globalized business environment sets the stage for this course. Emphasis is placed on the role of cultural variables in marketing, trade, and competition factors in an international setting. Legal, political, financial, media, and social issues are also addressed, along with the importance of developing a worldview.

Prerequisite: MKT 301.

Courses of Instruction: Operations Management**OMT 301. Operations Management. 3.**

This course presents business activities related to the creation of goods and services as inputs are transformed into outputs. Students will explore operational methodologies such as project management, demand forecasting, managing quality, location and layout strategies, supply-chain management, inventory management, and just-in-time operations. Special emphasis is placed on quantitative decision methods for operations planning, organizing, and control.

Prerequisites: CIS 110; BUS 210 or MTH 250 (or PED 405 or PSY 271).

OMT 330. Project Management. 3.

This course will take a decision-making approach to project management. A variety of successful organizations, public, private, and not-for-profit, will be examined in a case study approach. MS Project 2016 software will be used and students will create their own projects for presentation.

Prerequisite: OMT 301.

OMT 340. Quality Management. 3.

The objectives of this course include methods by which organizations manage quality and the continuous process improvement to improve the quality of products and processes to improve both performance and competitiveness. The course will address the international standards for quality as well as Lean Production, Six Sigma, Lean Six Sigma, and other quality improvement techniques.

Prerequisite: OMT 301.

OMT 350. Supply and Logistics Management. 3.

This course examines the flow of goods from raw material suppliers through production to finished goods. Supply chain management covers the coordination of product development, material sourcing, and production, as well as logistical activities and information flow to support the supply chain links among firms. Logistical activities within the supply chain include the management of the physical flow of goods between firms.

Prerequisite: OMT 301.

OMT 430. Decision Science. 3.

This course seeks to improve the judgment and decision making of individuals, groups, and organizations in business. Explicit procedures for analyzing complex decisions are emphasized. The topics covered include: decision analysis; linear programming; other models of decisions involving uncertainty; risk analysis; and the development and use of computerized decision aids, including spread sheets and specialized decision support models.

Prerequisite: OMT 301.

Courses of Instruction: MBARC (Continuing Education)

MBARC ACC: Topics in Accounting

The course focuses on the concepts, principles, processes, and systems used in financial accounting for the development of the financial statements for external reporting to investors. Managerial accounting is emphasized to enable the accountant to partner with management for leading the successful planning, directing, motivating, and controlling of a company's current and future operations. Ethical and legal issues are considered important to the strategic business manager to provide transparency in financial reporting for investor-informed decision-making.

MBARC MGT: Topics in Management

This course develops foundational knowledge of management topics with an emphasis on business ethics. Topics covered include managerial functions, types of management, management theories, talent acquisition and development, decision-making, and leadership.

MBARC ECO: Topics in Economics

This course introduces or refreshes the concepts and principles of economics to entry-level students in the program. Topics common to both microeconomic principles and macroeconomic principles are presented as is separate core content in both micro and macro. Additional economics subjects include international economics, labor economics, and market failure. How an understanding of economics contributes to leadership is demonstrated.

MBARC FIN: Topics in Finance

This course is a review of the major concepts of financial management and provides a foundation for upper-level courses within Barton's Master of Business Administration in Strategic Leadership. Topics include the time value of money, capital budgeting, financial statements, financial ratio analysis, security markets, interest rates, trade-offs between risk and return, capital structure, and dividend policies.

MBARC OMT: Topics in Operations Management

The objective of this course is to develop understanding of the scope of operations management, types of manufacturing processes utilized by organizations, and the functional activities associated with OM. Also, this course covers quantitative techniques used for decision making and the basic concept governing management of OM activities. Class topics include product design, process selection, location and layout of the facility, control of quality and productivity, and production planning.

MBARC MKT: Topics in Marketing

This course provides students with an understanding of marketing functions and decision-making processes important for developing leadership. Students will analyze business issues, environments, and strategies from a marketing perspective.

Courses of Instruction: 3+2 cohort, fall semester senior year**ACC 495: Advanced Topics in Accounting. 3.**

The course focuses on financial and managerial accounting for commercial entities. Emphasis is placed on the development of financial and non-financial information necessary for the accountant to effectively provide operational management strategic leadership for sustaining financial success of the enterprise. Topics include the value chain and balanced scorecard analysis, budgeting, cost-volume-profit relationships, product costing systems, and operational performance measurement.

MGT 495: Advanced Topics in Management. 3.

This course addresses current and emerging topics in business management and leadership. Students will research various topics, integrate knowledge gained from their prior business courses

and professional experience, and recommend actionable solutions and strategies to resolve issues. Course topics will change over time as important issues in business, management, and society evolve and new issues emerge.

ECO 495: Advanced Topics in Economics. 3.

This course examines in more detail concepts covered at the economic principles level and develops the analysis from both a managerial and leadership perspective. Microeconomic tools are developed to assist decision-making proclivities in business and private sector problem solving. Macroeconomic analytical tools are discussed in conjunction with public sector issues.

FIN 495: Advanced Topics in Finance. 3.

Topics of study include in-depth analysis of selected current practices and issues in finance including pro-forma statement creation and analysis, capital structure, cost of capital, payout policies, capital budgeting under uncertainty and security analysis of debt and equity under changing global market conditions. A combination of assessment techniques is used, including student presentations, group projects, and case studies.

OMT 495: Advanced Topics in Operations Management. 3.

The objective of this course is for students to understand advanced methods for addressing the production environment and quantitative methods for designing and analyzing manufacturing and service operations. The course introduces various advanced topics in operations principles through case studies and explores major operations problems. As a future business leader, students will discuss advanced methods and models for planning, management, and decision making in the operations and supply chain.

MKT 495: Advanced Topics in Marketing. 3.

This course analyzes evolving and emerging topics in strategic marketing. Students will demonstrate the ability to combine marketing research and business knowledge in areas such as consumer behavior, innovation, and promotions. Specific topics will emerge when considering the current business environment, global opportunities, and leadership challenges.

Courses of Instruction: MBA in Strategic Leadership

MBA 500: Financial Statements and Valuation. 3.

The course focuses on analyses to evaluate the performance and assess the value of companies in an industry context. The firm's business and competitive strategy and the creation of value for shareholders will be assessed. Application of tools of financial analysis and valuation methodologies will be used to evaluate a company's strategic and competitive positioning to improve proficiency in leading future strategic decisions within an enterprise.

MBA 510: Technical Writing and Presentation Skills. 3.

Through this specialized course, students will gain proficiency in effectively communicating complex information about technical topics in an organizational environment. Students will learn how to prepare technical and business documents and how to present information effectively in-person and virtually, using a variety of technological resources. Among the best practices encouraged, this course will emphasize the strategic incorporation of author/presenter objectives, audience priorities, professional presence, and non-verbal communication.

MBA 520: Value Creation and Social Impact. 3.

An in-depth study of how leadership teams strategically align organizational resources to meet stated financial goals while jointly addressing social issues confronting future generations. Areas of the economy studied may include healthcare, agriculture, the environment, basic materials, education, financial services, technology, and human services. A combination of assessment techniques is used, including presentations, group projects, and case studies.

MBA 530: Research Design and Data Analysis. 3.

This course covers applications of quantitative techniques involving research planning, design, data reduction, and analyzing multidimensional relationships in business administration. Primary topic includes advanced quantitative techniques for managerial planning and decision making. This course is designed to broaden and enrich the student's knowledge and understanding of statistical methodology, a required skill of an effective business leader.

MBA 540: Leadership Application Lab. 3.

This course applies a non-conventional approach to leadership development, emphasizing self-awareness, the art of leadership, and situational leadership. Students will analyze leadership cases. Through course activities and assignments, students will engage in the practical application of knowledge gained through multiple course texts and supplemental resources.

MBA 550: Globalization - Travel Study. 3.

Students will study international business practices and leadership strategies (in management, marketing, operations, etc. for selected industries) within the context of economic and cultural differences present in a given region of the world. Participants will meet as a class before and following the study-abroad trip. Contact hours while abroad are intensive by design.

MBA 580: Independent Study. 3.

Independent research and/or study in the theory and/or practice of business (at the graduate level), created by the student and the instructor to allow students to pursue a special topic of study in their chosen field to supplement coursework taken in regularly scheduled courses.

MBA 600: Innovation and Change. 3.

In order for organizations to thrive, it is imperative to be adaptable, nimble, and responsive to the ever-changing business environment. To do so, organizational leaders must foster a culture that encourages creative behavior and promotes innovative mindsets. This course will allow students to examine the critical role that innovation and change play in relation to building and maintaining a competitive advantage and prolonging organizational sustainability.

MBA 610: The High Performance Leader. 3.

This course will focus on leadership from an individual perspective. It will introduce principles of leadership and emphasize the practice of cultivating positive interpersonal relationships for leadership development. Students will gain an understanding of the moral, ethical, and social responsibilities of organizational leaders and the application of ethical principles to leadership behavior and decision making.

MBA 620: Performance Assessment - Individual and Organizational. 3.

This course seeks to understand and improve decision making processes of individuals and groups in business. Through use of management science techniques to analyze and solve business problems, students will develop business analysis frameworks and improve decision making processes in complex business situations. Topics include linear programming and decision analysis.

MBA 630: Individual Project – Regional Outreach. 3.

This course involves a choice between several options that might include:

- taking a leadership role in a project at a local or regional business or non-profit and seeing the project through to completion,
- working with a faculty member on a major research study that might culminate in a professional presentation or publication in an academic journal,
- overseeing an on-campus activity that meaningfully impacts various constituencies at the College, or
- leading a community group to the successful completion of a significant contribution to improve local or regional conditions.

Other possibilities might be identified, but all must demonstrate leadership in a significant undertaking.

MBA 640: Strategic Leadership and Decision Making. 3.

In today's complex, turbulent, and ever changing environment, leaders are constantly charged with making decisions to help determine the direction of their organizations. Often, these decisions involve risk and uncertainty and are made in a hasty manner using siloed and/or incomplete information. This course will allow students to examine the symbiotic relationship between strategic leadership and decision making, and provide them with a variety of tools, frameworks, and models to better understand common challenges, associated risks, and common pitfalls, as well as the strategic role that leaders play in the decision making process.

MBA 650: Leading Competitive Organizations and Teams. 3.

Organizations today compete in a fast-paced, rapidly changing, and global marketplace. In order to remain competitive, leaders must cultivate environments within their organizations that encourage high-performance. To do this, it is necessary for leaders and managers to take into account the resources, parameters, and team dynamics at play, in order to positively empower individuals and motivate teams toward competitive advantage. This course will equip students with the background and understanding of characteristics of high-performing teams, as well as provide them with the tools and concepts necessary to promote competitive advantage in the workplace.

MBA 660: Group Project - Global Outreach. 3.

This course allows International Business research, experiences, and strategies to be applied and exhibited as a group project. Demonstrations of leadership will be critical to cohort success in this course. The cohort will focus on a current topic, or problem solution, relevant to global business leadership.

MBA Curriculum

Spring – MBA Semester 1 (12 credit hours)

- MBA 500 – Financial Statements and Valuation (3)
- MBA 510 – Technical Writing and Presentations Skills (3)
- MBA 520 – Value Creation and Social Impact (3)
- MBA 530 – Research Design and Data Analysis (3)

Summer – MBA Semester 2 (6 credit hours)

- MBA 540 – Leadership Application Lab (3)
- MBA 550 – Globalization - Travel Study (3)

Fall – MBA Semester 3 (12 credit hours)

- MBA 600 – Innovation and Change (3)
- MBA 610 – The High Performance Leader (3)
- MBA 620 – Performance Assessment - Individual and Organizational (3)
- MBA 630 – Individual Project - Regional Outreach (3)

Spring – MBA Semester 4 (9 credit hours)

- MBA 640 – Strategic Leadership and Decision-Making (3)
- MBA 650 – Leading Competitive Organizations and Teams (3)
- MBA 660 – Group Project - Global Outreach (3)

Total: 39 semester hours.

**Dean:**

- Jackie S. Ennis.

Faculty:

- Professors: Dolman, Ennis, Mize.
- Assistant Professors: Boldt, Bosch, Gurgainus, Hobbs, Hornick.

Student Organizations:

Kappa Delta Pi, International Honor Society in Education, ASL Club, Student North Carolina Association of Educators (SNC AE), Barton College Sign Choir.

Conceptual Framework for the Teacher Education Program: The Evolving Professional Teacher

The Barton College Teacher Education Program's conceptual framework emphasizes a commitment to knowledge of content, pedagogical techniques, cultural responsiveness, and leadership skills. The program's mission is to provide a supportive, nurturing environment for candidates as they learn content that serves as a foundation for what they will be teaching, as they develop leadership skills, and as they increase in their acceptance and understanding of all children. These goals, coupled with the underlying Teacher Education Program mandate to provide the pedagogical skills necessary for the success of the classroom, form the basis for the conceptual framework of the evolving professional teacher at Barton College.

Undergirding them are the personal attributes that the Teacher Education Program seeks to instill in its graduates: a love of learning and interest in continued professional growth, reflection on one's teaching effectiveness, and the confidence that results from membership in a supportive community.

Degree Programs

- Birth-Kindergarten Education: B.S. degree
(Available only through the Graduate and Professional Studies Program)
- Education of the Deaf and Hard of Hearing (Kindergarten-Grade 12): B.S. degree.
- Educational Studies: B.S. degree.
- Elementary Education (Kindergarten-Grade 6): B.S. and M.Ed. degrees.
- Exceptional Children: minor.
- Middle School Education (Grades 6-9): B.S. degree.
- School Administration: M.S.A. degree.
- Social Studies: B.A. and B.S. degrees with Teacher Licensure.
- Special Education (Kindergarten-Grade 12): B.S. degree.

Barton College offers undergraduate programs leading to the initial North Carolina license, and two graduate programs, the Master of Education in Elementary Education is designed for practicing teachers who have a current license in Elementary Education, and the Master of School Administration program is designed to prepare candidates to earn a North Carolina principal's license. All teacher education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (DPI).

Licensure Programs

Leading to Licensure on the A Level:

- Art Education (K-12)
- Birth-Kindergarten Education
- Elementary Education (Grades K-6)
- Middle Grades Education (Grades 6-9): Social Studies, Mathematics, Language Arts and Science
- Education of the Deaf and Hard of Hearing (K-12)
- Special Education: Adapted Curriculum (K-12)
- Special Education: General Curriculum (K-12)
- Secondary Education (Grades 9-12)
 - English
 - Social Studies
 - Mathematics
 - Science
- Special Subject Area Education (K-12)
 - Health and Physical Education (K-12)
- Academically and Intellectually Gifted Education (K-12)
(Licensure is awarded at the A level for candidates who already hold a license at the M level).

Leading to Licensure on the M Level:

- Elementary Education (Grades K-6) for practicing teachers who already possess a license in this area on the A Level. (M.Ed).
- Master of School Administration leading to a principal's license. (MSA)
- Master of School Administration as an add-on licensure for candidates already holding a license at the M level.
- Academically and Intellectually Gifted Education (K-12)
(License is awarded at the M level for candidates who already hold a license at the M level).

Note: All courses listed in the requirements are three-hour courses except where noted with a number in parenthesis. Each set of double course numbers represents a lecture course/laboratory (or studio) course combination.

Entrance Criteria for Teacher Education Program

In order to be admitted into the Teacher Education Program at Barton College, students must meet the entrance criteria requirements adopted by the Teacher Education Committee. These requirements reflect guidelines established by CAEP, DPI, and Barton College.

Formal Teacher Candidate Assessment Process for Degree-Seeking Student and Licensure-Only Candidates

The stages are sequential. All requirements for one stage must be satisfied and maintained before a student may progress to the subsequent stage. (It is not necessary to complete all courses listed at one stage before progressing to the next stage.)

No Restriction

A student may take the following courses without restrictions:

- ASL 120 - American Sign Language I
- ASL 121 - American Sign Language II
- ASL 201 - American Sign Language III
- EDU 202 - Educational and Psychological Foundations of Deafness
- EDU 203 - Introduction to Early Childhood Programs and Practices
- EDU 204 - Supporting Families
- EDU 205 - Introduction to Child Health Services
- EDU 223 - Learning and Learners in the 21st Century
- EDU 225 - Introduction to Exceptional Children
- EDU 251 - Introduction to Speech and Hearing Science
- EDU 303 - Children's and Adolescent Literature
- EDU 316 - Behavior Management Strategies/Special Education
- EDU 325 - Working with Diverse Families
- EDU 327 - Assessment in Special Education
- EDU 353 - Language Development and Linguistics

- HEA 201 - First Aid and CPR
- HEA 230 - Health and Wellness in Modern Society
- HEA 302 - Fitness Concepts
- HPE 210 - Individual, Dual, and Recreational Sports
- HPE 220 - Team Sports
- HPE 230 - Dance Forms for Physical Educators
- HPE 260 - Exceptionalities in Physical Education/Lab

Stage I

Before taking Stage I courses, a student must:

1. Have declared a major with teacher licensure
 2. Have passed 56 semester hours
 3. Have attempted *Praxis* Core Academic Skills for Educators (Core) tests (Reading, Writing, and Math) or documentation of SAT or ACT scores allowing exemption
- EDU 301 - Guiding and Directing the Behavior of Young Children
 - EDU 317 - Developmental Assessment of Young Children
 - EDU 324 - Language Arts Methods
 - EDU 328 - Special Education Methods: General Curriculum
 - EDU 332 - Methods of Teaching the Deaf and Hard of Hearing
 - EDU 334 - Instructional Technology
 - EDU 335 - Mathematics Methods K-3
 - EDU 337 - Teaching Oral-Aural Communication Skills
to Deaf and Hard of Hearing Children K-12
 - EDU 344 - Curriculum Development
 - EDU 345 - Special Education Methods: Adapted Curriculum
 - EDU 354 - Classroom Assessment
 - EDU 360 - Reading Laboratory
 - EDU 361 - Elementary Reading
 - EDU 362 - Emergent Literacy
 - EDU 364 - Teaching Reading to the Deaf and Hard of Hearing
 - EDU 363 - Literacy in Content Areas: Middle, Secondary, and Special Subject Teachers
 - HPE 310 - Physical Education and Health for Classroom Teachers
 - HPE 320 - Movement Concepts and Skill Themes/Lab
 - HPE 340 - Curriculum and Instruction in Physical Education/Lab
 - HPE 350 - Teaching Secondary Physical Education
 - HPE 400 - Scholarship in Health and Human Performance

Stage II: Formal Admittance to the Teacher Education Program

We recommend that the following list comprise the requirements for Stage II Courses and formal admission to the Teacher Education Program.

Before being admitted to Teacher Education Program and eligibility to take the courses labeled as “Stage II Courses,” a student must:

1. Have met the requirements for Stage I.
 2. Have a 2.70 career GPA (Transfer + Barton GPA combined) at the time of admission to the program.
 3. Have the recommendation of his or her advisor.
 4. Have passed *Praxis* Core Academic Skills for Educators (Core) tests (Reading, Writing, and Math) or provided documentation of exemption.*
 5. All candidates are required to have passed all licensure tests. The following tests are included: the General Curriculum Multi-Subjects Subtest, the General Curriculum Mathematics Subtest, and the Reading Foundations test of the Pearson Licensure tests required for candidates seeking licensure in Elementary Education and Special Education: General Curriculum; the *Praxis* licensure tests required for Special Education: General Curriculum, Special Education: Adapted Curriculum, Middle School Education, Secondary Education, Health and Physical Education, and Spanish Education.
- EDU 400 - Teaching Skills Laboratory
 - EDU 410 - Methods and Materials for Infants and Toddlers
 - EDU 411 - Methods and Materials for Preschoolers and Kindergartners
 - EDU 412 - Methods and Materials for Children with Special Needs
 - EDU 428 - Social Studies Methods K-6
 - EDU 429 - Science Methods K-8
 - EDU 430 - Teaching Language to the Deaf and Hard of Hearing
 - EDU 435 - Mathematics Methods in Grades 4-8
 - EDU 448 - Middle and Secondary School Methods
 - EDU 451 - Classroom Management
 - EDU 464 - Differentiated Instruction in the 21st Century
 - SST 459 - Instructional Design and Strategies in the Social Sciences
 - ART 459 - Instructional Design and Strategies in Art
 - HPE 410 - Differentiated Instruction in Physical Education
 - ENG 459 - Instructional Design and Strategies in English
 - SPA 459 - Instructional Design and Strategies in Spanish

Stage III. Admission to Student Teaching Semester

Before being admitted to Student Teaching, a student must:

1. Have been accepted into the Teacher Education Program at least one semester prior to the student teaching semester.
 2. Have a 2.70 cumulative GPA (Transfer + Barton GPA combined).
 3. Have senior level status.
 4. Have passed *Praxis* Core Academic Skills for Educators tests (Reading, Writing, and Math) or provided documentation of SAT or ACT scores allowing exemption.*
 5. Have completed the application required for admittance into student teaching.
 6. Have been recommended for student teaching by the program area coordinator and advisor.
 7. Education of the Deaf and Hard of Hearing majors must have passed the sign proficiency test.
 8. Have passed all methods courses. A candidate failing any education methods course will not be allowed to student teach until the course has been re-taken and successfully completed.
 9. All student teaching placements are made through the office of the Director of Field Experience.
- EDU 450 - Education Capstone
 - EDU 470 - Student Teaching

Stage IV

In order to complete the Teacher Education Program successfully and to be eligible for licensure, the candidate must:

1. Have a 2.70 GPA (Transfer + Barton GPA combined).
2. Have successfully completed required Electronic Evidences and the tasks required for edTPA submission.
3. Have completed the requirements for educational methods courses.
4. Have met all program requirements.
5. Have completed the Baccalaureate Degree.
6. Have passed EDU 470 with a grade of C- or higher and have met all indicators on the North Carolina Capacity of Certification.
7. Have met all other licensure requirements.
8. Have passed North Carolina licensure tests, including Praxis II Specialty Area Test(s) Principles of Learning and Teaching, and/or Pearson Foundations of Reading and General Curriculum tests, as applicable for licensure areas.

*** Test Scores that Qualify for Exemption of the Praxis Core Academic Skills for Educators:**

Individuals with a total SAT score of 1100 taken prior to March 2016 are exempt from Praxis I testing requirements for teacher education program admission. Individuals with a total redesigned SAT score of 1170 taken after March 2016 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a total SAT score of less than 1100 taken prior to March 2016, but a score of at least 550 on the Verbal test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission. Individuals with a total redesigned SAT score of less than 1170, but a score of at least 600 on the evidence-based reading and writing test are exempt from the Preprofessional Skills Tests in Reading and Writing for teacher education program admission.

Individuals with a total SAT score of less than 1100 taken prior to March 2016, but a score of at least 550 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission. Individuals with a total redesigned SAT score of less than 1170 taken after March 2016, but a score of at least 570 on the Math test are exempt from the Preprofessional Skills Test in Mathematics for teacher education program admission.

ACT score of 24 provides exemption for all 3 *Praxis* Core Academic Skills for Educators or ACT Math score of 24 for math test of the *Praxis* Core Academic Skills for Educators or ACT English score of 24 for Reading and Writing tests of the *Praxis* Core Academic Skills for Educators.

(Students seeking teacher licensure-only in areas, except Elementary Education or Special Education, and who earned at least a 2.7 career GPA at graduation from a bachelor's level program are exempt from the *Praxis* Core tests. These exemptions will be written on the student's official plan of study.)

Grade Point Average (GPA) Requirements for Graduate Programs in Education:

Admitted candidates must maintain a GPA of 3.0 or better to remain in good standing in the graduate programs in Education. No more than one grade of "C" for a final course grade is permitted. Students who fall below 3.0 GPA or earn more than one grade of "C" must repeat the course and earn a grade of "B-" or higher. Any grades less than a "C" must be re-taken. Final transcript can have a maximum of one grade of "C" and no other grades lower than "B-." Final GPA must be at least 3.0.

Advisement

Excellent advisement is a hallmark of the Barton College Teacher Education Program, which attempts to address the affective as well as the cognitive development of evolving professional teachers.

Upon admission to the College, all students are assigned academic advisors who work with them during their freshman year. Students who, at the end of their freshman year, express a desire to

major in a particular teacher education licensure area are assigned to the appropriate department for academic advisement and registration. Once enrolled in a particular specialty area, student cumulative records are established and maintained.

It is the candidate's responsibility to make sure that all requirements for graduation and for a licensure have been met. Advisors assist candidates in understanding and fulfilling the requirements, but ultimate responsibility for doing so rests with the candidate. Students are expected to understand the requirements of the Teacher Education Program in general and their own specialty area in particular, as found in the Barton College General Catalog at the time they entered the College and in other information provided by the Teacher Education Program.

Praxis Examination or SAT/ACT Minimum Scores

Each candidate seeking teacher licensure in North Carolina must either (a) take *Praxis* Core Academic Skills for Educators (Core) tests in reading, writing, and mathematics, and meet the state-mandated minimum score or (b) meet the state-mandated minimum scores on the SAT or ACT. Candidates must also meet state-mandated minimum scores on Praxis II and/or Pearson Foundations of Reading and General Curriculum tests in selected specialty areas. It is recommended that the Praxis Core tests be taken by the end of the sophomore year. All tests required for licensure must be passed prior to enrolling in Stage 2 courses.

Note: *Candidates seeking Elementary Education or Special Education: General Curriculum licensure will be required to pass the Pearson Foundations of Reading and General Curriculum tests.*

Policy Concerning "D" Grades

In order to ensure the academic integrity of the Teacher Education Program at Barton College, the grade of "D" (including "D+") either in the major or in professional education will not be recognized for licensure. Courses that receive a grade lower than "C-" must be repeated. Students may enter student teaching with "D" grades as long as the career grade point average remains a 2.70.

Any candidate receiving a grade of lower than a "C-" in student teaching will not be recommended for teacher licensure. In accordance with DPI policy, some programs require that students earn a grade of "C" or higher in 24 semester hours of coursework. Those specific requirements are stated for each program. In those courses where a minimum grade of "C" is required, a grade of "C-" is not acceptable. The student must repeat the course and earn at least a grade of "C" to be recommended for licensure.

Procedures for Obtaining Field Experience Placements

1. EDU 360 candidates must complete a Field Experience Request form prior to the drop/add period in order to be placed. EDU 400 candidates will be placed with the cooperating teacher for their student teaching.
2. EDU 360 candidates who request placement in a public school outside of Wilson County may obtain a letter and form from the Director of Field Experience to take to the school in which they want to observe. Candidates must return the completed form before they begin their observation.

Student Teacher Admission Policy

The candidate will be eligible for student teaching by meeting the criteria for Stage III, Admission to Student Teaching semester.

Liability

Personal liability insurance is required during the student teaching experience. Candidates obtain insurance through membership in SNCAE. Proof of membership must be turned in to the Director of Field Experience prior to student teaching.

Early Termination of Student Teaching

There are times when it is in the best interest of the public school system and Barton College that a student teacher be removed from the classroom prior to completion of the student teaching experience. The Director of Field Experience, the college supervisor, the public school supervisor, and the principal of the public school must be in agreement that this is the proper thing to do.

Formal procedures to terminate a student teaching assignment shall begin with the Director of Field Experience, who must inform the student, in writing, of the date student teaching will end and the specific reasons for such actions. Copies of the letter shall be sent to the college supervisor, the public school, the Dean of the School of Education, and the Provost and Vice President for Academic Affairs.

A student who has reason to believe this decision is improper and is unable to resolve this issue through discussion with the parties involved may appeal. The student must submit a formal letter to the Dean of the School of Education within two school days of notification of termination stating precisely why he or she believes the decision to terminate student teaching is unjust. The Teacher Education Committee shall serve as a hearing board for such an appeal.

During the formal hearing, the student is entitled to the following due process rights:

1. To be present at all formal proceedings.
2. To be represented by an advisor. The student may seek one person from within the college community to act as an advisor to assist. Attorneys, however, may not represent parties in proceedings.
3. To cross-examine anyone making statements to the hearing board.

Upon hearing the arguments from the parties involved, the Teacher Education Committee may take one of the following courses of action:

1. Uphold the decision to remove the person from student teaching.
2. Uphold the appeal and allow the student to continue his/her teaching.
3. Uphold the appeal and ask the Director of Field Experience to reassign the student to another classroom.

The records of the Teacher Education Committee concerning this case shall be on file in the office of the Director of Field Experience for a period of five years. Members of the committee shall observe strict confidentiality regarding the case.

Application for Professional Licensure

The application form for a North Carolina teaching license must be completed by the licensure candidate and submitted electronically to the NC Department of Instruction. A candidate desiring teacher licensure in another state or add-on licensure must assume personal responsibility for providing the necessary application forms to the Dean of the School of Education.

College Graduate Seeking License Only

(A candidate who has received a baccalaureate degree and is interested in obtaining North Carolina licensure enters Barton College as a licensure-only student.)

The licensure-only candidate who has graduated from an accredited college or university with at least a 2.70 career grade point average may be admitted to the Teacher Education Program under the same requirements as degree-seeking students. Students with less than a 2.70 grade point average will be admitted with a passing score on the Praxis Core exam and one of the following conditions:

(1) a grade point average of 3.00 in the major field of study; (2) a grade point average of 3.00 on all work completed in the senior year; or (3) a grade point average of 3.00 on a minimum of 15 semester hours of coursework related to licensure and completed during the preceding five years. All other tests required for licensure must be passed prior to formal admission to the Teacher Education Program and prior to enrollment in Stage 2 courses.

Lateral Entry Policy

(A licensure-only candidate who holds a baccalaureate degree but not a teaching license and has been hired by a Local Education Agency (LEA) is labeled as a lateral-entry candidate.

Teacher licensure candidates who are employed in lateral entry positions may seek licensure from the Regional Alternative Licensing Center (RALC), which has the authority to waive the requirement of student teaching for candidates. The candidate will request a provisional license through NC DPI and may request a course of study from the Barton College Dean of the School of Education. The candidate may take the prescribed courses at Barton College and then seek final clearance of the provisional licensure through the RALC.

Note: *All courses listed in the requirements are three-hour courses except where noted with a number in parenthesis. Each set of double course numbers represents a lecture course/laboratory (or studio) course combination.*

Birth-Kindergarten Education Major (B.S.) Requirements:

Teacher licensure requirements for the Birth-Kindergarten major:

Professional Education Courses

- Prior to the Professional Semester (spring of senior year):
 Field Experience courses: EDU 360 (1), and 400 (1).
 Education courses: EDU 203, 204, 205, 223, 225, 301, 317, 325, 334, 362, 410, 411, 412, 451 (2), 464.
 - During the Professional Semester: EDU 460 (1), EDU 461 (1), 475 (5), 476 (5).
 - Complete the entrance criteria requirements
- Total for Birth-Kindergarten major requirements: 58 semester hours.

Note 1: *A grade of “D” is not acceptable for licensure in major courses or in professional education. All prerequisite requirements must be met prior to enrolling in specific courses. Please check individual courses for prerequisites.*

Note 2: *This program is only open to the Professional Studies student.*

Note 3: *Preschool add-on licensure is also available. Check with the Birth-Kindergarten coordinator for licensure requirements.*

Note 4: *In order to be eligible for licensure in the Birth-Kindergarten Education program, the student is required to earn a minimum grade of “C” on 24 semester hours of coursework from the following list of courses.*

- EDU 203 - Introduction to Early Childhood Programs and Practices
- EDU 204 - Supporting Families
- EDU 205 - Introduction to Child Health Services
- EDU 225 - Introduction to Exceptional Child
- EDU 301 - Guiding and Directing the Behavior of Young Children
- EDU 317 - Developmental Assessment for Young Children
- EDU 325 - Working with Diverse Families in the Classroom

- EDU 362 - Emergent Literacy
- EDU 410 - Methods and Materials for Infants and Toddlers
- EDU 411 - Methods and Materials for Preschoolers and Kindergartners
- EDU 412 - Methods and Materials for Children with Special Needs: Birth-Five

Educational Studies Major (B.S.) Requirements:

Elementary Education Track

- Courses from the Schools of Humanities and Sciences and Social Work prescribed specifically for this major:
ENG 240 or literature course; GEO 201 or 212; HIS 201 or 202, 375; MTH 210;
POL 101; SCI 111 (4); SWK 345; BIO 101 (4).

Professional Education courses:

- Prior to the Professional Semester (spring of senior year):
Field Experience courses: EDU 360 (1), and 400 (1).
Education courses: EDU 223, 225, 303, 334, 335 (2), 344 (2), 354 (2), 361, 428 (2), 429 (2),
435 (2), 451 (2), 464.
Other professional course: HPE 310 (1).
- Complete the entrance criteria requirements
Total for Education Studies major requirements: 67 semester hours.

Note 1: *If a student later decides to seek licensure, a grade of “D” is not acceptable for licensure in major courses or in professional education courses. All prerequisite requirements must be met prior to enrolling in specific courses. Please check individual courses for prerequisites.*

Note 2: *If a student later decides to seek licensure, the candidate must meet state testing requirements.*

Note 3: *All prerequisite requirements must be met prior to enrolling in specific courses. Please check individual courses for prerequisites.*

Special Education: General Curriculum and/or Adapted Curriculum Track

- Courses from the Schools of Humanities and Sciences and Social Work prescribed specifically for this major:
ENG 240 or literature course; GEO 201 or 212; HIS 201 or 202, 375; MTH 210;
POL 101; SCI 111 (4); SWK 345; BIO 101 (4).
- Prior to the Professional Semester (spring of senior year):
Field Experience courses; EDU 360 (1), 400 (1).
Education courses: EDU 223, 225, 303, 316, 327 (2), 328, 334, 335 (2), 344 (2), 345,
354 (2), 361, 428 (2), 429 (2), 435 (2), 451 (2), 464.
- Complete the Professional Education Program criteria.
Total for Educational Studies major requirements: 77 semester hours.

Note 1: *If a student later decides to seek licensure, a grade below “C-” is not acceptable for licensure in major courses or in professional education classes.*

Note 2: *If a student later decides to seek licensure in Special Education: General Curriculum, he or she must meet the state requirements for testing.*

Note 3: *All prerequisite requirements must be met prior to enrolling in specific courses. Please check individual courses for prerequisites.*

Elementary Education (Kindergarten-Grade 6) Major (B.S.) Requirements:

Teacher licensure requirements for the Elementary Education major:

- Courses from the Schools of Arts and Sciences and Social Work prescribed specifically for this major:
BIO 101; ENG literature course; GEO 201 or 212; HIS 201 [or 202], 375; MTH 210; POL 101; SCI 111 (4); SWK 345.

Professional Education courses:

- Prior to the Professional Semester (spring of senior year):
Field Experience courses: EDU 360 (1), and 400 (1).
Education courses: EDU 223, 225, 303, 334, 335 (2), 344 (2), 354 (2), 361, 421 (1), 428 (2), 429 (2), 435 (2), 451 (2), 454, 464.
Other professional course: HPE 310.
- During the Professional Semester: EDU 470 (10) (or 473 (4) and 474 (6)).
- Complete the entrance criteria requirements

Total for Elementary Education major requirements: 77 semester hours.

Note 1: *A grade of “D” is not acceptable for licensure in major courses or in professional education courses. All prerequisite requirements must be met prior to enrolling in specific courses. Please check individual courses for prerequisites.*

Note 2: *Candidates seeking N.C. License for Elementary (K-6) must meet state testing requirements.*

Elementary Education (Kindergarten-Grade 6) Major (M.Ed.) Requirements:

Teachers licensure requirements for the Elementary Education major (M.Ed.):

- EDU 510, 512, 514, 516, 518 (1), 520, 522, 524, 526, 528, 530, 532, 534 (1), 536 (1).
Total for Elementary Education major (M.Ed.) Requirements: 36 semester hours.

Exceptional Children Minor Requirements:

- Choose any 18 hours unduplicated: ASL 101, 102, 201; EDU 202, 225, 251, 316, 327, 328, 332, 337, 345; HPE 260.
- At least six hours must be at 300- or 400- level.

Note: The following courses require (a) declaration of major with teacher licensure; (b) passing of 56 hours of coursework; and (c) attempting the Praxis I in reading, writing, and math. Only the passing of 56 hours of coursework is required for those seeking the Exceptional Children Minor.

- EDU 327, EDU 328, EDU 332, EDU 337, EDU 345.

Total for Exceptional Children minor Requirements: 18 semester hours.

This minor is not available to students majoring in Education of the Deaf and Hard of Hearing or Special Education.

Middle School Education (Grades 6-9) Major (B.S.) Requirements:

Teacher licensure requirements for the Middle School Education major:

Courses from the Schools of Arts and Sciences and Social Work prescribed specifically for this major: SWK 345.

Professional Education Courses

- Prior to the Professional Semester (spring of senior year):
Field Experience Courses: EDU 360 (1), and 400 (1).
Other professional courses: EDU 223, 225, 334, 344 (2), 354 (2), 363, 448; 451 (2), 464.
- Concentration requirement (choose one): EDU 435 (Mathematics Methods 4-8); EDU 429 (Science Methods K-8); ENG 459 (English); SST 459 (Social Studies).
- During the Professional Semester: EDU 450 (2), 470 (10), or [473 (4) and 474 (6)].
- Complete the entrance criteria requirements.

Total for Middle School Education major (*not including Middle School Concentration requirement*): 41 semester hours.

Note 1: A student who completes the requirements for Middle School Education in science may add science licensure at the secondary level (grades 9-12) by completing a total of 36 hours of sciences content coursework.

Note 2: A student who completes the requirements for Middle School Education in mathematics may add math licensure at the secondary level (grades 9-12) by completing a total of 36 hours of mathematics content coursework.

Middle School Concentration requirements:

- A student must select one concentration from the following content areas:

Language Arts (English), Mathematics, Science, Social Studies.

Total for Middle School Concentration requirement: 24 semester hours.

Note 1: A grade of “D” is not acceptable for licensure in major courses and professional education courses.

Note 2: Teacher candidate must earn a grade of “C” or higher in 24 hours of content coursework to be recommended for licensure.

Note 3: All prerequisite requirements must be met prior to enrolling in specific courses. Please check individual courses for prerequisites.

Middle School Concentrations

English/Language Arts Concentration Requirements:

- EDU 303 - Children and Adolescent Literature.
- ENG 240 - Foundations of Criticism.
- One Writing Course: ENG 316, 317, ENG 318, or ENG 320.
- Four courses in literature or film, at least one at the 300-level (12).

Total: 24 semester hours.

Mathematics Concentration Requirements:

- MTH 150, 210, 240 (4), 250, 280, 340.
- Choose two of the following courses: MTH 241 (4), 320, 360, 390, 410, 420, 430, other 300/400 level courses offered and approved by the mathematics department.

Total: 25-26 semester hours.

Science Concentration Requirements:

- Biology courses: BIO 101 (4) and 102 (4).
- Chemistry course: CHE 151 (4).
- Physics course: PHY 130 (4).
- Choice of any other two science courses (BIO, CHE, PHY, or SCI)

Total: 24 semester hours.

Social Studies Concentration Requirements:

- History courses: HIS 101, 307, 375.
- Choose two from the following: HIS 102, 201, 202.
- Other courses: ECO 101, GEO 201, POL 101 (prescribed for social science requirement of the general college core).

Total: 24 semester hours.

Education of the Deaf and Hard of Hearing (Kindergarten-Grade 12) Major (B.S.) Requirements:

Teacher licensure requirements for the Deaf and Hard of Hearing major:

- Courses from the Schools of Arts of Sciences and Social Work prescribed specifically for this major:
GEO 201 or 212; HIS 201 or 202; MTH 210; POL 101; SWK 345.

Professional Education courses:

- Prior to the Professional Semester (spring of senior year):
Field Experience courses: EDU 360 (1), and 400 (1).
Other professional courses: ASL 101, 102, 201; EDU 202, 223, 225, 251 (4), 332, 334, 335 (2), 337, 344 (2), 353 or ENG 312, 354 (2), 364, 428 (2), 429 (2), 430, 435 (2), 450 (2), 464.

- During the Professional Semester: EDU 451 (2), 470 (10) or 473 (4), 474 (6) or 373 (4) and 474 (6).
- Complete the entrance criteria requirements.

Total for the Deaf and Hard of Hearing major requirements: 85 semester hours.

Note 1: *A grade of “D” is not acceptable for licensure in major courses or in professional education courses. In addition, majors in the program must earn a grade of “C” or higher in the following 24 hours of coursework from the following list in order to be recommended for licensure in Education of the Deaf and Hard of Hearing:*

- ASL 102 - American Sign Language II
- ASL 201 - American Sign Language III
- ASL 201 - American Sign Language III
- EDU 202 - Educational and Psychological Foundations of Deafness
- EDU 251 - Introduction to Speech and Hearing Science
- EDU 332 - Methods of Teaching Deaf Children
- EDU 337 - Teaching Oral/Aural Communication Skills to Deaf Children
- EDU 353 - Language Development and Linguistics
- EDU 364 - Teaching Reading to Deaf Children
- EDU 430 - Teaching Language to Deaf Children

Note 2: *Although not required to do so, the student is encouraged to choose a second area of licensure in an area relevant to the education of deaf and hard of hearing children. Areas to consider include art, elementary education, middle school education, English, social studies and special education: general curriculum. The student wishing to be licensed in Education of the Deaf and Hard of Hearing in addition to another area of licensure should work closely with the program advisor.*

Note 3: *All prerequisite requirements must be met prior to enrolling in specific courses. Please check individual courses for prerequisites.*

Social Studies Major (B.A.)/Teacher Licensure Requirements:

Requirements within the Social Studies major:

- History courses: HIS 101, 102, 201, 202, 307.
- Other courses in the social sciences: ECO 101; GEO 201; POL 101; SOC 101.
- Social Studies electives: Nine hours total.
 - Three hours selected from 200-, 300-, or 400-level Political Science courses.
 - Six hours selected from 200-, 300-, or 400-level History courses. One of these courses must be in American history, and the other must be in non-American history.
- Modern Language: Two courses at the intermediate level (201 and 202).

Total: 42 semester hours.

Secondary-Level Teacher Licensure Requirements:

- Prior to the Professional Semester (spring of senior year):
Field Experience courses: EDU 360 (1), 400 (1).
Other professional courses: EDU 223, 225, 334, 344 (2), 354 (2), 363, 448, 451 (2);
SST 459 (2).
- During the Professional Semester: EDU 450 (2), 470 (10).
- Complete all Professional Education Program requirements: See School of Education section of catalog.
Total for teacher licensure requirements: 39 semester hours.

Note: *A grade of “D” is not acceptable for licensure in a major course or in a professional education course. Only the student who successfully completes all phases of the Professional Education Program and meets all other department requirements can be permitted to enter pre-student teaching.*

Social Studies Major (B.S.)/Teacher Licensure Requirements: Requirements within the Social Studies major:

- History courses: HIS 101, 102, 201, 202, 307.
- Other course within the social sciences: ECO 101; GEO 201; POL 101; SOC 101.
- Social Studies electives: Fifteen hours total
 - Three hours selected from 200-, 300-, or 400-level Political Science courses.
 - Six hours selected from 200-, 300-, or 400-level History courses. One of these courses must be in American history, and the other must be in non-American history.
 - Six hours selected from any 300- or 400-level course in Economics, Geography, History, Political Science, or Sociology (including SWK 345 and SWK 410).
 Total: 42 semester hours.

Secondary-Level Teacher Licensure Requirements:

- Prior to the Professional Semester (spring of senior year):
Field Experience courses: EDU 360 (1), 400 (1).
Other professional courses: EDU 223, 225, 334, 344 (2), 354 (2), 448, 451 (2), 363;
SST 459 (2).
- During the Professional Semester: EDU 450 (2), 470 (10), or 473 (4) and 474 (6).
- Complete all Professional Education Program requirements. See School of Education section of catalog.
Total for Teacher Licensure requirements: 39 semester hours.

Note: *A grade of “D” is not acceptable for licensure in a major course or in a professional education course. Only the student who successfully completes all phases of the Professional Education Program and meets all other department requirements can be permitted to enter pre-student teaching.*

Special Education (Kindergarten-Grade 12) Major (B.S) Requirements:

Teacher licensure requirements for the Special Education major:

- Courses from the Schools of Humanities and Sciences and Social Work prescribed specifically for this major: BIO 101 (4); a literature course or ENG 240; GEO 201 or 212; HIS 201 [or 202]; HIS 375; MTH 210; POL 101; SCI 111 (4); SWK 345.
- Prior to the Professional Semester (spring of senior year):
Field Experience courses; EDU 360 (1), 400 (1).
Education courses: EDU 223, 225, 303, 316 (2), 327 (2), 328, 334, 335 (2), 344 (2), 345, 354 (2), 361, 428 (2), 429 (2), 435 (2), 451 (2), 454, 464.
- During the Professional Semester: EDU 450 (2), 470 (10) or EDU 473/474.
- Complete the Professional Education Program criteria.

Total for Special Education major requirements: 87 semester hours.

Note 1: *A grade below “C-” is not acceptable for licensure in major courses or in professional education classes.*

Note 2: *The student seeking licensure in Special Education must meet the state requirements for testing*

Note 3: *Although not required to do so, the student is encouraged to choose a second area of licensure. Teacher candidates interested in working in middle grades or secondary grades might consider also seeking licensure in a content area in middle school education or in secondary education. The student wishing to be licensed in Special Education in addition to another area of licensure should work closely with the program advisor.*

Note 4: *All prerequisite requirements must be met prior to enrolling in specific courses. Please check individual courses for prerequisites.*

School Administration Major (MSA) Requirements:

Program is designed to prepare current teachers to become leaders in school, district, and state levels and will lead to a Principal's License.

- EDU 506, 508, 512, 514, 516, 522, 524, 528, 538, 540, 542, 544 (6).

Total for School Administration major (MSA) Requirements: 39 semester hours.

School Administration Add-On Licensure:

Courses required for North Carolina MSA add-on licensure:

- EDU 506 - Introduction to School Leadership. 3.
- EDU 508 - School Law. 3.
- EDU 542 - School Improvement. 3.
- EDU 538 - School Managerial Leadership. 3.
- EDU 540 - Administration and Supervision. 3.
- EDU 544 - School Internship. 3.
- EDU 545 - School Internship. 3.

Academically and Intellectually Gifted Education Add-On Licensure Requirements:

Courses required for North Carolina add-on licensure:

- EDU 550, 552, 554, 556.

Graduate Program in Autism Requirements:

The Barton College Teacher Education Program is offering an advanced learning opportunity for teachers and post-baccalaureate students. The program is designed to prepare educators, interventionists, psychologists, pathologists, behavior analysts, and family members, who want to develop more expertise in working with children with autism.

- Courses required: EDU 560, 562, and 564

Total for Graduate Program in Autism Requirements: 9 semester hours.

Grade Point Average (GPA) Requirements for Graduate Programs in Education:

Admitted candidates must maintain a GPA of 3.0 or better to remain in good standing in the graduate programs in Education. No more than one grade of “C” for a final course grade is permitted. Students who fall below 3.0 GPA or earn more than one grade of “C” must repeat the course and earn a grade of “B-” or higher. Any grades less than a “C” must be re-taken. Final transcript can have a maximum of one grade of “C” and no other grades lower than “B-”. Final GPA must be at least 3.0.

Courses of Instruction: Education

ASL 101. American Sign Language I. 3.

American Sign Language and fingerspelling at the basic level, with special reference to educational settings. The development of receptive and expressive signing and fingerspelling skills is emphasized. Fall, Spring.

Note: *No previous experience with sign language required.*

ASL 102. American Sign Language II. 3.

American Sign Language and fingerspelling skill building at the intermediate level, with special reference to educational settings. The course emphasizes the development of vocabulary, fluency, clarity, accuracy, and receptive abilities. Spring.

Prerequisite: ASL 101.

ASL 201. American Sign Language III. 3.

Development of American Sign Language and fingerspelling receptive and expressive skills at a more advanced level, with emphasis on conceptual accuracy and flexibility of language modes. Fall.

Prerequisite: ASL 102.

EDU 202. Educational and Psychological Foundations of Deafness. 3.

An introduction to education and research involving deaf and hard of hearing individuals. The course covers the academic, cognitive, psychological, and emotional characteristics of the deaf and hard of hearing child. The history of education of deaf and hard of hearing children in the United States, including the variety of services now available, is also examined. The student will participate in a field experience component, designed to provide exposure to the school as a learning community. Fall.

EDU 203. Introduction to Early Childhood Programs and Practices. 3.

This course is designed as an introduction to inclusive education programs for young children birth-five years of age. Current theories of child development, historical programs, professional practices, and trends in the field are discussed. Diversity and the influence of development in the context of family and community are addressed. Models of services are discussed and current policy and research innovations are reviewed.

EDU 204. Supporting Families 3.

This course focuses on collaboration and networking between families, schools and service agencies in the community. A review of current community, state, and national resources is provided. Students develop competencies in communication and collaboration skills developing inter-agency networks, team building, and professional skills. Community resources and access to services are reviewed.

EDU 205. Introduction to Child Health Services. 3.

This course addresses policy and service delivery issues related to health, nutrition, and safety of children from birth through kindergarten. Intervention strategies for children with severe and multiple disabilities are emphasized.

EDU 223. Learners and Learning in the 21st Century. 3.

This course explores the research and theory that informs the psychological basis for learning among children and adolescents. The student will participate in a field experience component, designed to provide exposure to the school as a learning community.

EDU 225. Introduction to Exceptional Children. 3.

Introduction to current theories and research findings related to exceptional children. Topics include classification, facility needs, state and federal regulations, and employment and educational opportunities for exceptional individuals. Students will participate in a field experience designed for them to observe and work with exceptional students. Fall, Spring

EDU 251. Introduction to Speech and Hearing Science. 4.

A study of anatomy and physiology of the speech and hearing mechanisms, the nature of English speech sounds, the production of speech sounds, the prosodic elements of connected speech, assessment of hearing sites of lesion and etiology of hearing loss, and the reading and interpreting of audio metric evaluations. Hearing aids and group amplification systems are also addressed. Spring.

EDU 301. Guiding and Directing the Behavior of Young Children. 3.

This course presents guidance, counseling and discipline concepts within a framework of child development using developmentally appropriate practices.

Prerequisite: Stage I.

EDU 303. Children and Adolescent Literature. 3.

This course is designed to provide an opportunity to gain knowledge of a diverse range of literature. This includes wide reading across the genres represented in children and adolescent literature, learning to evaluate the quality of the literature, exploring student's response to literature, and using literature in teaching and learning.

EDU 316. Management Techniques for the Exceptional Learner. 3.

This course focuses on positive behavior support and classroom management strategies that enhance effective learning environments. Teacher candidates will demonstrate competency in conducting functional behavior assessments and the development of a behavior intervention plan. Fall.

EDU 317. Developmental Assessment of Young Children. 3.

This course begins with a study of typical and atypical development of children ages birth through five years of age. The course also provides diagnostic skills and preparation in sufficient depth to develop competencies in screening and developmental assessment. Students become knowledgeable in assessment tools and techniques appropriate for assessing the young child and planning appropriate programs to meet individual needs of all young children.

Prerequisite: Stage I.

EDU 324. Language Arts Methods. 3.

Materials and methods for teaching language arts skills in grades K-6. Emphasis is on current trends and practices. Fall.

Prerequisite: Stage I.

EDU 325. Working with Diverse Families in the Classroom. 3.

This course focuses on today's changing family dynamic. This course provides students with information to help them identify families' needs, how to demonstrate respect with ethnically and culturally diverse families, how to discuss sensitive information, and how to work with the families towards providing the best possible education for their child. Students learn about the changing

roles in today's families, how families differ in race, ethnicity, age, sexual orientation, and religion, and how to work with these families and their children. Finally, students learn about a variety of immigrant groups in the U.S.

EDU 327. Assessment in Special Education. 2.

Designed to introduce a variety of assessment techniques to determine its instructional content, procedures, and documentation of student learning. Students will demonstrate the ability to conduct individual curriculum-based assessment procedures, interpret results, conduct case studies, and perform individual curriculum-based progress monitoring. Fall.

Prerequisite: Stage I or Exceptional Children minor.

EDU 328. Special Education Methods: General Curriculum. 3.

This course is designed to enhance teacher candidate competencies in the organization of effective learning environments and investigates the use of knowledge about cultural, socio-economic and family dynamics to guide instructional or management planning and selection of techniques. Teacher candidates gain the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills including reading and written expression.

Prerequisites: EDU 225 and Stage I or Exceptional Children minor.

EDU 332. Methods of Teaching the Deaf and Hard of Hearing. 3.

A study of techniques for instructing deaf and hard of hearing children birth through 12th grade, with an emphasis on birth through kindergarten and upper-level subjects. Instructional models found in mainstream settings and residential programs are included.

Prerequisites: EDU 225 and Stage I or Exceptional Children minor.

EDU 334. Instructional Technology. 3.

This course enables the teacher education major to demonstrate mastery of technology at an advanced skill level. Fall, spring.

Prerequisite: Stage I.

Note: *This course serves as the Gateway course for the Education majors. A grade of C- or higher is required for graduation.*

EDU 335. Mathematics Methods K-3. 2.

This course is designed to provide teacher candidates with knowledge and application of methods used to present mathematical concepts to students, grades kindergarten through 3rd grade. Emphasis will be placed on concept introduction, concept expansion and reinforcement, and assessment practices. Course content is aligned with the North Carolina Standard Course of Study. There will be a field experience component embedded in this course.

Prerequisites: MTH 210 and Stage I.

EDU 337. Teaching Oral-Aural Communication Skills to Deaf and Hard of Hearing Children K-12. 3.

A study of methods of teaching the deaf and hard of hearing child to communicate through the integration of spoken language, the use of residual hearing, and speech reading. The use of cochlear implants and speech methods are included in this course. Fall.

Prerequisite: Stage I and EDU 251 or Exceptional Children minor.

EDU 344. Curriculum Development. 2.

This course focuses on the basic principles of curriculum development. Teacher candidates will demonstrate content knowledge and competency in utilizing the North Carolina Standard Course of Study to plan instruction. Candidates also explore ways to ensure that instruction meets learning needs within the classroom.

Prerequisite: Stage I.

EDU 345. Special Education Methods: Adapted Curriculum. 3.

The course focuses on current best practices in curriculum and methods for students with severe/low incidence disabilities, including specific strategies for teaching students with severe disabilities, general strategies for working with heterogeneous groups of students in inclusive settings, and methods for adapting the general education curriculum based on the Extended Content Standards of the North Carolina Standard Course of Study. Functional-based content, social skill development, and community-based instruction are introduced. Other topics include designing and implementing curriculum through the use of technology, alternative assessment procedures, IEP development, lesson planning, individualized materials, and specific teaching strategies for unique populations.

Prerequisite: EDU 225 and Stage I or Exceptional Children minor.

EDU 353. Language Development and Linguistics. 3.

A study of language and linguistic theory, with emphasis on the natural development of language in children. Fall.

EDU 354. Classroom Assessment. 2.

Designed to provide the teacher education candidate with an understanding of assessment and the uses of assessment in making instructional decisions within a classroom. Classroom test development, standardized tests designed to meet federal and state requirements, and skills and knowledge necessary for completing an electronic evidence portfolio are emphasized.

Prerequisite: Stage I.

EDU 360. Practicum: Reading Laboratory. 1.

Designed to provide the teacher education candidate with the opportunity to observe and participate in a classroom in which reading instruction is taking place. The student is assigned to a classroom on a grade level and/or in a subject area appropriate to student's major. Minimum of 38 hours of observation and participation in the assigned classroom are required. Spring.

Prerequisite: Stage I.

Corequisite: Course must be taken concurrently with EDU 361, 363, 364.

Note 1: *Pass/Fail grading*

Note 2: *Practicum assessments are filed in student folders and are always available for review. Assessments can also be reviewed with the advisor during advisor/advisee conferences.*

EDU 361. Elementary Reading. 3.

A survey of current trends, practices, programs, and methods structured to give practical assistance in the teaching of reading in the elementary school. Spring.

Prerequisite: EDU 324 and Stage I.

Corequisite: EDU 360.

EDU 362. Emergent Literacy. 3.

A critical review of theories and practices related to speech and language development and emerging literacy. Emphasis is given to practical application of theories to the early childhood setting. Topics include stages of language development, languages and dialectical differences, language acquisition, speech disorders, fostering language development, and best practices for facilitating emerging literacy.

Prerequisite: Stage I.

EDU 363. Literacy in Content Areas: Middle, Secondary, and Special Subject Teachers. 3.

Focusing on the nature of literacy processes and on instructional strategies that enhance them, the course helps prospective secondary, middle school, and special subjects teachers to explore the ways that literacy interacts with subject area learning. It prepares them to critically analyze learning and literacy in today's schools and to advance their student's literacy development.

Prerequisite: Stage I.

Corequisite: EDU 360.

EDU 364. Teaching Reading to the Deaf and Hard of Hearing K-12. 3.

A study of the techniques used to teach reading to deaf and hard of hearing children. The course includes a survey of current theories and practices in reading instruction for hearing children, as well as methods for diagnosing reading problems in deaf and hard of hearing children. Spring.

Prerequisite: Stage I.

Corequisite: EDU 360.

EDU 400. Teaching Skills Lab. 1.

Designed to provide teacher education candidates prior to the student teaching semester with a supervised laboratory experience involving active participation in the classroom. Fall.

Prerequisite: Stage II.

Note 1: *Open only to the Professional Year student. Minimum of 40 hours of observation and participation in the assigned classroom required for all licensure areas; one full day per week suggested for elementary education majors and required for education of the deaf and hard of hearing majors.*

Note 2: *Pass/Fail grading.*

Note 3: *Practicum assessments are filed in student folders and are always available for review. Assessments can also be reviewed with the advisor during advisor/advisee conferences.*

EDU 410. Methods and Materials for Infants and Toddlers. 3.

A course designed for the study of the developmental needs of infants and toddlers as related to group care situations, curriculum decisions, and the design of early learning environments. Emphasis is placed on family involvement as well as caregiver roles and current curriculum issues.

Prerequisite: Stage II.

EDU 411. Methods and Materials for Preschoolers and Kindergartners. 3.

A course designed to provide assistance in the planning, implementation, and evaluation of developmentally appropriate curriculum and environments for children, ages three through five.

Prerequisite: Stage II.

EDU 412. Methods and Materials for Children with Special Needs, Birth-Five Years of Age. 3.

This course gives the student the opportunity to apply knowledge of the young child's development (both typical and atypical) in designing, adapting, and implementing appropriate activities across the curriculum for infants, toddlers and preschoolers with special needs. Students develop competencies in the methodology, instructional techniques, and the implementation of specific curriculum as they relate to early intervention.

Prerequisite: Stage II.

EDU 421. Mastering the edTPA. 1.

This course focuses on teaching candidates how to master the requirements for edTPA, a performance-based assessment, developed by Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE), to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. The course is designed to focus on student learning and principles from research and theory. Upon completion of the course, teacher candidates will become more proficient at developing knowledge of subject matter, content standards, and subject-specific pedagogy; developing knowledge of varied students' needs;

considering research and theory about how students learn; and reflecting on and analyzing evidence of the effects of instruction on student learning.

Prerequisite: Stage II.

EDU 428. Social Studies Methods K-6. 2.

This course will prepare pre-service teachers for teaching social studies in the elementary school (grades K-6). The emphasis of the course is “how” to teach social studies, as well as some theoretical exploration of the history, purposes, and direction of social studies. Students will learn, practice and reflect on the actual teaching of social studies. This course will focus on the relevance of history and geography, the study of people, and the interaction of people with others and the world around them.

Prerequisite: Stage II.

EDU 429. Science Methods K-8. 2.

Contents and methods for teaching science knowledge and concepts beginning with the everyday environment of the child and leading to an understanding of the basic ideas around which the field of science is structured.

Prerequisite: Stage II.

EDU 430. Teaching Language to the Deaf and Hard of Hearing K-12. 3.

A study of the principles and techniques of teaching language to the deaf and hard of hearing child. The course includes a survey of current practices in language instruction for deaf and hard of hearing children. Diagnosis and remediation of individual language problems are also stressed. Fall.

Prerequisite: Stage II.

EDU 435. Mathematics Methods 4-8. 2.

This course is designed to provide teacher candidates with knowledge and application of methods used to present mathematical concepts to students, grades 4th through 8th grade. Emphasis will be placed on concept introduction, concept expansion and reinforcement, and assessment practices. Course content is aligned with the North Carolina Standard Course of Study. There will be a field experience component embedded in this course.

Prerequisite: MTH 120, MTH 210, and Stage II.

EDU 438. Science in the Elementary and Middle School K-8. 2.

Content and methods for teaching science knowledge and concepts beginning with the everyday environment of the child and leading to an understanding of the basic ideas around which the field of science is structured. Fall.

Prerequisite: Stage II.

EDU 448. Middle and Secondary School Methods. 3.

This course is a competency-based approach to teaching methodology appropriate for the middle and secondary school.

Prerequisite: Stage II.

EDU 449. Secondary Mathematics and Science Methods. 2.

This course is designed to ensure that students understand and are able to apply scientific skills and mathematical concepts to teaching, using appropriate equipment and tools.

Prerequisite: Stage II.

EDU 450. Education Capstone. 2.

This course supports seniors in synthesizing knowledge accrued from their liberal arts studies, content areas, and professional courses with their field-based clinical experiences and also guides seniors in garnering a better understanding of the educational profession and the role they will play in it. This course also provides support for students as they compete the electronic portfolio required in the teacher education program.

Prerequisite: Stage III.

Note: *This course serves as the Summit course for the Education majors. A grade of C- or higher is required for graduation.*

EDU 451. Classroom Management. 2.

This course assists seniors in developing analytical thinking skills through focusing on selected topics related to school law, classroom management, professional development, and teachers as leaders.

Evidence 6 is produced.

Prerequisite: Stage II.

EDU 464. Differentiation Instruction for 21st Century Learners. 3.

This supports seniors in synthesizing knowledge skills and dispositions accrued from their liberal arts studies, content areas, and professional courses along with their field-based clinical experiences.

This course extends learning in order to ensure that candidates have the knowledge, skills, and dispositions necessary to differentiate curriculum for the 21st Century. This course also provides support for students as they complete the electronic portfolio required by both DPI and the teacher education program. Evidences 3 and 5 will be addressed through this course.

Prerequisite: Stage II and EDU 344 or EDU 411.

EDU 470. Student Teaching. 10.

One full semester (16 weeks) of full-time supervised student teaching in the public schools.

Fall, Spring

Prerequisite: Stage III.

Note: *Open only to the student majoring in Elementary Education, Middle School Education, Education of the Deaf and Hard of Hearing, Special Education: General Curriculum, Secondary Education (English and Social Studies) and Special Subjects (Art, Spanish, and Physical Education).*

EDU 473. Preservice Teaching I. 4.

Six weeks of full-time supervised student teaching in the public schools.

Prerequisite: Stage III.

EDU 474. Preservice Teaching II. 6.

Ten weeks of full-time supervised teaching in the public schools.

Prerequisite: Stage III.

EDU 480. Individual Problems in Education. 3.

Individual study offered only to the student who has demonstrated the academic ability to work independently. An individual research problem is chosen cooperatively by the student and instructor in the School of Education in the area of the student's professional interest. Fall, spring.

Note: *Also offered as EDU 481 for one semester hour, and as EDU 482 for two semester hours.*

Course of Instruction: Social Studies

SST 459. Instructional Design and Strategies in the Social Sciences. 2.

A competency-based approach to the methods and materials used in teaching social studies in the high school, with an emphasis on common problems encountered in teaching social studies. It also investigates the role of history and the social sciences in today's society, discusses interdisciplinary approaches to the teaching of social studies, and diagnoses areas of weakness in preparation for teaching. Fall.

Prerequisite: Stage II.

Corequisite: EDU 400.

Graduate Courses of Instruction: Education

EDU 506. Introduction to School Leadership. 3.

In this course students will be provided with an overview of leadership theory and the characteristics of successful leaders, with an emphasis on educational leadership. Students will analyze various styles of leadership and how that leadership enhances an educational environment. They will examine education policy in terms of political issues, who makes policy decisions, economic and demographic issues, political culture, and various interest groups that have an effect on policy. Students will learn how to create a school climate in which teachers assume leadership to support the best instructional practices with the goal of improving teaching and learning.

Prerequisite: Open only to students participating in the MSA cohort program.

EDU 508. School Law. 3.

This course addresses legal principles applicable to practitioners through the study of legal context, trends, and generalizations. The course provides a basic overview of school law involving governance and legal structures; student rights and supervision; and personnel management. Students will examine the types of laws that affect public schools. Students will examine landmark Supreme Court decisions, federal and state constitutions, statutes and regulations and their implications for daily decision making by school leaders. Students will also evaluate the ethics surrounding legal decisions.

Prerequisite: Open only to students participating in the MSA cohort program.

EDU 510. Advanced Psychological Theory in the Classroom. 3.

This course is designed to help students understand and apply research in cognitive development in the classroom. The study and application of learning theories to provide positive learning environments and active engagement in learning are important aspects of the course. Students will learn and apply current theory and recent research findings to practical problems in education. Special emphasis is placed on practical applications in psychology to instruction in the areas of reading, writing, mathematics, and science.

EDU 512. Contemporary Issues in Education. 3.

Master's degree candidates examine contemporary issues involved in teaching 21st century students in 21st century schools. Candidates practice ongoing communication, collaboration and team-building among colleagues and develop skills that help them facilitate mentoring and coaching with novice teachers. This inquiry based course explores myriad contemporary issues with special attention given to the philosophical base, the related theoretical research, and the cultural and political context. Issues related to eliminating bias, critical thinking, globalization, and quality of the learning experience are addressed. Aspects of curriculum are further explored in EDU 520.

EDU 514. Instructional Technology. 3.

This course examines the role of technology in teaching and learning in K-6 schools. Students develop skills in using technology and in selecting and applying technology appropriately to enhance both teacher productivity and student learning. Current issues related to educational technology are explored through written and oral reflection based on selected readings. Students demonstrate that they model technology integration that supports student learning. Students will also explore the increasingly important role of information literacy in the elementary school and the role of technology in formative assessment.

EDU 516. Education in a Multicultural Context. 3.

This course is designed to help students understand and apply research in relation to the impact of cultural factors on teaching and learning in contemporary schools. Exploration of teaching techniques and curricular directions designed to improve school experiences for diverse populations in K-6 settings are studied. Teachers will demonstrate knowledge and understanding of diverse world cultures and global issues and explore ways to teach elementary school students about global awareness.

EDU 518. Seminar on Graduate Research Techniques. 1.

This seminar is designed to help students develop the skills necessary for successful graduate study, including the use of technology as a teaching and learning tool, developing skills in professional reading and writing, formulating research problems and questions, and using the library for research. Attendance at class meetings is crucial to success in this seminar.

EDU 520. Elementary Curriculum. 3.

This course builds on the study of issues in curriculum begun in EDU 512 Contemporary Issues in Education, including the presentation of methods for evaluating, planning, and/or revising elementary school curriculum. This course requires candidates to extend their philosophy of curriculum differentiation. It introduces candidates to research based strategies and helps them develop and articulate their rationale for using specific strategies to meet the learning needs of the students in the classroom. Candidates learn to integrate 21st century content and skills into educational practices. They also learn to develop a relevant, rigorous curriculum that demonstrates the interconnectedness of disciplines and the importance of curriculum in engaging students in content.

EDU 522. Special Learning Needs of Students. 3.

This course is focused on teaching special education students in the elementary school setting. An historical overview, definitions, and terminology in basic areas of exceptionality; developmental and learning characteristics of each area of exceptionality; and educational settings and strategies employed in special education, including best practices used by inclusion teachers. A review of current educational laws and policies affecting special education is included. Teachers work collaboratively to design and implement curriculum and instruction responsive to learner differences.

EDU 524. Educational Research. 3.

This course is designed to enable teachers to become discriminating consumers and practical producers of educational research and includes an overview of quantitative and qualitative research methods. The course helps teachers develop the knowledge and skills needed for designing classroom action research projects. Students will also learn to use existing educational research to inform their own school practices.

EDU 526. Advanced Literacy. 3.

Students explore the role of literacy in the elementary school. Students examine the nature of reading and writing, as well as the characteristics of developing readers and writers, with special emphasis on effective instructional practices. This course includes an exploration of what it means to be a reader/writer, the nature of reading and writing processes, and critical features of developmental phases of reading and writing. Students critique a variety of instructional practices and literacy programs. Also included are information and media literacy skills.

EDU 528. Assessment. 3.

Students learn to use a balance of assessments, including high-quality standardized testing along with effective classroom assessments, to offer elementary school students ways to master the content and skills central to success.

EDU 530. Integrated Math and Science in the Elementary School. 3.

This course focuses on the integration of several 21st century learning and thinking skills – including critical thinking and problem solving skills, communication skills, creativity and innovation skills, collaboration skills, and contextual learning skills – situated in the context of content aligned with state and national standards in elementary school mathematics and science. Students complete content modules in math and science, create and implement lessons that integrate these content areas and provide meaningful contexts for student learning, assess student learning, and reflect on the process in order to extend student learning.

EDU 532. Teaching Diverse Learners. 3.

This course prepares classroom teachers to work effectively with students who have special learning needs, including those who are culturally diverse, those who have disabilities, and those who are academically advanced. A survey of literature related to the instruction of these students, including assessment and modes of learning, is covered, and its implications for mainstreamed classroom teaching are discussed. Teachers will demonstrate that they are able to facilitate the development of inviting, respectful, supportive, and inclusive educational communities. They will also learn to create collaborative partnerships with families, schools, and communities to promote a positive school culture.

EDU 534. Advanced Seminar: Preparing the Portfolio. 1.

The seminar provides students with the opportunity to synthesize the content and skills acquired during their graduate studies as they begin to assemble their graduate portfolio.

EDU 536. Presenting the Portfolio. 1.

In the third section, an emphasis is placed on the important role that master teachers have in making professional contributions to the field of teaching. This last section serves as a forum for graduate students to explore possible leadership roles, presentation and publication opportunities, and to present the culminating products of their graduate studies, their professional portfolios, to peers and faculty.

EDU 538. School Managerial Leadership. 3.

In this course, students will study management practices for school financial systems and strategies for implementing and managing change. Students will receive scheduling processes and protocols that address diverse learning needs. Students will study characteristics of effective internal and external communication and will learn to collaborate with others to plan for safety and behavioral procedures.

Prerequisite: Open only to students participating in the MSA cohort program.

EDU 540. Administration and Supervision. 3.

In this course, students will study legal requirements for teacher and staff supervision. They will examine how the principal, as supervisor, pulls together organizational goals and teacher needs to provide for improved learning. Students will learn how educational theories provide the foundation for supervisory practice. They will study and practice effective observational skills.

Prerequisite: Open only to students participating in the MSA cohort program.

EDU 542. School Improvement. 3.

This course is designed to develop skills in data-based decision making essential for creating a school improvement plan in a collaborative school environment. The student will examine theories of implementing change and developing professional learning communities. Students will also study the legal requirements for school improvement planning.

Prerequisite: Open only to students participating in the MSA cohort program.

EDU 544. School Internship. 3.

The internship experience provides field-based training designed to develop competencies needed by school principals. Emphasis will be on instructional leadership, organizational management, human resource management, personnel evaluation, budgeting, and accountability systems. In this course, the student will be placed in a public school as an administrative intern for one semester for a total of 120 hours. The intern in collaboration with the school supervisor will develop an internship plan, including administrative duties and responsibilities. The intern will follow the policies, procedures and regulations of the college and local school system and adhere to the calendar of the local school system. Interns will be under the supervision of the school supervisor and the College Director.

Prerequisite: Open only to students participating in the MSA program.

EDU 545. School Internship. 3.

This course is a continuation of EDU 544 with field-based training for aspiring school administrators. Emphasis will be on instructional leadership, organizational management, human resource management, personnel evaluation, budgeting, and accountability systems. In this course, the student will be placed in a public school as an administrative intern for one semester for a total of 120 hours. The intern will continue to complete the activities in the internship plan developed in collaboration with the school supervisor. In addition, the intern will complete a project designed for the school by the intern and the school supervisor. The project will include a description of the need for the project, methodology, and literary research.

Prerequisite: Successful completion of EDU 544.

EDU 550. Introduction to Gifted Education. 3.

This course focuses on gifted education from an international, national, state, and local level. Participants examine the historical foundations of gifted education and impact this history has had upon legislation, characteristics of gifted learners, identification of gifted learners, and services

for gifted education. A special emphasis is placed upon Article 9B, North Carolina's legislation for gifted education.

EDU 552. Curriculum Differentiation for the Gifted. 3.

This course is designed to examine and adapt curriculum elements (content, process, product, and learning environment). Integrative methods are employed to design appropriate learning experiences. Participants learn about interdisciplinary approaches to instruction as well as other integrative methods of designing appropriate learning experiences for gifted learners. Participants will focus on adapting the Common Core and Essential Standards to meet the needs of gifted students through differentiation. Strategies for identifying student strengths, assessing mastery, ensuring accountability, and planning appropriate alternatives within the classroom will be presented.

Prerequisite: EDU 550.

EDU 554. Methods and Models in Gifted Education. 3.

Course content includes an examination of the process of modifying basic curricula in content, process, products, and learning environments for the academically and/or intellectually gifted learner. Emphasis is on interdisciplinary approaches to instruction as well as other integrative methods of designing appropriate learning experiences for gifted learners. Participants will focus on adapting the Common Core Standards to meet the needs of bright students through utilizing curriculum planning models to better ensure that the diverse needs of the gifted are met. Various curriculum models will be explored, utilized and compared. The curriculum models will be chosen to best meet the needs of the participants.

Prerequisite: EDU 550, 552.

EDU 556. Problems and Issues in Gifted Education. 3.

This course introduces the classroom teacher to the various issues within gifted education. Participants will examine current trends and issues impacting gifted education at the local, state, and national levels. Through this course, students will develop an understanding of current and real educational, societal, and political issues in gifted education. They will understand and articulate the social and emotional needs of the gifted learner and appropriate strategies to meet these needs. Students will research appropriate identification strategies for including underserved populations.

Prerequisite: EDU 550, 552, and 554.

EDU 560. Diagnosis and Instruction for Autism Spectrum Disorders. 3.

An intensive introduction to autism specific to the diagnosis of Autism Spectrum Disorders (ASD). Emphasizes the many unique and varied characteristics and core deficits of students with autism. Students examine current research, trends, and legal issues pertaining to the educational needs of

students with autism. Students gain a thorough understanding of how to provide meaningful and relevant instruction for students with autism based on Common Core Standards with a focus on literacy, technology, lesson planning, and IEP writing.

EDU 562. Behavioral and Functional Assessments, Transition, and Collaboration for Autism Spectrum Disorders. 3.

This course introduces students to a spectrum of behavioral assessments. It emphasizes functional assessments for educational programming for accessing services, establishing eligibility, determining placement decisions, and planning educational programs and interventions, and stresses aspects of inclusive classrooms.

Prerequisite: EDU 560.

EDU 564. Teaching Students with Autism: Classroom Applications and Evaluation. 3.

This course is designed to further increase students' understanding of instruction, assessment, and collaboration needs of students with autism. The course provides the student with the opportunity to integrate course content from EDU 560 or 562 as well as EDU 564 into a final project. This course requires one-to-one contact with at least one student with autism for approximately 25 hours. During this time, a four-week educational program is planned for working with a student with autism.

Prerequisites: EDU 562 and 564.

Title II Federal Report 2014-2015 School of Education Title II Report Barton College

The Title II North Carolina State Report 2013-2014, which includes data for Barton College, may be found at this link (<https://title2.ed.gov/Public/Report/State Home.aspx>). Choose North Carolina. A drop-down menu provides access to sections of the report.

Barton College School of Education**GRADUATE HANDBOOK****Master of Education and Master of School
Administration Programs 2016-2017****Advising**

The Director of the MSA program or the Dean of the School of Education serves as the primary academic advisor of record for all graduate candidates in education and also serves as the cohort mentor. The Dean of the School of Education (SOE) is on record as secondary advisor for all graduate candidates in the SOE. When the advanced registration period begins each semester, the graduate students will check the “Course Needs” check sheets provided in Campus Connect and consult with the academic advisor to plan the next semester of classes. The graduate students register electronically for selected courses or ask the academic advisor to help with that process.

If candidates encounter concerns regarding health, financial matters, or any other issue that could impact their progress in the program, they are encouraged to communicate with the academic advisor. Addressing concerns when they initially arise can often facilitate addressing any problems or potential problems while they are still small enough to be solved together.

APA Style

Written assignments will be submitted using APA (American Psychological Association-6th edition) format for all courses.

Application and Admission

Prospective candidates apply on-line at http://www.barton.edu/forms/grad_apply/. An email is sent when all application materials have been submitted. When prospective candidates have been admitted, the Director of Graduate Admissions or the Dean of the School of Education sends a preliminary notification by email, followed by a formal letter of admission. Obtain additional information by contacting the Barton College Admissions Office.

Admission requirements are:

- Evidence of an earned bachelor’s degree from an accredited college or university.
- Recommended GPA of 3.0 for undergraduate work. A GPA of 2.5 will be considered if other areas are strong.
- Official transcript from institution that awarded the undergraduate degree.

- Recognized teaching license
- Personal statement of interest in the program.
- A recommendation form from the current employer or administrator.
- Interview with the director of the Master of Education program or the Dean of the School of Education, if requested by either administrator.
- International Students: A score of 550 on the Test of English as a Foreign Language unless English is your native language. English translations of transcripts and explanations of grading systems are required.

The Federal Direct Unsubsidized Stafford Loan is a low interest loan that is not based on need. The maximum that graduate students who are attending at least half time can borrow is \$20,500 depending on the cost of attending.

The first step in the process will be to complete the Free Application for Federal Student Aid (FAFSA). The Financial Aid Office will determine a student's eligibility and maximum borrowing amounts based on the FAFSA information.

Please contact the Barton College Financial Aid Office at 252-399-6323, if you have any questions or need any additional information.

Grade Point Average (GPA) Requirements

Admitted Candidates must maintain a GPA of 3.0, or better, to remain in good standing in the MSA program. No more than one "C" (which includes the grade of "C+") for a final course grade is permitted. If a candidate earns a second "C" (or "C+") or lower, the candidate must re-take the courses in which a grade of C+ or lower was earned. The candidate would be eligible to reapply for admission to the program with the next cohort and would need to repeat all courses in which a grade less than a "B-" was earned. Earning another "C+" or lower grade in any course would result in permanent administrative withdrawal from the program.

Graduate School Grading Scale

A 94-100	B+ 87-89	C+ 77-79	D+ 67-69	F below 60
A- 90-93	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Note: Final grades will not be "rounded up." In order to earn an "A," a student must have a final grade of at least 94. A grade of 93.99 will not be rounded to a grade of 94.

A 10% reduction in grade will be levied for each day an individual assignment is late. Extensions or exceptions will be permitted only under extenuating circumstances, and only by conferring directly with the instructor prior to the due date of the assignment. Please follow course calendars and know when assignments are due.

Graduation, Hooding Ceremony, and Program Completion

Candidates are encouraged to participate in the May campus-wide commencement ceremony where they will be recognized for their graduate program completion. The hooding ceremony is also held in May. Candidates will complete applications for graduation in the fall semester. Family, colleagues, and friends are welcome to attend both ceremonies, and seating is limited only if inclement weather causes the commencement ceremony to be held in an indoors location. Barton College regulations are followed regarding eligibility to participate in the commencement ceremony.

Honor Code

The mission of Barton College is rooted in our commitment to developing ethical and socially responsible behavior in all human relationships. Responsible living in a community of learners requires adherence to demanding standards.

Members of the Barton community will:	Members of the Barton community will not:
<ul style="list-style-type: none">• Express opinions with civility• Show consideration for the opinions of others• Respect the sanctity and dignity of ideas• Promote the honor code in all their actions for the benefit of the community of learners at Barton	<ul style="list-style-type: none">• Lie• Cheat• Plagiarize• Steal• Violate other’s property• Tolerate other’s disregard for the honor code

Violating the Barton College Honor Code, especially a violation of academic honesty, may result in a grade of “zero” for the assignment or in a failing grade for the course.

Incompletes

We strongly encourage candidates to avoid this option except in the case of personal emergency, family emergency, or medical need because of the compacted nature of the course work in a graduate program. If the incomplete option becomes necessary, the student and instructor will follow the policies for “Incomplete Grades” outlined in the *Barton College General Catalog*.

M-Level Certification

Candidates apply for Master’s-Level (M-Level) Advanced Licensure in School Administration at the completion of all requirements for the master’s degree, including the requirements for Electronic Evidences, as required by the state and included in various courses in this program. At the completion of the program, the candidate will go to the NCDPI Online Licensure System at this web address: <https://vo.licensure.ncpublicschools.gov/>. The candidate will create an account and complete the application process. Barton College will provide a free copy of the final official transcript for all completers in good standing with the college. The candidate will submit a scanned copy of the provided transcript, pay the licensure fee assessed by NC DPI, and submit the application with the request that it be sent to Barton College for verification. The Dean of the School of Education will review the application and will verify each application for each candidate who has met all qualifications required by the Barton College MSA program. The NC DPI office will then provide the final review to issue the new license directly to the candidate.

On-Line Courses

The courses that take place during the school year are delivered primarily on-line, making use of Campus Connect, Livetext, Google Hang-outs and other Google tools, or other on-line programs designed to facilitate the educational process as determined by course instructors. Candidates must have access to a computer and be able to send and receive documents formatted in Microsoft Word. Most course components are asynchronous, but if synchronous meetings are provided by the instructor, a time will be selected to meet the needs of the cohort members. In that case, attendance at the on-line session is expected. Based on cohort members’ needs and desires, there may be an on-site meeting the first week of the semester and at one or two other times during the semester as the nature of the courses dictate. These face-to-face meetings are optional.

Portfolio Requirements

All candidates will complete an e-folio consisting of Key Evidence artifacts that have been accepted by the North Carolina Department of Public Instruction (NC-DPI) as a component of the State's Teacher Preparation Program approval process. For Barton M-Level candidates in School Administration the components are: (1) Curriculum Audit Project, (2) Stakeholder Empowerment Project, (3) Community Engagement Plan, (4) Leadership Project, (5) School Safety Audit, (6) School Improvement Plan Audit. Electronic portfolios (e-folios) will be constructed in LiveText. to e-folios of candidates' Key Electronic Evidence artifacts.

Program Progression

Candidates in the cohort program usually take all of their coursework together and progress through the program in the same sequence. If a candidate needs to take a "stop out" semester, due to a personal or family emergency, the candidate is welcome to step back into the program in the subsequent cohort, at the same point at which they put graduate study on hold the previous year. This option is dependent upon the candidate being in good standing with the MSA program and with Barton College, academically and financially, at the time of the temporary withdrawal and with the understanding that the candidate will be charged the tuition rate of the new cohort. If a candidate is out of the program for more than six years, credits earned will have expired. The candidate will need to reapply for admission and take program coursework in its entirety in order to earn the MSA.

Syllabus Quiz

At the first class meeting every semester, all Barton College graduate students in the School of Education complete an on-line syllabus quiz. By doing so, they indicate that they have received and read the course syllabus, understand the nature of the course requirements, know when and where the final exam will be held, and are aware of the last days in the semester on which dropping or withdrawing from a course is permitted. This serves to assure that candidates have been provided with this important information by their instructor.

Textbooks

In the graduate programs in the School of Education, the candidates are encouraged to communicate with the instructor of each course once they have registered for the next term. Most graduate students prefer to find textbooks at locations of their own choice. If they want the bookstore to order books for them, they should contact the bookstore and make the request.

Transfer Courses

All courses in the MSA program are taken via cohort delivery. Transfer credits from another institution will be determined on an individual basis.

Withdrawal from the Program

Candidates in the graduate program follow the same policies for course registration, dropping courses, and withdrawing from courses and/or the program as undergraduate students. These policies are outlined in the Barton College General Catalog.

Dean:

- James Clark.

Faculty:

- Professors: Broadwater, Clark (Elizabeth H. Jordan Chair of Southern Literature), Fukuchi, Godwin, Webster, Werline (Marie and Leman Barnhill Endowed Chair in Religious Studies).
- Associate Professors: Bublic, Kiser, Lane, Montano.
- Assistant Professor: Ayarza, Hunt, McCauley, Schultz.
- Professor Emeritus: Markham.

Student Organizations:

English Club, Pre-Law Club, Alpha Lambda Honor Society (Barton College Chapter of Theta Alpha Kappa – the national religious studies honor society).

Note: *All courses listed in the requirements are three-hour courses except where noted with a number in parentheses. Each set of double course numbers represents a lecture course/laboratory course combination.*

Humanities Requirement:**Humanities 450. Humanities Senior Seminar. 3.**

This course serves as the culmination of the skills that students have developed within the major and in the general education requirements – knowledge in the discipline, critical thinking, writing, and oral communication. Also, the course encourages students to reflect more broadly and deeply on the significance of studying in the humanities. Fall.

Prerequisite: English, history, or religion and philosophy major with senior standing.

Note 1: *This course serves as the Summit course for English, History, and Religion/Philosophy majors. A grade of C- or higher is required for graduation.*

Note 2: *To be taken by the English, History, and Religion/Philosophy majors during the first semester of the senior year.*

English Major (B.A.) Requirements:

- English Core: ENG 204, 231, 232, 233, 234, 240, 309, 312, 470 (3) or 471 (1) or 472 (2), (EDU 470 for Teacher Licensure), and HUM 450.
- Modern Language: (Two courses at any level.)
The base language requirement is SPA 101 and SPA 102. If the student tests out of either SPA 101 or SPA 102, then, he/she takes the next two Spanish courses (SPA 102, 201, 202).

- Completion of one track: 12 semester hours.

Literature Track Requirements:

- Two 200-level literature electives.
- Two 300-level literature electives.

Writing Track Requirements:

- ENG 241
- Choose three from: ENG 316, 317, 318, 320.

Teacher Licensure Track Requirements:

- ENG 318 or 320
- Three 200- or 300-level electives
(of which at least one must be at the 300 level; excludes ENG 318, 320)

Total: 46-48 semester hours

Note: *Additional requirements for Teacher Licensure: EDU 223, 225, 334, 344 (2), 354 (2), 360 (1), 400 (1), 448, 450 (2), 451 (2), 470 (10); SWK 345; EDU 363, 459 (2). For details, see School of Education section of catalog*

Total for Additional Requirements for Teacher Licensure:
40 semester hours.

Note: *Students must make at least a grade of C (2.0) on the 40-42 hours of English coursework listed as “Requirements within the English major” (exclusive of the foreign language requirement). Additional licensure requirements, including the policy concerning D grades in professional education courses, are listed in the School of Education section of the catalog*

English Minor Requirements:

- English courses: ENG 204 and 240.
- Electives: Two 200-level electives, two 300-level electives.

Total: 18 semester hours.

Writing Minor Requirements:

- English course: ENG 201, 240.
- Electives: choose 12 hours from the following courses: ENG 241, 312, 316, 317, 318, 320.

Total: 18 semester hours.

Spanish Major (B.A.) Requirements:

- Elementary-level and intermediate-level courses: SPA 101, 102, 201, 202 or equivalent.
- Other required courses: SPA 301, 302, 311, 325, 330, 404, 411, 421, 457 (1).
- A student in this major is encouraged to develop a major, minor, or concentration in such fields as social work, nursing, or criminology and criminal justice.
- A native speaker of Spanish is exempt and excluded from the elementary and intermediate courses in that language, unless otherwise directed by the program.

Total: 37 semester hours.

Spanish Major (B.A.)/Teacher Licensure Requirements:

Spanish Major requirements: These are the same as listed above.

Total for Spanish Major requirements: 37 semester hours.

Special Area Teacher Licensure Requirements:

- Prior to the Professional Semester (spring of senior year):
Field Experience courses: EDU 360 (1), 400 (1).
Other professional courses: EDU 223, 225, 334, 344 (2), 354 (2), 363, 451 (2), 448; SWK 345.
- During the Professional Semester: EDU 450 (2), 470 (10).
- Complete the Professional Education Program listed below.
Prior to the end of sophomore year: Program Projection.
Prior to the end of junior year: Proficiency Language Examinations (oral and written).
Initiation of a Professional Portfolio.
Video-taped lesson.
See School of Education section of catalog for remaining requirements.
Total for Teacher Licensure requirements: 40 semester hours.

Note: A grade of *D* is not acceptable for licensure in a major course or in a professional education course.

Only the student who successfully completes all phases of the Professional Education Program and meets all other program requirements can be permitted to enter pre-service teaching.

Spanish Minor Requirements:

- Elementary and intermediate-level modern language courses: SPA 101, 102, 201, 202.
- Other required courses: SPA 301 and 302.
- Elective courses at 300 or 400 level: six hours.
- Native speakers of the language in which they are minoring are exempt and excluded from the elementary and intermediate courses in that language unless otherwise directed by the program.

Total: 24 semester hours.

American Studies Minor Requirements:

- American Studies Core: HIS 201 and 202; ENG 231 or 232; GEO 320; POL 101; REL 309.

Total: 18 semester hours.

Geography Minor Requirements:

- Geography courses: GEO 201, 212.
- Geography electives: 12 hours; 300- or 400-level GEO courses.

History Major (B.A.) Requirements:

- History courses: HIS 101, 102, 201, 202, 307, and one 400-level history course.
- HUM 450 (Humanities Capstone Course).
- HIS 470 (Historical Internship): It is strongly recommended but not required that students take HIS 470 as their 400-level history course.
- History electives: 15 hours in history.
- Research paper: Majors must complete at least one substantial research project. Students will normally satisfy this requirement by successfully completing HUM 450.
- Modern Foreign Language: Two courses in a modern foreign language. If the student tests out of either SPA 101 or SPA 102, then he/she takes the next two Spanish courses (SPA 102, 201, 202).

Total: 42 semester hours.

History Minor Requirements:

- History courses: HIS 101, 102.
- History electives: 12 hours, of which 6 hours must be 300- or 400- level.

Total: 18 semester hours.

Political Science Major (B.S.) Requirements:

Political Science Core

- Political Science courses: POL 101, 202, 203, 301, 302 [or HIS 202], 355, 410, 470.
- Statistics course: MTH 250 or MGT 210.

Choose either from the 12-hour elective list or from one of the two concentrations:

- Twelve-hour Elective List: Choose four courses from BUS 220; CCJ 230, 310, 320, 415; ECO 102; HIS 395; SWK 345; and any POL course not listed in the Political Science Core.

Total: 39 semester hours for Political Science.

Business Concentration

- Political Science electives: Choose two course from CCJ 230, 320, 415; HIS 395; SWK 345; and any POL course not listed in the Political Science Core.
- General Business electives: ECO 102, FIN 330, and three courses chosen from BUS 220; COM 321; ECO 350; MGT 250.

Total: 48 semester hours for Political Science with Business Focus.

Pre-Law Concentration

- Political Science electives: Choose two course from CCJ 230, 320, 415; HIS 395; SWK 345; and any POL course not listed in the Political Science Core.
- Pre-Law Concentration electives: Choose five courses from BUS 220; COM 212; CCJ 310; ECO 102; ENG 318; PHI 101; or any 300- or 400-level HIS course.

Total: 48 semester hours for Political Science with Pre-Law Focus.

Note: *Neither a Political Science major nor a Pre-Law concentration is required for law school admittance. These courses are selected by the faculty of the Pre-Law Program because they focus on analytical thinking, communications, and political and economic institutions.*

Political Science Minor Requirements:

- Political Science courses: POL 101, 301.
 - Political Science electives: 12 hours including at least six hours from 300- or 400-level courses.
- Total: 18 semester hours.

Religion and Philosophy Major (B.A.) Requirements:

- Religion Courses: REL 110, 123, 230, 314.
- Philosophy Courses: PHI 101 or 102, 212, 301, 330.
- Humanities Course: HUM 450.
- Choose one course from: REL 221, 222, 320; PHI 202.
- Choose one course from REL 332, 341; PHI 333, 410.
- Choose one course from PHI 203; REL 326, 335, 336.
- At least 2 of 3 electives must be at 300-400 level.

Total: 36 semester hours.

Option — With Language Courses:

- Intermediate level language in addition to fulfilling the requirements above.
- Either GRK 101, 102, 201, 202 or SPA 101, 102, 201, 201.

Total: 48 semester hours.

Religious Studies Minor Requirements:

- Required course: REL 110.
- Any two other 100-200 level REL courses.
- Any three other 300-400 level REL courses.

Total: 18 semester hours.

Philosophy Minor Requirements:

- Any three 100-200 level PHI courses.
- Any three 300-400 level PHI courses.

Total: 18 semester hours.

Placement in Modern Language Courses

- A student with more than two years of recent high school level Spanish or equivalent, who is interested in enrolling in foreign language classes or in demonstrating proficiency in the target language, must take a standardized placement test during the registration period, or at a time arranged with the professor, or must receive the Program Coordinator's permission to enroll in a Spanish course.

- A student who tests out of SPA 101 receives no credit hours for SPA 101. Upon completion of SPA 102, with a grade of C or better, the student who placed in SPA 102 receives a waiver for SPA 101.
- A student who tests out of SPA 102 receives no credit. Upon completion of SPA 201, with a grade of C or better, the student who placed in SPA 201 receives a waiver for SPA 101 and SPA 102.
- A student who tests out of SPA 202 must successfully complete a 300-400 level course in the language in order to receive waivers for SPA 101, SPA 102, SPA 201, and SPA 202.

Courses of Instruction: English

Writing Proficiency Requirements:

Note 1: *Placement into courses is based on SAT verbal score or ACT score.*

Note 2: Fulfilling Writing Proficiency Requirements:

Level 1 Placement – *A student who places into ENG 101 with Lab will take it and ENG 102 to fulfill the writing proficiency requirement. Lab will offered only in Fall.*

Level 2 Placement – *A student who places into ENG 101 will take it and ENG 102 to fulfill the writing proficiency requirement.*

Level 3 Placement – *A student who places into ENG 102 will receive a waiver of ENG 101 once a minimum grade of C- in ENG 102 has been earned.*

Note 3: Minimum Passing Grade Requirement – *A student must pass ENG 101 and 102 with a “C-” or better.*

Note 4: Continuous Enrollment Policy – *A student who fails to earn a minimum grade of C- must re-enroll in the course the next semester until a minimum grade of C- has been earned. A student enrolled in ENG 101 (including ENG 101 with lab) or 102 may drop/withdraw from a course. A student who drops/withdraws from ENG 101 (including ENG 101 with lab) or 102 must re-enroll in the course the next semester. A student must be continuously enrolled in ENG 101 (including ENG 101 with lab) or 102 until the writing proficiency requirements are fulfilled.*

ENG 101. College Writing I. 3. (with or without lab depending on placement)

A course that emphasizes writing and also focuses on usage, diction, grammar, sentence structure, effective organization of essays, and development of reading skills. Fall, Spring.

ENG 102. College Writing II. 3.

A writing course that emphasizes logic, advanced reading skills, research skills, and the writing of argumentative essays. Fall, Spring.

Prerequisite: ENG 101 or placement.

ENG 201. Introduction to Literature. 3.

A study of the major literary genres (fiction, poetry, drama), emphasizing the interpretation and appreciation of literature. Fall, Spring.

Prerequisite: ENG 101.

ENG 204. World Authors I. 3.

Selected readings of authors from the Classical, Medieval, and Renaissance periods.

Prerequisite: ENG 101.

ENG 205. World Authors II. 3.

Selected readings of authors from the seventeenth century to the present.

Prerequisite: ENG 101.

ENG 206. Asian Literature. 3.

A study of the imaginative and wisdom literature of the Far East, with emphasis on the literature of India, China, and Japan.

Prerequisite: ENG 101.

ENG 207. Film Appreciation. 3.

A study of the cinema as an art form. Special emphasis is given to the study of the various techniques used in making movies and to the critical characteristics which should be evaluated when viewing a film.

Prerequisite: ENG 101.

ENG 208. Women Writers. 3.

A study of the work of selected women writers from various cultures.

Prerequisite: ENG 101.

ENG 209. African American Literature. 3.

A study of African American literature with emphasis on the twentieth century.

Prerequisite: ENG 101.

ENG 210. Literature of the American South. 3.

Selected readings of authors of the American South.

Prerequisite: ENG 101.

ENG 221. Writing Center Tutoring. 1.

A course designed to train the student in effective tutoring techniques for Writing Center situations. Fall, Spring.

Prerequisites: ENG 102 and recommendation by an English instructor.

ENG 231. Survey of American Literature I. 3.

A survey of American literature from Colonial times through the Romantic period. Fall, even years.

Prerequisite: ENG 102.

ENG 232. Survey of American Literature II. 3.

A survey of American literature from Realism to the Contemporary period. Spring, odd years.

Prerequisite: ENG 102.

ENG 233. Survey of English Literature I. 3.

A survey of British writers from the Old English period to the early nineteenth century. Fall, odd years.

Prerequisite: ENG 102.

ENG 234. Survey of English Literature II. 3.

A survey of British writers from the late eighteenth century to the present. Spring, even years.

Prerequisite: ENG 102.

ENG 240. Foundations of Criticism. 3.

An exploration of the methods, practices, and key concepts of literary study. Fall.

Prerequisite: ENG 102.

Note: *A grade of C- or higher is required for this Gateway course for the English major.*

ENG 241. The Art of Rhetoric. 3.

This course will introduce students to the art of rhetoric by focusing on its classical beginnings in the works of Aristotle, Plato, Socrates, and the Sophists. Students will learn basic rhetorical principles and apply those principles through writing and oral presentation.

Prerequisite: ENG 102.

ENG 305. Study of a Genre. 3.

Study of one the major genres (fiction, poetry, or drama).

Prerequisite: ENG 102.

Note: *This is a topics course that may be taken for credit two times providing that the course covers a different genre each time.*

ENG 309. Shakespeare. 3.

A reading of selected works of Shakespeare. Fall.

Prerequisite: ENG 102.

ENG 312. English Grammar and Structure. 3.

A study of English grammar which attempts to synthesize the most useful elements of the traditional and the linguistic descriptions of the language. Fall, odd years.

Prerequisite: ENG 102.

ENG 316. Writing About Writing. 3.

This course is organized around the concepts and principles of Writing Studies. Students will become familiar with texts and constructs of texts, writing processes, literacies, discourse communities, and authority as each relates to writing.

Prerequisite: ENG 102.

ENG 317. Technical Writing. 3.

An introduction to technical writing emphasizing planning, drafting, and revising technical documents such as instructions, reports and causal and process analyses. Spring, odd years.

Prerequisite: ENG 102.

ENG 318. Nonfiction Writing. 3.

A course designed to help the student improve writing skills and learn the techniques of creative nonfiction, magazine writing, and feature writing. Spring.

Prerequisite: ENG 102.

ENG 320. Creative Writing. 3.

A course in imaginative and expressive writing for the student who wishes to write short fiction and poetry. Fall.

Prerequisite: ENG 102.

ENG 335. Modern Fiction. 3.

A study of major fiction of the twentieth century.

Prerequisite: ENG 102.

ENG 336. Modern Poetry. 3.

A study of major British and American poets from 1900 to the present. Spring, even years.

Prerequisite: ENG 102.

ENG 350. Seminar in a Literary Period. 3.

A study of one literary period such as the following: Chaucer and His Times, the Renaissance (excluding Shakespeare), or the Victorian era.

Prerequisite: ENG 102.

Note: *This is a topics course that may be taken for credit two times providing that the course covers a different period each time.*

ENG 352. Seminar in a Major Author. 3.

A study of the works of a single major author (British or American), such as Chaucer, Milton, or Faulkner.

Prerequisite: ENG 102.

Note: *This is a topics course that may be taken for credit two times providing that the course covers a different author each time.*

ENG 459. Instructional Design and Strategies in English. 2.

A competency-based approach to teaching methodology for the English with Secondary Licensure and the Middle School with a Language Arts Concentration majors. Topics include course design, instructional procedures, theories of teaching writing and literature, and evaluation strategies. Fall.

Prerequisite: Stage II.

Corequisite: EDU 400.

ENG 470. English Internship. 3.

The internship will be a supervised, non-paid work experience either on-campus or off-campus, selected with the assistance of the student's advisor and related to the field of English studies.

Prerequisite: Junior or senior status.

Note: *Also offered as ENG 471 for one semester hour and as ENG 472 for two semester hours. Course may be taken for a maximum of six semester hours.*

ENG 480. Independent Study. 3.

Directed individual research in English and special study areas not covered by catalog course listing.

Prerequisite: ENG 102.

Note: *Also offered as ENG 481 for one semester hour, and as ENG 482 for two semester hours.*

Courses of Instruction: Spanish**SPA 101. Beginning Spanish I. 3.**

Introduction to Spanish grammar, reading, pronunciation, and civilizations of Spanish-speaking peoples; a four skills approach. Fall, Spring.

SPA 102. Beginning Spanish II. 3.

Second-semester continuation of SPA 101. Fall, Spring.

Prerequisite: SPA 101 or placement.

SPA 201. Intermediate Spanish I. 3.

Grammar review and expansion of reading, writing, listening, and speaking skills, as well as the study of the literature, civilizations, and history of the target cultures. Fall.

Prerequisite: SPA 102 or placement.

SPA 202. Intermediate Spanish II. 3.

Grammar study and more expansion of the four language skills. Study of the culture and civilization of the Spanish-speaking peoples. Spring.

Prerequisite: SPA 201 or placement.

Note: *This course serves as the Gateway course for the Spanish major. A grade of C- or higher is required for graduation.*

SPA 301. Spanish Conversation. 3.

Study and practice in speaking Spanish. Spring. Alternate years.

Prerequisite: SPA 202 or placement.

SPA 302. Spanish Composition. 3.

Study and practice of writing skills with emphasis on lexical building, nuances of usage, and structure. Fall. Alternate years.

Prerequisite: SPA 202 or placement.

SPA 311. Great Books of Spain. 3.

Survey of literary masterpieces of Spain. Spring. Alternate years.

Prerequisite: SPA 202 or placement.

SPA 325. Spanish Civilization. 3.

General course on Spain and its people. Fall. Alternate years.

Prerequisite: SPA 202 or placement.

SPA 330. Introduction to Linguistics. 3.

An introduction to the science of linguistics emphasizing human language as a system and its nature as an inherent biological adaptation. Secondary objectives include study of the phonology of the target language. Spring. Alternate years.

Prerequisites: ENG 102; SPA 202 or placement.

SPA 404. Latin American Literature. 3.

A survey course of Latin American literature from the pre-Columbian period through the contemporary period. Spring. Alternate years.

Prerequisite: SPA 202 or placement.

SPA 411. Latin American Civilization. 3.

A study of the cultures and civilizations of Latin America. Fall. Alternate years.

Prerequisite: SPA 202 or placement.

SPA 421. Advanced Spanish Composition and Conversation. 3.

Study and practice of the language in oral and written expression. Fall. Alternate years.

Prerequisite: SPA 202 or placement.

SPA 457. Senior Portfolio. 1.

In consultation with a faculty advisor, the student will produce a written product which reflects the cumulative knowledge and skill-base acquired through his/her studies at the College.

Prerequisite: Senior year status.

Note 1: *This course serves as the Summit course for the Spanish major. A grade of C- or higher is required for graduation.*

Note 2: *To be taken by the Spanish major during the senior year.*

Note 3: *Pass/Fail grading*

SPA 459. Instructional Design and Strategies. 2.

The course is a study of second language instruction methodologies, materials, course design, and effective teaching strategies specific to the second language classroom. Prepares second language teacher candidate for K-12 licensure. Fall.

Prerequisite: Stage II.

Corequisite: EDU 400.

SPA 480. Special Studies in Spanish. 3.

Directed individual research in Spanish, and special study in areas not covered by catalog course listings.

Prerequisite: SPA 202 or placement.

Note: *Also offered as SPA 481 for one semester hour, and as SPA 482 for two semester hours.*

Courses of Instruction: Geography

GEO 201. World Regional Geography. 3.

A survey of the major world regions and an introduction to basic principles of geography — location, place, region, movement, and human-environmental interactions. Emphasis is on the characteristics of place, global population, regional cultures, economic development, map reading, and current geographic problems. Fall and Spring.

GEO 212. Global Environmental Geography. 3.

This course investigates key relationships between natural environments and human culture, emphasizing the interrelationships between physical systems, social processes and anthropogenic environmental change. Students will understand the elements of and write an environmental impact study. Topics may include population densities, regional natural hazards and diseases, land use, food production systems (for example: slash and burn agriculture or terraced farming) and sustainability, impacts of global warming and climate change, public lands and resource conflicts, or habitat fragmentation and pollution. Fall and Spring.

GEO 310. Geography of Europe. 3.

A study of the distribution and interrelationships of landforms, climates, people, and cultural features of Europe. [G].

Prerequisite: GEO 201 or 212 or HIS 101 or 102.

GEO 320. Geography of Anglo-America. 3.

A survey of the cultural and physical geography of Canada and the United States. Seminar discussions of textbook and supplemental readings, including Muir, Carson, de Blieu, Suzuki, and others. Spring.

Prerequisite: GEO 201 or 212 or HIS 101 or 102.

GEO 330. Geography of Latin America. 3.

A study of the geographic distribution of natural and cultural phenomena in the countries to the south of the United States. [G].

Prerequisite: GEO 201 or 212 or HIS 101 or 102.

GEO 340. Political Geography. 3.

This course explores the links between society and space — geography, criminal activity, conflict and terrorism, and genocide — focusing on problem-solving methods. Topics include the environmental causes of conflict, the geographic distribution of terrorist activities, and techniques for mapping crime statistics and reading political landscapes. Spring.

Prerequisite: GEO 201, or any 200-level political science course.

Note: Also listed as POL 340.

GEO 360. A Sense of Place: Understanding Geographical Landscapes. 3.

Geographers have studied place images since the 1970s, recognizing that all of us possess a geographic imagination. Visual media and journalism are primary ways that individuals obtain geographic knowledge about the world and culture, and environmental policy are matters of media. Culturally reproduced and mediated landscapes help form local and national identities, a sense of belonging and self-understanding as a people. This course explores and deconstructs how place and the environment are represented in geographic 'texts' — scientific discourse, tourist brochures, photographs, documentaries, and so on.

GEO 480. Individual Geographical Research. 3.

Student-driven research projects on geographic topics, including medical, economic, historical, or spiritual geography or geographic education. Spring.

Note: *Also offered as GEO 481 for one semester hour; and as GEO 482 for two semester hours.*

Courses of Instruction: History

HIS 101. The Foundations of Civilization. 3.

An introduction to the origins and evolution of the major world civilizations, including those of Greece and Rome, China, India, and the Middle East, from the Agricultural Revolution to the early Modern period. Fall, Spring.

HIS 102. Modern World Civilizations. 3.

An introduction to world history from the early Modern period to the present. Topics covered include the French Revolution, the Industrial Revolution, Imperialism and Decolonization, and the first and second World Wars. Fall, Spring.

HIS 201. United States to 1877. 3.

A survey of the History of the United States from the Colonial period to the close of Reconstruction. Fall, Spring.

HIS 202. United States Since 1877. 3.

A survey of the history of the United States from Reconstruction to the present. Fall, Spring.

HIS 285. An American Decade. 3.

An intensive but light-hearted holistic look at one decade in American history. Emphasizes popular culture in addition to more traditional history subjects. [H].

Note: *This course may be taken for credit two times providing that the course studies a different decade each time.*

HIS 307. Methods, Revisions and Lies in American History. 3.

A study of revisions in American history, based on the best-selling book by James W. Loewen. The course examines the “lies” Loewen finds in American history textbook coverage from all sides. It discusses the methods of historical research, writing and interpretation and the process of historiographical revision. Spring, odd years. [H].

Prerequisite: HIS 201.

Note: *This course serves as the Gateway course for the History and Social Studies majors. A grade of C- or higher is required for graduation.*

HIS 310. Making of Modern Europe, 1815-1945. 3.

An examination of the development and expansion of modern Europe from the end of the Napoleonic wars until the end of World War II. Course covers the period of European greatness and world dominance; of the development of the ideas of liberalism, nationalism, and socialism; of complex diplomatic, economic, and social changes which transformed the world and led to two world wars. [G]. Fall or summer, at least one time within a three-year period.

Prerequisite: HIS 102.

HIS 311. Women and the American Experience. 3.

An advanced survey of the role played by women in American society from the Colonial period to the present. Focus on women and American public life by examining topics such as the anti-slavery crusade, the women’s suffrage movement, the campaign for an equal rights amendment, and the abortion controversy. [H].

HIS 320. The American Revolution and the Founding. 3.

A study of the War for Independence and the struggle to create a new American republic that examines questions such as why did the American colonists revolt, why did the founders write the Constitution they wrote, and how have their concerns and actions continued to shape American ideals and American politics and policies ever since.

Prerequisite: HIS 102 or 201.

HIS 323. The Holocaust. 3.

Course concerned with the destruction of European Jews during World War II, emphasizing the origins, processes, and the historical, sociological, and theological consequences. Attention given to other historical forms of genocide. [S].

HIS 325. World War II. 3.

The leaders, issues, and battle of the most expensive and destructive war ever waged, placed into historical perspective. [H].

Prerequisite: HIS 102, 201, or 202.

HIS 340. Africa. 3.

A survey of the history of Africa, with emphasis upon the modern period. [G]. Fall or summer, at least one time within a three-year period.

HIS 345. Latin America. 3.

A survey of the history of Central and South America. [G]. Fall or summer, at least one time within a three-year period.

HIS 355. Constitutional Development of the United States. 3.

An analysis of the structural and interpretational changes in the Constitution of the United States. [H]. Spring.

Prerequisite: CCJ 101 or POL 101 or HIS 201 or 202.

Note: *Also listed as CCJ 355.*

HIS 365. The Civil War and Reconstruction. 3.

History of the United States from 1845 to 1877, with special attention to sectionalism, political issues, Constitutional interpretation, military and naval campaigns, and post-war social and economic changes. [H].

Prerequisite: Any 100- or 200-level history course.

HIS 370. The South. 3.

Topics in the history of the southern section of the United States. [H].

Prerequisite: Any 100- or 200-level history course.

HIS 375. North Carolina. 3.

The history of the Tar Heel state from the Lost Colony to the present. [H]. Spring.

Prerequisite: Any 100- or 200-level history course.

HIS 390. The Making of Modern America. 3.

An advanced survey of the Populist and Progressive Movements, the First World War, the Roaring Twenties, the Great Depression, and the New Deal.

Prerequisite: HIS 102, 201, or 202.

HIS 395. Modern America. 3.

An advanced survey of the major trends in American politics, foreign policy, and society from the Second World War to the present. [H].

Prerequisite: HIS 102, 201, or 202.

HIS 470. Historical Internship. 3.

An internship with a gallery, historic site, museum, house museum, research facility, or other appropriate organization. [H].

Prerequisite: Senior level status in the History major.

Note: *Special fee.*

HIS 480. Individual Historical Research. 3.

Selected research projects in a historical area.

Note: *Also offered as HIS 481 for one semester hour, and as HIS 482 for two semester hours.*

Courses of Instruction: Political Science

Note: *GEO 340, Political Geography and CCJ/HIS 355, Constitutional Development of the United States, may be taken for political science credit.*

POL 101. American Government and Politics. 3.

An introduction to the political institutions of the U.S. national government. The course examines the making of the Constitution, federalism, the three branches of the national government, political parties, civil rights and liberties, the mass media, and the economy. This course is taught to emphasize critical thinking in political science. Fall, Spring.

POL 202. State and Local Government. 3.

A survey of the structures, institutions, and functions of state and local governments generally, with particular reference to the government of North Carolina. [S]. Spring.

Note: *This course serves as the Gateway course for the Political Science major. A grade of C- or higher is required for graduation.*

POL 203. Introduction to International Relations. 3.

An analysis of the international system, its history and current political institutions. Examines the rise of the State and non-state actors, such as the United Nations and Multi-National corporations. Current international issues are discussed, including the European Union, the Middle East, and globalization. [G]. Fall.

POL 301. Comparative Government of Western Nations. 3.

Examines a variety of Western countries by comparing and contrasting their historical conditions and key political institutions. Current issues facing each country are discussed. Britain, France, Germany, and Italy head the list of countries that are covered in this course. [G].

Prerequisite: POL 101.

POL 302. Comparative Government of Non-Western Nations. 3.

Examines a variety of countries in Asia, Africa, and Latin America, by comparing and contrasting their historical conditions and key political institutions. China, India, Mexico, South Africa, and Saudi Arabia are explored. [G].

Prerequisite: POL 101.

POL 320. Political Behavior. 3.

A study of the social and cultural factors which are basic to political behavior. [S].

Prerequisites: POL 101 and SOC/SWK 101.

POL 350. Public Administration in American Society. 3.

Overview of the principles and practices of public administration in the United States. Emphasis is upon the role of public administration as it relates to the formulation and implementation of public policies. [S].

POL 360. The Presidency. 3.

An examination of the U.S. Presidency, highlighting the growth of the executive branch, the central role of the U.S. Presidents in the policy making process, and national elections. Foreign policy and the national budget are emphasized throughout the course. Major topics include the President's role in declaring war, fighting terrorism, and leading the military abroad. Domestic topics include healthcare, social welfare, and tax policy.

Prerequisite: POL 101.

POL 410. Western Political Theory. 3.

A review of the main currents of Western political theory from Plato to the present. [S].

Note 1: *This course serves as the Summit course for the Political Science major. A grade of C- or higher is required for graduation.*

Note 2: *Also listed as PHI 410.*

POL 470. Political Science Internship. 3.

Course provides active, experience-based learning by offering opportunities for the political science major to take on responsible roles in a carefully monitored, field-based learning experience in a relevant agency, business, educational, or governmental setting.

Prerequisite: Political Science major with junior or senior standing with permission of the instructor.

Note: *At least 100 hours or equivalent are required in the placement.*

POL 480. Individual Political Science Research. 3.

Selected research projects in a political science area.

Note: *Also offered as POL 481 for 1 semester hour, and as POL 482 for 2 semester hours.*

Courses of Instruction: Greek

GRK 101. Elementary Greek I. 3.

A study of the syntax and morphology of Koine Greek.

GRK 102. Elementary Greek II. 3.

A study of the syntax and morphology of Koine Greek.

Note: *Second semester continuation of GRK 101.*

GRK 201. Intermediate Greek I. 3.

A study of advanced grammar of Koine Greek, with intensive reading from the New Testament, with excursions into other Greek writers.

GRK 202. Intermediate Greek II. 3.

A continued development of the skills of advanced grammar in Koiné Greek, culminating in exegesis.

Note: *Second semester continuation of GRK 201.*

Courses of Instruction: Philosophy

PHI 101. Introduction to Reasoning and Critical Thinking. 3.

An introduction to argumentation, inductive and deductive reasoning, and informal fallacies in relation to contemporary social issues.

PHI 102. Philosophical Questions. 3.

An introduction to the methods and vocabulary of philosophy through select topics, such as identity, purpose, and meaning.

PHI 202. Great Philosophers of the West. 3.

An introduction to the key philosophers who have shaped the history of philosophy in Europe and America.

PHI 203. Asian Philosophies. 3.

An introduction to philosophical and religious texts and ideas from India, China, and Japan.

PHI 212. Contemporary Ethical Problems. 3.

A study of classical and modern moral theories in relation to contemporary ethical problems.

PHI 301. Advanced Topics in Philosophy. 3.

An in-depth study of a particular subject area or philosophical movement.

PHI 330. Philosophy of Religion. 3.

A global approach to questions about religious matters such as the nature of divine being, the relationship between religion and science, and the possible plurality of religious truths.

Prerequisite: REL 110 or PHI 203.

PHI 333. Environmental Philosophy. 3.

A philosophical examination of nature and human beings' relationship to it, focused on developing the intellectual tools and the knowledge necessary for thinking through contemporary environmental issues.

PHI 410. Western Political Theory. 3.

A review of the main currents of Western political theory from Plato to the present.

Note: *Also listed as POL 410.*

Courses of Instruction: Religious Studies**REL 110. World Religions. 3.**

An introductory study of living religious traditions of the world and the skills needed for practicing interfaith dialog.

REL 123. Christian Traditions. 3.

An examination of the most important historical events, theological ideas, and institutional structures of Roman Catholic, Eastern Orthodox and Protestant Christianity from the second century CE to the present.

REL 221. The Old Testament. 3.

An introduction to the history and literature of the Old Testament.

REL 222. The New Testament. 3.

An introduction to the history and literature of the New Testament.

REL 230. Myth, Ritual, Symbol. 3.

An introduction to the vocabulary and methodologies of the academic study of religion, with special emphasis on religious experience, metaphors, action, and change.

REL 314. Religion in America. 3.

An examination of movements, figures, and features of American Christianity, as well as the development of increasing religious pluralism in the United States.

Note: *This course serves as the Gateway course for the Religion and Philosophy major. A grade of C- or higher is required for graduation.*

REL 320. Topics in Biblical Studies. 3.

An exploration of a specific topic in Biblical Studies in more depth. Focus will be given to issues of methodology and research.

REL 326. The Spiritual Quest. 3.

This course explores concepts and practices of spirituality in the world's religions, including selective historical texts on spirituality, in order to observe the human quest to encounter a reality beyond sense perception.

REL 332. Religion and Self. 3.

An exploration of different ways that religions understand the “self” and ways that the “self” adopts religion. Classical readings in both the psychology of religion (e.g. Freud, Jung, James) and religious studies (Hinduism, Taoism, Islam, and Christianity).

REL 335. Living with Dying. 3.

A study of the religious, ethical, biological, sociological, and psychological dimensions of death and dying. Ethical evaluations of life and death decisions, particularly those arising through advances in contemporary medicine.

REL 336. Health, Healing and Religion. 3.

An exploration of various perspectives on health and healing, in particular the world views that shape those perspectives. Ideas regarding sickness and techniques of healing are studied in a variety of traditional, cross-cultural, and contemporary religious contexts.

REL 341. Religion, Society and Culture. 3.

An examination of the way in which religion both orders and is ordered by society and how it creates meaning through practice.

Dean:

- Sharon I. Sarvey.

Associate Dean:

- Frances G. Thunberg.

Faculty:

- Professor: Sarvey, Thunberg.
- Associate Professors: O'Boyle, Ruwe.
- Assistant Professors: Anderson, Cowin, Ford, Hamm, Onori, Pittman, Ray, Walsh.

Student Organization:

Barton College Association of Nursing Students (BCANS).

Major and Minor Degree Programs

- Nursing: B.S.N., M.S.N. degrees.
- Nutrition: Minor.

The Judy Howard Hill Nursing Program is fully approved by the North Carolina Board of Nursing and fully accredited by the Commission on Collegiate Nursing Education.

Mission Statement

The School of Nursing, in concert with Barton College, is dedicated to preparing graduates to function in present and emerging nursing roles as collaborative members of interdisciplinary health care teams. Based on a liberal arts tradition, the School of Nursing provides a scholarly environment that fosters the utilization of research, experiential learning, and public service in a variety of health care settings. The nursing faculty is committed to student success and demonstrates this commitment by providing a supportive environment that challenges and nurtures students to become engaged learners, effective communicators, and responsible to their profession, their community, and the world. The development of clinical judgment is central to the instructional mission of the School of Nursing. The integration of courses in the humanities/fine arts, and the biological, physical, and social sciences into the nursing program provides comprehensive preparation for the practice of humanistic, scientific nursing within a culturally diverse community.

Purpose Statement

The purpose of the School of Nursing is to prepare professional nurses to address the health care needs of diverse populations. The nursing faculty endeavor with collective mindfulness to educate theoretically grounded nurses who are capable of using critical thinking, clinical reasoning, and sound judgment in the delivery of care to clients at varying levels of health throughout the lifespan. Accordingly, faculty and students demonstrate the spiritual and humanistic values of a caring profession in addressing the health needs of persons across diverse cultures and lifestyles. The School of Nursing program prepares graduates to function initially as direct care providers, beginning educators, leaders and researchers. All nursing courses emphasize the individual's relationship to the environment and the global community. Education of the professional nurse at the baccalaureate level prepares graduates to function in present and emerging roles as collaborative members of interdisciplinary health care teams. Nursing education, combined with the humanities/fine arts, biological, physical, and social sciences, provides a sound basis for humanistic and scientific nursing.

Philosophy

The philosophy for the School of Nursing at Barton College emerges from the philosophical, theoretical and scientific knowledge bases of nursing. Informed caring (Swanson) drives the understanding of holistic professional nursing. Caring is described as a nurturing way of relating to a valued other toward who one feels a sense of commitment and responsibility. Nursing care is nurturing delivered as a set of interrelated processes that evolve from the nurse's own values, convictions, knowledge, and interaction with the patient (Swanson). Informed caring supports nursing care delivery that promotes dignity, respect, and empowerment for all aspects and recipients of care including: persons, (individual, family, group, community, or population); the environment; health; and nursing.

Note 1: *All courses in the requirements are three-hour courses except where noted with a number in parentheses. Each set of double course numbers represents a lecture course/laboratory course combination.*

Note 2: *Clinical nursing courses are only offered on an annual basis.*

Nursing Major (B.S.N.) Requirements for Pre-Licensure Students:

- Successful completion of admission standards for the professional nursing courses.
- Prerequisite courses before commencing the upper level professional courses:
BIO 206 (4), 311 (4) and 312 (4); CHE 200 (4); MTH 130; NUR 214; PSY 101;
SOC/SWK 101; at least a C grade must be earned in each course, with the exception of
NUR 214, which requires a grade of B- or better.
- Professional Nursing courses: NUR 307 (7), 317 (9), 318, 401 (2), 407 (8), 417 (9), 460.
At least a B- grade must be earned in each of these courses in order to progress within
the program.
- Other pre-or corequisite courses: PSY 220, Statistics. At least a C grade must be earned in
order to progress.
Total: 81-82 semester hours.

Admission to the Professional Nursing Courses

The following criteria are the minimum criteria for consideration for admission, and acquisition of these criteria does not guarantee admission into the nursing program. The student's admission is dependent upon meeting all of the criteria for admission and the availability of faculty and clinical resources.

- Apply to the program by November 1 prior to the anticipated entrance into the professional nursing courses. Acceptance into the College does not guarantee acceptance into the professional nursing courses.
- Complete NUR 201 with a minimum grade of B-.
- Must complete BIO 311 (or equivalent) with a C or better and MTH 130 with a C or better.
- Submit a completed application for admission to the Nursing Program.
- Submit a completed physical form with the required immunizations and laboratory data.
- Provide signed statement of physical and mental ability to provide safe nursing care to the public.
- Provide satisfactory criminal background check and drug screen.
- An Ishihana color blindness test is required of all students.
- Complete and/or provide scores for National League for Nursing Pre-Admission Examination. A minimum score of 100 is expected.

Progression to the Upper Level Nursing Courses

In order to progress to the upper level nursing course, students must meet the following criteria:

1. Complete all of the admission requirements.
2. Maintain a grade point average of 2.50 or above.
3. Achieve a B- or above in each of the following courses: NUR 202, 213, and 214; and a C or above in BIO 206, 312; CHE 200; PSY 101; and SOC 101.

Transfer Student Admission

A traditional student from another accredited baccalaureate or higher degree nursing program may submit completed coursework for review by the School of Nursing. A letter from the Dean of the nursing program from that institution must state the student is in good standing. The acceptance or waiver of the course(s) is contingent upon the theoretical and clinical congruence with the course offered by the Barton College School of Nursing.

RN-BSN Program

Students who choose to pursue the Bachelor of Science in Nursing degree at Barton College after completing a diploma or associate degree in nursing at a community college complete the same course of study as do students in the traditional program. Credit and acknowledgement are given for their pre-licensure accomplishments.

The following describes the process:

- Recognition is given for the achievement of registered nurse status, noting the demonstration of acquisition of content and application of required learning.
- Placement tests may be available for some specific nursing requirements.

Summer: Transition to Nursing Major

- NUR 305 (3): Professional Practice taken in the summer semester (upon successful completion students receive a waiver for NUR 201/202).
- Recognition is given for the achievement of registered nurse status, noting the demonstration of acquisition of content and application of required learning. CHM 200 is waived; if the registered nurse has completed the requirement for statistics, the requirement for MTH 130 is waived.
- Placement tests may be available for some specific nursing requirements.

Fall: (Two Sessions)**Fall I**

- NUR 319: Health Maintenance Through the Life Span (a) (4)

Fall II

- NUR 320: Health Maintenance Through the Life Span (b) (5)

Spring: (Two Sessions)**Spring I**

- NUR 401: Introduction to Nursing Research (2)
- NUR 419: Nursing Leadership (a) (4)

Spring II

- NUR 420: Nursing Leadership (b) (5)
- When NUR 319/320 and NUR 419/420 respectively are completed, a waiver is given for NUR 307 (7) and 407 (8) respectively.

Dismissal from Nursing Program

A student may be dismissed from NUR 202, 307, 317, 407, 417 at any time for any one of the following reasons:

- Unsafe practice related to course objectives.
- Physical or emotional health problems that do not respond to treatment in a reasonable period of time as determined by the student's health care provider, the Dean of the School, and any combination of the following: level coordinators, course nursing faculty, and the School of Nursing Student Affairs Committee.
- Physical or emotional health problems that interfere with successful attainment of course objectives.

Dismissal at any time may occur by:

- Request for the student to withdraw from the program.
- Earning a grade of B- or less; or failure in clinical laboratory for work completed which prohibits the student from progressing in the program.

Additional Expenses for Nursing Majors

A student must have access to an automobile. Other expenses (approximate) include:

- Uniform: \$150-200 (a one-time expense).
- Liability insurance: approximately \$25 per year in the sophomore, junior, and senior years.
- Standardized Testing: \$300.
- Nursing pin: \$150 at the time of graduation.
- Equipment: \$250 (includes laboratory skills package).

The majority of textbooks and supplemental materials are now available for nursing in a digital format. Costs for these resources begin in the semester the student is accepted into the major and continue into the senior year. These costs are included in the tuition and fees bill students receive each semester.

Beginning fall 2017, students desiring admission to the Judy Howard Hill Nursing Program will be considered after completion of the traditional sophomore year. Prerequisites include, in addition to current requirements, successful completion of CHE 200, BIO 206, BIO 312, and NUR 214; PSY 220 is recommended. Also required is successful achievement on admission testing. Interested students should check with the advisor for further information once having declared the nursing major.

Nursing Major (M.S.N.) Requirements:

Education Track:

- NUR 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 520.

Total: MSN Education Track: 39 semester hours.

Leadership Track:

- NUR 501, 502, 503, 504, 505, 514, 515, 516, 517, 518, 519, 520.

Total: MSN Leadership Track: 36 semester hours.

Nutrition Minor Requirements:

- NUR 214.
- NTR 350.
- Choose four courses from: NTR 003, 301, 330, 340, 450.

Total: 18 semester hours

Courses of Instruction: Nursing

NTR 003. Dominican Republic: Food and Culture. 3.

This course is designed to provide students a cultural appreciation of the Dominican Republic with emphasis on food and culture. Through international travel, the course will explore factors that influence food choices, food habits, lifestyles and health, while exposing students to regional differences and local attractions. Also listed as NUR 003. Spring.

NTR 301. Food and Culture. 3.

This course examines food as a component of culture. The course explores the significance of food choices, dietary patterns, and food traditions of populations throughout the world and the relationship between food and culture. Students will examine various factors that influence food and culture such as religion, food availability, society, economics, health, and lifestyle. Fall.

NTR 330. Nutrition in the Life Cycle. 3.

This course explores the life stages from preconception, pregnancy, and lactation, infancy, childhood, adolescence, and adulthood from a nutritional perspective. The course emphasizes an understanding of developmental, behavioral, socioeconomic, and cultural factors in relation to changing nutrition needs throughout the lifespan.

Prerequisite: NUR 214.

NTR 340. Obesity and Weight Management. 3.

This course investigates obesity from a multidisciplinary perspective examining nutritional, physiological, psychological, and sociological factors associated with obesity. The course examines the impact of obesity on health, as well as the economic and political implications. Students will focus on activities aimed at the prevention and treatment of obesity.

Prerequisite: NUR 214.

NTR 350. Clinical Nutrition Topics and Application. 3.

This course focuses on the pathophysiology of disease as it relates to nutrition and nutrition care. The course addresses the role of nutrition in the prevention and treatment of selected chronic diseases including cardiovascular disease, hypertension, diabetes, obesity, and other medical conditions Spring.

Prerequisite: NUR 214.

NTR 450. Community Nutrition. 3.

This course focuses on the identification of nutritional problems, resources available in the community, the delivery of nutrition services, provision of nutrition education to the public, and evaluation of program effectiveness. Students will examine community-based nutrition programs that focus on multiple populations and develop a community nutrition assessment. This course will include a service learning component.

Prerequisite: NUR 214.

NUR 201. Introduction to Health Sciences. 2.

This course provides an introduction to the historical and theoretical basis of health services, knowledge and practice, including nursing practice. Theoretical concepts include inter-professional role development, critical thinking, principles of leadership, advocacy, health promotion, health services delivery, finance, policy, governance, and legal and ethical principles.

Prerequisite: Minimum GPA of 2.70.

Note: *Nursing majors must earn a “B–” or better in this course to be eligible for admission in the nursing program.*

NUR 202. Introduction to Professional Nursing. 4.

This course is designed to introduce the student to the role of the professional nurse. Emphasis is placed on concepts necessary for the provision of safe, effective nursing care.

Prerequisites: NUR 201. Admission to the nursing program.

Prerequisite or Corequisite: NUR 213.

Note: *This course serves as the Gateway course for the Nursing major. A grade of “B–” or higher is required for graduation.*

NUR 213. Health Assessment. 3.

This course prepares the student as a direct care provider. Provides the theory and skills necessary to collect a comprehensive health history and to perform a complete physical examination. Introduces the student to holistic health assessment as the basis for nursing intervention and practice. Spring.

Prerequisite: Admission to nursing program.

Corequisite: NUR 202.

NUR 214. Introductory Nutrition. 3.

This course focuses on the study of food and nutrients in relation to health. The student is introduced to the social, psychological, and cultural aspects of food. The course emphasizes the physiologic function and utilization of nutrients, energy balance, food safety, and nutritional needs throughout the life span. Fall, Spring.

NUR 305. Professional Practice. 3.

This course focuses on the discipline of professional nursing. The course is grounded in the science of nursing and seeks to broaden current ways of thinking and knowing about nursing as a professional practice.

Prerequisites: Admission to the Graduate and Professional Studies Nursing Program; registered nurses only.

Prerequisite or Corequisite: PSY 220.

NUR 307. Health Promotion Through the Life Span. 7.

This course prepares the student to function as a direct-care provider to individuals and families across the life-span, experiencing expected life stressors. The course prepares the student in health promotion and disease prevention activities. Fall.

Prerequisites: NUR 202, NUR 213.

Prerequisite or Corequisite: PSY 220.

NUR 315. Issues in Women's Health. 3.

A seminar examining issues related to women's health care. Assists the student to increase knowledge of self-care and methods of advocacy and empowerment. Course addresses methods of health promotion and disease prevention.

Note: *Open to non-majors.*

NUR 317. Health Maintenance Through the Life Span. 9.

This course prepares the student to function as a direct provider for individuals and families experiencing acute alterations in health status throughout the life span. Spring.

Prerequisites: NUR 307; PSY 220.

Corequisite: NUR 318.

Note: *Also listed as NUR 319/320 for RNs only.*

NUR 318. Pharmacology. 3.

This is a comprehensive course in pharmaco-kinetics, pharmaco-dynamics, and pharmco-therapeutics of selected drug agents. Medication administration is included. The course examines the nursing implications of prototype and related drugs including legal, ethical and evidence-based practice implications. Spring.

Prerequisites: NUR 307.

NUR 322. Substance Abuse. 3.

A survey of drug and alcohol abuse in American society. This course examines how and why individuals become addicted to various substances and how they recover. Fall, Spring.

Note: *Open to non-majors.*

NUR 325. Human Sexuality. 3.

Focus on the spiritual, psychological, physiological, social, cultural, and ethical aspects of sexuality throughout the life cycle. Varying offerings.

Note: *Open to non-majors.*

NUR 335. Health Needs of the Older Adult. 3.

Focus on health concepts and issues related to the biologic changes of aging. The wide variance in changes from the extraordinarily healthy elder to the vulnerable frail elder, as seen in today's society, is explored. The management of basic biologic needs, maintenance needs, sensory changes, and common chronic problems are examined. Varying offerings.

Note: *Open to non-majors.*

NUR 346. Legal and Ethical Issues in Health Care. 3.

An exploration of the legal and ethical issues that health care professionals encounter with clients. Course examines issues related to nurses, social workers, clergy, psychologists, and other health care professionals. Varying offerings.

Note: *Open to non-majors.*

NUR 401. Introduction to Nursing Research. 2.

This course allows the student to demonstrate the utilization of the research processes to build evidence-based practice in nursing. Fall.

Prerequisite: NUR 317, Statistics.

NUR 407. Nursing Management of Clients with Complex Alterations in Health Status. 8.

This course prepares the student as a direct care provider of nursing with individuals and families experiencing multiple and complex alterations in health status. The course builds upon the theoretical basis and application of nursing practice presented in previous nursing courses. Utilizing the nursing process and critical thinking, students will focus on the role of the professional nurse in complex adult and behavioral health. Clinical judgment skill develops. Fall.

Prerequisites: NUR 317, NUR 318.

Note: *This course serves as the Summit course for the Nursing major. A grade of "B–" or higher is required for graduation.*

NUR 417. Nursing Leadership. 9.

This course prepares the student to function as the manager of care to individuals, families, groups, and communities in various settings. Spring.

Prerequisites: NUR 401, NUR 407

Note: *Also listed as NUR 419/420 for RNs only.*

NUR 460. Transition to Professional Nursing Practice. 3.

This course reviews nursing content from the entire BSN curriculum and prepares the student for transition to professional nursing practice and professional licensure exam.

NUR 470. Advanced Nursing Studies. 3.

A course designed to promote student responsibility and accountability while functioning as a collaborative member of a multidisciplinary health care team. The course builds upon previous clinical experiences and learning activities in the curriculum. The student, with guidance from faculty and clinical preceptors, identifies an area of interest in a professional nurse role and demonstrates participation in evidence-based practice.

Prerequisites: NUR 317

Note 1: *NUR 470 and 472 are topics courses that may be taken for credit two times providing that a different area of Nursing is studied each time. Course is also offered as NUR 472 for two semesters hours.*

NUR 480. Independent Research in Nursing. 3.

Individual research project designed by the student with faculty guidance. The student is encouraged to present findings of study at a seminar or nursing conference.

Prerequisite: NUR 401

Note: *Also listed as NUR 481 for one semester hour, and as NUR 482 for two semester hours.*

Graduate Courses of Instruction: Nursing**NUR 501. Theoretical Perspectives for Advanced Nursing. 3.**

Conceptual and theoretical basis for advanced nursing and research with emphasis on scholarly writing and critiquing.

NUR 502. Evidenced Based Nursing. 3.

Analysis of theory-guided and evidence-based research for proficiency in translating research into practice. Application of critical analysis of qualitative and quantitative research findings in advanced nursing. (Students will gain the knowledge and skills to conduct a systematic review of the literature and synthesize research related to a clinical problem - project or thesis begins here).

NUR 503. Health Care Policy and Ethics. 3.

Evaluate the relationship between problems in healthcare legislation and the development of economic, political, social, and ethical issues that impact advanced nursing.

NUR 504. Transforming Nursing and Healthcare through Technology. 3.

Evaluate healthcare technology and its effect on healthcare outcomes.

NUR 505. Advanced Nursing Leadership. 3.

Analysis, synthesis, and application of healthcare leadership principles including health and patient care delivery systems and educational systems.

NUR 506. Advanced Health Assessment. 3.

Application of advanced health assessment principles and skills for comprehensive examination of patients.

NUR 507. Advanced Pathophysiology. 3.

Pathophysiological theories and evidence based research provide an advanced understanding of concepts in human physiology and pathophysiology as a foundation for advanced nursing.

NUR 508. Advanced Pharmacology. 3.

Application of advanced pharmacotherapeutic principles related to the health needs of individuals and populations.

NUR 509. Teaching, Learning, and Evaluation in Nursing Education. 3.

Integration of concepts of teaching, learning, evaluation, and assessment applicable to nursing education within a variety of settings.

NUR 510. Curriculum Development and Evaluation. 3.

Analysis and application of theories, principles, and concepts associated with curriculum development, design, and evaluation.

NUR 511. The Nurse as Educator. 3.

Analyze and synthesize the role behaviors specific to the nurse educator in the academic setting. Examine the role of the nurse professor; institutional purposes and goals, nursing curricula, instructional design and evaluation.

NUR 512. Advanced Practicum for Nursing Education. 3.

Synthesize advanced knowledge and role behaviors in an appropriate educational facility. Students will collaborate with a faculty preceptor at the educational institution in determining contents to teach, clinical hours and responsibilities, faculty meetings to attend, and test questions for content taught.

NUR 514. Organizational Behavior. 3.

Examination of organization theory, management theory, and their applications to nursing administrative leadership issues. Analyze trends in organizational strategy, policy, politics, financial and economic influence on healthcare access and the healthcare system. Standards and Frameworks of Competencies in Nursing Administration are reviewed as guidelines for career development. Evidence based management and promotion of a culture of safety is explored as a basis for health related organizational development.

NUR 515. Human Resource Management for Healthcare. 3.

Explore the knowledge and skills required for effective human resource management. Managerial behaviors that promote and maintain a professional healthcare practice environment are emphasized.

NUR 516. Bioethical Decision Making. 3.

Analyze ethical theories, strategic decision making and problem solving theories, and evaluate the applicability of theories to nursing, healthcare systems, and bioethical decision making. Examine contemporary theoretical perspectives in bioethics in a culturally pluralistic society.

NUR 517. Global Health. 3.

Examination of the issues, philosophy, and cultural differences in regard to healthcare from a global perspective. Compare and contrast healthcare in the United States with other nations.

NUR 518. Organizational Management of Healthcare. 3.

Examine foundations in organizational theory, financial management, and leadership practice. Analyze leadership in complex organization healthcare systems.

NUR 519. Advanced Practicum: Nursing Leadership. 3.

Synthesize advanced knowledge and role behaviors in a leadership role. Students will collaborate with an administrative preceptor in an appropriate organizational facility. With facility guidance, the student will develop a practicum plan based on course objectives to include specific objectives, learning activities, and evaluation methods.

NUR 520. Advanced Nursing Project /Thesis. 3.

All Barton College School of Nursing Master's Degree Plans of Study must include either a scholarly research project or a thesis relating to the plan of study. The project/thesis is a faculty guided scholarly experience that provides evidence of critical thinking, the ability to integrate information, and an understanding of research. The Barton College School of Nursing has devised a time frame for this project/thesis that begins by identifying the topic in NUR 502, Evidence Based Practice.

Dean:

- Kevin N. Pennington.

Faculty:

- Professors: Cai, Groskin, Kolonic, Ranganathan.
- Associate Professors: Avant, Basinger, Dogbe, Pennington.
- Assistant Professors: Abeling-Judge, Batten, Gardner, Salger
- Research Assistant Professor: Baker

Student Organizations:

Science Club, Psychology Club, Criminal Justice Society of Barton College - Lambda Alpha Epsilon, Sigma Chi Alpha Chapter, Alpha Phi Sigma (National Criminal Justice Honor Society) - Beta Alpha Alpha Chapter.

Note: Each set of double course numbers represents a lecture course/laboratory course combination. The credit hours for each course in the requirements are listed in the parentheses.

Biology Major (B.A.) Requirements:

- Biology courses: BIO 101 (4), 102 (4), 206 (4), 219 (4), 241 (4), 301 (4), 310 (4), 340 (4) and either 214 (4), 215 (4), 216 (4), or 217 (4) or 218 (4).
- Chemistry courses: CHE 151 (4), 200 (4).
- Science courses: SCI 490.
- Elective courses: 4 hours in the biological and physical sciences.
- Research or internship experience. The specifics of the internship or research experience are to be submitted to, and approved by, the academic advisor and Dean prior to starting the internship or research. The internship or research must be clearly connected with biology.

Total: 51 semester hours.

Biology Major (B.S.) Requirements:

- Biology courses: BIO 214-218 (4), 101 (4), 102 (4), 206 (4), 340 (4).
- Chemistry courses: CHE 151 (4), 152 (4), 311 (4), 312 (4).
- Mathematics courses: MTH 150, 250.
- Physics courses: PHY 130 (4), 132 (4).
- Science course: SCI 490.
- Choose one concentration area: Cellular, Environmental, Health Science, or Organismal.
- Research or internship experience. The specifics of the internship or research experience are to be submitted to, and approved by, the academic advisor and Dean prior to starting the internship or research. The internship or research must be clearly connected with biology.

Biology Concentrations

Cellular Concentration Requirements:

- Choose twelve hours from: BIO 315 (4), 430/431 (3/1), 480; CHE 327/329 (3/1).
Total: 65 semester hours for Biology with Cellular concentration.

Environmental Concentration Requirements:

- Biology course: BIO 205 (4).
- Chemistry course: CHE 320 (4).
- Elective course, four hours from either concentration: Organismal or Cellular.
- Choose four hours from: BIO 214-218 (not already taken above), 318 (4), 402 (4), CHE 300/301 (3/1).
Total: 69 semester hours for Biology with Environmental concentration.

Health Sciences Concentration Requirements:

Choose twelve hours:

- Must have at least 8 hours at 300- or 400- level.
- All courses must be approved by the Pre-Health Advisor.
Total: 65 semester hours for Biology with Health Sciences concentration.

Organismal Concentration Requirements:

- Choose twelve hours from: BIO 241 (4), 301 (4), 310 (4), 311 (4), 312 (4), 300-level Field Biology (4), 404 (4), 480.
Total: 64 semester hours for Biology with Organismal concentration.

Biology Minor Requirements:

- Biology courses: BIO 101 (4), 102 (4).
- Must include eight hours from courses at the 300- and/or 400-level.
- An elective Biology courses at any level (4 hours).
Total: 20 semester hours.

Chemistry Majors (B.S.) Requirements:

- Chemistry courses: CHE 151 (4), 152 (4), 300/301 (3/1), 311 (4), 312 (4), 327/329 (3/1), 400/401 (3/2), 421, 450/451 (3/2).
- Biology course: BIO 101 (4).
- Science course: SCI 490.
- Physics courses: PHY 130 (4), 132 (4) or PHY 220 (4), 222 (4).
- Mathematics course: MTH 241 (4).
- Research or internship experience. The specifics of the internship or research experience are to be submitted to, and approved by, the academic advisor and Dean prior to starting the internship or research. The internship or research must be clearly connected with chemistry.
Total: 56 semester hours.

Chemistry Minor Requirements:

- Chemistry courses: CHE 151 (4), 152 (4).
- Choose 12 hours at 300- or 400-level.

Total: 20 semester hours.

All biology and chemistry majors are required to complete an internship/research project prior to graduation. In preparation for this experience, students will work with faculty advisors to develop resumes and to identify potential internship placements. Upon project completion, students will enroll in SCI 490, Writing in the Sciences for three semester hours credit.

Criminology and Criminal Justice Sciences Major (B.S.) Requirements

- Criminology and Criminal Justice Sciences courses: CCJ 101, 220, 225, 230, 240, 310, 320, 323, 330, 340, 355, 360, 370 and 415.
- Choose six hours from CCJ 440, 442, and 446.

Choose one concentration:**General Criminology and Criminal Justice Sciences Concentration:**

- Criminology and Criminal Justice Sciences courses: CCJ 451 (2), 452 (10).
Total: 60 semester hours for Criminology and Criminal Justice Sciences with General Concentration.

Law Enforcement Concentration:

- Criminology and Criminal Justice Sciences courses: CCJ 451 (2), 459 (14).
Total: 64 semester hours for Criminology and Criminal Justice Sciences with Law Enforcement Concentration.

Criminology and Criminal Justice Sciences Minor Requirements:

- Criminology and Criminal Justice Sciences courses: CCJ 101 (or 230).
- Criminology and Criminal Justice Sciences elective courses:
Choose two from CCJ 230, 240, 310, 320, and 355;
Choose two from CCJ 323, 330, 340, 370, 415, 440, 442, and 446.
- Social Work course: SWK 345.

Total: 18 semester hours.

Mathematics Major (B.A.) Requirements:

- Mathematics courses: MTH 240 (4), 241 (4), 250, 280, 320, 340, 342 (4), 380.
- Mathematics electives: three hours from courses numbered 330 or higher (not listed above).
- Modern language: six hours at the intermediate level (201 and 202).

Total: 36 semester hours.

Mathematics Major (B.S.) Requirements:

- Mathematics courses: MTH 240 (4), 241 (4), 250, 280, 320, 340, 342 (4), 380.
- Mathematics electives: nine hours from courses numbered 330 or higher (not listed above).
- Physical Science courses: choose either CHE 151 (4), 152 (4), or PHY 130 (4), 132 (4) or PHY 220 (4), 222 (4).

Total: 44 semester hours.

Mathematics Minor Requirements:

- Required Mathematics courses: MTH 150, 240 (4), 241 (4).
- Mathematics elective courses: Choose three courses numbered 250 or above: MTH 250, 280, 320, 340, 342 (4), 410, 430, or 480.

Total: 20-21 semester hours.

Note: *At least two mathematics electives must be taken at the 300- or 400- level.*

Psychology Major (B.S.) Requirements:

- Biology course: BIO 101 (4).
- Psychology courses: PSY 101, 220, 345, 380, 440.
- Psychology research and thesis courses: PSY 270, 271 (4), 490, 499.
- Psychology electives: choose four from: PSY 315, 338, 340, 350, 355, 365, 445, 450, or 480.
- Internship Graduation Requirement: Internship experience of at least 120 hours. The specifics of the internship experience are to be submitted to, and approved by, the Academic Advisor and the Dean prior to starting the internship. The internship must be clearly connected with psychology.

Total: 40 semester hours.

Psychology Minor Requirements:

- Psychology courses: PSY 101, 270.
- Psychology elective courses – choose four: Any psychology course may be chosen unless it is designated as a majors-only course (eg, PSY 470, 490/499). At least 6 hours must be 300 or 400 level.

Total: 18 semester hours.

All Psychology majors are required to complete an internship prior to graduation. Students will work with faculty advisors to develop resumes and learning objectives for the internship experience.

Pre-Professional Advising

The student planning to apply to medical, dental, pharmacy, veterinary, optometry, medical technology, chiropractic, or physical therapy professional school normally pursues a degree in biology or chemistry. The Biology/Health Sciences degree, for example, is a popular major for these students. It is important to know and meet the requirements set by the professional school to which one is applying. The student works closely with a faculty advisor in the School of Sciences to identify courses that meet requirements set by the health professional school.

Degree Awarded to Those Entering Professional School

In rare cases, a highly qualified candidate may be allowed to enter a professional school without first completing a baccalaureate degree. Upon recommendation of the School of Sciences, a student may be awarded a degree in either Biology or Chemistry, after successfully completing one academic year at a post-baccalaureate professional school if: The student passed a minimum of 92 semester hours at Barton College prior to attending the professional school, completed all the requirements of the General College Core, and completed all major requirements for Biology or Chemistry. The academic year of full-time professional courses are transferred to Barton College as 32 semester hours. Those credits may be used to meet the requirement for electives outside of one's major. Professional school courses can be substituted for major requirements at the discretion of the School of Sciences. Grades earned in the professional school are used in calculating the grade point average for honors.

Courses of Instruction: Biology

BIO 101. Principles of Biology I. 4.

An introduction to the concepts and principles of biological science; the course includes a survey of life processes and life forms which is an introduction to the diverse fields of biological studies. This course includes a laboratory component that introduces the use of basic laboratory techniques and experiment design in understanding biological principles. Fall, Spring.

Note: *One three-hour laboratory period per week.*

BIO 102. Principles of Biology II. 4.

An introductory course on the origin, evolution, and diversity of life on earth. The course includes a survey of viruses and other acellular lifeforms, bacteria, fungi, plants, and animals. This course includes a laboratory component.

Prerequisite: BIO 101.

Note: *One three-hour laboratory period per week.*

BIO 111. Topics in Biology – Human. 4.

Life processes, unique and common, that humans share with other animals will be explored using a systems approach. Emphasis will be placed on issues of health and disease. This course includes a laboratory component involving hands-on application of lecture concepts in human biology.

Note: *One three-hour laboratory period per week.*

BIO 205. Introduction to Environmental Science. 4.

An introductory-level course in environmental science that explores the impact of human activity on the planet. The course emphasizes how human activity has impacted the Earth, what the primary environmental challenges we face today are, and the technologies that are being used today to address these problems.

Note: *One three-hour laboratory period per week.*

BIO 206. Introductory Microbiology. 4.

This course is an introduction to microbiology and will highlight the beneficial and harmful effects of microscopic organisms on our lives. The basic life processes of microscopic organisms will be studied along with control of microbial growth and the response of a host to microbial challenge. This course includes a laboratory component that focuses on the basic techniques of the microbiological laboratory, including microscopy and differential staining. Fall, Spring.

Prerequisite: BIO 101 or CHE 200.

Note: *Includes three hours of laboratory work per week.*

BIO 214. Tropical Ecology. 4.

Tropical plants and animals are observed in their natural habitat and, when possible, are returned to the laboratory for more in-depth examination, identification, and preservation. Adaptations to diverse environments are emphasized. Class meets on campus prior to departure to study the culture and survey the environmental and organismal types of the specific site to be visited. When appropriate, course includes snorkeling practice.

Prerequisite: BIO 101.

Note: *Limited enrollment.*

BIO 215. Exploring the North Carolina Coast. 4.

A field study of the distribution and adaptations of plants and animals in the coastal rivers, sounds, and barrier islands of the North Carolina coast. Involves field trips for observations and collections. Class meets on campus prior to departure to study the culture and survey the environmental and organismal types of the specific site to be visited.

Prerequisite: BIO 101.

Note: *Limited enrollment.*

BIO 216. Exploring the North Carolina Mountains. 4.

A field study of the distribution and adaptations of plants and animals in the valleys, slopes, streams, and ponds of the North Carolina mountains. Involves field trips for observation and collection. Class meets on campus prior to departure to study the culture and survey the environmental and organismal types of the specific site to be visited.

Prerequisite: BIO 101.

Note: *Limited enrollment.*

BIO 217. Exploring the North Carolina Coastal Plain. 4.

A field study of the distribution and adaptations of plants and animals in varied coastal plain habitats. Involves daily field trips for observation and collection. Class meets on campus prior to departure to study the culture and survey the environmental and organismal types of the specific site to be visited.

Prerequisite: BIO 101.

Note: *Limited enrollment.*

BIO 218. Field Ornithology. 4.

An introductory, field-based course designed to introduce the student to the basics of birding. Lectures emphasize how to identify an unknown bird based on field marks, using characteristic species found in eastern North America. Involves field trips for observation. Field work will emphasize bird identification using binoculars and a field guide.

Prerequisite: BIO 101.

Note: *Limited enrollment.*

BIO 219. Human Anatomy and Physiology. 4.

A study of the basic structure and physiology of human systems. Spring.

Prerequisite: BIO 101 or BIO 111.

BIO 241. Introductory Ecology. 4.

An introduction to ecological principles and concepts with emphasis on study of eastern North Carolina ecosystems. This course includes a laboratory component. Fall.

Prerequisite: BIO 102.

BIO 301. General Zoology. 3.

This course is a general study of the animal kingdom. Although it covers some survey of various groups, the main purpose of the course is to compare feeding, digestion, respiration, excretion, reproduction and locomotion across animal groups and how they relate to their ecology. Fall, odd years.

Prerequisite: BIO 102.

Note: *The laboratory component includes field collection and species identification. Field trip participation required.*

BIO 310. General Botany. 4.

An introduction to the basics of plant biology including anatomy, physiology, evolution, taxonomy and systematics, and ecology. The laboratory component of this course focuses on techniques and experimental design using plants as the model organism. Fall, even years.

Prerequisite: BIO 102.

Note: *The laboratory component includes field collection and species identification. Field trip participation required.*

BIO 311. Structure and Function in Man I. 4.

A study of the anatomy and physiology of organ systems in man. Fall.

Prerequisite: CHE 200 or BIO 101.

Note: *Includes three hours of laboratory work per week.*

BIO 312. Structure and Function in Man II. 4.

Second semester continuation of BIO 311. Spring.

Prerequisite: BIO 311.

Note: *Includes three hours of laboratory work per week.*

BIO 315. Cell Biology. 4.

An in-depth analysis of the smallest unit of life, the cell. The variety of cellular architecture, cell functions, and dysregulation of cellular reproduction and death processes will be studied. Primary literature will be utilized to address questions concerning regulated and dysregulated cell processes. Spring.

Prerequisite: BIO 206.

Note: *This course includes a laboratory component that focuses on techniques used in the examination of cells. Experimental design and critical analysis will be emphasized.*

BIO 318. Environmental Biology. 4.

An examination of the role of environmental factors in the morphological and physiological specializations of living organisms. This course also emphasizes the biotic responses to specific environment conditions. Fall, every other year. *

Prerequisite: BIO 102.

Note: *This course includes a laboratory component that examines the role the environment plays as a selective force in organic evolution.*

BIO 340. Genetics. 4.

Our understanding of the factors in inheritance has changed dramatically over the last 200 years. Science has gone from ideas such as preformation and blending, to sequencing the human genome, and investigating the workings of genes on the molecular level. In this class we will explore the history of scientific investigations on inheritance with special focus on Mendel's work and its consequences. From there we will study chromosomes structure and their function in inheritance. We also will examine genetics on the molecular level, highlighting the mechanics of gene transcription and translation. Finally, we will briefly examine the fields of genomics and bioinformatics. The laboratory component will include examination of Mendelian principles, and techniques to manipulate and control gene expression. Spring.

Prerequisite: BIO 101.

Note 1: *Includes three hours of laboratory work per week.*

Note 2: *This course serves as the Gateway course for the Biology major. A grade of "C-" or higher is required for graduation.*

BIO 402. Methods of Environmental Analysis and Assessment. 4.

A survey of the theory and practice of sampling and measurement of the physical, chemical, and biological components of environments. Emphasis placed on the theoretical and technical aspects of evaluating environmental factors. Spring, odd years.

Prerequisites: BIO 102, 206, 341; CHE 300/301; MTH 250.

Note: *This course includes a laboratory component focusing on practical methods and techniques of environmental sampling.*

BIO 404. Animal Behavior. 4.

Course investigates the patterns of behavior among a variety of animal species. Includes discussions of the physiological and genetic influences on behavior and thorough investigations of specific areas of behavior such as communication, reproduction, aggression, and parental behavior. Spring, even years.

Prerequisites: BIO 101 and PSY 101.

Note: *This course includes a laboratory component focusing on observations of animals in their natural and semi-natural settings.*

BIO 430. Immunology. 3.

An examination of the immune response and the role of inflammation in disease and recovery. The course will review innate and adaptive immunity and emphasize antigen recognition processing, cell proliferation, and cell death in the context of cell-mediated and humoral immunity. Fall, odd years.

Prerequisite: BIO 206.

BIO 431. Immunology Laboratory. 1.

Methods used in immunology labs will be explored including cell culture, microscopy, immunohistochemistry, ELISA, the use of antibodies in protein isolation, and bioassays. Fall, odd years.

Prerequisite: BIO 206.

Corequisite: BIO 430.

Note: *Three hours per week. Students in BIO 431 must be enrolled in, or have completed, BIO 430.*

BIO 480. Individual Problems in Biology. 3.

Individual research chosen by the student, subject to the approval of the instructor. The student must petition the School of Sciences for permission to register for this course prior to registration for the following semester. The petition must include an outline or summary of the proposed problem, stating the subject, purpose, and suggested methods and techniques and it must include the number of semester hours to be completed in course.

Note: *Also listed as BIO 481 for one semester hour; and as BIO 482 for two semester hours.*

* On demand only.

Courses of Instruction: Chemistry**CHE 151. General College Chemistry I. 4.**

A guided inquiry approach to the basic concepts of inorganic chemistry with emphasis on stoichiometry of chemical reactions of solids, solutions, and gases, atomic and molecular structure, chemical bonding, and thermochemistry. This course includes a laboratory component. During the lab, students (working in groups) formulate their own directions to discover the identity and properties of compounds. Fall.

Prerequisite: Placement in MTH 130.

Note: *One three-hour laboratory per week.*

CHE 152. General College Chemistry II. 4.

Emphasis on equilibria, kinetics, acid-base reactions, electrochemical reactions, and elementary thermo-dynamics. This course includes a laboratory component that introduces spectrophotometric methods, the pH meter, and selected methods of analysis. Spring.

Prerequisite: CHE 151.

Note: *One three-hour laboratory per week.*

CHE 200. Fundamentals of Organic and Biochemistry. 4.

Designed for students in the allied health areas, but a valuable short course for anyone requiring basic knowledge of organic chemistry and biochemistry. During the laboratory component, the basic techniques and procedures used in demonstrating the properties of organic compounds and biological molecules. Fall, Spring.

Prerequisite: High school chemistry or equivalent.

Note: *One three-hour laboratory period per week.*

CHE 300. Introductory Analytical Chemistry. 3.

An introductory-level survey of the basic theory and techniques of analytical chemistry. Emphasis placed on the scope of analytical methods, the use of spreadsheets in analytical chemistry, and their application to the areas of chemistry, biology and the clinical sciences. Fall.

Prerequisite: CHE 152.

Corequisite: CHE 301.

CHE 301. Analytical Laboratory. 1.

A basic analytical laboratory course designed to develop skills necessary for standard analytical procedures frequently encountered. Emphasis is on developing the necessary analytical skills and familiarity with standard protocols required in regulated laboratory environments. Includes some basic instrumental techniques. Fall.

Corequisite: CHE 300.

Note: *One three-hour laboratory period per week.*

CHE 311. Organic Chemistry I. 4.

A guided inquiry approach to the chemistry of carbon containing compounds. Topics include nomenclature, the relationships of structure to physical and chemical properties, organic mechanisms, stereochemistry, conformational analysis, methods of synthesis, and characteristic reactions. Includes interpretation of IR and NMR spectra. The laboratory component will take a green chemistry approach to exercises including methods for the determination of physical properties, separation, purification, and synthesis of organic compounds. Fall.

Prerequisite: CHE 152.

Note: *One three-hour laboratory per week.*

CHE 312. Organic Chemistry II. 4.

A guided inquiry approach to the study of nomenclature, properties, synthesis, and reactions of organic compounds containing oxygen and nitrogen, including biomolecules. The laboratory component will take a green chemistry approach to exercises including synthesis of structures containing oxygen and nitrogen, application of IR and NMR spectra, and multi-step projects. Spring.

Prerequisite: CHE 311.

Note: *This course serves as the Gateway course for the Chemistry major. A grade of "C-" or higher is required for graduation. One three-hour laboratory per week.*

CHE 320. Environmental Chemistry. 4.

Array of topics covering the chemistry of the natural and polluted environment intended to broaden student's understanding in the chemical processes of the environment. Aspects of the environment with focus on aquatic chemistry and atmospheric chemistry will be explored drawing on the fundamental principles of analytical and organic chemistry. Effects of organic and inorganic chemicals and the chemistry of the biodegradable materials would be discussed. Fall, odd years.

Prerequisites: CHE 152.

CHE 327. Biochemistry. 3.

A study of the structure and properties of biological molecules, metabolism, enzymes, and kinetics of enzyme reactions. Fall, even years.

Prerequisites: BIO 101 and CHE 312.

CHE 329. Biochemistry Laboratory. 1.

Laboratory exercises in methods for the isolation and purification of biological materials, and study of enzymatic reactions. Fall, even years.

Prerequisite: CHE 312.

Corequisite: CHE 327.

CHE 400. Physical Chemistry I. 3.

Studies of the major principles of physical chemistry including thermodynamics, equilibrium, and related topics. Fall, odd years.

Prerequisites: PHY 132 or 222, MTH 240 (241 preferred).

Pre or Corequisite: CHE 300.

CHE 401. Physical Chemistry Laboratory. 2.

Studies of the physical properties of materials. Specific applications involve gas laws, calorimetry, rate law, and other properties of chemical and physical systems. Fall, odd years.

Corequisite: CHE 400.

Note: *One hour of instruction and three hours of laboratory per week.*

CHE 421. Physical Chemistry II. 3.

Study of the structure of matter; presents both classical and modern theories of bonding. Other topics include molecular orbital theory, theoretical spectroscopy and kinetics. Spring, even years.

Prerequisites: CHE 400 and MTH 342.

CHE 450. Analytical Instrumentation. 3.

Practical studies of modern chemical instrumentation with applications in separation sciences, identification, and quantification. Spring, even years.

Prerequisites: CHE 300, PHY 132 or 222.

CHE 451. Techniques of Instrumentation. 2.

Study of the applications of the common analytical instruments covering spectroscopy (UV, Visible, IR), and chromatography (GC, HPLC). Spring, even years.

Corequisite: CHE 450.

Note: *One hour of lecture and one three-hour laboratory period per week.*

CHE 480. Individual Problems in Chemistry. 3.

Individual research chosen by the student, subject to the approval of the instructor. The student must petition the School of Sciences for permission to register for this course prior to registration for the following semester. The petition must include an outline or summary of the proposed problem, stating the subject, purpose, and suggested methods and techniques and it must include the number of semester hours to be completed in course.

Note: *Also listed as CHE 481 for one semester hour, and as CHE 482 for two semester hours.*

** On demand only.*

Courses of Instruction: Criminology and Criminal Justice Sciences**CCJ 101. Introduction to Criminology and Criminal Justice Sciences. 3.**

This survey course is designed to provide students with a general introduction to the concepts, phenomenon, and issues of concern in the scientific study of crime and justice practice. It provides the introductory student an overview of the nature, dynamics, structure and functions of agencies of the criminal justice system and initial exposure to criminological theories of crime and criminal behavior. It also seeks to establish a rudimentary level of understanding of the major issues of concern in the criminal justice sciences, particularly those warranting further study. Special emphasis is given to current research findings in crime policy and criminal justice practice. Fall, Spring.

CCJ 220. Research Design and Methods in Criminology and Criminal Justice Sciences. 3.

This introductory course in research design and methods in Criminology and the Criminal Justice Sciences will provide students with the knowledge and skills and capability to apply scientific principles in design and methods of conducting empirical research in the discipline of Criminology and Criminal Justice Sciences. Students will acquire skills in applying scientific reasoning to evaluating the validity and reliability of empirical research findings from Criminology and Criminal Justice Sciences as bodies of scientific knowledge. This course will prepare students to think critically as they apply what they have learned in policy and practice. Students will engage in their own research project and submit a final report for evaluation. Fall.

Prerequisite: CCJ 101.

CCJ 225. Techniques of Analysis in and Criminal Justice Sciences. 3.

This course will introduce students to techniques of analysis employed in Criminology and the Criminal Justice Sciences. It will help students acquire and demonstrate knowledge, skills and capabilities in applying scientific principles of quantitative and qualitative analysis necessary in conducting and understanding empirical research in the discipline of Criminology and Criminal Justice Sciences. Students will acquire discipline specific foundational skills in applying scientific reasoning in evaluating the validity and reliability of empirical research findings from Criminology and the Criminal Justice Sciences as bodies of scientific knowledge. Spring.

Prerequisite: CCJ 101.

CCJ 230. The American Legal System. 3.

This course is designed to provide students with a comprehensive introduction to the American legal system, its origins, and its actors. The main content of the course pertains to the court structure in the United States and the relationship between trial and appellate courts, the roles of various actors within the system, the contrasts between civil and criminal law and procedure, and the evolution of sentencing guidelines and policies in the past two decades. Fall, Spring.

CCJ 240. Introduction to Forensic Science. 3.

Introduction to the concepts and methods of forensic science. The relationship between criminal investigation and the forensic sciences are discussed. Focus on laboratory and field methods, including visit to a crime laboratory. Fall, Spring.

CCJ 310. Criminal Law. 3.

An overview of American criminal law with emphasis on definitions, elements of a crime, and case law. Criminal procedure, prosecution, and defense are outlined and discussed in detail. The role of law and the adversarial system are addressed in understanding the structure and functioning of the courts, including criminal trial and sentencing practices. Fall.

Prerequisite: CCJ 101 (or CCJ 230).

Note : *This course serves as the Gateway course for the Criminology and Criminal Justice Sciences major. A grade of "C-" or higher is required for graduation.*

CCJ 320. Police and Society. 3.

An overview of the history and development of policing in America society, police organization, police management and legal aspects of policing. Various styles of policing are introduced and community policing is discussed. Fall.

Prerequisite: CCJ 101 (or CCJ 230).

CCJ 323. Juvenile Delinquency. 3.

An introduction to the problem of juvenile delinquency in American society. This course will focus on concepts, theory, and research on the causes of juvenile delinquency and impact on crime, offending, and victimization over the life course. It will examine juvenile delinquency in the context of the families, schools, and other social groups and institutions. Spring.

CCJ 330. Criminology. 3.

A study of theories of crime causation and control, identification of criminal typologies and the reaction of society to crime and criminals. Special attention given to policy and scientific issues in criminology with discussion of empirical evidence for the different views and theories. Spring.

Prerequisite: CCJ 101.

CCJ 340. Prevention of Crime and Delinquency. 3.

A survey of the theories, factors, structures and processes that effect crime and delinquency and review of policies, programs, social institutions and measures employed to reduce the level of criminal victimization in American society. The course will place emphasis on contributions from the research literature on approaches that have proven effective and/or hold promise for preventing crime and delinquency. Spring.

Prerequisite: CCJ 101 (or CCJ 230).

CCJ 355. Constitutional Development of the United States. 3.

An analysis of the structure and interpretational changes in the Constitution of the United States. Spring.

Prerequisite: CCJ 101 or POL 101 or HIS 201 or 202.

CCJ 360. Juvenile Justice System. 3.

This course is concerned with the study of the juvenile justice system and societal responses to juvenile delinquency and youth crime, including youth gangs, as behavioral phenomena. Examines the implications of theory and research for current policy concerning prevention and control of delinquency, youth crime, and handling youthful offenders and the current structure, functions, and practices of the various components of the juvenile justice system. Particular attention will be devoted to juvenile justice practices and programs in North Carolina. Fall.

CCJ 370. Corrections. 3.

Study of the development of correctional systems. Includes an analysis of current correctional practices with an overview of various correctional philosophies. Supervisory methods of correction such as probation and parole are discussed. Involves field visits to correctional settings. Fall.

Prerequisite: CCJ 101 (or CCJ 230).

CCJ 415. Criminal Justice Policy and Administration. 3.

Review of policy management and administrative issues related to crime control and the criminal justice system, including police, court, and correctional sub-systems. Various theories of administration are outlined and case studies are examined. Special issues and problems related to justice system policy and administration are examined and discussed. Fall.

Prerequisite: CCJ 101 (or CCJ 230).

Note: *This course serves as the Summit course for the Criminology and Criminal Justice Sciences major. A grade of "C-" or higher is required for graduation.*

CCJ 440. Special Topics in Criminology and Criminal Justice Sciences. 3.

This course is intended to facilitate development and sharing of knowledge of important and timely subjects in the field of Criminology and Criminal Justice Sciences by integrating research, theory, policy and practice through in-depth examination of issues and questions of concern to the field. Students examine (a) the nature and causes of specific crimes (such as organized crime and white collar crimes), including incidents, prevalence, and impact on the United States, (b) strategies for preventing and controlling these violations of criminal law (including investigative methods and techniques), (c) the current thrust of U.S. policy and organizational structure for combating such violations, and (d) specific problems such crimes present for criminal justice system agencies.

Prerequisite: CCJ 101.

Note: *This is a topics course that may be taken for credit two times provided that the course studies a different topic each time.*

CCJ 442. Terrorism. 3.

The objectives of this course are to examine the nature and causes of crimes involving terrorism; particularly the evolving character of domestic and transnational terrorism impacting the United States; to identify and compare strategies for preventing and controlling international and domestic terrorism which are violations of criminal law; to assess the current thrust of U.S. policy and organizational structure for combating terrorism; to identify specific problems terrorism presents for criminal justice system agencies.

CCJ 446. Criminal Investigation. 3.

The objectives of this course are to understand and appreciate the scientific basis of investigating crime, criminals and criminal behaviors; better comprehend the factors, conditions, and contexts associated with criminal events in relation to the substantive content of the behavior of those involved; link criminological theory, research, and practice that inform application of scientific reasoning in the investigation of increasingly complex crimes; evaluate best practices, methods and techniques employed in investigating different types of crimes; explore the potential and role of criminal investigation as a means to effect the prevention and control of crime; identify and compare strategies for planning, conducting and managing investigations and the investigative function; obligations of those involved in criminal investigation as a career. True-to-life, retrospective case studies, expert systems, and simulations will be used in classroom exercises on problems confronting 21st Century investigators.

Prerequisite: CCJ 101 or CJC 240.

CCJ 451. Field Instruction Seminar. 2.

A seminar convened by the Director of Criminology and Criminal Justice Sciences. Spring.

Corequisite: CCJ 452 or CCJ 459.

CCJ 452. Field Instruction for General Criminology and Criminal Justice Sciences. 10.

Placement in a selected criminal justice agency or related organization with a minimum of 400 contact hours required on site. Focus is on the integration of theory with practice. Spring.

Prerequisite: Senior standing within the Criminology and Criminal Justice Sciences major.

Corequisite: CCJ 451.

Note: *Required of all students in the General Criminology and Criminal Justice Sciences concentration.*

CCJ 459. Field Instruction in Law Enforcement (Academy Option). 14.

Course offers basic law enforcement training designed to prepare individuals with the cognitive and physical skills needed to become certified law enforcement officers in North Carolina. This placement requires sponsorship of a law enforcement agency in North Carolina and academy training which meets the certification standard required by the North Carolina Criminal Justice Education and Training Standards Commission. Spring.

Prerequisite: Senior standing within the Criminology and Criminal Justice Sciences major.

Corequisite: CCJ 451.

Note: *Open only to Criminology and Criminal Justice Sciences majors with a Law Enforcement Concentration.*

CCJ 480. Individual Research in Criminology and Criminal Justice Sciences. 3.

Individual research chosen by the student, subject to the approval of the instructor. The student must petition the School of Sciences for permission to register for this course prior to registration for the following semester. The petition must include an outline or summary of the proposed problem, stating the subject, purpose, and suggested methods and techniques and it must include the number of semester hours to be completed in the course.

Note: *Also listed as CCJ 481 for one semester hour, and as CCJ 482 for two semester hours.*

** On demand only.*

Courses of Instruction: Mathematics

MTH 100. Fundamentals of Algebra. 3.

Course prepares the student for college level computational skills by focusing on elementary algebraic operations. Topics include properties and operations of real numbers, equations, inequalities, polynomials, and graphing. Fall, Spring.

Note 1: *This course does not count toward fulfillment of the Computational Proficiency Requirement of the General College Core. This course is for institutional credit only; credit hours do not apply toward the graduation requirement.*

Note 2: *A grade of C- or higher is required in order to take the next course.*

MTH 120. Finite Mathematics. 3.

Covers the techniques used in decision-making in a diversity of disciplines. Emphasis is on applications and problem-solving by focusing on the process of mathematical modeling and on analyzing the models. The use of a graphing calculator is required. Fall, Spring.

Prerequisite: MTH 100 (with a grade of C- or higher) or Level II placement.

Note: *Satisfies the General College Core requirement in Computational Proficiency. Students who earn credit for MTH 130 may not also earn credit for MTH 120. Use of graphing calculator is required.*

MTH 130. College Algebra. 3.

Covers properties and operations on real numbers, linear equations in one variable, operations on polynomials and quadratic equations, simplifying rational expressions, solving polynomial and rational equations, graphing equations and conic sections, functions and their graphs, solving systems of equations and inequalities, and exponential and logarithmic functions. The use of a graphing calculator is required. Fall, Spring.

Prerequisite: MTH 100 (with a grade of C- or higher) or Level II placement.

Note: *Satisfies the General College Core requirement in Computational Proficiency. Students who earn credit for MTH 130 may not also earn credit for MTH 120. Use of graphing calculator is required.*

MTH 150. Trigonometry and Advanced Algebraic Topics. 3.

Course designed for the student having a good background in algebra and preparing for enrollment in calculus. Emphasis on fundamental concepts of sine, cosine, tangent, their graphical representations, and applications involving the trigonometric functions and vectors. Explorations of solutions of right and oblique triangles, trigonometric identities, and trigonometric equations. Also, exploration of advanced algebraic topics including complex number theory, matrix algebra, and analytical geometry. The use of a graphing calculator is required. Fall, Spring.

Prerequisite: MTH 120 or 130, or Level III placement.

Note: *A student who has already received credit for MTH 240 may not enroll in this course.*

MTH 210. Fundamental Concepts of Mathematics. 3.

A study of number systems' structured characteristics, axiomatic and logical foundations; systematic development of the integers, rational numbers, real numbers, real numbers properties, and informal geometry. Fall, Spring.

Prerequisite: MTH 120 or 130 (or equivalent) and Level III (or higher) placement.

MTH 240. Calculus I, Differential Calculus. 4.

A study of differential calculus of algebraic, trigonometric, and transcendental functions, including a brief introduction to anti-derivatives. Fall only.

Prerequisite: MTH 150 (or equivalent) or Level IV placement.

MTH 241. Calculus II, Integral Calculus. 4.

A study of integral calculus of algebraic, trigonometric, and transcendental functions, including indeterminate forms, improper integrals, and infinite series. Spring.*

Prerequisite: MTH 240.

MTH 250. Statistical Concepts. 3.

A first course in probability and statistics for the student majoring in any of the academic disciplines. Emphasis on general descriptive statistics, fundamental concepts and procedures of statistical inference. Course serves as a foundation for further study of hypothesis testing techniques applicable to individual disciplines. Fall, Spring.

Prerequisite: MTH 120 or 130 (or equivalent) or Level III (or higher) placement.

Note: *To receive credit for this course, the student may not take BUS 210.*

MTH 280. Transition to Higher Mathematics I. 3.

An introduction to the standard methods of mathematical proof and their validity. Set Theory, Logic, Functions, and Cardinality are also discussed. The emphasis is on writing and understanding mathematical proofs. Spring.

Prerequisite: MTH 240 (or equivalent).

MTH 320. * Introduction to Linear Algebra. 3.

An introductory course in linear algebra covering the following topics: systems of linear equations, matrices, determinants, vectors, vector spaces, eigenvalues, and linear transformations.

Prerequisite: MTH 240.

MTH 330.* Applied Algebra. 3.

An introduction to the mathematics and the methods in solving varied classes of problems chosen from linear and dynamic programming, encryption, data security, integrity and transmission, game theory, graph theory, and topics from recreational mathematics.

Prerequisite: MTH 280.

MTH 340.* Elements of Modern Geometry. 3.

A critical study of Euclidean geometry from a postulational standpoint and an introduction to non-Euclidean geometries.

Prerequisite: MTH 280.

MTH 342.* Calculus III, Multivariant Calculus. 4.

An advanced study of differential and integral calculus in n -space. Includes a study of vector calculus including line integrals, Greens' Theorem, and Stokes Theorem. Fall, even years.

Prerequisite: MTH 241.

MTH 360.* Discrete Mathematics. 3.

Continues the topics of MTH 280. Focus on graphs, trees, algorithms, Boolean algebras and other algebraic structures.

Prerequisite: MTH 120 or 130.

MTH 380.* Ordinary Differential Equations. 3.

A study of solution techniques and applications of ordinary equations including first-order equations, linear differential equations, series solutions, and basic concepts of numerical and graphical techniques applied to equations and systems.

Prerequisite: MTH 241.

MTH 390.* Mathematical Statistics. 3.

A foundation in statistical theory providing an indication of the relevance and importance of the theory in solving practical problems in the real world. Continuous and discrete data taken from both samples and populations are considered. Various distributions including binomial, normal, poisson, geometric, and the multinomial are studied along with their applications.

Prerequisite: MTH 241.

MTH 410.* Elementary Theory of Numbers. 3.

Topics from elementary number theory; properties of integers, Diophantine equations, congruences, and quadratic residues.

Prerequisite: MTH 280.

MTH 430.* Introduction to Modern Algebra. 3.

An exploration about algebraic structures. Detailed study of groups and an introduction to rings.

Prerequisite: MTH 280.

MTH 440.* Introduction to Real Analysis. 3.

A proof-based study of the properties of real numbers, sequences and series, topology of the real number line, limits, continuity, and differentiability of functions on the real line.

Prerequisite: MTH 242 and MTH 280.

MTH 480. Individual Problems in Mathematics. 3.

Individual research chosen by the student with guidance by a faculty member, subject to approval by the Dean of the School of Sciences. Results to be presented at a seminar of the department (staff and interested students).

Note: Also offered as MTH 481 for one semester hour, and as MTH 482 for two semester hours.

* On demand only.

Courses of Instruction: Physics**PHY 130. General Physics I. 4.**

A general physics course which is non-calculus based. Includes a study of motion, forces, heat, and elementary concepts of thermodynamics. Although this is non-calculus based course, the student should have command of algebra and a basic knowledge of trigonometry. This course includes a laboratory component. The lab includes a survey of general physics experiments to re-enforce the concepts of classical mechanics and elementary thermodynamics. The student is expected to have command of algebra, basic knowledge of trigonometry, and familiarity with spreadsheet software. Fall.

Prerequisite: MTH 150 (or equivalent).

PHY 132. General Physics II. 4.

Includes a study of electricity and magnetism, wave motion, electromagnetic radiation, and optics. This course includes a laboratory component that reinforces concepts from lecture through a hands-on approach. Basic experiments involving electricity and magnetism, wave motion, electromagnetic radiation, and optics will be performed. Familiarity with spreadsheet software is expected. Spring.

Prerequisite: PHY 130.

PHY 220. * College Physics I. 4.

This is a calculus based college physics course which covers the study of the fundamental laws of classical mechanics, sound and thermodynamics. Students are expected to have commands of algebra, trigonometry, and especially calculus. This course is designed for students planning a career in engineering. This course includes a laboratory component that explores concepts in physics using an engineering bias. Students are expected to be familiar with the general use of a computer; particular knowledge of spreadsheets is essential.

Prerequisite: MTH 241.

PHY 222. * College Physics II. 4.

A calculus based course designed to explore the principles of electricity, magnetism, and optics. The course content is presented at a level appropriate for students planning a career in engineering. This course includes a laboratory component which uses engineering-biased experiments to explore principles of electricity, magnetism, and optics. The use of a computer spreadsheet is essential to the course.

Prerequisite: PHY 220.

* *On demand only.*

Courses of Instruction: Psychology

PSY 101. Introductory Psychology. 3.

An introduction to the various sub-areas that comprise psychology including the development of psychology as a science, learning and memory, biological foundations of behavior, sensation and perception, human development, social psychology, and psychological disorders. Emphasis placed on critical thinking and understanding the scientific methods used in the discipline. Fall, Spring.

PSY 220. Developmental Psychology. 3.

A study of theories and principles of human development across the life span. Includes introduction to research methods and emphasis on understanding underlying mechanisms for developmental change. Covers the major areas of development, but most especially those of perception, cognition, social awareness, and personality. Fall, Spring.

Prerequisite: PSY 101.

PSY 230. Psychology of Aging. 3.

Describes the changes in behavior and mental processes that accompany aging. Included are biological, sociocultural, personality and developmental theories of the aging process as well as factors that contribute to individual differences in how people respond to aging. Emphasis is placed on reviewing recent research on aging and applying that research to the issue of how to make the aging process a positive experience. Spring.

Prerequisite: PSY 101.

PSY 270. Experimental Psychology. 3.

This course introduces students to experimental design and the scientific method within the context of the science of psychology. Scales of measurement, validity, and reliability will be discussed with regard to choosing types of research designs (e.g., between-subjects., nonexperimental, etc.). Focus is primarily on quantitative designs and methods for studying human performance and behavior. The importance of ethical guidelines, the IRB process, peer-review, and avoiding bias will be explored. . Fall. Spring.

Prerequisite: PSY 101.

Note: *Majors should take PSY 270 in the Fall, as it is the prerequisite for PSY 271, a Spring only class. It is recommended that minors take the course during the spring semester.*

PSY 271. Statistics for the Social Sciences. 4.

This course builds upon knowledge from PSY 270 (Experimental Psychology), while introducing students to the basics of statistics and quantitative analysis within the context of the science of psychology. Topics include sampling methods, probability, descriptive statistics, hypothesis testing, correlation, basic regression, t-tests, analysis of variance (ANOVA), and chi-square. Focus is placed on being able to apply knowledge from this course in two ways: 1. being able to choose which statistical procedures are appropriate for answering a specific type of research question, and 2. being able to run basic statistical software (e.g., SAS/JMP). Spring.

Prerequisite: PSY 270, MTH 120/130.

Note: *2-hour laboratory required in addition to the regular three hours of lecture per week.*

PSY 315. Abnormal Psychology. 3.

An overview of past and current views on the factors that contribute to the presence of abnormal behavior. Introduces the following: biological, cognitive, social, emotional, and cultural factors that influence behavior; patterns of behavior associated with different psychological disorders; current multiaxial systems of clinical diagnosis; research and methodological concerns associated with different approaches to treatment. Fall.

Prerequisite: PSY 101.

PSY 340. Introduction to Personality. 3.

Examines the major theories of personality, including the psychodynamic, humanistic, trait, and cognitive-behavioral approaches. Includes the significant research and methodological concerns associated with each personality theory and how the theories and research on personality are applied to understanding human behavior. Fall.

Prerequisite: PSY 101.

PSY 345. Cognitive Psychology. 3.

This course explores foundational concepts, theories, and research (both basic and applied) in cognitive psychology. Course content will examine the role of basic cognitive processes like perception, attention, memory, and language, as well as more complicated processes like reading, problem solving, judgement and decision making, and creativity. The material will be put in the context of both historical and contemporary views, and the relationship between cognitive psychology and related fields like artificial intelligence and neuroscience will be discussed. As the Gateway course for the major, gaining a working knowledge of APA format and writing for the discipline will be included. Fall.

Prerequisite: PSY 101.

Note: *This course serves at the Gateway for the Psychology major. A grade of "C-" or higher is required for graduation.*

PSY 350. Psychological Assessment. 3.

Introduction to psychological and educational testing and assessment. Topics include the foundations of psychological measurement, test design and construction, test standardization and administration, applications of testing in various settings, criticisms and issues in testing. Emphasis placed on testing reliability, validity, and item analysis.

Prerequisites: PSY 101, PSY 271.

PSY 355. Motivation and Emotion. 3.

Understanding motivation is fundamental to understanding human behavior including emotion, which is in turn largely a function of a person's motivational situation. The purpose of this course is to help you learn ways of thinking usefully and critically (i.e., carefully) about human behavior, through understanding motivation and emotion – something useful not only in psychology and human service professions, but in many areas of human life. Spring.

Prerequisite: PSY 101.

PSY 365. Health Psychology. 3.

This course examines the uses of psychology in medicine and other aspects of health care. Topics include biofeedback and self-control, the placebo effect, the role of personality factors and stress in the etiology and prevention of disease, coping with disease and pain, psychoneuroimmunology, and the doctor-patient relationship. Spring.

Prerequisite: PSY 101.

PSY 380. Social Psychology. 3.

A study of how human behaviors are affected by different social settings. Topics include altruistic behavior, the relationship between attitudes and behavior, attraction, persuasion, eyewitness testimony, aggression, prejudice, and group decision making. Emphasis placed on methods used by social psychologists. Spring.

Prerequisite: PSY 101.

PSY 435. History and Systems of Psychology. 3.

The history of psychology and how it has progressed from its ancient roots as a branch of philosophy to psychology as a separate scientific discipline. Topics include the founders of psychology and their contributions to the development of the discipline of psychology, the history of the mind-body problem, and the basis of human knowledge.

Prerequisite: PSY 101.

PSY 440. Biopsychology. 3.

Study of the structure and function of the nervous system and how it contributes to language, sleep, learning and memory, and abnormal behavior (such as schizophrenia and substance abuse). Spring.

Prerequisites: PSY 101; BIO 101.

PSY 445. Principles of Learning. 3.

This course will explore the roots of learning theory beginning with Classical Conditioning and Operant Conditioning and will move to more integrative contemporary theories of learning like Social Learning Theory. We will compare the foundational research from Behaviorist animal models to more complex human behaviors bridging the gap between basic laboratory research and real world application.

Prerequisite: PSY 101.

PSY 450. Special Topics in Psychology. 3.

This course will provide a semester long, in-depth analysis of key areas in psychology in which students can explore current research practices, application, and knowledge. The topic explored will be guided by student need and professor expertise and can include Psychology of Human Mating, Animal Cognition, Judgment and Decision Making, Positive Psychology, Counseling Psychology, etc. Spring.

Prerequisite: PSY 101.

PSY 480. Individual Problems. 3.

Individual research chosen by the student, subject to the approval of the instructor. The student must petition the School of Sciences for permission to register for this course prior to registration for the following semester. The petition must include an outline or summary of the proposed problem, stating the subject, purpose, and suggested methods and techniques and it must include the number of semester hours to be completed in course.

Note: Also offered as PSY 481 for one semester hour, and as PSY 482 for two semester hours.

PSY 490. Senior Thesis I. 3.

This course offers students the opportunity to engage in individual research within the scaffolding of a traditional course. Lectures will focus on the importance and development of both research-related and professional development skills. The student must apply knowledge from this course, as well as experimental design and statistics, to synthesize a body of knowledge on a topic of her/his choosing in psychology, and develop a detailed proposal for a research study. Students will propose their studies to a panel of faculty members for feedback, as well as submit their studies for approval through the IRB. Fall.

Prerequisites: PSY 271 and an overall grade point average of at least 2.00 in the psychology major.

PSY 499. Senior Thesis II. 3.

Continuation of PSY 490 with students focusing on data collection, analysis, and presentation. Statistical analyses will be reviewed and discussed in the context of the group's projects. Students will generate three field-appropriate products for disseminating their research findings: a conference poster, a 10-minute conference presentation, and a formal thesis consistent with APA guidelines for

format and content. Students are expected to submit their projects to local research conferences and typically have the opportunity to present the poster and/or the presentation. Spring.

Prerequisites: PSY 490 (completed with at least a grade of C-) and an overall grade point average of 2.00 in the psychology major.

Note: *This course serves as the Summit course for the Psychology major. A grade of “C-” or higher is required for graduation.*

Courses of Instruction: General Science

SCI 110. Topics in Science. 4.

This course is designed to teach the use of the scientific method including designing an experiment, data collection, data analysis, data presentation and experimental critique. The content of the course topic will be current issues in science from a variety of fields including biology, chemistry, physics and environmental science. The topic of the course will change depending upon the instructor, but will emphasize critical thinking through assignments, projects, and tests. Hands-on experience primarily in the application of the scientific method will be incorporated into a weekly laboratory component. Fall, Spring.

Note: *Includes three hours of laboratory work per week.*

SCI 111. Introduction to Physical Science. 4.

An introduction to the basic sciences: physics, chemistry, and earth science, using the Scientific Method to explain and discover basic scientific principles. The physics component will emphasize critical thinking in order to solve simple problems of quantitative and qualitative nature. Basic chemical concepts will be discovered and discussed. The earth science component will introduce the forces that shape and govern the occurrences in Earth's systems. The unifying idea central to the course is an understanding of the concept of energy, what it is, what it does, and what are its effects.

Note: *Includes three hours of laboratory work per week.*

SCI 470. Internship in Science. 3.

An internship position utilizing skills and concepts learned through major course work. Internships may include, but are not limited to, laboratories, museums, animal care facilities, department of health, and treatment plants. This course is for Biology or Chemistry majors who want course credit for completing a minimum of 120 hours of internship work.

Note 1: *Minimum of 10 on-site work hours per week (or the equivalent in summer). Course is also offered as SCI 472 for two semester hours.*

Note 2: *Must have junior or senior status in biology or chemistry majors.*

SCI 490. Communication in the Sciences. 3.

This is a capstone course that will require science majors to draw upon previous course and research/internship experiences. Students will share their experience of the internship/research projects and apply that experience to topical problems. An emphasis will be placed on critical thinking, speaking, and writing as a scientist. Spring.

Prerequisites: Senior standing and completion of the internship/research requirement.

Note: *This course serves as the Summit course for the Biology and Chemistry majors. A grade of “C-” or higher is required for graduation.*

Dean:

- Barbara A. Conklin.

Degree Program

- Social Work: B.S.W. degree; minor.

Faculty:

- Associate Professors: Conklin, Perry-Brandon.
- Assistant Professor: Langley.

Student Organization:

Hamlin Society.

Note: *All courses listed in the requirements are three-hour courses except where noted with a number in parenthesis. Each set of double course numbers represents a letter course/laboratory course combination.*

Social Work Major (B.S.W.) Requirements:

- Liberal arts courses: SWK/SOC 101; POL 101 (or POL 202); PSY 101; BIO 101 (4) [or BIO 111 (4) or BIO 311 (4)].
- Social Work courses: SWK 201, 210, 220 310, 320, 321, 328, 345, 428, 429, 450 (10), 451 (2).
For the Graduate and Professional Studies student, the following courses are substituted for 450 and 451: SWK 452 (5), 453 (1), 454 (5), 455 (1).
- Social Work elective: one course from approved list.
- Successful completion of admission requirements for the major.
Total: 58 semester hours.

Social Work Minor Requirements:

- Social Work courses: SWK 201, 345.
- Choose three of the following courses: SWK 210, 220, 310, 320, 321.
- Social Work elective: one course from the approved list.
Total: 18 semester hours.

Note: *The primary educational objective of the major is the preparation of a student for beginning-level social work practice. Within the framework of a liberal arts education, social work courses embrace the generalist model with a continuous emphasis on the importance of evaluating social work intervention. The Social Work Program at Barton is fully accredited by the Council on Social Work Education. Upon completion of the curriculum, the student has the knowledge, skills and values to enable work in a variety of settings.*

Mission of the Social Work Program

The Barton College Social Work Program is committed to the pursuit of excellence in the teaching and the development of competent, ethical social workers. Through coursework, advisement, role modeling and mentoring, faculty and staff in the program engage students in a quest to become more humanistic and holistic in their professional practice. The development of sensitivity, understanding, and ethical responsibility is meshed with a foundation based upon the scientific method. Lifelong self-reflection and the pursuit of new knowledge are promoted. Success in the program implies a graduate who is well educated, has a highly developed social conscience, a self-perception as a global citizen and is optimistic about the role he/she will have in contributing to the enhancement of life for all clients.

Goals of the Social Work Program

The goals of the Barton College Social Work Program are to:

- 1) Prepare baccalaureate level students for entry level, generalist practice with individuals, families, groups, organizations, and communities.
- 2) Prepare students to work with diverse populations.
- 3) Assist students to develop professionally.
- 4) Encourage students to become responsive to new technologies and advancements in social work and related fields.
- 5) Encourage students to use their social work knowledge, values, and skills to enhance the quality of the social work environment in the communities in which they practice.

Social Work Core Competencies

Upon completion of the social work curriculum, students will be able to:

- 1) Demonstrate ethical and professional behavior.
- 2) Engage diversity and difference in practice.
- 3) Advance human rights and social, economic, and environmental justice.
- 4) Engage in practice-informed research and research-informed practice.
- 5) Engage in policy practice.
- 6) Engage with individuals, families, groups, organizations, and communities.
- 7) Access individuals, families, groups, organizations, and communities.
- 8) Intervene with individuals, families, groups, organizations, and communities.
- 9) Evaluate practice with individuals, families, groups, organizations, and communities.

Admission to the Social Work Program

The Social Work Program admits students without regard to race, color, national or ethnic origin, age, disability, religion, gender, or sexual orientation. All students whether full or part time, in day or GPS classes, are extended the same access, rights, and privileges while enrolled in the Social Work Program.

Any student desiring entrance to the Social Work Program must make a formal application. Applications should be submitted to the Director of the Social Work Program during the semester in which the student is enrolled in SWK 201; or in the student's first Barton College social work course.

Criteria for admission include:

- Minimum of a 2.00 grade point average - overall.
- Two letters of recommendation.
- Completion of SWK 201 with at least a C- grade.
- Completion of personal essay.
- Submission of a further writing sample may be requested of transfer students.
- Interview with the student may be requested.
- Completed application packet, including essay, references, and resume.

There is an admissions committee consisting of the social work faculty. Faculty meet, at the end of each semester, to review the qualifications of students applying to the social work program. Decisions for full admission, conditional admission, or no admission are based upon review of the application. A letter is sent to the student indicating the decision and listing the reasons for that decision.

Work and Life Experience Policy

No social work credit can be awarded to any student for either life or work experience. Students cannot use their paid position as their field education placement.

Transfer Student Enrollment Credit Policy

All transfer credits in social work courses are reviewed by, and decisions made by, the College Registrar, in conjunction with the Social Work Program Director.

Grading Policy

Students must receive at least a grade of C- in all courses with a SWK prefix. Students must repeat any SWK course in which they receive less than a C-.

Professional Performance Standards

- A commitment to the goals of social work and to the ethical standards of the profession, as specified in the NASW Code of Ethics.
- A commitment to the essential values of social work including respect for the dignity and worth of every individual and his/her right to a just share of society's resources (social justice).
- A commitment to behaviors that conform to program policies, institutional policies, professional ethical standards, and societal norms in classroom, field, and community.
- A commitment to responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, observing deadlines, and accepting supervision and critique in a positive manner.
- A commitment to serve all persons in need of assistance in an appropriate manner, regardless of the person's age, class, race, religious affiliation, gender, disability, and/or sexual orientation.
- A commitment to deal with life stressors using appropriate coping mechanisms.
- A commitment to seek assistance for physical or mental health challenges that interfere with academic and/or professional performance.

If a student is found to be in violation of the Professional Performance Standards, the following steps will be taken:

- 1) The Social Work academic advisor will be notified of concern. Concerns should be documented in the student's file.
- 2) The Social Work academic advisor will meet with the student to discuss the concern and develop a plan to correct the student's behavior.
- 3) The Dean of the School of Social Work will be notified of concerns.
- 4) If the matter is not resolved, the School of Social Work faculty will discuss the concerns as a team. The Dean will then meet directly with the student to discuss the professional code violations. A new plan will be developed to address the issue.
- 5) If the matters remains unresolved, the Dean of Students will be notified and will meet directly with the student.
- 6) If the matter remains unresolved, the Vice-President for Student Affairs will be notified. The Office of Student Affairs then conducts a hearing with the student and others to determine an outcome.
- 7) The student can be terminated from the social work program.

Termination from the Social Work Program

Evaluation of the student is an ongoing process. At least yearly, the social work faculty reviews the progress of the student in the program and may make termination recommendations based on academic, professional, and/or behavioral considerations.

Criteria for termination may include, but are not limited to:

- Final grades in SWK courses consistently fall below a C-.
- Documented violations of the Barton College Honor Code.
- Documented violations of the NASW Code of Ethics.
- Illegal behavior, such as illegal drug use, weapons violations, etc.

The procedure for dismissal of the student consists of the following steps:

- A summary of academic, professional, and/or behavioral concerns will be documented, in writing, by the social work faculty.
- A meeting between the faculty and the student will occur, to go over the documentation, and to address the issue(s).
- The student and faculty will make a contract that identifies the corrective steps the student needs to take, and a time frame in which to accomplish these steps.
- A second meeting will occur to evaluate progress by the student.
- Continuation in the program, if the student has successfully accomplished the corrective steps.
- Assistance and direction to find a more suitable academic major at the College, if the student is counseled out of the program.
- Students terminated from the social work program may not proceed through the social work sequence of courses until they have been readmitted to the program, following the steps outlined in criteria for admission.

Courses of Instruction: Social Work

SWK 101. Society and the Social Experience. 3.

A survey of the fundamental characteristics of social relationships, including such areas as culture, population, social institutions and social change. Fall, spring.

Note: *Also listed as SOC 101.*

SWK 201. Introduction to the Social Work Profession. 3.

An introduction to the development of the profession, basic knowledge and values of the profession, and the practice of social work in a changing society. Self-evaluation according to the NASW Code of Ethics is emphasized. Analysis of a social service agency required which includes the generalist model. Fall, Spring.

SWK 210. Social Work Policy and Services I. 3.

A study of the early major programs and their developments in the American social welfare system. An analysis of major issues and policies involved in these programs is included. Agency study required. Fall.

Note: *This course serves as the Gateway course for the Social Work major. A grade of "C-" or higher is required for graduation.*

SWK 220. Human Behavior and Social Environment I. 3.

Prepares the student to assess human functioning based in the systems model. Emphasis on social, biological, psychological, and cultural influences in the early phases of the life span. Fall.

SWK 305. Marriage and the Family. 3.

A study and analysis of the social characteristics of marriage and family customs principally oriented toward acquainting the student with the behavioral aspects of modern family living. Fall.

Prerequisite: Junior or senior standing.

SWK 310. Social Work Policy and Services II. 3.

A study of contemporary social problems and the social welfare programs designed to ameliorate these problems. Legal issues and cases that relate to macro social work practice are discussed. Spring.

SWK 320. Human Behavior and Social Environment II. 3.

Covers human behavior from early adulthood through older adulthood. Emphasis placed on the interrelatedness of biological, psychological, cultural and societal factors which affect human functioning. Spring.

SWK 321. Social Work Research. 3.

Examination of concepts and procedures pertaining to social scientific inquiry with emphasis on research design and evaluating one's own practice. Fall.

SWK 328. Social Work Practice I. 3.

A generalist approach to the practice of social work. Professional values, helping relationships, communication, interviewing skills and recording skills are emphasized. Influences of diversity on these aspects are reviewed. Simulated interviews and self-evaluation are significant components of the course. Spring.

Prerequisites: SWK 201, and acceptance into the Social Work Program.

Note: *Open only to the student admitted to the Social Work Program who remains in good standing.*

SWK 340. Child Welfare. 3.

As an introduction to the field of child welfare and an overview of related social welfare services, this course deals with the role of the social worker in this practice area. Generalist knowledge, skills, and values as applied child welfare. Programs and services emphasized.

Prerequisite: SWK 220.

SWK 345. Racial and Ethnic Relations. 3.

An overview of the racial and ethnic mosaic that exists in the United States. Focus on the cultural diversity and multicultural heritage of the country. Provides the student access to much of the literature on racial and ethnic groups. Fall, Spring.

SWK 410. Major Social Problems. 3.

A description of the major social problems in the contemporary world.

Prerequisite: SOC/SWK 101.

SWK 428. Social Work Practice II. 3.

A generalist approach to the practice of social work with individuals, families and groups. The context of individual change, family interventions and evaluating one's own practice are emphasized. Family and group dynamics are critical components of this course. Ethnic issues and the feminist perspective are reviewed. Fall.

Prerequisite: SWK 328.

Note: *This course serves as the Summit course for the Social Work major. A grade of "C-" or higher is required for graduation.*

SWK 429. Social Work Practice III. 3.

Applies generalist practice skills within the systems framework to small and large groups, communities and organizations. Attention is given to issues of racism, sexism, ageism, and the needs of various cultural groups. Self-evaluation is a significant component of the course. Fall.

Corequisite: SWK 428.

SWK 450. Social Work Field Instruction. 10.

Placement in selected social service agency with a minimum of 400 hours required. Focus is on the integration of theory with practice, beginning-level professional responsibilities and the evaluation of interventions. Spring.

Prerequisite: SWK 429.

Note: *Social work requirements are to be completed before enrolling in this course.*

SWK 451. Social Work Instruction Seminar. 2.

Weekly seminars in which the students demonstrate ability to integrate theory with practice by completing written assignments and special projects. Spring.

Prerequisite: SWK 429.

Corequisite: SWK 450.

Note: *Social work requirements are to be completed before enrolling in this course.*

SWK 452. Social Work Field Instruction I. 5.

Placement in selected social service agency with a minimum of 200 hours required. Focus is on the integration of theory with practice, beginning-level professional responsibilities and the evaluation of interventions.

Prerequisite: SWK 429.

Note 1: *Open only to the Graduate and Professional Studies student majoring in Social Work.*

Note 2: *Social work requirements are to be completed before enrolling in this course.*

SWK 453. Social Work Instruction Seminar I. 1.

Seminar in which the student demonstrates ability to integrate theory with practice by completing written assignments and special projects.

Corequisite: SWK 452.

Note 1: *Open only to the Graduate and Professional Studies student majoring in Social Work.*

Note 2: *Social work requirements are to be completed before enrolling in this course.*

SWK 454. Social Work Field Instruction II. 5.

Continuation of SWK 452. Placement in selected social service agency with a minimum of 200 hours required.

Note: *Open only to the Graduate and Professional Studies student majoring in Social Work.*

SWK 455. Social Work Instruction Seminar II. 1.

Continuation of SWK 453.

Note: *Open only to the Graduate and Professional Studies student majoring in Social Work.*

SWK 480. Individual Social Work Research. 3.

Selected research projects in a social work area.

Note: *Also offered as SWK 481 for one semester hour, and as SWK 482 for two semester hours.*

Courses of Instruction: Sociology**SOC 101. Society and the Social Experience. 3.**

A survey of the fundamental characteristics of social relationships, including such areas as culture, population, social institutions and social change. Fall, spring.

Note: *Also listed as SWK 101.*

Dean:

- Susan B. Fecho.

Faculty:

- Professor: Fecho.
- Associate Professor: Gordon, Lange, Struthers.
- Assistant Professors: Noto, O'Neill, Stewart, Twiss, Valera.
- Artist-In-Residence: Allen.
- Technical Director of Theatre: Bernier.

Student Organizations:

Art Student's League, Stage and Script, Society for Collegiate Journalists, Mass Communications Club.

Special Opportunities:

Barton Art Galleries, Barton College Choir, Barton College/Wilson Symphony Orchestra, *The Collegiate* (campus newspaper), Sara Lynn Riley Kennedy Recording Studio, WEDT (Wilson Educational Television), Theatre at Barton College, WDGZ-Radio, WRAL.com Media Lab.

Note: *All courses listed in the requirements are three-hour courses except where noted with a number in parentheses. Each set of double course numbers represents a lecture course/studio course combination.*

Art and Design Major (B.A.) Requirements:

- Art core courses: ART 110, 190, 191, 201, 202, 220, 240, 250, 270, 271 or 275, 305 (2), 403 (2).
- Select four courses (12 hours) from the following introductions to specific mediums or disciplines: ART 221, 241, 251, 252, 260, 271, 285.
- Select six hours from the 300 level intermediate studio courses.
- Junior-Level Portfolio Review with at least a "3" rating for the class.

Total: 52 semester hours.

Visual Communications (B.A.) Requirements:

- Art courses: ART 110, 190, 191, 202, 220, 250; ART 251 or COM 214; ART 271 or 275; 305 (2), 356; ART 380 or COM 315; ART 370 or 390; 403 (2).
- Communications courses: COM 101, 215, 225.
- Choose nine hours from the following: ART 350, 371; COM 216, 301, 321, 330; THE 220, 330.
- Junior-Level Portfolio Review with at least a "3" rating for the class.

Total: 55 semester hours.

Interdisciplinary Arts and Media (B.A.) Requirements:

Student is assigned a primary advisor. A course selection must be approved, which consists of 24 semester hours in the primary program and 18 semester hours in each of the two secondary areas. •

- Art courses: ART 201 or 202.
- Communications course: COM 101
- Theatre course: THE 201
- Select nine hours of upper level courses; one from each discipline (ART, COM, THE).
- Gateway course: Must choose one based on the primary 24 hour concentration: ART 305 (2); THE 314.
- Summit course: : ART 403 (2);
Total: 60 semester hours.

Art and Design Major (B.F.A.) Requirements:

- Art core courses: ART 110, 190, 191, 201, 202, 220, 240, 250, 271 or 275, 303 or 094, 305 (2), 403 (2).
- Choose one Art and Design Emphasis. Each emphasis has 24 semester hours.
- Junior-Level Portfolio Review with at least a “3” rating in each category.
Total: 58 semester hours.

Art and Design Emphasis

Ceramics Emphasis Requirements:

- Ceramics courses: ART 241, 340, 341, 440.
- Other art courses: ART 230, 391, and choose three semester hours from the following: ART 260, 285, or ART 376.
- Art elective: three semester hours (not ceramics).
Total for Ceramics Emphasis: 24 semester hours.

Graphic Design Emphasis Requirements:

- Graphic Design courses: ART 251, 260, 350, 390.
- Select two of the following: ART 356, 360, 450, 451.
- Required art courses: ART 210 or 252, and choose three semester hours from the following: ART 221, 270 or COM 215.
- It is highly recommended that ART 210: Drawing Intermediate, and ART 390: Color Theory, be taken before Junior Review.
Total for Graphic Design Emphasis: 24 semester hours.

Painting Emphasis Requirements:

- Painting courses: ART 221, 320, 321, 420.
- Required art courses: ART 210, 390, and choose three semester hours from the following: ART 252, 260, 270 or 311.
- Art elective: three semester hours (not painting).

- It is highly recommended that ART 210: Drawing Intermediate, and ART 390: Color Theory, be taken before Junior Review.

Total for Painting Emphasis: 24 semester hours.

Photography Emphasis Requirements:

- Photography courses: Select four of the following: ART 370, 371, 375, 376, 470, 471, 475.
- Required art courses: ART 270, 390, and choose three semester hours from the following: ART 251, 252 or 260.
- Art elective: three semester hours (not photography).
- It is highly recommended that ART 390: Color Theory, be taken before Junior Review.

Total for Photography Emphasis: 24 semester hours.

Studio Art Minor Requirements:

- ART 102 or 103, 110, 190, 191 or 240, 201 [or 202 or 303], or 285.
- Art Electives: six semester hours (three semester hours must be 300 level course).

Total: 21 semester hours.

Ceramics Minor Requirements:

- ART 102 or 103, 191, 201 [or 202 or 303]
- Ceramics Courses: nine semester hours (one 200-level course, one 200-300 level course, and one 300-level course).

Total: 18 semester hours.

Drawing Minor Requirements:

- ART 102 or 103, 190, 201 [or 202 or 303]
- Drawing Courses: ART 110, 210, and 311 or 410.

Total: 18 semester hours.

Painting Minor Requirements:

- ART 102 or 103, 190, 201 [or 202 or 303]
- Painting Courses: nine semester hours (one 200-level course, one 200-300 level course, and one 300-level course).

Total: 18 semester hours.

Graphic Design Minor Requirements:

- ART 102 or 103, 190, 201 [or 202 or 303]
- Graphic Design Courses: nine semester hours (one 200-level course, one 200-300 level course, and one 300-level course).

Total: 18 semester hours.

Photography Minor Requirements:

- ART 102 or 103, 190, 201 [or 202 or 303]
- Photography Courses: nine semester hours (one 200-level course, one 200-300 level course, and one 300-level course).

Total: 18 semester hours.

Gallery/Collection Studies Minor Requirements:

- COM 225 or 321
- MKT 301
- ART 102 or 103
- Three semester hours - ART 280, 281, or 282
- Three semester hours - ART 460, 461, or 462
- Three semester hours - ART 490, 491, or 492

Total: 18 semester hours.

Mass Communications Major (B.S.) Requirements:

- Mass Communications Core: ART 305 (2), 403 (2); COM 201 (3), 212 (3), 215 (3), 225 (3), 360 (3), 470 (3) or 480 (3); and three hours from BUS 320, 330; MKT 301 or ENG 317.
- Completion of one Mass Communications Concentration: 21-30 semester hours.

Total: 46-51 semester hours.

Mass Communications Concentrations**Audio Recording Technology Concentration Requirements:**

- COM 216 (3), 310 (3), 311 (3), 312 (3), 340 (3), 410 (3); THE 016 (1); MUS 115 or 125 (3); COM 010 taken two times for a total of two semester hours; Music lessons or ensemble for a total of two semester hours.

Broadcast/Video Production Concentration Requirements:

- Select two courses from: ART 190, 250; ART 251 or COM 214.
- COM 216, 325, 330, 340, 429; COM 012 taken three times for a total of three semester hours; THE 340.

Journalism Concentration Requirements:

- ART 250; ART 251 or COM 214; COM 316, 317, 325, 416; COM 011 taken three times for a total of three semester hours.

Public Relations Concentration Requirements:

- ART 250; ART 251 or COM 214; COM 317, 321, 325, 370, 380.

Audio Recording Technology Minor Requirements:

- COM 216, 310, 311, 312, 340, 410.

Total: 18 semester hours.

Broadcast/Video Studio Minor Requirements:

- COM 212, 215, 216, 321, 330; ART 190 or 250.

Total: 18 semester hours.

Journalism Minor Requirements:

- COM 215, 225, 316, 317, 360, 416.

Total: 18 semester hours.

Public Relations Minor Requirements:

- COM 212, 225, 321, 370, 380; ART 250.

Total: 18 semester hours.

Photojournalism Major (B.S.) Requirements:

- Art courses: ART 250, 271, 305 (2), 370, 371, 372, 403 (2).
- Communications courses: COM 212, 215, 225, 316, 360, 470.
- ART 202 or COM 101; ART 251 or COM 214; ART 303 or COM 301; COM 317 or 325; ART 471 or COM 330; BUS 330 or MKT 301.

Total: 55 semester hours.

Theatre Major (B.A.) Requirements:

- Theatre Core: THE 110, 201, 220, 240, 314, 330; THE 016 taken four times for a total of four semester hours; COM 212; ART 403 (2); and ENG 309.
- Completion of one Theatre Concentration: Minimum of ten semester hours.

Total: Minimum of 40 semester hours.

Theatre Concentrations**Design Concentration Requirements:**

- Choose any combination of the following courses: ART 190, 191, 390, 391; COM 215, 315; THE 480.

Management Concentration Requirements:

- Choose any combination of the following courses: ACC 101, BUS 101, ECO 101, MGT 301, COM 321, 380; THE 480.

Performance Concentration Requirements:

- Choose any combination of the following courses: MUS 011 (1), 022 (1), 062 (2) or 052 (1); ENG 207; THE 310, 480. MUS 011, 022, and 062 may each be taken two times; MUS 052 (if substituted for 062) may be taken three times.

Musical Theatre Concentration Requirements:

- In addition to the core, a musical theatre student must take the following courses: THE 015 (1), THE 310, 320, MUS 011 (three times), MUS 062 (once) or 052 (twice). Concentration in musical theatre with an emphasis on musical accompaniment can substitute up to two semester hours of MUS 062, or 052, and two semester hours of MUS 011, for up to four semester hours of MUS 022, 061, 064, or 068.

Theatre Minor Requirements:

- Theatre courses: THE 220 or any combination of 015 or 016 for three semester hours, 201, 110 or 330, 310 or 314, 320 or 340.
 - English course: ENG 309.
- Total: 18-19 semester hours.

Residency at Barton College

A student receiving a degree for any of the majors in the Department of Art must have completed at least 15 semester hours in art courses at the College. For the B.F.A. degree, at least six hours in the Art and Design emphasis must be completed at the College. For a B.A. degree in Studio Art, at least three hours in each of the Art and Design emphases must be completed at the College.

Exhibition of Student Work

The department reserves the right to show examples of each student's work in exhibitions at the College, online, or elsewhere.

Auditing Art Courses

A person who is not working toward a degree may enroll in studio art courses without credit, when studio space is available. The interested individual should contact the instructor and refer to the procedure for auditing a course.

Courses of Instruction: General Visual Arts

Note 1: *All studio classes require additional class/laboratory time. Studio courses listed below are marked with an [S].*

Note 2: *Studio classes, marked with an asterisk (*), require an additional lab fee.*

ART 005: Arts Skills Laboratory I. 1.

A supervised studio laboratory for the art student to pursue an individual studio project related to studio classes: project development in support of studio classes, or personal studio development necessary to achieve success in the art curriculum. [S].

Corequisite: The student must be enrolled simultaneously in at least one other art studio course.

Note: *Two hours per week.*

ART 006. Arts Skills Laboratory II. 1.

A continuation of ART 005. [S].

ART 007. Arts Skills Laboratory III. 1.

A continuation of ART 006. [S].

ART 008. Arts Skills Laboratory IV. 1.

A continuation of ART 007. [S].

ART 009. Arts Skills Laboratory V. 1.

A continuation of ART 008. [S].

ART 094. Museum Field Experience. 3.

A study of the visual and/or decorative arts through both classroom and on-site experiences. Course includes some tangible academic and/or creative product related to the museum experience.

Note: *Travel to specific museums and/or architectural works is required. Pre and post-travel classroom work is required. The student is responsible for costs relating to the on-site experience. May also be taken as ART 092 for one semester hour and as ART 093 for two semester hours. The specific course number (and corresponding credit hours) depends upon duration of experience and the complexity of the project (at least 10 contact hours per credit hour).*

ART 102. Art Appreciation: Lecture. 3.

Art theory and technique in the language of the visual arts. Survey of history of western art and world as related to cultural development.

ART 103. Studio Concepts. 3.

Introduction to art through a study of the basic principles, procedures and materials of the studio arts. Lecture, demonstration and hands-on experiences employed. [S].*

ART 110. Drawing: Introduction. 3.

An introduction to the study of drawing. An emphasis in basic skills in drawing from visual perception. Expressive drawing and visual problem solving is introduced. [S].*

ART 190. Foundations I. 3.

Introduction to the fundamentals of two-dimensional design and color. Emphasis placed on design elements, principles, materials exploration, creative problem solving and aesthetics. [S].

ART 191. Foundations II. 3.

Introduction to the fundamentals of three-dimensional design. Emphasis on design elements and principles, materials exploration, and creative problem solving. [S].*

ART 201. Art History of the World: Before 1300 BCE. 3.

A chronological study of the visual arts of the world from Palcolithic through 1300 AD. Art from Europe, Asia, Africa, and the Americas is presented to reflect various cultures. Painting, sculpture, and architecture are emphasized.

ART 202. Art History of the World: Since 1300 CE. 3.

A chronological study of the visual arts of the world from 1300 AD until the present. Art from Europe, Asia, Africa, and the Americas is presented to reflect various cultures. Painting, sculpture, and architecture are emphasized. [S].

ART 210. Drawing: Intermediate. 3.

A continuation of the development of analytical and expressive skills, as well as creative problem-solving with an emphasis on drawing from the human figure.

Prerequisite: ART 110.

ART 220. Painting: Introduction. 3.

An introduction to the study of painting and the skills necessary for expressive problem solving. The media are acrylic, oil, or watercolor, on a rotating basis. [S]. Fall, Spring.

ART 221. Painting: Intermediate. 3.

A continuation of the study of painting and the skills necessary for expressive problem solving. An introduction to a new painting media not used in ART 220. [S]. Fall, Spring.

Prerequisite: ART 220.

ART 230. Sculpture: Introduction. 3.

Introduction to the fundamental process of sculpture: addition, substitution, subtraction, and assemblage. Emphasis on design, materials exploration, safe use of tools, and contemporary trends in sculpture. [S]. Alternate years.*

ART 240. Ceramics: Introduction. 3.

An introduction to the forming and finishing processes of ceramics, including wheelthrowing, handbuilding, glazing, and firing techniques. Emphasis on ceramics as historical craft and contemporary art. [S].*

ART 241. Ceramics: Intermediate. 3.

A continuation of ART 240, with emphasis on developing control of forming and finishing. Includes investigation of chemical and physical properties of clay and glazes, clay and glaze preparation, and kiln loading and firing. [S].*

Prerequisite: ART 240.

ART 250. Graphic Design. 3.

An entry-level course designed to introduce the student to the computer as a design tool. Students develop skills in visual literacy, creative problem-solving, and digital imaging. Students are introduced to the use of text/typography in image making. A variety of imaging applications introduced through design studio problems. Emphasis is on the development of basic creative thinking methods, investigation of form and design analysis techniques as they apply to a variety of real world projects. [S].*

ART 251. Graphic Design: Intermediate. 3.

A continuation of the study of design as a communicative and marketing medium. Students will produce projects exploring visual communication problems, design principles and history. [S].*

Prerequisite: ART 250.

ART 252. Graphic Design: Illustration. 3.

The study of traditional and digital-designed illustration as communication medium. Emphasis on a variety of media and technique. [S]

Prerequisite: ART 250 or ART 110.

ART 260. The Multi-Media Print: Introduction. 3.

Exploration of techniques, styles and media for illustration. Emphasis on medium and technique, including electronic environment. Experimental forms of image making utilizing diverse imagery sources including electronic media, traditional print media, and traditional printmaking methods. [S].*

ART 270. Digital Imaging. 3.

This course will provide in-depth study of digital imaging techniques using industry standard software. Students will learn digital image acquisition skills, digital manipulation and editing techniques and aesthetics related to computer-derived artwork. [S].*

Note: *Point-and-shoot digital camera or digital SLR camera required.*

ART 271. Introduction to Digital Photography. 3.

An exploration of the basic tools, techniques, and aesthetics of digital photography. Emphasis on the use of camera controls, exposure, lighting control, color balance and camera attitude. Fall, Spring. [S].*

Note: *Point-and-shoot digital camera or digital SLR camera required.*

ART 275. Introduction to Black and White Film Photography. 3.

This course is an exploration of 35 mm black and white film photography. Emphasis is placed on technical aspects of the camera and printing photographs using chemical processes via the scientific method. Additional emphasis is placed on visual psychology, Gestalt theory, as well as both historical and cultural aspects of photography from a western perspective. [S].

Note: *Manual 35mm camera required.*

ART 280. Gallery/Collections Management Internship. 3.

On-campus or off-campus internship. Under the direct supervision of the gallery/museum director, the intern will perform day-to-day tasks that support the operation of the exhibition space, educational programming, and the permanent collections.

Note: *Course is also offered as ART 282 for two semester hours, and ART 281 for one semester hour. Course can be taken for a total of nine (9) semester hours.*

ART 285. Fine Crafts / 3-D Concepts. 3.

An introduction to traditional and contemporary fine arts crafts methods and materials. Course explores selected media, including fibers, wood, metals, and mixed media. Emphasis is placed on individual expression and selection of media for creative problem solving. [S].

ART 303. Topics in Art History. 3.

Three topics in art history presented. Relationships between the topics will be emphasized. Topic one: painting, sculpture, and/or architecture of the Western Tradition selected from the period beginning in 1300 AD. Topic two: a specialized area of art or design history usually not covered in ART 201 or 202. Topic three: a study from a non-Western culture.

Note: *This is a topics course that may be taken for credit multiple times, providing that the course covers a different topic each time.*

ART 305. Junior Seminar. 2.

A course providing information pertaining to professional development. The course concentrates on preparing the student for the career market by focusing on such topics as resume writing, interviewing, business etiquette, and the job search. Students will learn to discuss their work in terms of historic influences and contemporary context. This course serves as a writing gateway experience in the major. [L].

Note: *This course serves as the Gateway course for the Art, Mass Communications, and Visual Communications majors. A grade of C- or higher is required for graduation.*

ART 311. Drawing: Expressive. 3.

Continued development of drawing skills. An emphasis on the drawing for expressive purpose. [S].*

Prerequisite: ART 210.*

ART 320. Painting: Advanced. 3.

A continuation of the study of painting and the skills necessary for expressive problem solving. An introduction to a new painting media not used in ART 220 or 221. [S]. Fall, Spring.

Prerequisite: ART 221.

ART 321. Painting: Skill Development I. 3.

A continuation of the study of painting and skills necessary for expressive problem solving in a media already introduced. [S]. Fall, Spring.

Prerequisite: ART 320.

ART 326. Integrated Arts in the Elementary School. 3.

This course is an exploration of procedures for incorporating creative arts (art, music, and movement) into the total curriculum, for grades K-6, through hands-on teaching activities.

ART 330. Sculpture: Advanced. 3.

Selection of sculptural materials and methods on an advanced level, with emphasis on individual expression. [S]. Alternate years.*

Prerequisite: ART 230.

ART 340. Ceramics: Advanced. 3.

A continuation of ART 241, with emphasis on advanced problems in the ceramic process for artistic expression. Technical investigation of clay and glaze chemistry, kiln selection, design, construction, and firing techniques. [S]. Fall, Spring.*

Prerequisite: ART 241.

ART 341. Ceramics: Skill Development I. 3.

A continuation of the study of ceramics and the skills necessary for expressive problem solving through ceramics materials and processes. Emphasis is placed on developing a personal aesthetic. [S]. Fall, Spring.*

Prerequisite: ART 340.

ART 350. Graphic Design: Advanced. 3.

A continuation of ART 251 and ART 260, with an emphasis on advanced problems in design. Development and preparation of design concepts for application to the printing process. [S]. Fall, Spring.*

Prerequisite: ART 251 or ART 260.

ART 356. Image Design for the Web. 3.

Students will examine design-related issues, theories and practices as a basis for expanding their knowledge of the field of design. They will participate in seminar discussions and collaborative project work to promote communication, research, team building, and critical thinking.*

Prerequisite: ART 250.

ART 360. The Multi-Media Print: Advanced. 3.

A continuation of ART 260. Experimental forms of image making utilizing diverse imagery sources including electronic media, traditional print media, 3-D constructions, and traditional printmaking methods. [S].*

Prerequisite: ART 260.

ART 370. Photography: Color. 3.

This course is an exploration of basic color photography aesthetics. Emphasis will be placed on the use of effective color balance, lighting, composition and color theory. Spring. [S].*

Prerequisite: ART 271 or 275.

Note: *Digital SLR and tripod required.*

ART 371. Photography: Professional I. 3.

This course emphasizes commercial and editorial photography as well as photo-journalism and other media photography. Projects will emphasize composing for visual communications, designing visual essays, and studio lighting techniques. [S].*

Prerequisite: ART 271 or 275.

Note 1: *Digital SLR camera required.*

Note 2: *This course may be taken for credit two times providing the course studies different processes each time.*

ART 372. Photojournalism. 3.

This course emphasizes photography for print and digital journalism. Material will include discipline specific issues such as shooting on location, working with available light, flash photography, composition for visual communication, documentation of events and designing photograph essays, along with professional standards, guidelines, and ethics. [S].

Prerequisite: ART 271 or 275, and COM 316.

ART 375. Photography: Alternative Processes. 3.

This course provides an introduction to alternative photographic processes, which could include one or more of the following: digital imaging, cyanotype, Van Dyke Brown, liquid emulsions, Gum-bichromate, sabattier effect, Cliché Verre, collage, photo-sculpture, bookbinding, etc. [S].*

Prerequisite: ART 275.

ART 376. Photography: Fine Art. 3.

Development of advanced technical control of black and white film and print production. Increased emphasis on creative use of photography for artistic expression. [S].*

Prerequisite: ART 271.

ART 380. Cross Media Studio / 4-D Design. 3.

An advanced course focusing on a specific area of intermedia art production, i.e. video, installation, or digital techniques, emphasizing exposure to theoretical knowledge base and creative context. Guest lectures from various media areas will be utilized to provide expertise in their fields. [S].*

Prerequisites: ART 270, COM 215.

ART 390. Color Theory. 3.

A continuation of ART 190 with emphasis on advanced study color theories and their application to design principles. [S].

Prerequisite: ART 190.

ART 391. Three-Dimensional Design: Advanced. 3.

A continuation of study in the fundamentals of three-dimensional design. Emphasis on environmental, interactive, and societal artwork, materials exploration and creative problem solving. [S].*

Prerequisite: ART 191.

ART 403. Senior Interdisciplinary Seminar. 2.

Interdisciplinary capstone experience designed to develop depth of inquiry and artistic investigation, culminating in required either a Senior Exhibition, Performance or Presentation. One specific goal is to prepare a body of work and to reflect on this work through writing. Students prepare an exit portfolio and explores options for entry into the profession or advanced study. This course serves as the writing capstone experience in the major. [L].

Prerequisite: Successful completion of the Junior Review with at least a “3” rating.

Note: *This course serves as the Summit course for the Studio Art, Mass Communications, Theatre, and Visual Communications majors. A grade of C- or higher is required for graduation.*

ART 405. Senior Art Exhibition. 1.

A capstone for the art education major that explores options for entry into the profession or advanced study. Covers the skills necessary for professional presentation. Preparation of an exit portfolio, that may involve refining of works and/or the production of new works is expected to be completed outside of class meetings. This course serves as the writing capstone experience in the major. [L].

Prerequisite: Successful completion of ART 305 (Junior Review) with at least a “3” rating.

Note: *This course serves as the Summit course for the Art Education major. A grade of C- or higher is required for graduation.*

ART 410. Drawing: Creative Development. 3.

Continued development of drawing skills. An emphasis on the use of drawing skills in creative visual problem solving. [S].*

Prerequisite: ART 311.

ART 420. Painting: Skill Development II. 3.

A continuation of the study of painting and the skills necessary for expressive problem solving in a media already introduced. [S]. Fall, Spring.

Prerequisite: ART 321.

ART 421. Painting: Artistic Development I. 3.

A continuation of the study of painting and the skills necessary for expressive problem solving, with an emphasis on the individual's personal development as a creative artist. [S]. Fall, Spring.

Prerequisite: ART 420.

ART 422. Painting: Artistic Development II. 3.

A continuation of the study of painting and the skills necessary for expressive problem solving, with an emphasis on the individual's personal development as a creative artist. [S].

Prerequisite: ART 421.

ART 440. Ceramics: Skill Development II. 3.

A continuation of ART 341, with emphasis on expressive problem solving and developing a personal aesthetic. [S].

Prerequisite: ART 341.

ART 441. Ceramics: Artistic Development I. 3.

A continuation of the study of ceramics. The course builds upon skills previously developed, with emphasis on the individual's personal development as a creative artist. [S].*

Prerequisite: ART 440.

ART 442. Ceramics: Artistic Development II. 3.

A continuation of the study of ceramics, building upon skills previously developed. Emphasis on the individual's personal development as a creative artist. [S].*

Prerequisite: ART 441.

ART 450. Graphic Design: Skill Development I. 3.

Exploration of theoretical and conceptual concerns of visual design problem solving. The course builds upon skills previously developed, with emphasis on the individual's personal development as a creative artist. [S].*

Prerequisite: ART 350 or 356.

ART 451. Graphic Design: Skill Development II. 3.

Exploration of theoretical and conceptual concerns of visual design problem solving. The course builds upon skills previously developed, with emphasis on the individual's personal development as a creative artist. [S].*

Prerequisite: ART 450.

ART 459. Instructional Design and Strategies. 3.

A course designed to develop the student competence in the methods, materials, and activities appropriate for the teaching of art at the secondary level.

Prerequisite: Stage II.

Corequisite: EDU 400.

ART 460. Gallery/Collections Management Internship. 3.

An on-campus internship under the direct supervision of the gallery/museum director. The intern will perform day-to-day tasks which support the operations of the exhibition space and permanent collections.

Prerequisite: ART 280, Gallery/Museum Management Internship – can be a combination of 280, 281, 282 to total 3 credit hours.)

Note 1: *Course is also offered as ART 462 for two semester hours, and ART 461 for one semester hour. Course can be taken twice.*

Note 2: *All internships must be approved by the department internship coordinator.*

ART 470. Advanced Digital Media. 3.

A continuation of ART 270. This course provides greater emphasis on digital photography and advanced digital imaging techniques and stresses the production of consistent series of images. [S].*

Prerequisites: ART 270 and ART 271 or 275.

ART 471. Photography: Professional II. 3.

A continuation of ART 371. This class emphasizes professional ways of working. Projects will emphasize composing for visual communications, product photography, and using advanced lighting techniques. [S].*

Prerequisite: ART 371.

ART 475. Photography: Medium and Large Format. 3.

This course concentrates on both formats, including various models and applications. Emphasis is placed on sheet and roll film development and creative problem solving. [S].*

Prerequisites: ART 271 or ART 275 and ART 375 or 376.

ART 480. Individual Problems. 3.

Allows the student of art the experience of evolving a personal program of limited scope to be carried out with minimum faculty supervision. Individual programs chosen cooperatively by the student and the instructor with the approval of the Department Chair.

Note: *Also offered as ART 481 for one semester hour, and as ART 482 for two semester hours.*

ART 490. Gallery/Collections Management Internship. 3.

An off-campus internship under the direct supervision of the gallery/museum director. The intern will perform day-to-day tasks which support the operations of the exhibition space and permanent collections.

Prerequisite: ART 280, Gallery/Museum Management Internship – can be a combination of 280, 281, 282 to total 3 credit hours.)

Note 1: *Course is also offered as ART 492 for two semester hours, and ART 491 for one semester hour. Course can be taken twice.*

Note 2: *All internships must be approved by the department internship coordinator.*

Courses of Instruction: Mass Communications

COM 010. Practicum in Audio Recording Technology. 1.

Instruction and hands-on experience in sound reinforcement and recording.

Prerequisite: COM 216.

Note: *Course may be taken for credit no more than six times.*

COM 011. Practicum in Journalism. 1.

Credit given for active participation on the staff of the College's student newspaper, *The Collegiate*.

Note: *Course may be taken for credit no more than six times.*

COM 012. Practicum in Broadcast/Video. 1.

Credit given for active participation as a crew member in campus video productions (sports telecasts, public affairs programs, special events).

Prerequisite: COM 215.

Note 1: *Course may be taken for credit no more than six times.*

Note 2: *Pass/Fail grading*

COM 101. Introduction to Mass Communications. 3.

An introductory study of the dynamics of mass communications with particular emphasis on newspapers, magazines, radio, television, and the Internet, and utilization of mass media for effective communication.

COM 201. Mass Media and Society. 3.

A study of contemporary issues in the mass media. Included are economic, political, sociological, legal, and ethical issues.

COM 212. Public Speaking. 3.

A foundation in skills for informal and formal speaking situations; the selection and evaluation of materials for speaking, composition, organization, audience adaptation, and delivery.

COM 214. Digital Media Communication. 3.

Application of the principles of digital communication for informing, persuading, and entertaining the public through digital photography, layout and design in print, web design, and a multimedia presentation. The student will be able to proficiently utilize the internet, and critically analyze and produce design issues in online and print communication.

Prerequisite: ART 250.

COM 215. Introduction to Broadcast Video Production. 3.

A detailed introduction to video production, studio directing, camera operation, switching, audio, and lighting theory. Course is based on systems approach to video production.

Note: *Digital video camera is required.*

COM 216. Introduction to Audio in Media. 3.

An overview of all aspects of audio for electronic media in the entertainment and communications industries. The course features an introduction to acoustics and basic audio electronics; microphone use and techniques; techniques for producing sound for film, video, computers and the Internet; and an overview of analog and digital recording techniques.

COM 225. Introduction to Media Writing. 3.

This course is an introduction to the basics of professional writing, including news reporting using the AP style, public relations and broadcast journalism. Emphasis will be placed on writing for various media formats, information gathering, editing and media ethics.

COM 270. Sport and Communication. 3.

Sport is an ever growing part of our society, both through participation and as viewed by spectators. This course will examine academic literature that deals with the communicative aspects of sports media and sport as culture, as well as take a social science approach to sport's place in society. The course will explore the way sport is presented in the media, the way society consumes and participates, sport as myth, and sport as a cultural product. Topic areas will include gender in sports, race and ethnicity in sports, the development of fan cultures, the popularity of fantasy sports, sports as a commodity, and issues of identity as presented in sports media.

COM 310. Recording Technology. 3.

A study of recording console theory and operation, advanced microphone techniques, signal processing devices, digital recording technology, and computer software used in the recording process.

Prerequisite: COM 216.

COM 311. Digital Audio Production Techniques I. 3.

A study of the techniques of computer-based audio production and recording. The course will provide an introduction to hard disk recording and non-linear audio editing using a computer-based Digital Audio Workstation. Students will edit, mix, and record music using the Digital Audio Workstation and software “plug-in” effects. The course will also offer a practical study of the techniques of audio post-production for film and video, such as sound effects editing, sound design, and dialogue editing.

Prerequisite: COM 310.

COM 312. Digital Audio Production Techniques II. 3.

An advanced practical study of computer based audio production, sampling, and electronic synthesis. Students will become proficient in MIDI (Musical Instrument Digital Interface) and operation of MIDI sequencing software.

Prerequisite: COM 311.

COM 315. Digital Cinema Production. 3.

Advanced applications in video and audio production with an emphasis on documentary and narrative artistic form. Students explore cinematic techniques and principles while producing short cinematic works.

Prerequisite: COM 215 or THE 110.

COM 316. Reporting. 3.

Introduction to the processes of news gathering, interviewing, and writing news for print and electronic media. The course will include news gathering techniques such as database searches and on-line research. This is a writing-intensive course.

Prerequisite: COM 225.

COM 317. Editing. 3.

A course designed to familiarize students with editing materials in preparation for publication using clear, concise journalistic writing styles. Also included are proper techniques for headline writing, page layout, and picture editing.

Prerequisite: COM 225.

COM 321. Principles of Public Relations. 3.

Course emphasizes the profession and the practice of public relations in both for-profit and non-profit organizations. Special emphasis is given to organizational cultures and corporate image and identity. Course covers social, ethical, and legal issues related to public relations.

COM 325. Advanced Media Writing. 3.

This is an advanced course in writing for broadcast and digital media. Emphasis will be placed on developing writing skills for multiple platforms and will include working on scripts that incorporate digital audio and video.

Prerequisite: COM 225.

COM 330. Advanced Video Production. 3.

Advanced applications in video production including lighting, graphics, and post-production technique. Utilization of non-linear editing.

Prerequisite: COM 215.

Note: *Digital video camera is required.*

COM 340. Audio for Film and Video. 3.

An introduction to the concepts and applications of audio production and post-production for film and video. Students will explore the history of sound for film, film-making practices, theater sound formats, television audio production, and synchronization with SMPTE time code. Students experience industry techniques such as the recording and editing of dialogue, ADR, sound effects, and music in projects and in a class film production.

Prerequisites: COM 215, 216.

COM 360. Law and Ethics in Mass Media. 3.

A survey class devoted to mass media law, including topics such as libel, invasion of privacy, the First Amendment, and obscenity. The course also will examine and discuss ethical issues that involve the media including intellectual property, entertainment law, and copyright infringement.

COM 370. Case Studies in Public Relations. 3.

This course will provide an examination of actual public relations cases designed to expose students to the many professional and ethical dilemmas faced by PR practitioners. Students will learn the details of important and well-known public relations cases, the strategies developed by PR professionals in the given cases, and the outcomes of the proposed strategies. Cases will demonstrate how to successfully handle public relations crises as well as how to execute day-to-day public relations for a client.

COM 380. Public Relations Strategies and Campaigns. 3.

This course will focus on the strategic planning and execution of public relations campaigns. Students will learn how to identify goals and objectives, research and target specific audiences, problem-solve, manage a campaign, and evaluate the results.

COM 410. Advanced Recording Production. 3.

A practical study of sound and musical recording techniques. Emphasis will be placed on advanced audio production techniques within the Digital Audio Workstation environment. Other course elements include a study of recording studio acoustics and advanced console signal flow. Each student is required to record, mix, and produce a demo recording of a musical ensemble.

Prerequisites: COM 215, 312.

COM 416. Advanced Reporting. 3.

A writing-intensive course concentrating on techniques for advanced reporting of varied issues including police and courts, government and politics, the legislative process, beat reporting, sports, business and consumer news. Also included is the use of public documents as source materials.

Prerequisite: COM 316.

COM 429. Broadcast Journalism. 3.

A study of television news gathering and reporting with emphasis on electronic field production and news packaging. The course also provides the student with practical experience in production of studio newscasts and a detailed study of control room and postproduction procedures.

Prerequisite: COM 330.

Note: *Digital video camera is required.*

COM 470. Internship. 3.

The internship is supervised work experience in a professional setting, allowing students to establish industry contacts within their career field. Students will be required to complete 120 hours at the site of their internship, as well as complete a journal detailing their experience.

Prerequisites:

- COM 371.
- Junior or senior standing with at least 62 semester hours completed. Transfer students must have completed at least 30 semester hours at Barton College.
- Students must also meet the following criteria:
 - 1) a minimum 2.00 cumulative grade point average
 - 2) a minimum 2.50 grade point average in major courses
 - 3) completion of courses (as listed below) in the student's concentration area with a minimum grade of C-.
 - for the Audio Recording Technology Concentration: COM 216, 310, 311
 - for the Broadcast/Video Production Concentration: COM 215, 330
 - for the Journalism Concentration: COM 225, 325
 - for the Public Relations Concentration: COM 225, 325

Note: *All internships must be approved by the department internship coordinator and the department chair. Pass/Fail grading*

COM 480. Special Studies in Communications. 3.

Directed individual research in Communications and special study in areas not covered by catalog course listings.

Note: *Also offered as COM 481 for one semester hour, and as COM 482 for two semester hours.*

Courses of Instruction: Music

MUS 011. Barton College Choir. 1.

A mixed chorus for experienced and developing choral singers. The Choir performs music both sacred and secular from classical to contemporary eras, and it presents annual concerts and performances at a variety of campus events. Choir is recommended to all musicians to strengthen their interpretative and sight-singing skills. Fall, Spring.

Prerequisite: Open to any student by audition.

Note: *Regular attendance at rehearsals and performances is required.*

MUS 022. Barton College/Wilson Symphony Orchestra. 1.

An opportunity for qualified students to perform in an established semi-professional symphony orchestra. The Barton College/Wilson Symphony Orchestra is a full orchestra with professional mentors leading each individual section. After a successful audition, students will rehearse weekly

and perform at four annual concerts. Additional private instrumental study is strongly encouraged for all student members. Fall, Spring.

Prerequisite: Open to any student by audition.

Note: *Regular attendance at rehearsals and performances is required.*

MUS 110. Music Survey. 3.

This introductory level course will focus on the art of music and its role in Western culture. The instructor may offer a historic survey or a course focused on a specific style or genre of music.

MUS 115. Music Fundamentals. 3.

This course is an introductory course for students with little or no music background. Emphasis is placed on music notation, rhythmic patterns, scales, key signatures, intervals, and chords. Upon completion, students should be able to demonstrate an understanding of the basics of music.

MUS 125. Music Theory. 3.

This course provides an in-depth introduction to melody, rhythm, and harmony. Emphasis is placed on fundamental melodic, rhythmic, and harmonic analysis, introduction to part writing, ear-training, and sight-singing. Upon completion, students should be able to demonstrate proficiency in the recognition and application of the above.

Prerequisite: MUS 115 or Test.

MUS 203. Music of the World's Cultures. 3.

An introduction to the study of music in culture. The student will become acquainted with the traditional music of selected cultures. Fall, Spring.

Private Lessons

- Enrollment in all private lessons is contingent upon the availability of appropriate faculty members.
- Enrollment requires permission of the Department Chair.
- Courses may be repeated.
- All lessons carry a special fee. Practice rooms are available at no extra cost.
- The two-semester hours credit course provides 60 minutes of private instruction per week; the one-semester hour course, 30 minutes.
- All courses: Fall, Spring.

MUS 061. Piano Lessons. 2.

Note: *Also offered as MUS 051 for one semester hour.*

MUS 062. Voice Lessons. 2.

Note: *Also offered as MUS 052 for one semester hour.*

MUS 063. Organ Lessons. 2.

Note: *Also offered as MUS 053 for one semester hour.*

MUS 064. Guitar Lessons. 2.

Note: *Also offered as MUS 054 for one semester hour.*

MUS 065. Bowed Strings Lessons. 2.

Note: *Also offered as MUS 055 for one semester hour.*

MUS 066. Woodwind Lessons. 2.

Note: *Also offered as MUS 056 for one semester hour.*

MUS 067. Brass Lessons. 2.

Note: *Also offered as MUS 057 for one semester hour.*

MUS 068. Percussion Lessons. 2.

Note: *Also offered as MUS 058 for one semester hour.*

Courses of Instruction: Theatre

THE 015. Movement and Dance. 1.

This course will explore the essential nature and expressiveness of the human body for theatrical storytelling. Dramatic texts, imagery, sound, and music will be employed, and students will be introduced to a variety of dance styles and movement techniques.

Note: *Course may be taken for credit no more than six times.*

THE 016. Theatre Participation. 1.

A student participating in Barton Theatre productions is expected to spend a great deal of time in the rehearsal and production phases of a given show. This course is designed to give appropriate credit for those valuable laboratory experiences.

Note: *Course may be taken for credit no more than six times.*

THE 101. Theatre Appreciation. 3.

This course is intended to develop student appreciation for theater as a cultural, social, and artistic force, essential to the human condition and profoundly influential in other industries and professions. Readings and lectures will focus on elements of theatrical practice, artists, innovators, and leaders throughout history, attendance at traditional and non-traditional theatrical events is expected, as well as participation in class forum discussions. Suitable for non-majors. Not a performance course.

THE 110. Beginning Acting. 3.

This course will introduce the fundamentals of acting with regard to vocal and physical communication, text analysis, spacial awareness, and acting theory. Along with readings and exercises from our text, students will be expected to memorize simple monologues and scenes for presentation within the class. This course is appropriate for inexperienced actors as well as those with experience but little formal training.

THE 201. Introduction to the Theatre. 3.

This course is designed to stimulate the students' appreciation and understanding of a live theatre event, while establishing its social, cultural, and historical context. Through readings, theatre experiences, discussions, oral presentations, and research, the student will become a more educated audience member, and possibly an active theatre practitioner. This course is appropriate for non-majors.

THE 214. World Drama. 3.

This course will examine the dramatic literature and performance styles of diverse world cultures as well as the social, political, historical, and artistic forces that helped shape them. Critical understanding of a genre, a nation, or a community and its people, begins with a study of context; we will use theatre as an entry point to break down barriers and gain insight into worldwide movements.

THE 220. Stagecraft. 3.

This course is an introduction to theatre production through the study and use of basic design elements including sets, lights, props, sound, costumes, and makeup. Students will be involved in design, construction, and execution of Barton College theatrical productions. Lecture, demonstration, and hands-on experience are employed, as well as the manipulation of hand tools, power tools, and paint, so students are expected to dress accordingly. A student should never use tools without a clear understanding of appropriate safety procedures. Additional hours may be required during a theatre production period.

THE 240. Voice and Diction. 3.

This course is designed to heighten awareness and improve execution of vocal communication. Public speaking is studied and employed as well as group and individual exercises to target specific areas of concern for students. Standard American English and the International Phonetic Alphabet are utilized.

THE 310. Advanced Acting. 3.

This course will involve the rigorous study of advanced acting techniques, character analysis, rehearsal process, and presentation style in relation to selected monologues and scenes. Exercises for physical, vocal, and interpretive skills will be undertaken, and a final performance before an audience is required.

Prerequisite: THE 110.

THE 314. Theatre History. 3.

This course will address the history of theatre from its origins to the present time with an emphasis on primary motivators and innovators in the field. Key political, cultural and socio-economic factors and their influence on individuals and institutions will be studied as well as major periods and their representative dramatists. This will be a writing-intensive course, appropriate and enjoyable for majors and non-majors alike.

Note: *This course serves as the Gateway course for the Theatre major. A grade of C- or higher is required for graduation.*

THE 320. Musical Theatre Seminar. 4.

This course will explore musical theatre as an essential component of the dramatic experience. Studies will include history, script analysis, character development, and performance techniques, using scenes and musical selections from a variety of shows. Students will be required to sing with live and recorded accompaniment; vocal training is recommended, though not required. Students enrolled in THE 320 will be required to attend classes in THE O15, Movement and Dance for Theatre.

Prerequisites: MUS 061, or 062 and THE 110.

THE 330. Directing. 3.

This course will study the craft of play directing, including material selection, casting, rehearsals, and the principles of intention-driven composition (imagery, movement, tempo, and rhythm). Each student directs exercises in class and produces a one-act play.

THE 480. Special Studies in Theatre. 3.

Directed individual research or creative work in theatre and special study in areas not covered by course listings.

Note: Also offered as *THE 481* for one semester hour, and as *THE 482* for two semester hours.

Office of the President

Douglas N. Searcy, President; B.A., Mars Hill University; M.Ed., University of South Carolina; Ph.D., University of Nebraska.

Carolyn L. Harmon, Senior Advisor to the President; A.B., M.B.A., University of North Carolina at Chapel Hill.

Sheila Wilson, Executive Assistant to the President.

- **Office of Athletics**

Todd Wilkinson, Director of Athletics; B.A., University of North Carolina at Chapel Hill; M.A., East Carolina University.

Ashley Leonard, Assistant Director of Athletics / Head Coach, Men's and Women's Golf; B.S., East Carolina University.

Andrea Roca, Compliance Coordinator; B.S., Barton College.

Ian McMichael, Athletics Operations Coordinator / Head Coach, Men's Soccer; B.S., University of Tennessee; M.A., University of North Carolina at Wilmington.

Benny Benton, Sports Information Director; B.A., Clemson University.

Doug Page, News Media Coordinator; B.S., Medaille College.

Wendee Saintsing, Senior Woman Administrator / Head Coach, Women's Basketball; B.S., High Point College; M.S., Appalachian State University.

TBD, Supervisor of the Outdoor Athletic Complex / Head Coach, Baseball.

Ginna Lewis, Head Athletic Trainer; B.S., James Madison University; M.S., University of Florida.

Kaitlin Ricklefs, Assistant Athletic Trainer; B.S., Iowa State University; M.S., University of Bridgeport.

Britney Woodhull-Smith, Assistant Athletic Trainer, B.S., North Carolina State University; B.S., East Carolina University; M.A., The University of Mississippi.

Tim Dornemann, Director of Sports Performance; B.S., Rockford College, M.A., University of North Carolina at Chapel Hill; Ed.D., United States Sports Academy.

Matthew Shubert, Head Coach, Strength and Conditioning; B.A., Bard College; M.S., University of Central Florida.

Ron Lieveense, Head Coach, Men's Basketball / Public Relations Specialist; B.A., College of St. Thomas; M.A., Winona State University.

Joel Zimmerman, Assistant Compliance Coordinator / Assistant Coach, Men's Basketball; B.A., Anderson University.

Jeff Lennox, Head Coach, Men's and Women's Volleyball; B.S., Juniata College; M.S., Elmira College.

Thomas Goines, Head Coach, Women's Soccer; B.A., Concordia University Wisconsin; M.A., Concordia University Irvine.

Brit Kadlowec, Head Coach, Women's Lacrosse; B.A., University of South Carolina.

Tyler Ziegler, Head Coach, Men's and Women's Swimming; B.S., York College; M.S., Catholic University.

David Nicholson, Head Coach, Men's and Women's Cross-Country and Track and Field; B.S., Eastern Connecticut State University; M.A., Wagner College.

William Bailey, Head Coach, Women's Softball; B.S., East Carolina University.

Warren Shumate, Head Coach, Men's Lacrosse; B.S., Gordon College.

Lee Underwood, Head Coach, Men's and Women's Tennis; B.S., Davis and Elkins College; M.S., West Virginia University.

President Emeritus

James B. Hemby, Jr., (1983-2003) President; B.A., Barton College; B.D., Vanderbilt University; M.A., Ph.D., Texas Christian University.

Institutional Advancement

Jan Meriwether, Vice President for Institutional Advancement; B.S., Bluefield College.

Luann W. Clark, Executive Administrative Specialist.

Tom Maze, Assistant Vice President for Leadership Giving; B.S., Methodist College.

Summer Brock, Senior Director of Donor Relations and Special Events; B.A., St. Andrews Presbyterian College.

Jessica Tyson, Director of Gift and Information Management.

Gary W. Hall, Director of Grants and Student Philanthropy; B.A., Barton College; M.A., Wake Forest University.

Bryan Fegley, Director of Annual Giving and Digital Marketing; B.A., North Carolina State University.

Archer Bane, Director of Alumni Relations and Digital Engagement; B.S., Barton College; M.S., University of North Carolina at Chapel Hill.

Student Affairs

George F. Solan, Vice President for Student Affairs; B.S., State University of New York at Cortland; M.S., St. Bonaventure University.

Jennifer High, Executive Director of Student Health Services/Coordinator of Health Promotion and Education;

Kimberly A. Cross, Campus Counselor / ADA Coordinator.

Joseph A. Dlugos, Director of Housing and Residence Life; B.A., Southern Connecticut State University; M.S., Minnesota State University.

Lauren E. Harris, Residence Hall Director; B.S., Coastal Carolina University; M.S., Nova Southeastern University; M.Ed., University of North Florida.

Samantha G. Davenport, Residence Hall Director; B.A., Barton College.

Jamie Eubanks, Chaplain; M.Div., Lexington Theological Seminary; B.S., Greensboro College.

Jared R. Tice, Dean of Students; B.A., Concord University; M.A., West Virginia University.

Holly Zacharias, Director of Diversity and Inclusion; B.S., Livingstone College; M.S., University of Akron.

- **Food Services**

Tony G. Tilley, Director of Food Services, B.S., Elon College.

- **Campus Safety**

Sgt. Steven Stroud, Wilson Police Department / Barton College District Office.

- **Office of Student Success**

Angela M. Walston, Assistant Dean of Student Success; B.S., Elon College; M.A., Appalachian State University.

Yasmine Farley, Assistant Director of Career Services; B.A., University of North Carolina at Wilmington; M.S., North Carolina Agricultural and Technical State University; Ph.D., Old Dominion University.

Blythe Taylor, Assistant Director of Academic Support; B.A., Meredith College; M.Div., The Baptist Theological Seminary at Richmond.

Jacqueline E. Fischer, International and Transfer Student Coordinator; B.S., University of North Carolina at Pembroke.

Academic Affairs

Gary Daynes, Provost and Vice President for Academic Affairs and Professor of History; B.A., Brigham Young University; M.A., Ph.D., University of Delaware.

Judi Etheridge, Administrative and Technical Assistant.

- **School of Allied Health and Sport Studies**

Claudia L. Duncan, Dean of the School of Allied Health and Sport Studies; B.S., Alderson-Broadbudd College; M.Ed., University of Cincinnati; Ed.D., West Virginia University.

- **School of Business**

Ron Eggers, Dean of the School of Business; B.A., M.A., M.B.A., East Carolina University.

- **School of Education**

Jackie Ennis, Dean of the School of Education; B.S., Barton College; M.Ed., Campbell University; Ph.D., North Carolina State University.

- **School of Humanities**

James A. Clark, Dean of the School of Humanities and Elizabeth H. Jordan Chair of Southern Literature; B.A., Vanderbilt University; M.F.A., University of North Carolina at Greensboro; Ph.D., University of Denver.

- **School of Nursing**

Sharon I. Sarvey, Dean of the School of Nursing; B.S.N., M.S.N., East Carolina University; Ph.D., University of Tennessee at Knoxville.

- **School of Sciences**

Kevin N. Pennington, Dean of the School of Sciences; B.S., North Carolina State University; Ph.D., Mayo Graduate School.

- **School of Social Work**

Barbara A. Conklin, Dean of the School of Social Work; B.A., Colorado Women's College; M.S.W., Tulane University; Ph.D., Virginia Commonwealth University.

- **School of Visual, Performing, and Communication Arts**

Susan S. Fecho, Dean of the School of Visual, Performing, and Communication Arts; Director of Barton College Galleries; B.F.A., M.F.A., East Carolina University.

Mark N. Peterson, Director of Music, B.Mus., Boston University; M.A., University of New Hampshire.

- **Office of Institutional Research**

Julie Baker, Research Assistant Professor and Director of Institutional Research; B.A., B.S., Missouri University of Science and Technology; M.A., University of North Carolina at Greensboro; Ph.D., Kent State University.

Lorie Dalola, Assistant Director of Institutional Research; B.S., Cornell University.

- **Office of the Registrar**

Sheila J. Milne, Registrar; B.S., Barton College; M.B.A., Campbell University.

Kathi N. Blackmon, Associate Registrar; B.S., Barton College.

Ramey J. Dail, Assistant to the Registrar; B.S., Barton College.

- **Library**

Robert Cagna, Dean and Associate Professor, Willis N. Hackney Library; B.A., University of Florida; M.A., Washington Theological Union; M.S.L.S., Catholic University of America; J.D., University of Florida.

Richard Fulling, Collections and Access Services Librarian; B.A., Virginia Polytechnic Institute and State University; M.S.L.I.S., University of Illinois at Urbana-Champaign.

Ann U. Dolman, Outreach and Public Services Librarian; A.B., College of William and Mary; M.S.L.S., University of North Carolina at Chapel Hill.

Joshua Newport, Technology Librarian; B.A., Illinois Wesleyan University; M.S.L.I.S., University of Illinois at Urbana-Champaign.

Norma Williams, Associate for Collections and Access Services; B.S., Atlantic Christian College.

Matthew O. Flint, Evening Library Assistant; B.A., B.S., Barton College.

Shannon Hunt Wilson, Archivist and Curator; B.A., Berea College; M.A., Wright State University.

- **Office of Graduate and Professional Studies**

Susan M. Bane, Dean of Graduate and Professional Studies and Associate Professor of Physical Education and Sport Studies; B.S., Barton College; Ph.D., M.D., University of Illinois at Urbana-Champaign.

- **First-Year Seminar Program**

Elizabeth Kiser, Director of the First-year Seminar Program, B.A., Gardner-Webb University; M.A., Clemson University; Ph.D., East Carolina University.

- **Office of Online and Continuing Education**

Lorraine H. Raper, Director of Online and Continuing Education; B.S., Atlantic Christian College; M.A.Ed., East Carolina University.

Enrollment Management

Dennis Matthews, Vice President for Enrollment Management; A.A., Anderson College; B.M., University of Tennessee; M.M., University of Tennessee.

- **Office of Admissions**

Amanda H. Metts, Assistant Vice President for Enrollment; B.S., Barton College; M.S., Walden University.

Krystal Rowland Alices, Associate Director of Admissions; B.S., Barton College; M.S., Walden University.

Jill Pittman, Assistant Director of Transfer Admissions, B.A., North Carolina State University.

Rachel Moore, Campus Guest Coordinator; B.S., Barton College.

Caroline Combs, Part-time Receptionist / Data Entry Specialist; B.A., University of North Carolina at Chapel Hill; M.Ed., East Carolina University.

Walter Haynes, Admissions Counselor; B.S., Barton College.

Spencer Howell, Admissions Counselor; B.S., Barton College.

Kaitlyn Kosuda, Admissions Counselor; B.F.A., Barton College.

Hillary Poston, Admissions Counselor; B.S., Barton College.

Jasmine Wheeler, Customer Service Specialist.

- **Office of Financial Aid**

Thomas Welch, Director of Financial Aid; B.A., Emory and Henry College; M.B.A., University of Phoenix.

Wanda Black, Assistant Director of Financial Aid.

Krista A. Edwards, Assistant Director of Financial Aid and New Student Liaison; B.S., Barton College.

Amy Taylor, Financial Aid Specialist; B.L.S., Barton College.

- **Communications and Public Relations**

Kenneth Dozier, Web Services Manager.

Kathy Daughety, Director of Public Relations; B.A., Barton College.

J. Keith Tew, Director of Publications, B.F.A., Barton College.

Harriet F. Barnes, Publications Coordinator / Graphic Designer; B.S., Barton College.

Administration and Finance

David Browning, Vice President for Administration and Finance; B.S., Appalachian State University; M.S., James Madison University.

Luann W. Clark, Executive Administrative Specialist.

- **Office of Human Resources**

Victoria Morris, Director of Human Resources

Amy Carter, Payroll Coordinator.

- **Office of Business Affairs**

Larry C. Griffin, Controller; B.S., North Carolina State University.

Barbara Jones, Accounts Payable Clerk.

Krystal Mitchell, Student Accounts Supervisor; B.S., North Carolina Wesleyan College; M.Ed., Strayer University.

Tiara Respass, Student Accounts; B.S., Barton College; M.S., Strayer University.

Lynn Poythress, Accounting Assistant.

- **Bookstore**

Candace B. Moore, Bookstore / Post Office Manager; B.S.B.A., East Carolina University.

Lisa Meadows, Postal Clerk.

- **Physical Plant**

Sean Woodard, Director of Facilities.

- **Office of Information Technology**

- **Office of Administrative Computing**

Linda Mercer, Director of Administrative Computing; B.S., East Carolina University.

David Graybeal, Microcomputer Support Specialist; B.S., Barton College.

Jason Stevens, Help Desk/Microcomputer Support Specialist.

Amelia Province, Associate Database Analyst; B.S., Rochester Institute of Technology.

Teaching Faculty

David Abeling-Judge (2016), Assistant Professor of Criminology and Criminal Justice Sciences; B.A., Lawrence University; M.S., King's College London; Ph.D., Northeastern University.

Lori Anderson (2017), Assistant Professor of Nursing; B.S.N., Bowling Green State University; M.S.N., Kent State University; Ph.D., East Carolina University.

Sherry Lee Allen (2014), Artist-In-Residence for Musical Theatre; B.A., Point Park University.

Tamara Avant (2017), Associate Professor of Psychology; B.S., Lander University; M.A., Ph.D., University of North Carolina at Greensboro.

Luis Carlos Ayarza (2014), Assistant Professor of Spanish; B.A., Pontificia Universidad Javeriana M.F.A., University of Texas at El Paso; Ph.D., Texas A&M University.

Julie Baker (2010), Research Assistant Professor and Director of Institutional Research; B.A., B.S., Missouri University of Science and Technology; M.A., University of North Carolina at Greensboro; Ph.D., Kent State University.

Susan M. Bane (2011), Dean of Graduate and Professional Studies and Associate Professor of Physical Education and Sport Studies; B.S., Barton College; Ph.D., M.D., University of Illinois at Urbana-Champaign.

Mark A. Basinger (2000), Associate Professor of Biology; B.A., University of North Carolina at Charlotte; M.S., Ph.D., Southern Illinois University at Carbondale.

Chelsie A. Batten (2017), Assistant Professor of Mathematics; B.S., Meredith College; M.S., Ph.D., North Carolina State University.

R. Greg Bauer (2017), Assistant Professor of Healthcare Administration; A.A.S., Wilson Technical Community College; B.S., Western Carolina University; M.H.A., M.B.A., Pfeiffer University.

Christopher Bernier (2017), Assistant Professor of Theatre; B.F.A., M.F.A., Tisch School of the Arts at New York University.

John J. Bethune (2000), Professor of Business and Dorothy and K.D. Kennedy Chair of Business; B.A., Campbell College; M.A., University of North Carolina at Greensboro; Ph.D., Florida State University.

John F. Boldt (2017), Assistant Professor of Education; B.A., University of North Carolina at Chapel Hill; M.A.Ed., Ed.D., East Carolina University.

Morghan E. Bosch (2015), Assistant Professor of Education; B.S., James Madison University; M.S., Old Dominion University; Ed.D., Regent University.

Patricia Perry-Brandon (1994), Associate Professor of Social Work and Director of Field Education; B.S., University of North Carolina at Greensboro, M.S.W., University of North Carolina at Chapel Hill.

Jeff Broadwater (2003), Professor of History; B.A., Harding University; J.D., University of Arkansas; M.A., Ph.D., Vanderbilt University.

John M. Bublic (2000), Associate Professor of Political Science; B.S., Ph.D., Kent State University.

Zhixiong Cai (1991), Professor of Mathematics; B.S., Sichuan Teachers College; M.S., Ph.D., Ohio University.

James A. Clark (1994), Professor of English, Dean of the School of Humanities, and Elizabeth H. Jordan Chair of Southern Literature; B.A., Vanderbilt University; M.F.A., University of North Carolina at Greensboro; Ph.D., University of Denver.

Barbara A. Conklin (2006), Associate Professor of Social Work and Dean, School of Social Work; B.A., Colorado Women's College; M.S.W., Tulane University; Ph.D., Virginia Commonwealth University.

Rena B. Corbett (2001), Assistant Professor of Accounting and Interim Director of MBA Studies (Fall 2017); B.S., Atlantic Christian College; M.S., Medical College of Virginia; M.B.A., University of North Carolina at Chapel Hill; Ph.D., Northcentral University; C.P.A.

Caddie Cowin (2016), Assistant Professor of Nursing; B.S.N., Barton College; M.S.N., FNP-C, East Carolina University.

John K. Dogbe (2007), Associate Professor of Chemistry; B.S., M.Phil., University of Cape Coast; Ph.D., University of Nevada, Reno.

David M. Dolman (1987), Professor of Education; B.A., College of Wooster; M.A., Northwestern University; Ph.D., Loyola University of Chicago.

Tim Dornemann (2014), Assistant Professor of Exercise Science; B.S., Rockford College; M.A., University of North Carolina at Chapel Hill; Ed.D., United States Sports Academy.

Claudia L. Duncan (1989), Professor of Physical Education and Dean, School of Allied Health and Sport Studies; B.S., Alderson-Broaddus College; M.Ed., University of Cincinnati; Ed.D., West Virginia University.

Ronald E. Eggers (1978), Associate Professor of Business and Dean, School of Business; B.A., M.A., M.B.A., East Carolina University.

Jackie S. Ennis (1995), Professor of Education and Dean, School of Education; B.S., Barton College; M.Ed., Campbell University; Ph.D., North Carolina State University.

Susan C. Fecho (1997), Professor of Art and Dean, School of Visual, Performing, and Communication Arts, Director of Barton College Galleries; B.F.A., M.F.A., East Carolina University.

Michael S. Fukuchi (1981), Professor of English; B.A., Chaminade University; M.A., Fordham University; M.A., Ph.D., University of Iowa.

J. Steven Fulks (2003), Associate Professor of Gerontology; B.S., Middle Tennessee State University; M.S., University of North Texas; Ph.D., University of Georgia.

Ashley Gardner (2010), Assistant Professor of Psychology; B.A., North Carolina State University; M.A., East Carolina University; M.Ed., North Carolina State University.

Rebecca L. Godwin (1986), Professor of English and Director of the Sam and Marjorie Ragan Writing Center; B.A., Barton College; M.A., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill.

Melissa Goines (2015), Program Director & Clinical Education Coordinator for ATP; B.S., Xavier University; M.S., Indiana University.

Thomas Goines (2015), Assistant Professor of Sport Studies; B.A., Concordia University Wisconsin; M.A., Concordia University Irvine.

Mark Gordon (1999), Associate Professor of Art; B.A., Oberlin College; M.F.A., The Ohio State University.

Richard B. Groskin (2000), Professor of Criminal Justice and Criminology Sciences; B.A., Pennsylvania State University; M.A., Lehigh University; Ph.D., University of Maryland.

Angela Gurgainus (2013), Assistant Professor of Education; B.S., Florida State University; M.A., Gallaudet University.

Randy Hamm (2015), Assistant Professor of Nursing; B.S.N., Winston Salem State University; B.S., M.H.Sc., M.S.N., Western Carolina University; D.N.P., Western Carolina University.

William Hunt (2017), Assistant Professor of English; B.A., M.A., University of Virginia; Ph.D., Duke University.

Kari Sanderson Hobbs (2016), Assistant Professor of Education; B.S., East Carolina University; M.Ed., North Carolina State University; Ph.D., Gardner-Webb University.

Carolyn Hornick (2004), Assistant Professor of Education; B.S., Florida State University; M.A., Gallaudet University.

Elizabeth D. Kiser (2007), Associate Professor of English and Director of First Year Seminar; B.A., Gardner-Webb University; M.A., Clemson University; Ph.D., East Carolina University.

Jane M. Kolunie (1990), Professor of Biology; B.A., Wheaton College; Ph.D., Rutgers University.

Jun Kwon (2015), Assistant Professor of Business; B.S., M.S., Hanyang University; Ph.D., University of North Texas.

Alan D. Lane (1990), Associate Professor of History; B.S., Northern State College; M.A., Bowling Green State University; Ph.D., Marquette University.

Gerard Lange (2006), Associate Professor of Art and Director of the Whitehurst Family Honors Program; B.A., LaGrange College; M.F.A., Tulane University.

Trinette Langley (2014), Assistant Professor of Social Work; B.S., M.S.W., East Carolina University.

Charles Lanier (2013), Assistant Professor of Business; B.S., University of Alabama; M.S., University of Iowa; D.B.A., Argosy University.

Shawn McCauley (2010), Assistant Professor of English and Director of General Education; B.A., M.A., East Carolina University.

Barbara F. Mize (1990), Professor of Education and Director of Field Experience; B.A., B.S., Blue Mountain College; M.A., University of South Florida; Ed.D., East Carolina University.

Sharon K. Montano (1985), Associate Professor of Spanish; B.A., M.A., Ohio University; Ph.D., State University of New York at Albany.

Blaise J. Noto (2016), Assistant Professor, School of Visual, Performing, and Communication Arts; B.A., Wesleyan University; M.A., University of Pennsylvania.

Linda O'Boyle (2013), Associate Professor of Nursing; B.S., Atlantic Christian College; M.S.N., Clemson University; Ed.D. North Carolina State University.

Maureen O'Neill (2014), Assistant Professor of Art and Director of Exhibitions & Educational Programming; B.F.A, University of Massachusetts Amherst; M.F.A., Rhode Island School of Design.

Kennedy Onori (2015), Assistant Professor of Nursing; B.S.N., Baker University; Ph.D., University of North Carolina at Chapel Hill.

Karen Y. Palasek (2017), Assistant Professor of Business and Director of M.B.A. Studies (Spring 2018); B.S., University of Hartford, M.A., University of Connecticut and Bowling Green State University; Ph.D., George Mason University.

Teresa C. Parker (1978), Associate Professor of Instructional Technology; B.S., M.Ed., East Carolina University.

Tyechia Paul (2015), Assistant Professor of Business; B.S., M.B.A., Morgan State University; Ph.D., Hampton University.

Kevin N. Pennington (2005), Associate Professor of Biology and Dean, School of the Sciences; B.S., North Carolina State University; Ph.D., Mayo Graduate School.

Leslie Pittman (2013), Assistant Professor of Nursing; B.S.N., University of Kentucky; M.S.N., Duke University.

Murali K. Ranganathan (1991), Professor of Mathematics; B.S., Vivekananda College; M.S., Indian Institute of Technology; Ph.D., Syracuse University.

Nicole Ray (2017), Assistant Professor Nursing; B.S.N., Winston-Salem State University; M.S.N., Barton College.

Carol H. Ruwe (1986), Associate Professor of Nursing; B.S., University of North Carolina at Greensboro; M.S., East Carolina University.

Scott A. Salger (2017), Assistant Professor of Biology; B.S., University of North Carolina at Wilmington; M.S., University of Rhode Island; Ph.D., North Carolina State University.

Sharon I. Sarvey, (2010), Professor of Nursing and Dean, School of Nursing; B.S.N., M.S.N., East Carolina University; Ph.D., University of Tennessee at Knoxville.

Lucy Schultz (2016), Assistant Professor of Philosophy and Religion; B.A., Luther College; M.A., The State University of New York at Stony Brook; Ph.D., University of Oregon.

Richard D. Stewart (2002), Assistant Professor of Communications; B.A., Barton College; M.A., University of South Carolina.

Webster Struthers (1992), Associate Professor of Communications; B.S., West Virginia University; M.A., Marshall University; D.N.P., Union University.

Frances Thunberg (2011), Professor of Nursing; B.S.N., M.S.N., East Carolina University; D.N.P., Union University.

Adam Twiss (2008), Assistant Professor of Theatre and Director of Theatre at Barton; B.A., Brandeis University; B.F.A., Massachusetts College of Art; M.F.A., Trinity Rep Conservatory (Rhode Island College).

Philip J. Valera (2000), Assistant Professor of Communications; B.Mus., M.Mus., Boston University.

Barbara Walsh (2015), Assistant Professor of Nursing; B.S.N., University of Southern Maine; M.S.N., M.P.H., Virginia Commonwealth University; D.N.P., Old Dominion University.

Jane S. Webster (2000), Professor of Religion and Philosophy and Director of the Center for Excellence in Teaching and Learning; B.Th., McGill University; M.A., Ph.D., McMaster University.

Rodney A. Werline (2007), Professor of Religion and Philosophy and Leman and Marie Barnhill Endowed Chair in Religious Studies; Director, Barton College Center for Religious Studies, B.A., Kentucky Christian College; M.Div., Southern Baptist Theological Seminary; Ph.D., The University of Iowa.

Faculty Emeriti

D. Jane Bostick (1969-2011), Professor Emerita of Music; B.A., Meredith College; M.M., Converse College.

Dr. Thomas H. Brugh, Jr. (1977-2009), Professor Emeritus of Biology; B.S., M.S., Ph.D., Auburn University.

Roger A. Bullard (1965-1994), Professor Emeritus of Religion and Philosophy; B.A., Union University; B.D., Southeastern Baptist Theological Seminary; M.A., University of Kentucky; Ph.D., Vanderbilt University.

Robert C. Frazier, Sr. (1959-1997), Professor Emeritus of Mathematics; A.B., Atlantic Christian College; M.A., East Carolina University; M.S., University of Illinois; Ed.D., The Florida State University.

Douglas A. Graham (1968-2000), Professor Emeritus of Biology; B.S., Wake Forest University; M.Ed., University of Virginia.

Terrence L. Grimes (1971-2011), Professor Emeritus of English; A.B., Yale University; M.A., Ph.D., Duke University.

Harlow Z. Head (1974-2007), Professor Emeritus of Geography; B.S., M.A., Ph.D., University of Oregon.

Anand P. Jaggi (1971-2000), Professor Emeritus of Business; Comm., M.B.A., Michigan State University; Ph.D., Jabalpur University.

Katherine H. James (1979- 2010), Professor Emerita of English; B.A., Rhodes College; M.A., Ph.D., University of Tennessee.

J. William Kilgore (1980-1996), Professor Emeritus of Chemistry; B.S., Hampden-Sydney College; M.A., Ph.D., Duke University.

William Jerry MacLean (1970-2003), Professor Emeritus of History; A.B., University of North Carolina at Chapel Hill; M.A., East Carolina University; M.A., Ph.D., University of North Carolina at Chapel Hill.

Coleman C. Markham (1981-2007), Professor Emeritus of Religion and Philosophy; B.A., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; Ph.D., Vanderbilt University.

J. Christian Wilson (1974-2011), Professor Emeritus of Art; A.B., Valdosta State University; M.F.A., University of Georgia.

Staff Emeriti

Gary W. Hall, Director of Athletics Emeritus; B.A., Barton College; M.A., Wake Forest University.

Jefferson-Pilot Faculty Members of the Year

1988: Coleman C. Markham
 1989: Sue M. Robinette
 1990: Thomas E. Marshall III
 1991: David M. Dolman
 1992: Katherine H. James and J. William Kilgore
 1993: Claudia L. Duncan and Douglas A. Graham
 1994: Terrence L. Grimes and H.T. Stanton, Jr.
 1995: Harlow Z. Head and Carol H. Ruwe
 1996: Ronald E. Eggers and Susan E. Rentle
 1997: Sharon Montano and E. Daniel Shingleton
 1998: Evelyn Pet Pruden and Murali K. Ranganathan
 1999: Joe F. Jones III and Rebecca Godwin
 2000: Zhixiong Cai and Jane M. Kolunie

2001: Barbara F. Mize and Robert D. Wagner
 2002: Paul H. Demchick and W. Jerry MacLean
 2003: D. Jane Bostick and James A. Clark
 2004: S. Elaine Marshall and Susan Fecho
 2005: John M. Bublic and Latonya Agard
 2006: Jackie S. Ennis and Richard A. Lee
 2007: Jeff Broadwater and Peter J. Green
 2008: Patricia Burrus and Kevin Pennington
 2009: Bettie Willingham and Alan Lane
 2010: Barbara A. Conklin and Jane S. Webster
 2011: J. Chris Wilson and Rodney R. Werline
 2012: Neal M. Bengtson and Jennifer O'Donoghue
 2013: Susan M. Bane and Adam Twiss

Lincoln Financial Excellence in Teaching Faculty Members of the Year

2014: J. Steven Fulks and Sharon I. Sarvey
 2015: Elizabeth Dennis and Murali Ranganathan
 2016: John K. Dogbe and Ashley Gardner
 2017: Tim Dornemann and Richard B. Groskin

2017-2018 ACADEMIC CALENDAR

FALL SEMESTER • 2017

New Student Orientation Session	Wednesday, August 9 through Friday, August 11
New Student Welcome Weekend	Thursday, August 10 through Monday, August 14
Continuing Students Arrive (Residence Halls open 9:00 a.m.)	Saturday, August 12
Classes Begin – 8:00 a.m. / Last Day for 100% Refund	Monday, August 14
Last Day for Adding and Dropping Courses - 11:59 p.m.	Friday, August 18
Last Day to be Present in Classes to Confirm Enrollment - 11:00 p.m.	Tuesday, August 22
Labor Day (College closed)	Monday, September 4
Last Day to Drop with a W Grade (Non-Punitive) - 11:59 p.m.	Tuesday, September 12
Fall Break Begins - 10:00 p.m. (Dining Hall closes 1:30 p.m. / Residence Halls close 6:00 p.m.)	Friday, October 6
Residence Halls open 9:00 a.m. / Dining Hall opens 5:00 p.m.	Tuesday, October 10
Classes Resume – 8:00 a.m.	Wednesday, October 11
Advisor / Advisee Meeting – 11:00 a.m.	Tuesday, October 17
Advanced Registration Period	Tuesday, October 17 through Friday, October 27
Day of Service (No classes)	Wednesday, October 18
F.Y.S. Advisor / Advisee Meeting – 11:00 a.m.	Friday, October 20
Last Day to <u>Withdraw</u> from a Course - (WP or WF - Punitive) - 11:59 p.m.	Tuesday, October 24
Last Day for Requesting Changes in Final Examination Schedule - 5:00 p.m.	Tuesday, November 14
Thanksgiving Break Begins – 10:00 p.m. (Dining Hall closes 1:30 p.m. / Residence Halls close 6 p.m.)	Tuesday, November 21
Residence Halls open 9:00 a.m. / Dining Hall opens 5:00 p.m.	Sunday, November 26
Classes Resume – 8:00 a.m.	Monday, November 27
Classes End	Wednesday, December 6
Reading Day	Thursday, December 7
Examination Period	Friday, December 8 through Wednesday, December 13
Fall Semester Ends (Dining Hall closes noon / Residence Halls close 6:00 p.m.)	Wednesday, December 13

SPRING SEMESTER • 2018

New Student Orientation	Friday, January 5
Faculty, Administration, and Staff Meeting	Friday, January 5
Continuing Students Arrive (Residence Halls open 9:00 a.m. / Dining Hall opens 5:00 p.m.)	Saturday, January 6
Classes Begin – 8:00 a.m. / Last Day for 100% Refund	Monday, January 8
Last Day for Adding and Dropping Courses - 11:59 p.m.	Friday, January 12
Martin Luther King, Jr. Holiday (College closed)	Monday, January 15
Last Day to be Present in Class to Confirm Enrollment - 11:00 p.m.	Wednesday, January 17
Last Day to Drop with W Grade (Non-Punitive) - 11:59 p.m.	Tuesday, February 6
Spring Break Begins – 10:00 p.m.	Friday, March 2
Residence Halls close Noon	Saturday, March 3
Residence Halls open 9:00 a.m. / Dining Hall opens 5:00 p.m.	Sunday, March 11
Classes Resume – 8:00 a.m.	Monday, March 12
Advisor / Advisee Meeting – 11:00 a.m.	Tuesday, March 13
Advanced Registration Period	Tuesday, March 13 through Thursday, March 22
Last Day to <u>Withdraw</u> from a Course - (WP or WF - Punitive) - 11:59 p.m.	Thursday, March 22
Good Friday (College closed)	Friday, March 30
Day of Scholarship (No classes)	Tuesday, April 10
Last Day for Requesting Changes in Final Examination Schedule - 5:00 p.m.	Monday, April 23
Classes End	Thursday, May 3
Reading Day	Friday, May 4
Examination Period	Saturday, May 5 through Wednesday, May 9
Spring Semester Ends	Wednesday, May 9
Residence Halls close for all students 6:00 p.m.	Saturday, May 12
Commencement - 1:30 p.m.	Saturday, May 12



GRADUATE AND PROFESSIONAL STUDIES FALL SEMESTER • 2017

First GPS Session Classes Begin	Monday, August 14
Last Day for Adding and Dropping Courses	Before the First Class Meeting
Last Day to be Present in Classes to Confirm Enrollment - 11:00 p.m.	Sunday, August 27
Last Day to Receive a W Grade (Non-Punitive) - 11:59 p.m.	Monday, September 4
Last Day to <u>Withdraw</u> from a Course - (WP or WF - Punitive) - 11:59 p.m.	Monday, September 18
First GPS Session Ends	Saturday, October 7
Second GPS Session Classes Begin	Wednesday, October 11
* Last Day for Adding and Dropping Courses - 11:59 p.m.	* Friday, August 18
Last Day to be Present in Classes to Confirm Enrollment - 11:00 p.m.	Tuesday, October 24
Last Day to Receive a W Grade (Non-Punitive) - 11:59 p.m.	Wednesday, November 1
Last Day to <u>Withdraw</u> from a Course - (WP or WF - Punitive) - 11:59 p.m.	Wednesday, November 15
Thanksgiving Break Begins - 10:00 p.m.	Tuesday, November 21
Classes Resume	Monday, November 27
Second GPS Session Ends	Saturday, December 9

GRADUATE AND PROFESSIONAL STUDIES SPRING SEMESTER • 2018

First GPS Session Classes Begin	Monday, January 8
Last Day for Adding or Dropping Courses	Before the First Class Meeting
Last Day to be Present in Classes to Confirm Enrollment - 11:00 p.m.	Sunday, January 21
Last Day to Receive a W Grade (Non-Punitive) - 11:59 p.m.	Monday, January 29
Last Day to <u>Withdraw</u> from a Course - (WP or WF - Punitive) - 11:59 p.m.	Monday, February 12
First GPS Session Ends	Saturday, March 3
Second GPS Session Classes Begin	Monday, March 12
* Last Day for Adding or Dropping Courses - 11:59 p.m.	* Friday, January 12
Last Day to be Present in Classes to Confirm Enrollment - 11:00 p.m.	Sunday, March 25
Last Day to Receive a W Grade (Non-Punitive) - 11:59 p.m.	Monday, April 2
Last Day to <u>Withdraw</u> from a Course - (WP or WF - Punitive) - 11:59 p.m.	Monday, April 16
Second GPS Session Ends	Saturday, May 5
Commencement - 1:30 p.m.	Saturday, May 12

SUMMER SESSION • 2018

Subterm 1 Classes Begin	Tuesday, May 29
* Last Day for Adding or Dropping Courses - 11:59 p.m.	* Friday, June 1
Last Day to be Present in Classes to Confirm Enrollment - 11:00 p.m.	Wednesday, June 6
Last Day to Receive a W Grade (Non-Punitive) - 11:59 p.m.	Wednesday, June 20
Independence Day (College closed)	Wednesday, July 4
Last Day to <u>Withdraw</u> from a Course - (WP or WF - Punitive) - 11:59 p.m.	Tuesday, July 10
Subterm 1 Ends	Tuesday, July 24
Subterm 2 Classes Begin	Monday, June 11
* Last Day for Adding or Dropping Courses - 11:59 p.m.	* Friday, June 1
Last Day to be Present in Classes to Confirm Enrollment - 11:00 p.m.	Thursday, June 14
Last Day to Receive a W Grade (Non-Punitive) - 11:59 p.m.	Monday, June 18
Last Day to <u>Withdraw</u> from a Course - (WP or WF - Punitive) - 11:59 p.m.	Tuesday, June 26
Subterm 2 Ends	Friday, July 6
Subterm 3 Classes Begin	Monday, June 11
Last Day for Adding or Dropping Courses - 11:59 p.m.	* Friday, June 1
* Last Day to be Present in Classes to Confirm Enrollment - 11:00 p.m.	Tuesday, June 19
Independence Day (College closed)	Wednesday, July 4
Last Day to Receive a W Grade (Non-Punitive) - 11:59 p.m.	Thursday, July 5
Last Day to <u>Withdraw</u> from a Course - (WP or WF - Punitive) - 11:59 p.m.	Wednesday, July 18
Subterm 3 Ends	Friday, August 3
Subterm 4 Classes Begin	Monday, July 9
* Last Day for Adding or Dropping Courses - 11:59 p.m.	* Friday, June 1
Last Day to be Present in Classes to Confirm Enrollment - 11:00 p.m.	Thursday, July 12
Last Day to Receive a W Grade (Non-Punitive) - 11:59 p.m.	Monday, July 16
Last Day to <u>Withdraw</u> from a Course - (WP or WF - Punitive) - 11:59 p.m.	Tuesday, July 24
Subterm 4 Ends	Friday, August 3

Non-Discrimination / Title IX Policy

I. Introduction

Barton College is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based upon race, color, national origin, religion, gender, age, veteran status or disability. Barton College opposes sexual discrimination in all forms.

Barton College supports the protections available to members of its community under all applicable federal laws, including Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 799A and 845 of the Public Health Service Act; the Equal Pay Act; the Age Discrimination Act of 1975; the Rehabilitation Act of 1973, as amended by the Rehabilitation Act Amendments of 1974; the Vietnam Era Veteran's Readjustment Assistance Act of 1974; the Americans with Disabilities Act of 1992; and Executive order 11246, as amended by Executive Order 11375.

In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1972, accommodations of the disabled extend to student programs, employment practices, elimination of physical barriers, and special assistance to disabled students employees within the college.

This nondiscrimination policy covers admission, readmission, access to, and treatment and employment in college programs and activities, including, but not limited to, academic admissions, financial aid, any services, and employment.

Any student who believes that he or she has been discriminated against by the college because of his or her race, color, national origin, religion, gender, age, sexual orientation, or disability may speak with the Vice President for Student Affairs. Following that discussion, a student who wishes to file a formal grievance will be directed to the grievance procedure in the *Barton Student Bulldog Handbook*. Any college employee desiring information or having a complaint or grievance in regard to these provisions should contact the Human Resource Director/EEO officer.

Title IX Policy

Title IX of the Education Amendments of 1972 (“Title IX”), is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. Under Title IX, discrimination on the basis of sex can include sexual harassment or sexual violence. Sexual violence means physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent, such as rape, sexual assault, sexual battery and sexual coercion.

A. College Responsibilities:

- Once Barton College knows or reasonably should know of possible sexual harassment or sexual violence, the College must take immediate and appropriate action to investigate or otherwise determine what occurred.
- Once Barton College knows or reasonably should know of sexual harassment or sexual violence that creates a hostile environment, the College must take immediate action to eliminate the sexual harassment or sexual violence, prevent its recurrence, and address its effects.
- Barton College will take steps to protect the complainant as necessary, including interim steps taken prior to the final outcome of the investigation.
- Barton College provides a grievance procedure for a complainant to file complaints of sex discrimination, including complaints of sexual violence. These procedures include an equal opportunity for both the complainant and respondent to present witnesses and other evidence and the same appeal rights.
- Barton College uses the Preponderance of Evidence standard to resolve complaints of sexual discrimination.
- Both the complainant and respondent receive written notification of the outcome of the complaint.

B. Procedures for Reporting and Responding to Reports of Sexual Discrimination, Harassment, or Violence:

All members of the college community are expected to contact the Title IX Officer if they observe or encounter conduct that may be subject to the College’s Policy of Non-Discrimination or Title IX Policy, unless their position explicitly grants them confidentiality rights (see “Confidentiality of Reports of Sexual Harassment and Sexual Violence” below). Reports of sexual discrimination, sexual harassment, and sexual violence may be brought to the Title IX Officer, the Director of Human Resources, or to any manager, supervisor, or other designated employee responsible for responding to reports of sexual discrimination,

sexual harassment or sexual violence. If the person to whom discrimination, harassment or violence normally would be reported is the individual accused (the respondent) of discrimination, harassment or violence, reports may be made to another manager supervisor, human resources coordinator, or designated employee. Managers, supervisors, and designated employees are required to notify the Title IX Officer when a report is received.

Reports of sexual discrimination, sexual harassment and sexual violence shall be brought as soon as possible after the alleged conduct occurs, optimally within one year. Prompt reporting will enable the College to investigate the facts, determine the issues, and provide an appropriate remedy or disciplinary action. Barton College shall respond to reports of sexual discrimination, sexual harassment and sexual violence brought after one year to the greatest extent possible, taking into account the amount of time that has passed since the alleged conduct occurred.

C. Resolution:

Individuals making reports of sexual discrimination, sexual harassment and sexual violence shall be informed about options for resolving potential violations as outlined below. These options shall include procedures for Formal Investigation, and filing complaints or grievances under applicable College complaint resolution or grievance procedures. Individuals making reports also shall be informed about policies applying to confidentiality of reports.

The campus shall respond, to the greatest extent possible, to reports of sexual harassment or sexual violence brought anonymously or brought by third parties not directly involved in the harassment or acts of violence. However, the response to such reports may be limited if information contained in the report cannot be verified by independent facts.

Individuals bringing reports of sexual harassment or sexual violence shall be informed of the range of possible outcomes of the report, including interim protections, remedies for the individual harmed by the harassment/violence, and disciplinary actions that might be taken against the respondent (accused) as a result of the report.

In all instances, retaliation against individuals bringing reports of sexual harassment or sexual violence is forbidden. Acts of retaliation will be punished under the college's grievance and/or employment policies.

D. Procedures for Formal Investigation:

In response to reports of sexual harassment or sexual violence the campus may conduct a formal investigation. In such cases, the individual making the report shall be encouraged to file a written document regarding the behaviors complained of. The wishes of the individual making the request may be considered, but are not determinative, in the decision to initiate a formal investigation of a report of sexual harassment or sexual violence.

In cases where there is no written request, the Title IX Officer, in consultation with the administration, may initiate a formal investigation after making a preliminary inquiry into the facts.

Formal investigation of reports of sexual harassment or sexual violence shall follow this process:

- The complainant brings the claim of sexual harassment or sexual violence to the Title IX Officer. If the Officer is unavailable, the complainant should bring the complaint to the Director of Human Resources or the Vice President for Academic Affairs.
- The individual(s) accused (the respondent) of conduct violating the Non-Discrimination or Title IX policies shall be provided a copy of the written request for formal investigation or otherwise given a full and complete written statement of the allegations, and a copy of the Policy on Non-Discrimination and/or Title IX Policy.
- The Title IX Officer will determine if the complaint is covered under Title IX, and if so, will notify the Respondent and the Respondent's supervisor of the complaint. If the complaint does not fall under Title IX, the Officer will direct the complainant to the appropriate grievance procedures.
- The Title IX Officer will lead the investigation.
- The Title IX Officer and any other persons involved in the investigation shall be familiar with the Non-Discrimination and Title IX policies and have training or experience in conducting investigations.
- The investigation shall include interviews with the parties if available, interviews with other witnesses as needed and a review of relevant documents as appropriate. Disclosure of facts to parties and witnesses shall be limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation shall be advised that maintaining confidentiality is essential to protect the integrity of the investigation.
- Upon request, the complainant and the respondent may each have a representative of the College present during the interview (representatives of the College must be full time employees of the College and in good standing). Other witnesses may have representatives of the College present at the discretion of the investigator or as required by applicable College policy.
- Any time during an investigation, the investigator may recommend interim protections or remedies for the complainant or witnesses be provided by appropriate College officials. These protections or remedies may include separating the parties, placing limitations on contact between the parties, or making alternate working or student housing

arrangements. Failure to comply with the terms of the interim protections may be considered a separate violation.

- The investigation shall be completed as promptly as possible and in most cases within 60 days of the date the request for formal investigation as filed. This deadline may be extended on approval of the Title IX Officer and the Vice Presidents who oversee the complainant and respondent.
- The investigation shall result in a written report that at a minimum includes a statement of the allegations and issues, the positions of the parties, a summary of the evidence, findings of fact, and a determination by the investigator as to whether College policy has been violated. The report also may contain a recommendation for actions to resolve the complaint.
- The report shall be submitted to the appropriate Vice President with authority to implement the actions necessary to resolve the complaint. The report may be used as evidence in other related procedures, such as subsequent complaints, grievances and/or conduct actions.
- The complainant and the respondent shall be informed promptly in writing when the investigation is completed. The complainant shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to the complaint, such as an order that the respondent not contact the complainant.
- The complainant and the respondent may request a copy of the investigative report pursuant to College policy governing privacy and access to personal information.
- The Vice President or Vice Presidents overseeing the complainant and respondent will determine the final resolution of the complaint and ensure that the resolution be implemented.

E. Remedies and Referral to Disciplinary Procedures:

Finding of violations of the Policy of Non-Discrimination or the Title IX Policy may be considered in determining remedies for individuals harmed by sexual harassment or sexual violence. Campus Conduct Procedures shall be coordinated with applicable campus complaint resolution, grievance, and disciplinary procedures to avoid duplication in the fact finding process whenever possible. Investigative reports made pursuant to this policy may be used as evidence in subsequent complaint resolution, grievance, and conduct proceedings as permitted by the applicable procedures.

F. Privacy:

The College shall protect the privacy of individuals involved in a report of sexual harassment or sexual violence to the extent required by law and College policy. A report of sexual harassment or sexual violence may result in the gathering of extremely sensitive information about individuals in the College community. While such information is considered confidential, College policy regarding access to public records and disclosure of personal information may require disclosure of certain information concerning a report of sexual harassment or sexual violence. In such cases, every effort shall be made to redact the records in order to protect the privacy of individuals. An individual who has made a report of sexual harassment or sexual violence will be advised of sanctions imposed against the respondent.

G. Confidentiality of Reports of Sexual Harassment and Sexual Violence:

Confidential resources, identified in Appendix 1 of these procedures, provide members of the college community with a place to discuss their concerns about sexual harassment and sexual violence and learn about the procedures and potential outcomes available. Confidential resources include the Campus Counselor, Chaplain and College Health Service. Conversations with faculty members are not protected under this confidentiality policy, unless a particular faculty member has official college status as a Counselor, Chaplain, or member of the College Health Service. Because content of discussions with confidential resources is not reported to an office of record, such discussions do not serve as notice to the College to address the alleged sexual harassment or sexual violence. However, individuals should be informed of the appropriate campus offices to which sexual harassment and sexual violence incidents may be reported in a manner that the College is put on notice that it may need to address the alleged sexual harassment or sexual violence.

The Title IX Officer and all other members of the college community have an obligation to respond to reports of sexual harassment and sexual violence, even if the individual making the report requests that no action be taken. An individual's request regarding the confidentiality of reports of sexual harassment and sexual violence will be considered in determining an appropriate response; however, such requests will be considered in the context of the College's legal obligation to ensure a working and learning environment free from sexual discrimination. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the College will comply with requests for confidentiality to the extent possible.

H. Retention of Records Regarding Reports of Sexual Discrimination; Sexual Harassment and Sexual Violence:

The Office of the Title IX Officer is responsible for maintaining records related to sexual harassment and sexual violence reports, investigations, and resolutions. Records shall be maintained in accordance with College records policies, generally five years after the date the complaint is resolved. Records may be maintained longer at the discretion of the Title IX Officer in cases where the parties have continuing affiliation with the College. All records pertaining to pending litigation or a request for records shall be maintained in accordance with instructions from legal counsel.

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The main campus is located approximately 10 blocks northwest of downtown Wilson.

Barton-Graves House (1923) at 800 West Nash Street, currently serving as the president's home, was given to the College by the Graves family in 1984. The house is considered one of the finest examples of Neo-Georgian architecture in North Carolina.

Mary Irwin Belk Hall (1956) was named to honor Mary Irwin Belk (1882-1968) of Charlotte, North Carolina. The School of Education is located in Mary Irwin Belk Hall and Hardy Center. The Office of Graduate and Professional Studies is located in Mary Irwin Belk Hall.

Case Art Building (1966) was named in honor of S. Perry Case, who served the College as a professor and administrator from 1916 to 1960. The building houses a classroom, studios, the Barton Art Galleries (including the Lula E. Rackley Gallery and the Virginia Thompson Graves Gallery), and offices for the Department of Art.

East Campus Suites (2005) Barton College's newest residence hall, opened in 2005. The new residence hall, approximately 30,000 square feet, is a three-story, traditional brick structure designed to complement the older buildings on campus. The new residence hall features apartment-style living with 22 individual suites offering single and double occupancy bedrooms. Each suite accommodates up to four persons and in addition to bedrooms, each includes a living room, a kitchenette, and two full bathrooms. The suites are fully wired for phone, cable television and internet access. The kitchenettes are furnished with refrigerators, microwaves, double sinks, and spacious cabinets. The building is ADA compliant and provides study lounges and a laundry facility for all residents.

Hackney Hall (1960) was named to honor the Hackney family. Three members of the family served the College as Chairman of the Board of Trustees.

Roma Hackney Music Building (1963) houses offices for the Mass Communications program and the director of music, in addition to classrooms, the Sara Lynn Riley Kennedy Music Recording Studio, a library for recordings and musical scores, and the office for the *Collegiate* newspaper. Wilson Educational Television (WEDT) also maintains studio, production and playback facilities in the building. WEDT produces and cablecasts original programming for the local cable company.

Willis N. Hackney Library (1977) was named in honor of a friend of the College. The library, which has seating for 250 readers, is open at least 87 hours per week to serve the college community. Its resources are also available to the residents of the Wilson community.

Hamlin Student Center (1967) was named to honor Charles H. Hamlin (1890-1985), longtime professor of social studies. The center houses the campus dining hall, Bully's Campus Grill, student conference rooms, a student lounge, a theatre, and offices.

Hardy Alumni Hall (1936) was named to honor Bert Clarence Hardy (1906-1935), nephew of Clarence Leonard Hardy. The building has a large room used for campus meetings, lectures, and receptions. The building also includes the Trustees' Board Room. The basement level houses the Student Affairs administrative offices and a multipurpose room.

Hardy Center (1951) was named for Clarence Leonard Hardy (1877-1950) of Maury, North Carolina, a longtime (1926-1949) trustee of the College. The School of Education is located in Hardy Center and Mary Irwin Belk Hall.

Harper Hall (1950) was named to honor the Harper family. John James Harper (1841-1908) served as president of the College. President Harper's daughters, Frances F. Harper (1875-1940) and Myrtie Lela Harper (1873-1958), served as professor of mathematics and as college librarian, respectively. During the spring semester of the 2001-2002 academic year, the majority of administrative offices for the college were relocated in Harper Hall, including the President's Office, the Office of Academic Affairs, the Office of Administration and Finance, and the Office of Institutional Advancement, as well as Alumni Programs and the Annual Fund, Publications, Public Relations, Enrollment Management, Admissions, Financial Aid, Registrar, Business, and Personnel offices. Harper houses the college's Information Technology Center. The building also houses the Sarah Bain Ward Parlor, named for the former Dean of Women, as well as the College Archives and the Carolina Disciplina Collection. The Carolina Disciplina Collection is a rich and unique source relating to the Christian Church (Disciples of Christ) and other religious movements. The original collection was assembled by C.C. Ware (1886-1974).

Hilley Hall (1966) is a residence hall named for Howard Stevens Hilley (1892-1963), a former professor of ancient and modern languages, who became president of the College in 1920. All residence hall rooms are provided with connections for computers.

J.W. Hines Hall (1956) was named to honor James William Hines (1858-1928) of Rocky Mount, North Carolina. He left a significant sum to the College upon his death on the eve of the Great Depression. Hines Hall is the largest classroom building on campus, housing the School of Business, the School of Humanities, and the School of Social Work. Computer laboratories are located on the first floor. Students may use the facility outside of scheduled class time.

Howard Chapel (1939) was named to honor Curtis William Howard (1853-1932), a longtime trustee of the College and minister of the Christian Church (Disciples of Christ).

Kennedy Family Theatre (2009) was named in honor of the K.D. Kennedy, Jr., family. The black box theatre provides the campus with a premier teaching facility and an excellent venue for theatre, dance, concerts, and lectures.

Kennedy Recreation and Intramural Center (1997) was named in honor of the K.D. Kennedy, Jr., family to recognize significant contributions to the College. It is attached to the Wilson Gymnasium and includes an indoor swimming pool, auxiliary gym, weight/fitness center, and a suspended jogging/walking track.

Lee Student Health Center (1956) was named to honor College friends, Mr. and Mrs. Don E. Lee, of Arapahoe, North Carolina.

Moye Science Hall (1956) was named for Lawrence A. Moye of Maury, North Carolina, a former trustee of the College. The building houses classrooms, laboratories, and offices for the School of Sciences.

Nixon Nursing Building (1976) was named in 2004 to honor the generosity of alumnus and trustee, Dr. William P. Nixon, Jr. This facility houses classrooms, a laboratory, and offices for the School of Nursing.

Physical Plant Operations Complex (2001) houses the Physical Plant administrative and staff offices, as well as shop operations.

The Sam and Marjorie Ragan Writing Center (1999) was named in honor of Sam Ragan, noted alumnus, journalist, editor, publisher, Pulitzer Prize nominee, and North Carolina State Poet Laureate, and his wife, Marjorie, an accomplished journalist. The building houses a main conference room for seminars and lectures, offices for visiting scholars, as well as the director of the center, and a number of computer workstations designed for student use.

Waters Hall (1968) is a residence hall named for John Mayo Waters, who served the College as a professor and administrator.

Wenger Hall (1970) is a residence hall named for Arthur D. Wenger (1916-1977), former president of the College.

Wilson Gymnasium (1966) was named to honor the many contributions made to the College by the citizens of the city of Wilson. The building houses the gymnasium, classrooms, locker rooms, and offices.

Approximately six blocks northwest of the main campus is the **Barton College Athletic Complex**. This 30-acre property, dedicated in 1979, includes the Nixon Baseball Field, Jeffries Softball Field, and Barton's soccer field. The Scott Davis Field House was completed in 1993. Across Raleigh Road from the main campus is the **Barton College Tennis Complex** and public service building.

Mailing Address

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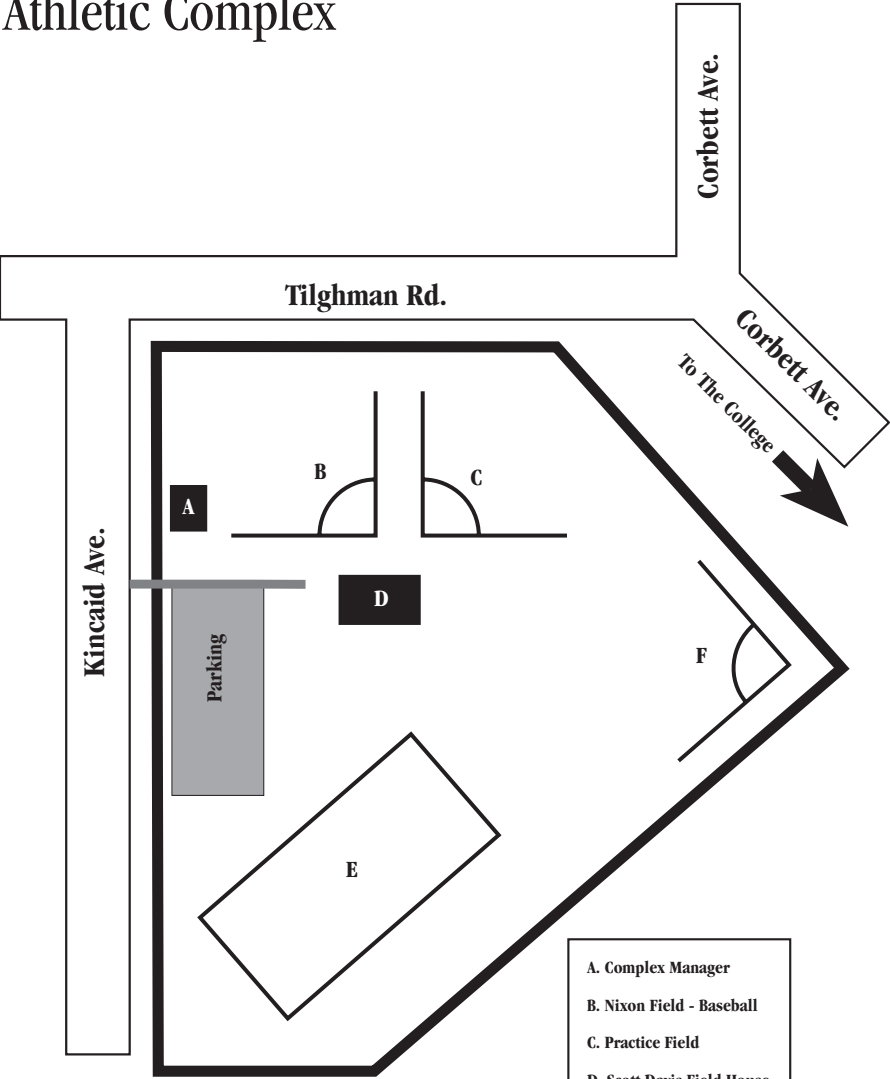
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Directory for College Offices

For more detailed information about any matter contained in this catalog, contact the appropriate office, depending on the nature of the inquiry, as follows:

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Athletic Complex



- A. Complex Manager
- B. Nixon Field - Baseball
- C. Practice Field
- D. Scott Davis Field House
- E. Soccer Field
- F. Jeffries Field - Softball

