

# GENERAL CATALOG

2024 - 2025

HABEBUNT **LUMEN** VITAE

They shall have the light of life. — John 8:12



**BARTON**  
COLLEGE



# BARTON

## COLLEGE

Wilson, North Carolina

Telephone (252) 399-6300 • FAX (252) 399-6571

# **GENERAL CATALOG**

## **Announcements for 2024-2025**

### **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, 2024), 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.

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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

# Introduction

## 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

Four schools offering 44 academic majors. Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Science in Nursing, Bachelor of Social Work, Master of Business Administration, Master of Education, Master of School Administration, Master of Science, and Master of Science in Nursing degrees are awarded through the schools of Arts and Humanities, Business and Innovation, Education and Social Sciences, and Health Sciences.

## Calendar

Fall semester and spring semester. During fall and spring semesters, a full-time undergraduate student carries from 12 to 18 semester hours. A two-week January Term is incorporated at the beginning of the spring semester. One summer term is also available in which multiple 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 and in evenings in six-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 *Habebunt 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. Questions about the accreditation of Barton College may be directed in writing to:

Southern Association of Colleges and Schools Commission on Colleges  
1866 Southern Lane  
Decatur, GA 30330-4097

Or contact them by calling (404) 679-4500, or by accessing information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).





## 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.



# Admissions

Barton 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](http://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 or its equivalent); 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. As of spring 2020, Barton College will not require these tests, but recommend the tests be taken. Barton College is currently test optional.
- Barton recommends students have an unweighted grade point average of 2.30 and a 900 (combined evidence-based reading, writing, 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.

## Freshman Admissions Process

The student must take the following steps 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.
- 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. However, Barton College is currently test optional.
- Have an official copy of SAT or ACT scores sent to the Office of Admissions from The College Board or The American College Testing. If the student's high school reports test scores on their official transcripts, the Barton College Office of Admissions will accept them from the high school.
- Home schooled students should submit written documentation of successful completion of the equivalency of a college preparatory high school curriculum via notarized transcript. Transcripts from a cooperating school district or certified testing agency are required.
- If a student has been dual-enrolled or has taken any college coursework, the student should submit official college transcripts for all college courses attempted.

## 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 Enrollment Management. 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.

### Transfer Admissions Process

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 Residency Licensure Only

Students seeking residency licensure only must:

- Apply through the Office of Admissions using the Residency 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

### The Professional Studies Program Student

We Professional Studies programs provides an educational alternative to adult learners, age 21 or higher, 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 as well as exclusively on-line options. 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: Birth to Kindergarten (B-K); Justice Administration (exclusively online); R.N. to B.S.N. (exclusively online); and Social Work.

### Online Education

Online Education (OE) provides learning opportunities engaging nontraditional delivery methods to meet the needs of diverse learners with various learning styles and lifestyles. Online learning occurs when the interaction between the student and professor is separated by place and/or time. Barton College strives to provide accessible, comprehensive instructional programs and/or courses, as well as academic support/resources, for students interested in online learning opportunities. Online education offers a variety of courses and programs delivered in online and/or hybrid format.

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.

### 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.

## Financial Aid for Professional Studies Program Students

Professional Studies students 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 and past enrollments.

## 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 deposited 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. International Students are allowed only full-time status, and can't be accepted for online degrees.

## 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](http://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 (statement and monetary values must be in English and U.S. dollars). 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](http://www.els.edu). Information on ASPECT can be obtained online at [www.aspectworld.com](http://www.aspectworld.com). Barton will also accept a satisfactory score from the IELTS.

## 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](http://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 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).
- The transfer student U.S. English proficiency can be met with successfully passing two transferable English courses with a “C” grade or above.

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 (for current Barton Students)**

- Recommended 3.0 Barton College GPA upon declaration into program during the second semester of the sophomore year
- Recommended 3.0 Barton College GPA, resume, cover letter, three academic references (recommended) and interview to determine final acceptance into program during the second semester of the junior year
- Two academic/professional references (suggested)
- The above information is submitted to the Dean of the School of Business



## Transfer or Change of Major to Business (for current students)

- Recommended 3.0 Barton College GPA for change of major - resume, cover letter, and interview to determine final acceptance into program during the second semester of the junior year
- For transfers, recommended cumulative 3.0 GPA and transcripts from all accredited institutions attended, resume, cover letter, and interview to determine final acceptance
- Two academic/professional references (suggested)
- The above information is submitted to the Dean of the School of Business

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

- Recommended undergraduate cumulative GPA of 3.0
- Official transcripts from all accredited undergraduate colleges and universities attended
- Resume, cover letter, and interview to determine final acceptance into program
- Two academic/professional references (suggested)
- The above information is submitted to the Director of the MBA Program

## Admission to the Master of Elementary Education Program

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

- Recommended undergraduate cumulative GPA of 3.0 (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, found on Barton's web site.

## **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 Teaching License or out of state equivalent
- Three years of public school teaching
- Official transcripts from all accredited undergraduate colleges and universities attended
- Personal statement of interest in the program
- Recommendations from your current employer or administrator, and a colleague (form available online)
- Professional resume
- Interview with the Director of the Master's Program in Education, if requested by the Director

## **Admission to the Master of Science Program in Criminology and Criminal Justice Sciences**

The following criteria are the minimum criteria for consideration for admission to the Master of Science Program in Criminology and Criminal Justice:

- Completed graduate application
- Official transcripts from all accredited undergraduate colleges and universities attended
- Recommended undergraduate cumulative GPA of 3.00

## **Admission to the Master of Science in Kinesiology**

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

- Completed graduate application
- Official transcripts from all accredited undergraduate colleges and universities attended
- Recommended undergraduate cumulative GPA of 3.00

## **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 accredited undergraduate colleges and universities attended
- Recommended undergraduate cumulative GPA of 3.00
- One year of clinical experience
- Proof of your RN license

## **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.

Readmitted students will refer back to the last enrollment period to determine institutional aid, unless otherwise awarded by the Director of Financial Aid.

## 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.

## Expenses

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 2024-2025 Traditional

Full-time (12-18 credit hours) per semester .....	\$ 18,500
Tuition, overload (more than 18 credit hours) per credit hour .....	\$ 1,475
Tuition, part-time (1 to 11 credit hours) per credit hour .....	\$ 1,410

### Room Charge

Hilley, Waters, Wenger, double, per semester .....	\$ 2,487
Hilley, Waters, Wenger, single, per semester .....	\$ 3,600
East Campus Suites, double, per semester .....	\$ 3,118
East Campus Suites, single, per semester .....	\$ 4,574
Hackney, double, per semester .....	\$ 2,755
Hackney, single, per semester .....	\$ 4,132
Kenan Street Apartments, 113 Whitehead Apartments (name subject to change), Stephenson Suites, per semester .....	\$ 4,262

## Board Charge

Board, per semester .....	\$ 3,513
Kenan Street Apartments / 113 Whitehead Apartments (165 meals plus \$335 dining dollars) per semester .....	\$ 1,680
Commuter Meal Plan (25 meals plus \$50 dining dollars, per semester) .....	\$ 275
Dining Dollars (initial minimum deposit) .....	\$ 150

## Miscellaneous Fees

Challenge Fee, per hour .....	\$ 325
Audit Fee, per hour .....	\$ 325
Audit Fee, per hour (seniors ages 60+), per hour .....	\$ 80
Orientation Fee .....	\$ 150

## Expenses for College Consortium 2024-2025

Tuition, per credit hour .....	\$ 485
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## GI Bill® and VR & E Beneficiaries

All eligible students may enroll in courses for up to 90 days while waiting for the VA payment to be received by Barton College. Students will not be required to borrow additional funds or be assessed late fees if the VA payment is late.

## Summer Sessions 2025

Tuition, per credit hour .....	\$ 485
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## Graduate Programs 2023-2024

MBA Tuition, per credit hour (inclusive of textbooks, travel, software) .....	\$ 775
MSA/M.Ed Tuition, per credit hour .....	\$ 358
MSA/M.Ed Tuition (ACC/Barton College alumni), per credit hour .....	\$ 344
MSN Tuition, per credit hour .....	\$ 580
MS (CCJS) Tuition, per credit hour .....	\$ 625
MS (Kinesiology) Tuition, per credit hour .....	\$ 625

## Professional Studies / Online 2024-2025

Students enrolled in Professional Studies pay the following amounts:

Tuition, per credit hour .....	\$	485
RN to BSN online, per credit hour .....	\$	328
Lateral Entry, per credit hour .....	\$	331
Lateral Entry TA to Teacher (Wilson Co. Schools), per credit hour .....	\$	282

**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 semester), and beginning January 1 and ending May 1 (for the Spring semester). A payment plan fee of \$50 is collected from the operator of the online payment portal ([barton.afford.com](http://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 Career and Academic Planning 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 Engagement and Success and the Business Office.

### Fall 2024 Refund Schedule

First Day, August 26 .....	100%
August 27 through August 29 .....	90%
August 30 through September 3 .....	75%
September 4 through September 6 .....	50%
September 7 through September 11 .....	25%
After September 11 .....	No Refund

### Spring 2025 Refund Schedule

First Day, February 3 .....	100%
February 4 through February 6 .....	90%
February 7 through February 12 .....	75%
February 13 through February 23 .....	50%
February 24 through February 27 .....	25%
After February 27 .....	No Refund

### January Term 2025 Refund Schedule

After January 13 .....	No Refund
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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 withdrawn 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 30, 2024  
Spring - February 7, 2025
- Summer School - June 9, 2025



## Summer 2025 Refund Schedule

(for complete college withdrawals only)

First Day, June 9 .....	100%
June 10 through June 12 .....	90%
June 13 through June 17 .....	75%
June 18 through June 20 .....	50%
After June 20 .....	No Refund

For billing and refund purposes,  
the Business Office does not recognize subterms Summer Sessions.

Tuition and Refunds are assessed for each entire Summer Session, not individual subterms 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.

# Financial Aid

## 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 October 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** (full-time freshman)

### Full-time Freshman Awards and Scholarships

- **Trustee Scholarship - \$16,000**  
Recognizes our most excellent all-around students.
- **Presidential Scholarship - \$14,000**
- **Barton W. Stone Scholarship - \$12,000**
- **John J. Harper Scholarship - \$10,000**
- **Barton Opportunity Scholarship - \$5,000**

Scholarships levels can be calculated by using our Scholarship Merit link:  
<https://tcc.ruffalonl.com/Barton%20College/Freshman-Students>

A 2.00 GPA is required for renewal.

## **Scholarship Award Criteria** (full-time Transfer)

### Full-time Transfer Awards and Scholarships

- **Transfer High Honors Scholarship - \$15,000**  
GPA  $\geq$  3.2. The award is renewable when the student maintains a 2.00 or higher GPA.
- **Transfer Honors Scholarship - \$12,000**  
GPA  $\geq$  2.85-3.19. The award is renewable when the student maintains a 2.00 or higher GPA.
- **Transfer Incentive Award - \$10,000**  
GPA  $\geq$  2.50-2.84. The award is renewable when the student maintains a 2.00 or higher GPA.
- **Transfer Opportunity Scholarship - \$6,000**

For students not meeting the above merit scholarship requirements. The award is renewable when the student maintains a 2.00 or higher GPA.

- **Phi Theta Kappa Scholarship - \$2,000**

Awarded to incoming transfer students who are members of Phi Theta Kappa.

Students that fall below a 2.00 GPA and are not placed on “suspension” status based on Satisfactory Academic Progress (SAP) may regain institutional merit scholarship eligibility by participating in the Fresh Start program and fulfilling prescribed program requirements.

**Note:** *Eligibility for maintaining institutional athletic aid does not fall under the Fresh Start policy.*

Students that are placed on financial aid “suspension” have the option to appeal to be placed on “probation” status. Suspended students with a successful appeal may regain institutional merit scholarship eligibility by creating an Academic Plan in the Office of Academic and Career Planning and fulfilling prescribed plan requirements. Students placed on financial aid “suspension” who do not appeal, or whose appeals are not granted, may have their merit scholarship replaced with a Merit Incentive Scholarship for \$1,500.

## Scholarships and Award Opportunities

The administration of scholarships is subject 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 direct cost.
- A student placed on suspension may not be eligible to retain an endowed scholarship.
- A student who drops below full-time status may not be eligible for institutional scholarships.

## 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 \$4,000 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 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 FBLA chapter; participating in chapter activities at both the local and state levels. Selection is made by Barton College FBLA chapter advisors, Professional Division members, and 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 for full-time students who maintain a 2.50 grade point average.

## **Multiple Family Member Tuition Discount**

The Multiple Family Member discount, worth \$1,000, is awarded to the 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.

## **Barton Need Grant**

Barton College is committed to affordability for those in need. The Barton Need Grant is calculated for incoming students based on a percentage of their unmet financial need and is renewable for full-time students.

## Community Mobility Scholarships

The Community Mobility Scholarship is offered to new incoming freshmen from Wayne, Johnston, and Green counties. This special scholarship is annually renewable at \$2,000 for full-time students.

## Community College Transfer Scholarships

The Community College Transfer Scholarship is offered to transfer students from Wayne, Wilson, Nash, Pitt, and Johnston Community College. This special scholarship is annually renewable at \$5,000 for full-time students,

## Grants

### Federal Pell Grant

Unlike a loan, a Federal Pell Grant 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. To be considered for a Federal Pell Grant, students must complete the FAFSA.

### Federal Supplemental Educational Opportunity Grant (FSEOG)

This 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 Federal Pell Grants, the FSEOG does not have to be repaid. These forms are limited and are offered on a first-come, first-served basis.

### 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 nine (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, these 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 students with financial need. Your school will review the results of your Free Application for Federal Student Aid (FAFSA<sup>SM</sup>) 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. To be considered for a Direct PLUS Loan, students must complete a FAFSA and parents must complete a Parents Plus Loan application.

## 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, departmental offices, and elsewhere. A student interested in working on campus should apply via Handshake, the College's career management system. 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 Academic and Career Planning.

## 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](mailto: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 120 hours for graduation are eligible for financial aid during the first 180 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 180 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

Cumulative GPAs can only be brought up by class attendance at Barton College and in approved online courses offered through Acadeum during the summer and winter terms only.

### Hours Earned

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. The appeal must explain why the

student failed to make satisfactory progress and what has changed in their situation that will allow them to make satisfactory progress at the next evaluation. 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 may not be 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 top 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 **Alpha Sigma Phi Fraternity: Gamma Lambda Chapter Endowed Scholarship** was established by the generosity of the alumni brothers of the Gamma Lambda Chapter of Alpha Sigma Phi Fraternity. The scholarship is awarded annually to an active fraternity member of the Alpha Sigma Phi Fraternity, in good standing, who is at least a first semester sophomore, has a minimum GPA of 3.40, and demonstrates financial need. Additional preference will go to a junior or senior student who actively lives in the fraternity house.

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 former 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 be 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 **Jarvis Baker Family Endowed Scholarship** was established in support of students at Barton College from the estate of Ann Carol Baker, Class of 1965. Ann retired as a teacher in the Nash County School District and then taught the hearing impaired in Wilson County. The scholarship is awarded annually to one or more students within the School of Education and Social Sciences.

The **Barker-Ferguson Endowed Scholarship** was established in 1997 through a gift by Eddie and Debra Ferguson in memory of her parents, William L. and Birdie Parham Barker, and in memory 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 scale 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 preference 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 **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 **Cindy Walls Booth Endowed Scholarship** was from an estate gift by her parents, Winnie Walls and Dwight Johnson. The recipient is awarded annually to undergraduate students majoring in either science or nursing. Preference is given to those who grew up in Wilson, Nash, Edgecombe, or Pitt County.



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 **Catherine Mazingo Boyette Endowed Scholarship** was established by Ms. Boyette in honor of the Mazingo family in appreciation of the financial support she received as a student at Atlantic Christian College. The scholarship is awarded annually to an undergraduate student with a minimum 2.80 GPA and demonstrated financial need.

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 **Vickie and Jim Boykin Endowed Scholarship** was established by Jim Boykin, a 1972 graduate, and his wife, Vickie, of Wilson, N.C. The scholarship is awarded annually to a member of the Men's Track and Field Team who has maintained eligibility to compete per NCAA regulations.

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.A. 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 memory 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 **Carol and Roger Bullard Endowed Scholarship** was established by the Bullards', honoring Carol's career as a chemical engineer at the local Bridgestone/Firestone plant and Roger's long career as a faculty member at Barton College. The scholarship is awarded annually to one or more students who have a major within the School of Humanities.

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 **Nan Mattox Cheek Endowed Scholarship** is to be awarded to a Disciples of Christ student who is a resident of North Carolina with a minimum 2.50 GPA.

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 **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 **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 **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 **Robert “Rocky” Covington Scholarship** was established by Sandy Covington of Myrtle Beach, S.C., along with family and friends to honor his life. Rocky was a standout basketball player at Barton College, majoring in Business Administration in addition to being a leader in campus life and Sigma Phi Epsilon Fraternity. A member of the College's Athletic Hall of Fame, Rocky founded and served as president of Covington International Inc., a marketing company that focuses on e-commerce.

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 **Rebecca Lennon Crowder Endowed Scholarship** was established by Jimmie Crowder of South Hill, Virginia, in memory of his late wife, Becky Crowder '66. This scholarship is awarded annually to a student from the Commonwealth of Virginia. The recipient should demonstrate financial need and show strong potential for personal growth and achievement at Barton College.

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 **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 31<sup>st</sup> 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 **Hyacinth and Gregg DeMar Endowed Scholarship** was established by Dr. Gregg DeMar, past chairman of the Board of Trustees, and his wife, Hyacinth. Preferences for this scholarship will be given to a rising senior in the School of Business with a minimum GPA of 3.0, and who shows strong potential for continued academic and professional achievement.

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 **Dr. Charles Sydney Eagles Endowed Scholarship** was established the Honorable and Mrs. Sidney S. Eagles, Jr., in honor of Judge Eagles' grandfather, Dr. Charles Sidney Eagles. Dr. Eagles was a member of the Board of Trustees at the College from 1921-1958, and Judge Eagles served from 1991-2014. The scholarship is awarded annually to an undergraduate student who has financial need.

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 **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 **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 **Elizabeth “Trixy” Evans Finch Endowed Scholarship** is to be awarded to an undergraduate student enrolled full-time in the School of Nursing.

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. and 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 Freeman Endowed Scholarship** was established in memory of Jack and Lucille Forbes by endowment gifts from Nancy Forbes Freeman and friends. The Nancy Forbes Freeman 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 **Takashi and Yoshiko Fukuchi Memorial Scholarship** came from the estate of Dr. Michael S. Fukuchi, a beloved faculty member and mentor for 40 years at Barton College. The renewable scholarship is awarded annually to a student majoring in English with preference given to Wilson County students of Japanese American or Asian American ancestry.

The **Gaddis Family Endowed Scholarship** was established by Brig. Gen. Norman C. Gaddis and his family. Gaddis is a veteran of World War II, the Korean War, and the Vietnam War. He is a recipient of many awards including the Silver Star, the Bronze Star, the Distinguished Flying Cross, and the Purple Heart. The scholarship is awarded annually to an undergraduate student who has financial need. Preference will be given to military dependent 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 31<sup>st</sup> 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. 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. First preference is a member of the Christian Church (D.O.C.) Student must maintain a 2.50 GPA.

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 **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 **C.J. and Judy Holliday Endowed Scholarship** was established by the Hollidays in 2014. First preference is for a male art student with a minimum 2.50 GPA. Second preference is for a male or female athlete with a minimum 2.50 GPA.

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 **Samuel Adams James, Jr. Memorial Endowed Scholarship** shall be awarded to an honors student in the School of Business. Student must have sophomore status or greater and selected to participate in the economic development research program in the School of Business, or its successor of a similar nature. Student must maintain a minimum 3.25 GPA. The scholarship is to be awarded by the School of Business.

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. If no recipient is available, scholarship may be awarded to a theatre major.

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 **Steven Ross Leder Endowed Scholarship** was established by Steven R. Leder '73 of Wilson, N.C. The scholarship will be awarded to a student enrolled in the School of Business, with a record of academic success and a GPA of 3.00 or higher, who shows strong potential for continued academic achievement and personal growth at Barton College.

The **Edward S. and Deborah B. Levy Endowed Scholarship** was created by Deborah Levy, Class of 1984, in memory of her husband, Edward. This scholarship is given to a full-time, undergraduate student with financial need. Preference is given to a student majoring in Art and Design with a concentration in Photography.

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 **James C. Lucas, Jr. Endowed Scholarship** was established from a trust created pursuant to the terms of the Will of his mother, Irene W. Lucas, Class of 1936. Preference will be given to deserving students from Eastern North Carolina with demonstrated financial need and who show strong potential for personal growth and achievement 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. Second preference is given to a student majoring within the department of Fine Arts. 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 a junior or a senior.

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 **Romey L. McCoy Endowed Scholarship** was established by Romey L. McCoy '80. Mr. McCoy majored in accounting and had a 31-year career with the State of North Carolina in leadership roles within their Department of Revenue. The selection of scholarship recipients will be guided by the following: a deserving student who is majoring in Business Administration, with a preference given to a student who is minoring in Accounting.

The **Gina Allen McCuen Endowed Leadership Scholarship** was established in support of the 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 **Michalak Family Endowed Scholarship** was established by Dr. Daniel Michalak and his wife, Paula, of Wilson, N.C., long-time friends of the College. The scholarship is awarded annually to a rising junior or senior undergraduate student enrolled in the School of Nursing, who has a minimum 3.00 GPA or higher.

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 **Eric and Linda Morgan Scholarship** was established by Eric Morgan '62, and his wife, Linda, of Louisburg, N.C. Dedicated supporters of the College, both spent their professional careers working with the North Carolina Public School System.

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. Moye Endowed Scholarship** was established with funds from the Clarence H. Moye estate, and from Mrs. Clarence H. Moye, 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. Moye Scholarship** was established by Ms. Frances Moye in memory of her husband and in honor of the long tradition of involvement with the College by members of the Moye family. The Moses W. and Frances D. Moye 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 **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 **Ted and Joyce Copeland Peacock Endowed Scholarship** may be awarded to a rising junior or sophomore with a major or minor in accounting and a minimum GPA of 2.50. The award is made by the School of Business.

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 the generosity of Janie Creel Phillips, Class of 1954, and her husband, William "Bill" E. Phillips, Jr. The scholarship is awarded annually to an undergraduate and/or graduate student in the School of Nursing.

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 Wayne 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 **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 **Dianne and James S. Pridgen Endowed Scholarship** may be awarded to a full-time student in the School of Business, from eastern North Carolina, and maintaining a minimum GPA of 2.50.

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 **Gerald Haywood Quinn Endowed Scholarship** was established by the family of Gerald Haywood Quinn, 1959 alumnus of Barton College and longtime member of the Board of Trustees. Preference for this renewable scholarship is given to an undergraduate student, from Eastern North Carolina, majoring in Business Administration.

The **Richeson Family Endowed Scholarship** was established by Allan '71, and Karen Richeson '81, of Prince George, Virginia. The recipient is to have demonstrated financial need and be a student within the School of Business or the School of Education. Preference is for students from the Commonwealth of Virginia.

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 **Margie L. Rose Endowed Scholarship** was established by Ms. Rose, a 1960 graduate of Atlantic Christian College. The award is given to a full-time student from North Carolina, with financial need, and minimum 2.50 GPA. First preference is given to an Elementary Education major.

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 **Wendee Saintsing Endowed Scholarship** was established in 2021 by Tom and Sara Graves, long-standing supporters of the College. The gift was made in honor of Wendee Saintsing for her three decades of dedicated service as Head Women's Basketball Coach, and for the positive impact she has had on the lives of many students at Barton College. The scholarship is awarded to an active member of the Women's Basketball Team with demonstrated financial need.

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 **School of Business Masters in Business Administration Endowed Fellowship** was established by Kathy Turner '12, G '18. The Scholarship is awarded annually to a student enrolled in the School of Business, Master of Business Administration program, with a minimum GPA of 3.00. First preference is given to a student from the State of North Carolina demonstrating financial need.

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 beyond their freshman 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 Shackelford and Ruby Paschall Shackelford Memorial Endowed Scholarship** was established by Mrs. Ruby Paschall Shackelford 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 **Coach Barbara B. Smith Endowed Scholarship** was established by Coach Smith's family, friends, and former players, following her death. This scholarship is awarded to a female undergraduate member of the Barton College tennis team who demonstrates sportsmanship.

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 **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 **Kathleen Sutton Endowed Scholarship** was established by her husband, Ernest R. Sutton, Sr., '54. It is to be awarded to a nursing 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 **Howard and Dina Tang International Student Endowed Scholarship** was established by Howard H. Tang '72, and his wife, Dina, of Rocky Mount, N.C. The scholarship is awarded annually to one or more second-year or above Barton College students. The student(s) must have a GPA of 3.00 and maintain a 3.00 to renew the annual award. First preference shall be given to students from Southeast Asia.

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 **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 **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 **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 **Olivia Philyaw Tyndall Memorial Endowed Scholarship** was established by Dr. J.P. Tyndall in memory of his wife. The recipient must be an elementary education major, a resident of North Carolina, with a minimum 3.00 GPA.

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 **Dr. William L. Wallace Endowed Scholarship** was established in memory of Dr. William Wallace, Associate Professor of Chemistry from 1996 to 2017. The recipient shall be a junior or senior, enrolled full-time in the School of Science with preference given to a student majoring in Chemistry. Selection will be made by the Dean of the School of Science with the Office of Financial Aid.

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 31<sup>st</sup> 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, a member of the class of 1953. 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.

## Student Life / Student Engagement and Success

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. Student clubs and organizations typically relate to one of these 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 Engagement.

## Greek Organizations

- Panhellenic Conference (Sororities)
  - Delta Zeta
  - Sigma, Sigma, Sigma
- Interfraternity Council (Fraternities)
  - Alpha Sigma Phi
  - Sigma Phi Epsilon
- National Pan-Hellenic Council (Fraternities and Sororities)
  - Alpha Phi Alpha
  - Kappa Alpha Psi

## Student Publication

### Campus Newspaper

*The Collegiate*, the student newspaper of the College, is published six times per semester. It is open to all students who wish to work on the newspaper staff and serves as the newspaper practicum of the school’s journalism program. The newspaper is student-run with direction from a faculty advisor.

*The Collegiate* provides an important channel of information and communication for the college community. Features, news events, activities, sports, and an editorial section highlight the newspaper.

*The Collegiate* is available to students online at no charge and is distributed throughout the campus.

## 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 life 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:** Howard Chapel is open most days to students, faculty, and staff for quiet reflection and prayer. The College community 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.



## Campus 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.

Barton will begin intercollegiate football play in 2020 and recently signed a scheduling alliance with the South Atlantic Conference, and NCAA Division II league, fielding teams in Tennessee, North Carolina, and South Carolina.

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, lacrosse, and volleyball, for men in baseball and football, for women in fast-pitch softball and stunt. Barton College's intercollegiate athletic teams compete as "The Bulldogs." A cheer and dance team is sponsored by athletics. 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 Health Sciences.

## 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) 399-6397 or email [healthcenter@barton.edu](mailto:healthcenter@barton.edu) to schedule an appointment.

### Access and Accommodations Services Available

Barton College is committed to full compliance with the Americans With Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. Under the ADA and its amendments, a person has a disability if he or she has a physical or mental impairment that substantially limits a major life activity.

The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the institution whether qualified or not. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself.

- i. Barton College is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the programs and activities of the College.
- ii. All accommodations are made on a case-by-case basis. A student requesting any accommodation should first contact the Coordinator of Access and Accommodations, who coordinates services for students with disabilities. The Coordinator reviews documentation provided by the student and in consultation with the student, determines which accommodations are appropriate to the student's particular needs and programs. It is then the student's responsibility to make direct requests for accommodations to the appropriate staff.

## Online Bookstore

Visit [barton.textbookx.com](http://barton.textbookx.com) and log in with your OneLogin username and password to see a personalized page with the courses that you registered for and the course materials that faculty and administrators assigned. Then, select from the physical and digital options available, select delivery details, and check out.

We encourage you to bookmark the website and log in when you are ready so that you can review what you will need and can plan for the start of the term.

***Please note that textbooks will not be available for sale on campus.***

### Online Bookstore Features:

- A personalized page showing all the courses you registered for along with all of the corresponding course materials on one page
- An optimized website where orders can be placed in fewer than 10 minutes
- A wide variety of textbook formats including new, used, ebooks, and rentals
- Affordable textbook options including a marketplace where third-party vendors and students sell textbooks at discounted prices

- Price match guarantee on new books
- Free economy shipping offers on select orders over \$49 (excluding marketplace)

For more information, visit <https://www.barton.edu/online-bookstore/>

## Campus Store

Our Campus Store carries a wide selection of Barton College insignia items, including clothing, gift items, and school supplies. Purchases may be paid for by cash, personal checks, or bank card. It is located in the lower level of the Hamlin Student Center and is open during the academic year and summer sessions from 10:00 a.m. to 5:00 p.m., Monday through Friday. The location and hours are subject to change.

## Mail Services

Barton College Mail Services is operated by the College.

Mail and package deliveries can be delivered to and sent from our campus by using the following address:

400 Atlantic Christian College Drive, Wilson, NC 27893

Mail Services is not a Certified Postal Unit but you may still purchase stamps. Mail Services is currently located in Room 107 on the ground floor of the Hamlin Student Center and is open from 10:00 a.m. - 1:30 p.m. and from 2:30 p.m. - 4:30 p.m., Monday through Friday. The location and hours are subject to change.

## Housing and Residence Life

The Barton College residential community houses students in varied accommodations ranging from single and double residential-style rooms to fully furnished suites. Services and programs intended to enhance the quality of student life and to assure the security and safety of the residential student body is a priority for the residence life administration.

All are served by live-in full-time professional staff, para-professional, and student resident assistants. At least one professional staff member is on duty at all times, 24 hours a day, seven (7) days a week.

Security and safety policies and procedures, especially regarding locking individual rooms and building doors and related precautions, are discussed with residents in crime prevention seminars, in routine floor meetings conducted by the residence life staff, and in printed material that is posted and distributed by the staff.

## Residence Life Mission

Residence Life promotes both academic and personal success through maintaining a safe, supportive, and diverse living-learning community.

## Residence Life Diversity Statement

Residence Life values the diversity of students on our campus. We embrace all of the people who make up our community while providing opportunities for education and support in an increasingly global society.

## Administration

The administration of the residence halls is carried out through the Residence Life student staff, support staff, and professional staff members who report to the Dean of Students.

Organizational structure is as follows:

- Resident Assistants (RAs) and Graduate Assistants for Residence Life report to the Coordinator of Residence Life
- The Coordinator of Residence Life reports to the Director of Residence Life.
- The Director of Residence Life reports to the Dean of Students, the Dean of Students reports to the Vice President for Student Engagement.

The RAs are students selected and employed by the Division of Student Engagement as members of the residence hall staff. RAs are available to assist students with adjustment to campus life. In addition to providing information, the staff is responsible for monitoring student conduct, planning programs designed to meet student needs, and offering peer coaching. Any reasonable requests made by student staff members should be respected just as those of any other Barton College Official.

## Residency Requirements

Barton College students are required to live in the residence halls until they have lived on campus for six (6) continuous semesters.

### In order to be eligible to apply for housing, students must:

- 1) Meet all academic requirements for entrance to or continuation in college.
- 2) Be pre-registered as a full-time student for the semester in which the housing assignment is made. The requirement for pre-registration does not apply to new students. Part-time students are allowed to reside in the halls on a space available basis. At the discretion of the Director of Residence Life, housing assignments will not be held past the first day of the start of classes on the first day of the semester.

Applications accepted during pre-registration periods will be cancelled at the end of the semester in which the housing assignment is made if, at the end of that semester, the student is declared academically ineligible.

## Housing Selection Process

The Office of Residence Life will communicate by Barton email the Housing Selection Process and associated deadline dates each academic year. The Office of Residence Life reserves the right to adjust or change the process as deemed necessary. Below is a summary of the process.

### 1) Housing Contract

All students must complete the Housing Contract in the MyBarton Housing online portal. Students will not be able to select a space on-campus until the housing contract is signed.

### 2) Housing Assignment

After the Housing Contract is completed, the student can select a housing assignment in the MyBartonHousing portal on the students designated selection day. Please refer to Stages of Housing Selection listed below.

### 3) Stages of Housing Selection for 2025-2026

- Same Room Selection for Eligible Spaces
- Students who have lived on campus 5 or more semesters
- Returning Honors Students — Honors students on academic probation may select rooms at the same time as non-honors students

Honors students can choose only returning honors students as roommates during this housing selection stage.

- Students who have lived on campus 3-4 semesters
- Students who have lived on campus 1-2 semesters
- Open Room Selection for Returning Students
- New Incoming Students

## 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 Bulldog 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

### Parking Regulations and Permit Requirements

All vehicles using college-owned parking facilities must be registered with the Wilson Police Department, Barton College District Office through the Coordinator of Mail Services and Parking Passes (Barton College Post Office) by the Last Day to Add/Drop Courses. Persons registering vehicles will be issued a parking permit to be affixed to the bottom left of the back window of the vehicle.

If a registered vehicle is sold, or otherwise disposed of, the parking permit should be removed and returned to the Wilson Police Department, Barton College District Office. A new parking permit will be issued at no charge. The College is not responsible for lost or stolen parking permits.

Certain parking spaces on the campus are designated for handicapped, visitor, and special designation parking only. The College has open parking whereby students, faculty, and staff can park in delineated parking spaces on a first-come, first-served basis. The College does not guarantee the availability of parking spaces and encourages commuting students to arrive in plenty of time to find a parking space prior to class.

Parking tickets will be placed on all vehicles that are unregistered, and/or improperly or illegally parked. Barton College parking ticket fines are \$25.00 per violation. Wilson Police Department Parking Fines are determined by the City of Wilson (for example, fines for parking in handicap spaces). Parking fines will be paid at the Student Financial Services. No refunds of parking permit fees will be made to those individuals whose privileges are revoked or suspended for cause.

Students will be required to return their motor vehicles to their homes if, in the opinion of the Vice President for Student Engagement, possession of the vehicle is interfering with academic achievement or campus adjustment. Students who repeatedly violate parking regulations may be subject to disciplinary action.

The College reserves the right to search any vehicle parked on campus property, if in the opinion of the Vice President for Student Engagement or designee, a search is justifiable. If a search is granted, a search warrant (in writing) will be provided to the owner at the time of the search. A search warrant is issued after probable cause is developed and is only obtained by law enforcement.

Finally, the College may request that students remove their vehicles from specific areas on campus in order to accommodate guests for special events, concerts, theatre productions, art exhibition openings, sporting events, etc.

The College will not be responsible for any loss or damage to vehicles caused by theft, vandalism, acts of nature, or other causes beyond its control.

## 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 Coordinator of Access and Accommodations.



# Degree Requirements

## Degrees Awarded

### Barton College offers five master's degrees:

- 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
- A **Master of Science** degree in Criminal Justice; Criminology and Criminal Justice Sciences; and Kinesiology

## Graduate Degree Residency Policy

A maximum of nine 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 five 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 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/Minor” form when the student changes academic majors.

- **Academic Minor**

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/Minor” form.

- **Academic Certificate**

An academic certificate program is a prescribed set of graded, organized courses, offered for academic credit.

## 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 120 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 and graduation period. 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.

- **Certificate**

An academic certificate program consists of a minimum of 6 credit hours and a maximum of 12 credit hours. There are no stand-alone certificates. Completed certificates will be noted on the student's official transcript upon graduation.

- **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 120 semester hours needed for graduation. THE 016 is 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, 033, 240) 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 355, BUS 360; CCJ 440; ENG 305, 350, 352, 360; GEN 300; HNR 350; NUR 470; PSY 450; SCI 110; and others as approved by schools. The courses ART 303, ART 381, COM 303, THE 325 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 February 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 May 2023.

- **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 300, 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**

Four key learning outcomes will be woven throughout the General Education curriculum, with each one focusing on a specific Essential Skill.

These include:

### **Written Communication**

Students will be able to organize ideas logically and express them clearly in writing.

**Oral Communication**

Students will be able to organize ideas logically and express them clearly through speech.

**Quantitative Literacy**

Students will be able to calculate, analyze, apply, and communicate numerical data.

**Information Literacy**

Students will be able to identify, collect, evaluate, apply, and document information from a variety of sources.

## Areas of Inquiry

Areas of Inquiry will provide opportunities for students to develop and demonstrate these Essential Skills. They are organized into the following thirteen categories:

**Making Connections. (3 semester hours)**

Students will build connections with one another, with campus resources, with their prospective careers, and with the rest of the General Education curriculum.

**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.*

**Numerical Reasoning. (3 semester hours)**

The Numerical Reasoning requirement may be satisfied by:

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

### Computational Proficiency Placement Credit:

A student whose mathematics placement is above QRT 120 / MTH 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:

<b>Student Score</b>	<b>Mathematics Placement</b>	<b>First Mathematics Course at Barton College</b>
Below 13	Level I	MTH 100 Fundamentals of Algebra
13 or above	Level II	QRT 120 Quantitative Reasoning 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:

<b>Student Score</b>	<b>Mathematics Placement</b>	<b>First Mathematics Course at Barton College</b>
Below 60%	Level II	QRT 120 Quantitative Reasoning 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.*



**College Writing. (3 semester hours)**

Students will develop the fundamental writing skills necessary for success in college and beyond. This requirement is satisfied by completing this course: WRT 112. College Writing.

**Creative Expression. (3 semester hours)**

Students will express themselves in a variety of modes and media. Take one course from: ART 110, 220, 230, 240, 250, 270, 271, 275; COM 212, 214, 215, 216, 225, 250, 270, 326 350; ENG 220, 241, 317, 318, 322, 324; SPA 101, 102, 201, 202, 255; THE 110, 240.

**Historical Contexts. (3 semester hours)**

Students will study how phenomena change over time and how the past impacts the present. Take one course from: ART 102, 201, 202, 303; HIS 101, 102, 201, 202, 315, 328,350, 365, 375, 395; REL 110, 123, 213, 314, 350,360; SPA 315, 335.

**Human Behavior. (3 semester hours)**

Students will explain the causes and consequences of human actions and activities. Take one course from: CCJ 101, 323; EDU 223, 225; HEA 230; MGT 290; MKT 290; NUR 214, 346; PSY 101; SWK 220.

**Scientific Investigation. (4 semester hours)**

Students will make observations and conduct experiments in order to objectively investigate the natural world. Take one course from: BIO 101; CHE 151, 200; PHY 130; SCI 110, 111.

**Social Dynamics. (3 semester hours)**

Students will examine broad frameworks for understanding the relationships between individuals and society. Take one course from: ECO 101, 102; POL 101, 202; SOC/SWK 101.

**Social Systems. (3 semester hours)**

Students will examine the institutions and structures that organize modern society and shape human interactions. Take one course from: BUS 101; CCJ 230, 360; COM 201, 321; EDU 204, 205; GRN 101, 240; HEA 250; POL 203, 301, 302, 360; REL 150; SWK 210, 345; Travel Courses.

**Textual Analysis. (3 semester hours)**

Students will interpret, analyze, and respond to the written words of others. Take one course from: ENG 201, 204, 207, 208, 209, 210, 231, 232, 233, 234, 240, 309, 316, 335, 336, 360; HUM 150; REL 221, 222, 320; THE 201, 226, 230, 231.

**Discipline-Specific Communication. (3 semester hours)**

Required course in major.

**Discipline-Specific Research. (3 semester hours)**

Required course in major.

**Applying Perspectives. (3 semester hours)**

Students will draw upon the skills and knowledge that they have acquired while completing their General Education requirements in order to develop and address open-ended research questions.

**GEN 300. Applying Perspectives. (3 semester hours)**

This theme-based interdisciplinary course provides students with an opportunity to apply the knowledge and perspectives that they have acquired while completing the General Education Core. Through research, papers, and presentations, students will demonstrate the key critical thinking and communication skills required of all Barton College graduates.

**Prerequisites:** Junior standing and completion of the following courses: WRT 112 (with a C-grade or higher); QRT 120 or MTH 130; **General Education requirements:** Scientific Investigation, Creative Expression, Historical Contexts, and Textual Analysis.

**Note:** *A grade of C- or higher is required to successfully complete this requirement.*

**Total semester hours in the General College Core is 34.**

# Honors and Awards

## 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. To be considered for this academic recognition, the student must be an undergraduate student who has completed at least 12 hours of courses with alpha (A-F) letter grades in the semester; courses with Pass/Fail grading do not qualify.

**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. To be considered for this academic recognition, the student must be an undergraduate student who has completed at least 12 hours of courses with alpha (A-F) letter grades in the semester; courses with Pass/Fail grading do not qualify.

**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 a 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 Regulations

## 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 90 semester hours; and a senior, 90 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 first year 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 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](http://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 and summer session is held in November. Registration for fall semester 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 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 19<sup>th</sup> hour: ART 461, COM 021, 022, 023; EDU 360, 400; MUS 011, 022, 033, 240; 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 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 withdraw with a non-punitive “W” grade for approximately 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 complete a “Withdrawal from Course” form. This form will become the official record for the Registrar and the student, as confirmation of the intention to withdraw from the course.

A student may not withdraw from a course after the first two-thirds of the term. Specific dates are published in the College calendar.

## Withdrawal from the College

A student may officially withdraw from Barton College until the last day of classes in the term. Students who withdraw from the College will have non-punitive “W” grades issued.

Official withdrawal is handled through the Office of Academic and Career Planning.

A student who officially withdraws from Barton College will receive a refund of tuition and fees based on the Refund Schedule.

## Unofficial Withdrawals

There are two types of unofficial withdrawals. The first is when a student does not begin the withdrawal process or notify the school of the intent to withdraw (possible examples might include but are not limited to illness, accident, grievous personal loss, or other circumstances beyond the student's control). The withdrawal date is the date the College determines that the student ceased attendance because of circumstances beyond the student's control (34 CFR 668.22 (c)(1)(iv)). The second type of unofficial withdrawal is all other withdrawals where official notification is not provided by the student. In these circumstances the last date of participation in an academically related activity. (34 CFR 668.22 (c)(1)(iii)) For unofficial withdraws the College must determine a student's withdrawal date within 30 calendar days from the earlier of the end of the payment period, the end of the academic year, or the end of the student's educational program (34 CFR 668.22 (j)(2)). Additionally, if a student fails to earn passing grades in all course(s) attempted, the College must determine if the student earned the failing grades by completing the course(s) for the semester, or if the student has unofficially withdrawn (DCL GEN-04-03, February 2004). This process is initiated and finalized through OFA utilizing the last date of attendance as recorded in the Jenzabar system and/or the institutionally adopted Learning Management System, Canvas.

## 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 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 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 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 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 75 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 75 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, Dean, and Vice President for Academic Affairs. 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:

<b>AP Course</b>	<b>Required Score</b>	<b>Hours Credit</b>	<b>Course Credited</b>
Art History	3	3	ART 201
2-D Art and Design	3	3	ART 190
3-D Art and Design	3	3	ART 191
Studio Art: Drawing	3	3	ART 110
General Biology	3 4 or 5	4 8	BIO 101 BIO 101/102
General Chemistry	3 4 or 5	4 8	CHE 151 CHE 151/152
Environmental Science	3	4	BIO 205
Computer Science Principles	3	3	CIS 110
Computer Science A	3	3	CIS elective hours
Macroeconomics	3	3	ECO 102
Microeconomics	3	3	ECO 101
Precalculus	3 4 or 5	3 3	MTH 130 MTH 150
English Literature/Composition	4 or 5	3	ENG 201
French Language and Culture	3 4 or 5	3 6	FRE 101 FRE 101/102
Comparative Govt. /Politics	3	3	POL elective hours
U.S. Government/Politics	3	3	POL 101
European History	3	3	HIS 102
U.S. History	3 4 or 5	3 6	HIS 201 HIS 201/202

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<b>AP Course</b>	<b>Required Score</b>	<b>Hours Credit</b>	<b>Course Credited</b>
Calculus AB	3	4	MTH 240
Calculus BC	3	4	MTH 240
Statistics	3	3	MTH 250
Physics 1: Algebra-Based	3	4	PHY 130
Physics 2: Algebra-Based	3	4	PHY 132
Physics C: Mechanics	3	4	PHY 130
Physics C: Elec. and Magnet	3	4	PHY 132
Psychology	3	3	PSY 101
Spanish Language and Culture	3	3	SPA 101
	4 or 5	6	SPA 101/102
Spanish Literature and Culture	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. 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.

<b>Clep Subject Exam</b>	<b>Required Score</b>	<b>Hours Credit</b>	<b>Course Credited</b>
American Literature	50	6	ENG 231/232
Analyzing/Interpreting Literature	50	6	ENG 201/240
English Literature	50	6	ENG 233/234
College Composition	50	3	WRT 101/112
College Composition - Modular	50	3	WRT 112
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
History of the U.S. I	50	3	HIS 201
History of the U.S. II	50	3	HIS 202
Financial Accounting	50	3	ACC 101
Information Systems	50	3	MIS 290
Natural Sciences	50	6	SCI Electives

<b>Clep Subject Exam</b>	<b>Required Score</b>	<b>Hours Credit</b>	<b>Course Credited</b>
Human Growth & Development	50	3	PSY 225 or PSY 230
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
Precalculus	50	3	MTH 130
College Mathematics	50	3	QRT 120
Calculus w/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 electives
General Chemistry	50	6	CHE electives
Information Systems & Computer Applications	50	3	CIS 110
Principles of Management	50	3	MGT 290
Principles of Accounting	50	6	ACC 101/102
Introductory Business Law	50	3	BUS 220
Principles of Marketing	50	3	MKT 290

**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:

<b>Higher Level Exam</b>	<b>Required Score</b>	<b>Hours Credit</b>	<b>Course Credited</b>
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
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
Digital Society	4,5,6, or 7	3	Elective
Analysis and Approaches	4,5,6, or 7	3	MTH 250
Applications and Interpretations	4,5,6, or 7	3	MTH 250
Design Technology	4,5,6, or 7	3	ART 250
Visual Arts	4,5,6, or 7	3	ART 190
Physics	4 or 5	4	PHY 130
	6 or 7	8	PHY 130/132
History	4,5,6, or 7	3	HIS 102
Psychology	4,5,6, or 7	6	PSY 101
Sports, Exercise, and Health Science	4,5,6, or 7	3	Elective
Business Management	4,5,6, or 7	4	MGT 290
Computer Science	4,5,6, or 7	4	CIS 110

## 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 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, 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.”

## 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 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 Vice President for Academic Affairs, 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 Vice President for Academic Affairs. The student will then work with their academic advisor or the Office of Academic and Career Planning 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 Academic and Career Planning. 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

\* Due to the interruption caused by the COVID-19 Pandemic, any student who was placed on Academic Suspension after the spring 2020 semester, was permitted to be continuously enrolled in fall 2020 without academic restrictions. The normal rule to sit out the fall 2020 semester or do "repeat only" courses had been removed for the spring 2020 semester only. Thus, all students are eligible to return in fall 2020 and remain continuously enrolled regardless of academic status.

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 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 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 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 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 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 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 Vice President for Academic Affairs 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 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 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 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 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 Vice President for Academic Affairs.
- 3.) Appeals must be heard during other terms if the 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 Vice President for Academic Affairs for five years. Only the President, the 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 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 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 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 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 Vice President for Academic Affairs, three. The committee members selected by the 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 Vice President for Academic Affairs to serve as the chair. The student member shall be appointed by the 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 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 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 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 Vice President for Academic Affairs for five years. Only the President, the 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 Bulldog Student Handbook*.

## Class Attendance

The following is the basic attendance policy of the College.

- Students are responsible for class attendance and are accountable for completing all academic activities - even in cases of excused absences.
- Students in all courses are expected to attend at least seventy-five percent (75%) of class meetings. This allows for a maximum of 3 absences for classes that meet only once per week; 6 absences for classes that meet twice per week (MW or TR); and 9 absences for classes that meet three times per week (MWF). Additional absences may result in failure in the course, even if some absences were excused.
- Some courses or programs may have a more stringent attendance policy for pedagogical reasons, subject to approval by the appropriate academic dean.
- All course syllabi must provide a written statement of the instructor's specific attendance policy, including any potential impact on a student's final grade.
- Generally, absences are excused only for personal illness, family emergency, or for required participation in a College function. Absences for practices or rehearsals will not be excused. In all cases, the burden of proving that an absence should be excused rests with the student. Faculty may require adequate and appropriate documentation before excusing an absence.
- Excessive absences from multiple courses can result in the student's being administratively withdrawn from the College.

## 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.

# Special Academic Programs

## 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

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### High School Seniors

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

- 3.50 minimum unweighted GPA
- 1170 SAT or ACT 24
- Written application

### 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 that 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 Research minor at Barton College when they graduate if the following criteria are met:

- Complete the graduation requirements at Barton College
- Earn a 3.30 GPA at the time of graduation
- Complete the following courses:
  - 1.) HNR 111 - The Nature of Inquiry (3 credits)
  - 2.) HNR 112 - Critical Conversations (2 credits)
  - 3.) HNR 250 - Archival Research (4 semester hours)
  - 4.) HNR 350 - Interdisciplinary Seminar (3 credits)  
*May be taken twice for credit under different topics.*
  - 5.) HNR 470 - Senior Research Proposal (1 semester hour)  
*Not for psychology majors.*
  - 6.) Independent Study 480 course in the major; Psychology majors must take PSY 490 - Senior Thesis I (3 credits)
  - 7.) HNR 490 - Senior Research Presentation (2 credits) or PSY 499 - Senior Thesis II (3 credits)

**Total Credit Hours: 18**

## Expectations and Privileges of Students

Students are required to maintain a 3.30 grade point average (GPA) to graduate from the program. The GPA is evaluated at the end of each academic semester. Students below the required GPA are placed on academic probation and certain privileges are removed. After two semesters, if a student's GPA is still below the minimum, they might be removed from the program. Appeals can be made in writing to the Honors Council. 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 priority registration and priority housing selection. Students are encouraged, but not required, to travel internationally and funding to support travel is available and awarded on a competitive basis. The honors program also offers reimbursement of costs associated with conference attendance and graduate school placement exams or application fees.

## Certificate Option

The first four honors classes; HNR 111, 112, 250, and 350, constitute an honors core and earn a certificate in Honors Research. Students who continue taking classes past the core forgo the certificate in lieu of an academic minor. The minor is earned when a student completes the senior research classes and achieves the minimum GPA. If a student completes the honors core and the senior research component but does not have the minimum GPA at time of graduation, then their minor will default to a certificate. Students who complete the certificate in Honors Research will be recognized by a sticker on their diploma.

## 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 Charles University in Prague, Czech Republic, Roehampton University in London, England, Salzburg College in Salzburg, Austria, and the University of Waikato in Waikato, New Zealand to provide a variety of travel and study abroad programs for Barton students. Barton also has an agreement with International Studies Abroad (ISA) and Education First (EF) to offer numerous opportunities to explore the world. In addition, travel courses are taught by Barton faculty during Spring Break, Fall Break, J-term, and summer. The College supports Study Abroad by offering International Travel Scholarships that students may apply for each year to help with the cost of studying abroad. The application and support and planning for study abroad programs is available through the Director of New Student Orientation and International Initiatives in the Office of Academic and Career Planning.

## College Consortium

Barton College students can access a list of pre-approved transfer courses on Acadeum/College Consortium. This is a single platform for accredited four-year institutions to share online courses to better meet student needs. The request to enroll is accessed by students online through the portal; no General Petition form is required to enroll in any courses offered through the College Consortium. Courses for the general education core and most majors are offered through College Consortium. These transfer courses do not impact the Barton College grade point average except during summer and winter terms. While the student will be billed for the courses through the Barton College business office, these transfer courses are not eligible for financial aid.

## The Sam and Marjorie Ragan Writing Center

The Sam and Marjorie Ragan Writing Center is available for students who desire extra help with assignments that require communication and/or research. The Communication Coaches in the center can help students with planning, organizing, drafting, and revising their papers or presentations.

## Quantitative Literacy Center

The Quantitative Literacy Center is committed to helping students understand, evaluate, and communicate mathematical information in their classes and beyond. Help is available for key mathematics courses (including MTH 130 and QRT 120), as well as other courses with a focus on numerical data (such as BUS 210 and ECO 101).

## Learning and Success Coaching

Learning and Success Coaches provide assistance with the skills necessary for academic success more generally, such as time management, syllabus mapping, test-taking strategies, etc. They are also available to help students who have content-related questions in a variety of specific courses in several disciplines.

## Supplemental Instruction

Supplemental Instruction (SI) is a series of weekly review sessions that are connected to historically difficult courses. Two weekly study sessions are facilitated by SI Leaders, who are students that have excelled in these same courses in the past. SI Leaders attend the course for a second time alongside currently enrolled students to develop relationships with them and refresh themselves on the material. All students who want to improve their understanding and performance in the course are encouraged to attend, so that they can compare notes, discuss important concepts, develop strategies for studying, and test one another.

## Pear Deck Online Tutoring

Pear Deck (formerly known as TutorMe) is an online tutoring service that is available for free to all Barton students 24 hours a day, 7 days a week.

## 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 207 users, is open 85 hours per week to serve the college community, its primary clientele, Friends of Hackney Library, and residents of the Wilson community. Hackney Library's first floor is for collaborative group study; 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 113,769 volumes, more than 663,900 electronic books, and a substantial collection of non-print materials, including audiovisuals, streaming media, and the like. Hackney Library currently provides full-text access to more than 150,000 electronic periodical subscriptions, as well as 318 databases. The library's collection also includes resource materials used in North Carolina public schools from kindergarten through twelfth grade.

Hackney Library's Special Collections, located on the second floor, include the K.D. Kennedy, Jr. Rare Book Room, College Archives, the Discipliana Collection, and the North Carolina Collection. 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 (<https://barton.libguides.com>) 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 *Student Bulldog 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 EPSON Brightlink 735Fi 1080p 3LCD Interactive Laser Display and an electronic whiteboard. Copying/scanning and fax facilities are also available on the first floor of Hackney Library. Reference assistance is 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:**

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#### Regular Hours

- 8 a.m. - 11 p.m., Monday - Thursday
- 8 a.m. - 5 p.m., Friday
- 10 a.m. - 6 p.m., Saturday
- 3 p.m. - 11 p.m., Sunday

#### Summer Hours / Break Hours

- 9 a.m. - 5 p.m., Monday-Friday
- Closed on Saturday and Sunday

**Note:** *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 a documented disability and wish to access services should reach out to the Coordinator of Access and Accommodations.

### Students with a documented disability who wish to access 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 to five years.
  - Documentation must include professional's recommendation for specific academic accommodations.
- 2.) Contact the Coordinator of Access and Accommodations prior to the start of the academic year.
  - The coordinator will serve as 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 Academic and Career Planning. 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, online career resources, and graduate school application assistance. Services are offered through events, programs, and individual career advising sessions.

Career Services is a part of the Office of Academic and Career Planning, located in the Willis N. Hackney Library.

For more information or questions pertaining to career resources, please contact Academic and Career Planning, at (252) 399-6313 or [careerplanning@barton.edu](mailto:careerplanning@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 semester hours)**

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.*

# Courses of Instruction

## Major, Minor, Residency Licensure, and Certificate Programs

### School of Arts and Humanities

- American Studies: minor
- Art and Design: B.F.A. degree
- Ceramics: minor
- Digital Communications: minor
- Drawing: minor
- English: B.A. degree; B.A. degree with Teacher Licensure; minor
- Gallery/Collection Studies: minor
- Geography: minor
- Graphic Design: minor
- History: B.A. degree; minor
- Honors Research: minor; certificate
- Humanities: minor
- Interdisciplinary Studies: B.A. degree
- Mass Communications: B.S. degree
- Mass Communications Studies: B.A. degree
- Media and Communications: minor
- Painting: minor
- Photography: minor
- Political Science: B.S. degree; minor
- Religious Studies with Emphasis in Judaism and Christianity: B.A. degree
- Religious Studies: minor
- Spanish: B.A. degree; minor
- Sports Communications: certificate
- Strategic Communications: minor
- Studio Art: B.A. degree; minor
- Theatre: B.A. degree
- Theatre Design: minor
- Theatre Performance: minor
- Visual Communications: B.A. degree
- Writing: minor

## School of Business and Innovation

- Accounting: minor
- Business Administration: B.S. degree; minor
- Healthcare Administration: B.S. degree; minor
- Medical Coding and Billing; minor
- Sport Management: B.S. degree; minor
- Strategic Leadership: M.B.A. degree

## School of Education and Social Sciences

- Aging Studies: B.S. degree; minor
- Criminology and Criminal Justice Sciences: B.S. and M.S. degrees; minor
- Early Childhood Education: B.S. degree; Residency Licensure  
*(Available only to the Professional Studies student)*
- Educational Studies: B.S. (non-licensure) degree
- Elementary Education (Kindergarten-Grade 6): B.S. and M.Ed. degrees; Residency Licensure
- Exceptional Children: minor
- Middle School Education (Grades 6-9): B.S. degree; minor; Residency Licensure
- School Administration: M.S.A. degree
- Social Studies: B.A. and B.S. degrees with Teacher Licensure
- Social Work: B.S.W. degree; minor
- Special Education (Kindergarten-Grade 12): B.S. degree; Residency Licensure
- TA to Elementary Teacher: B.S. degree
- TA to Special Education Teacher: B.S. degree

## School of Health Sciences

- Biology: B.S. degree; minor
- Chemistry: B.S. degree; minor
- Exercise Science: B.S. degree
- Health Promotion: B.S. degree
- Human Performance: minor
- Kinesiology: M.S. degree
- Nursing: B.S.N. and M.S.N. degrees; RN-BSN degree
- Population Health: minor
- Psychology: B.S. degree; minor

## Course Numbers and Descriptions

001-009 — Multi-Level Courses

010-099 — Repeatable Courses

100-199 — Freshman-Level Courses

200-299 — Sophomore-Level Courses

300-399 — Junior-Level Courses

400-499 — Senior-Level Courses

500-699 — Graduate-Level Courses

**Note:** *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.



# School of Arts and Humanities

## Dean:

Elizabeth Kiser Parham

## Faculty:

### Arts

- Professors: Fecho, Lange
- Assistant Professors: Austin-Harrell, Elizalde, Noto, O'Neill
- Artist-In-Residence: Allen
- Technical Director of Theatre: Dornemann
- Visiting Instructor: Scott

### Humanities

- Professors: Godwin (Elizabeth H. Jordan Chair of Southern Literature; Werline (Marie and Leman Barnhill Endowed Chair in Religious Studies)
- Associate Professors: Bublic, Lane, Montano, Parham
- Assistant Professors: Ayarza, Michael Brantley, Deale, Hunt
- Professors Emeritus: Broadwater, Clark, Grimes, James, Markham

## Special Opportunities:

- Barton Art Galleries
- Barton College Choir
- Barton/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

## Major and Minor Programs

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.

### American Studies Minor Requirements:

- American Studies Core: HIS 201 and 202; ENG 231 or 232; POL 101; REL 314
- Choose one course from: HIS 320, 365, 390, 395; POL 360

Total: 18 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; VPC 305, 405
- 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: 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; VPC 305, 405
- 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: 60 semester hours.

### *Art and Design Emphasis*

#### Ceramics Emphasis Requirements:

- Ceramics courses: ART 241, 340, 341, 440
- Other art courses: ART 230, 381, and choose three semester hours from the following: ART 330 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, 350, 381
- Other Art courses: ART 356, 450, 451
- Required art courses: ART 210 or 270, and choose three semester hours from the following:  
ART 221 or COM 215
- It is highly recommended that ART 210: Drawing Intermediate, be taken before the 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, 381, and choose three semester hours from the following:  
ART 270 or 311
- Art elective: three semester hours (not painting)
- It is highly recommended that ART 210: Drawing Intermediate, be taken before the 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 251, 270, 381
- Art elective: three semester hours (not photography)  
**Total for Photography Emphasis: 24 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.**

### Digital Communications Minor Requirements:

- COM 214, 215, 216, 225, 250, 316, 330  
**Total: 21 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.**

## English Major (B.A.) Requirements:

- English Core: ENG 204, 220, 231, 232; 233 or 234; 250, 312, 316; 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).

Choose one track: Creative Writing or Literature

### Creative Writing Track

- ENG 320
- Choose two courses from: ENG 317, 318, 322, 324
- Choose one course from: COM 350, 418

### Literature Track

- ENG 240
- Choose one course from: ENG 208, 209, 210
- Choose one course from: ENG 207, 233, 234, 241
- Choose two courses from: ENG 309, 335, 336, 360

**Total: 46-48 semester hours**

**Note:** *Additional requirements for Teacher Licensure: EDU 223, 225, 334, 344 (2), 354 (2), 360 (1), 400 (1), 448, 451 (2), 452 (1), 453 (1), 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 240 and 312
- Choose one course from: ENG 208, 209, 210
- Electives: Three ENG electives, two at 300-level

**Total: 18 semester hours**

### Gallery/Collection Studies Minor Requirements:

- COM 225 or 321
- MKT 290
- 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.**

### Geography Minor Requirements:

- Geography courses: GEO 201, 212
- Geography electives: 12 hours; 300- or 400-level GEO courses

**Total: \_\_\_\_\_ 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.**

### 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.**

### Honors Research Minor Requirements:

- HNR 111, 112, 250 (4), 350, 470 (1), 490 (2)
  - Choose one track:
    - 1 – Take HNR 470 (1), 480, 490 (2)
    - 2 – Take PSY 490, 499
    - 3 – Take NUR 401, NUR 480, HNR 490 (2)
  - Complete the graduation requirements at Barton College
  - Earn a 3.30 GPA at the time of graduation
- Total Credit Hours: 18 – 20**

### Honors Research Certificate Requirements:

- HNR 111, 112, 250, and 350
- Total Credit Hours: 12**

### Humanities Minor Requirements:

- Humanities courses: HUM 150, 250, 350 (1), 450
  - English course: One 300-level ENG course
  - History course: One 300-level HIS course
  - Religion course: One 300-level REL course
- Total: 19 semester hours**

### Interdisciplinary Studies Major (B.A.) Requirements:

The interdisciplinary degree program provides students with the opportunity to create a two-track major that is tailored to meet their personal and professional needs.

### Admission to Interdisciplinary Studies

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

- Have a personal interview with the advisor for the Interdisciplinary Studies Program
- Draft a program of study identifying the two tracks that will comprise the IDS
- Compose an essay that outlines the rationale behind these tracks, explains the student's reasons for selecting the IDS, and describes his/her aspirations upon completion.

## Interdisciplinary Studies Requirements

In addition to the General Education Core, students complete two tracks of 24 credit hours each and the IDS capstone. One of the tracks must include at least 3 credit hours that are dedicated solely to experiential learning (e.g. internship, practicum, field placement, independent study, etc.). The hours that will be used to fulfill this requirement must be approved by the student's advisor as part of his/her program of study.

**Total: 24 + 24 + 1 = 49 credit hours**

Each 24-hour track must include at least 9 hours at the 300/400 level. Courses counted in one track may not be used in the second one as well. In all cases, the student must fulfill the prerequisites for courses identified for the IDS program of study in addition to the courses themselves.

No more than 9 credit hours in the entire IDS Program may also be used to satisfy General Education requirements.

## Mass Communications Major (B.S.) Requirements:

- Mass Communications Core: ART 250; COM 201, 212, 214, 215, 216, 225, 303, 360; 470 or 480; VPC 305, 405
- Completion of one Mass Communications Concentration: 21-24 semester hours.  
**Total: 57-60 semester hours.**

### *Mass Communications Concentrations*

#### Digital Communications Concentration Requirements:

- COM 250, 316, 330, 390; COM 021/022/023 Practicum for 3 hours
- Choose two courses from: ART 271; SOC 101; PSY 101; HIS 102 or HIS 202

#### Strategic Communications Concentration Requirements:

- COM 270, 321, 326, 370, 380; COM 021/022/023 Practicum for 3 hours
- Choose two courses from: BUS 210, 320; ENG 317; MKT 290, 340

## Mass Communications Studies Major (B.A.) Requirements:

- Art courses: ART 250; VPC 305, 405
- Communication courses: COM 201; COM 212 or THE 240; COM 214, 215, 216, 225, 321, 360
- Choose one from: COM 470 or 480

- Choose two courses from each of the following three categories:
  - Business, Marketing, and Campaign Studies: BUS 210; BUS 320 or 330; COM 380; ENG 317; MKT 290, 340
  - Society and Behavior — HIS 102 or 202; SOC 101/SWK 101; SWK 345, 410; PSY 101; PSY 355 or 380
  - The Arts and Media Studies: ART 271; COM 270, 316; GRN 301; MUS 110 or THE 201; SPA 101, 102

**Total: 54 semester hours.**

### Media and Communications Minor Requirements:

- Communications courses: COM 201, 215, 250, 321.
- Select two of the following: ART 250, 270 or 275.

**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.**

### 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.**

### Political Science Major (B.S.) Requirements:

#### Political Science Core

- Political Science courses: POL 101, 202, 203, 301, 302, 355, 410, 470
- Statistics course: MTH 250 or BUS 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 courses 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 courses 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.**

**Religious Studies with Emphasis in Judaism and Christianity Major (B.A.) Requirements:**

- Religion courses: REL 110, 123, 150, 213, 221, 222, 314, 320, 350, 360
- Humanities course: HUM 450

**Total: 33 semester hours**

**Religious Studies Minor Requirements:**

- Required course: REL 314.
- Any one 100-level REL course.
- Any two other 200 level REL courses.
- Any one other 300-400 level REL course.

**Total: 15 semester hours**

### Spanish Major (B.A.) Requirements:

- Elementary-level and intermediate-level courses: SPA 101, 102, 201, 202 or equivalent
- Other required courses: SPA 255, 315, 335, 345, 365, 455
- 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: 30 semester hours**

### Spanish Minor Requirements:

- Elementary and intermediate-level modern language courses: SPA 101, 102, 201, 202
- Other required course: SPA 345
- Elective course at 300 or 400 level: three hours
- Native speakers who are exempt from elementary and intermediate courses cannot enroll in the Spanish minor.

**Total: 18 semester hours**

### Sports Communications Certificate Requirements:

- Communications courses: COM 201, 225, 270, 326

**Total: 12 semester hours.**

### Strategic Communications Minor Requirements:

- COM 212, 225, 321, 370, 380

**Total: 15 semester hours.**

### Studio Art Major (B.A.) Requirements:

- Art core courses: ART 110, 190, 191, 210, 220, 221, 240, 241, 250, 251, 270, 271 or 275; VPC 305, 405
- Select six hours from: ART 102, 201, or 202
- Select six hours from the 300 level intermediate studio courses
- Junior-Level Portfolio Review with at least a “3” rating for the class

**Total: 54 semester hours.**

### Studio Art Minor Requirements:

- ART 102 or 103, 110, 190, 191 or 240, 201 [or 202 or 303]
  - Art Electives: six semester hours (three semester hours must be 300 level course)
- Total: 21 semester hours.**

### Theatre Major (B.A.) Requirements:

- Theatre Core: THE 110, 200, 201, 220, 226, 230, 231, 300 (1), 330, 325; THE 016 taken four times for a total of four semester hours; VPC 405
  - Completion of one Theatre Concentration: 21-27 semester hours
- Total: Minimum of 51-59 semester hours.**

### *Theatre Concentrations*

#### Design Concentration Requirements:

- Theatre courses: THE 325 (with different topic), THE 303, 480
  - Art courses: ART 110, 190, 202
- Total for Theatre Design Concentration Requirements: 18 semester hours.**

#### Performance Concentration Requirements:

- Theatre courses: THE 015, 225, 310, 480; THE 240 or COM 212
  - Communication courses: COM 215, 330
  - Music courses: MUS 011 (twice) or MUS 022 (twice)
- Total for Theatre Performance Concentration Requirements: 20 semester hours.**

#### Musical Theatre Concentration Requirements:

- Theatre courses: THE 310, 320
  - Choose four credit hours (in any combination) from the following:
    - THE 011 Dance: Lyrical Modern (1 credit hour)
    - THE 012 Dance: Tap (1 credit hour)
    - THE 013 Dance: Jazz (1 credit hour)
    - THE 014 Dance: Ballet (1 credit hour)
    - THE 015 Movement and Dance (1 credit hour)
  - Music courses: MUS 011 (three times); MUS 115 or 125; MUS 051 (1); and six credit hours of MUS 062 (2) or MUS 052 (1)
  - THE 240 or COM 212
- Total for Musical Theatre Concentration Requirements: 26 semester hours.**

### Theatre Design Minor Requirements:

- Theatre courses: THE 201, 220, 226
  - Choose 9 hours, with 6 hours at 300- and/or 400- level, from: ART 110, 202; ENG 309; THE 016 (up to 4 hours), 203, 225, 230, 231, 325, 480, 481, 482
- Total: 18 semester hours.**

### Theatre Performance Minor Requirements:

- English course: ENG 309
  - Theatre courses: THE 110, 201, 310
  - Choose 6 hours from: MUS 052 (1), 062 (2); THE 011 (1), 012 (1), 013 (1), 014 (1), 015 (1); THE 016 (up to 4 hours); THE 240
- Total: 18 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; ART 356; ART 380 or COM 330; ART 370 or 381; VPC 305, 405
  - Communications courses: COM 201, 215, 225
  - Choose nine hours from the following: ART 350, 371; COM 216, 321; THE 220
  - Junior-Level Portfolio Review with at least a “3” rating for the class
- Total: 57 semester hours.**

### Writing Minor Requirements:

- English course: ENG 320, 312
  - Electives: choose four courses from the following: ENG 250, 316, 317, 318, 320, 324, 335, 336
- Total: 18 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 emphasis 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.

## 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 to receive waivers for SPA 101, SPA 102, SPA 201, and SPA 202.

## 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 094. Museum Field Experience. (3 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

A chronological study of the visual arts of the world from Paleolithic 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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

An introduction to the forming and finishing processes of ceramics, including wheel throwing, hand building, glazing, and firing techniques. Emphasis on ceramics as historical craft and contemporary art. [S].\*

**ART 241. Ceramics: Intermediate. (3 semester hours)**

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 semester hours)**

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 semester hours)**

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 270. Digital Imaging. (3 semester hours)**

This course provides in-depth study of industry standard software as applied to creation of original and complex digital imagery. Students explore digital image acquisition including capture, appropriation, and vector-based illustration; coupled with digital image editing and photographic illustration. Additionally, students engage in cross-media applications linking digital imaging to analog art media. Emphasis is placed on print production along with digital methods of display. Studio work is augmented by critical readings and research. [S].\*

**ART 271. Digital Photography. (3 semester hours)**

This course is an introduction to the basic tools, techniques, and aesthetics of digital photography. Primary emphasis is placed on compositional strategies based in visual psychology and Gestalt theory. Additional work engages students in the use of manual DSLR camera controls such as exposure, lighting and color balance; and in learning basic image retouching. Students also engage in critical review through a supplemented writing component. [S].\*



**ART 275. Photography: Traditions. (3 semester hours)**

This course combines lecture and practice in an exploration of practical photography techniques coupled with historical study. The latter includes an examination of how historical movements influence contemporary image making and how society interacts with visual media. Studio work includes a study of compositional techniques including visual psychology and Gestalt theory. Students engage in both digital and 35mm film photography concentrating on learning manual camera operation. Printing is done both in the computer lab and chemical darkroom. [S]\*

**ART 280. Gallery/Collections Management Internship. (3 semester hours)**

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 303. Topics in Art History. (3 semester hours)**

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 of 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 311. Drawing: Expressive. (3 semester hours)**

Continued development of drawing skills. An emphasis on drawing for expressive purpose. [S].\*

Prerequisite: ART 210.\*

**ART 320. Painting: Advanced. (3 semester hours)**

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 semester hours)**

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 330. Sculpture: Advanced. (3 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 370. Photography: Color. (3 semester hours)**

This course explores the application of color from a variety of perspectives including practical, conceptual, psychological, and cultural. In the first half of the course students examine the more practical aspects, including studies of how different color temperatures of light, from both natural and artificial sources, affect photography. In the second half of the semester students engage in a study of the psychological and cultural associations of color, considering how multiple audiences may interpret the same information based on societal differences. [S]\*

Prerequisite: ART 271 or ART 275.

**ART 371. Photography: Professional I. (3 semester hours)**

This course examines commercial and editorial photography as it applies to advertising and media production. Projects emphasize both studio and field lighting techniques for product, food, and advertising photography, along with commercial and corporate portraiture. Students also engage in editorial photography, working in conjunction with graphic design, leading to printed publications. Emphasis is placed on directly linking photography to visual communications. [S].\*

Prerequisite: ART 271 or 275.

**ART 372. Photojournalism. (3 semester hours)**

This course emphasizes photography for print and digital journalism, including classroom instruction and practical application. Students engage in a study of historical and contemporary issues of photojournalism addressing proper documentation methods and ethics. This course examines the complexities of representing peoples, communities, and social groups through journalistic image making. A significant portion of this class involves designing photographic essays while doing work in the community, both on and off campus. A portion of this class is devoted to critical investigation, research, and writing. [S].

Prerequisite: ART 271 or 275, and COM 316.

**ART 375. Photography: Alternative Processes. (3 semester hours)**

Functionally, this course covers a variety of nineteenth century photographic processes including ambrotype, cyanotype, ferrotype, gum-bichromate, salt-printing, and Van Dyke Brown. Conceptually, this course examines how modes of production in photography inform process as tied to thematic development. Students examine both historically significant figures that developed these methods, along with contemporary practitioners using them. Thereby, students are engaged in the history, practice, and aesthetics of antiquarian image making. [S].\*

Prerequisite: ART 275.

**ART 376. Photography: Fine Art. (3 semester hours)**

This course is designed to further the development of students' creative expression through a variety of photographic methods. Commonly, the curriculum is tailored to individual students' areas of interest, and centered around a mentored experience where projects emphasize personalized solutions to practical and conceptual issues. Students examine contemporary artists and consider how their work fits into larger movements within the medium. The goal of this course is to develop a body of work that encompasses both historic and contemporary research, culminating in work displayed in an exhibition. [S].\*

Prerequisite: ART 271 or 275.

**ART 380. Cross Media Studio / 4-D Design. (3 semester hours)**

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 381. Studio Art: Special Topics. (3 semester hours)**

This course is designed to explore a variety of media and techniques that will broaden the creative possibilities for the advanced art student. Personal expression and the relationship between scale, media, and image will be examined in a variety of formats and techniques. Students will be encouraged to experiment in ways that challenge traditionally conceived ideas about art making. Students will develop a continued sensitivity for both art in historical and in contemporary contexts, and its relationship to their own work. Course content to be determined by instructor.

Prerequisites: Two studio art courses at the 100-200 level.

*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 410. Drawing: Creative Development. (3 semester hours)**

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 semester hours)**

A continuation of the study of painting and the skills necessary for expressive problem solving in the media already introduced. [S]. Fall, Spring.

Prerequisite: ART 321.

**ART 421. Painting: Artistic Development I. (3 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 460. Gallery/Collections Management Internship. (3 semester hours)**

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. The course can be taken twice for credit.*

**Note 2:** *All internships must be approved by the department internship coordinator.*

**ART 470. Advanced Digital Media. (3 semester hours)**

As a continuation of ART 270, this course expands on introductory digital imaging techniques, stressing the development of a series of images. In this course a variety of methods could be used including digital image capture, manipulation, and hybrid methods. Students engage in critical inquiry where their work is developed conceptually, as well as practically. The goal of this course is to produce a collection of work that is ready for exhibition. [S].\*

**Prerequisites:** ART 270 and ART 271 or 275.

**ART 471. Photography: Professional II. (3 semester hours)**

This class guides students through the development of a photography portfolio that includes a diverse variety of topics including architecture, documentary/photojournalism, editorial, food, landscape, portraiture, and product. Students also engage in pre-professional practice including the development of a business identity and the production of print and digital materials. Such items include logo, letterhead, brochures, website, and online portfolio. Finally, students develop a business plan and conduct market research into related areas for use, if and when, they should wish to launch a business. [S].\*

**Prerequisite:** ART 371.

**ART 475. Photography: Medium and Large Format. (3 semester hours)**

Designed around the experience of film photography and black & white printing in the darkroom, this class employs the use of 4x5 and 120mm format cameras. Practical assignments include learning how to use the equipment to produce fiber-based prints. Students engage in discourse about the historical implications of photography formats and how scale of equipment has continually shaped the practice of photography. A portion of this class delves into areas where photography influenced or was influenced by fine art movements. [S].\*

**Prerequisites:** ART 271 or ART 275 and ART 375 or 376.

**ART 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**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 semester hours)**

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. The course can be taken twice for credit.*

**Note 2:** *All internships must be approved by the department internship coordinator.*

## **Courses of Instruction: Mass Communications**

**COM 021. Practicum in Communications. (1 semester hour)**

Credit given for active participation on the staff of the College's student newspaper, *The Collegiate*, and other College's communication outlets generating written, audio, video, or digital content.

**Note:** *Course may be taken for credit no more than 3 semester hours. Also offered as COM 022 for two semester hours and COM 023 for three semester hours.*

**COM 022. Practicum in Communications. (2 semester hours)**

Credit given for active participation on the staff of the College's student newspaper, *The Collegiate*, and other College's communication outlets generating written, audio, video, or digital content.

**Note:** *Course may be taken for credit no more than 3 semester hours. Also offered as COM 021 for one semester hour and COM 023 for three semester hours.*

**COM 023. Practicum in Communications. (3 semester hours)**

Credit given for active participation on the staff of the College's student newspaper, *The Collegiate*, and other College's communication outlets generating written, audio, video, or digital content.

**Note:** Course may be taken for credit no more than 3 semester hours. Also offered as COM 021 for one semester hour and COM 022 for two semester hours.

**COM 201. Mass Media and Society. (3 semester hours )**

An in-depth study of the various societal, cultural, economic and political forces, and influences that have shaped and continue to shape the mass media and our experiences with them. In the process, the student will explore and understand the media economic structures and the influence on message creation and dissemination; the changing roles of the mass media with enhanced digital technology; the legal and ethical issues arising from globalization and the effects on culture and society; and applying media, cultural and visual literacy skills to analyzing mass media form and content.

**COM 212. Public Speaking. (3 semester hours)**

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 semester hours)**

Application of the principles of digital communication for informing, persuading, and entertaining the public through digital photography, layout and design in print, web design, smartphone video production and editing, 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.

**COM 215. Introduction to Broadcast Video Production. (3 semester hours)**

A detailed introduction to video production, studio directing, camera operation, switching, audio, and lighting theory. This course is based on systems approach to video production.

**COM 216. Introduction to Audio in Media. (3 semester hours)**

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 semester hours)**

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 250. Digital Storytelling. (3 semester hours)**

Through academic study of historical and contemporary documentary style narrative and sports films, video and photography students will explore digital filmmaking as a socio-cultural storytelling process and communication tool, using research and participant observation to learn about the broader issues of diversity, narratives, and representations relevant to their chosen subject(s).

**COM 270. Sport and Communication. (3 semester hours)**

Sport is an ever-growing part of our society (and worldwide) through both participation and spectators. This course will present the communicative aspects of sport through interpersonal communication, the mass media, social media, and new digital technology (such as big data, second screen viewing, artificial intelligence, virtual reality and drones) happening today and beyond. Topics of study will be sport as myth; sport as cultural and national identity; gender, race and ethnicity in sports; maintaining and enhancing fan engagement; sport as commodity; crisis communication; the changing role of sports media user generated content, and Fantasy and e-Sports.

**COM 303. Topics in Communications. (3 semester hours)**

Various topics in communications presented. This would allow specialized focus on pressing topics in the field.

**Prerequisites:** Two COM courses at the 100-200 level.

**Note:** *This is a topics course that may be taken for credit multiple times, providing that the course covers a different topic each time.*

**COM 316. Reporting and Editing. (3 semester hours)**

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 318. Opinion Writing. (3 semester hours)**

A course designed to familiarize students with Opinion writing for print and digital media. Content will include editorials, columns, op-eds, letters to the editor, blogs, and reviews. Content will include how to incorporate research and information into making a compelling argument.

Prerequisite: COM 225.

**COM 321. Principles of Public Relations. (3 semester hours)**

This primer in public relations will present the history and function of the profession, and its function in the integrated marketing communication process. Key terminology, concepts, theory and methodology will be integrated with practical application in both for-profit and non-profit organizations and campaigns. The course will include relationship PR with the media, consumers and society; crisis communication management, developing skills in creating oral and written public relations materials; ethical and legal issues in strategic decision-making; social media and consumer engagement; research, planning and the implementation and evaluation of public relations campaigns.

**COM 326. Sports Journalism. (3 semester hours)**

This course will focus on sports journalism for print, the web, and broadcast, as well as for public relations. The history and key figures in the genre will be studied and analyzed. Students will learn the principles of sports writing and the specific terms, expectations, and skills needed in the workplace.

Prerequisite: COM 270.

**COM 330. Advanced Video Production. (3 semester hours)**

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 360. Law and Ethics in Mass Media. (3 semester hours)**

An in-depth study of legal and ethical issues related to the mass media and the U.S. Constitution, Bill of Rights, and related landmark Supreme Court cases. Topics will include freedom of speech and expression; issues of privacy, intellectual property, and copyright and trademark infringement; censorship; libel and defamation; media law and contracts; and government regulations affecting advertising, public relations and media content creation and dissemination; and present and future legal and ethical issues in with the media and new digital technology such as VR, AI, drones, and 3-D printing.

**COM 370. Case Studies in Public Relations. (3 semester hours)**

This course will provide an analysis and evaluation of actual public relations cases designed to expose students to many professional and ethical challenges faced by public relations professionals. Students will learn the strategies and tactics developed by PR companies and outcomes in real-world case studies, analyzing and evaluating the effectiveness of the campaign. Case studies will demonstrate to the student how to successfully handle public relations situations and crises, as well as the day-to-day public relations for a client or company.

**COM 380. Public Relations Strategies and Campaigns. (3 semester hours)**

This course will focus on the strategic planning and execution of a public relations campaign, for a small business or non-profit organization. Students will learn how to research; develop goals and objectives for target audiences; develop a plan of action to implement effective strategies and tactics targeting the media and key publics; problem solve and manage a campaign and client expectations; present a professionally written and designed campaign to the client; and evaluate their overall campaign process.

Prerequisites: COM 321, 370.

**COM 390. Multiplatform Reporting. (3 semester hours)**

A practical course on the development of a communication project involving several media outlets on different platforms, creating a cohesive narrative among all the different parts. Students will work simultaneously and coordinately in digital, print, audio, and video. This course is a hands-on workshop on multiplatform projects. Students will have to design an entire multiplatform narrative based on the theme, the topic, and the objectives of their projects.

Prerequisites: COM 250, COM 330, COM 316.

**COM 470. Communication Internship. (3 semester hours)**

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:

- Junior standing.
- 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 Digital Communications Concentration: COM 215, 216, 225
    - for the Strategic Communications Concentration: COM 225, 321

**Note:** *All internships must be approved by the department internship coordinator and the department chair. Pass/Fail grading.*

### **COM 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Note:** *Also offered as COM 481 for one semester hour, and as COM 482 for two semester hours.*

## **Courses of Instruction: English**

### **Writing Proficiency Requirements:**

Minimum Passing Grade Requirement:

*A student must pass WRT 112 with a "C-" or better.*

### **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 WRT 112 may drop/withdraw from the course. A student who drops/withdraws from WRT 112 must re-enroll in the course the next semester. A student must be continuously enrolled in WRT 112 until the writing proficiency requirement is fulfilled.*

### **WRT 112. College Writing. (3 semester hours)**

A foundational course that emphasizes writing as a process - content development, organization, sentence structure, rhetoric, beginning research skills, and argumentation.

### **ENG 201. Introduction to Literature. (3 semester hours)**

A study of the major literary genres (fiction, poetry, drama), emphasizing the interpretation and appreciation of literature. Fall, Spring.

Prerequisite: WRT 112.

### **ENG 204. World Authors I. (3 semester hours)**

Selected readings of authors from the Classical, Medieval, and Renaissance periods.

Prerequisite: WRT 112.

**ENG 205. World Authors II. (3 semester hours)**

Selected readings of authors from the seventeenth century to the present.

Prerequisite: WRT 112.

**ENG 206. Asian Literature. (3 semester hours)**

A study of the imaginative and wisdom literature of the Far East, with emphasis on the literature of India, China, and Japan.

Prerequisite: WRT 112.

**ENG 207. Film Appreciation. (3 semester hours)**

An exploration of the cinema as an art form, emphasizing the interpretation and appreciation of film as narrative medium.

Prerequisite: WRT 112.

**ENG 208. Women Writers. (3 semester hours)**

A study of the work of selected women writers from various cultures.

Prerequisite: WRT 112.

**ENG 209. African American Literature. (3 semester hours)**

A study of African American literature with emphasis on the twentieth century.

Prerequisite: WRT 112.

**ENG 210. Literature of the American South. (3 semester hours)**

Selected readings of authors of the American South.

Prerequisite: WRT 112.

**ENG 220. Introduction to Creative Writing. (3 semester hours)**

An introductory course in imaginative and expressive writing for the student who wishes to write short fiction, nonfiction, and poetry. The course will introduce principles of creating writing through lecture, discussion, reading, and practice.

Prerequisite: WRT 112.

**ENG 221. Writing Center Tutoring. (1 semester hour)**

A course designed to train the student in effective tutoring techniques for Writing Center situations.

Fall, Spring.

Prerequisites: WRT 112 and recommendation by an English instructor.

**ENG 231. Survey of American Literature I. (3 semester hours)**

A survey of American literature from Colonial times through the Romantic period. Fall, even years.

Prerequisite: WRT 112.

**ENG 232. Survey of American Literature II. (3 semester hours)**

A survey of American literature from Realism to the Contemporary period. Spring, odd years.

Prerequisite: WRT 112.

**ENG 233. Survey of English Literature I. (3 semester hours)**

A survey of British writers from the Old English period to the early nineteenth century. Fall, odd years.

Prerequisite: WRT 112.

**ENG 234. Survey of English Literature II. (3 semester hours)**

A survey of British writers from the late eighteenth century to the present. Spring, even years.

Prerequisite: WRT 112.

**ENG 240. Foundations of Criticism. (3 semester hours)**

An exploration of the methods, practices, and key concepts of literary study. Fall.

Prerequisite: WRT 112.

**ENG 241. The Art of Rhetoric. (3 semester hours)**

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: WRT 112.

**ENG 250. Publishing. (3 semester hours)**

This course will cover the basics of working in publishing, from writing to editing and submitting creative work. The class will also gain practical experience by producing the publications of the School of Arts and Humanities.

Prerequisite: WRT 112.

**ENG 305. Study of a Genre. (3 semester hours)**

Study of one of the major genres (fiction, poetry, or drama).

Prerequisite: WRT 112.

*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 semester hours)**

A reading of selected works of Shakespeare. Fall.

Prerequisite: WRT 112.

**ENG 312. English Grammar and Structure. (3 semester hours)**

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: WRT 112.

**ENG 316. Writing About Writing. (3 semester hours)**

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: WRT 112.

**ENG 317. Technical Writing. (3 semester hours)**

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: WRT 112.

**ENG 318. Nonfiction Writing. (3 semester hours)**

A course designed to help the student improve writing skills and learn the techniques of creative nonfiction, magazine writing, and feature writing. Spring.

Prerequisite: WRT 112.

**ENG 320. Advanced Creative Writing. (3 semester hours)**

A course in imaginative and expressive writing for the student who wishes to write short fiction and poetry. Fall.

Prerequisite: WRT 112.

**ENG 322. Fiction Writing. (3 semester hours)**

This course is designed to help the student improve writing skills and learn the techniques of short fiction writing as well as finding publishing opportunities.

Prerequisite: WRT 112.

**ENG 324. Poetry Writing. (3 semester hours)**

This course will introduce students to an array of techniques for writing and reading poetry.

Prerequisite: WRT 112.

**ENG 335. Modern Fiction. (3 semester hours)**

A study of major fiction of the twentieth century.

Prerequisite: WRT 112.

**ENG 336. Modern Poetry. (3 semester hours)**

A study of major British and American poets from 1900 to the present. Spring, even years.

Prerequisite: WRT 112.

**ENG 340. Literary Journalism. (3 semester hours)**

This course will focus on the form of literary journalism or new journalism, which developed in the 1960s and 1970s using creative narrative techniques, strategies, and fact gathering to report news.

Students will study the work of established writers in the field who combine research with creative writing techniques to find and write compelling works of nonfiction.

Prerequisite: WRT 112.

**ENG 350. Seminar in a Literary Period. (3 semester hours)**

A study of one literary period such as the following: Chaucer and His Times, the Renaissance (excluding Shakespeare), or the Victorian era.

Prerequisite: WRT 112.

*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 semester hours)**

A study of the works of a single major author (British or American), such as Chaucer, Milton, or Faulkner.

Prerequisite: WRT 112.

*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 360. Special Topics. (3 semester hours)**

A study in literary period, topic, major author, or genre of the professor's choosing.

*Note: This is a topics course that may be taken for credit multiple times, providing that the course covers a different topic each time.*



**ENG 418. Research for Writers. (3 semester hours)**

This writing-intensive course concentrates on advanced reporting and interviewing techniques as well as other research on a variety of topics ranging from institutions, history, politics, library special collections, archives, government/politics, sports, business, as well as using public records/documents and other sources to create compelling stories.

Prerequisite: WRT 112.

**ENG 459. Instructional Design and Strategies in English. (2 semester hours)**

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 semester hours)**

The internship will be a supervised 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 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

Prerequisite: WRT 112.

*Note: Also offered as ENG 481 for one semester hour, and as ENG 482 for two semester hours.*

## Courses of Instruction: Geography

### **GEO 201. World Regional Geography. (3 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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.

**Courses of Instruction: Greek****GRK 101. Elementary Greek I. (3 semester hours)**

A study of the syntax and morphology of Koine Greek.

**GRK 102. Elementary Greek II. (3 semester hours)**

A study of the syntax and morphology of Koine Greek.

**Note:** *Second semester continuation of GRK 101.*

**GRK 201. Intermediate Greek I. (3 semester hours)**

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 semester hours)**

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: History

### **HIS 101. The Foundations of Civilization. (3 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

A survey of the history of the United States from Reconstruction to the present. Fall, Spring.

### **HIS 307. Methods, Revisions and Lies in American History. (3 semester hours)**

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].

### **HIS 310. Making of Modern Europe, 1815-1945. (3 semester hours)**

An examination of the development and expansion of modern Europe from the end of the Napoleonic wars until the end of World War II. This 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.

### **HIS 311. Women and the American Experience. (3 semester hours)**

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 315. An American Decade. (3 semester hours)**

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 320. The American Revolution and the Founding. (3 semester hours)**

A study of the War for Independence and the struggle to create a new American republic that examines questions such as why the American colonists revolted, 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.

**HIS 323. The Holocaust. (3 semester hours)**

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 semester hours)**

The leaders, issues, and battle of the most expensive and destructive war ever waged, placed into historical perspective. [H].

**HIS 328. Topics in Western Civilizations. (3 semester hours)**

Topics in Western Civilizations will feature a selection of courses pertaining to historical topics before 1600 such as, the Hellenistic World, Medieval Europe, the Mediterranean World, the Silk Road, and others. These courses will address themes in social, political, military, religious, or gender history. Students will be allowed to take the course multiple times as long as a different theme is taught.

**HIS 340. Africa. (3 semester hours)**

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 semester hours)**

A survey of the history of Central and South America. [G]. Fall or summer, at least one time within a three-year period.

**HIS 350. Themes in American History. (3 semester hours)**

A thematic view of American history from colonization through present. Themes will rotate between women's history, military history, sports history, Civil Rights history, and others.

**Note:** *This course may be taken for credit two times providing that the course studies a different topic each time.*

**HIS 355. Constitutional Development of the United States.**

(3 semester hours)

An analysis of the structural and interpretational changes in the Constitution of the United States.

[H]. Spring.

Prerequisite: CCJ 101 or POL 101.

**Note:** *Also listed as CCJ 355.*

**HIS 365. The Civil War and Reconstruction. (3 semester hours)**

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].

**HIS 370. The South. (3 semester hours)**

Topics in the history of the southern section of the United States. [H].

**HIS 375. North Carolina. (3 semester hours)**

The history of the Tar Heel state from the Lost Colony to the present. [H]. Spring.

**HIS 390. The Making of Modern America. (3 semester hours)**

An advanced survey of the Populist and Progressive Movements, the First World War, the Roaring Twenties, the Great Depression, and the New Deal.

**HIS 395. Modern America. (3 semester hours)**

An advanced survey of the major trends in American politics, foreign policy, and society from the Second World War to the present. [H].

**HIS 470. Historical Internship. (3 semester hours)**

An internship with a gallery, historic site, museum, house museum, research facility, or other appropriate organization. [H].

**Note:** *Special fee.*

**HIS 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Note:** *Also offered as HIS 481 for one semester hour, and as HIS 482 for two semester hours.*

**Courses of Instruction: Honors****HNR 111. The Nature of Inquiry. (3 semester hours)**

In this class, students are introduced to the expectations and best practices of research at the undergraduate level. Course content includes research methods, methodologies, information literacy, ethics or research, analysis of sources, and understanding of the definitions of research. Students are also introduced to various epistemologies that encourage their curiosity about learning. Ultimately, this class introduces students to the value of asking questions and questioning answers. Fall.

**HNR 112. Critical Conversations. (2 semester hours)**

Through the completion of this class, students are introduced to the concept of social justice, which examines equitable relationships between individuals and society at large. Students engage in readings, discussions, and reflections intended to help them develop a worldview, while also considering the impact of their actions on society. Additionally, students engage in community service both on campus and in the greater community. An overall goal of this class is to solidify the Honors Program mission of inspiring students to think for themselves and live for others. Spring.

**HNR 250. Archival Research. (4 semester hours)**

In this class, students are introduced to the policies, procedures, and practices used by archivists through engaging with materials in the Barton College archive and rare book collection. Students learn about preservation and documentation of archival materials in addition to technology and techniques used for analyzing primary sources. Special attention is given to interpreting materials within both their historic and contemporary contexts. Through a close study of the special collections, students develop a presentation that makes archival materials accessible to the campus community.

**Prerequisites:** HNR 111, 112; or permission of the Honors Council.

**HNR 290. Sophomore Research Presentation. (1 semester hour)**

Students may apply to take non-honors classes for honors credit. Doing so requires permission of the faculty, a written application, and approval by the Honors Council. Additionally, students must enroll in an additional one-credit class to constitute the honors designation. Additional assignments include conducting a research project beyond the regular requirements of the class. The project must include the development of a research question, an annotated bibliography, a literature review, and the final project. Students present their research to the campus community at the end of the semester. Presentations can be made written, oral, exhibits, or performances. Upon successful completion of the class, the associated three-credit class is flagged as honors on the students' transcript.

**Prerequisites:** HNR 111, 112; or permission of the Honors Council and faculty mentor, enrollment in a 200 or 300 level three-credit class.

**HNR 350. Interdisciplinary Seminar. (3 semester hours)**

Honors 350 is designed as an interdisciplinary class taught by multiple faculty from different departments or schools. Each of these teachers will draw upon their unique areas of expertise to address varying sides of a common theme: the Book. The goal of the class is to teach students to think interdisciplinarily about a topic, thus providing synthesis and purpose for their liberal arts core curriculum in the General Education program. Throughout this semester there will be ten guest faculty in addition to the instructor of record. Each of these teachers has full autonomy over preliminary work that may be assigned, content of their lecture, activities completed in class, and assessment. Their standards and methods could vary greatly. The class can be taken twice for credit under different topics. Fall, spring.

**Prerequisites:** HNR 111, 112; or permission of the Honors Council.

**HNR 390. Junior Research Presentation. (1 semester hour)**

Students may apply to take non-honors classes for honors credit. Doing so requires permission of the faculty, a written application, and approval by the Honors Council. Additionally, students must enroll in an additional one-credit class to constitute the honors designation. Additional assignments include conducting a research project beyond the regular requirements of the class. The project must include the development of a research question, an annotated bibliography, a literature review, and the final project. Students present their research to the campus community at the end of the semester. Presentations can be made written, oral, exhibits, or performances. Upon successful completion of the class, the associated three-credit class is flagged as honors on the students' transcript.

**Prerequisites:** HNR 111, 112; or permission of the Honors Council and faculty mentor, enrollment in a 300 or 400 level three-credit class.



**HNR 470. Senior Research Proposal. (1 semester hour)**

Prior to applying for the discipline-specific 480 in their major, students engage in the process of developing their senior research proposal. In the class, students work with a faculty member in their major, in addition to the class instructor, to develop a topic for their senior research, 3-5 learning outcomes, a plan of study, measures with benchmarks, and an assessment plan to be used by the faculty directing the study. Additionally, all students become recertified to conduct research using human subjects and are refamiliarized with the Institutional Review Board application writing process. Students in the Psychology Major take PSY 490 in place of this class. Fall, spring.

**Prerequisites:** HNR 250, 350; or permission of the Honors Council.

**Independent Study 480 Class in the Major. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Prerequisite:** HNR 470.

**HNR 490. Senior Research Presentation. (2 semester hours)**

Honors 490 serves as the capstone experience for the Honors Minor. Academically, students engage in an examination of methods for disseminating information derived from research completed in their discipline-specific 480. Students review traditional presentation methods such as lectures, academic posters, and writing, while also considering multimedia methods such as website development, blog, vlog, podcast, video, or other digital formats. Ideally, this class should be taken in the semester following the discipline-specific 480. For students to successfully complete the course, they develop an academic journal-themed writing that encapsulates their research that is archived in the Hackney Library database. Students in the Psychology Major take PSY 499 in place of this class. Fall, spring.

**Prerequisite:** Discipline-Specific HNR 480.

**Courses of Instruction: Humanities****HUM 150. Stories that Matter (3 semester hours)**

This course explores how contemporary culture (books, TV, movies, comics, etc.) draws heavily upon the stories told by history, religion, and literature. These stories and the people, events, beliefs, and cultures that they portray offer students a broad understanding of what the Humanities are and the value that they hold.

**HUM 250. A Matter of Perspective (3 semester hours)**

This course examines how a specific topic/theme can be analyzed through the various lenses provided by English, History, and Religion, emphasizing how the same stories can be seen from varied perspectives and retold in ways that complement and contradict one another.

Prerequisite: HUM 150.

**HUM 350. Ideas at Play (1 semester hour)**

This course requires students to draw upon upper-level Humanities courses to develop a project proposal that incorporates elements from History, English, and Religion.

Prerequisite: HUM 250; two of three 300-level ENG, HIS, REL.

**HUM 450. Humanities Senior Seminar. (3 Semester Hours)**

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 religious studies major with senior standing.

*Note: To be taken by the English, History, and Religious Studies majors during the first semester of the senior year.*

**Courses of Instruction: Interdisciplinary Studies****IDS 450. Interdisciplinary Studies Capstone. (1 semester hour)**

This course provides students with an opportunity to reflect on their educational experiences, demonstrate the competencies that they have achieved, and plan for their future careers.

Prerequisites: Senior standing, as well as completion of the experiential learning requirement and at least 18 hours in each track of the IDS.

**IDS 470. Interdisciplinary Studies Internship. (3 semester hours)**

The internship will be a supervised work experience, selected with the assistance of the student's advisor and directly related to at least one track of the student's plan of study for the IDS.

Prerequisites: Senior standing, as well as completion of the experiential learning requirement and at least 18 hours in each track of the IDS.

*Note: This course is open only to Interdisciplinary Studies majors.*

## Courses of Instruction: Mathematics

### **QRT 120. Quantitative Reasoning and Thinking (3 semester hours)**

This course features topics in quantitative reasoning that are grounded in real-world contexts. The course provides a foundation in quantitative literacy. Emphasis is placed on working with units, percentage problems, personal finance, statistical reasoning, and understanding changes and risks. Development of number sense, proportional reasoning, and estimation will be embedded throughout the course. Upon completion of this course, students should have the quantitative reasoning skills necessary to decode, interpret, use, and communicate quantitative information needed for everyday life.

**Note:** *A minimum grade of C- is required to satisfy the General Education Core Requirement in Quantitative Reasoning.*

### **MTH 100. Fundamentals of Algebra. (3 semester hours)**

This 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 Quantitative Reasoning Requirement of the General Education 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 to take the next course.*

### **MTH 130. College Algebra. (3 semester hours)**

This course is designed to study algebraic topics which are fundamental to the study of calculus. The course provides a foundation in quantitative literacy and supplies the algebra and other mathematical skills needed in partner STEM disciplines. Emphasis is placed on analysis of various functions (linear, quadratic, absolute value, radical, polynomial, rational, exponential, and logarithmic) given in multiple representations, solving equations/inequalities, and solving systems of equations/inequalities. Upon completion of this course, students should be able to find solutions to algebra-related problems by selecting, building, and using appropriate models and techniques.

**Prerequisite:** MTH 100 (with a grade of C- or higher) or Level II placement.

**Note:** *Satisfies the General Education Core requirement in Quantitative Reasoning. Use of graphing calculator is required.*

**MTH 150. Trigonometry and Advanced Algebraic Topics.**

(3 semester hours)

This course is designed to study trigonometric topics which are fundamental to the study of calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, solving right and oblique triangles, trigonometric identities, and equations, vectors, polar coordinates, and parametric equations, as well as trigonometric applications. Upon completion of this course, students should be able to find solutions to trigonometry-related problems by selecting, building, and using appropriate models and techniques.

Prerequisite: MTH 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 semester hours)**

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: QRT 120 or MTH 130 (or equivalent) and Level III (or higher) placement.

No prerequisite required for lateral-entry teachers.

**MTH 240. Calculus I, Differential Calculus. (4 semester hours)**

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 semester hours)**

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 semester hours)**

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: QRT 120 or MTH 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. (3 semester hours)**

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 semester hours)**

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 semester hours)**

A study of the mathematics of data communication and data storage. A discussion of mathematics and the methods of dealing with issues related to data security, data integrity, and data transmission using number theory and finite fields.

Prerequisite: MTH 280.

**MTH 340.\* Elements of Modern Geometry. (3 semester hours)**

A critical study of Euclidean geometry from a postulation standpoint and an introduction to non-Euclidean geometries.

Prerequisite: MTH 280.

**MTH 342.\* Calculus III, Multivariate Calculus. (4 semester hours)**

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 semester hours)**

Continues the topics of MTH 280. Focus on graphs, trees, algorithms, Boolean algebras and other algebraic structures.

Prerequisite: QRT 120 or MTH 130.

**MTH 380.\* Ordinary Differential Equations. (3 semester hours)**

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 semester hours)**

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 semester hours)**

Topics from elementary number theory; properties of integers, Diophantine equations, congruences, and quadratic residues.

Prerequisite: MTH 280.

**MTH 430.\* Introduction to Modern Algebra. (3 semester hours)**

An exploration of algebraic structures. Detailed study of groups and an introduction to rings.

Prerequisite: MTH 280.

**MTH 440.\* Introduction to Real Analysis. (3 semester hours)**

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. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Note:** *Also offered as MTH 481 for one semester hour, as MTH 482 for two semester hours, and MTH 484 for four semester hours.*

\* On demand only.

## Courses of Instruction: Music

### **MUS 011. Barton College Choir.** (1 semester hour)

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. The 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 semester hour)

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 033. Bartonaires A Cappella Choir.** (1 semester hour)

The Bartonaires A Cappella singing group is an experience-based performance ensemble that is open to all members of the Barton community. The main purpose of this ensemble is to provide individual and group vocal technique and musical growth through the study and performance of an a cappella singing repertoire. Enrollment requires permission from the instructor.

**Note:** *Music Ensemble courses (MUS 011, 022, 033, 240) are collectively limited to eight semesters hours toward graduation.*

### **MUS 110. Music Survey.** (3 semester hours)

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 semester hours)

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 semester hours)**

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 semester hours)**

An introduction to the study of music in culture. The student will become acquainted with the traditional music of selected cultures. Fall, Spring.

**MUS 240. Marching Band. (1 semester hour)**

Rehearsal and performance of repertoire for marching band. Study of drill and instrumental techniques, choreography, dance, memorization, and repertoire of varying styles for the large ensemble. Performances and other events as scheduled by the director. Students are required to have a working instrument; however, color guard equipment, low brass, low reed, and percussion instruments will be provided. Transportation to performances will be provided. Audition may be required for placement and scholarship consideration. The course may be repeated for credit.

**Note:** *Music Ensemble courses (MUS 011, 022, 033, 240) are collectively limited to eight semesters hours toward graduation.*



## **Private Lessons**

- Enrollment in all private lessons is contingent upon the availability of appropriate faculty members.
- Enrollment requires the permission of the Director of Music.
- 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 semester hours)**

*Note: Also offered as MUS 051 for one semester hour.*

### **MUS 062. Voice Lessons. (2 semester hours)**

*Note: Also offered as MUS 052 for one semester hour.*

### **MUS 063. Organ Lessons. (2 semester hours)**

*Note: Also offered as MUS 053 for one semester hour.*

### **MUS 064. Guitar Lessons. (2 semester hours)**

*Note: Also offered as MUS 054 for one semester hour.*

### **MUS 065. Bowed Strings Lessons. (2 semester hours)**

*Note: Also offered as MUS 055 for one semester hour.*

### **MUS 066. Woodwind Lessons. (2 semester hours)**

*Note: Also offered as MUS 056 for one semester hour.*

### **MUS 067. Brass Lessons. (2 semester hours)**

*Note: Also offered as MUS 057 for one semester hour.*

### **MUS 068. Percussion Lessons. (2 semester hours)**

*Note: Also offered as MUS 058 for one semester hour.*

## **Courses of Instruction: Philosophy**

### **PHI 101. Introduction to Reasoning and Critical Thinking.**

(3 semester hours)

An introduction to argumentation, inductive and deductive reasoning, and informal fallacies in relation to contemporary social issues.

### **PHI 102. Philosophical Questions.** (3 semester hours)

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 semester hours)

An introduction to the key philosophers who have shaped the history of philosophy in Europe and America.

### **PHI 203. Asian Philosophies.** (3 semester hours)

An introduction to philosophical and religious texts and ideas from India, China, and Japan.

### **PHI 212. Contemporary Ethical Problems.** (3 semester hours)

A study of classical and modern moral theories in relation to contemporary ethical problems.

### **PHI 301. Advanced Topics in Philosophy.** (3 semester hours)

An in-depth study of a particular subject area or philosophical movement.

### **PHI 330. Philosophy of Religion.** (3 semester hours)

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 semester hours)

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 semester hours)

A review of the main currents of Western political theory from Plato to the present.

*Note: Also listed as POL 410.*

## 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 semester hours)**

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 semester hours)**

A survey of the structures, institutions, and functions of state and local governments generally, with reference to the government of North Carolina. [S]. Spring.

### **POL 203. Introduction to International Relations. (3 semester hours)**

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 semester hours)

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].

### **POL 302. Comparative Government of Non-Western Nations.**

(3 semester hours)

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].

### **POL 320. Political Behavior. (3 semester hours)**

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 semester hours)**

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 semester hours)**

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.

**POL 410. Western Political Theory. (3 semester hours)**

A review of the main currents of Western political theory from Plato to the present. [S].

**POL 470. Political Science Internship. (3 semester hours)**

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. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Note:** *Also offered as POL 481 for 1 semester hour, and as POL 482 for 2 semester hours.*

## Courses of Instruction: Religious Studies

### **REL 110. World Religions. (3 semester hours)**

An introductory study of living religious traditions of the world and the skills needed for practicing interfaith dialog.

### **REL 123. Christian Traditions. (3 semester hours)**

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 150. Religion, Society and Culture. (3 semester hours)**

An examination of the way in which religion both orders and is ordered by society and how it creates meaning through practice.

### **REL 213. Introduction to Judaism. (3 semester hours)**

This course is a basic introduction to Judaism, with special attention given to Jewish history, religion and culture, along with Jewish-Christian relations in light of the Holocaust.

### **REL 221. The Hebrew Bible/Old Testament. (3 semester hours)**

An introduction to the history and literature of the Old Testament.

### **REL 222. The New Testament. (3 semester hours)**

An introduction to the history and literature of the New Testament.

### **REL 314. Religion in America. (3 semester hours)**

An examination of movements, figures, and features of American Christianity, as well as the development of increasing religious pluralism in the United States.

### **REL 320. Topics in Biblical Studies. (3 semester hours)**

An exploration of a specific topic in Biblical Studies in more depth. Focus will be given to issues of methodology and research.

### **REL 350. Topics in Christian Traditions. (3 semester hours)**

Courses will explore a variety of topics related to Christian history, thought and culture.

**REL 360. Topics in Jewish Studies. (3 semester hours)**

Courses will explore a variety of possible topics related to Jewish history, thought, and culture of Judaism.

**REL 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

*Note: Also offered as REL 481 for one semester hour, and as REL 482 for two semester hours.*

## Courses of Instruction: Spanish

**SPA 101. Beginning Spanish I. (3 semester hours)**

Introduction to Spanish grammar, reading, pronunciation, and civilizations of Spanish-speaking peoples; a four skills approach. Fall, Spring.

**SPA 102. Beginning Spanish II. (3 semester hours)**

Second-semester continuation of SPA 101. Fall, Spring.

Prerequisite: SPA 101 or placement.

**SPA 201. Intermediate Spanish I. (3 semester hours)**

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 semester hours)**

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.

**SPA 255. Communication in Context. (3 semester hours)**

This course is designed to provide students with an understanding of the cultural elements, such as heritage, traditions, and etiquette, that are necessary to interact and communicate effectively with members of Hispanic communities.

**SPA 301. Spanish Conversation. (3 semester hours)**

Study and practice in speaking Spanish. Spring. Alternate years.

Prerequisite: SPA 202 or placement.

**SPA 302. Spanish Composition. (3 semester hours)**

The 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 semester hours)**

Survey of literary masterpieces of Spain. Spring. Alternate years.

Prerequisite: SPA 202 or placement.

**SPA 315. Topics in Hispanic Studies. (3 semester hours)**

A study of a relevant topic about the Spanish Culture such as the following: Visual Culture, Latin American Film, Gastronomy and Heritage, Musical Traditions, and Politics among others.

**SPA 325. Spanish Civilization. (3 semester hours)**

General course about Spain and its people. Fall. Alternate years.

Prerequisite: SPA 202 or placement.

**SPA 330. Introduction to Linguistics. (3 semester hours)**

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 335. Culture and Civilization of the Hispanic World (3 semester hours)**

This course offers students the opportunity to learn about the culture and civilization of the Hispanic world. In this class, through the observation and analysis of the works of writers, artists, and thinkers, students will learn about the history and events that have shaped the Hispanic World.

**SPA 345. Spanish Composition and Conversation (3 semester hours)**

This is a Spanish composition and conversation course with emphasis on the practical application in spoken and written communication in various socio-cultural contexts. This course is taught in Spanish. It will also highlight the importance of reading and writing practice in daily life.

Prerequisites: SPA 101, 102, 201, 202, or Spanish placement level 3.

**SPA 365. Books and Authors of the Hispanic World (3 semester hours)**

This course will explore the different literary genres and relevant authors from the Hispanic World (Spain, Latin America and Hispanic literary production in the US). Materials will include complete novels and selections from poems, essays, short stories, and nonfiction writings. By analyzing the text elements as well as the socio-historical circumstances in which these works were produced, this literature and culture class will give students the opportunity to learn about the diverse nature of Hispanic cultures, discourses, and identities.

Prerequisite: SPA 345.

**SPA 404. Latin American Literature. (3 semester hours)**

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 semester hours)**

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 semester hours)

Study and practice of the language in oral and written expression. Fall. Alternate years.

Prerequisite: SPA 202 or placement.

**SPA 455. Spanish for the Professions. (3 semester hours)**

This course will emphasize developing proficiency in speaking, listening, reading, and writing in Spanish within the professional fields.

**SPA 457. Senior Portfolio. (3 semester hours)**

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:** *To be taken by the Spanish major during the senior year.*

**Note 2:** *Pass/Fail grading.*



**SPA 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**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: Theatre****THE 011. Dance: Lyrical Modern. (1 semester hour)**

This course will focus on dance techniques specific to Lyrical Modern and its application toward expressive theatrical storytelling. The instructor will use music, imagery, and dramatic texts, along with industry-standard terminology. This course is available for students at all levels, however some experience is preferred.

**Note:** *Course may be taken for credit no more than four times.*

**THE 012. Dance: Tap. (1 semester hour)**

This course will focus on dance techniques specific to Tap and its application toward expressive theatrical storytelling. The instructor will use music, imagery, and dramatic texts, along with industry-standard terminology. This course is available for students at all levels, however some experience is preferred.

**Note:** *Course may be taken for credit no more than four times.*

**THE 013. Dance: Jazz. (1 semester hour)**

This course will focus on dance techniques specific to Jazz and its application toward expressive theatrical storytelling. The instructor will use music, imagery, and dramatic texts, along with industry-standard terminology. This course is available for students at all levels, however some experience is preferred.

**Note:** *Course may be taken for credit no more than four times.*

**THE 014. Dance: Ballet. (1 semester hour)**

This course will focus on dance techniques specific to Ballet and its application toward expressive theatrical storytelling. The instructor will use music, imagery, and dramatic texts, along with industry-standard terminology. This course is available for students at all levels, however some experience is preferred.

**Note:** *Course may be taken for credit no more than four times.*

**THE 015. Movement and Dance. (1 semester hour)**

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 four times.*

**THE 016. Theatre Participation. (1 semester hour)**

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 semester hours)**

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 semester hours)**

This course will introduce the fundamentals of acting regarding vocal and physical communication, text analysis, spatial 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 200. Sophomore Production Seminar. (3 semester hours)**

This course is available to Sophomores participating in a Barton College theatrical production. Students will work in either the area of stage performance or technical theater. Technical theater participants will concentrate in one area of technical theater with a choice of scenic production, lighting, props, or costume production.

Prerequisite: Sophomore standing.

**THE 201. Introduction to the Theatre. (3 semester hours)**

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 203. Stagecraft Topics. (3 semester hours)**

This class is a continuation of Stagecraft. Students can choose between advanced study in Scenic Construction, Theatrical Lighting Technology, and Costume Construction.

Prerequisite: THE 220 - Stagecraft.

**THE 214. World Drama. (3 semester hours)**

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 semester hours)**

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 225. The Art of Make-Up. (3 semester hours)**

This course will cover basic elements of makeup design and creation for the stage, in addition to hands-on techniques for application. A variety of styles, time periods, and concepts will be discussed, demonstrated, and applied.

**THE 226. Introduction to Theatrical Design. (3 semester hours)**

This course is designed to provide an overview of the theatrical design process in the areas of scenic, lighting, and costume design. The course will introduce students to research and preparation for the design process, and the creation of designs for scenery, lighting, and costumes.

**THE 230. Theatre History I. (3 semester hours)**

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.

**THE 231. Theatre History II. (3 semester hours)**

This course will address the history of theatre from Neoclassicism to the present day. Emphasis is on motivators and innovators in the field, as well as political, cultural and socio-economic conditions that exerted significant influence on individuals and institutions. Major periods and their representative dramatists will be studied in the context of their time and with the aid of contemporary criticism.

**THE 240. Voice and Diction. (3 semester hours)**

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 300. Junior Production Seminar. (1 semester hour)**

This course is available to Juniors participating in a Barton College theatrical production. Students will work in either the area of stage performance or technical theater. Technical theater participants will concentrate in one area of technical theater with a choice of scenic production, lighting, props, or costume production.

Prerequisite: Junior standing.

**THE 310. Advanced Acting. (3 semester hours)**

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 320. Musical Theatre Seminar. (3 semester hours)**

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 325. Topics in Theatrical Design. (3 semester hours)**

Three topics in Theatrical Design presented. Relationships between the topics will be emphasized.

- Topic one: set design, lighting design, and/or costume design
- Topic two: a specialized area of theatre design research, usually not covered in THE 230 or 231.
- Topic three: Play analysis.

Relationships between the topics will be emphasized. The class will include instruction in the technical and artistic aspects of designing for the theater. Students will engage in design problems, which will address designing for multiple staging configurations, styles, and historical periods.

**Prerequisites:** THE 201.

**Note:** *This is a topics course that may be taken for credit multiple times, providing that the course covers a different topic each time.*

**THE 330. Directing. (3 semester hours)**

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.

**Prerequisites:** THE 110 and THE 226.

**THE 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Note:** *Also offered as THE 481 for one semester hour, and as THE 482 for two semester hours.*

## **Courses of Instruction: Visual, Performing, and Communication Arts**

### **VPC 305. Junior Seminar. (3 semester hours)**

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].

### **VPC 405. Senior Interdisciplinary Seminar. (3 semester hours)**

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 explore 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.

# School of Business and Innovation

## Dean:

Ronald Eggers

## Director of MBA Studies:

Greg Bauer

## Faculty:

- Professor: Bethune
- Associate Professors: Christianson, Eggers, Lanier
- Assistant Professors: Bauer, Palasek
- Visiting Professor: Pooni
- Instructors: Glover, Hamilton

## Student Organization:

- Future Business Leaders of America (FBLA) Collegiate

## 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 communicate effectively, problem solve, and think critically.

### This will be accomplished through:

- the dedication of our faculty to teaching and scholarship in order for students to receive the most relevant knowledge and opportunities; and
- our commitment to small class size, experiential learning, extracurricular activities, and one-on-one interaction with our students.

## Major and Minor Programs

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.

### Accounting Minor Requirements:

- Accounting courses: ACC 101, 102, 210, 220, 300, 320.

Total: 18 semester hours.

### Business Administration Major (B.S.) Requirements:

- Accounting courses: ACC 101, 102
- Business courses: BUS 220, 250, 355, 370, 490
- Economics courses: ECO 101, 102
- Finance course: FIN 290
- Management course: MGT 290
- Marketing course: MKT 290
- Operations Management course: OMT 290
- Statistics course: Choose one from BUS 210, MTH 250, PED 405, PSY 271
- Choose 12 hours from: BUS 101, 360; FIN 340, 360; MGT 330, 420; MKT 330, 340, 420

Total: 54 semester hours.

### Non-Academic Portfolio Requirements \*

For Students Seeking a BS degree in Business Administration or 3+2 BS-MBA (MBA in Strategic Leadership).

#### Non-Academic Portfolio

##### A) Undergraduate Research (with Faculty)

1. Day of Scholarship Presenter
2. 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

##### B) Leadership within BSB

1. Future Business Leaders of America (FBLA) Collegiate active participation
  - a. Serve as local/state officer
  - b. Attend minimum of two state/national conferences
2. BSB Ambassador (works with FYS and freshman students; mentor majors)



**C) Co-Curricular Activity**

1. Innovation Competition
2. Economics Competition
3. Peer Leader or Orientation Leader
4. FBLA National Leadership Conference Competition
5. SGA Officer

**D) Service/Service Learning**

1. FBLA Community Service Project
2. BSB Community Service Project
3. Peer Tutoring through Barton College's Office of Academic Success
4. Mentoring local High School students

Students entering as a freshman or sophomore (with less than 60 hours) must complete a minimum of one element from each category A through D. Students entering with 60-89 transfer hours must complete at least two elements from categories A through D. Students entering with 90 or more transfer hours must complete at least one element from categories A through D.

Elements may be added/deleted at the discretion of the Dean.

**Business Administration Minor Requirements:**

- ACC 101; ECO 101; FIN 290; MGT 290; MKT 290
  - Choose six hours of upper-level Business electives (300- or 400- level)
- Total: 54 semester hours.**

*Note: The Business Administration Minor is not available to a Business Administration (BS) major.*

**Medical Billing and Coding Minor Requirements:**

- Accounting course: ACC 101
  - Healthcare Administration courses: HCA 240 (1), 322
  - Health courses: HEA 135, 235, 245
  - Nursing course: NUR 346
- Total: 19 semester hours.**

## Sport Management Major (B.S.) Requirements:

- Communications course: COM 270
- Statistics course: PED 405 or BUS 210 or MTH 250
- Sport Studies courses: SPS 140, 210 (1), 240, 260, 310 (2), 340 (4), 350, 360, 370, 410, 440; 460 or 470 (12)

**Total: 40-49 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 49 semester hours if this alternative is used.*

## Sport Management Minor Requirements:

- Sport Studies courses: SPS 210 (1), 240, 340 (4), 370
- Choose nine hours from: SPS 260, 350, 360, 410, 440

**Total: 20 semester hours.**

## Strategic Leadership Major (M.B.A.) Requirements:

- MBA 505, 510, 520, 535, 540, 550, 605, 610, 625, 630, 640, 650, and 665.

## MBA Curriculum / 3+2 Strategic Leadership Program Curriculum

### Senior Year (For 3+2):

Spring or Fall – **MBA Semester 1:** *enrolled as undergraduate students*  
(12 credit hours)

- MBA 505 – Innovation and Change (3)
- MBA 510 – Professional and Managerial Communication (3)
- MBA 520 – Value Creation and Social Impact (3)
- MBA 535 – Marketing Management in a Digital World (3)

Summer – **MBA Semester 2:** *enrolled as graduate level students*  
(6 credit hours)

- MBA 540 – Leadership Application Lab (3)
- MBA 550 – Globalization - Travel Study (3)

Fall or Spring – MBA Semester 3: *enrolled as graduate level students*  
(12 credit hours)

- MBA 605 – Financial Statements and Valuation (3)
- MBA 610 – The High-Performance Leader (3)
- MBA 625 – Leading Change Through Continuous Quality Improvement (3)
- MBA 630 – Economic Thinking for Leadership and Management (3)

Spring or Fall – MBA Semester 4: *enrolled as graduate level students*  
(9 credit hours)

- MBA 640 – Strategic Leadership and Decision-Making (3)
- MBA 650 – Leading Competitive Organizations and Teams (3)
- MBA 665 –Project Management: Strategy, Execution, and Team Dynamics (3)

Total: 39 semester hours.

## Grade Point Average (GPA) Requirements for Graduate Programs in Business:

Admitted candidates must maintain a GPA of 3.0 or better to remain in good standing in the graduate programs in Business. No more than two grades of “C” for final course grades are permitted. Students who fall below a 3.0 GPA or earn more than two grades of “C” must repeat those courses and earn a grade of “B-” or higher. Final transcript can have a maximum of two grades of “C” and no other grades lower than a “B-.” Final GPA must be at least 3.0.

## Courses of Instruction: Accounting

### **ACC 101. Principles of Financial Accounting.** (3 semester hours)

This course introduces accounting principles, concepts, processes, and systems used in the recording of business transactions and the development of basic financial statements.

### **ACC 102. Principles of Managerial Accounting.** (3 semester hours)

This course introduces managerial concepts and processes used by managers to make informed business decisions.

Prerequisite: ACC 101.

**ACC 210. Intermediate Accounting I. (3 semester hours)**

This course introduces the conceptual framework of financial accounting, encompassing the theory and application of professional standards for external reporting. Topics include measurement and reporting issues related to current assets and current liabilities, and financial statement analysis.

Prerequisite: ACC 102.

**ACC 220. Intermediate Accounting II. (3 semester hours)**

This is a continuation of Intermediate Accounting I. Topics include measurement and reporting issues related to long-term assets, long-term liabilities, shareholder's equity, and special topics.

Prerequisite: ACC 210.

**ACC 300 Data Analytics for Accounting. (3 semester hours)**

This course provides students with a strong foundation of skills that are needed to become proficient in creating and interpreting data using data analytic tools and techniques.

Prerequisite: ACC 102.

**ACC 320. Cost Accounting. (3 semester hours)**

This course examines methods for classifying costs and techniques used to evaluate costs in order to make informed business decisions.

Prerequisite: ACC 102.

**ACC 350. Accounting Information Systems. (3 semester hours)**

This course introduces the design and operation of accounting information systems and how they are used for data analysis and problem-solving.

Prerequisite: ACC 101.

**ACC 430. Federal Income Taxation. (3 semester hours)**

This course introduces the application of laws surrounding federal taxation for individuals, partnerships, and corporations.

**ACC 440. Federal Income Taxation – Corporate Partnerships.  
(3 semester hours)**

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 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Note:** *Also listed as ACC 481 for one semester hour and ACC 482 for two semester hours credit.*

**ACC 490. Auditing. (3 semester hours)**

This course examines the legal environment surrounding the audit process. Topics include risk analysis, audit planning, internal control, statistical and non-statistical sampling, evidence gathering, and reporting.

Prerequisite: ACC 220.

**Courses of Instruction: Applied Artificial Intelligence****AAI 101. Introduction to Artificial Intelligence. (3 semester hours)**

This course provides an introduction to the fundamental principles, concepts, ethics, and applications of Artificial Intelligence (AI). Students will explore the historical development of AI, gaining a foundational understanding of core AI algorithms and machine learning techniques. Through hands-on projects students will gain practical experience in developing simple AI applications. This course serves as a foundation for further study in the field of Artificial Intelligence.

**AAI 110. Application of Artificial Intelligence in the Business World. (3 semester hours)**

This course introduces the concepts, applications, and implications of Artificial Intelligence (AI) in the context of the business world. Students will explore the fundamental principles of AI, its impact on various industries, and the ethical considerations associated with its implementation. Through a combination of lectures, case studies, and hands-on activities, students will develop a comprehensive understanding of how AI can be leveraged to drive innovation and optimize business processes.

## Courses of Instruction: General Business

### **BUS 101. Business and Society.** (3 semester hours)

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 semester hours)

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 QRT 120, MTH 130, or equivalent.

*Note: A student may not receive credit for both BUS 210 and (MTH 250 or PED 405 or PSY 372).*

### **BUS 220. Legal and Ethical Issues in Business.** (3 semester hours)

This course introduces the student to the legal and ethical issues that arise in business decisions and the laws that apply to them. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined.

### **BUS 250. Business Communications.** (3 semester hours)

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.

**Prerequisite:** WRT 112.

### **BUS 355. Topics in Entrepreneurship.** (3 semester hours)

This course is intended to facilitate development and sharing of knowledge of important and timely subjects in the areas of entrepreneurship, new venture creation, and innovation.

*Note: This is a topics course that may be taken for credit twice, providing that the course covers a different topic each time.*

**BUS 360. Case Studies in Business. (3 semester hours)**

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 1:** *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.*

**Note 2:** *This is a course that involves travel. There is an additional course fee for the travel.*

**BUS 370. Internship Experience. (3 semester hours)**

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.

**Prerequisites:** BUS 250 and a 2.5 GPA or higher in the major.

**BUS 380. Co-Op Experience. (3-15 semester hours)**

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 student's course work through the practical application of personal knowledge, skills, and abilities.

**Prerequisites:** Students must have junior or senior standing in the School of Business and Innovation with a 3.3 GPA or higher in the major.

**BUS 390. Directed Study. (3 semester hours)**

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 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study,

3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**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 semester hours)**

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 290; MGT 290; MKT 290; OMT 290.

## **Courses of Instruction: Computer Information Systems**

### **CIS 110. Computer Information Systems. (3 semester hours)**

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 semester hours)**

This course explores ways in which individual business units operate and interrelate. It examines how consumers, owners of the factors of production, and businesspeople 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 semester hours)**

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 310. Capitalism. (3 semester hours)**

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 semester hours)**

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 semester hours)**

This course will explore the role of the private and public sectors and how they affect 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 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Note:** Also listed as ECO 481 for one semester hour and ECO 482 for two semester hours.

## Courses of Instruction: Finance

### **FIN 290. Managerial Finance.** (3 semester hours)

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.

Prerequisite: QRT 120 or MTH 130, or equivalent.

### **FIN 340. Investments.** (3 semester hours)

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 290.

## Courses of Instruction: Health

### **HEA 100. Healthcare and Foundations.** (1 semester hour)

Healthcare+ will create experiences in numerous areas of the healthcare field, allowing students to explore a number of career areas and begin to build relationships that can serve as a foundation for their future. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The focus of this class will be the impacts of healthcare disparity and how it will impact future careers and the students' individual career development.

Prerequisite: Participation in the Healthcare+ Cohort.

*Note: This course can be repeated once.*

### **HEA 135. Medical Insurance and Billing.** (3 semester hours)

This course introduces the fundamentals of medical insurance and billing. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

**HEA 200. Healthcare and Building Ethical Bridges. (1 semester hour)**

A continuation of the Healthcare+ program, this course builds upon the initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The focus of this class will be the impacts of medical ethics on decision making and how it will impact future careers and the students' individual career development.

Prerequisite: HEA 100 and participation in the Healthcare+ Cohort.

Note: *This course can be repeated once.*

**HEA 201. First Aid / CPR / AED. (1 semester hour)**

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

**HEA 203. First Aid / CPR / AED Instructor. (1 semester hour)**

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 220. Introduction to Allied Health. (3 semester hours)**

This course provides students with a foundation in health and information literacy for students majoring in allied health professions. It will include an overview of allied health and the value of a multidisciplinary team to partner with clients to optimize health outcomes. Topics to be covered include an overview of the U.S. health care system, inter-professional education, behavioral health integration, social determinants of health, cultural competency, practice transformation, and current and emerging health issues.

**HEA 230. Health and Wellness in Modern Society. (3 semester hours)**

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.

**HEA 235. Procedural Coding. (3 semester hours)**

This course emphasizes ICD-10-PCS which is an entirely different classification system based on the essential components of a procedure. Under the new system, codes are built from a number of variables, including body system, root operation, body part, approach, and more. And, in some cases, multiple

codes may be needed to describe each of the specific components of a procedure or service. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

Co-requisite: HEA 240.

### **HEA 245. Diagnostic Coding. (3 semester hours)**

This is an entry level course in the study of the official coding rules, guidelines, and classification systems for assigning valid diagnostic and/or procedure codes utilizing ICD-10-CM. Students will abstract health information according to regulatory guidelines for acute hospital coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

Co-requisite: HEA 240.

### **HEA 302. Fitness Concepts for K-12 Programs. (1 semester hour)**

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 345. Health Behavior Change. (3 semester hours)**

This course introduces the theoretical basis of behavior change in health education. It will include an overview of what theory is, how theories are developed, and what factors influence health behavior theory. Emphasis will be placed on how various theories of health behavior are used to design, implement, and evaluate behavior change and health education interventions.

Prerequisite: PSY 101.

### **HEA 440. Principles of Financial Management for Healthcare.**

**(3 semester hours)**

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.

**HEA 445. Health Program Planning and Evaluation. (3 semester hours)**

This course provides an overview of program planning and evaluation for allied health professionals. Students will gain a basic understanding of how to implement public health programs and evaluate their effectiveness. Given the importance of planning and evaluation occurring in the context of interdisciplinary teams, students in this course will also discuss and practice skills for building effective teams and accomplishing individual and group objectives through teamwork.

Prerequisite: HEA 345.

**HEA 455. Health System Organization Development and Behavior.**

**(3 semester hours)**

This course examines leadership and organizational behavior through a systematic, integrative analysis of individual and group leadership and management techniques, through an understanding of diverse patient populations and healthcare organizational environments. Students will also develop a basic knowledge and understanding of the major theories, principles, as well as legal and ethical issues contributing to effective organizational leadership and management to attain organizational performance.

Prerequisite: HEA 360.

**HEA 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan the grading criteria to be used by the faculty mentor).

**Note:** *Also offered as HEA 481 for one semester hour, and as HEA 482 for two semester hours.*

## Courses of Instruction: Healthcare Administration

### **HCA 240. Medical Terminology.** (1 semester hour)

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.

### **HCA 250. Introduction to the U.S. Healthcare System.** (3 semester hours)

This course provides students with an overview of the U.S. healthcare finance and delivery systems. Students will also explore the history and development of the role of public programs (e.g., Medicare and Medicaid), insurers, and employers, the growing role of technology in healthcare, balancing cost, access and quality, as well as the future of U.S. healthcare.

### **HCA 322. Medical Practice Management.** (3 semester hours)

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.

### **HCA 350. Healthcare Informatics.** (3 semester hours)

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.

### **HCA 360. Healthcare Leadership and Inter-Professional Communication.** (3 semester hours)

This course provides students with the tools needed to develop the skills needed to build relationships with multidisciplinary health colleagues. Students will explore, and model, the leadership skills, management styles, and communication skills needed to collaborate across disciplines and cultures.

Additionally, this course will allow students to comprehend the context and the relationships that make up the systems they will impact during their careers, whether at the individual, organizational, or community level.

### **HCA 450. Health Law and Policy. (3 semester hours)**

The purpose of this course is to provide students with an overview of the U.S. healthcare system, its components, and the policy challenges created by its organization. Special attention will be given to the status and implementation of state and federal policy and law and to the budgetary implications of healthcare 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 healthcare 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 be studied.

### **HCA 465. CQI Through Organizational Development in Healthcare. (3 semester hours)**

This course is designed to merge the practice of continuous quality improvement (CQI) into organizational development and the application within the healthcare setting. CQI is used by hospitals to optimize clinical care by reducing variability and reducing costs, to help meet regulatory requirements, and to enhance customer service quality.

### **HCA 470. Experiential Learning in Healthcare. (3 semester hours)**

This course allows students to apply the knowledge, skills and abilities, learned in their area of professional study, and utilize them in real-world situations. HEA 470 can be accomplished through a 120-contact hour real-world practicum, completion of independent research, creation of a performance improvement project (based upon real world events), or completion of additional advanced training and education in the field that meets the course and program outcomes. All practicums and projects will focus on developing leadership skills, management skills, and systematic problem/issue analysis skills through direct participation in management activities in a business or health-related organization, either simulated or real.

**Prerequisite:** Senior standing.

## MBA Foundation Courses - Topic Preparation

Peregrine Academic Services provides a range of online educational services which focus on business skills, including Academic Leveling Courses (ACL).

ACL topics include:

- Foundations of Accounting
- Foundations of Business Finance
- Foundations of Information Management Systems
- Foundations of Macroeconomics
- Foundations of Microeconomics
- Foundations of Operations / Production Management
- Foundations of Quantitative Research Techniques and Statistics
- Write and Cite - Academic Writing Readiness

The ACL service helps students succeed with their business programs by providing foundational knowledge and skills in a broad range of business education topic areas. The ACL service provides non-business majors, or students needing to refresh their knowledge, with the necessary business education fundamentals to complete undergraduate or advanced degrees.

## Courses of Instruction: MBA in Strategic Leadership

### **MBA 505: Innovation and Change. (3 semester hours)**

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 510: Professional and Managerial Communication. (3 semester hours)**

Through this specialized course, students will gain proficiency in effectively communicating complex information about technical topics in an organizational environment. Students will prepare technical and business documents and 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 semester hours)**

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 535: Marketing Management in a Digital World. (3 semester hours)**

This course focuses on an in-depth exploration into the strategic integration of digital marketing within the broader marketing framework of contemporary businesses. It provides a comprehensive understanding of digital marketing channels and techniques, including email marketing, web-based marketing, SEO, online advertising, and social media. The curriculum goes beyond just the development and implementation of these methods; it delves into definitions, concepts, practices, and analytical tools used to market goods and services. Environmental variables, e.g., legal, social, ethical, cultural, ecological, and technological issues and marketing's role within profit and nonprofit organizations. The course also incorporates a forward-looking perspective, examining emerging trends and fostering innovation in digital marketing practices.

**MBA 540: Leadership Application Lab. (3 semester hours)**

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 semester hours)**

Students will study international business practices and leadership strategies 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.

*Note: Students may complete the courses in one of two ways: participate in the MBA Study Abroad experience or enroll in the on-site course offered.*

**MBA 580: Independent Study. (3 semester hours)**

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. Student must have the approval of the sponsoring faculty member and the Dean of the School of Business.

**MBA 605: Financial Statements and Valuation. (3 semester hours)**

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 610: The High-Performance Leader. (3 semester hours)**

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 625: Leading Change through Continuous Quality Improvement. (3 semester hours)**

A comprehensive course that focuses on strategies and techniques for continuous quality improvement, change management, and leadership skills necessary for driving and sustaining organizational change. The course will blend theoretical knowledge with practical applications, case studies, and interactive learning.

**MBA 630: Economic Thinking for Leadership and Management. (3 semester hours)**

Students will integrate economic concepts with practical analysis of multiple economic applications. They will demonstrate the problem-solving skills required to lead organizations and to manage complex strategic issues in a broad business environment. Topics in this course include economic theories and their evolution, the appropriate use of research and data for economic thinking, the relationships among legal, cultural, social and regulatory conditions in the economy, the influence of government and policy regimes, and the linkages between business opportunity, productivity, and prosperity to the attainment of business and economic objectives.

**MBA 640: Strategic Leadership and Decision Making. (3 semester hours)**

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 semester hours)

Organizations today compete in a fast-paced, rapidly changing, global marketplace. 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 consider 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 665: Project Management: Strategy, Execution, and Team Dynamics.** (3 semester hours)

This course blends theoretical insights and practical skills in project management. It covers the uniqueness of managing non-routine, team-based projects and provides a deep dive into planning, scheduling, and controlling projects. Students will gain hands-on experience with project management tools and methodologies, understanding both the strategic and operational aspects of this field.

## **Courses of Instruction: Management**

### **MGT 290. Principles of Management.** (3 semester hours)

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 semester hours)

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 290.

**MGT 420. International Management. (3 semester hours).**

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 290.

**MGT 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

*Note: Also listed as MGT 481 for one semester hour and MGT 482 for two semester hours.*

## **Courses of Instruction: Management Information Systems**

**MIS 290. Information Systems. (3 semester hours)**

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 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

*Note: Also listed as MGT 481 for one semester hour and MGT 482 for two semester hours.*

## Courses of Instruction: Marketing

### **MKT 290. Principles of Marketing. (3 semester hours)**

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 semester hours)**

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 290.

### **MKT 340. Marketing Research. (3 semester hours)**

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 290.

### **MKT 350. Marketing Promotions. (3 semester hours)**

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 290.

### **MKT 360. Retail and Sales. (3 semester hours)**

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 290.

**MKT 420. International Marketing. (3 semester hours)**

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 290.

**MKT 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

*Note: Also listed as MGT 481 for one semester hour and MGT 482 for two semester hours..*

**Courses of Instruction: Operations Management****OMT 290. Operations Management. (3 semester hours)**

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 372).

**OMT 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

*Note: Also listed as MGT 481 for one semester hour and MGT 482 for two semester hours.*

## Courses of Instruction: Sport Studies

### **SPS 110. Sport Coaching.** (3 semester hours).

This course is a comprehensive introduction to the coaching profession. The primary goal of the course is to develop and enhance students' knowledge and understanding of concepts and techniques of coaching and their application to achieving important objectives in working with athletes. Emphasis is placed on sport at the high school and the highly competitive club levels. Coaching at other levels, including youth, recreational, and intercollegiate sport programs is included. The focal point of the course is certification as recognized by the American Sport Education Program. Content in the course is designed to augment this certification, providing a more comprehensive understanding and preparation of coaching at all levels.

### **SPS 140. Introduction to Sport Management.** (3 semester hours)

This course is designed for the individual interested in pursuing a career in the sport management field and introduces the theoretical foundations and applied areas of sport management.

### **SPS 210. Practicum I.** (1 semester hour)

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

**Prerequisite:** Sophomore level standing for Health Promotion and Sport Management majors and minors.

### **SPS 240. Sport Marketing.** (3 semester hours)

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 semester hours)

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.

**SPS 310. Psychological and Sociological Bases of Sport. (2 semester hours)**

A study of 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 330. Principles and Ethics of Coaching Youth. (3 semester hours)**

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 340. Event and Facility Management. (4 semester hours)**

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. 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 350. Diversity in Sport. (3 semester hours)**

This course is designed to examine diversity issues in the sporting world from the early days of sport to the 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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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.

**SPS 460. Practicum II. (3 semester hours)**

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 field experience.

**Note I:** 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 fieldwork 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 semester hours)**

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 Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Note:** *Also offered as SPS 481 for one semester hour, and as SPS 482 for two semester hours.*

# School of Education and Social Sciences

## Dean:

Jackie Ennis

## Faculty:

- Distinguished Professor: Groskin
- Professors: Ennis, Mize
- Associate Professor: Abeling-Judge, Barnes, Bosch
- Assistant Professors: Boldt, Richardson, Robinson, Tarkenton, Hornick
- Visiting Assistant Professor: Rhodes
- Visiting Instructor: Maynard

## Student Organizations:

- Kappa Delta Pi - International Honor Society in Education
- Student North Carolina Association of Educators (SNCAE)



## 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.

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 approved by the North Carolina Department of Public Instruction (DPI).

## Licensure Programs

### Leading to Licensure on the A Level:

- Early Childhood Education
- Elementary Education (Grades K-6)
- Middle Grades Education (Grades 6-9): Social Studies, Mathematics, Language Arts and Science
- Special Education: Adapted Curriculum (K-12)
- Special Education: General Curriculum (K-12)
- Secondary Education (Grades 9-12)
  - English
  - Social Studies
  - Mathematics
  - Science
- Academically and Intellectually Gifted Education (K-12)
- Residency License for Elementary Education Teachers, Birth-Kindergarten, Special Education General Curriculum and Adapted Curriculum
- Residency License for Middle Grades/Secondary Education
  - English
  - Social Studies
  - Mathematics
  - Science

## 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 the North Carolina Department of Public Instruction and Barton College.

**Note:** *Residency Licensure students follow separate criteria.*

## 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:

- 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 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

## 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 provided documentation of SAT or ACT scores allowing exemption, or have earned a bachelor's degree
- EDU 317 - Developmental Assessment of Young Children
  - EDU 320 - Foundations of Reading I
  - EDU 328 - Special Education Methods: General Curriculum
  - EDU 334 - Instructional Technology
  - EDU 335 - Mathematics Methods K-3
  - EDU 339 - Adaptive Curriculum: Special Education Methods and Assessment
  - 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 363 - Literacy in Content Areas: Middle, Secondary, and Special Subject Teachers

## Stage II: Formal Admittance 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 their advisor.
- 4) Have passed *Praxis* Core Academic Skills for Educators (Core) tests (Reading, Writing, and Math) or provided documentation of exemption.\*

- 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 421 - Mastering the edTPA
- EDU 429 - Science Methods K-8
- 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
- ENG 459 - Instructional Design and Strategies in English

### 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\* or earned a bachelor's degree, and passed all licensure tests required for your licensure area.
- 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) 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.
- 8) All student teaching placements are made through the office of the Director of Field Experience.

- EDU 452 - Education Capstone
- EDU 453 - Submitting the edTPA
- 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 career GPA.
- 2) Have passed the edTPA assessment.
- 3) Have met all program requirements.
- 4) Have completed the Baccalaureate Degree.
- 5) Have passed EDU 470 with a grade of C- or higher and have met all indicators on the North Carolina Capacity of Certification.
- 6) Have met all other licensure requirements.
- 7) Have passed North Carolina licensure tests, including Praxis II Specialty Area Test(s), 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 who have earned a bachelor's degree from a regionally accredited institution of higher education are exempt from the *Praxis* Core requirement.

## 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 or (c) have already earned a bachelor's degree. Candidates must also meet state-mandated minimum scores on Praxis II and/or Pearson Foundations of Reading test 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 attempted prior to enrolling in Stage 2 courses and must be passed prior to enrolling in Stage III courses.

*Note: Candidates seeking Elementary Education or Special Education: General Curriculum licensure will be required to pass the Pearson Foundations of Reading and Praxis 7813 or Pearson General Curriculum Math sub-test. Those in Special Education must also pass the appropriate Praxis test(s) in Special Education.*

## 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.

## Residency Licensure Policy

*(A licensure-only candidate who holds a baccalaureate degree but not a teaching license and has been hired by a Public School Unit is labeled as a residency licensure candidate.)*

Teacher licensure candidates in residency licensure positions may seek licensure through the Barton College residence licensure program for Elementary Education, Birth-Kindergarten, Special Education General Curriculum and Adapted Curriculum, and Middle/Secondary in Mathematics, English, Social Studies, and Science Education.

**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.*

## Major and Minor Programs

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.

### Academic Academically and Intellectually Gifted Education Add-On Licensure Requirements:

Courses required for North Carolina add-on licensure:

- EDU 550, 552, 554, 556.

Total: 12 semester hours.

### Aging Studies Major (B.S.) Requirements:

- Biology course - choose one: BIO 101 (4), 111 (4), 311 (4)
- Gerontology courses: GRN 101, 240, 330, 440, 470 (9)
- Health courses: HEA 220, 230
- Psychology courses: PSY 101, 230
- Social Work courses: SWK 101, 320, 321
- Statistics (MTH 250 or BUS 210)

Total: 49 semester hours.

### Aging Studies Minor Requirements:

- Gerontology course: GRN 101.
- Interdisciplinary courses - choose five: GRN 240, 301, 330, 440, 471, 480; HEA 220, 230; PSY 230

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-.*

### Autism Graduate Program Requirements:

The Barton College Teacher Education Program offers 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: 9 semester hours.

## **Criminology and Criminal Justice Sciences Major (B.S.) Requirements:**

- Criminology and Criminal Justice Sciences courses: CCJ 101, 220, 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: 57 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: 61 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, 330
- Criminology and Criminal Justice Sciences courses:  
Choose four from CCJ 220, 230, 240, 310, 320, 323, 340, 355, 360, 370, 415, 440, 442, and 446;  
with at least one at the 300- or 400- level.  
**Total: 18 semester hours.**

## **Criminology and Criminal Justice Sciences Major (M.S.) Requirements:**

- Criminology and Criminal Justice Sciences courses: CCJ 501, 502, 503, 504, 505, 506, 507, 508, 509 (2), 590, 601\*, 602\*.

\* Thesis option provides additional preparation for further educational opportunities. Students who do not enroll in these two courses will earn the Criminal Justice Sciences major (M.S.).

**Total: 30-36 semester hours.**

## Policy on Grades and Grade Point Average (GPA) Requirements for Graduate Programs

CCJS graduate students must earn and maintain a GPA of 3.0, or better, by the end of their third academic term to remain in good academic standing in the MS in CCJS and the MS in CJ programs. Students may be permitted no more than two grades of “C” (which includes the grade of “C-” and “C+”) and receive credit for that “C” as a final grade in that course. If a student earns a third “C” or lower, the student must re-take that course. If upon re-taking a course, the student does not successfully complete the course with a grade of “B-” or better, the student must apply for readmission to the graduate program and resume their graduate coursework as part of the next graduate class cohort. From that point on, a graduate student earning another “C” or lower grade in any subsequent CCJS graduate course would result in permanent administrative withdrawal from the program.

### Early Childhood Education Major (B.S.) Requirements:

Teacher licensure requirements for the Early Childhood Education 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, 317, 321, 333, 362, 410, 411, 421 (1), 451 (2)
- During the Professional Semester: EDU 452 (1), 453 (1), 470 (10)
- Complete the entrance criteria requirements

**Total for Early Childhood Education major requirements: 48 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:** *In order to be eligible for licensure in the Early Childhood 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 317 - Developmental Assessment for Young Children
- EDU 362 - Emergent Literacy
- EDU 410 - Methods and Materials for Infants and Toddlers
- EDU 411 - Methods and Materials for Preschoolers and Kindergartners

## Residency Licensure Program for Birth to Kindergarten Education Requirements:

- Education courses: EDU 204, 321, 322 (1), 333 (1), 362, 410, 411, 413 (1), 451 (2), 453 (1)  
**Total for Residency Licensure Program for Birth to Kindergarten Education requirements:  
21 semester hours**

**Note:** *Candidates must pass the edTPA assessment to complete this program.*

## Educational Studies Major (B.S.) Requirements:

### Birth-Kindergarten Education Track

- 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, 317, 321, 333 (1), 362, 410, 411, 421 (1), 451 (2), 468
- Complete the entrance criteria requirements  
**Total for Education Studies major requirements: 44 semester hours**

### Elementary Education Track

- Courses from the Schools of Humanities and Sciences prescribed specifically for this major: ENG 240 or literature course; HIS 101 or 102; HIS 201 or 202; HIS 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), and 400 (1)
  - Education courses: EDU 223, 225, 303, 320, 334, 335 (2), 344 (2), 354 (2), 361, 421 (1), 429 (2), 435 (2), 451 (2), 464
  - Other professional course: HPE 310 (1)
- Complete the entrance criteria requirements  
**Total for Education Studies major requirements: 62 semester hours**

**Note I:** *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.*

### Middle School Education Track

- Course from the School of Sciences prescribed specifically for this major: SWK 345
- Professional Education courses
  - Field Experience courses: EDU 360 (1), and 400 (1)
  - Education courses: EDU 223, 225, 334 (2), 344 (2), 354 (2), 363, 421 (1), 448, 451 (2), 464
- Choose one of these professional courses to match the Middle School Concentration area: EDU 435 (Mathematics Methods 4-8); EDU 429 (Science Methods K-8); ENG 459 (English); SST 459 (Social Studies)
- Complete the entrance criteria requirements  
**Total for Education Studies major requirements: 30 semester hours**

### Middle School Concentrations:

#### English/Language Arts Concentration Requirements:

- EDU 303: Children and Adolescent Literature
- ENG 240: Foundations of Criticism
- ENG 312: English Grammar and Structure
- One Writing course: ENG 316, 317, 318, or 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, 102, 201, 202, 307, 375
- Other courses: ECO 101; POL 101 (prescribed for social science requirement of the general college core).

**Total: 24 semester hours**

### Social Studies Track

- History courses: HIS 101, 102, 201, 202, 307
- Other courses in the social sciences: ECO 101; 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: 39 semester hours**

- Professional courses:
  - Field Experience courses: EDU 360 (1), 400 (1)
  - Other professional courses: EDU 223, 225, 334 (2), 344 (2), 354 (2), 363, 448, 451 (2); SST 459 (2)

Other secondary areas will result in a degree in the subject area, such as mathematics, biology, or English.

### Special Education: General Curriculum and/or Adapted Curriculum Track

- Courses from the Schools of Humanities and Sciences prescribed specifically for this major: ENG 240 or literature course; HIS 101 or 102; 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, 320, 327 (2), 328, 334, 335 (2), 344 (2), 345, 354 (2), 361, 429 (2), 435 (2), 451 (2), 464
- Complete the Professional Education Program criteria  
**Total for Educational Studies major requirements: 75 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 Humanities and Science prescribed specifically for this major: BIO 101; ENG literature course; HIS 101 or 102; HIS 201 [or 202], 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) and 400 (1)
  - Education courses: EDU 223, 225, 303, 320, 334, 335 (2), 344 (2), 354 (2), 361, 421 (1), 429 (2), 435 (2), 451 (2), 464
  - Other professional course: HPE 310 (1)
- During the Professional Semester: EDU 452 (1), 453 (1); 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.*

## Residency Licensure Program for Elementary Education Requirements:

*(Please note that candidates must meet prerequisite coursework as required by DPI and Barton College.)*

- Education courses: EDU 320, 321, 322 (1), 331 (2), 333 (1), 361, 413 (1), 439, 451 (2), and EDU 453 (1).
- Mathematics course: MTH 210. Please note that candidates are exempt from MTH210 if they have already passed Praxis 7813 or the Pearson Elementary Math Test.

**Total for Residency Licensure Program for Elementary Education Requirements:  
23 semester hours**

**Note:** *Candidates must pass Praxis 7813, the Pearson Reading Foundations Test, and edTPA to complete the program.*

## Elementary Education (Kindergarten-Grade 6) Major (M.Ed.) Requirements:

Teacher 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:

*(This minor is not available to students majoring in Special Education.)*

- Choose any 18 hours unduplicated: ASL 101, EDU 223, 225, 316, 327, 328, 334, 345, 560
- At least six hours must be at 300-400 level or 500 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 and not in a teacher licensure major.*

— EDU 327, EDU 328, EDU 334, EDU 345

**Total for Exceptional Children minor Requirements: 18 semester hours**

## Middle School Education (Grades 6-9) Major (B.S.) Requirements:

Teacher licensure requirements for the Middle School Education major:

- Courses from the School of Sciences 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, 421 (1), 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 452 (1), 453 (1), 470 (10), or [473 (4) and 474 (6)]
- Complete the entrance criteria requirements.

**Total for Middle School Education major: 44 semester hours** (not including Middle School Concentration)

**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
- ENG 312: English Grammar
- 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**

**Note:** *Students seeking this concentration should take MTH 130 as the Quantitative Reasoning requirement of the General College Core.*

#### **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, 102, 201, 202, 307, 375.
- Other courses: ECO 101, POL 101 (prescribed for social science requirement of the general college core)

**Total: 24 semester hours.**

### Residency Licensure Program for Middle / Secondary Education in Mathematics Requirements:

- Admissions Requirements: Bachelor's degree with 24 semester hours of mathematics content courses. Someone interested in this program who has not met the content coursework criteria may take mathematics courses at Barton College or through an approved college or university to meet this requirement and be ready to begin the Residency Licensure Program in Mathematics Education.
- Professional Education courses: EDU 321, 322 (1), 331 (2), 333 (1), 363, 413 (1), 448, 451 (2), and 453 (1)
- Candidates must be in a successful residency licensure position in middle or secondary mathematics and pass all required licensure tests, including the edTPA assessment, in order to complete this program.

**Total for Residency Licensure Program for Middle / Secondary Education in Mathematics requirements: 24 semester hours of mathematics content courses and 17 semester hours of courses in education.**

### Residency Licensure Program for Middle / Secondary Education in English Requirements:

- Admissions Requirements: Bachelor's degree with 24 semester hours of English content courses. Someone interested in this program who has not met the content coursework criteria may take English courses at Barton College or through an approved college or university to meet this requirement and be ready to begin the Residency Licensure Program in English Education.
- Professional Education courses: EDU 321, 322 (1), 331 (2), 333 (1), 363, 413 (1), 448, 451 (2), and 453 (1)
- Candidates must be a successful residency licensure position in middle or secondary English and pass all required licensure tests, including the edTPA assessment, in order to complete this program.

**Total for Residency Licensure Program for Middle / Secondary Education in English requirements: 24 semester hours of English content courses and 17 semester hours of courses in education.**

### Residency Licensure Program for Middle / Secondary Education in Science Requirements:

- Admissions Requirements: Bachelor's degree with 24 semester hours of science content courses. Science content may include courses in biology, chemistry, physics, and other content areas in the field of science.) Someone interested in this program who has not met the content coursework criteria may take science courses at Barton College or through an approved college or university to meet this requirement and be ready to begin the Residency Licensure Program in Science Education.



- Professional Education courses: EDU 321, 322 (1), 331 (2), 333 (1), 363, 413 (1), 448, 451 (2), and 453 (1)
- Candidates must be a successful residency licensure position in middle or secondary social studies and pass all required licensure tests, including the edTPA assessment, in order to complete this program.  
Total for Residency Licensure Program for Middle / Secondary Education in Science requirements: 24 semester hours of science content courses and 17 semester hours of courses in education.

### Residency Licensure Program for Middle / Secondary Education in Social Studies Requirements:

- Admissions Requirements: Bachelor's degree with 24 semester hours of social studies content courses. (Social studies content may include courses in history, political science, geography, sociology, and other content areas in the field of social studies.) Someone interested in this program who has not met the content coursework criteria may take social studies courses at Barton College or through an approved college or university to meet this requirement and be ready to begin the Residency Licensure Program in Social Studies Education.
- Professional Education courses: EDU 321, 322 (1), 331 (2), 333 (1), 363, 413 (1), 448, 451 (2), and 453 (1)
- Candidates must be a successful residency licensure position in middle or secondary science and pass all required licensure tests, including the edTPA assessment, in order to complete this program.  
Total for Residency Licensure Program for Middle / Secondary Education in Social Studies requirements: 24 semester hours of social studies content courses and 17 semester hours of courses in education.

### Middle School Educational Studies Minor Requirements:

- EDU 223, 225, 334, 344 (2), 354 (2), 363  
Total for Middle School Educational Studies minor requirements: 16 semester hours

### School Administration Major (MSA) Requirements:

The 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, 538, 540, 542, 544, 545  
Total for School Administration major (MSA) Requirements: 36 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.

## 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.

## 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; 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: 39 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, 421 (1), 448, 451 (2); SST 459 (2)
- During the Professional Semester: EDU 452 (1), 453 (1), 470 (10)
- Complete all Professional Education Program requirements: See School of Education section of catalog.

**Total for Teacher Licensure requirements: 38 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; 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: 39 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), 421 (1), 448, 451 (2), 363; SST 459 (2)
- During the Professional Semester: EDU 452 (1), 453 (1), 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: 38 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 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).
- 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 mission of Barton College’s BSW program is to prepare entry level generalist social workers, grounded in a strengths-based and empowerment perspective, who can practice at multiple levels. The program prepares culturally competent, ethical social workers who embody the core social work values and ethical principles as described in the NASW Code of Ethics. Graduates will be prepared to assume a variety of social work roles to enhance human and community well-being, respect human diversity, and promote social, economic, and environmental justice.

## Goals of the Social Work Program

The goals of the Barton College Social Work Program are to:

- 1) Prepare students to become competent, engaged generalist practice social workers who demonstrate the knowledge, ethics, values, and skills of the profession and work towards human rights and social justice.
- 2) Prepare students to practice at all systems levels – individual, families, groups, organizations, and communities.
- 3) Prepare students to recognize and apply social justice principles in practice situations calling for social change and advocacy.
- 4) Create a learning community that respects diversity and promotes inclusion.
- 5) Provide a curriculum that is preparatory for ethical practice, personal and professional development, life-long learning and graduate-level social work education.

## 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 remain 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.



## 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; HIS 101 or 102; 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), 320, 327 (2), 328, 334, 335 (2), 344 (2), 345, 354 (2), 361, 421 (1), 429 (2), 435 (2), 451 (2), 464
- During the Professional Semester: EDU 452 (1), 453 (1), 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.*

## Residency Licensure Program for Special Education Adapted Curriculum Requirements:

- Education courses: EDU 316, 320, 321, 322 (1), 333 (1), 345, 361, 413 (1), 439, 451 (2), and 453 (1)

**Total for Residency Licensure Program for Special Education Adapted Curriculum requirements: 24 semester hours**

**Note:** *Candidates must pass the Praxis test for this licensure and the edTPA assessment to complete this program.*

## Residency Licensure Program for Special Education General Curriculum Requirements:

- Education courses: EDU 316, 320, 321, 322 (1), 328, 333 (1), 361, 413 (1), 439, 451 (2), and 453 (1); MTH 210

**Total for Residency Licensure Program for Special Education General Curriculum requirements:**  
27 semester hours

**Note:** *Candidates must pass the Praxis 7813 or the Pearson Mathematics Sub-test, the Pearson NC Reading Foundations test, the Praxis tests required for Special Education: General Curriculum, and the EdTPA assessment, in order to complete this program.*

## Teacher Assistant to Elementary Teacher Major (B.S.) Requirements:

- Courses from the Schools of Humanities and Science prescribed specifically for this major: BIO 101 (4); ENG literature course; HIS 101 or 102; HIS 201 or 202; MTH 210; POL 101; SCI 111 (4); SWK 345
- Professional Education courses: EDU 223, 225, 303, 320, 321, 331 (2), 333 (1), 361, 421 (1), 439, 451 (2), 452 (1), 453 (1), 470 (10)

**Total for Teacher Assistant to Elementary Teacher Major requirements:**  
66 semester hours

## Teacher Assistant to Special Education Teacher: General Curriculum Major (B.S.) Requirements:

- Courses from the Schools of Humanities and Science prescribed specifically for this major: BIO 101 (4); ENG literature course; HIS 101 or 102; HIS 201 or 202; MTH 210; POL 101; SCI 111 (4); SWK 345
- Professional Education courses: EDU 223, 225, 303, 316, 320, 321, 333 (1), 338, 361, 421 (1), 439, 451 (2), 452 (1), 453 (1), 470 (10)

**Total for Teacher Assistant to Special Education Teacher:  
General Curriculum Major requirements:**  
69 semester hours

## Teacher Assistant to Special Education Teacher: Adapted Curriculum Major (B.S.) Requirements:

- Courses from the Schools of Humanities and Science prescribed specifically for this major:  
BIO 101 (4); ENG literature course; HIS 101 or 102; HIS 201 or 202; POL 101; SCI 111 (4);  
SWK 345
- Professional Education courses: EDU 223, 225, 303, 316, 320, 321, 333 (1), 345, 361, 421 (1), 439,  
451 (2), 452 (1), 453 (1), 470 (10)

Total for Teacher Assistant to Special Education Teacher:

Adapted Curriculum Major requirements:

66 semester hours

## Courses of Instruction: Criminology and Criminal Justice Sciences

### **CCJ 101. Introduction to Criminology and Criminal Justice Sciences.**

(3 semester hours)

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 with 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 semester hours)**

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 230. The American Legal System. (3 semester hours)**

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 semester hours)**

Introduction to the concepts and methods of forensic science. The relationship between criminal investigation and forensic sciences are discussed. Focus on laboratory and field methods, including visit to a crime laboratory. Fall, Spring.

**CCJ 310. Criminal Law. (3 semester hours)**

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).

**CCJ 320. Police and Society. (3 semester hours)**

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 semester hours)**

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 families, schools, and other social groups and institutions. Spring.

**CCJ 330. Criminology. (3 semester hours)**

A study of theories of crime causation and control, identification of criminal typologies and the reaction of society to crime and criminals. Special attention is 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 semester hours)**

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 semester hours)

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 semester hours)**

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 semester hours)**

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 semester hours)**

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).

**CCJ 440. Special Topics in Criminology and Criminal Justice Sciences.**  
(3 semester hours)

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

This 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. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

*Note: Also listed as CCJ 481 for one semester hour, and as CCJ 482 for two semester hours.*

\* *On demand only.*

## **Graduate Courses of Instruction: Criminology and Criminal Justice Sciences**

### **CCJ 501. Criminology, Criminal Justice Sciences and the Administration of Justice. (3 semester hours)**

This pro-seminar will bench-mark students' foundational knowledge and build on competencies required for graduate study in the field. This class examines contemporary issues affecting crime, delinquency and the criminal justice system, including victimization, prevention of crime, justice system policies and practices, juvenile justice; and the role of theory and research in affecting planned change in crime and justice policy and practice.

### **CCJ 502. Advances in Criminological Theory. (3 semester hours)**

This seminar will examine the field of criminology and the major theories within it. We will consider the etiology, assumptions, and practicality of different theories, and discuss their contributions to criminal justice and social developments, including empirical scrutiny and ongoing debate. This course will provide you with comprehensive insights into the evolution of criminology, the unique aspects of each theory, the commonalities among theoretical concepts, and the operationalization of theoretical concepts.

### **CCJ 503. Advanced Research Design and Methods in Criminology and Criminal Justice Sciences. (3 semester hours)**

This course introduces graduate students to the methods and practices of doing research in the field of criminology and criminal justice. Research methods include the collection, organization, and analysis of data, and improve the ability to make decisions regarding social problems and formal policies. Through this course, students will learn how to design a variety of research studies, conduct studies in an ethical manner, write a formal research proposal, and present research findings in a professional manner. Students will also be able to explain potential problems with specific research designs and select appropriate tools to correct them.

### **CCJ 504. Advanced Methods of Quantitative and Qualitative Analysis in Criminology and Criminal Justice Sciences. (3 semester hours)**

This course will expand on students' knowledge and abilities to demonstrate quantitative and qualitative reasoning in the design and conduct of research in CCJS, including methods for conducting and analyzing research in a manner consistent with and at the appropriate level for graduate students. This course will expose students to different analytical techniques that can be applied to various criminological research topics. At the end of the semester, students will understand the distinctions



between qualitative and quantitative research, possess a foundation of statistical knowledge, and be able to interpret and critically analyze results. Students will be able to understand and apply appropriate analytical techniques to different problems.

### **CCJ 505. Law Enforcement and Policing - An Intergovernmental Perspective. (3 semester hours)**

This course will examine evidence-based law enforcement strategies and practices, consider challenges posed in changing legal environments, and evaluate the effectiveness of different styles and administrative structures impacting law enforcement organizations. Special attention will be devoted to intergovernmental cooperation in the administration of law enforcement systems and functions, the role of discretion, cultures that facilitate or inhibit changes, diversity and inclusion and other challenges confronting law enforcement in the 21st century.

### **CCJ 506. Law, Adjudication and Legal Jurisprudence. (3 semester hours)**

This seminar course will examine historical antecedents and contemporary issues affecting the criminal law process. It will explore substantive and procedural issues and their influence on adjudication, prosecution, and defense. This course will examine the judiciary and judicial branch agencies including the structure, organization, and functions of courts and their role in making and changing justice system policies and practices. This course will add to graduate students' foundational knowledge and build on competencies required for further graduate and professional study in the field.

### **CCJ 507. Juvenile Justice, Corrections and Treatment of the Offender. (3 semester hours)**

This course will examine juvenile justice and corrections systems, theory and research and their practical application. The class will review the evolving purposes of sanctions, sentencing and alternative dispositions while examining the role of juvenile justice and correctional policies and programs. The class will examine the roles of agencies and institutions, address current issues and concerns, and evaluate evidence-based practices in juvenile justice and adult corrections systems. Students will be expected to engage in discussions regarding the impact of changes in crime, delinquency and justice policy, including political, social, and economic issues that have impacted juvenile justice and correctional programs and operations.

**CCJ 508. Crime and Justice Policy Analysis and Program Evaluation.**

(3 semester hours)

This course will expose students to the logic and techniques of policy analysis and program evaluation methods and applications in critically assessing the impact and effectiveness of crime and justice policies, programs and practices. Students will learn how to conduct program design analysis and evaluability assessments as part of the evaluation planning and design process necessary for evidence-based program planning and development processes encountered in crime prevention and justice system agency settings.

**CCJ 509. Executive Development in Criminal and Juvenile Justice System Administration and Management. (3 semester hours)**

This course is intended to develop students' administration, management, supervision and leadership skills necessary for successful executive careers in the criminal and juvenile justice system. Specific attention will be devoted to helping students gain superior understanding of career expectations and requirements for advancement in different justice system agencies, public policy, research and higher education. Exposure to specific career paths will be emphasized and involve leading figures in different fields in criminal and juvenile justice.

**CCJ 590. Selected Topics in Criminology and Criminal Justice Sciences.**

(3 semester hours)

This seminar course provides students with opportunities to focus their study on a specific topic of interest in furthering their career plans and/or further graduate study. Possible topics could include but are not limited to Managing Complex Investigations; Domestic and International Security Studies; Intelligence Analysis & Management; Transnational and Organized Crime, Terrorism & Homeland Security; as well as Cyber, Financial & White-Collar Crime.

**CCJ 601 and 602. Thesis Research Project in Criminology and Criminal Justice Sciences. (3 semester hours each)**

This course creates an opportunity to integrate knowledge of criminological theory and criminal justice policies with research skills gained throughout the program, while working toward completion of the graduate degree. Successful completion of this course requires the formulation of a research question that addresses an identified societal/criminological problem, the conceptualization of the scope of the answer, an operationalization of the research to be done, and the submission of an in-depth research proposal addressing theory, methodology, and policy.

## Courses of Instruction: Education

### **EDU 203. Introduction to Early Childhood Programs and Practices.**

(3 semester hours)

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 semester hours)

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 semester hours)

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 semester hours)

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 semester hours)

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 303. Children and Adolescent Literature.** (3 semester hours)

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 semester hours)

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 semester hours)

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 or residency licensure.

**EDU 320. Foundations of Reading I. (3 semester hours)**

This course is designed to introduce students to the Science of reading, the history of the English language and provide them with content knowledge on the early foundational skills needed to teach reading effectively in grades K-6. Emphasis will be on providing content knowledge on the lower level hierarchy skills associated with reading and teaching procedures/strategies for effective instruction. Teacher candidates will gain the knowledge and skills to use systematic, explicit, multi-sensory methods to teach reading skills through the use of oral and written expression

Prerequisite: Stage I or residency licensure, or teacher's assistant major programs.

**EDU 321. Curriculum, Instruction, and Assessment for Residency Teachers. (3 semester hours)**

This course is designed to provide lateral entry teachers with the basic principles of curriculum development, implementation, and assessment. Residency teachers will demonstrate content knowledge and competency in utilizing the North Carolina Standard Course of Study to plan instruction. They will also implement and reflect upon planned instruction for their classrooms. Residency teachers will develop an understanding of how to design and utilize assessment to make instructional decisions in a classroom. Classroom test development, standardized tests designed to meet federal and state requirements, and the skills and knowledge necessary for achieving student growth will be addressed in this course.

Prerequisite: Open only to residency teachers or teacher assistant programs.

**EDU 322. Coaching for Solutions for Residency Teachers.**

(1 semester hour)

This course is taken in the first semester and is designed to give students the opportunity to practice the research-based strategies and to facilitate the professional growth of the residency teacher. The focus of the residency experience is on helping the residency teacher in delivering instruction, meeting the needs of individual students, and developing classroom management strategies for use as an evolving professional teacher. Pass/Fail grading.

Prerequisite: Open only to residency teachers.

Corequisite: Any other residency course to provide a context for the assignments in this course.

**EDU 325. Working with Diverse Families in the Classroom.**

(3 semester hours)

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. (3 semester hours)**

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 or residency teachers.

**EDU 328. Special Education Methods: General Curriculum.**

(3 semester hours)

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 or residency teachers.

**EDU 331. Teaching Diverse Learners for Residency Teachers.**

(2 semester hours)

This course is designed to provide residency teachers with the basic principles 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. Residency 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. A survey of literature related to the instruction of diverse learners, including assessment and modes of learning, is covered, and its implications for mainstreamed classroom teaching are discussed. An analysis of literature and research on cultural factors of teaching, diverse world cultures, and global issues will also be integrated into the course curriculum. Residency teachers will demonstrate knowledge and competency in utilizing the North Carolina Standard Course of Study.

**Prerequisite:** Restricted to residency teachers or teacher assistant major programs.

**EDU 333. Instructional Technology for Residency Teachers.**

(1 semester hour)

This course is designed to prepare residency teachers to integrate and utilize technology in their instruction, as outlined in the North Carolina Professional Teaching Standards (NCPTS) and in the North Carolina Digital Learning Competencies (DLC) for Teachers.

**Prerequisite:** Restricted to residency teachers who have passed Praxis 7813 or the Pearson Mathematics Sub-test or teacher assistant major program.

**EDU 334. Instructional Technology. (3 semester hours)**

This course enables the teacher education major to demonstrate mastery of technology at an advanced skill level. Fall.

**Prerequisite:** Stage I.

**EDU 335. Mathematics Methods K-3. (2 semester hours)**

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 344. Curriculum Development. (2 semester hours)**

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 semester hours)**

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 using 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 semester hours)**

A study of language and linguistic theory, with emphasis on the natural development of language in children. Fall.

**EDU 354. Classroom Assessment. (2 semester hours)**

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 semester hour)**

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. A 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. Foundations of Reading II. (3 semester hours)**

This course is designed to build upon the student's foundational skills in literacy with an emphasis on the higher level hierarchy skills needed in reading based on the Science of Reading. Students will demonstrate content knowledge and competency in utilizing the North Carolina Standard Course of Study to plan interdisciplinary instruction. Students will be looking at data from case studies to identify strengths and weaknesses in the data along with planning next steps of instruction. Throughout this course, students will become familiar with evolving reading research in the field.

**Prerequisite:** EDU 320 and Stage I; or residency licensure or teacher assistant major programs.

**Corequisite:** EDU 360.

### **EDU 362. Emergent Literacy. (3 semester hours)**

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 semester hours)**

Focusing on the nature of literacy processes and on instructional strategies that enhance them, the course helps prospective secondary, middle school, and special subject 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 or residency licensure.

**Corequisite:** EDU 360.

### **EDU 400. Teaching Skills Lab. (1 semester hour)**

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 semester hours)

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 or residency licensure.

### **EDU 411. Methods and Materials for Preschoolers and Kindergartners.** (3 semester hours)

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 or residency licensure.

### **EDU 413. Coaching for Planning and Teaching - Residency.**

(1 semester hour)

This course is designed to provide the residency licensure teacher with support and accountability in the areas of planning and teaching. The Barton College coach will work with the residency licensure teacher and the school principal to help identify, develop and refine skills associated with advanced curriculum planning and fostering student growth. An emphasis will be placed upon becoming a career educator and on planning, implementing, and assessing data driven instruction that will result in student growth. Pass/Fail grading.

**Prerequisite:** Restricted to residency licensure.

**Note:** *Course may be taken for credit no more than four times.*

### **EDU 414. Test Preparation for Licensure Exams.** (1 semester hour)

This course focuses on the licensure exams required for residency students to complete their plans of study. The course will use 240 Tutoring to facilitate study skills, content knowledge, and test taking practice. Students are required to purchase a 4-month subscription to this program.

**Prerequisites:** EDU 322 and EDU 413.

**Note:** *This course is open only to Teacher Education Residency Licensure students.*

**EDU 421. Mastering the edTPA.** (1 semester hour)

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. Students must pass edTPA to pass this course.

Prerequisite: Stage II.

**EDU 429. Science Methods K-8.** (2 semester hours)

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 semester hours)

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.** (3 semester hours)

This course is designed to provide teacher candidates with knowledge and the 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: QRT 120 or MTH 130, MTH 210, and Stage II.

**EDU 438. Science in the Elementary and Middle School K-8.**

(2 semester hours)

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 semester hours)**

This course is a competency-based approach to teaching methodology appropriate for the middle and secondary school.

Prerequisite: Stage II or residency licensure.

**EDU 451. Classroom Management. (2 semester hours)**

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. An analysis of school improvement plans is included in this class.

Prerequisite: Stage II or residency licensure or teacher assistant major programs.

**EDU 452. Education Capstone. (1 semester hour)**

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 will also guide seniors in garnering a better understanding of the educational profession and the role they may play in it.

Prerequisite: Stage III. This course will be taken with student teaching.

**EDU 453. Submitting the edTPA. (1 semester hour)**

This course supports seniors in the Teacher Education Program as they complete tasks required for licensure, especially the three major tasks required for edTPA submission. Students will complete and submit all three of the edTPA tasks as part of this course. A student must earn a passing grade on the national assessment of the edTPA portfolio, as defined by the state of North Carolina as a minimum cumulative score on the three edTPA tasks. Students who do earn a passing score on the edTPA national assessment may choose to re-submit one, two, or all three edTPA tasks, at their own expense, during the course. There is a limit of one re-submission during the course. Students who do not earn a passing score on the national assessment will not pass this course and will be eligible for a teaching license.

Pass/Fail grading.

Prerequisite: Stage III. This course will be taken with student teaching.

**Note:** *Residency students must have passed all licensure tests as a prerequisite for this course.*

**EDU 464. Differentiation Instruction for 21st Century Learners.**

(3 semester hours)

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 and edTPA planning tasks will be addressed in this course.

Prerequisite: Stage II.

**EDU 468. Educational Studies Capstone. (3 semester hours)**

This capstone course is designed to be a facilitated exploration of how to leverage the Educational Studies Major for lifelong success. Students will also learn common skills associated with job options and participate in authentic research related to problems and issues in the field of education. Research will be focused on problems in our partnership schools and systems. The internship will be a supervised work experience and related to the student's plan of study for Educational Studies.

Prerequisite: Stage II.

*Note: This course is open only to senior-level Educational Studies majors.*

**EDU 470. Student Teaching. (10 semester hours)**

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, Special Education: General Curriculum or Adapted Curriculum, Secondary Education (English and Social Studies, Teacher Assistant to Elementary Education, and Teacher Assistant to Special Education).*

**EDU 473. Preservice Teaching I. (4 semester hours)**

Six weeks of full-time supervised student teaching in the public schools.

Prerequisite: Stage III.

**EDU 474. Preservice Teaching II. (6 semester hours)**

Ten weeks of full-time supervised teaching in the public schools.

Prerequisite: Stage III.

**EDU 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Note:** *Also offered as EDU 481 for one semester hour, and as EDU 482 for two semester hours.*

**Graduate Courses of Instruction: Education****EDU 506. Introduction to School Leadership. (3 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hour)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

Students explore the role of literacy in 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 530. Integrated Math and Science in Elementary School.**

(3 semester hours)

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 semester hours)**

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 semester hour)**

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 semester hour)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 I. (3 semester hours)**

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 minimum total of 250 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 II. (3 semester hours)**

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 minimum total of 250 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 semester hours)**

This course focuses on gifted education from an international, national, state, and local level. Participants examine the historical foundations of gifted education and the 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 semester hours)**

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 semester hours)**

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.

**EDU 556. Problems and Issues in Gifted Education. (3 semester hours)**

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.

**EDU 560. Diagnosis and Instruction for Autism Spectrum Disorders.**  
(3 semester hours)

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 semester hours)

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 semester hours)

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 560 and 562.

## Courses of Instruction: Aging Studies

Aging Studies is an interdisciplinary major. Check other sections of the catalog for additional course descriptions.

**GRN 101. Aging, The Individual and Society.** (3 semester hours)

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 semester hours)

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 semester hours)**

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 semester hours)**

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.

**GRN 440. Family Caregiving and Dementias. (3 semester hours)**

This course examines all 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.

**GRN 470. Applied Study in Gerontology. (9 semester hours)**

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 Aging Studies.

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

**GRN 471. Applied Study in Gerontology. (3 semester hours)**

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 Aging Studies.

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

**GRN 473. Applied Study in Gerontology I. (4 semester hours)**

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 Aging Studies. Summer only.

Corequisite: GRN 474.

**GRN 474. Applied Study in Gerontology II. (5 semester hours)**

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 Aging Studies. Summer only.

Corequisite: GRN 473.

**GRN 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

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

**Courses of Instruction: Sociology****SOC 101. Society and the Social Experience. (3 semester hours)**

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.*

## Course of Instruction: Social Studies

### **SST 459. Instructional Design and Strategies in the Social Sciences.**

(2 semester hours)

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.

## Courses of Instruction: Social Work

### **SWK 101. Society and the Social Experience.** (3 semester hours)

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 semester hours)

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. The American Social Welfare System.** (3 semester hours)

Historical and contemporary perspectives of the major social welfare policies and programs in the United States. Analysis of how changing societal values affect the definition of social issues and the solution for those issues. Comparison to welfare systems of other countries is included. Fall.

### **SWK 220. Human Behavior and Social Environment I.** (3 semester hours)

Theories and knowledge of biological, sociological, and psychological development from conception through adolescence provide an understanding of the reciprocal relationship between human development and behavior and social environments. Application of the systems theory and the ecological perspective provide the framework to assess, intervene, and evaluate human behavior in varied social environments and at varied ages and stages of development. Students will engage in activities outside the classroom. Fall.

**SWK 305. Marriage and the Family. (3 semester hours)**

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 Practice. (3 semester hours)**

Introduces the student to policy practice, including how to effectively develop, analyze, and evaluate social welfare policies and programs. Emphasis is given to issues and policies currently debated at the state and federal levels. Attention is given to how policies impact marginalized populations. Students will engage in activities outside the classroom. Spring.

**SWK 320. Human Behavior and Social Environment II. (3 semester hours)**

Theories and knowledge of biological, sociological, and psychological development from early through later adulthood provide an understanding of the reciprocal relationship between human development and behavior and social environments. Application of the systems theory and the ecological perspective provide the framework to assess, intervene, and evaluate human behavior in varied social environments and at varied ages and stages of development. Students will engage in activities outside the classroom. Spring.

**SWK 321. Research Methods in Social Work. (3 semester hours)**

Foundational knowledge and skills provide students with a basic understanding of social work research and the connection between research, theory and evidence-based practice. Examines quantitative and qualitative concepts and procedures pertaining to social scientific inquiry with emphasis on research design and evaluating one's own practice. Prepares students to engage in practice-informed research and research-informed practice, thereby becoming effective consumers and producers of research. Fall.

**SWK 328. Social Work Practice I. (3 semester hours)**

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 semester hours)**

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.

**SWK 345. Human Diversity. (3 semester hours)**

An overview of diversity in the United States, including but not limited to culture, ethnicity, ability, sexual orientation, gender, gender identity, and age. Focuses on the consequences of marginalization and oppression at the individual, community, and societal levels.

**SWK 410. Major Social Problems. (3 semester hours)**

A description of the major social problems in the contemporary world. Prerequisite: SOC/SWK 101.

**SWK 428. Social Work Practice II. (3 semester hours)**

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.

**SWK 429. Social Work Practice III. (3 semester hours)**

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 Education. (10 semester hours)**

Through placement in an approved social service agency, students will gain generalist practice experience, including engagement, assessment, intervention, and evaluation skills with diverse populations. A minimum of 400 contact hours, supervised by a field instructor, is required. Students must pay malpractice insurance prior to the start of the field placement. Spring.

Prerequisite: SWK 429.

Corequisite: SWK 451.

**Note:** *Social work requirements are to be completed before enrolling in this course.*



**SWK 451. Social Work Field Education Seminar. (2 semester hours)**

Focuses on the integration of field and classroom experiences by strengthening the understanding and application of generalist practice, research knowledge and skills, and the ability to work with diverse populations. Provides a mutual support forum for students. Written assignments and presentations are required. Spring.

Prerequisite: SWK 429.

Corequisite: SWK 450.

**SWK 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Note:** *Also offered as SWK 481 for one semester hour, and as SWK 482 for two semester hours.*

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## Federal and North Carolina Reports

### 2022 Title II Federal Report with Academic Year 2020-2021 Data (Latest Data) Barton College

The 2022 Title II Report for North Carolina, which includes data for Barton College in 2020-2021, may be found at this link ([https://title2.ed.gov/Public/Report/State Home.aspx](https://title2.ed.gov/Public/Report/StateHome.aspx)).

There are options to review information related to Barton College.

### North Carolina Education Preparation Program (EEP) Performance Reports

Reports are available for all North Carolina EPPs at this link ([dpi.nc.gov/educators/educator-preparation/eep-performance](https://dpi.nc.gov/educators/educator-preparation/eep-performance))

Barton College School of Education

## **Graduate Handbook**

Master of Education and Master of School  
Administration Programs 2024-2025

### **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/](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 and Social Sciences, 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

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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 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.

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 “In- complete 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-portfolio 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.

## 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 and Social Sciences, 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.

## 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*.



# School of Health Sciences

## Dean:

Dave Dommer

## Faculty:

- Professors: Avant, Cai, Groskin (Distinguished), Kolunie, Ranganathan
- Associate Professors: Abeling-Judge, Basinger, Pennington
- Assistant Professors: Batten, Bing, Gardner, Langley, Salger, Taylor

## Student Organizations:

- Barton College Association of Nursing Students (BCANS)
- Science Club
- Psychology Club - The International Honor Society in Psychology
- 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
- Phi Alpha Honor Society - Omicron Alpha Chapter
- The Hamlin Society
- Pre-Health Club

**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.*

## 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/Pre-Health 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.

## Major and Minor Programs

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.

### Biology Major (B.S.) Requirements:

- Biology courses: BIO 101 (4), 102 (4), 206 (4), 340, 440
- 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 (8-12 semester hours): Cellular, Pre-Health Sciences, or Organismal
- Research or internship experience. All Biology majors are required to complete an internship experience of at least 120 hours prior to graduation. The internship experience must be related to the student's career goals and clearly connected with the Biology major. 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.

**Total: 59-60 semester hours depending upon concentration (see below).**

## ***Biology Concentrations***

### **Cellular Concentration Requirements:**

- Choose nine hours from: BIO 315, 430, 480; CHE 327/329 (3/1)  
Total: 59-60 semester hours for Biology with Cellular concentration.

### **Pre-Health Sciences Concentration Requirements:**

- HEA 240 (1)
- Must have at least eight additional hours at 300- or 400- level
- All courses must be approved by a Pre-Health Advisor  
Total: 60 semester hours for Biology with Pre-Health Sciences concentration.

### **Organismal Concentration Requirements:**

- Choose eight hours from: BIO 241 (4), 301 (4), 310 (4), 311 (4), 312 (4), 332 (4) 404, 480  
Total: 59 semester hours for Biology with Organismal concentration.

### **Biology Minor Requirements:**

- Biology courses: BIO 101 (4), 102 (4)
- Choose two courses from: BIO 301 (4), 310 (4), 311 (4), 312 (4), 315, 340, 404, 430
- Choose one course from: BIO 206, 218, 219, 241  
Total: 18-20 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), 450/451 (3/2)
- Concentrations: Take CHE 421 or both CHE 323 and 430
- 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. All Chemistry majors are required to complete an internship experience of at 120 hours prior to graduation. The internship experience must be related to the student's career goals and clearly connected with the Chemistry major. 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.  
Total: 56-59 semester hours.

## Chemistry Concentrations

### General Chemistry Concentration Requirements:

- Chemistry Elective: CHE 421 - Physical Chemistry II (3)  
Students interested in graduate school, or with interests in the behavior of matter on the molecular level and material science would elect to take both semesters of Physical Chemistry.

**Total: 56 semester hours for General Chemistry Concentration**

### Pharmaceutical Concentration Requirements:

- Chemistry Electives: CHE 323 - Medicinal Chemistry (3), plus CHE 430 - Pharmaceutical Chemistry (3)

Students interested in the biopharmaceutical industry, including drug development, would elect to take the Medicinal Chemistry and Pharmaceutical Chemistry courses in place of Physical Chemistry II. This concentration also prepares students for graduate work in pharmacology and the pharmaceutical sciences.

**Total: 59 semester hours for Pharmaceutical Concentration**

### Pre-Pharmacy Track:

While not required, Chemistry is traditionally a popular degree choice for Pre-Pharmacy students as many of the courses required by Pharmacy schools are part of the Chemistry major at Barton College. There are additional courses that benefit Pre-Pharmacy students that are found outside the Chemistry major. The Chemistry/Pre-Pharmacy Track provides a path to completing the Chemistry degree, as well as other courses that will make the student a strong candidate for Pharmacy School. For the Pre- Pharmacy Track, students will complete the Pharmaceutical Concentration in the Chemistry major (59 semester hours) plus an additional 12 semester hours of Pre-Pharm Track courses for a total of 71 semester hours.

- Pre-Pharm Track courses: HEA 240 (1); MTH 250 (3); BIO 206 (4), BIO 219 (4)

**Total: 12 semester hours for Pre-Pharmacy Track**

### 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 experience prior to graduation. The internship for Biology and Chemistry majors can include clinical shadowing, job shadowing, research, and appropriate work experiences. 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 be eligible to enroll in SCI 490.

### **Exercise Science Major (B.S.) Requirements:**

- Biology course: BIO 101 (4)
- Exercise Science courses: EXS 210 (1), 270, 271, (1), 280, 335, 341 (1), 345, 350, 450
- Nursing course: NUR 214
- Health course: HEA 230
- Sport Studies course: SPS 310 (2)

Must complete one concentration:

#### **Strength and Conditioning Concentration**

- BIO 219 (4); EXS 212, 312 (2), 441 (4), 442 (4), 405 (1); PED 405 or BUS 210 or MTH 250

#### **Fitness and Health Concentration**

- BIO 311 (4), 312 (4); EXS 460; HCA 240 (1); HEA 345; MTH 250; PSY 101

**Total: 54 semester hours.**

### **Health Promotion Major (B.S.) Requirements:**

- Biology/Chemistry courses: BIO 101 (4) or CHE 200 (4); BIO 219 (4) or BIO 311 (4) and 312 (4)
- Exercise Science courses: EXS 210 (1), 460
- Gerontology course: GRN 101
- Health courses: HEA 220, 230, 345, 360, 445
- Healthcare Administration course: HCA 240 (1)
- Statistic course: PED 405 or BUS 210 or MTH 250
- Psychology courses: PSY 101, 365
- Completion of 12 hour General Concentration with 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: 52-56 semester hours.**

## Human Performance Minor Requirements:

- Biology courses: BIO 101 (4), 219 (4)
- Exercise Science courses: EXS 270, 280, 350
- Nursing course: NUR 214
- Completion of one area of emphasis: 5-6 semester hours

**Total: 25-26 semester hours.**

Strength and Conditioning Emphasis:

Exercise Science courses: EXS 212, 312 (2)

Personal Training Emphasis:

Exercise Science courses: EXS 335, 345

Kinesiology Emphasis:

Exercise Science course: EXS 212

Statistics course: BUS 210 or MTH 250 or PED 405

## Kinesiology Major (M.S.) Requirements:

### Strength and Conditioning Track:

- Kinesiology courses: KIN 510, 520, 530, 540, 560, 570 (4), 610, 630, 640 (4), 650

**Total: 32 semester hours for Strength and Conditioning Track.**

### Fitness/Wellness Track:

- Kinesiology courses: KIN 510, 520, 525, 530, 560, 570 (4), 625, 630, 640 (4), 650

**Total: 32 semester hours for Fitness/Wellness Track.**

## Grade Point Average (GPA) Requirement for the Graduate Program in Kinesiology:

Admitted candidates must maintain a GPA of 3.0 or better to remain in good standing in the Master of Science in Kinesiology program. No more than one grade of “C” for a final course grade is permitted. Students that fall below a 3.0 GPA will be placed on academic probation. Students who fall below a 3.0 GPA or earn more than one grade of “C” must repeat the course and earn a grade of “B-” or better. Any grades less than a “C” must be retaken. 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. Students that enter the program under provisional status must have a 3.0 GPA the first semester in the program to be removed from provisional status.

## Nursing Major (B.S.N.) Requirements for Pre-Licensure Students:

*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.*

- Beginning Fall 2019, minimum grade point average for admission is 2.90.
  - 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 or QRT 120; NUR 214; PSY 101; SOC/SWK 101; at least a “C” grade must be earned in each course.
  - Professional Nursing courses: NUR 301, 304 (9), 306 (9), 309, 318, 401, 406 (9), 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 course: Statistics. At least a C grade must be earned in order to progress.
- Total: 81-82 semester hours.**

## 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 whom 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.*

## 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 the criteria for admission and the availability of faculty and clinical resources.

- Effective Spring 2019, apply to the program by April 1 prior to the anticipated entrance into the professional nursing courses. Acceptance into the College does not guarantee acceptance into the professional nursing courses.
- Must complete all prerequisite courses.



- Submit a completed application for admission to the Nursing Program through NursingCAS.org.
- 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 from the Satisfactory Hesi Preadmission Exam.

## **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.
- Barton College is a signatory of the NCICU articulation agreement with the North Carolina Community College System.

## **Summer — Transition to Nursing Major**

- NUR 305 (3): Professional Practice taken in the summer semester
- 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.

## 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 any clinical nursing course 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 junior and senior years.
- Standardized Testing: \$300.
- Nursing pin: \$150 at the time of graduation.
- Equipment: \$250.

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.

## Grade Point Average (GPA) Requirements for the Graduate Program in Nursing:

Admitted candidates must maintain a GPA of 3.0 or better to remain in good standing in the graduate program in Nursing. 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 “C” must repeat the course and earn a grade of “B-” or higher. Any course with a final grade 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.

### Population Health Minor Requirements:

- Nursing courses: NUR 322, 325, 346.
- Choose three courses from the following: EDU 560; NUR 315, 335, 345, 425; REL 335; SWK 345.  
Total: 18 semester hours.

### Psychology Major (B.S.) Requirements:

- Biology course: BIO 101 (4)
- Psychology courses: PSY 101; PSY 225 or PSY 230; PSY 345, 371, 372 (4), 380, 440

Choose one Track for 18 hours:

#### Research Track:

- PSY 350, 490, 499; choose three courses from: PSY 215, 338, 355, 365, 450, 480

#### Combined Track:

- PSY 470, 479, 490, 499; choose two courses from: PSY 215, 338, 350, 355, 365, 450, 480

#### Applied Track:

- PSY 215, 338, 470, 479; choose two courses from: PSY 350, 355, 365, 450, 480

Total: 44 semester hours.

### Psychology Minor Requirements:

- Psychology courses: PSY 101
- Psychology elective courses – choose five: Any psychology course may be chosen unless it is designated as a majors-only course (e.g., PSY 371/372/490/499). 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.

## Courses of Instruction: Biology

### **BIO 101. Introduction to Cell Biology and Genetics. (4 semester hours)**

An introduction to the concepts of cellular biology and genetics. The course emphasizes the cell as the fundamental unit of life and the molecular mechanisms that guide evolution. Concepts that will be studied include the biochemical and structural components of the cell, the production and utilization of energy, cellular reproduction, and the mechanisms of inheritance. The course includes a laboratory component that introduces the concept of experimental design while providing an understanding of biological principles introduced in lecture.

**Note:** *One laboratory period per week.*

### **BIO 102. Evolution and Ecology. (4 semester hours)**

A course that covers the evolution, ecology, 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 laboratory period per week.*

### **BIO 111. Topics in Biology – Human. (4 semester hours)**

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 laboratory period per week.*

### **BIO 205. Introduction to Environmental Science. (4 semester hours)**

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 laboratory period per week.*

### **BIO 206. Introductory Microbiology. (4 semester hours)**

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 semester hours)**

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, the course includes snorkeling practice.

**Prerequisite:** BIO 101.

**Note:** *Limited enrollment.*

### **BIO 215. Exploring the North Carolina Coast. (4 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

A study of the basic structure and physiology of human systems. Spring.

Prerequisite: BIO 101 or BIO 111.

**BIO 241. Introductory Ecology. (4 semester hours)**

An introduction to ecological principles and concepts with emphasis on study of eastern North Carolina ecosystems. This course includes a laboratory component. Fall, even years.

Prerequisite: BIO 102.

**BIO 250. Principles of Animal Nutrition. (3 semester hours)**

This course will introduce students to topics including animal feed classification, production, and analysis, gastrointestinal tract anatomy, digestion and metabolism of nutrients, and feeding of domestic mammals. This course will satisfy the Animal Nutrition requirement for application to Veterinary Schools.

Prerequisite: BIO 101 and CHE 151.

**BIO 301. General Zoology. (4 semester hours)**

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 is required.*

**BIO 310. General Botany. (4 semester hours)**

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 is required.*

### **BIO 311. Structure and Function in Man I. (4 semester hours)**

This course is designed to study the anatomy and physiology of the human body. The systems will be investigated individually from a molecular, cellular, histological, and finally, a systemic approach. In addition, the systems will be examined as in interactive part of the workings of the body as a whole. Other organisms will be used as models for similar systems in humans. During this course, we will concentrate on the structural basis of the body: tissues, bones, muscles, and an emphasis on the role of the nervous system and sensory structures. Fall.

**Prerequisite:** CHE 200 or BIO 101.

**Note:** *Includes weekly laboratory session.*

### **BIO 312. Structure and Function in Man II. (4 semester hours)**

This course is designed to study the anatomy and physiology of the human body. The systems will be investigated individually from a molecular, cellular, histological, and finally, a systemic approach. In addition, the systems will be examined as in interactive part of the workings of the body as a whole. Other organisms will be used as models for similar systems in humans. During this course, we will concentrate on the organ systems: endocrine, reproduction, respiration, immune, urinary, and digestive. There will be a strong emphasis on the cardiovascular system and its overriding effects on the body as a whole. Spring.

**Prerequisite:** BIO 311.

**Note:** *Includes weekly laboratory session.*

### **BIO 315. Cell Biology. (3 semester hours)**

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.

### **BIO 340. Genetics. (3 semester hours)**

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 chromosome's 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. Spring.

Prerequisite: BIO 101.

### **BIO 404. Animal Behavior. (3 semester hours)**

This 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.

### **BIO 430. Immunology. (3 semester hours)**

An examination of the immune response and the role of inflammation in disease and recovery. The course includes antigen processing and recognition with an emphasis on receptor recombination and signaling, and cell proliferation and cell death in the context of humoral immunity. Fall, odd years.

Prerequisite: BIO 206.

### **BIO 440. Molecular Biotechnology. (3 semester hours)**

This course will cover the basic techniques used in molecular biology and biotechnology. The course has both lecture and laboratory components in which fundamental concepts and techniques such as gene cloning and protein isolation will be presented and then practiced. The laboratory skills introduced in this class are useful for students interested in pursuing graduate studies, employment in research laboratories, or those interested in environmental or professional health care.

Prerequisites: BIO 340 and CHE 152.

### **BIO 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Note:** Also listed as BIO 481 for one semester hour, BIO 482 for two semester hours, and BIO 484 for four semester hours.

\* On demand only.

## Courses of Instruction: Chemistry

### **CHE 151. General College Chemistry I. (4 semester hours)**

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 experiments to discover the identity and properties of compounds. Fall.

**Prerequisite:** Placement in MTH 130.

**Note:** *One laboratory period per week.*

### **CHE 152. General College Chemistry II. (4 semester hours)**

Emphasis on equilibria, kinetics, acid-base reactions, electrochemical reactions, and elementary thermo- dynamics. The laboratory component includes the pH meter, and selected methods of analysis. Spring.

**Prerequisite:** CHE 151.

**Note:** *One laboratory period per week.*

### **CHE 200. Fundamentals of Organic and Biochemistry. (4 semester hours)**

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 laboratory period per week.*

### **CHE 300. Introductory Analytical Chemistry. (3 semester hours)**

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 semester hour)**

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 laboratory session per week.*

**CHE 311. Organic Chemistry I. (4 semester hours)**

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 laboratory session per week.*

**CHE 312. Organic Chemistry II. (4 semester hours)**

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.

**CHE 320. Environmental Chemistry. (4 semester hours)**

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 323. Medicinal Chemistry. (3 semester hours)**

The Medicinal Chemistry course covers methods used in the synthesis of organic compounds, with particular attention to medicinal products and illicit substances. Emphasis on receptors and enzymes will form a major component of the course. Discussions will focus on different groups of molecules, which have been developed to modulate the function of these proteins. Furthermore, aspects of pharmacokinetics and pharmacodynamics will be discussed as well. There will be modules and discussions that relate to the current issues and the synthesis of medicinal products. Fall.

Prerequisites: CHE 312 and BIO 101.

**CHE 327. Biochemistry. (3 semester hours)**

A study of the structure and properties of biological molecules, metabolism, enzymes, and kinetics of enzyme reactions. Fall.

Prerequisites: BIO 101 and CHE 312.

**CHE 329. Biochemistry Laboratory. (1 semester hour)**

Laboratory exercises in methods for the isolation and purification of biological materials, and study of enzymatic reactions. Fall.

Prerequisite: CHE 312.

Corequisite: CHE 327.

**CHE 400. Physical Chemistry I. (3 semester hours)**

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 semester hours)**

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 one laboratory session per week.*

**CHE 421. Physical Chemistry II. (3 semester hours)**

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 241.

**CHE 430. Pharmaceutical Chemistry. (3 semester hours)**

This course addresses the chemistry of toxic and therapeutic compounds. The focal point will be the chemical mechanisms by which drugs cause specific responses. The course will also address fundamental principles of pharmacokinetics, pharmacodynamics, and metabolism. The student will apply those principles to case studies and literature discussions of current problems with specific drugs, drug classes, and therapeutic targets. Spring, even years.

Prerequisite or Corequisite: CHE 323.

Prerequisite: CHE 327.

**CHE 450. Analytical Instrumentation. (3 semester hours)**

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 semester hours)**

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. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

*Note: Also listed as CHE 481 for one semester hour, and as CHE 482 for two semester hours.*

\* *On demand only.*

## Courses of Instruction: Exercise Science

### **EXS 210. Practicum I.** (1 semester hour)

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

Prerequisite: Sophomore level standing for 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.*

### **EXS 212. Program Design and Implementation.** (3 semester hours)

This is a scientific and applied course dealing with various forms of resistance training and designing resistance training programs for sport.

Prerequisite or Corequisite: BIO 219 or BIO 311.

### **EXS 270. Exercise Physiology.** (3 semester hours)

A study of the physiological effects of exercise on the body, including the acute exercise response, chronic physiological adaptations, and special topics that relate to the stress of exercise.

Corequisite: BIO 219 or BIO 311; and EXS 271.

### **EXS 271. Exercise Physiology Lab.** (1 semester hour)

This is the lab section for EXS 270 Exercise Physiology. This is an applied course that emphasizes the principles of exercise physiology in laboratory and field settings.

Corequisite: BIO 219 or BIO 311; and EXS 270.

### **EXS 280. Exercise Prescription.** (3 semester hours)

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: EXS 270.

### **EXS 312. Training Concepts.** (2 semester hours)

This is a scientific and applied course focusing on agility, plyometrics speed, and energy system development application and programming for sport. The National Association of Speed and Explosion (NASE) Level 1 speed specialist certification is integrated into this course.

Prerequisites: EXS 212.

**EXS 335. Personal Fitness Training. (3 semester hours)**

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, EXS 270, EXS 280.

**EXS 341. Personal Training Practicum. (1 semester hour)**

A supervised on-campus field experience in personal training. This practicum provides students personal training experience by way of conducting personal training to members of the Barton College community during the semester following EXS 335 Personal Fitness Training. Spring.

Prerequisites: Junior standing, exercise science major, and completion of EXS 335.

*Note: A minimum of 40 contact hours between the classroom and the field placement is required.*

**EXS 345. Concepts in Corrective Exercise. (3 semester hours)**

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, EXS 350, EXS 335.

**EXS 350. Kinesiology. (3 semester hours)**

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.

**EXS 405. Strength and Conditioning Seminar. (1 semester hour)**

A review of strength and conditioning professional content and preparation for professional certification and employment in the strength and conditioning field.

Prerequisites: Senior standing and Proof of current CPR/AED certification.

*Note: A course fee of \$410.00 covers the student's first attempt at the Certified Strength and Conditioning Specialist Exam and a one-year membership to the National Strength and Conditioning Association.*

**EXS 441. Sports Performance Practicum I. (4 semester hours)**

Supervised on-campus field experience in sports performance. This practicum provides students an exposure to the implementation of college sports performance training programs. Together, EXS 441 and EXS 442 provide the opportunity to experience the full training cycle (in season, postseason, off season, and pre-season) for multiple sports.

**Prerequisites:** Senior standing, exercise science major with strength and conditioning track declared, and Proof of current CPR/AED certification.

**Note:** *A minimum of 160 contact hours under a CSCS-certified site coordinator is required. Experience must be under a different supervisor and substantially different than EXS 442.*

**EXS 442. Sports Performance Practicum II. (4 semester hours)**

Supervised on-campus field experience in sports performance. This practicum provides students an exposure to the implementation of college sports performance training programs. Together, EXS 441 and EXS 442 provide the opportunity to experience the full training cycle (in season, postseason, off season, and pre-season) for multiple sports.

**Prerequisites:** Senior standing, exercise science major with strength and conditioning track declared, and Proof of current CPR/AED certification.

**Note:** *A minimum of 160 contact hours under a CSCS-certified site coordinator is required. Experience must be under a different supervisor and substantially different than EXS 441.*

**EXS 450. Exercise in Health and Disease. (3 semester hours)**

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:** EXS 270, EXS 280.

**EXS 460. Exercise Science Practicum II. (3 semester hours)**

Supervised field experience in an area of exercise science. Completion of 120 contact hours.

**Prerequisites:** Proof of current CPR/AED certification and 2.0 GPA.



**EXS 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

*Note: Also offered as EXS 481 for one semester hour, and EXS 482 for two semester hours)*

**Courses of Instruction:  
Physical Education – Fitness**

FIT 100. Lap Swimming. 1.

FIT 101. Total Fitness. 1.

FIT 102. Jogging for Fitness. 1.

FIT 104. Walking for Fitness. 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: Health****HEA 100. Healthcare and Foundations. (1 semester hour)**

Healthcare+ will create experiences in numerous areas of the healthcare field, allowing students to explore a number of career areas and begin to build relationships that can serve as a foundation for their future. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The focus of this class will be the impacts of healthcare disparity and how it will impact future careers and the students' individual career development.

**Prerequisite:** Participation in the Healthcare+ Cohort.

*Note: This course can be repeated once.*

**HEA 135. Medical Insurance and Billing. (3 semester hours)**

This course introduces the fundamentals of medical insurance and billing. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

**HEA 200. Healthcare and Building Ethical Bridges. (1 semester hour)**

A continuation of the Healthcare+ program, this course builds upon the initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The focus of this class will be the impacts of medical ethics on decision making and how it will impact future careers and the students' individual career development.

Prerequisite: HEA 100 and participation in the Healthcare+ Cohort.

Note: *This course can be repeated once.*

**HEA 201. First Aid / CPR / AED. (1 semester hour)**

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

**HEA 203. First Aid / CPR / AED Instructor. (1 semester hour)**

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 220. Introduction to Allied Health. (3 semester hours)**

This course provides students with a foundation in health and information literacy for students majoring in allied health professions. It will include an overview of allied health and the value of a multidisciplinary team to partner with clients to optimize health outcomes. Topics to be covered include an overview of the U.S. health care system, inter-professional education, behavioral health integration, social determinants of health, cultural competency, practice transformation, and current and emerging health issues.

**HEA 230. Health and Wellness in Modern Society. (3 semester hours)**

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.

**HEA 235. Procedural Coding. (3 semester hours)**

This course emphasizes ICD-10-PCS which is an entirely different classification system based on the essential components of a procedure. Under the new system, codes are built from a number of variables, including body system, root operation, body part, approach, and more. And, in some cases, multiple codes may be needed to describe each of the specific components of a procedure or service. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

Co-requisite: HEA 240.

**HEA 245. Diagnostic Coding. (3 semester hours)**

This is an entry level course in the study of the official coding rules, guidelines, and classification systems for assigning valid diagnostic and/or procedure codes utilizing ICD-10-CM. Students will abstract health information according to regulatory guidelines for acute hospital coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

Co-requisite: HEA 240.

**HEA 302. Fitness Concepts for K-12 Programs. (1 semester hour)**

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 345. Health Behavior Change. (3 semester hours)**

This course introduces the theoretical basis of behavior change in health education. It will include an overview of what theory is, how theories are developed, and what factors influence health behavior theory. Emphasis will be placed on how various theories of health behavior are used to design, implement, and evaluate behavior change and health education interventions.

Prerequisite: PSY 101.

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

(3 semester hours)

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.

**HEA 445. Health Program Planning and Evaluation. (3 semester hours)**

This course provides an overview of program planning and evaluation for allied health professionals. Students will gain a basic understanding of how to implement public health programs and evaluate their effectiveness. Given the importance of planning and evaluation occurring in the context of interdisciplinary teams, students in this course will also discuss and practice skills for building effective teams and accomplishing individual and group objectives through teamwork.

Prerequisite: HEA 345.

**HEA 455. Health System Organization Development and Behavior.**

(3 semester hours)

This course examines leadership and organizational behavior through a systematic, integrative analysis of individual and group leadership and management techniques, through an understanding of diverse patient populations and healthcare organizational environments. Students will also develop a basic knowledge and understanding of the major theories, principles, as well as legal and ethical issues contributing to effective organizational leadership and management to attain organizational performance.

Prerequisite: HEA 360

**HEA 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Note:** Also offered as HEA 481 for one semester hour, and HEA 482 for two semester hours.

## **Courses of Instruction: Health and Physical Education**

### **HPE 310. Physical Education and Health for Classroom Teachers.**

(1 semester hour)

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.

## **Graduate Courses of Instruction: Kinesiology**

### **KIN 510. Applied Statistics and Research Methods. (3 semester hours).**

This course provides the student with an overview of topics related to applied statistics and research methods with a focus on applications in the health sciences. Statistics topics include data summary and presentation, statistical inference and hypothesis testing, computing with statistical software, and interpretation and presentation of statistical results. Research topics include research design and methods for health sciences, critical evaluation of health science literature, and development of scientific writing. Students will connect research to evidence-based practice and apply their knowledge with a formulation and presentation of a research project proposal.

### **KIN 520. Advanced Exercise Physiology. (3 semester hours).**

This is an advanced course focusing on integrative physiology and physiological responses to exercise. The course includes sections on energetics, metabolism, and endocrine exercise physiology; skeletal muscle excitation, contraction, and fatigue; cardiovascular and hemodynamics regulation; and respiratory exercise physiology. The course builds on principles and concepts learned in undergraduate courses in the area of physiology and exercise physiology.

### **KIN 525. Advanced Exercise Assessment and Prescription.**

(3 semester hours)

Students will apply knowledge of exercise physiology to the process of health-related fitness testing and exercise prescription for healthy individuals, individuals with stable chronic conditions, and special populations (children and adolescents, older adults, and pregnancy). Students will learn to assess

physical fitness and health outcomes, develop exercise programs, and use exercise training to improve fitness and health and reduce disease risk in these populations. A hands-on approach will be used.

**Prerequisite:** KIN 520.

### **KIN 530. Special Topics in Kinesiology. (3 semester hours).**

Contemporary research from a variety of areas related to exercise science and human performance is discussed and explored in this course. Students will discuss relevant issues in the areas of nutrition, psychology and other timely topics. The course challenges students to analyze and synthesize current and relevant topics and offer solutions to benefit exercise science research and related industries.

### **KIN 540. Advanced Methods in Strength Training (S&C).**

**(3 semester hours).**

Develop, implement and analyze exercise techniques, training program designs, organization and administration, and testing and evaluation using scientific principles of strength and conditioning.

### **KIN 560. Biomechanics. (3 semester hours).**

This course will assist human movement professionals (e.g., sports medicine clinician, exercise scientists, strength and conditioning specialists, etc.) to understand the nature of the structure and function of the human body through quantitative analysis of human motion. It will provide future clinicians/researchers with the necessary knowledge base to objectively evaluate human movement and to understand the theory, concepts and application of conducting analysis of humans in motion. Students will expand their knowledge regarding quantitative analysis of human motion and the concepts and equipment to collect objective quantifiable data to be used for clinical or research purposes. Lecture and laboratory concepts will be utilized to instruct students on the foundations of biomechanical data collection. Major emphasis will be placed on using 2-D and 3-D motion analysis, force plates, and electromyography.

### **KIN 570. Graduate Practicum I. (4 semester hours).**

The practicum course permits students to apply their academic training under the direction of certified fitness/wellness professionals and/or licensed clinical professionals. While classroom input is inherent in educational programs at Barton College, the application of academic theory gives the student experiences that will add to their personal and professional maturity. The practicum provides the student with the opportunity to ask pertinent questions, make observations, and to participate in agency activities. All practicum experiences must be undertaken in an agency that guarantees to provide the student with supervision by an exercise specialist or other professional possessing appropriate academic and certification credentials. Students must complete a minimum of 160 clock hours.

**KIN 580. Independent Study. (3 semester hours).**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

**Note:** *Also offered as KIN 481 for one semester hour, KIN 482 for two semester hours, and KIN 584 for four semester hours.*

**KIN 610. Advanced Conditioning Methods (S&C). (3 semester hours).**

This course will focus on advanced training programs, which will optimize individual and team adaptations in hypertrophy, force production, power development, speed, and agility. The theory of plyometrics, energy system development, and SAQ techniques will be covered as well as the development of annual programs for individual and team sports.

**KIN 625. Clinical Exercise Physiology. (3 semester hours).**

Students will be prepared to utilize prescribed exercise, basic health behavior interventions and promote physical activity for individuals with chronic diseases or conditions; examples include, but are not limited to, individuals with cardiovascular, pulmonary, metabolic, orthopedic, musculoskeletal, neuromuscular, neoplastic, immunologic and hematologic diseases. Students will learn to provide primary and secondary prevention strategies to improve, maintain, or attenuate declines in fitness and health in populations ranging from children to older adults.

**KIN 630. Advanced Methods in Corrective Exercise. (3 semester hours).**

Classroom and laboratory experiences that provide an introduction to functional assessment and corrective exercises. Specific topics will include an analysis of common biomechanics of movement and the evidence-based application of functional assessment and assignment of corrective exercises. Students will be introduced to Functional Movement System (FMS) and Original Strength (OS) corrective exercise systems. The course includes FMS Level 1 and Level 2 and OS certified pro (OS Level 1 & 2 coach) credential (course fee covers cost of credential).

**KIN 640. Graduate Practicum II. (4 semester hours).**

The practicum course permits students to apply their academic training under the direction of certified fitness/wellness professionals and/or licensed clinical professionals. While classroom input is inherent in educational programs at Barton College, the application of academic theory gives the student experiences that will add to their personal and professional maturity. The practicum provides the

student with the opportunity to ask pertinent questions, make observations, and to participate in agency activities. All practicum experiences must be undertaken in an agency that guarantees to provide the student with supervision by an exercise specialist or other professional possessing appropriate academic and certification credentials. Students must complete a minimum of 160 clock hours.

Prerequisite: KIN 570.

### **KIN 650. Graduate Research Capstone. (3 semester hours).**

Students produce a written paper and oral presentation of work on an investigative research project in exercise physiology. This project must have a scientific composition and be founded on applicable theory and literature within the chosen topic. The project must meet the criteria for a graduate research project or a graduate research paper. Offered as satisfactory/unsatisfactory only.

Prerequisite: KIN 510.

## **Courses of Instruction: Physical Education – Lifetime Activity**

- 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 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 123. Racquet Sports. 1.
- LIF 124. Kayaking. 1.\*
- LIF 125. Basic Sailing. 1.\*
- PED 131. Wellness for a Lifetime. 2.
- THE 011. Dance: Lyrical Modern. 1.
- THE 012. Dance: Tap. 1.
- THE 013. Dance: Jazz. 1.
- THE 014. Dance: Ballet. 1.
- THE 015. Movement and Dance. 1.

\* *Course requires an extra fee.*



## 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. No more than one semester hour of credit may be earned by participation in intercollegiate sports.

## Courses of Instruction: Nursing

### **NTR 003. Dominican Republic: Food and Culture. (3 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)**

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 214. Introductory Nutrition. (3 semester hours)**

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 301. Health Assessment. (3 semester hours)**

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. Fall.

Corequisites: NUR 304, 318.

**NUR 304. Contributor to Health Decision Making. (9 semester hours)**

Student will implement nursing process with individual, families, and communities experiencing expected health-related stressors. Focus on teaching roles of professional nursing in the health care decision making process for health maintenance of persons throughout the lifespan, as they experience common health-related concerns. Course will also focus on beginning coordination of client care and increasing development of leadership skill and utilization of evidence as resources for planning care. Fall.

Corequisites: NUR 301, 318.

**NUR 305. Professional Practice. (3 semester hours)**

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.

**NUR 306. Advisor to Health Decision Making. (9 semester hours)**

Student will implement nursing process with individual, families, and communities experiencing expected health-related stressors. Focus on teaching roles of professional nursing in the health care decision making process for health maintenance of persons throughout the lifespan, as they experience acute and chronic illness. The course will also focus on beginning coordination of client care and increasing development of leadership skill and utilization of evidence as resources for planning care. Spring.

**Prerequisite:** NUR 304.

**Corequisite:** NUR 309.

**Note:** *Also listed as NUR 319/320 for RNs only.*

**NUR 309. Pathophysiology. (3 semester hours)**

This course focuses on the etiology, mechanisms, and clinical presentation of disease and other alteration in normal human physiology. Spring.

**Corequisite:** NUR 306.

**NUR 315. Issues in Women's Health. (3 semester hours)**

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. The course addresses methods of health promotion and disease prevention.

**Note:** *Open to non-majors.*

**NUR 318. Pharmacology. (3 semester hours)**

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.

**NUR 319. Advisor to Health Decision Making. (4 semester hours)**

Student will implement nursing process with individual, families, and communities experiencing expected health-related stressors. Focus on teaching roles of professional nursing in the health care decision making process for health maintenance of persons throughout the lifespan, as they experience acute and chronic illness. The course will also focus on beginning coordination of client care and increasing development of leadership skill and utilization of evidence as resources for planning care.

**Prerequisite:** NUR 305.

**Note:** *For RNs only.*

**NUR 320. Advisor to Health Decision Making. (5 semester hours)**

Student will implement nursing process with individual, families, and communities experiencing expected health-related stressors. Focus on teaching roles of professional nursing in the health care decision making process for health maintenance of persons throughout the lifespan, as they experience acute and chronic illness. The course will also focus on beginning coordination of client care and increasing development of leadership skill and utilization of evidence as resources for planning care.

**Prerequisite:** NUR 305.

**Note:** *For RNs only.*

**NUR 322. Substance Abuse. (3 semester hours)**

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 semester hours)**

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 semester hours)**

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 345. Transcultural Health Care. (3 semester hours)**

This course is designated to offer the foundation for students to apply a culturally competent approach to health care. Students learn to explore cultural values, beliefs and practices, and how the cultural variables affect health and illness behaviors of people in order to better understand and provide health care that is both culturally competent and culturally sensitive.

**NUR 346. Legal and Ethical Issues in Health Care. (3 semester hours)**

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. (3 semester hours)**

This course allows the student to demonstrate the utilization of research processes to build evidence-based practice in nursing. (Last offered Fall 2019).

**Prerequisite:** NUR 317, Statistics.

**NUR 406. Complex Care Provider. (9 semester hours)**

Student will implement nursing process with individuals, families, and communities experiencing complex health related stressors. Focus is on the roles of professional nursing in the direct nursing care delivery to support health care decision making, health promotion, and health maintenance of persons throughout the lifespan, as they experience complex, acute, and chronic illness. Focus is also on direct delivery/management of complex client care and utilization of leadership skills and implementation of evidence-based practice in all settings for planning care.

**Prerequisites:** NUR 306 and 318.

**NUR 417. Nursing Leadership. (9 semester hours)**

This course prepares the student to function as the manager of care to individuals, families, groups, and communities in various settings. (Last offered Spring 2020).

**Prerequisites:** NUR 401, NUR 407.

**Note:** *Also listed as NUR 419/420 for RNs only.*

**NUR 419. Nursing Leadership. (4 semester hours)**

This course prepares the student to function as the manager of care to individuals, families, groups, and communities in various settings.

**Note:** *For RNs only.*

**NUR 420. Nursing Leadership. (5 semester hours)**

This course prepares the student to function as the manager of care to individuals, families, groups, and communities in various settings.

**Note:** *For RNs only.*

**NUR 425. Health Needs of the LGBTQ Population. (3 semester hours)**

This course examines the unique health needs and health disparities of the LGBTQ (lesbian, gay, transgender, bisexual, and queer) communities, and the individuals that make up these communities. This course will explore gender identity and sexual orientation development, sexual health, global perspectives, strategies for improving healthcare, barriers to receiving healthcare, and other relevant topics.

**NUR 460. Transition to Professional Nursing Practice. (3 semester hours)**

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 semester hours)**

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:** *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 Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

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 semester hours)

Conceptual and theoretical basis for advanced nursing and research with emphasis on scholarly writing and critiquing.

**NUR 502. Evidence Based Nursing. (3 semester hours)**

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 semester hours)**

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 semester hours)

Evaluate healthcare technology and its effect on healthcare outcomes.

**NUR 505. Advanced Nursing Leadership. (3 semester hours)**

Analysis, synthesis, and application of healthcare leadership principles including health and patient care delivery systems and educational systems.

**NUR 506. Advanced Health Assessment. (3 semester hours)**

Application of advanced health assessment principles and skills for comprehensive examination of patients.

**NUR 507. Advanced Pathophysiology. (3 semester hours)**

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 semester hours)**

Application of advanced pharmacotherapeutic principles related to the health needs of individuals and populations.

**NUR 509. Teaching, Learning, and Evaluation in Nursing Education. (3 semester hours)**

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 semester hours)**

Analysis and application of theories, principles, and concepts associated with curriculum development, design, and evaluation.

**NUR 511. The Nurse as Educator. (3 semester hours)**

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 semester hours)**

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 semester hours)**

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 semester hours)

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 semester hours)**

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 semester hours)**

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 semester hours)**

Examine foundations in organizational theory, financial management, and leadership practice. Analyze leadership in complex organization healthcare systems.

### **NUR 519. Advanced Practicum: Nursing Leadership. (3 semester hours)**

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 semester hours)**

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.

## Courses of Instruction: Physical Education

### **PED 131. Wellness for a Lifetime.** (2 semester hours)

The emphasis of this course is to inform and educate students in making sound decisions in order to achieve an optimal level of wellness during one's lifetime. Wellness is a lifetime pursuit. Nutrition, stress management, cardiovascular fitness, muscular strength, flexibility and weight control are just some of the topics that you live in future. Personal responsibility is more important than ever with regards to healthcare and wellness.

### **PED 133. Lifeguarding.** (2 semester hours)

Certifies the student as an American Red Cross Lifeguard.

### **PED 405. Statistics for Sport and Health Sciences.** (3 semester hours).

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

Prerequisite: At least junior level standing in the major.

*Note: Cannot receive credit for BUS 210 or MTH250 or PSY372.*

## Courses of Instruction: Physics

### **PHY 130. General Physics I.** (4 semester hours)

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 a command of algebra, basic knowledge of trigonometry, and familiarity with spreadsheet software. Fall.

Prerequisite: MTH 150 (or equivalent).

*Note: One laboratory session per week.*

**PHY 132. General Physics II. (4 semester hours)**

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.

**Note:** *One laboratory session per week.*

**PHY 220. \* College Physics I. (4 semester hours)**

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; knowledge of spreadsheets is essential.

**Prerequisite:** MTH 241.

**Note:** *One laboratory session per week.*

**PHY 222. \* College Physics II. (4 semester hours)**

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.

**Note:** *One laboratory session per week.*

\* *On demand only.*

## Courses of Instruction: Psychology

### **PSY 101. Introductory Psychology. (3 semester hours)**

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 215. Introduction to Clinical Psychology. (3 semester hours)**

This course will introduce students to the processes involved with the assessment, diagnosis, and treatment of psychologically based distress and dysfunction. Both historical and present views regarding mental health will be addressed and discussed. There will be a focus on understanding how science, theory, and cultural considerations impact the practice of clinical psychology. A critical lens will also be used to explore current controversial topics within the field.

Prerequisite: PSY 101.

### **PSY 225. Childhood and Adolescence. (3 semester hours)**

This course provides an understanding of the major developmental theories associated with childhood through adolescence via application of the biopsychosocial method. The primary areas of exploration include physical, interpersonal, intrapersonal, and emotional systems through examination of the contextual approaches involved in understanding these systems.

Prerequisite: PSY 101.

### **PSY 230. Psychology of Aging. (3 semester hours)**

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 338. Introduction to Counseling. (3 semester hours)**

This course provides an introduction to professional counseling. It provides a broad overview of counseling's historical and theoretical foundations, and includes introductory information about professional counseling organizations, standards, and ethics; the basic core body of knowledge; professional credentialing; and essential interviewing and counseling skills. This course stresses self-

growth, awareness, and observational skills as related to becoming an agent of individual, group, family, and systems change. Spring.

Prerequisite: PSY 101.

### **PSY 340. Introduction to Personality. (3 semester hours)**

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 semester hours)**

This course explores foundational concepts, theories, and research (both basic and applied) in cognitive psychology. The 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.

### **PSY 350. Psychological Assessment. (3 semester hours)**

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 semester hours)**

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.

Prerequisite: PSY 101.

**PSY 365. Health Psychology. (3 semester hours)**

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.

Prerequisite: PSY 101.

**PSY 371. Experimental Psychology. (3 semester hours)**

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.

Prerequisites: PSY 101; Psychology majors only.

**PSY 372. Statistics for the Social Sciences. (4 semester hours)**

This course builds upon knowledge from PSY 371 (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.

Prerequisites: PSY 371, MTH 130 or QRT 120; Psychology majors only.

*Note: One hour laboratory required in addition to the regular three hours of lecture per week.*

**PSY 380. Social Psychology. (3 semester hours)**

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.

Prerequisite: PSY 101.

**PSY 435. History and Systems of Psychology. (3 semester hours)**

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 semester hours)**

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 450. Special Topics in Psychology. (3 semester hours)**

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.

**Note:** *This course may be taken twice for credit under different topics.*

**PSY 470. Internship. (3 semester hours)**

Experience of working under supervision in an agency related to the student's career goals. The student is individually assigned according to the specific interest of the student. The student is evaluated by the supervisor and the course instructor and must write and present a description and analysis of the agency and of the work experience. Emphasis placed on a continuing refinement of written and oral communication skills. Fall.

Prerequisite: Senior status in the Psychology major, an overall grade point average in the major of at least 2.00, and a minimum of 80% attendance in psychology courses attempted in the junior year.

**PSY 479. Applied Senior Seminar. (3 semester hours)**

This capstone course provides an opportunity for synthesis and integration of knowledge and skills developed through the psychology curriculum. Students completing this course will investigate career opportunities in the field and professional organizations supporting practitioners in field specialty areas, build knowledge and skills needed for next steps following degree, demonstrate an ability to locate and

synthesize scholarly published material, interview or shadow a professional in the field, and produce a grant proposal in their anticipated field specialty area.

Prerequisite: PSY 470, Psychology majors only.

### **PSY 480. Independent Study. (3 semester hours)**

Individual research chosen by the student, subject to the approval of the instructor, the dean of the school, and the VPAA. In the semester before the study, the student must work with a faculty member to develop a petition to enroll in the course. The petition must include a topic for the proposed study, 3-5 learning outcomes, an outline for the plan of study, measures (projects) and benchmarks, and an assessment plan (the grading criteria to be used by the faculty mentor).

*Note: Also offered as PSY 481 for one semester hour, as PSY 482 for two semester hours, and as PSY 484 for four semester hours.*

### **PSY 490. Senior Thesis I. (3 semester hours)**

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: Majors only. PSY 371 and an overall grade point average of at least 2.00 in the psychology major.

### **PSY 499. Senior Thesis II. (3 semester hours)**

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: Majors only. PSY 490 (completed with at least a grade of C-) and an overall grade point average of 2.00 in the psychology major.



## Courses of Instruction: General Science

### **SCI 110. Topics in Science. (4 semester hours)**

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 1:** *Includes weekly laboratory session.*

**Note 2:** *This course may be taken twice for credit under different topics.*

### **SCI 111. Introduction to Physical Science. (4 semester hours)**

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 weekly laboratory session.*

### **SCI 470. Internship in Science. (3 semester hours)**

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). This 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 semester hours)

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. An internship or research experience of at least 120 hours must be completed before registering for this course.

# College Personnel

## Office of the President

**Douglas N. Searcy**, President; B.A., Mars Hill University; M.Ed., University of South Carolina; Ph.D., University of Nebraska

- **Erika Wellman**, Director of Presidential Operations
- **Luann Clark**, Executive Administrative Assistant

## Academic Affairs

**Kevin N. Pennington**, Vice President for Academic Affairs, B.S., North Carolina State University; Ph.D., Mayo Graduate School

- **Judi Etheridge**, Administrative Assistant; B.S., Atlantic Christian College

**Shawn McCauley** (2010), Director of General Education, Director of the Sam and Marjorie Ragan Writing Center; B.A., M.A., East Carolina University

### • School of Arts and Humanities

**Elizabeth Kiser**, Dean, School of Humanities; B.A., Gardner-Webb University; M.A., Clemson University; Ph.D., East Carolina University

- **Bonnie LoSchiavo**, Administrative Assistant

**Matthew Bissette**, Interim Band Director; B.S., Barton College; M.Ed., North Carolina State University

**Sherry Lee Allen**, Director of the Theatre and Artist-in-Residence for Musical Theatre; B.A., Point Park University

- **Michael Dornemann**, Technical Director of Theatre, B.A., Lawrence University

### • School of Business

**Ron Eggers**, Dean, School of Business; B.A., M.A., M.B.A., East Carolina University

- **Susan Mathewson**, Administrative Assistant

- **School of Education and Social Sciences**

**Jackie Ennis**, Dean, School of Education; B.S., Barton College; M.Ed., Campbell University; Ph.D., North Carolina State University

— **Anna Joiner**, Administrative Assistant

- **School of Health Sciences**

**David H. Dommer**, Dean, School of Health Sciences; B.S., Ph.D., Virginia Polytechnic Institute and State University

— **Irene Cannon**, Administrative Assistant

**Program of Exercise Science**

**Dr. Lauren Biscardi**, Director of the Exercise Science Program; B.S., Stoney Brook University; M.B.A., University at Albany; M.S., Hofstra University; Ph.D., George Mason University

**Program of Life Science**

**David H. Dommer**, Dean, School of Health Sciences; B.S., Ph.D., Virginia Polytechnic Institute and State University

**Program of Nursing**

**Dr. G. Randy Hamm**, Executive Director of Nursing; B.S.N., Winston Salem State University, B.S., M.H.S., M.S.N., Ph.D., Western Carolina University; D.N.P., Western Carolina University

- **Office of Institutional Research**

**Theresa Little**, Director of Institutional Research

- **Office of the Registrar**

**Sheila J. Milne**, Registrar; B.S., Barton College; M.B.A., Campbell University

**Catherine M. Ziencik**, Associate Registrar; B.S., East Carolina University; M.B.A., Methodist University; Ed.D., University of North Carolina at Wilmington

**Airene Costelo**, Assistant Registrar; B.A., University of North Carolina at Greensboro

- **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

**Naija Speight**, Technology and Grants Librarian

**Norma Williams**, Associate for Collections and Access Services; B.S., Atlantic Christian College

- **Office of Academic and Career Planning**

**Angie M. Walston**, Assistant Vice President for Academic and Career Planning; B.S., Elon College; M.A., Appalachian State University; MBA, Barton College

**Jacqueline E. Fischer**, Director of New Student Orientation and International Initiatives; B.S., University of North Carolina at Pembroke; M.B.A., Barton College

**Andrea Cuthrell**, Director of Academic Planning

**Roberta Draughn**, Director of Academic Support; B.A., Elizabeth City State 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

- **Teaching Faculty**

**David Abeling-Judge** (2016), Associate Professor of Criminology and Criminal Justice Sciences; B.A., Lawrence University; M.S., King's College London; Ph.D., Northeastern University

**Leticia Acevedo** (2022), Assistant Professor of Nursing;

**Sherry Lee Allen** (2014), Director of the Theatre and Artist-In-Residence for Musical Theatre; B.A., Point Park University

**Dorothy Austin-Harrell** (2019), Assistant Professor of Theatre; B.F.A., East Carolina University; M.F.A., University of North Carolina School of the Arts

**Tamara Avant** (2017), Professor of Psychology; B.S., Lander University; M.A., Ph.D., University of North Carolina at Greensboro

**Luis Carlos Ayarza** (2014), Associate Professor of Spanish; B.A., Pontificia Universidadjaveriana; M.F.A., University of Texas at El Paso; Ph.D., Texas A&M University

**Susie Mallard Barnes** (2023), Associate Professor of Social Work; Director of Social Work; B.S., North Carolina State University; M.S., University of North Carolina - Chapel Hill; Ph.D., University of Texas

**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

**R. Greg Bauer** (2017), Assistant Professor of Business; B.S., Western Carolina University; M.H.A., M.B.A., Pfeiffer University; D.H.Sch., A.T. Still University

**John J. Bethune** (2000), Professor of Economics 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

**Lauren Biscardi** (2022), Director of the Exercise Science Program; Assistant Professor of Exercise Science; B.S., Stony Brook University; M.B.A., University at Albany; M.S., Hofstra University; Ph.D., George Mason 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), Associate Professor of Education; B.S., James Madison University; M.S., Old Dominion University; Ed.D., Regent University

**Michael Brantley** (2019), Assistant Professor of English; B.S., Barton College; M.A., East Carolina University; M.F.A., Queens University of Charlotte

**Sheri Browning** (2019), Assistant Professor of Psychology; B.A., University of Virginia; Ph.D., University of Tennessee

**John M. Public** (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

**Paul Christianson** (2018), Assistant Professor of Sport Management, Head Esports Coach; B.S., M.S., Ph.D., North Dakota State University

**Rachel K. Deale** (2018), Assistant Professor of American History; B.A., M.A., Ph.D., The University of Alabama

**David H. Dommer**, Associate Professor of Life Sciences and Dean, School of Health Sciences; B.S., Ph.D., Virginia Polytechnic Institute and State University

**Ronald E. Eggers** (1978), Associate Professor of Business and Dean, School of Business; B.A., M.A., M.B.A., East Carolina University

**Miguel Elizalde** (2020), Assistant Professor of Communications; B.A., University of the Basque Country; M.A., The School Agency in Madrid; M.F.A., Rhode Island School of Design

**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 B. Fecho** (1997), Professor of Art and Director of Barton College Galleries; B.F.A., M.F.A., East Carolina University

**Ashley Gardner** (2010), Assistant Professor of Psychology; B.A., North Carolina State University; M.A., East Carolina University; M.Ed., North Carolina State University

**Melissa Goines** (2015), Assistant Professor of Health Sciences; B.S., Xavier University; M.S., Indiana University; Ed.D., University of North Carolina at Greensboro

**Richard B. Groskin** (2000), Distinguished Professor of Criminal Justice and Criminology Sciences; B.A., Pennsylvania State University; M.A., Lehigh University; Ph.D., University of Maryland

**G. Randy Hamm** (2015), Executive Director of Nursing and Associate 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

**Elizabeth D. Kiser** (2007), Associate Professor of English and Dean, School of Arts and Humanities; B.A., Gardner-Webb University; M.A., Clemson University; Ph.D., East Carolina University

**Gerard Lange** (2006), Professor of Art and Director of the Whitehurst Family Honors Program; B.A., LaGrange College; M.F.A., Tulane University; Ed.D., Maryville University; M.B.A., Barton College

**Charles Lanier** (2013), Associate Professor of Marketing; B.S., University of Alabama; M.S., University of Iowa; D.B.A., Argosy University

**Ginger Madrigal** (2024), Assistant Professor of Nursing; B.S., M.S.N., Barton College

**Barbara F. Mize** (1990), Professor of Education, Director of Field Experience, and member of the Center for Excellence in Teaching and Learning; B.A., B.S., Blue Mountain College; M.A., University of South Florida; Ed.D., East Carolina University

**Farzad Mohaddes** (2023), Assistant Professor of Chemistry; B.S., Islamic Azad University; M.S., Amir Kabir University of Technology; Ph.D., RMIT University

**Linda O'Boyle** (2013), 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

**Charles Ottinger** (2023), Assistant Professor of Exercise Science; B.S., M.S., Ball State University; Ph.D., Concordia University

**Karen Y. Palasek** (2017), Assistant Professor of Management and Director of M.B.A. Studies; B.S., University of Hartford; M.A., University of Connecticut and Bowling Green State University; Ph.D., George Mason University

**Kevin N. Pennington** (2005), Associate Professor of Biology and Vice President for Academic Affairs; 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



**Navpreet Pooni** (2022), Visiting Instructor of Business; B.S., Barton College; M.I.B., Hult International Business School

**Murali K. Ranganathan** (1991), Professor of Mathematics; B.S., Vivekananda College; M.S., Indian Institute of Technology; Ph.D., Syracuse University

**Yvette Richardson** (2021), Assistant Professor of Social Work; B.S., Barton College; M.I.B., Hult International Business School

**Gentry Ridgeway** (2023), Assistant Professor of Nursing; B.S., Winthrop University; B.S.N., Lander University; M.N.Ed., University of North Carolina - Wilmington; D.N.P., University of South Alabama

**Tonya Rhodes** (2024), Visiting Assistant Professor of Social Work; B.A., Barton College; M.S.N., East Carolina University

**Stacey L. Robinson** (2021), Assistant Professor of Education; B.S., East Carolina University; M.S., East Carolina University; Ed.D., Gardner-Webb University

**Nicole Sciortino** (2021), Assistant Professor of Chemistry; B.S., Saint Augustine's University; M.S., North Carolina Central University

**Theresa Scott** (2020), Visiting Instructor of Visual Arts; B.F.A., Barton College; M.F.A., Duke University

**Altovise Staton**, (2023), Assistant Professor of Nursing; B.S., M.S.N., East Carolina University

**Lydia Walker** (2021), Assistant Professor of History and Religion; B.A., Cornerstone University; M.A., Western Michigan University; Ph.D., University of Tennessee, Knoxville

**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

**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

**Oscar Jeff Broadwater** (2003-2018), Professor Emeritus of History; B.A., Harding University; J.D., University of Arkansas; M.A., Ph.D., Vanderbilt University

**James A. Clark** (1994-2019), Professor Emeritus of English; B.A., Vanderbilt University; M.F.A., University of North Carolina at Greensboro; Ph.D., University of Denver

**David M. Dolman** (1987-2019), Professor Emeritus of Education; B.A., College of Wooster; M.A., Northwestern University; Ph.D., Loyola University of Chicago

**Claudia Duncan** (1989-2019), Professor Emeritus of Allied Health and Sport Studies; B.S., Alderson-Broadus College; M.Ed., University of Cincinnati; Ed.D., West Virginia 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

**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

**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

**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

## Student Engagement

**Amanda Metts**, Vice President for Student Engagement; B.S., Barton College; M.S., Walden University

— **Debbie Larkin**, Administrative Support for Student Engagement

**Alysun Skinner**, College Chaplain; B.S., East Carolina University; M.A., Duke Divinity School

**Jennifer High**, Dean of Students, Executive Director of Student Health Services; B.S., M.S., Barton College

### Student / Campus Life

**Michael Howell**, Director of Residence Life and Chief Conduct Officer

**De-Asia Clark**, Coordinator of Residence Life

**Sara Richmond**, Coordinator of Residence Life

**Brenda Whaley**, Campus Life Consultant; B.S., Barton College; M.B.A., Phoenix University

**Carey Ward**, Campus Nurse; B.S.N., East Carolina University

### Student Health Services

**Jennifer Wingo**, Campus Nurse; B.S.N., Barton College

**Trina Johnson**, Coordinator of Access and Accommodations; B.S., East Carolina University; M.Ed., East Carolina University

**Jackie Aranda**, Health Center Specialist

- **Food Services**

**Tranisha Anderson**, Director of Barton Culinary Services; B.L.A., Youngstown State University

- **Campus Safety**

**Sgt. Amanda Escamilla**, Wilson Police Department - Barton College District Office

**Capt. Justin Godwin**, Wilson Police Department - Barton College District Office

## Administration and Finance

**Danny Davis**, Vice President for Administration and Finance

- **Business and Treasury Services**

Controller;

- **Campus Store**

**Mike Morris**, Manager of the Campus Store

- **Facilities Services**

**Shannon Davis**, Director of Facilities Services

## Athletics

**Ken Tyler**, Vice President and Director of Athletics

**Jamie Grodecki**, Associate Athletic Director for External Operations and Facility Operations

**Justin Bates**, Associate Athletic Director of Compliance and Internal Operations

**John Karrs**, Director of Athletic Communications; B.A., Lenoir-Rhyne University

**Kayla Byrne**, Athletics Operations Coordinator

**Derek Hamm**, Head Coach, Men's and Women's Golf; B.S., M.B.A., Barton College

**Lorran Antonelli**, Interim Head Coach, Men's Soccer;

**Keith Gorman**, Assistant Athletic Director / Outdoor Facilities and Head Coach, Baseball;  
B.S., The University of Missouri; M.A., LaSalle University

**Ginna Lewis**, Assistant Athletic Director for Sports Medicine; B.S., James Madison University;  
M.S., University of Florida

**Justin Bellamy**, Director of Sports Performance; B.A., Bard College; M.S., University of  
Central Florida

**Ron Lievense**, Head Coach, Men's Basketball / Public Relations Specialist; B.A., College of St.  
Thomas; M.A., Winona State University

**JT Deppe**, Head Coach, Men's Volleyball

**Riley Casner**, Head Coach, Women's Volleyball

**Erin Stephens**, Head Coach, Women's Soccer

**Ciara Burud**, Head Coach, Women's Lacrosse

**Ryan Mallam**, Head Coach, Men's and Women's Swimming

**Melisa Shock**, Head Coach, Women's Softball; B.A., Whittenburg University; M.B.A., Keller School of Management

**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.

**Chip Hester**, Head Coach, Football; B.S., Guilford College; M.S., Georgia Southern University

**Timothy Foster**, Head Coach, Men's and Women's Cross Country / Track and Field

**Sarah Moore**, Cheer and Dance Coach / Games Day Experience Manager

**Joel Zimmerman**, Assistant Athletic Director for Facilities and Event Management, Assistant Men's Basketball Coach; B.A., Anderson University

## Enrollment and Marketing

**Dennis Matthews**, Vice President for Enrollment and Marketing; A.A., Anderson College; B.M., University of Tennessee; M.M., University of Tennessee

— **Luann W. Clark**, Executive Administrative Assistant

- **Office of Admissions**

**Krystal Alices**, Executive Director of Admissions; B.S., Barton College; M.S., Walden University

**Amelia Bain**, Associate Director for Transfer Admissions

**Walter Haynes**, Associate Director of Admissions, Operations; B.S., Barton College

**Kaitlyn Dean**, Associate Director of Admissions; B.F.A., M.B.A., Barton College

**Lauren Keel**, Assistant Director of Admissions

**Alexis Foster**, Assistant Director of Admissions

**Brennan Henry**, Assistant Director of Admissions; B.S., Barton College

**Abigail Houghton**, Assistant Director of Admissions; B.A., University of North Carolina at Asheville

**Jailynn Thomas**, Assistant Director of Admissions, B.S., M.B.A., Barton College

**Caroline Combs**, Communications Manager; B.A., University of North Carolina at Chapel Hill; M.Ed., East Carolina University

**Jasmine Wheeler**, Data Manager; B.A., M.B.A., Barton College

- **Office of Marketing and Communications**

**Kathy Daughety**, Director of Public Relations and Executive Director of Marketing and Communications; B.A., Barton College

**J. Keith Tew**, Senior Director for Marketing, B.F.A., Barton College

**Harriet F. Barnes**, Managing Director for Publications; B.S., Barton College

**Ty Dickens**, Web Content Manager /Strategist; A.A.S., Nash Community College; B.F.A., Barton College

**Katherine Lindfors**, Communications Strategist - Social and Digital Media;

- **Office of Financial Aid**

**TBD**, Director of Financial Aid;

**LaShawn Cooper**, Assistant Director of Financial Aid

**Jared Peterson**, Assistant Director of Financial Aid

## People and Support

**Victoria Morris**, Vice President for People and Support / Chief Diversity and Title IX Officer; B.S., Virginia Commonwealth University; M.B.A., Baker College

— **Luann W. Clark**, Executive Administrative Assistant

**Corey Coley**, Director of Diversity and Inclusion and Title IX; B.S., North Carolina Wesleyan College; M.B.A., Barton College

**Crystal Jordan**, Payroll Administrator

**Lisa Gurganus**, Benefits Administrator

**Kristen Manning**, Employment Coordinator

- **Technology Services**

**David Graybeal**, Executive Director of Technology Services; B.S., Barton College

**Ed Ruiz**, Network Systems Administrator

**David Griswold**, Database Analyst

## Institutional Advancement

**Kelly Taranto**, Associate Vice President for Institutional Advancement

**Tom Maze**, Assistant Vice President for Leadership Giving; B.S., Methodist College

**Jessica Tyson**, Director of Gift and Information Management

**Addison Meinhardt**, Director of Integrated Marketing for Institutional Advancement; B.S., Barton College

**Katie Thomason**, Director of Development and Alumni Engagement

**Donna Gray**, Assistant Vice President for Principal Gifts

**Dante Pittman**, Grant Writer

## 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. Public 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
- 2018 — Mark Gordon and Linda O'Boyle
- 2019 — Gerard Lange and Shawn McCauley
- 2020 — Greg Bauer and Trinetta Langlely
- 2021 — Randy Hamm and Maureen O'Neill
- 2022 — Tamara Avant and Chelsie Batten
- 2023 — Sherry Lee Allen and Michael Brantley
- 2024 — Sheri Browning and Yvette Richardson



## 2024-2025 ACADEMIC CALENDAR

### FALL SEMESTER • 2024

New Student Orientation Session .....	Wednesday, August 21 through Friday, August 23
New Student Welcome Weekend .....	Thursday, August 22 through Monday, August 26
Continuing Students Arrive .....	Saturday, August 24
<b>Classes Begin – 8 a.m.</b> / Last Day for 100% Refund .....	Monday, August 26
Last Day for Adding and Dropping Courses - 11:59 p.m. ....	Friday, August 30
Labor Day (College closed) .....	Monday, September 2
Last Day to be Present in Classes to Confirm Enrollment - 11 p.m. ....	Wednesday, September 4
Community Day (No classes) .....	Friday, September 20
Last Day to <u>Withdraw</u> from <b>Subterm 1</b> Courses - (Non-Punitive W grades) - 11:59 p.m. ....	Friday, September 27
Day of Service and Engagement (No classes – 8 a.m. -5 p.m.).....	Wednesday, October 2
First Subterm Ends .....	Friday, October 11
Fall Break Begins - 10 p.m. ....	Friday, October 11
Indigenous People Day (College closed) .....	Monday, October 14
Classes Resume – 8 a.m. / Second Subterm Begins.....	Monday, October 21
Advisor / Advisee Kick-off – 11:30 a.m. ....	Monday, October 28
F.Y.S. Advisor / Advisee Meeting – (in FYS 101 Classroom - Time to TBD).....	Monday, October 28
Advising Day (No classes) .....	Tuesday, October 29
Last Day to <u>Withdraw</u> from <b>Full-term</b> Courses - (Non-Punitive W grades) - 11:59 p.m. ....	Wednesday, October 30
Support Day (No classes) .....	Thursday, November 14
Last Day for Requesting Changes in Final Examination Schedule - 5 p.m. ....	Tuesday, November 19
Last Day to <u>Withdraw</u> from <b>Subterm 2</b> Courses - (Non-Punitive W grades) - 11:59 p.m. ....	Friday, November 22
Thanksgiving Break Begins – 10 p.m. ....	Tuesday, November 26
Classes Resume – 8 a.m. ....	Monday, December 2
<b>Classes End</b> / Second Subterm Ends .....	Friday, December 6
Examination Period .....	Monday, December 9 through Thursday, December 12
<b>Fall Semester Ends</b> .....	Thursday, December 12

## JANUARY TERM • 2025

*January Term is administered as part of the spring semester for enrollment, financial aid, and billing.*

Continuing Students Arrive .....	Saturday, January 11
Last Day for Adding and Dropping Courses - 11:59 p.m. ....	Sunday, January 12
<b>Classes Begin – 8 a.m.</b> .....	Monday, January 13
Last Day to be Present in Classes to Confirm Enrollment - 11 p.m. ....	Tuesday, January 14
Martin Luther King, Jr. Holiday (College closed) .....	Monday, January 20
Last Day to <u>Withdraw</u> from <b>January Term</b> Courses - (Non-Punitive W grades) - 11:59 p.m. ....	Tuesday, January 21
January Term Ends (Exams) .....	Friday, January 24

## SPRING SEMESTER • 2025

Faculty, Administration, and Staff Meeting .....	Thursday, January 30
New Student Orientation .....	Friday, January 31
Continuing Students Arrive .....	Saturday, February 1
<b>Classes Begin – 8 a.m.</b> / Last Day for 100% Refund .....	Monday, February 3
Last Day for Adding and Dropping Courses - 11:59 p.m. ....	Friday, February 7
Last Day to be Present in Class to Confirm Enrollment - 11 p.m. ....	Tuesday, February 11
Leadership Day (No Classes) .....	Thursday, February 20
Last Day to <u>Withdraw</u> from <b>Subterm 1</b> Courses - (Non-Punitive W grades) - 11:59 p.m. ....	Friday, March 7
Career Day (No Classes) .....	Wednesday, March 12
First Subterm Ends .....	Friday, March 21
Spring Break Begins – 10 p.m. ....	Friday, March 21
Classes Resume – 8 a.m. / Second Subterm Begins.....	Monday, March 31
Advisor / Advisee Kick-off – 11:30 a.m. ....	Monday, April 7
Advising Day (No Classes) .....	Tuesday, April 8
Last Day to <u>Withdraw</u> from <b>Full-term</b> Courses - (Non-Punitive W grades) - 11:59 p.m. ....	Wednesday, April 16
Good Friday (College closed) .....	Friday, April 18
Classes Resume – 8 a.m. ....	Monday, April 21
Last Day for Requesting Changes in Final Examination Schedule - 5 p.m. ....	Tuesday, April 22
Last Day to <u>Withdraw</u> from <b>Subterm 2</b> Courses - (Non-Punitive W grades) - 11:59 p.m. ....	Friday, April 25
Day of Scholarship (No classes 8 a.m. - 5 p.m.).....	Monday, April 28
<b>Classes End</b> / Second Subterm Ends .....	Friday, May 9
Examination Period .....	Monday, May 12 through Thursday, May 15
<b>Spring Semester Ends</b> .....	Thursday, May 15
Commencement - 10:30 a.m. ....	Saturday, May 17

## GRADUATE AND PROFESSIONAL STUDIES

### FALL SEMESTER • 2024

- First GPS Session Classes Begin** ..... Monday, August 26
- **Last Day for Adding and Dropping Courses** ..... **Before the First Class Meeting**
- Last Day to be Present in Classes to Confirm Enrollment - 11 p.m. .... Tuesday, September 3
- Last Day to Withdraw from **Subterm 1** Courses - (Non-Punitive W grades) - 11:59 p.m. .... Friday, September 27
- First GPS Session Ends** ..... Friday, October 11
  
- Second GPS Session Classes Begin** ..... Monday, October 21
- **Last Day for Adding and Dropping Courses - 11:59 p.m.** ..... **Friday, August 30**
- Last Day to be Present in Classes to Confirm Enrollment - 11 p.m. .... Tuesday, October 29
- Last Day to Withdraw from **Subterm 2** Courses - (Non-Punitive W grades) - 11:59 p.m. .... Friday, November 22
- Thanksgiving Break Begins - 10 p.m. .... Tuesday, November 26
- Classes Resume ..... Monday, December 2
- Second GPS Session Ends** ..... Friday, December 6

### SPRING SEMESTER • 2025

- First GPS Session Classes Begin** ..... Monday, February 3
- **Last Day for Adding and Dropping Courses** ..... **Before the First Class Meeting**
- Last Day to be Present in Classes to Confirm Enrollment - 11 p.m. .... Tuesday, February 11
- Last Day to Withdraw from **Subterm 1** Courses - (Non-Punitive W grades) - 11:59 p.m. .... Friday, March 7
- First GPS Session Ends** ..... Friday, March 21
  
- Second GPS Session Classes Begin** ..... Monday, March 31
- **Last Day for Adding or Dropping Courses - 11:59 p.m.** ..... **Friday, February 7**
- Last Day to be Present in Classes to Confirm Enrollment - 11 p.m. .... Tuesday, April 8
- Last Day to Withdraw from **Subterm 2** Courses - (Non-Punitive W grades) - 11:59 p.m. .... Friday, April 25
- Second GPS Session Ends** ..... Friday, May 9
- Commencement - 10:30 a.m. .... Saturday, May 17

## SUMMER SESSION • 2025

- Full-term Classes Begin** ..... Monday, June 9
- **Last Day for Adding or Dropping Courses - 11:59 p.m.** ..... **Monday, June 9**
  - Last Day to be Present in Classes to Confirm Enrollment - 11 p.m. .... Wednesday, June 11
  - Juneteenth / Emancipation Day (College closed) ..... Thursday, June 19
  - Independence Day (College closed)..... Friday, July 4
  - Last Day to Withdraw from **Full-term** Courses - (Non-Punitive W grades) - 11:59 p.m. .... Monday, July 14
  - Full-term Ends (Exams)** ..... Friday, August 1
- Subterm 1 Classes Begin** ..... Monday, June 9
- **Last Day for Adding or Dropping Courses - 11:59 p.m.** ..... **Monday, June 9**
  - Last Day to be Present in Classes to Confirm Enrollment - 11 p.m. .... Wednesday, June 11
  - Juneteenth / Emancipation Day (College closed) ..... Thursday, June 19
  - Last Day to Withdraw from **Subterm 1** Courses - (Non-Punitive W grades) - 11:59 p.m. .... Tuesday, June 24
  - Subterm 1 Ends (Exams)** ..... Thursday, July 3
- Subterm 2 Classes Begin** ..... Monday, July 7
- **Last Day for Adding or Dropping Courses - 11:59 p.m.** ..... **Monday, June 9**
  - Last Day to be Present in Classes to Confirm Enrollment - 11 p.m. .... Wednesday, July 9
  - Last Day to Withdraw from **Subterm 2** Courses - (Non-Punitive W grades) - 11:59 p.m. .... Thursday, July 24
  - Subterm 2 Ends (Exams)** ..... Friday, August 1

# Appendix

## 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, sex, age, veteran status or disability.

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 and employees within the college.

This nondiscrimination policy covers admission, readmission, access to, treatment and employment in college programs and activities, including, but not limited to, academic admissions, financial aid, any services, and employment.

Any student or employee who believes that he or she has been discriminated against by the College because of his or her race, color, national origin, religion, sex, age, disability or otherwise, should speak with the Vice President for People and Support/Chief Diversity and Title IX 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. Barton College is committed to providing a safe environment for all of its students and employees free from discrimination on any grounds. Barton does not tolerate acts of sexual harassment, interpersonal violence, sexual misconduct, and sex and/or gender based discrimination. All members of the community should conduct themselves, therefore with integrity, respect and consideration for others. Anyone, including employees of Barton, students, contractors, or visitors who sexually harasses or discriminates against another will be addressed in accordance with this internal policy whether it takes place within Barton’s premises or off site, including social events, business trips, training sessions or conferences as well as athletic events on or off-campus.

Barton understands the negative impact sexual misconduct can have on individuals and the Barton community and therefore strives to provide information and training such that it can be eliminated and prevented.

To that end, the objectives of this policy are to:

- help define sexual misconduct and interpersonal violence so that each member of the community can recognize it.
- outline procedures for filing reports when it is suspected that a policy violation has occurred.
- explain the investigative process and possible sanctions and disciplinary measures to be enforced when a violation has occurred.
- provide knowledge of the responsibilities of all employees of Barton so that those involved in a violation of policy can be assisted.

## **A. Definitions and Examples of Prohibited Conduct:**

Any of the following conduct on the basis of sex constitutes sexual harassment:

- Conditioning an educational benefit or service upon a person's participation in unwelcome sexual conduct (often called "quid pro quo" harassment); or
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act and the Violence Against Women Act).

Sexual harassment can be physical and psychological in nature. An aggregation of incidents can constitute sexual harassment even if one of the incidents considered on its own would not be harassing. Sexual harassment can occur regardless of the gender of a person being subject to the harassment and the gender of the harasser. Sexual harassment may also occur between people of the same gender.

Some examples may include but are not limited to:

- 1) Subjecting or threats of subjecting, an employee or student to unwelcome sexual attention or conduct or intentionally making performance of the employee's job or student's coursework more difficult because of that employee's or student's gender.
- 2) Sexual or discriminatory displays or publications anywhere in Barton's workplace by Barton employees.
- 3) Unwelcome sexual advances, propositions, or sexual comments, such as sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience.
- 4) Preferential treatment or promises of preferential treatment in exchange for submitting to sexual conduct.
  - a. Soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward.
  - b. Soliciting or attempting to solicit a student to engage in sexual activity for a good grade or other advantage, educational or otherwise.



5) Non-Consensual Sexual Intercourse:

- a. Any sexual penetration or intercourse (anal, oral or vaginal), however slight, with any object, by a person upon another person, that is without consent and/or by force.
- b. "Sexual penetration" includes vaginal or anal penetration by a penis, tongue, finger or object, or oral copulation by mouth to genital contact or genital to mouth contact.

6) Non-Consensual Sexual Contact:

- a. Any intentional sexual touching, however slight, with any object, by a person upon another person that is without consent and/or by force.
- b. "Sexual touching" includes any bodily contact with the breasts, groin, genitals, mouth or other bodily orifice of another individual, or any other bodily contact in a sexual manner (examples include touching, pinching, patting, grabbing, brushing against another person's body or poking another's body).

7) Sexual Exploitation:

Sexual exploitation involves a situation in which a person takes non-consensual or abusive sexual advantage of another.

Examples of sexual exploitation include, but are not limited to:

- a. Sexual voyeurism (such as watching a person undressing, using the bathroom or engaged in sexual acts without the consent of the person observed).
- b. Taking pictures or video or audio recording another in a sexual act, or in any other private activity without the consent of all involved in the activity, or exceeding the boundaries of consent (such as allowing another person to hide in a closet and observe sexual activity, or disseminating sexual pictures without the photographed person's consent).
- c. Unauthorized taking, sharing, or distributing of pictures, videos or other media of a sexual nature.
- d. Prostitution.

- e. Engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or other sexually transmitted disease (STD) and without informing the other person of the infection, and further includes administering alcohol or drugs (such as “date rape” drugs) to another person without his or her knowledge or consent.
- 8) Relationship or Intimate Partner Violence (also know as Dating Violence or Domestic Violence) is abusive behavior that is used by an intimate partner to gain or maintain power and control over the other partner.

Intimate partner violence can be:

- a. Physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person.
  - b. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant, where the existence of such a relationship is determined based on the following factors:
    - Length of the relationship
    - Type of the relationship
    - Frequency of interaction between the persons involved in the relationship.
- 9) Stalking
- a. A course of conduct directed at a specific person on the basis of actual or perceived membership in a protected class that is unwelcome, and would cause a reasonable person to feel fear; or
  - b. Repetitive and menacing conduct, purposely or knowingly causing emotional distress, or pursuing, following, harassing, and/or interfering with the peace and/or safety of another.

## **B. Statement on Consent, Confidentiality, and Privacy:**

### **Consent:**

Consent is knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity. Since individuals may experience the same interaction in different ways, it is the responsibility of each party to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct.

- 1) A person cannot consent if he or she is unable to understand what is happening or is disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has violated this policy. It is not an excuse that the individual respondent of sexual misconduct was intoxicated and, therefore, did not realize the incapacity of the other.

Incapacitation is defined as a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction). This policy also covers a person whose incapacity results from mental disability, involuntary physical restraint, and/or from the taking of incapacitating drugs.

- 2) Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous dating relationship is not sufficient to constitute consent. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred and any similar previous patterns that may be evidenced. Silence or the absence of resistance alone is not consent.
- 3) A person can withdraw consent at any time during sexual activity by expressing in words or actions that he or she no longer wants the act to continue, and, if that happens, the other person must stop immediately.

- 4) A minor below the age of consent according to state law cannot consent to sexual activity. This means that sexual contact by an adult with a person below the age of consent is a crime as well as a violation of this policy, even if the minor appeared to have consented to engage in the act.

### Confidentiality and Privacy:

All reports and investigations are treated confidential to the extent possible and information is disclosed strictly on a need-to-know basis. Additionally, should either party wish to acquire/use the other party's medical, psychological, or similar treatment records during a hearing process, written permission by that party is required and must be obtained via the Title IX Coordinator's office.

The identity of the complainant is usually revealed to the parties involved during the investigation and retaliation is not permitted in any form during and after the investigation toward the complainant or respondent. Any complainant who wishes to remain anonymous, may need to discuss things with a confidential source, who by their position are able to maintain confidentiality; however, if it is desired that an investigation be conducted and action taken, it will be necessary to reveal those involved in the situation to the extent necessary to thoroughly investigate the reported incident to its conclusion.

Any person found to have sexually harassed another will face disciplinary action, up to and including termination of employment if an employee of the College and up to an including expulsion if a student of the College. Any person who willingly files a false report and/or bears false witness against someone involved in a sexual harassment complaint may also be subject to the same discipline alternatives. All information pertaining to a report of sexual harassment or investigation is maintained in secure files within the Office of the Vice President for People and Support/Chief Diversity and Title IX Officer.

## **C. Reporting Procedures and Responsibilities:**

### **1) Procedures:**

Barton considers all incidents to be serious and strives to promptly investigate all allegations of sexual misconduct. If an employee or student feels that he or she is being subjected to sexual misconduct, he or she should:

- a. Immediately inform the person(s) that the conduct is unwelcome and needs to stop. Whether the conduct ceases or does not cease, or if the employee or student is unable to or is uncomfortable with addressing the person(s) directly, he or she should proceed to reporting the conduct outlined below.
- b. Report the incident to the appropriate supervisor, or the Deputy Title IX Coordinator, or the Title IX Coordinator (252-399-6330).
- c. Provide a written record of the date, time and nature of the incident(s) and the names of any witnesses (This written record is helpful but not required). It is important to report all concerns of sexual harassment or inappropriate sexual conduct to the appropriate supervisor, Vice President for People and Support/Title IX Coordinator as soon as possible so that an investigation can occur and appropriate action can follow.

### **2) Responsibilities:**

- a. All Barton employees are considered responsible parties unless their position grants them confidentiality rights and are required to report any potential Title IX violations to the Title IX Coordinator.
- b. Confidential Employees with state-conferred privileges are not required to report knowledge of sex/gender-based misconduct.

They include:

- Campus mental-health counselors
- Chaplain
- Physicians and health care providers
- Those supervised by a confidential employee in the scope of their management of that employee.

- c. All Management who are made aware of a possible Title IX violation must:
  - 1) Take all reports seriously
  - 2) Report all incidents to the Title IX Coordinator
  - 3) Take appropriate action to prevent retaliation or prohibited conduct from recurring during and after any investigation or report.
  
- d. The Title IX Coordinator is responsible for general oversight of all Title IX issues including, but not limited to:
  - 1) Ensuring that both the complainant and respondent are aware of the seriousness of a report of sexual harassment/misconduct.
  - 2) Ensuring the College has jurisdiction over the potential infraction. Jurisdiction exists when the infraction incurs within the United States, and when the College has control over the respondent and the context in which the sexual harassment occurs. This includes any building owned or controlled by a student organization that is officially recognized by the College.
  - 3) Explaining Barton's Title IX policy, investigation, and procedures to all parties involved including the informal resolution process option.
  - 4) Preparing and issuing a report for confirmation of the details reported to the Coordinator, where applicable.
  - 5) Arranging for and providing oversight for the investigation of the reported events, the informal resolution process, and for the administration of the final sanctions issued, if applicable, to the parties involved.
    - a. The Title IX Coordinator or designee will review the information provided for the reported event to determine whether a policy violation may have occurred and warrants a formal investigation. All formal complaints will be investigated. If the complainant and respondent are interested in and agree to an informal resolution process in writing, the Title IX Coordinator will provide oversight for this process to resolution.
    - b. It is up to the Title IX Coordinator to determine if an in-house investigation will be conducted or if an outside third party will be contracted to complete the investigation. All reports involving senior management at the vice-president level

or above may be handled by an external third party in accordance with Barton's policies and procedures.

- c. If the Title IX Coordinator finds no evidence of a Title IX policy violation, he or she will issue a report to the parties involved, noting the finding as well as any recommendations relevant to the case including if applicable, referral to another grievance process if appropriate.
- d. Once a formal complaint is received, if both the complainant and the respondent agree in writing to an informal resolution process (which is available except in cases involving an employee and a student), the Title IX Coordinator will oversee this process which does not involve a hearing. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution and resume the grievance process with respect to the formal complaint.
- e. If a formal claim is submitted relative to a Title IX infraction, the Title IX Coordinator will refer it to the formal resolution process which involves the assignment of two investigators who will conduct the fact finding process, after which the final report is prepared and submitted to a hearing officer who will coordinate a hearing under the general oversight of the Title IX Coordinator.
- f. If a hearing is held under the formal resolution process, the complainant and respondent must have an advisor to represent them. If they do not have one, the College will provide an advisor for each party. During the hearing, the complainant and the respondent will not be physically present in the room at the same time. The College may coordinate the hearing in a physical location and/or online accordingly. The advisor of each party will have a time to ask questions of the other party and to cross-examine testimony accordingly.
- g. At the conclusion of the hearing, the hearing officer will review the investigative report and all evidence presented at the hearing before issuing a finding and sanctions if applicable. A final report summarizing the case investigation, hearing, findings, and sanctions will be issued to the Title IX Coordinator who will ensure both parties are notified of the results and all case information is retained confidentially in the Office of the Title IX Coordinator.
- h. Ensuring the administration of sanctions if assigned by the Office of Student Conduct.

- i. Providing instructions for recourse should any of the applied sanctions are breached.
- j. Providing direction should either party wish to appeal the final finding, sanction or both the finding and the sanction.

### 3) Interim Actions / Restrictions:

The College may take immediate interim actions as necessary to protect the community from a threat to the health or safety of the community as a whole, to any particular member of the community, or in cases where there may be a risk of a substantial disruption to the normal operations of the College. In all cases, the subject of the interim action will be given an opportunity to be heard by the Title IX Coordinator or designee on the necessity of the restriction within two (2) business days of the issuing of the restrictions.

These actions may include, but are not limited to:

#### 1. Interim Suspension:

- a. A student/organization who is suspended on an interim basis is subject to all of the same restrictions as if they had been suspended as a final sanction.
- b. Suspended employees may be required to take time off with pay as determined by the Title IX Coordinator. This may require the use of available paid leave.

#### 2. Interim Restrictions:

- a. These restrictions may include, but are not limited to: restricted access to facilities, housing and/or events, no-contact orders with specific individuals, etc. or any other restrictions deemed by the Title IX Coordinator or designee to be necessary to achieve the goals stated above.

**NOTE:** *Barton will not pay for or make any arrangements for housing for any student removed from housing on an interim basis.)*

- b. **Altering any of these restrictions** may be predicated on the requirement to engage in a psychological assessment, drug/alcohol testing, interviews, etc. at the discretion of the Title IX Coordinator or designee.



#### 4) Investigations and Hearings:

1. Following receipt of notice of a possible violation of Barton's Title IX policy, the Title IX Coordinator or designee will contact the relevant parties to discuss what occurred and to help determine the next steps to be taken which may include a formal report and formal resolution process, a report and pursuit of the informal resolution process, or a referral to an alternative grievance process if applicable.
  - a. In all cases, Barton will seek to have cases reach resolution of the allegation, barring exigent circumstances. If exigent circumstances exist, the Title IX Coordinator, or designee will provide notice to the respondent and the complainant of any delays or extensions (if appropriate).
  - b. The College may undertake a short delay (approximately 7-14 days, to allow for evidence collection) when criminal charges on the basis of the same behaviors that initiated the process are being investigated.
2. All complainant and respondents may designate an advisor of their choice, to help provide support during the investigation, interviews, and meetings called by the College. If a formal report is filed, each party must have an advisor to help them through the hearing process. If the complainant or respondent does not have an advisor, the College may appoint one for each party.
  1. The general role of the advisor (prior to any formal hearing): Advisors may accompany their designated party (reporting or responding) to all called meetings by the College. Typically, advisors are members of the campus community, but may be anyone the parties choose. The advisor may not make a presentation or represent the complainant or respondent during the investigation or during interviews and meetings prior to the formal hearing for the case. The reporting and responding parties are expected to ask and respond to questions on their own behalf, without representation by their advisors. An advisor may consult with their advisee quietly or in writing, or outside the meeting room, during breaks, but may not speak on behalf of the reporting or responding parties.
  2. The role of the advisor during formal hearings: Advisors accompany their designated party (reporting or responding) to all hearing sessions. Advisors serve as support to their respective party and can assist with asking questions directly of their own party and other parties including witnesses presented as part of the case. Advisors cannot ask the complainant about his or her prior sexual history.

3. Once a case is referred to investigation, two investigators will be assigned to the case to meet with all appropriate parties, write a report, and to issue an initial summary of findings using the College's standard of proof. The final report will be shared with all parties.
4. If the case is proceeding within the formal resolution process, a hearing will be scheduled with a hearing officer. At this time, advisors will be allowed to interview and cross-examine all parties to the case, asking relevant questions as part of due process. The complainant and respondent will not be cross-examined by each other and will not be present in the same room at the same time; however, their advisors are able to ask questions of each party accordingly. The College may conduct hearings online as part of the process.
5. If the case is proceeding within the informal resolution process, the Title IX Coordinator will oversee this process and issue the final report along with recommended actions/sanction(s), if applicable. No hearing takes place with the informal resolution process.

## 5) Investigative Findings:

The standard of proof used for decisions regarding responsibility for Title IX policy violations is the preponderance of evidence. A preponderance of evidence exists when a reasonable person, after evaluating all credible information available at the time of the investigation, would conclude that it is more likely than not that a violation has occurred. This standard is also employed when making determinations regarding interim restrictions/action.

Once a report has been referred to a formal investigation process, the following may result:

1. **No Finding:** In this case, a determination has been made that the Responent is not responsible for a policy violation.
2. **Not Responsible:** In these cases, a determination has been made that insufficient evidence exists for a finding of responsible for any of the allegations.
3. **Responsible:** The investigator determines that sufficient evidence exists for a finding of "Responsible" for any of the violations

## 6) Sanctions and Disciplinary Measures:

Anyone who has been found responsible for a Title IX policy violation may incur any of the following sanctions and/or disciplinary measures or other as applicable. All sanctions may be imposed either singularly or in combination. The purposes of imposing sanctions are twofold: one, to protect the College community from behavior which is detrimental to the community and/or the educational mission of the College by stopping the behavior, preventing its recurrence and remedying the effect on the complainant and the community; and two, to assist in identifying acceptable parameters and consequences of future behavior. The sanction(s) imposed is/are intended to correspond with the severity or frequency of violations, as well as the Respondent's willingness to recommit him/herself to behaviors that fall within the applicable code of conduct of the College and are consistent with the mission and values of Barton College. Other factors that may affect the sanctions are:

The nature, severity of, and circumstances surrounding the violation:

- An individual's disciplinary history
- Previous reports involving similar conduct
- The need for sanctions/responsive actions to bring an end to the current actions found to be in violation of the applicable code of conduct and to prevent recurrence of those same or similar actions
- The need to remedy the effects of the actions that were in violation of the applicable code of conduct on the complainant and the community

### Sanctions for Individual Students:

1. Expulsion: Dismissal from the College without the ability to apply for re-admittance.

**NOTE:** *Any student expelled for disciplinary reasons must vacate the campus within the period of time noted in the notice of expulsion (typically immediately). The student may not return to campus or College property without prior written permission by the Title IX Coordinator or designee. Failure to comply with this request will constitute criminal trespass.*

2. Suspension: Denial of enrollment, attendance, and other privileges at the College for a specified period of time. Permission to apply for re-admission upon termination of the period may be granted with or without conditions/restrictions. Students may be required to complete a period of disciplinary probation upon their return to the College.

**NOTE:** *Any student suspended for disciplinary reasons must vacate the campus within the period of time noted in the notice of suspension (typically immediately). The student may not return to campus or College property during the term of the suspension without prior written permission by the Title IX Coordinator or designee. Failure to comply with this request will constitute criminal trespass.*

3. **College Probation:** A period of review and observation during which a student is under an official notice that subsequent violations of College rules, regulations, or policies are likely to result in a more severe sanction including suspension or expulsion from the College. While on conduct probation, a student may be considered to be “not in good standing” and may face specific limitations on his or her behavior and/or College privileges (see Conditions/Restrictions below).
4. **Conditions/Restrictions:** Limitations upon a student’s behavior and/or College privileges for a period of time, or an active obligation to complete a specified activity. This sanction may include, but is not limited to: restricted access to the campus or parts of campus, required change in academic course section or delivery method, denial of the right to represent the College in any way, denial of housing or parking privileges, required attendance at a workshop, or participation in public service.
5. **Written Warning:** An official reprimand that makes the misconduct a matter of record in College files. Any further misconduct could result in further disciplinary action.
6. **Fines/Restitution:** An order may be issued to make restitution or to pay a fine when a student has engaged in conduct that violates the Title IX Policy.
7. **Withholding Diploma:** The College may withhold a student’s diploma for a specified period of time and/or deny a student participation in commencement activities if the student has a complaint, investigation or hearing pending.
8. **Revocation of Degree:** The College reserves the right to revoke a degree awarded from the College for fraud, misrepresentation, or other violation of College policies, procedures or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.
9. **Other sanctions:** The College reserves the right to impose other sanctions as necessary to remain consistent with the mission and vision of Barton College. These may include, but are not limited to: mandated psychological assessment, research projects, drug/alcohol classes or testing, proof of employment or attendance at classes, etc.

## 10. Residence Life Specific Sanctions:

- a. Permanent Housing Removal: Immediate removal from College housing with no ability to return.

**NOTE:** *Any student permanently removed from College housing for disciplinary reasons must vacate the hall within the period of time noted in the notice of removal (typically immediately). The student may not return to any residence hall without prior written permission by the Title IX Coordinator or designee. Failure to comply with this request will constitute criminal trespass. Additionally, anyone removed from housing for disciplinary reasons remains subject to the termination clause of the housing contract, including payment of any fees or penalties.*

- b. Temporary Housing Removal: Immediate removal from College housing for a set period of time with an ability to reapply to return to College housing.

**NOTE:** *Any student permanently removed from College housing for disciplinary reasons must vacate the hall within the period of time noted in the notice of removal (typically immediately). The student may not return to any residence hall without prior written permission by the Title IX Coordinator or designee. Failure to comply with this request will constitute criminal trespass. Additionally, anyone removed from housing for disciplinary reasons remains subject to the termination clause of the housing contract, including payment of any fees or penalties.*

- c. Housing Relocation: Immediate removal from a specific hall within College housing, and reassignment to another hall.

**NOTE:** *Any student removed from any specific hall within College housing for disciplinary reasons must vacate that hall within the period of time noted in the notice of relocation (typically immediately). The student may not return to the residence hall from which they were removed without prior written permission by the Title IX Coordinator or designee. Failure to comply with this request may constitute criminal trespass and will result in more severe disciplinary action.*

## Sanctions for Student Organizations:

The following disciplinary sanctions may be imposed upon student organizations when they have been found responsible for violating the Code of Student Conduct. All sanctions may be imposed either individually or in combination. Disciplinary sanctions are imposed for the purpose of holding student organizations and their membership accountable for their actions and the actions of their guest(s), whether on campus or at any organization sponsored function.

1. **Permanent Revocation of Organizational Registration:** “Permanent revocation” of the organization’s registration means revocation without the ability to apply for new registration. Any organization whose registration is permanently revoked must cease all organizational activities upon receipt of the notice of permanent revocation. Any member of an organization whose registration has been permanently revoked shall relinquish any appointed or elected office held with that organization’s governing body. Balances of all organizational funds granted by the College and/or the Student Government are to be surrendered to the Title IX Coordinator or designee. Office or housing space assigned by the College shall be vacated within five (5) business days (an organization under emergency suspension may be required to vacate space more quickly) from the date the notice of suspension is issued. Space vacated due to revocation may be reassigned to other eligible College organizations.
2. **Suspension:** Suspension means denial of rights and privileges of a registered organization for a specified period of time. Any organization whose registration is suspended or revoked must cease all organizational activities upon receipt of the notice of revocation or suspension. Any member of a suspended organization may not hold an appointed or elected office with that organization’s governing body for the duration of the organization’s period of suspension. Balances of all organizational funds granted by the College and/or the Student Government are to be surrendered to the Title IX Coordinator or designee. Office or housing space assigned by the College shall be vacated within five (5) College business days (an organization under emergency suspension may be required to vacate space more quickly) from the date the notice of suspension is issued. Space vacated due to suspension may be reassigned to other eligible College organizations. Leave to reapply for registration as a student organization may be granted with or without qualifications. Office or housing space assigned prior to suspension will not automatically be reassigned. The organization may reapply for a space assignment, subject to availability. Suspended organizations will automatically be placed on probationary status for a minimum of one academic year following their renewed registration.

3. Probation: A period of review and observation during which a student organization is under official notice that subsequent violations of College rules, regulations, or policies could result in a more severe sanction including suspension.

During the probationary period, a student organization is deemed “not in good standing” with the College and may be subject to one or any combination of the following conditions and/or restrictions:

- a. Denial of the right to represent the College;
  - b. Denial of the right to maintain an office or other assigned space on College property;
  - c. Denial of the privileges of receiving or retaining funding; participating in intramurals; sponsoring any social event; sponsoring any speaker or guest on campus; participating in any social event or other activity; and engaging in rush or membership recruitment activities.
4. Conditions/Restrictions: Limitations upon a student organization’s privileges for a period of time or an active obligation to complete a specified activity or activities. This sanction may include, for example, denial of housing or social privileges, etc.
  5. Written Warning: An official written reprimand making the misconduct a matter of record in College files for a specified period of time. Any further misconduct may result in further disciplinary action.
  6. Restitution/Fines: An organization may be ordered to make restitution or to pay a fine when the organization has engaged in conduct which violates the Title IX policy.

### Sanctions for Employees:

1. Verbal or written warning with a copy placed in their official personnel file
2. Adverse performance evaluation
3. Demotion and/or reduction in wages
4. Transfer
5. Suspension
6. Dismissal

## 7) Appeals

The complainant or respondent may submit an appeal if they meet the appeal guidelines. The following should be noted with regard to appeals:

1. General information:

- a. All appeals must be in writing to the Title IX Appeal's Officer.
- b. The presumptive stance of the Appeal's Officer is that the initial finding is correct. The burden is on the appellant to show error as outlined below in the Grounds for Appeal.
- c. All sanctions instituted are to be implemented, barring extreme exigent circumstances. Final exams, graduation and/or proximity to the end of a term are not considered exigent circumstances.
- d. Appeals are not intended to be full re-hearings of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing, and pertinent documentation regarding the grounds for appeal.
- e. The Appeal's Officer may, at his or her discretion request information regarding procedure from the investigator or Title IX Coordinator. Ideally, this information would not be necessary, as it should be included in the written Requests and/or response Memorandums.

2. Grounds for Appeal:

- a. A procedural error or omission occurred that significantly impacted the outcome of the hearing or investigation (e.g. substantiated bias, material deviation from established procedures, etc.).
- b. To consider new evidence, unavailable during the original hearing or investigation, that, if true and credible, could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

**NOTE:** *When a party fails to provide a statement under advice of counsel during an investigation, and subsequent to the hearing decides to provide a statement, it will not be considered "new evidence" for the purposes of this ground. Additionally, subsequent findings of a criminal or civil court (e.g., dismissals, plea bargains, settlements) will not alone constitute sufficient grounds for appeal, but may be considered by the Appeal's Officer or designee if new evidence was the grounds for said finding.*



- c. The sanctions are disproportionate to the responsible violation of policy.

### 3. Procedure for Appeals

- a. A Request for Appeal must be submitted in writing to the Appeal's Officer within three (3) business days of notification of the outcome of the formal investigation. All outcomes are assumed received by all parties three business (3) days after sent via mail or email. Any Request for Appeal not filed in a timely fashion will be denied. No exceptions to this timeline are permissible without the express permission of the Appeal's Officer.
- b. The Appeals Officer should not have been involved in the investigation and will review all Requests for Appeal to insure the request has standing. The Appeals Officer reviewing the Request may consider credibility, plausibility, and weight in their assessment of the Request.
- c. Any Request for Appeal will be shared with all parties (Respondent, Complainant, Investigator(s), Hearing Officer, and Title IX Coordinator) who may respond to the Request in a "Response Memorandum." All Response Memorandums must be submitted to the Appeals Officer for consideration within three (3) days of their notification of the Request for Appeal. All Response Memorandums will be shared with all parties.
- d. The Appeal's Officer, after considering all Requests and Response Memorandums, will make one of the following determinations within three (3) business days of receiving the final response Memorandum:
  - i. The Request for Appeal is denied and the original findings are affirmed. This decision is final and there is no appeal to this decision permitted by any party.
  - ii. The Request for Appeal is upheld and is being forwarded to the Title IX Coordinator for placement in the process based on the grounds under which the appeal is granted:
    - a. If a procedural error or omission occurred that significantly impacted the outcome of the hearing, the case will be either:
      - Remanded back to be reheard by a new Hearing Officer. This is typically done in cases where the procedural error is so profound as to render the original officer too biased or influenced. OR,
      - Remand the case back to the original hearing body with instruction to repair the procedural error.

b. If it is necessary to consider new evidence, unavailable during the original hearing or investigation, but is now available and could substantially impact the original finding or sanction, the case will be either:

- Remanded back to the original hearing officer with instruction to consider the new evidence, OR,
- Remanded back to be reheard in its entirety by a new hearing officer. This is typically done in cases where the new evidence is accompanied by a procedural error so profound as to render the original officer too biased or influenced.

In rare cases, the Appeal's Officer may alter the finding or sanction based on the new evidence.

c. If it is found that the sanctions are disproportionate to the responsible violation of policy, the case will be:

- Remanded back to the Title IX Coordinator to recommend new sanctions based on the Appeal.

e. Any decision will be communicated to all parties within three (3) business days, barring exigent circumstances, of the Appeal Officer's decision.

## **Retention of Records Regarding Reports of Sexual Discrimination and/or Sexual Misconduct:**

All records related to reports of sexual discrimination and/or sexual misconduct, including reports, investigations, findings, and resolutions, shall be maintained in accordance with College records policies. All records pertaining to pending litigation or a request for records shall be maintained in accordance with instruction and/or advice from legal counsel.

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## Facilities

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.

**Electric Supply Company Field at Truist Stadium** (2019) is home to the Barton football and men's and women's lacrosse teams. Electric Supply Company is a family-owned company led by K.D. Kennedy, Jr. and has been a long-time supporter of the College. They provided the lead gift towards the field. Thanks to a generous gift from Truist, the stadium tower was completed in the summer of 2021. The facility has seating for 3,500, coaching and media boxes, a president's suite, restrooms, concession area, outdoor suites, and a film booth.

**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 207 patrons, is open at least 95 hours per week to serve the college community. Its resources are also available to the residents of the Wilson community. The library also houses 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).

**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.

**David S. Hicks Family Sports Operations Center** (1978) was named thanks to a transformational gift from David Hicks '84 in February 2021 and underwent a significant renovation from its original use as the 39-year-old Harris Cadillac dealership. Upon entering the facility, there is a large glassed-in conference room, as well as multiple offices for coaching staff. The interior of the building currently includes football and men's and women's lacrosse locker rooms and additional athletic training rooms. There also are two outdoor practice fields adjacent to the building and an indoor turf facility to benefit the entire athletic program.

**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.

# Correspondence Directory

## Mailing Address and Phone

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P.O. Box 5000  
Wilson, North Carolina 27893-7000

Telephone (252) 399-6300  
FAX (252) 399-6571

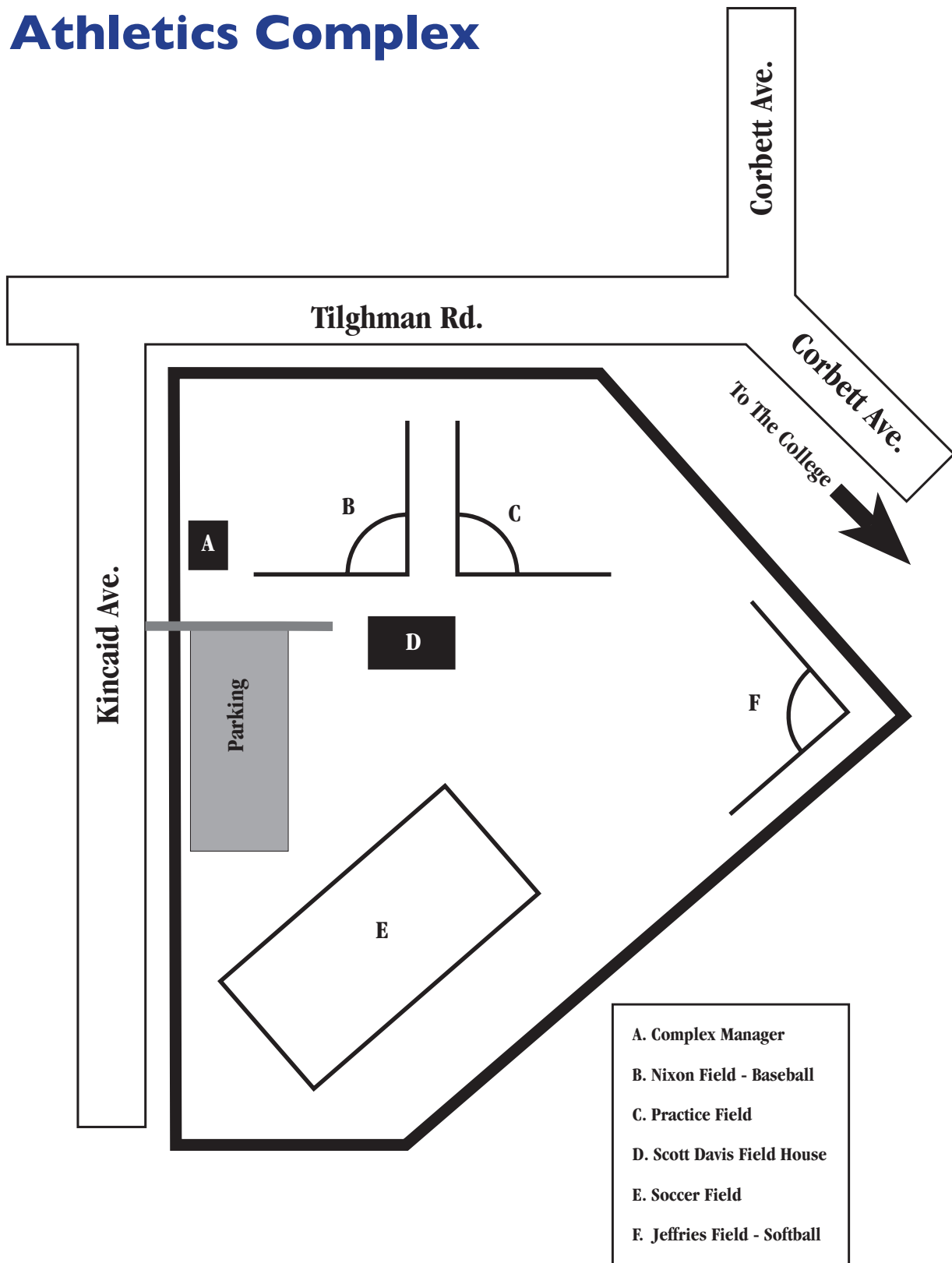
## Directory for College Offices

*For more detailed information about any matter contained in this catalog, contact the appropriate office, depending on the nature of the inquiry, as follows:*

- President  
**Douglas N. Searcy**  
399-6309
- Vice President for Academic Affairs  
**Kevin N. Pennington**  
*Academic information and programs of study*  
399-6343 or knpennington@barton.edu
- Vice President for Enrollment Management and Marketing  
**Dennis Matthews**  
*Admissions, financial aid, communications, and marketing*  
399-6345 or dtmatthews@barton.edu
- Vice President for Administration and Finance  
**Chris McKenzie**  
*General financial matters, student accounts*  
399-6314 or cdmckenzie@barton.edu  
1-800-789-1392 (Student Accounts)
- Dean of Student Life  
**Laura Newhouse**  
*Information about personal welfare and health of students, student activities and services, resident housing*  
399-6389 or lnewhouse@barton.edu
- Assistant Vice President for Enrollment Management  
**Amanda H. Metts**  
*Admission information, requests for college literature*  
399-6315 or ahmetts@barton.edu  
1-800-345-4973
- Registrar  
**Sheila J. Milne**  
*Student academic records, transcripts, schedule information, veterans affairs*  
399-6327 or smilne@barton.edu  
1-800-789-0960
- Director of International Travel Program  
**Perry Morrison**  
Senior Visiting Fellow  
travel@barton.edu
- Assistant Provost for Academic and Career Planning  
**Angie M. Walston**  
*Part-time, full-time, and summer job listings, internship opportunities, on-campus recruiting, and career counseling*  
399-6313 or amwalston@barton.edu

- Director of Academic Planning and Retention Initiatives  
**Theresa Little**  
*Academic resources, study skills, exam preparation, academic advising, choosing a major, withdrawal from the College*  
399-6540 or tllittle@barton.edu
- Associate Vice President of Institutional Advancement  
**Kelly Taranto**  
*Information regarding upcoming alumni events, alumni news, giving, and ways to stay connected to the College*  
399-6517 or kltaranto@barton.edu  
1-800-422-4699
- Director of Financial Aid  
**Thomas Welch**  
*Scholarships, grants, loans, financial assistance*  
399-6371 or financialaid@barton.edu  
1-800-789-1189
- Coordinator of Access and Accommodations  
**Trina Johnson**  
399-6496 or thjohnson@barton.edu
- Honors Program  
**Gerard Lange - Faculty Coordinator**  
399-6475 or glange@barton.edu  
**Theresa Little - Staff Coordinator**  
399-6540 or tllittle@barton.edu
- Assistant Provost for Integrative Learning  
**M. Blythe Taylor**  
**Oral Communications Center**  
*Tutoring and academic support*  
399-6541 or mbtaylor@barton.edu

# Athletics Complex





# BARTON College Campus Map



1. Harper Hall
    - Admissions / Financial Aid
    - General Administration Offices
    - President
  2. Centennial Alumni Bell Tower
  3. Willis N. Hackney Library
  4. Mary Irwin Belk Hall
  5. Hardy Center
  6. Georgia Brewer Campion Center for Academic Success
  7. J.W. Hines Hall
  8. Howard Chapel
  9. Case Art Building
  10. Roma Hackney Music Building
  11. Kennedy Family Theatre
  12. Moyer Science Hall
  13. Nixon Nursing Building
  14. East Campus Suites
  15. Sports Performance Center
  16. Wilson Gymnasium
  17. Kennedy Recreation and Intramural Center
  18. Waters Hall
  19. Lee Student Health Center
  20. Hackney Hall
  21. BC Bistro
  22. Hamlin Student Center
    - Culinary Center
    - College Store
    - Mail Services
  23. Hardy Alumni Hall
  24. Hilley Hall
  25. Wenger Hall
  26. Barton-Graves House
  27. Truist Stadium / Electric Supply Company Field
  28. Athletic Complex (Corbett Ave.)
    - Tennis
    - Intramural Field
  29. Athletic Complex (Kincaid Ave.)
    - Baseball
    - Soccer
    - Softball
  30. David S. Hicks Family Sports Operations Center
- Parking