

CATAWBA COLLEGE

2025-2026

GRADUATE CATALOG



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Contact Catawba

The mailing address is Catawba College, 2300 West Innes Street, Salisbury, NC 28144-2488.

The telephone number is 704-637- 4111.

The toll-free number for the Admissions Office is 1-800-CATAWBA.

The email address is: admission@catawba.edu and the web address is catawba.edu.

Correspondence and telephone inquiries regarding the following matters should be directed to:

General Interest of the College – *President*, 704-637-4414

Academic Program – *Provost*, 704-637-4466

Admissions – *Director of Admissions*, 704-637-4402

Alumni Activities – *Director of Alumni and Parent Relations*, 704-637-4520

Student Accounts – *Student Accounts Receivable*, 704- 637-4388

Gift and Bequest Information – *Director of Development*, 704-637-4394

Marketing and Communications – *Director of Marketing and Communications*, 704-637-4292

Registration and Student Academic Records – *Registrar*, 704-637-4411

Religious Life – *Chaplain*, 704-637-4446

Scholarships and Financial Assistance – *Director of Financial Aid*, 704-637-4416

Student Activities and Residence Life – *Dean of Students*, 704-637-4410

About the Catalog

The information in the catalog applies to the 2025-2026 academic year and is accurate to the best of our knowledge, as of August 2025. Catawba College reserves the right to change matters described in the catalog, including academic programs and requirements, without prior notice and in accordance with established procedures. The College will publish changes, and students are responsible for informing themselves of such changes.

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

2025-2026 ACADEMIC CALENDAR

2025-2026 CATAWBA ONLINE AND GRADUATE

Fall 2025 Catawba Online & Graduate			
Block 1	Block 2	Block 3	
20-Aug	15-Oct	20-Aug	First Day of Classes
27-Aug	22-Oct	27-Aug	Last Day to Add a Course/Last Day to Drop a Course by 4PM
25-Sep	20-Nov	30-Oct	Last Day to Withdraw ("W") from a Course by 4PM
13-Oct	10-Dec	10-Dec	Last Day of Classes
14-Oct	11-Dec	11-Dec	Grades Due by 4PM

Fall 2025 Catawba Online & Graduate - Important Administrative Dates		
AUGUST		
19	Tues	Opening Convocation
25	Mon	Faculty report no-show students for B1 and B3 by 2PM
27	Wed	Last day to file for Fall Graduation (Intent to Graduate Form)
SEPTEMBER		
29	Mon	Last Day to Remove "I" Grades Outstanding from Spring or Summer
OCTOBER		
17	Fri	Faculty report no-show students for B2 by 2PM
28	Tues	Credit by exam for Fall 2025 must be on file in the Registrar's Office

Winter Term 2025 - All Programs		
DECEMBER		
15	Mon*	Winter Term Begins*
17	Weds	Last Day to Add a Winter Term Course by 4PM
JANUARY		
2	Fri	Last Day to Withdraw ("W") from a Winter Term Course by 4PM
9	Fri	Last Day of Winter Term Classes / Winter Term Grades Due by 4PM

**There are no refunds for winter courses once the course begins. Course(s) must be dropped prior to the first day to receive a refund.*

Spring 2026 Catawba Online & Graduate			
Block 1	Block 2	Block 3	
12-Jan	11-Mar	12-Jan	First Day of Classes
20-Jan	18-Mar	20-Jan	Last Day to Add a Course/Last Day to Drop a Course by 4PM
17-Feb	16-Apr	24-Mar	Last Day to Withdraw ("W") from a Course by 4PM
6-Mar	4-May	4-May	Last Day of Classes
9-Mar	5-May	5-May	Grades Due by 4PM

Spring 2026 Catawba Online & Graduate - Important Administrative Dates		
JANUARY		
15	Thurs	Faculty report no-show students for B1 and B3 by 2PM
20	Tues	Last Day to File for Spring and Summer Graduation (Intent to Graduate Form)
FEBRUARY		
23	Mon	Last Day to Remove "I" Grades Outstanding from Fall or Winter
MARCH		
13	Fri	Faculty report no-show students for B2 by 2PM
17	Tues	Credit by exam for Spring 2026 must be on file in the Registrar's Office
17-27	Tues-Fri	Registration for Summer 2026, Fall 2026, Winter 2026, and Spring 2027 (Registration Dates by Classification)
APRIL		
23	Thurs	Spring Awards Convocation
MAY		
7	Thurs	Senior Investiture
8	Fri	Baccalaureate
9	Sat	Commencement

Summer Sessions 2026 - All Programs			
Summer 1	Summer 2	Summer 3	
11-May*	10-June*	11-May*	First Day of Classes*
14-May	12-Jun	18-May	Last Day to Add a Course by 4PM
29-May	30-Jun	16-Jun	Last Day to Withdraw ("W") from a Course by 4PM
8-Jun	8-Jul	8-Jul	Last Day of Classes
9-Jun	9-Jul	9-Jul	Grades Due by 4PM

**There is no refund for summer courses once the course begins. Course(s) must be dropped prior to the first day to receive a refund.*

Summer 2026 - Important Administrative Dates		
MAY		
12	Tues	Faculty report no-show students for S1 by 4PM
14	Thurs	Faculty report no-show students for S3 by 4PM
JUNE		
11	Thurs	Faculty report no-show students for S2 by 4PM

CATAWBA COLLEGE: A STRENGTH OF TRADITION

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

BUILDING THE TRADITION: History of Catawba College

Catawba's tradition extends back to its establishment in 1851 in the town of Newton, a center of commerce in the foothills of western North Carolina. This region had been settled by hardy German pioneers who had traveled in the 1740s from eastern Pennsylvania to settle in the valleys of the Haw, Yadkin, and Catawba rivers. Bringing with them a strong cultural and religious heritage, these pious settlers established the North Carolina Classis of the Reformed Church in 1831 and shortly thereafter in 1834 established an Education Society to send young men to certain northern schools of the Reformed Church so that they might be educated and return to serve in the ministry. This tradition of placing a high value on education made itself felt again in the meeting of the Class at St. Matthew's Arbor in 1848 where it was suggested that the Education Society "found a college of our own in our own midst."

Bearing the name of the Indian tribe which had already lent its name to the county and the river flowing nearby, Catawba College opened in 1851 with a gift of ten acres of land and a capital investment of \$15,000. The years that followed were filled with a fair level of prosperity for the growing institution, reflecting the economic climate of the area. The Civil War, however, brought drastic changes, reducing the availability of funds and students. During the war years, the College became an academy, operating as Catawba High School from 1865 to 1885. In the latter year, it resumed operations under its original charter as Catawba College.

In 1890, Catawba became a coeducational institution, with the first woman graduate completing her studies in 1893. Even with the addition of women to the student body, the College struggled to overcome the ravages and depletion brought on by the war. Responding to the offer of a partially constructed dormitory-administration building and several acres of land in Salisbury, trustee, college, and church officials closed the campus in Newton in 1923 and re-opened in Salisbury in 1925. Since opening in Salisbury, the College has built a tradition of successful graduates who continue to honor the College by their achievements and enable it through their support to strengthen that tradition with each entering class. These graduates include physicians, attorneys, teachers and college professors, corporate executives, actors and musicians, social workers, and others who contribute to our society in a variety of ways.

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

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

CATAWBA COLLEGE TODAY

Catawba College now has 41 buildings on 276 wooded acres. It is known for its 189-acre on-campus ecological preserve and its 300-acre wildlife refuge. The physical plant is valued in excess of \$40 million. The College has 1,207 students representing 32 states and 19 foreign countries. The student body is evenly divided among men and women. Like the student body, the Catawba faculty is cosmopolitan in nature. It embodies a significant range of opinion and philosophy, founded in studies at many of our nation's leading colleges and universities. Of the 83 full-time teaching faculty employed at the College, 88 percent hold the doctorate or terminal degree in their discipline.

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

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



THE MISSION OF THE COLLEGE

Catawba College was founded in Newton, North Carolina, in 1851 by the German Reformed Church. The College--which is today affiliated with the United Church of Christ--moved to its present location in Salisbury in 1925. The College endeavors to attract students both nationally and internationally of good ability and character. A private, coeducational institution, Catawba offers the Bachelor of Arts, Bachelor of Arts in Education, Bachelor of Business Administration, Bachelor of Fine Arts, Bachelor of Science, Master of Health Science, Master of Business Administration, Master of Sport Management, Master of Science, and Master of Education degrees to traditional and non-traditional students. The College also serves the public through educational outreach and volunteer service programs for the world community.

The Mission Statement

Catawba College is committed to providing students an education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation. Catawba College draws strength from Judeo-Christian values, sustains a dynamic community of learners and seeks to unite a diverse population of students, faculty and staff as active co-participants in scholarship and service. Catawba College prepares students to reach their highest potential while becoming responsible citizens with a zeal to enrich human life.

NON-DISCRIMINATION POLICY

The College is committed to diversity and inclusion. In adherence with applicable laws and as provided by College policies, the College prohibits discrimination in its employment practices and its education programs and activities on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability and veteran status. Additionally, the College promotes equal employment opportunity for women, minorities, persons with disabilities, and veterans.

TITLE IX POLICY

Catawba College is committed to providing equal opportunities for all students, employees, applicants for student admission and applicants for employment regardless of sex, sexual orientation, or gender identity, unless allowed by law and deemed necessary to the operation of the College.

You may locate the College's current Title IX policy at: catawba.edu/titleix/title-ix-policy/.

ACCOMMODATIONS POLICY FOR STUDENTS WITH DISABILITIES

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

It is the responsibility of students who wish to request services and/or accommodations to inform the College of the disability and provide appropriate documentation of the disability to the Office of Academic AccessAbility. The accommodation process is outlined in greater detail on the Academic AccessAbility webpage on the Catawba College website (catawba.edu/accessability/). The Academic AccessAbility Policies and Procedures for students may be found on the website along with any pertinent forms. This webpage also explains the appeal procedure for grievance resolution for student accommodations due to disability.

FERPA ANNUAL NOTICE

Catawba College complies with the *Family Educational Rights and Privacy Act of 1974 (FERPA)*, as amended. Students will be notified of their FERPA rights annually by publication in the College Catalog and on the College Website. The *Family Educational Rights and Privacy Act of 1974 (FERPA)* affords students certain rights with respect to their education records.

Educational Records

Educational records include files, documents, and other materials which contain information directly related to students and are maintained by the College or a person acting for the College.

The term “educational records” does not include the following:

1. Private notes, documents, and records of institutional personnel if it is kept in the sole possession of the maker of the record and is not accessible by or revealed to any other person except a temporary substitute for the maker of the record.
2. Records created and maintained by Catawba College’s Public Safety Department solely for law enforcement purposes.
3. Records of instructional, supervisory or administrative personnel kept in their sole possession.
4. Records on a student which are made or maintained by a physician, psychologist, psychiatrist, counselor or other recognized professional or paraprofessional acting in (or assisting in) their official capacity.
5. Financial records on the parents of the student.
6. Alumni records.
7. Directory Information.

A student’s rights with respect to their education records are as follows:

1. The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. Students should submit written requests that identify the record(s) they wish to inspect to the Office of the Registrar. The College will make arrangements for access and notify the student of the time and place where the records may be inspected. *(If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. In the event the requested record includes information on more than one student, the student requesting access will be informed only of that part which pertains to them.)*
2. The right to request the amendment of education records that the student believes are inaccurate or misleading. Students requesting the College to amend a record that they believe is inaccurate or misleading must do so in writing to the College official responsible for maintaining the record. The written request should clearly identify the part of the record in question and specify why it is believed to be inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without such consent. One exception that permits disclosure without a student’s prior written consent is disclosure by the College to school officials whom the College has determined to have a legitimate educational interest in such information. The term “school officials” includes faculty, staff and trustees of the College including public safety officers and student health staff. The term “school officials” also includes students serving on an official College committee such as a disciplinary or grievance committee, or assisting another school official in performing their official tasks. The term “school officials” further includes certain contractors, consultants, volunteers and agents of the College, such as attorneys, contractors or consultants acting on the College’s behalf. A school official has a legitimate educational interest if the official needs to review an education record or personally identifiable information derived from an education record in order to fulfill their professional responsibilities.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Catawba College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
SW Washington, DC 20202-4605

Directory Information

FERPA does allow Catawba College to disclose educational records to parents of dependent students just as they would to the student. Dependent means a dependent pursuant to the definition under the IRS Code. Therefore, proof that a parent is including a student as a dependent under the federal tax laws will be required to disclose (without the student's permission) information to the parents of a student 18 years of age or older.

Catawba College hereby designates the following student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion. However, generally this information is only shared with College officials on a need-to-know basis.

- Name
- Address
- Email Address
- Telephone Number
- Date and Place of Birth
- Major(s)/Minor(s)
- Classification (i.e., freshman, sophomore)
- Dates of Attendance
- Degree(s)
- Honors
- Athletic information about student participation in sports and data such as height and weight will be released to the media and published by appropriate College publications.

Except for directory information, the College will not disclose information about students to individuals other than school officials with a legitimate educational interest or parents of dependent students without the student's written consent, unless the disclosure is compelled by law, a court of law, an emergency or some other extraordinary circumstance; is in conjunction with organized educational research; or is required by an accrediting agency. Exceptions to this policy may be made in individual cases with the permission of the Provost, provided that the exceptions are consistent with applicable law and are judged to be in the interest of the student's educational progress.

Currently enrolled students may direct the College to withhold disclosure of directory information under the *Family Educational Rights and Privacy Act of 1974*. To withhold disclosure, the appropriate form, housed in the Registrar's Office, must be signed and received in the Registrar's Office at Catawba College on or before the last day to add a class for the semester the student wants to start exercising the right to withhold disclosure of directory information. Catawba College assumes that failure on the part of any student to specifically request the withholding of "Directory Information" indicates individual approval for disclosure. A new non-disclosure form must be completed each academic year.

ADMISSIONS INFORMATION

ADMISSIONS INFORMATION

Office of Admissions, Catawba College
2300 West Innes Street
Salisbury, NC 28144-2488
(704) 637-4402 or 1-800-CATAWBA (228-2922)
Internationally, 01+ (704) 637-4402
The country code for the United States is 01.
FAX: 704-637-4222
Email: admission@catawba.edu
Website: catawba.edu

GENERAL ADMISSION POLICIES AND PRIORITY DEADLINES

Catawba College is a rolling admission institution meaning that applications are evaluated as they are received and completed versus waiting to evaluate after a hard deadline. Applications are reviewed as they are received and admission decisions for most programs are typically made within three weeks of receiving a completed application. Decisions on graduate program applications for a respective entry term will be made throughout the calendar year up until the application final submissions deadline.

Below are the *priority* and *final* submissions deadlines for each respective entry term:

	Spring	Summer	Fall
Priority	September 1 st	April 1 st	May 1 st
Final	December 1 st	May 1 st	August 1 st

NOTIFICATION OF ADMISSION

Applicants are notified of their admission decision via their application status portal (admissions.catawba.edu/apply) typically within three weeks of submitting a completed application for review.

Enrollment Deposits can be paid online within the applicant's application status portal (admissions.catawba.edu/apply). Enrollment deposits for Graduate Programs are non-refundable and secure an admitted student's place in their respective/desired entry term. The deposit is credited to the student's account in the College Finance Office and is deducted from the first payment of fees.

Information for Students with Documented Disabilities

As noted in our non-discrimination policy, Catawba College does not discriminate against qualified individuals who have disabilities. Moreover, as required by law, Catawba will provide reasonable accommodations to those students with documented disabilities who have met the academic standards for admission.

Students seeking accommodations should contact the Office of Academic AccessAbility. The student must submit a disclosure form and a recent report (psychoeducational, medical documentation, etc.) that is less than three years old from a qualified professional evaluator documenting the disability and their recommendations regarding appropriate accommodations. Additional information can be found at: catawba.edu/accessability.

MASTER OF BUSINESS ADMINISTRATION ADMISSION REQUIREMENTS

1. Bachelor's degree from an accredited college or university
2. Submission of transcripts from ALL colleges and universities attended beyond high school and/or secondary school
3. Submission of an OFFICIAL transcript reflecting baccalaureate degree conferral
4. Minimum grade point average (GPA) of 3.0 on a 4.0 scale
5. Three references
6. A minimum 500-word essay describing your desire to pursue this graduate degree at Catawba College
7. CV/Resume

For more information about the Master of Business Administration program, please contact the Program Director, Dr. Jeremiah Nelson (jsnelson21@catawba.edu) or visit catawba.edu/graduate.

MASTER OF HEALTH SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING ADMISSION REQUIREMENTS

1. Bachelor's degree from an accredited college or university
2. Submission of transcripts from ALL colleges and universities attended beyond high school and/or secondary school
3. Submission of an OFFICIAL transcript reflecting baccalaureate degree conferral
4. Minimum grade point average (GPA) of 3.0 on a 4.0 scale within coursework resulting in an undergraduate degree earned from an accredited institution prior to enrollment
5. Two letters of recommendation
6. A minimum 500-word essay describing your desire to pursue a graduate degree in Clinical Mental Health Counseling at Catawba College, including your interest in the counseling profession, reasons for choosing Catawba, and your vision for serving culturally diverse individuals

For more information about the Master of Health Science in Clinical Mental Health Counseling program, please contact the Program Director, Dr. Chad Betters (cbetters19@catawba.edu) or visit catawba.edu/graduate.

MASTER OF SCIENCE IN EXERCISE AND NUTRITION SCIENCES ADMISSION REQUIREMENTS

1. Bachelor's degree in Exercise Science, Nutrition, or a related field from an accredited college or university
2. Submission of transcripts from ALL colleges and universities attended beyond high school and/or secondary school
3. Submission of an OFFICIAL transcript reflecting baccalaureate degree conferral
4. Minimum grade point average (GPA) of 3.0 on a 4.0 scale
5. Two letters of recommendation

For more information about the Master of Science in Exercise & Nutrition Sciences program, please contact the Interim Program Director, Dr. Chad Betters (cbetters19@catawba.edu) or visit catawba.edu/graduate.

MASTER OF SPORT MANAGEMENT ADMISSION REQUIREMENTS

1. Bachelor's degree from an accredited college or university
2. Submission of transcripts from ALL colleges and universities attended beyond high school and/or secondary school
3. Submission of an OFFICIAL transcript reflecting baccalaureate degree conferral
4. Minimum grade point average (GPA) of 3.0 on a 4.0 scale
5. Two letters of recommendation
6. A minimum 500-word essay responding to the following prompts:
 - a. What has been your experience during your undergraduate career engaging in the business of sport?
 - b. Describe your desire to pursue a graduate degree in Sport Management at Catawba College.
 - c. What are your thoughts on sport as a vehicle for transformational change in the lives of athletes and communities?

For more information about the Master of Sport Management program, please contact the Program Director, Dr. Duane Aagaard (daagaard17@catawba.edu) or visit catawba.edu/graduate.

MASTER OF EDUCATION IN MATHEMATICS OR SCIENCE (EMPHASIS IN STEM) ADMISSION REQUIREMENTS

The admission requirements to the Master of Education in Mathematics or Science degree program include:

1. be currently teaching in a middle or secondary mathematics or science classroom; preference is given to candidates with at least one year of teaching experience;
2. show evidence of having received a baccalaureate degree from an accredited institution of higher education with a grade point average of 3.0 or greater (on a 4.0 scale); Conditional admission may be granted to an applicant with an undergraduate grade point average slightly under 3.0 if there is evidence of academic ability sufficient to complete the program. Under such circumstances, the conditionally-admitted person must maintain a 3.0 average for the first four courses taken to be eligible to continue.
3. hold, or be eligible to hold, a North Carolina Standard Professional 1 or 2 license in the area of middle school mathematics, middle school science, secondary mathematics, or secondary science;
4. provide evidence of passing licensure exams as required by the State of North Carolina;
5. provide three satisfactory recommendation forms from persons who have knowledge of the applicant's academic and professional performance or potential with one form completed by the current principal (or most recent principal in the case that the applicant changed schools during the current academic year);
6. complete the Rowan-Salisbury School System (RSSS) screening process for RSSS teachers or complete a satisfactory interview with the Director of the Graduate Program for non-RSSS applicants;
7. Submission of official transcripts from all colleges and universities attended; and
8. complete and submit all necessary application forms including a personal statement concerning reasons for desiring graduate study.

For more information about the Master of Education program, please contact the Dean, Dr. Kim Creamer (kcreamer14@catawba.edu) or visit catawba.edu/graduate.

ADMISSION OF POST-BACCALAUREATE UNCLASSIFIED (PBU) STUDENTS INTO EDUCATION GRADUATE COURSES - Non-degree seeking persons who wish to pursue graduate studies in education for personal enrichment or renewal of a teaching license and who hold a baccalaureate degree from a recognized accredited college or university are allowed to take certain courses offered in the graduate program. These students are categorized as Post-Baccalaureate Unclassified (PBU). The courses Action Research I and II and Graduate Capstone are reserved for graduate students. PBU students may take an independent study with the approval of the Teacher Education Department. Graduate credits earned as a PBU student are not normally applicable to a graduate degree. However, should a PBU student wish to apply for admission to the graduate program, and if that student would have clearly qualified for admission at the time the credit was earned, then that PBU student

may be awarded up to nine semester hours toward the master's degree, provided that approval is secured from the Graduate Council. PBU students go through general admissions and not through graduate admissions. Graduate tuition applies only to those students who are admitted into the graduate program.

INTERNATIONAL STUDENTS

Admission to Catawba College is open to qualified students from all nations. Students who provide evidence of suitable academic preparation and adequate financial resources are eligible to apply.

All international applicants must submit transcripts from all high school/secondary school, colleges and/or universities attended. ALL transcripts must be evaluated and translated by an accredited international education evaluation organization. Our office prefers that applicants use The Evaluation Company (TEC) (evalcompany.com), however, applicants are welcome to use any NACES approved organization (naces.org/members).

In addition to the evaluated and translated transcripts, international applicants applying for an in-person graduate program must also submit the following:

1. A copy of the Passport
2. Declaration of Finances/Bank Statement
3. Proof of English Language Proficiency

Proof of English Language Proficiency

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

- Complete Level 112 from ELS Inc., an English as a Second Language center.
- Score a minimum of 550 on the Paper Based TOEFL or a minimum of 79 on the Internet Based TOEFL
- Score a minimum of 6.0 on the IELTS
- Score a minimum of 100 on the DuoLingo English Proficiency Exam
- An SAT score of 810 or higher with at least 400 on the Evidence Based Reading & Writing (EBRW) section
- An ACT of at least 17
- Score 450 or more on the verbal section of the International Scholastic Aptitude Test.
- Above average scores on the "O" level or "A" level examinations in the British system schools or their equivalent in Northern Ireland or Scotland
- Have a combined 2.000 G.P.A. with no grade below a "C" in two English composition courses from a regionally accredited US college or university.

SCHOLARSHIPS AND FINANCIAL ASSISTANCE

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

While Catawba endeavors to help all students afford a Catawba degree, the primary responsibility for meeting college costs rests with the student and family. Financial aid is intended to supplement what the family and student can contribute toward educational costs. The student should investigate all available sources to assist with educational expenses. Many scholarships are awarded by local civic clubs, high schools, companies, parental employers, and other local sources. Information about local financial assistance can often be found in high school guidance offices.

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

1. Students who qualify for merit aid based on excellence in academics, performance, scholarships, and/or athletics
2. Students who qualify for need-based aid
3. Students who do not qualify for federal programs and who want to supplement other assistance through student loan programs and parent loan programs.

For more information about scholarship and financial aid programs at Catawba please contact:

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

GRADUATE STUDENT FINANCIAL AID

Graduate students must be enrolled in at least six credit hours to qualify for financial aid. Graduate students in need of assistance to meet their educational expenses should apply to the Financial Aid Office. Financial aid for graduate students is most often in the form of loans.

In order to apply for a federal loan, a graduate student must first complete the Free Application for Federal Student Aid (FAFSA) and list Catawba College (Code 002914). Once the Financial Aid Office has received the FAFSA, the staff will be able to provide assistance in the federal loan process. All aid from the Financial Aid Office is based upon a student's financial need, which is the difference between the cost of attendance and the student's FAFSA results or EFC (Estimated Family Contribution).

Since financial aid is limited for graduate students, applicants are encouraged to seek scholarships and aid through outside sources. Students are encouraged to contact websites such as fastweb.com for assistance in locating outside scholarship and loan resources.

An award decision cannot be made until an applicant has been admitted to the graduate program, so the student should complete the admission procedure as early as possible.

SATISFACTORY ACADEMIC PROGRESS (SAP)

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

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

1. Quantitative Measure:

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

When total hours attempted are:

35 hours
64 hours
95 hours
125 hours
155 hours

Students must have earned at least:

24 hours
43 hours
64 hours
84 hours
104 hours

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

2. Qualitative Measure: Students must maintain the following minimum cumulative grade point average (GPA) on all attempted hours:

For hours attempted:

fewer than 24
24 to 47
48 to 63
64 or more
Graduate Students

A minimum GPA must be maintained:

1.0
1.5
1.75
2.0
3.0

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

SATISFACTORY ACADEMIC PROGRESS PROCEDURES

Grades and progress will be evaluated at the end of every fall and spring semester/block once final grades are posted for the term.

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

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

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

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

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

Academic Plan for Improvement: The Academic Plan for Improvement is a strategy that presents the student's goal to "get back on track" and meet the standards of Satisfactory Academic Process (SAP) while completing degree requirements. In order to obtain an academic plan, the student should contact his/her academic advisor. The advisor will then develop a detailed academic plan for meeting the minimum standards of academic progress. The plan will have strict conditions that the student must follow in order to retain eligibility for financial aid.

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

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

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

If you have any questions regarding this policy, please contact the Office of Financial Aid (704-637-4416).

RECOGNITION OF FULL-TIME STATUS AS A GRADUATE STUDENT

A full-time graduate student is defined as one taking 6 semester hours. A half-time graduate student is one taking 3 semester hours.

***Exception: Full time status for students in the MHS in Clinical Mental Health Counseling degree program is one taking 12 semester hours.*

TUITION AND FEES

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

CHARGES BY SEMESTER

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

2025-2026 Academic Year	
<u>Cost per Credit Hour</u>	
Graduate Programs	\$599

Clinical Mental Health Counseling students will need to purchase individual professional liability insurance once they begin the clinical coursework (Practicum and Internship). A twelve-month policy appropriate for this experience will cost approximately \$90.00.

Master of Sport Management students will incur program fees of \$50/semester and travel expenses related to MSMP 5400 and MSPM 6300.

WITHDRAWAL POLICY

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

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

Institutional Refund Calculation

Tuition refunds for students are based on the date the official withdrawal form is processed by the Registrar. All calendar days are counted from and including the first day of classes as published in the official Catawba College calendar. **NO REFUND WILL BE MADE FOR GENERAL FEES AFTER CLASSES HAVE BEGUN.**

Withdrawal for Full-Term Courses	% of Tuition Refund
Prior to first day of class	100% Refund
First day of class through 13 calendar days into the semester	75% Refund
During 14 calendar days to 27 calendar days into the semester	50% Refund
During 28 calendar days to 41 calendar days into the semester	25% Refund
After the 42nd calendar day into the semester	0% Refund
Withdrawal from 8 Week Block Courses	
Prior to class start date through 1 st day of class	100% Refund
Last day to add a class for specific block	75% Refund
After last day to add class for specific block	0% Refund

Tuition charges for Graduate students are not refundable after the last day to "add a course." (see academic calendar.) During shorter academic terms like summer sessions or winter term, **NO REFUNDS WILL BE MADE ONCE A COURSE BEGINS.**

***Please note that policies governing financial aid may need to be considered in addition to the refund policies just stated. Students contemplating withdrawal from a class should contact the financial aid office to determine what effect, if any, withdrawing will produce.*

CAMPUS FACILITIES

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

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

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

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

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

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

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

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

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

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

CORRIHER-LINN-BLACK LIBRARY - With the completion of a major renovation in 2008, the Library has become an increasingly important nucleus for research on the Catawba campus. The Library participates in the North Carolina Libraries and Virtual Education (NC LIVE) network and LYRASIS, the nation’s largest regional Library membership organization, for access to state, national, and international electronic resources and services. The Library also houses federal government documents, a growing collection of print books and journals, the largest instruction lab on campus, laptops for checkout, and wireless access throughout its interior and outside patio. These features combined with ample collaborative and private study spaces have made the Library a major campus technology hub.

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

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

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

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

KETNER HALL - The Ralph W. Ketner Hall houses the Ralph W. Ketner School of Business and the School of Health Sciences and Human Performance. Located adjacent to the Charles A. Cannon Student Center, Ketner Hall contains a variety of classrooms and other academic facilities within its three-story structure. Included are a library, seminar rooms, computer facilities, conference areas, and faculty offices. It also contains a 150-seat teaching auditorium named in honor of Tom E. Smith, a 1964 graduate of Catawba, member of the Board of Trustees, and former president and chairman of the board of Food Lion, Inc., headquartered in Salisbury. A central atrium, topped by a skylight, provides access to all three floors in this modern facility. The atrium is named in honor of Establishments Delhaize Frères et cie "Le Lion" S.A. of Brussels, Belgium, in recognition of their generous support of the college during the Campaign for Excellence (1985-88) and their honoring of their business associate Ralph W. Ketner. Ketner Hall and Ketner School of Business are named in honor of Ralph W. Ketner of Salisbury, vice-chairman of the Board of Trustees, and a benefactor of the College. Mr. Ketner is one of the founders and chairman emeritus of the board of Food Lion, Inc. The facility, completed in 1988, was made possible by the largest gift in the history of the College received from Mr. Ketner and his wife, Anne, and by commitments from other friends and business firms.

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

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

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

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

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

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

SHUFORD SCIENCE BUILDING - This three-story structure includes classrooms, laboratories, and faculty offices for Biology and Chemistry instruction. The building is capped by Montgomery Observatory, which contains a 15-inch Cassegrainian telescope covered by a 14-foot motor-driven dome. The Science Building is named in memory of Mr. and Mrs. Adrian L. Shuford, Sr. of Conover, N.C. The Observatory is named in memory of H.M. and Addie V. Montgomery.

SALISBURY NATURE STUDY AREA - The Salisbury Nature Study Area is a 45-acre tract of land, jointly owned by Catawba College and the Salisbury Board of Education. Lying adjacent to the campus proper, the land is an outdoor biological laboratory containing not only some typical Piedmont plant and animal communities, but also a rare and unusual association of Coastal Plain plant species unique in the Piedmont. Considerable research has already taken place in the area and studies are ongoing. The land is used for research and study by the Rowan- Salisbury Schools system and Catawba College. The land is included on the North Carolina Registry of Natural Heritage Areas.

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

EMERGENCY RESPONSE PLAN

The Catawba College Emergency Response Plan formally establishes and documents a coordinated plan for responding to crises, whether large or small, which may arise in spite of all mitigation efforts. The aim for this plan is to provide a flexible framework of procedures which will be periodically reviewed and regularly exercised so that when crises occur the College's response will be effective and efficient to protecting human life and health and in preserving College property and resources. The protection of human life and health is of the utmost importance and shall take precedence throughout this combined effort. The Emergency Response Group is a group of employees from across various areas of campus who meet regularly to keep the emergency response plan up to date, who work with local emergency response groups, and who undergo training for all types of campus emergencies. You can contact this group through David Najarian, Chair, dnajaria@catawba.edu. Catawba College emergency response information, including the Catawba College Threat Assessment Team ("TAT") and Catawba Connect, can be found at catawba.edu/publicsafety.

THREAT ASSESSMENT TEAM

The mission of Catawba College's Threat Assessment Team ("TAT") is to promote: (1) the health and safety of the campus community, and (2) community members' health, well-being, and successful experiences by coordinating information and developing support plans for people of concern. The TAT serves both students and employees and is charged with the task of determining if an individual poses, or may pose, a threat of violence to self, others, or to the Catawba College community and to intervene to avert the threat and maintain the safety of the situation. The TAT responds to behaviors exhibited by students, employees, visitors, and nonaffiliated persons prior to a critical incident in an attempt to prevent violence so that the Catawba College campus remains a safe and secure learning and working environment.

CATAWBA CONNECT (SAFEZONE APP)

Our safety at Catawba College will only be as effective as its reporting mechanisms for people and situations of concern. This is a free app designed to help keep you and those around you safe! Using the SafeZone platform, this app allows you to raise Duress, First Aid, and Help alerts for you and your community. Students, faculty, and staff are highly encouraged to sign up.

Remember:

- If there is an emergency in progress, call Public Safety at 704-637-4000 or dial 911.
- To report an incident or a concern online, use the [Catawba Connect App](#).
- To report an incident or a concern by telephone, call 704-637-4000 Public Safety or 704-637-4410 Student Affairs.

PUBLIC SAFETY

Catawba College is committed to providing a safe and secure environment for all members of the campus community and guests of the College. The College provides public safety services 24 hours a day, every day of the year, through the Office of Public Safety, located in the Jann House. The Office is staffed by professional public safety officers who are specifically responsible for patrolling the campus, securing buildings and property, enforcing federal, state, and local laws as well as college regulations, providing escort services, assisting with traffic and crowd- control at college-sponsored events, responding to calls for emergency and motorist assistance, and providing campus-wide crime prevention education. Public Safety officers are not certified to make arrests but maintain an excellent working relationship with the Salisbury Police Department.

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

COUNSELING AND WELLNESS SERVICES

catawba.edu/counseling

Counseling and Wellness Services provides services to students in the areas of mental health and wellness assistance. These services include: personal counseling, psychological testing, wellness services, educational programming and a self-help library. The office is located in the Student Affairs suite of the Cannon Student Center.

Personal Counseling services are available to students free of charge. Students often seek out counseling for help with family conflict, feeling lonely, substance abuse, relationship issues, anxiety and stress, sexual assault, financial worries, depression, grief and many other concerns. Appointments are necessary and may be made by going to the Catawba website via this link (catawba.edu/counseling/meet-our-staff) and clicking Book Me. Counseling is confidential and operates under the ethical standards of the American Counseling Association. Long-term therapy needs may be referred to off-campus mental health resources; any costs will be the responsibility of the student and/or the family.

Psychological Testing is available at no charge or at a nominal charge for students. Such testing covers the areas of psychological disorders, career interests, attention deficit/hyperactivity disorder and personality testing.

CAREER SERVICES

The Career Services office strives to serve Catawba students, beginning with their freshman year and extending through their graduate education, with their individual career development by getting them ready for life after Catawba. Career Services assists with all phases, from making major decisions, to how to write a resume/cover letter, to experiential learning opportunities and job search techniques. Career services assists students, beginning their freshman year, with exploring the different majors and the careers they can lead to, and helping identify their areas of interest, skill and values.

Career Services also encourages all students to start building their resume early in their college career - urging participation in internships, volunteer service, campus activities and organizations. Students learn how their academic experience can be enhanced through these extra-curricular activities and help build skills employers seek such as leadership, communication, teamwork, initiative and problem solving.

Visit our website for more information: catawba.edu/careers.

ACADEMIC ACCESSABILITY (Disability Services)

The Office of Academic AccessAbility (OAA) at Catawba College is here to assist students in dealing with these new and exciting challenges. Together, we can find improved ways of managing and growing from these experiences. Catawba College recognizes disability as a valued aspect of diversity. As a campus, we understand access as a matter of social justice, and strive to design more welcoming and inclusive environments.

The Office of Academic AccessAbility works collaboratively with students, faculty, and staff to ensure that all aspects of campus life – learning, working, and living – are universally accessible. The Office provides the College community with resources, education, innovative programming, and direct services in order that people with disabilities may have a greater opportunity to achieve social justice and equity.

Visit our website for more information: catawba.edu/accessability

ACADEMIC POLICIES, PROCEDURES, AND TERMINOLOGY

STUDENT RESPONSIBILITY

Each student is expected to know the College's policies, procedures, and terminology as outlined in the Catalog as well as the graduation requirements in the student's chosen degree program. In order to assist the student in following these policies and meeting these requirements, the College assigns students an academic advisor. The advisor is obligated to give the best professional advice possible based on his or her information about the student and knowledge of the College's policies. *The responsibility for adhering to the College's policies and procedures, including meeting all academic and administrative requirements for a selected program rests with the student.*

THE SEMESTER HOUR

The term "semester hour" describes the basic credit value for a course or courses. In general, college semester hours are calculated based on classroom contact hours, with the standard model equating 15 hours of class time plus 30 hours of work/study outside of class (45 total hours) to one credit hour. For asynchronous online courses where classroom contact hours cannot be measured, 45 hours/credit hour is estimated through time spent on learning tasks, such as reading and reviewing instructional content (texts, lectures, videos, etc.), completing quizzes and assignments, and/or participating in discussion forums. At Catawba College, most online courses are 3 credit hours, which equates to 135 hours of learning activity spread over 8 weeks. Regardless of modality (face to face delivery, hybrid, or online), courses must meet the same weekly learning objectives and overall course learning outcomes. All modes of undergraduate courses (face to face, online, hybrid) will need to justify how they meet this equivalence before gaining approval from the Curriculum Committee. All graduate courses, whether face-to-face or online, will need to justify how they meet this equivalence before gaining approval from the Graduate Council. The minimum expectation is that for every one hour of class time, students are spending a minimum of at least 2 hours outside of class on course work per week. For internships, practica, and other fieldwork experiences, the credit hour policy is defined under that heading as stated in the Catalog.

TOPICS COURSES

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

TUTORIALS

A tutorial is a guided individual study of an existing course, usually taught by the faculty member traditionally teaching the course. Permission for a tutorial must be secured from the Academic Standards and Policies Committee. Tutorial request forms and policy guidelines are found under the "Forms" tab at catawba.edu/registrar.

INDEPENDENT STUDY

Independent study is an approach to learning that serves as an alternative to regular classroom instruction. In certain situations, independent study may be an appropriate form of graduate-level study. Courses published in the Catawba College Catalog may not be taught as an independent study. The purpose of the independent study is to allow students to explore topics outside of the currently established Catawba curriculum. Permission to register for an independent study must be secured from the directing instructor and the Director of the Graduate Program. A member of the graduate faculty must agree to supervise this study. Prior to the granting of approval, a written plan must be submitted outlining the scope of the study and the desired outcomes. Upon approval, this proposal shall become a contract for the independent study.

COURSE NUMBERING

The Graduate Program at Catawba College uses a four-digit numbering system. The first digit in the series indicates the instructional level of the course. The remaining three digits are determined by individual departments.

5000-5999 = graduate (undergraduate enrollment permitted on a selective basis)

6000-6999 = advanced graduate (undergraduate enrollment not permitted)

CREDIT AND GRADING POLICIES

Reports of progress are kept by the College on all students. Grades will not be released to other parties without the written permission of the student. The following grades are used to report and record the level of student academic achievement:

Grade	Grade Points per Semester Hour
A.....Clearly Superior Achievement.....	4.0
A-.....	3.7
B+	3.3
B.....Above Average Performance.....	3.0
B-	2.7
C+	2.3
C.....Average Performance	2.0
C-	1.7
F.....Failure to Achieve Minimum Competency, No Credit Given	0.0
I	*
S.....Satisfactory (equivalent to B or better)	*
U	*
W.....Withdrawn	*

* Not used in computation of GPA

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

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

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

REPEATING OF COURSES

All courses attempted and grades earned at Catawba College appear on a student's permanent record. The higher grade achieved for the same course is the only grade used for calculating the Grade Point Average (GPA). Credit by examination may not be used for the purpose of repeating a course. Students who earn a final grade of "C+", "C", or "C-" in a course required for the degree may attempt to improve the grade by repeating the course one time only. Students are permitted to repeat no more than 2 courses during the program. Courses in which a "C+", "C", "C-", or "F" was earned at Catawba College may not be repeated elsewhere for credit toward a graduate degree at Catawba College.

COMBINATION DEGREE (EARLY ENTRY) POLICY

Exceptional undergraduate students with capacity in their senior year may begin taking graduate courses to accelerate earning their master's degree. Up to six graduate credit hours may be earned as an undergraduate student enrolled at Catawba College and those credits may count in both the undergraduate and graduate degree requirements.

Eligibility

- 90 credit hours earned
- 3.5 GPA or higher
- Approval from the Undergraduate Advisor and Graduate Program Director

Interested students should apply for admission to the graduate program after earning at least 90 credits toward their bachelor's degree. Acceptance to the graduate program would be provisional upon completing the undergraduate degree within one year.

CLASS ATTENDANCE

Regular class attendance is expected in all classes. Each faculty member shall set an attendance policy for each course and make this policy known to students in writing at the beginning of each course. The professor has no obligation to allow or to facilitate make-up work for absences for which no valid reason exists.

TRANSFER CREDIT

Catawba College may accept a maximum of six semester hours of graduate credit toward a graduate degree program taken at a regionally accredited institution. Transfer credit will be given only for graduate courses approved for the student's program in which grades of B or better were earned. No undergraduate course credits will be counted in the total requirements for the degree program. However, in some cases, appropriate undergraduate course credits may be accepted to meet prerequisite requirements.

Regularly enrolled graduate students at Catawba College who plan to take courses at other institutions must have these courses approved by the Director of the Graduate Program and the Registrar *before* beginning the courses. *Such courses taken without prior approval will not be accepted for credit.*

NATIONAL BOARD CERTIFICATION CREDIT

A graduate student who has successfully completed all requirements of the National Board Certification process in Mathematics or Science Early Adolescence or Adolescence and Young Adulthood may be eligible to receive three semester hours of graduate credit. These hours will be transfer credit substituted for an elective. To receive graduate credit for National Board Certification, the graduate student must provide a copy of the dated "Letter to the Candidate" sent by the National Board for Professional Teaching Standards (NBPTS) informing the candidate that he/she has met the standard for National Board Certification. No graduate credit will be given for the completion of any part of the National Board process without certification. Catawba College will grant graduate credit for National Board Certification awarded within the five years preceding the graduate program, and that certification must be retained through completion of the master's program. Any exceptions to these policies must be approved by the Academic Policies and Standards Committee (ACPOL).

CREDIT BY EXAMINATION

Under unusual circumstances, a student may petition the Academic Policies and Standards Committee (ACPOL) for permission to meet a degree requirement by examination.

REGISTRATION

Registration dates are published on the academic calendar for each semester, including summer sessions and winter term. Students should register on the designated days in order to ensure that no class work is missed and that no penalty is thus incurred.

Students should meet with their advisor prior to each registration period to plan their program of study. Planning should include careful attention to degree requirements, course prerequisites, appropriate undergraduate background, and course scheduling. Students should plan schedules carefully to minimize dropping and adding courses at the beginning of the semester.

After a student has completed registration, courses may be added and dropped up to the applicable add/drop deadline published on the academic calendar, pending proper approval. A student may withdraw from a course with a grade of "W" up to the applicable "Last Day to Withdraw "W"" date published on the academic calendar. A withdrawal without academic penalty will not occur beyond this date.

TRANSCRIPTS

A transcript is a *complete and unabridged* copy of *all* academic work attempted while matriculated at Catawba College, with the exception of transfer credit taken elsewhere. Transfer and test credits accepted toward a Catawba College degree are recorded on the academic record and the grades earned are displayed on the Catawba transcript; however, they are not calculated into the Catawba College GPA.

Catawba College has authorized the National Student Clearinghouse to provide transcript ordering via the Web. Detailed ordering instructions can be found at catawba.edu/transcripts. Each official transcript costs \$10.00. Current students may view their unofficial transcript in MyCatawba. Current students, alumni and former students can request official transcripts via the National Student Clearinghouse.

STANDARDS FOR CONTINUED STUDY

Graduate degree programs expect all students to strive toward -and attain- academic excellence. Grades and progress will be evaluated at the end of every semester/block/term once final grades are posted. A graduate student must maintain a 3.0 grade point average to maintain satisfactory academic progress.

Students who fall below a cumulative GPA of 3.0 will be placed on academic probation for one semester. If the student fails to improve their GPA to a 3.0 or higher after one semester, the student will be academically suspended and removed from the program. If a student earns a final grade of "F" in a course required for the degree, they will be removed from the program. Receipt of more than 2 "C+", "C", or "C-" grades will result in removal from the program.

A student removed for academic reasons (suspension, "F" grade, and/or more than 2 "C+", "C", or "C-" grades) may apply for readmission after one calendar year has elapsed. Requests for reinstatement are rigorously reviewed, and approval is not guaranteed.

ACADEMIC GRIEVANCE PROCEDURE

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

If the complaint is not resolved at that level, the student may appeal to the Graduate Council for a hearing.

EXAMINATIONS AND CULMINATING PRODUCTS OF LEARNING

Final examinations or culminating products of learning are a normal part of every course. A student who does not take the examination or complete the culminating products of learning at the scheduled time will receive a failing grade in that subject unless excused by the instructor. In the event of an absence from an examination or culminating product of learning because of severe personal illness, death in the immediate family, or other legitimate reasons, the student will be given the opportunity to make up the examination or culminating product of learning.

WITHDRAWAL AND LEAVE OF ABSENCE (LOA)

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

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

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

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

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

Voluntary Medical or Compassion Withdrawal: Upon presentation of documentation deemed adequate and compelling by the Dean of Students or his or her designee(s), a student may be permitted to withdraw from the College during the semester and receive the grade of “W” for coursework being attempted at the time of withdrawal. Students seeking Voluntary Medical or Compassion Withdrawal after the last day for voluntary withdrawal from the College will be subject to particular scrutiny as such withdrawals entail relief from the academic consequences of late withdrawal. Students should submit documentation no less than two weeks prior to the last day of class unless there are unforeseen circumstances at the end of the semester.

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

Graduate Student Leave of Absence (LOA): Catawba College recognizes that it is sometimes necessary for students to interrupt their enrollment for a period of time and take a leave of absence (LOA). Graduate students may take a non-medical leave for a variety of reasons including, for example, to attend to academic, personal, or financial matters. The minimum duration of a leave must be for the remainder of the semester in which it is requested or one semester. Maximum duration of a leave is two consecutive semesters to be determined by the specific program of major. A student must initiate this process through their advisor.

ONLINE AND DISTANCE EDUCATION POLICY

Distance education or distance learning, commonly known as online learning, is a field of education that focuses on pedagogy, technology, and instructional system designs that aim to deliver education to students who are not physically "on site." SACSCOC defines distance education in alignment with the Department of Education, and also comments on the required comparability of distance education to non-distance education.

Definition of Distance Education (SACSCOC Distance and Correspondence Education Policy Statement 2020): *For the purposes of SACSCOC's accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or other digital media if used as part of the distance learning course or program.*

Comparability of distance and correspondence education programs to campus-based programs and courses are ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.

In other words, distance learning is the process of creating an educational experience of equal qualitative value for the learner to best suit their needs outside the classroom. SACSCOC requires approval for an institution to offer more than 50% of a program online. To match that policy, any course that is more than 50% online is deemed an online course and must match the student learning outcomes of a non-online course, if such a course exists.

Provided below is the policy which is to guide all distance education courses offered by Catawba College. It is understood that "distance education" means any academic course in which technologically enhanced learning facets are used to supplant rather than supplement traditional instructional contact. Therefore, the words "distance education" and "online" are synonymous in our policy unless otherwise noted.

Faculty Responsibilities

1. Faculty wishing to teach online courses must complete training courses on accessibility, regular and substantive interaction, and use of Catawba College's current learning management system. Faculty are required to stay current with updates to the learning management system as well as federal guidelines for distance education.
2. All online courses must be approved by the Curriculum Committee to determine the appropriateness of the course for an online format. Proposals for online course offerings will follow the same procedures as proposals for other courses with the added requirements necessary to ensure the integrity and equality to any same non-online course. The Curriculum Committee will pay particular attention to the principles that the proposed online course:
 - a. must require approximately the same number of instructional hours as are normally required in a traditional course carrying the same number of credit hours as the online course;
 - b. must provide for regular and substantive interaction between students and instructor – such interactivity should be at the heart of the course; and
 - c. that the online course syllabus includes all required components as stated in the *Handbook*.
3. Faculty teaching online courses must use the Catawba Online course and syllabus templates in the delivery of their online courses.
4. All syllabi will be submitted to the Provost's Office as is required of all non-online courses.
5. Faculty teaching online courses must require students to acknowledge receipt and understanding of specific policies and requirements of the course itself:
 - a. Items included in the Catawba Online Course Template:
 - i. Location Confirmation and Location Confirmation Verification Items
 - ii. Catawba College Honor Code
 - iii. Online Attendance Policy
 - iv. Course Technology
 - b. Use of a Syllabus Quiz and/or other assignment to acknowledge specific course policies and/or expectations is recommended.
6. All faculty teaching online courses must sign the Online Instructor Responsibilities Form which establishes minimum requirements for faculty teaching online, including course ready dates and engagement in the online classroom.

College Responsibilities

1. All online courses will be designated as such by means of standard indicators (i.e., in the "descriptions/restrictions" information always provided in all course schedules such as the "Location" in Banner).
2. The College will ensure the student who registers for a course is the same student who participates in and completes the course. A secure login and passcode will be used for identity verification, and procedures will be reviewed periodically as new technologies and practices are introduced to verify student identification.
3. The College will ensure that student privacy is protected. This is done in the same manner as student privacy is protected for non-distance courses as stated in the Catalog.
4. The College will ensure that students acknowledge receipt and understanding of all College policies related to online courses.
5. The College will offer online training courses to support faculty teaching online courses.
6. Regarding faculty teaching load:
 - a. No faculty will be required to teach an online course unless it is part of their contractual agreement with the College.
 - b. Enrollment will not exceed 20 per online course unless approved by the Provost.
 - c. Online courses will count the same as classroom courses for faculty teaching load.
7. The College will determine the duration of online courses in collaboration with the Associate Dean of Online Learning and faculty.
8. The College will ensure that online instructors meet minimum requirements as set by the College and use best practices. In addition, the Instructional Support Committee will provide guidance in the best practices for online learning.
9. The College will provide an online learning orientation course which students must successfully complete prior to taking their first online course.
10. The College will ensure that online students have support from IT, the Library, and student services similar to that available to non-online students.
11. The College will facilitate the evaluation of online courses via:
 - a. a course evaluation instrument targeted to online teaching. All students enrolled in online courses will have the opportunity to complete course evaluations.
 - b. an online course experience survey targeted to the online learning environment. All students enrolled in online courses will have the opportunity to complete the online course experience survey.
12. The College will maintain appropriate grievance resolution processes as required under the State Authorization Reciprocity Agreement.
13. A committee of faculty and staff, including IT personnel, will meet regularly to evaluate the College's plan regarding the security of online testing, proof of student identity, and how to address alternative means of testing should the College internet connection fail. The College will update the plan at least every three years to reflect any new technologies and current practices in online education.

Student Responsibilities

1. Students must successfully complete an online learning orientation course prior to taking their first online course.
2. Students must acknowledge the specific policies and requirements of each online course.
3. Students are responsible for ascertaining that the instructor has received their work in a timely fashion in online courses.
4. Students must participate and submit work at least weekly during an online course, as outlined in the Attendance Policy.
5. Students are responsible for ensuring they meet the technical requirements for participation in an online course (e.g., reliable internet, hardware, software, etc.).
6. Students must use the Messages tool in the learning management or their Catawba College email account for course communication.
7. Students are responsible to acquire all required course materials by the start date of the online course (e.g., textbooks, ancillary materials, required software, etc.).
8. Students should expect to work 40-50 hours per credit hour in an online course (e.g., readings and other assigned media, homework, quizzes and testing, discussions, etc.).
9. Students must comply with College policies on security and verification of identity for online courses.

Students are responsible for maintaining the security of their account credentials for accessing online courses and are not permitted to share their credentials and/or let others use their account. A student who submits the work of others, whether in whole or in part, without proper acknowledgement or permission, or who has falsified information within their own work, is in violation of the Honor Code, and is therefore subject to appropriate sanctions resulting from such a violation.

NC-SARA

States regulate which institutions can offer education to its citizens. State Authorization is a form of consumer protection that guarantees educational institutions will follow that state's regulations.

A State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts, and territories which establishes comparable national standards and streamline regulations, fees, and approvals for institutions offering interstate distance education programs. Courses and programs incorporating a "supervised field experience," such as a practicum, internship, or student teaching, are covered by the provisions of SARA.



Catawba College is approved by [State Authorization Reciprocity Agreement North Carolina \(SARA-NC\)](#) to participate in the [National Council for State Authorization Reciprocity Agreements \(NC-SARA\)](#). This membership allows Catawba College to offer distance education in NC-SARA's 49 member states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

Note: California is not part of NC-SARA. As an out-of-state private institution, Catawba College is not under the purview of the California Bureau of Private Postsecondary Education. Catawba College is not in compliance with California regulations to offer online/distance learning programs to California residents. If you have questions, please contact the [Assistant Provost](#).

STATE AUTHORIZATION BY STATE:

1. [Student Complaint Information by State and Agency](#) - PDF
2. [State Agency List](#)

PROCESS FOR RESOLVING COMPLAINTS

Catawba College strives to provide quality and supportive learning environments and is committed to responding to student complaints promptly. For grievances involving any aspect of the online educational experience, we request students follow this process.

Step One: Resolution Within Catawba College

First try to reach a resolution with the instructor or other party involved in the issue, before taking the issue to the department chair, immediate supervisor, and, finally, the Provost's Office. Both the Catawba College Undergraduate Catalog and the Catawba College Graduate Catalog describe policies and procedures to resolve grievances.

- Academic Grievances
 - [Academic Grievances Procedure: Undergraduate Catalog](#)
 - [Academic Grievances Procedure: Graduate Catalog](#)
- [Complaints Related to Disability-Related Services and Accommodations](#)
- [Title IX Complaints](#)

For questions or more information, please contact:

Associate Provost Earl B. Givens, Jr.
2300 W Innes St
Salisbury, NC 28144
Hedrick Building, 4309
704.637.4212
ebgivens15@catawba.edu

Step Two: North Carolina Department of Justice

If Catawba College's resolution procedures does not lead to a satisfactory resolution of the grievance, students may utilize the North Carolina Independent Colleges & Universities Complaint Process and contact the [North Carolina Department of Justice](#). Grievances can be submitted [electronically](#) or by mail:

Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001
Telephone for NC Residents: [877.566.7226](#)
Telephone for Outside of NC: [919.716.6000](#)
En Español: [919.716.0058](#)

Step Three: SARA North Carolina

If the first two steps outlined above do not lead to resolution, students may follow the [SARA-NC Complaint Process](#) and use the [SARA-NC Complaint Form \(PDF\)](#). SARA-NC does not resolve complaints about student grades and student conduct violation; these complaints fall under the jurisdiction of institutional policy. The contact information for SARA-NC is:

North Carolina State Education Assistance Authority
c/o SARA North Carolina
PO Box 41349
Raleigh, NC 27629
Telephone: [855.SARA.1.NC](#) (727-2162)
Telephone: [919.549.8614](#), ext. 4667
Email: complaint@saranc.org
www.saranc.org

If a student wishes to contact the state portal entities for his or her home state, [contact information for state authorization liaisons](#) in each SARA state can be found on the NC-SARA website, and [a step-by-step process for filing a SARA student complaint is outlined on the NC SARA site](#). As required by Federal regulations, Catawba College provides current and prospective students [Student Complaint Information by State and Agency](#) (PDF).

Step Four: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Student Complaint Process

Catawba College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Students may follow the [SACSCOC Complaint Procedure](#) (this link includes a copy of the Student Grievance Form). The contact information for SACSCOC is:



Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097
Telephone: [404.679.4500](#)
<http://sacscoc.org>

DISTANCE LEARNERS LOCATION DETERMINATION POLICY

To comply with U.S. Department of Education regulations and Title IV eligibility, Catawba College must determine and track the location of distance education students to ensure that the educational requirements for professional licensure programs are being met in the states where students reside. This policy outlines the procedures for determining distance learner locations and notifying students about state-specific licensure requirements.

1. Initial Determination of Location

- At the time of admission and initial enrollment, the residence where a student will be physically located while completing their academic program will be provided by the student and recorded as the "Local Address" in Catawba College's Student Information System (SIS).
- Students must review, verify, and/or update their Local Address as part of their Enrollment checklist.
- Catawba College will use the Local Address to determine the states in which students are located for compliance with state authorization requirements.
- Catawba College will inform students enrolled in online programs that their continued enrollment depends on the college's authorization to offer programs in the state where they are located.

2. Ongoing Tracking and Updates

- Students must provide accurate and up-to-date information regarding their physical location, including notifying Catawba College promptly of any changes to their local address. Changes may be submitted via the student portal and will be effective as of the date of update.
- The Office of the Registrar will generate reports on student locations at the beginning of each fall and spring term. This data will be shared with the Associate Dean of Online Learning and directors of programs that lead to professional licensure to ensure compliance with federal regulations.

3. Compliance and Notifications

- Programs that lead to professional licensure will review state requirements annually to determine if Catawba College's curriculum meets the licensure requirements for each state.
- If a student relocates to a state where Catawba College is not authorized to offer their program, their enrollment status and/or licensure eligibility may be affected.
- Catawba College will provide individual written disclosures to both prospective and current students if the curriculum does not meet the educational requirements for licensure in the student's state or if the program has not made such a determination.
- Upon request, the college must provide written documentation of its determination of student location to the U.S. Secretary of Education or state authorities.

ACADEUM POLICY

Catawba College is a member institution with *Acadeum* (formerly "College Consortium"), which is a technology platform that allows for the sharing of online courses across member institutions. Catawba College serves as a "Home Institution" for our students, and students take courses from a "Teaching Institution." Both transfer courses and consortial courses are offered through Acadeum. A consortial course is considered equivalent to a Catawba course for the purposes of financial aid, registration, residency, minimum and maximum hours per term, grade replacement, honor code, and GPA. The grade earned is recorded on the Catawba transcript and included in GPA calculations. A transfer course does not have the same characteristics (please see appropriate policies in the Catalog). Acadeum courses are available to students in our Catawba Online and Graduate Programs and they may take Acadeum courses that are approved by the appropriate department during any semester.

1. Students can take Acadeum courses subject to tuition, probation, and maximum credit hour term policies.
2. For all courses offered through Acadeum, the academic department of the prefix approves course equivalency such that every course from every participating school is individually approved. The Chair (or Dean, if applicable) of the department approves the course, and may remove approval as needed.
3. The Associate Dean of Online Learning ensures that Acadeum courses meet appropriate standards and approvals before being available for students.

4. The Associate Dean of Online Learning ensures that the student meets all minimum requirements for participating in Acadeum courses.
5. Traditional students may not take Acadeum courses during the Fall or Spring semesters. Exceptions to this policy must be approved by the Academic Policies and Standards Committee.
6. During the Summer and Winter terms, Traditional students may take Acadeum courses that are approved by the appropriate department and the Associate Dean of Online Learning without seeking ACPOL approval.
7. Traditional students may not take Acadeum courses during the Summer or Winter terms to replace the grade of a course taken at Catawba. Exceptions to this policy must be approved by the Academic Policies and Standards committee BEFORE the student registers for the course. Under no circumstance will a retroactive approval be granted by ACPOL. Students should consult with their advisor, the approved list of Acadeum courses, and the Acadeum website for available courses to include in their petition.
8. Students enrolled in Acadeum courses who plan to graduate will not be eligible for degree conferral if the Acadeum course grade is not recorded by the Teaching Institution prior to the advertised Catawba College deadline. Students in this situation will be moved to the next conferral date.
9. Students should attempt to take courses through other “teaching institutions” where the amount of course credit is equal to the amount of credit for the equivalent Catawba course. However, when this is not possible and,
 - a. The credit at the teaching institution is higher than Catawba’s credit: The number of credits transcribed will match the credits of the equivalent Catawba course and the same grade will be applied to the Catawba GPA. However, the additional credits will be transferred in as transient/transfer credits (no grade applied to GPA), provided that a grade of “C-” or better was earned for the transcribed course.
 - b. The credit at the teaching institution is lower than Catawba’s credit: The number of credits transcribed will be the same number of credits awarded by the teaching institution. If the lower number of hours impacts a departmental graduation requirement for a major, then the department chair will be consulted to determine if the graduation requirement will be met upon completion of course. The lower number of hours may be used toward a general education requirement but cannot solely be used to complete a general education requirement with a higher number of credit hours.

THE HONOR CODE

The Honor Code:

"As a member of the Catawba College Community, I will uphold the value of academic honesty that grounds our institution, and I will not lie, cheat, or steal."

The Pledge:

"On my honor, I have not violated the Honor Code in completing this work."

Effective with the 2016/17 academic year, there are significant changes in the policies and procedures for dealing with violations of the Catawba College Honor Code:

1. Faculty and staff members will use the newly-revised Settlement Form to report all academic instances of lying, cheating, or stealing to the Office of the Associate Provost for Student Academic Success on a timely basis. Individual faculty members determine the consequences for violations in their courses, which may range from a 0 on an assignment, to an additional partial or full-letter final grade reduction, to an F in the course.

A second violation of the Honor Code—in any course—results in a hearing with the Honor Board. The Honor Board may assign additional penalties—up to and including suspension from the College—as it sees fit. Typically, a second violation leads to suspension for the remainder of the semester in which the violation occurs, an F in the course in which the violation took place, and a W in all other courses. Suspended students must apply for re-admission to the College and be approved by the Honor Board. The Board and Associate Provost for Student Academic Success maintain detailed records of all Honor Code violations and subsequent hearings and penalties.

2. The Honor Board consists of two faculty members and a staff member appointed by the Associate Provost for Student Academic Success and two students appointed by the SGA president. The Board convenes as needed throughout the school year when a student declines to admit responsibility on the Settlement Form and requests a hearing to dispute an accusation or commits a second violation and faces suspension. Final appeals of Honor Board decisions will be directed to the Associate Provost for Student Academic Success. Honor Board verdicts are based on whether the accused student is more likely than not to have violated the Honor Code. Only members of the Honor Board will be present for deliberations after pertinent evidence has been introduced.
3. Accused students may request that a trusted member of the college community serve as an advocate and advisor in Honor Board hearings, which are not courts of law and may not be attended by parents, legal counsel, or other witnesses.
4. Faculty members have the option of requiring students to write out and sign the Pledge on their examinations or written projects.

Additional information concerning our policies and procedures can be found on the Catawba College website, catawba.edu/honorcode.

ACADEMIC PROGRAMS

The graduate programs at Catawba College are built upon the strengths of the undergraduate curriculum. Programs offered are:

- Master of Business Administration
- Master of Health Science in Clinical Mental Health Counseling
- Master of Science in Exercise and Nutrition Sciences
- Master of Sport Management
- Master of Education in Mathematics or Science (with emphasis in STEM)

ACCREDITATION AND PROFESSIONAL MEMBERSHIPS

Catawba College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and masters degrees. Catawba College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Catawba College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling 404-679-4500, or by using information available on SACSCOC's website (sacscoc.org).

The Teacher Education Programs are approved by the North Carolina State Board of Education and the Department of Public Instruction.

The Master of Health Science in Clinical Mental Health Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The College also holds membership in the following professional associations:

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

GRADUATION REQUIREMENTS

The awarding of the Master of Business Administration, Master of Health Science in Clinical Mental Health Counseling, Master of Science in Exercise and Nutrition Sciences, and Master of Sport Management from Catawba College requires the following:

1. Passing a minimum of
 - 33 semester hours (Exercise and Nutrition Sciences)
 - 36 semester hours (Business Administration and Sport Management)
 - 60 semester hours (Clinical Mental Health Counseling)
2. A cumulative grade point average (GPA) of not less than 3.00 on all work attempted at Catawba College.
3. No grade below "B-" toward the degree requirements.

The awarding of the Master of Education in Mathematics or Science (emphasis in STEM) from Catawba College requires the following:

1. Completing the minimum requirements of the program with a grade point average (GPA) of at least 3.0;
2. passing a minimum of 33 semester hours with a cumulative grade point average (GPA) of not less than 3.00 on all work attempted at Catawba College;
3. successfully complete and defend the Action Research Report and accompanying media presentation before an evaluation team;
4. the Action Research Report and accompanying media presentation, the content paper and accompanying media presentation, and the self-evaluation of professional dispositions must be approved and archived on Taskstream.

***Once requirements are fulfilled, NCDPI will be informed that the graduate student qualifies for a graduate license.*

An application for graduation must be filed and on record in the Registrar's Office. A fine will be imposed on all students who file for graduation after the posted filing deadline. *For students anticipating meeting requirements in a Spring or Summer semester, under no circumstances will a graduation application be accepted beyond March 15th.*

Upon certification/approval and after all grades have been posted, the degree is awarded and will be reflected on the Catawba transcript. Degrees are awarded in December for Fall graduates, May for Spring graduates, and July/August for Summer graduates, after final grades are posted. Diplomas are mailed to graduates after the degree certification process is complete. Students must satisfy all financial obligations to the College and complete the financial aid exit interview, if applicable, to receive a diploma and/or transcript. Degree candidates who do not clear outstanding requirements by the conferral deadline must reapply for graduation at a later date and assume the financial responsibility involved therein.

Catawba College holds one Commencement Ceremony annually, in May, to honor students who have or will complete all degree requirements during the current academic year (fall, spring, summer). Participating in Commencement is separate from graduating. Students who will complete their degree requirements during the *summer* term are eligible to participate in the May Commencement Ceremony. Participation in Commencement *does not* guarantee awarding of the degree nor does it mean that a student has graduated. Only those who apply and are certified/approved within proper deadlines will be awarded a degree.

PROGRAMS OF STUDY

MASTER OF BUSINESS ADMINISTRATION

The Ketner School of Business is named in honor of Ralph W. Ketner of Salisbury, NC. Mr. Ketner was the Chairman Emeritus of the Board and Co-Founder of Food Lion, Inc. He also served as a member of the Catawba College Board of Trustees. The graduate education in the Ralph W. Ketner School of Business at Catawba College develops successful students who embrace challenges, develop new ideas, and positively influence the world. Students will be prepared for successful personal and professional careers through a strong foundation in the liberal arts blended with the highest quality graduate business education. Catawba's environment is characterized by personal attention and experiential learning using innovative teaching techniques with the latest technology. Our students become business and professional leaders with a unique combination of academic excellence, individual creativity, and moral character.

Within the Ketner School of Business, the MBA program is a fully online 36 credit hour program consisting of a MBA core of eight courses plus four courses in a concentration (general management or healthcare administration), designed to allow full-time students to complete the program of study in a calendar year and part-time students to earn their degree in two years.

The mission and vision of the Master of Business Administration (MBA) degree at Catawba College follow the lessons of our namesake, Ralph W. Ketner, the co-founder, President, and CEO of Food Lion (Food Town, est. 1957). The Ketner MBA program helps students explore the entrepreneurial spirit that drives the American economy and was embodied by the work and teachings of Mr. Ketner.

Program Learning Outcomes

Graduates of the program will:

- Demonstrate knowledge, skills, and techniques to manage and lead business organizations effectively and efficiently.
- Understand ethical issues and dilemmas that business organizations face domestically and globally.
- Apply knowledge in communication, information technology, operations, financial management, leadership, and economics to solve complex problems and develop organizational strategies in business.

MASTER OF BUSINESS ADMINISTRATION (MBA)

Core	
MBA 5101 Managerial Economics	3
MBA 5201 Management Information Systems.....	3
MBA 5301 Financial Accounting and Reporting.....	3
MBA 5302 Managerial Accounting	3
MBA 5303 Financial Management	3
MBA 5401 Marketing Management.....	3
MBA 5501 Motivation and Leadership.....	3
MGT 5990 Strategic Management	3
	Total Core: 24

General Management Concentration	
Business Electives at 5000 level or above	12
(ACC, CIS, DATA, ECON, ENT, FIN, HCA, MBA, MGT, MKT, SUST)	
	Concentration: 12
	Total Core + Concentration: 36

Healthcare Administration Concentration	
HCA 5000 Healthcare Systems in the United States.....	3
HCA 5202 Ethics for Healthcare Administration	3
HCA 5401 Healthcare Financial Management	3
One of the following.....	3
HCA 5101 Healthcare Informatics	
HCA 5501 Management of Healthcare Entities	

Concentration: 12
Total Core + Concentration: 36

Sustainability Leadership Concentration	
SUST 5000 The Science of Sustainability	3
SUST 5100 Sustainability Ethics.....	3
SUST 5300 Sustainability Finance and Risk Management	3
SUST 5990 Sustainability Strategy and Leadership	3

Concentration: 12
Total Core + Concentration: 36

COURSE DESCRIPTIONS

ACC 5201 ADVANCED MANAGERIAL ACCOUNTING

3 hours

A study of advanced theoretical and technical facets of managerial accounting with a focus on managerial behavior in response to internal accounting information.

CIS 5510 INTRODUCTION TO DATABASES

3 hours

A study of databases with an emphasis on database design, the development, and the use of database management systems for applications, data mining, and data warehousing.

DATA 5100 APPLIED STATISTICS FOR ANALYTICS

3 hours

This course is designed to give students a solid understanding of probability and inferential statistics. The course provides a foundational understanding of statistical concepts and tools required for data analysis and decision making in a data science setting. The course uses case studies and extensive use of statistical software.

ENT 5510 CREATIVITY AND INNOVATION

3 hours

A study of creativity and innovation in entrepreneurship utilizing tools drawn from the arts, sciences, and social sciences with a focus on the methods and practices used by innovative and creative individuals to solve complex managerial and organizational problems.

FIN 5402 CAPITAL MARKETS

3 hours

Topics covered will include security markets, types of investment vehicles, and the environment in which investments are made. As part of the review of investment vehicles, you will be introduced to principles of asset valuation in efficient markets.

HCA 5000 HEALTHCARE SYSTEMS IN THE UNITED STATES

3 hours

A study of the major entities within healthcare systems in the United States and their evolution. The course focuses on the key strategic, managerial, and financial issues facing industry executives and public policy makers with an emphasis on analysis, advanced problem solving, and research.

HCA 5101 HEALTHCARE INFORMATICS**3 hours**

A study of the theories and application of analytics in healthcare settings focusing on a systems framework for understanding informatics as well as tools used to understand data for business decisions in healthcare.

HCA 5202 ETHICS FOR HEALTHCARE ADMINISTRATION**3 hours**

A study of ethical behavior and moral reasoning for healthcare administrators focusing on professional ethics, compliance, and sociocultural ethical issues.

HCA 5401 HEALTHCARE FINANCIAL MANAGEMENT**3 hours**

A study of healthcare financial management for healthcare administrators with an emphasis on the administration of healthcare foundation funds, gifts in kind, financial risk management, financial reporting for administrators, cost management for administrators, and financial compliance issues for organizations.

HCA 5501 MANAGEMENT OF HEALTHCARE ENTITIES**3 hours**

This course provides students with theories and frameworks for guiding management decisions in a variety of healthcare contexts. Students will understand the unique management challenges associated with the structure, function, and culture of various healthcare entities. Consideration of the perspectives, needs, and roles of various stakeholders including patients, insurance companies, and healthcare professionals will be explored.

MBA 5000 Special Topics**3 hours**

An investigation of a selected topic in the field of business administration.

MBA 5101 MANAGERIAL ECONOMICS**3 hours**

This course develops the theory and tools of economic analysis to facilitate the identification and analysis of business problems at the level of the firm, industry, and economy level.

MBA 5201 MANAGEMENT INFORMATION SYSTEMS**3 hours**

Use of information systems technology to improve organizational performance, data-based decision making, group work, and personal productivity. Decision support software and database query systems are used to support a case-based approach to learning.

MBA 5301 FINANCIAL ACCOUNTING AND REPORTING**3 hours**

A study of the theoretical and technical facets of financial accounting for professionals with an emphasis on financial reporting, financial literacy, reporting compliance, preparation of financial statements, interpretation of financial statements, and analysis of financial statements. Students will evaluate financial accounting information in relation to the capital markets and societal implications of the financial performance of firms with a focus on ethical behavior.

MBA 5302 MANAGERIAL ACCOUNTING**3 hours**

A study of the theoretical and technical facets of managerial accounting and how accounting information is derived and how business managers use that information in making decisions and evaluating the activities with a focus on information management uses, operating decisions, strategic management, cost management, and internal controls. *Prerequisite:* MBA 5301.

MBA 5303 FINANCIAL MANAGEMENT**3 hours**

This course provides an overview of the concepts and principles of financial management and how to apply these analytical tools to inform decision-making.

MBA 5401 MARKETING MANAGEMENT**3 hours**

This comprehensive introduction to marketing management will improve marketing decision-making including assessing market opportunities, developing marketing strategies, and establishing a strategic marketing plan.

MBA 5501 MOTIVATION AND LEADERSHIP**3 hours**

This course examines the interaction between leadership and organizational culture, with an emphasis on their relationship in the corporate setting.

MBA 5502 CONFLICT AND NEGOTIATION**3 hours**

This course focuses on developing the art and science of negotiation – improving the ability to secure agreement between independent parties. This course will develop skills for negotiating and conflict management to develop a systematic and positive approach for negotiating with multiple stakeholders. Case studies, readings, and simulations will be used.

MGT 5990 STRATEGIC MANAGEMENT**3 hours**

An integrative course examining the setting of strategic objectives, developing corporate strategies, and translating objectives and strategies into current operational plans.

SUST 5000 THE SCIENCE OF SUSTAINABILITY**3 hours**

This course examines the scientific foundations of environmental sustainability, concentrating on the complex interrelationships between natural systems and human activities. Students will examine key environmental challenges – such as climate change, biodiversity loss, and resource depletion – while applying systems thinking to develop strategies for sustainable solutions in policy, business, and society.

SUST 5100 SUSTAINABILITY ETHICS**3 hours**

This course examines the intersection of sustainability, ethics, and social justice in the context of corporate responsibility and organizational leadership. Students will explore how businesses can address environmental and social challenges in an ethical, equitable, and strategic manner, while advancing stakeholder well-being and long-term value.

SUST 5300 SUSTAINABILITY FINANCE AND RISK MANAGEMENT**3 hours**

This comprehensive introduction to sustainability finance will provide an understanding of green and sustainable financial markets and instruments, review key frameworks for evaluating climate change risk, explore tools for climate risk measurement and management, and introduce principles of carbon accounting.

SUST 5990 SUSTAINABILITY STRATEGY AND LEADERSHIP**3 hours**

This course prepares students to develop, lead, and implement sustainability strategies that create long-term value for organizations and society. Emphasizing systems thinking, change leadership, and impact measurement, students will build practical skills to drive sustainability initiatives from idea to execution using evidence-based frameworks and real-world case studies.

MASTER OF HEALTH SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

Within the School of Health Sciences and Human Performance, the Master of Health Science in Clinical Mental Health Counseling (CMHC) degree program is a fully online, 60 credit hour, clinical program, allowing graduates, upon passing the National Counselor Exam (NCE), the ability to apply to the North Carolina Board of Licensed Clinical Mental Health Counselors (NCBLCMHC) and become Licensed Clinical Mental Health Counselor Associates (LCMHCA). Accredited by the Council for Accreditation of Counseling and Related Educational Program (CACREP), all students complete 45 credit hours of didactic training and experience 15 credit hours of directly supervised clinical training. Students will acquire clinical skills and competencies through comprehensive approaches within counselor education and student-specific experiential learning, including an Internship working with actual clients under clinical supervision.

The CMHC program and each course offered have been designed with the current Catawba College mission statement in mind, specifically “An education rich in personal attention that blends the knowledge and competencies of liberal studies with career preparation.” A maximum cohort size of eighteen students per year and individualized advising by a CMHC faculty member ensures an experience rich in personal attention.

Program Learning Outcomes

The CMHC program learning outcomes, which are aligned with CACREP’s counseling program’s standards, include:

1. Students will identify and experience opportunities while participating in the program that instill the four core tenets of Catawba, including scholarship, character, culture, and service.
2. Students will acquire the knowledge, skills, and competencies necessary for client assessment, diagnosis, case conceptualization, and treatment planning for diverse client populations.
3. Students will develop an eclectic range of therapeutic skills and techniques to implement with a diverse client population
4. Students will experience growth and development as counselors and receive evaluation of their progress through self-evaluative means, as well as feedback from program faculty, peers, and site supervisors.
5. Students will acquire the knowledge and understanding to implement counseling services within an ethical scope of practice.

MASTER OF HEALTH SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

CMHC 5000 Introduction to Counseling	3
CMHC 5100 Counseling Theories	3
CMHC 5200 Principles of Addiction.....	3
CMHC 5300 Counseling Skills and Techniques I.....	3
CMHC 5400 Counseling Skills and Techniques II.....	3
CMHC 5500 Multicultural Diversity in Counseling	3
CMHC 5600 Ethical, Legal, and Professional Issues in Counseling.....	3
CMHC 5700 Diagnosis and Treatment of Mental Health Disorders.....	3
CMHC 5800 Human Growth and Development	3
CMHC 5900 Career Development	3
CMHC 6000 Group Counseling	3
CMHC 6100 Research Methods and Counseling Program Evaluation	3
CMHC 6200 Assessment and Evaluation in Counseling	3
CMHC 6300 Case Management.....	3
CMHC 6400 Counseling with Couples and Families	3
CMHC 6500 Counseling Practicum.....	3
CMHC 6900 Counseling Internship.....	12

Total: 60

COURSE DESCRIPTIONS

CMHC 5000 INTRODUCTION TO COUNSELING

3 hours

The purpose of this course is to introduce the counseling profession, specifically examining the roles and functions of clinical mental health counselors and various other counseling professionals. Orientation to the professional counselor identity and the professional counselor culture is provided, as well as an introduction to the curriculum for professional counseling.

CMHC 5100 COUNSELING THEORIES

3 hours

The purpose of this course is to introduce the theoretical approaches to understanding human behavior and the application of theory-driven practice in psychotherapy. Traditional theoretical orientations, as well as postmodern eclectic models, will be examined, and connection to clinical objectives within the counseling experience will be addressed.

CMHC 5200 PRINCIPLES OF ADDICTION

3 hours

The purpose of this course is to introduce principles of addiction, specifically substance use and misuse disorders. Co-occurring disorders and the impact of chemical dependency on self, family, and social dynamics are also addressed, as well as treatment modalities and recovery models.

CMHC 5300 COUNSELING SKILLS AND TECHNIQUES I

3 hours

The purpose of this course is to introduce the foundational skills and techniques for effective counseling and psychotherapy. The counselor-client therapeutic relationship and the mechanisms to promote client autonomy within the clinical context are addressed. This course is followed by CMHC 5400 for theoretical application.

CMHC 5400 COUNSELING SKILLS AND TECHNIQUES II

3 hours

The purpose of this course is to introduce counseling skills and techniques acquired in CMHC 5300 and utilize theoretical application for specific clinical needs. The implementation of counseling skills and techniques associated with both traditional and postmodern approaches will be demonstrated, as well as development of an eclectic counseling orientation for clinical service delivery.

CMHC 5500 MULTICULTURAL DIVERSITY IN COUNSELING

3 hours

The purpose of this course is to examine cultural diversity with respect to ethnographic, demographic, and status variables, and challenge culturally biased assumptions which influence the provision of mental health services. Specific attention to cultural identity of the client and mechanisms for appropriate service delivery will be addressed.

CMHC 5600 ETHICAL, LEGAL, AND PROFESSIONAL ISSUES IN COUNSELING

3 hours

The purpose of this course is to introduce ethical principles and facilitate critical thinking to establish a basis for the development of an ethical framework within the counseling profession. Utilization of the American Counseling Association (ACA) Code of Ethics within ethical dilemmas will be addressed, as well as mechanisms for appropriate care when ethical standards are not sufficient.

CMHC 5700 DIAGNOSIS AND TREATMENT OF MENTAL HEALTH DISORDERS

3 hours

The purpose of this course is to introduce the DSM-5 and its utilization for mental health disorder diagnostics. Mental health disorder etiology, epidemiology, and diagnostic criteria will be addressed, as well as psychotherapeutic and pharmacological treatment modalities. Clinical considerations for mental health diagnosing, including dual diagnosis, will also be included.

CMHC 5800 HUMAN GROWTH AND DEVELOPMENT

3 hours

The purpose of this course is to provide an overview of major developmental theories with emphasis on their application to counseling across the lifespan from birth to death. Both prevention and intervention will be discussed as it relates to the specific developmental needs of individuals throughout the lifespan.

CMHC 5900 CAREER DEVELOPMENT

3 hours

The purpose of this course is to examine topics concerning counseling research, methods for conducting counseling research, and the application of counseling research. Details regarding the research methodology process, scientific literature review and critique, and proposal drafting will be covered. Program evaluation will also be addressed for clinical research needs.

CMHC 6000 GROUP COUNSELING

3 hours

The purpose of this course is to introduce the principles of group counseling, as well as the skills and techniques utilized for effective group work. The group process, from initiation to finalization, will be explored, and experiential learning via group participation will provide a group member perspective as a function of the learning context.

CMHC 6100 RESEARCH METHODS AND COUNSELING PROGRAM EVALUATION**3 hours**

The purpose of this course is to examine topics concerning counseling research, methods for conducting counseling research, and the application of counseling research. Details regarding the research methodology process, scientific literature review and critique, and proposal drafting will be covered. Program evaluation will also be addressed for clinical research needs.

CMHC 6200 ASSESSMENT AND EVALUATION IN COUNSELING**3 hours**

The purpose of this course is to examine various counseling assessment and evaluation approaches, techniques, interpretation, and available resources. These include paper and pencil inventories and observational assessments that provide information to assist in the development of the treatment plan. The course will also examine psychometrics and assessment development, as well as diagnostic report writing.

CMHC 6300 CASE MANAGEMENT**3 hours**

The purpose of this course is to develop case management skills utilized within the counseling profession, including case conceptualization, clinical note documentation, treatment planning, and progress note management.

CMHC 6400 COUNSELING WITH COUPLES AND FAMILIES**3 hours**

The purpose of this course is to introduce the theoretical concepts and intervention strategies associated with traditional, systemic, and post-modern theories of couples and family therapy. Interventional strategies derived from couples and family counseling theory will be examined, and multicultural considerations for couples and family counseling will be addressed.

CMHC 6500 COUNSELING PRACTICUM**3 hours**

The purpose of this course is to introduce students into actual counseling service delivery under close supervision. Students will receive feedback during supervision via modeling, peer counseling, live observation, and electronic recording of sessions.

CMHC 6900 COUNSELING INTERNSHIP**12 hours**

The purpose of this course is to introduce students into actual counseling service delivery under close supervision. Students will receive feedback during supervision via modeling, peer counseling, live observation, and electronic recording of sessions.

MASTER OF SCIENCE IN EXERCISE AND NUTRITION SCIENCES

The Master of Science (MS) in Exercise & Nutrition Science degree is a 33-54 credit program for health and fitness professionals with career interests in research, sport science, exercise, and nutrition. The MS in Exercise & Nutrition Science degree offers two areas of concentration, 1) Sport Performance and 2) Dietetics. The Sports Performance concentration is designed for aspiring strength & conditioning coaches, athletic trainers, and other sports professionals who work with all levels of athletes from high school through Olympic competitors. The Dietetics concentration prepares students for work in the area of sports nutrition. As a specialized dietitian in the MS in Exercise & Nutrition Science program, graduates will work directly with athletes to educate them about nutrition and how it directly influences performance in sport and the everyday lifestyle. Each area of concentration meets the requirements for the standard National Strength & Conditioning Association (NSCA) Certified Strength & Conditioning Specialist (CSCS) certification.

Program Learning Outcomes

The MS in Exercise & Nutrition Science degree program learning outcomes (LOs) are aligned with two accreditation bodies, however, both focus areas match the National Strength & Conditioning Association requirements that are set through The Council on Accreditation of Strength and Conditioning Education (CASCE), following requirements for the Applied Curriculum recognition (non-thesis focus). This includes:

1. Understanding the components that make up programming for strength & conditioning in athletes
2. Determining appropriate assessments of sport performance tests and interpret results.
3. Designing evidence-based sport specific strength and conditioning programs.

In addition to CASCE learning outcomes, the Dietetics concentration has three additional LOs that align with the standards set by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). This includes:

1. Understanding foundational sciences of food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
2. Applying and integrating client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
3. Analyzing community and population nutrition health when providing support to community or population nutrition programs.

MASTER OF SCIENCE IN EXERCISE AND NUTRITION SCIENCES

Core

EXSC 5200 Essentials of Strength and Conditioning	3
EXSC 5400 Applied Exercise Physiology	3
EXSC 5600 Practicum I.....	1
EXSC 6200 Program Design for Sport Performance	3
HSHP 5275 Advanced Anatomy and Physiology	3
HSHP 6275 Health and Sport Psychology	3
HSHP 6975 Capstone Project.....	3
NUTR 5100 Applied Nutrition	3
NUTR 6000 Performance Nutrition.....	3

Total Core: 25

Sport Performance Concentration

EXSC 5800 Applied Kinesiology and Movement Analysis	3
EXSC 6400 Practicum II.....	1
EXSC 6600 Practicum III.....	1
EXSC 6800 Advanced Exercise Testing and Evaluation for Sport Performance.....	3

Concentration: 8

Total Core + Concentration: 33

Dietetics Concentration	
NUTR 5000 Principles and Practice of Dieticians.....	1
NUTR 5050 Dietetics and Professional Management	1
NUTR 5500 Advanced Medical Nutrition Therapy	3
NUTR 5550 Nutrition for Disease Prevention.....	3
NUTR 5700 Nutrition Assessment and Intervention	3
NUTR 5900 Clinical Nutrition Counseling	3
NUTR 6150 Dietetic Internship I.....	3
NUTR 6300 Food Systems Management.....	3
NUTR 6500 Nutritional Intervention for Community and Public Health	3
NUTR 6700 Methods of Nutritional Statistics and Research.....	3
NUTR 6900 Dietetic Internship II.....	3
	Concentration: 29
	Total Core + Concentration: 54

COURSE DESCRIPTIONS

EXSC 5200 ESSENTIALS OF STRENGTH AND CONDITIONING

3 hours

This course addresses the principles of designing training programs of varying duration aimed at improving cardiovascular fitness (anaerobic and aerobic), muscular strength, power, speed, agility, endurance, balance, and stability. Emphasis will be placed on creating and administering evidence-based periodized training programs that ensures safe and proper technique of fundamental exercises.

EXSC 5400 APPLIED EXERCISE PHYSIOLOGY

3 hours

This course is designed to provide students with a detailed understanding and application of the physiological responses to exercise at both, a systematic and cellular level. Particular emphasis is placed on the pathophysiology, acute response to exercise, and chronic training effects for athletes.

EXSC 5600 PRACTICUM I

1 hour

This course establishes a groundwork for students to work in and gain practical experience in a healthcare, fitness/wellness, athletic, and/or research setting.

EXSC 5800 APPLIED KINESIOLOGY AND MOVEMENT ANALYSIS

3 hours

Fundamentals of kinematics and kinetics related to human movement. Basics of biomechanics applied to the concepts of injury prevention and performance improvement.

EXSC 6200 PROGRAM DESIGN FOR SPORT PERFORMANCE

3 hours

This course focuses on the various methods and strategies in sport performance training. Students will examine research and practices of different strength training methods currently in use in the field. Students will also learn how to assess and perform flexibility, cardiorespiratory, core, balance, plyometric, speed, agility, quickness, integrated resistance and Olympic lifting training for sports performance improvement.

EXSC 6400 PRACTICUM II

1 hour

This course is designed to enhance the skill development and acquisition while working and gaining practical experience in a healthcare, fitness/wellness, athletic, and/or research setting.

EXSC 6600 PRACTICUM III

1 hour

This practicum is the culminating field experience for students to work in and gain practical experience in a healthcare, fitness/wellness, athletic, and/or research setting.

EXSC 6800 ADVANCED EXERCISE TESTING AND EVALUATION FOR SPORT PERFORMANCE

3 hours

This course is an advanced study of the laboratory and field tests used in exercise and sport performance. Students will develop skills related to administering, evaluating, and interpreting human performance tests that are designed to assess cardiorespiratory fitness, muscular fitness, human movement, biochemical forces, agility, and speed.

HSHP 5275 ADVANCED ANATOMY AND PHYSIOLOGY

3 hours

An advanced study of anatomy of the human body from a systematic approach. Understanding anatomical terminology, gross structures, and locations of different body structures are primary concerns. Cells, tissues and organs of the skeletal, muscular, nervous, circulatory, and respiratory systems are emphasized.

HSHP 6275 HEALTH AND SPORT PSYCHOLOGY**3 hours**

This course examines the cognitive, social, behavioral, and neurophysiological factors that influence adherence to exercise, performance in sport, and other motor performance endeavors.

HSHP 6975 CAPSTONE PROJECT**3 hours**

This course provides an opportunity for students to engage in high-level inquiry focusing on an area of specialization within their profession. Capstone projects will be inquiry and practice-centered and will draw upon areas of interest to the student. All capstones aim to bridge theory and practice, and are aimed to have an impact on the professional life of students.

NUTR 5000 PRINCIPLES AND PRACTICE OF DIETITIANS**1 hour**

An overview of dietetics profession that will cover scope of practice, code of ethics, resources for evidence-based practice, professional organizations, career options, professional development, and professional trends.

NUTR 5050 DIETETICS AND PROFESSIONAL MANAGEMENT**1 hour**

An overview of the theory, techniques, and applications of management systems. Planning, organizing, leading, and controlling in different dietetics settings are issues addressed. Topics include organizational design and structure, motivation, total quality management, and ethics. Emphasis is on learning through application.

NUTR 5100 APPLIED NUTRITION**3 hours**

This course will explore the foundations of proper nutrition and learn how to apply nutrition principles to your own food choices. Based on science, this course will help students understand how key nutrients (carbohydrates, lipids, proteins, vitamins, minerals, and water) affect health, disease, energy balance, and weight control. Additionally, students will gain knowledge of the impact culture has on health and food choices.

NUTR 5500 ADVANCED MEDICAL NUTRITION THERAPY**3 hours**

This course introduces and emphasizes the relationships between pathophysiology, principles of nutritional care, and the medical treatment of individuals with selected diseases or clinical problems (i.e., medical nutrition therapy).

NUTR 5550 NUTRITION FOR DISEASE PREVENTION**3 hours**

This course will continue from NUTR5500 and integrate evidence-based practice and current nutrition theory in prevention and nutritional management of obesity, diabetes, and cardiovascular disease as well as other specific nutrition related diseases. Participants will review the pathophysiology and epidemiology of disease, examine evidenced-based nutrition-related recommendations for disease prevention, evaluate the research evidence supporting various nutritional approaches for treating disease, and identify differences in disease management by race/ethnicity.

NUTR 5700 NUTRITIONAL ASSESSMENT AND INTERVENTION**3 hours**

This course will introduce students to advanced principles of nutritional assessment and introduces the application of these concepts in health and disease. Students will conduct nutritional assessment utilizing different methods including dietary food records, anthropometry, vital signs, body composition, energy requirements, and biochemical methods.

NUTR 5900 CLINICAL NUTRITION COUNSELING**3 hours**

This course provides students with an overview of the theory and application for assisting individuals and groups in changing lifestyle behaviors related to health promotion. Includes cognitive behavior techniques for changing lifestyle behaviors such as smoking, obesity, stress or diet for the reduction of chronic disease risk. Students deepen their understanding of select theories and practices necessary for effective health behavior change.

NUTR 6000 PERFORMANCE NUTRITION**3 hours**

This course provides students with an understanding of human nutrition and metabolism in relation to health, physical activity, and sport. Student will review the foundation of a proper nutrition and how appropriate eating patterns together with an active lifestyle may influence body composition and elicit metabolic adaptations amongst different populations of athletes including children, athletes, overweight, obese and elderly people.

NUTR 6150 DIETETIC INTERNSHIP I**3 hours**

The internship is designed in part, to complete supervised practical experience. Resources and strategies to identify reliable sources of information, critical thinking skills, professional development and professional standards of behavior will be considered throughout the course.

NUTR 6300 FOOD SYSTEMS MANAGEMENT**3 hours**

Foodservice and meal management for the dietetics professional. Emphasis is placed on understanding food procurement, production, distribution, and marketing in a safe and well-managed operation.

NUTR 6500 NUTRITIONAL INTERVENTION FOR COMMUNITY AND PUBLIC HEALTH**3 hours**

This course is designed to provide students with the knowledge and skills to provide care within diverse populations and communities. Students will examine personal attitudes and beliefs as they relate to cultural competency and will develop and implement a service learning project in conjunction with and the needs of the community setting in which they are placed; they will reflect on their experiences as they examine their personal beliefs, values, and views, as well as their experiences interacting with each other and their community partners.

NUTR 6700 METHODS OF NUTRITIONAL STATISTICS AND RESEARCH**3 hours**

This course covers basic epidemiologic concepts and utilizes methods and techniques, including dietary assessment, which are used in human nutrition research. Additionally, this course covers research evaluation and design for clinical and behavioral nutrition research. Students will be introduced and learn about different study designs in research and research ethics. Students will apply statistical methods to nutritional sciences. Types, organization, and display of data; elementary probability; parametric and nonparametric techniques when dealing with one or two samples (matched and independent); one-way ANOVA; and simple linear regression.

NUTR 6900 DIETETIC INTERNSHIP II**3 hours**

Integration of clinical theory and practice in dietetics care. This final clinical rotation provides the opportunity to explore the application of nutritional science principles and practices within inpatient and outpatient environments. Staff responsibility, coupled with an in-depth case study presentation of a current patient with multiple nutrition risk factors, serves in collaboration with the student's practicum project. Serves, in part, to complete supervised practical experience.

MASTER OF SPORT MANAGEMENT

The Master of Sport Management at Catawba prepares students for life in the fast lane as they prepare for careers in motorsports, professional and collegiate sports, and the business side of sport. Students will gain intensive, hands-on experience in a field that is important to our society in the way that sports can connect people together. Within the School of Health Sciences and Human Performance, the Master of Sport Management offers a 36-hour curriculum face-to-face, student cohort model delivered over 21 months allowing graduate students to actively engage in premier sports properties and venues throughout the region and country. Domestic and International travel is built into the curriculum as students will travel to either Washington, DC, New York, or Boston during their first summer in the program for *Sport Facilities and Events Management*, then travel to Europe during their second spring/summer for *European Model of Sport*. The culminating assignment for Catawba's Sport Management graduate students will be their written thesis and oral defense.

Industry Engagement Hours

All students are required to accrue a minimum of 15 hours/week engaged with a local sport property. Acceptable forms of engagement are full-time work, part-time work, volunteering, shadowing, etc. It is the responsibility of the student to secure their own site but the MSPM faculty may assist in this process if needed. Flexibility and accommodations can be made concerning the number of hours depending on the students' circumstance (e.g., 5th year student athlete).

Thesis Requirements and Expectations

The culminating assignment for Catawba's Sport Management graduate students will be their written thesis and oral defense. A master's thesis is a piece of original scholarship written under the direction of a faculty advisor. A master's thesis is similar to a doctoral dissertation, but it is generally shorter and more narrowly focused. As a rule of thumb, a master's thesis should be publishable as a single article, though it might be longer than a typical article. Students who choose to write a master's thesis often do so because they are interested in pursuing further research. Like a good journal article, a master's thesis will respond to a debate, problem, issue, question, or topic surrounding sport management.

A master's thesis is generally 40-80 pages, not including references. However, the length can vary drastically according to the topic and the method of analysis, so the appropriate length will be determined by you and your committee. Students who write a master's thesis generally do so over 2-3 semesters.

Students who are interested in writing a master's thesis should begin thinking about possible topics early in the program. Good research questions often have their origins in seminar papers or class discussions. Keep an idea file where you jot down potential research ideas. Be on the lookout for new data that might help provide new insights into a topic, or for past research that might be productively replicated in other circumstances.

Your Advisor and Your Committee

In order to write a master's thesis you must find a faculty member who is willing to be your thesis advisor. A master's committee consists of 3 members:

- The Chair (i.e., your thesis advisor)
- Another faculty member from the School of Health Sciences and Human Performance at Catawba College
- One person of the student's own choosing. The third member does not necessarily need to be a faculty member.

Your faculty advisor can help you assemble this committee. Your advisor will be your chief contact while you are writing the master's thesis, but you should stay in touch with the other members of the committee especially so that they are aware when you are close to completion. When you have a polished draft that is approved by your faculty advisor, you will arrange to have an oral defense of the thesis. Please keep in mind that all members of your committee are required to be present during your defense. The usual result of a defense is that the thesis is approved pending some major or minor changes.

When scheduling the defense, please remember to allow time for faculty members to read the thesis after you give it to them: they cannot necessarily drop everything to read a 50+ page document if you give it to them only 1-2 days before the defense.

Human Subjects Research

If you are planning to conduct interviews, surveys, focus groups, or do other research involving human subjects, you **MUST** obtain prior approval from the Catawba College Institutional Review Board (IRB) Committee. You can find out more about this on the web page: catawba.edu/irb.

It is your responsibility, as the student, to pursue IRB approval if needed. Your advisor may assist you in filling out the proposal form. The IRB Committee typically meets every Tuesday to approve human subjects research proposals. The deadline for submitting proposals to be heard the next week are Fridays by 12:00pm. Estimated timeline for hearing back from IRB is 5-10 business days.

MASTER OF SPORT MANAGEMENT

MSPM 5000 The Business of Motorsports	3
MSPM 5100 Advanced Marketing in Sport	3
MSPM 5200 Research Methods in Sport	3
MSPM 5300 Management and Leadership in Professional Baseball	3
MSPM 5400 Sport Facilities and Event Management	3
MSPM 5500 Sport Management Thesis I	3
MSPM 6100 Sales and Sponsorship in the Sport Industry	3
MSPM 6200 Sustainability in Sport	3
MSPM 6300 International Sports	3
MSPM 6400 Student-Athlete Welfare and Professional Athlete Development	3
MSPM 6500 Public Relations and Social Media in Sport	3
MSPM 6600 Sport Management Thesis II	3
Total: 36	

COURSE DESCRIPTIONS

MSPM 5000 THE BUSINESS OF MOTORSPORTS

3 hours

This course provides an in-depth examination of the business and legal aspects of the motorsports industry. Across the state of North Carolina motorsports is a multi-billion dollar industry; through this course students will investigate NASCAR, NHRS, and World of Outlaws Sprint Racing Series investigating the motorsports' history, structure, finance, sponsorships, and career opportunities.

MSPM 5100 ADVANCED MARKETING IN SPORT

3 hours

The course develops knowledge and skill in marketing process as it relates to understanding the sport consumer, logistics, promotions, and public relations activities in traditional and specialized areas of the sport industry. The capstone project includes analyzing, developing marketing strategies, and presenting a marketing campaign towards specific sport scenarios.

MSPM 5200 RESEARCH METHODS IN SPORT

3 hours

This course introduces students to the concepts and process of graduate research. Both quantitative and qualitative methodologies are discussed. Students will become informed consumers of research and thus develop an understanding of how to integrate research into decision making. Students will also develop skills to conduct their own research related within the operations of a sport organization.

MSPM 5300 MANAGEMENT AND LEADERSHIP IN PROFESSIONAL BASEBALL

3 hours

Within the perspective of professional baseball this course evaluates leadership theories from historical and contemporary perspectives. Students will identify leadership principles across sport organizations that are positively impacting local and regional communities while developing personal and professional growth plans as future sport leaders.

MSPM 5400 SPORT FACILITIES AND EVENT MANAGEMENT**3 hours**

This course allows students to experience first-hand one of the premier sport cities in the U.S. (Washington DC, New York City, or Boston) to gain understanding of the management of sport venues and events. Through facility tours, class lectures, and interactions with industry professionals, students will gain knowledge to cultivate, organize, and execute any sporting event from a managerial perspective.

MSPM 5500 SPORT MANAGEMENT THESIS I**3 hours**

This course incorporates the sport management thesis proposal and research, which take place under the guidance of an assigned research chair.

MSPM 6100 SALES AND SPONSORSHIP IN THE SPORT INDUSTRY**3 hours**

This course examines the theoretical foundations for promotions and sales in the sport industry and provide students the opportunity to create a sponsorship proposal that identifies target markets; create media and promotion plans; and measurable strategies for the impact of sponsorship.

MSPM 6200 SUSTAINABILITY IN SPORT**3 hours**

This course investigates how sustainability can affect all functional areas of a sport organization's operations. An emphasis will include the public policies specific to sustainability that are applicable to sport organizations, how economic activity associated with sport organizations impacts the natural environment, and the examination of green initiatives across NCAA institutions and professional sport franchises.

MSPM 6300 INTERNATIONAL SPORTS**3 hours**

This course allows students to experience first-hand international travel to examine the international models of sport. Students will gain knowledge through facility tours, class lectures, and interactions with industry professionals, many working within some of the largest and most recognized sport organizations in the world.

MSPM 6400 STUDENT-ATHLETE WELFARE AND PROFESSIONAL ATHLETE DEVELOPMENT**3 hours**

This course provides an investigation of the primary skills utilized by individuals within the athlete development industry; particular focus will be placed on student athlete welfare, career development, mental health and counseling services, personal finance, leadership development, post-sport career transition, community outreach, and reaching injured athletes.

MSPM 6500 PUBLIC RELATIONS AND SOCIAL MEDIA IN SPORT**3 hours**

This course prepares students to understand social media which has become one of the most dynamic and fastest growing components of the sport industry. Additional focus in public relations includes defining, developing, and delivering effective campaign; the use of mass and social media platforms for brands, personalities and teams; as well as the management and mitigation of crisis.

MSPM 6600 SPORT MANAGEMENT THESIS II**3 hours**

This course incorporates the sport management thesis defense as each student will defend their thesis in front of a committee consisting of their assigned chair and two readers.

MASTER OF EDUCATION IN MATHEMATICS OR SCIENCE (EMPHASIS IN STEM)

Within the Enoch A. & Dorothy H. Goodman School of Education, the Master of Education Program in Mathematics or Science (with emphasis in STEM), designed for practicing teachers with “A” licensure in middle grades mathematics, middle grades science, secondary mathematics, or secondary comprehensive science, is based upon the recognition that a strong academic background is a vital part of a teacher’s preparation. The graduate program is designed to provide the practicing licensed teacher with advanced work in content along with a further development of professional knowledge and skills.

Program Goals and Objectives

BASED ON NORTH CAROLINA’S STANDARDS FOR GRADUATE TEACHER CANDIDATES

Catawba College’s graduate program goals and objectives are based on the North Carolina’s Standards for Graduate Teacher Candidates, which are parallel to and expand upon the North Carolina Professional Teaching Standards. These are advanced standards, used as guidelines in preparing teacher leaders who facilitate the creation of healthy educational environments, have deep knowledge and skills in their content and curriculum, use research in making decisions about effective practice for student learning, and are continuous, reflective practitioners who model the values of lifelong learning, critical thinking, problem-solving and innovation.

Standard 1: Teacher Leadership

Teacher leaders assume the roles and responsibilities of collaborative leaders in schools and communities. Teachers demonstrate leadership in their classrooms, schools, and professional organizations; they advocate for students and effective educational practices and policies; and they are role models for ethical leadership. Teacher leaders will know and be able to:

1. Demonstrate effective ongoing communication, collaboration, and team-building among colleagues.
2. Facilitate mentoring and coaching with novice teachers.
3. Set goals and establish priorities while promoting educational initiatives that positively affect student learning.
4. Participate in professional learning communities.

Standard 2: Respectful Educational Environments

Teacher leaders model leadership by establishing a positive and productive environment for a diverse population of students, their families, and the community. Teachers are knowledgeable about cultures and global issues and how they are contextualized locally. Teachers help colleagues develop effective strategies for students with special needs. They encourage positive, constructive relations among colleagues and students. Teacher leaders:

1. Facilitate the development of inviting, respectful, supportive, inclusive, and flexible educational communities.
2. Create collaborative partnerships with families, schools, and communities to promote a positive school culture.
3. Facilitate and model caring and respectful treatment of individuals within the learning community.
4. Demonstrate knowledge and understanding of diverse world cultures and global issues. Encourage high expectations for all students.
5. Collaboratively design and implement curriculum and instruction that is responsive to learner differences.

Standard 3: Content and Curriculum Expertise

Teacher leaders have a deep knowledge of the subjects they teach and understanding of curriculum theory and development. They value collaboration and the interconnectedness of disciplines. They understand the importance of curriculum relevance in engaging students in content. Teacher leaders:

1. Demonstrate in-depth knowledge of curriculum, instruction, and assessment.
2. Model the integration of 21st century content and skills into educational practices.
3. Develop relevant, rigorous curriculum.

Standard 4: Student Learning

Teacher leaders facilitate student learning through evidence-based practice informed by research. They understand and apply research in child and adolescent development, cognitive development, and general and specialized pedagogy. They encourage critical reading, writing and thinking in the learning process. They foster instructional and evaluation methods that embrace variety and authenticity. They promote student reflection and self-assessment. They encourage colleagues and students to take on leadership roles and work in teams. Teacher leaders:

1. Seek out and use existing research to inform school practices.

2. Design action research to investigate and improve student learning and school policies and practices.
3. Model technology integration that supports student learning.
4. Critically analyze student and school performance data to determine needs and plan instruction that is rigorous, coherent, and substantiated within a theoretical and philosophical base.

Standard 5: Reflection

Teacher leaders contribute to systematic, critical analysis of learning in their classrooms and beyond. They are lifelong learners who model and support ongoing professional development. Teachers embrace critical thinking, problem solving, and innovation. Teacher leaders:

1. Promote an educational culture that values reflective practice.
2. Model the development of meaningful professional goals.
3. Model personal and professional reflection to extend student learning and school improvement

Additional Standards Relevant to Advanced Degrees

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

1a. Content Knowledge for Teacher Candidates

Acceptable: Candidates have an in-depth knowledge in the content they teach.

Target: Candidates are recognized experts in the content they teach.

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Acceptable: Candidates demonstrate an in-depth understanding of the content of their field and of the theories related to pedagogy and learning. They are able to select and use a broad range of instructional strategies and technologies that promote students learning and are able to clearly explain the choices they make in their practice.

Target: Candidates have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. They understand and address student preconceptions that hinder learning. They are able to critique research and theories related to pedagogy and learning. They are able to select and develop instructional strategies and technologies, based on research and experience, that help all students learn.

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Acceptable: Candidates reflect on their practice and are able to identify their strengths and areas of needed improvement. They engage in professional activities. They have a thorough understanding of the school, family, and community contexts in which they work, and they collaborate with the professional community to create meaningful learning experiences for all students. They are aware of current research and policies related to schooling, teaching, learning, and best practices. They are able to analyze educational research and policies and can explain the implications for their own practice and for the profession.

Target: Candidates develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal.

1d. Student Learning for Teacher Candidates

Acceptable: Candidates have a thorough understanding of the major concepts and theories related to assessing student learning and regularly apply these in their practice. They analyze student, classroom, and school performance data and make data driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning.

Target: Candidates have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They collaborate with other professionals to identify and design strategies and interventions that support student learning.

1g. Professional Dispositions for All Candidates

Acceptable: Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. Their work with students, families, colleagues, and communities reflects these professional dispositions.

Target: Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students. Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.

Standard 2: Assessment System and Unit Evaluation

Candidates are kept abreast of their performance through formative feedback. They review their performance data with faculty and develop plans for improvement based on this data. In most courses, individual conferencing with faculty is encouraged and in the final three culminating courses is required of all candidates. Candidates contribute to data aimed at evaluating and improving candidate performance, the unit, and the graduate program. Current and former candidates are called upon for their recommendations aimed at program improvement.

Standard 3: Field Experiences and Clinical Practice

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Acceptable: Candidates participate in field experiences that require them to apply course work in classroom settings, analyze P-12 student learning, and reflect on their practice in the context of theories on teaching and learning. They engage in structured activities that involve analysis of data, the use of technology and current research, and the application of knowledge related to students, families, and communities.

Target: Candidates participate in field experiences that require them to critique and synthesize educational theory related to classroom practice based on their own applied research. This research is theoretically based, involves the use of research and technology, and has real world applications.

ACTION RESEARCH REPORT AND ACCOMPANYING MULTI-MEDIA PRESENTATION

Action research is required of all students. In EDUC 5119 Action Research I: Middle Grades Mathematics, EDUC 5121 Action Research I: Secondary Mathematics, EDUC 5123 Action Research I: Middle Grades Science, or EDUC 5125 Action Research I: Secondary Science, students review the relevant literature and plan the intervention and how it will be assessed. In EDUC 5120 Action Research II: Middle Grades Mathematics, EDUC 5122 Action Research II: Secondary Mathematics, EDUC 5124 Action Research II: Middle Grades Science, or EDUC 5126 Action Research II: Secondary Science, students implement the intervention and analyze the results. In EDUC 5127 Graduate Capstone and Teacher Leadership, the Action Research Report, bundled with a multi-media presentation that summarizes the research, is presented to a learning community. Later, the research is reviewed by an evaluative panel of three (two graduate faculty members and one public school representative who holds a master's degree or higher). During this evaluative review, the candidate must demonstrate growth in professional dispositions. The Action Research Report, along with its accompanying multi-media presentation, is the evidence that the candidate has fulfilled North Carolina's Standards for Graduate Teacher Candidates. This evidence is placed in Taskstream, a web-based archival system. 13 Application for admission to candidacy must be made upon completion of at least 18 semester hours and prior to implementing the action research project.

MASTER OF EDUCATION IN MATHEMATICS OR SCIENCE (EMPHASIS IN STEM)

The program in STEM Education is designed to meet the needs of the middle and secondary mathematics and science classroom teacher. The student successfully fulfilling the program requirements will qualify for North Carolina licensure at the Advanced level in the areas of middle grades mathematics, middle grades science, secondary mathematics, or secondary comprehensive science.

Candidates must complete 33 semester hours of coursework:

EDUC 5102	School Curriculum	3
EDUC 5103	Research Methods for the Classroom Teacher	3
EDUC 5113	Advanced Technology Applications for Teachers I	3
EDUC 5114	Advanced Technology Applications for Teachers II	3
EDUC 5115	Multiliteracies in STEM for Teachers	3
EDUC 5127	Graduate Capstone and Teacher Leadership	3
EDUC 5703	Summer Internship (or Elective)	3

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MIDDLE GRADES MATHEMATICS (M.Ed.)

STEM Core		21
EDUC 5119	Action Research I: Middle Grades Mathematics	3
EDUC 5120	Action Research II: Middle Grades Mathematics	3
EDUC 5503	Integrated Mathematics for Classroom Teachers	3
EDUC 5504	Mathematics as an Interdisciplinary Topic	3

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MIDDLE GRADES SCIENCE (M.Ed.)

STEM Core		21
EDUC 5123	Action Research I: Middle Grades Science	3
EDUC 5124	Action Research II: Middle Grades Science	3
EDUC 5603	Investigations in Physical Science	3
EDUC 5604	Investigations in Biology and Environmental Science	3

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MATHEMATICS (M.Ed.)

STEM Core		21
EDUC 5121	Action Research I: Secondary Mathematics	3
EDUC 5122	Action Research II: Secondary Mathematics	3
EDUC 5503	Integrated Mathematics for Classroom Teachers	3
EDUC 5504	Mathematics as an Interdisciplinary Topic	3

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COMPREHENSIVE SCIENCE (M.Ed.)

STEM Core		21
EDUC 5125	Action Research I: Secondary Science	3
EDUC 5126	Action Research II: Secondary Science	3
EDUC 5603	Investigations in Physical Science	3
EDUC 5604	Investigations in Biology and Environmental Science	3

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*National Board Certification in the areas of Mathematics or Science Early Adolescence or Adolescence and Young Adulthood may be substituted for one elective course.

COURSE DESCRIPTIONS

EDUC 5102 SCHOOL CURRICULUM

3 hours

A study of curricular and instructional principles, processes, and designs. Particular emphases will be current and emerging curricular trends and professional leadership in the development of learning communities.

EDUC 5104 ADVANCED EDUCATIONAL PSYCHOLOGY

3 hours

A study of psychological theories and principles and their application to contemporary educational problems and issues, including diverse populations and special needs students.

EDUC 5103 RESEARCH METHODS FOR THE CLASSROOM TEACHER

3 hours

An introduction to quantitative and qualitative approaches to educational research, including data analysis, interpretation, and application of findings. Particular emphasis will be given to the design and implementation of teacher-designed classroom research.

EDUC 5113 ADVANCED TECHNOLOGY APPLICATIONS FOR TEACHERS I

3 hours

An introduction to modern educational technologies and their applications for enhancing instruction, assessment, and professional practice.

EDUC 5114 ADVANCED TECHNOLOGY APPLICATIONS FOR TEACHERS II

3 hours

An overview of the integration of technology in STEM and PBL instruction. This course will explore and build knowledge of various science and math pedagogy models while providing relevant instructional technology classroom practices.

EDUC 5119 ACTION RESEARCH I: MIDDLE GRADES MATHEMATICS

3 hours

The first of a two-course individualized research endeavor involving identifying the area of focus, writing the literature review, designing the intervention, and explaining its rationale and posing the research questions that will direct the data gathering and analysis. *Prerequisite:* EDUC 5103.

EDUC 5120 ACTION RESEARCH II: MIDDLE GRADES MATHEMATICS

3 hours

The second of a two-course individualized research endeavor involving the implementation of the research developed in Action Research I and the analysis and interpretation of the data gathered from this research. *Prerequisite:* EDUC 5119.

EDUC 5121 ACTION RESEARCH I: SECONDARY MATHEMATICS

3 hours

The first of a two-course individualized research endeavor involving identifying the area of focus, writing the literature review, designing the intervention, and explaining its rationale and posing the research questions that will direct the data gathering and analysis. *Prerequisite:* EDUC 5103.

EDUC 5122 ACTION RESEARCH II: SECONDARY MATHEMATICS

3 hours

The second of a two-course individualized research endeavor involving the implementation of the research developed in Action Research I and the analysis and interpretation of the data gathered from this research. *Prerequisite:* EDUC 5121.

EDUC 5123 ACTION RESEARCH I: MIDDLE GRADES SCIENCE

3 hours

The first of a two-course individualized research endeavor involving identifying the area of focus, writing the literature review, designing the intervention, and explaining its rationale and posing the research questions that will direct the data gathering and analysis. *Prerequisite:* EDUC 5103.

EDUC 5124 ACTION RESEARCH II: MIDDLE GRADES SCIENCE

3 hours

The second of a two-course individualized research endeavor involving the implementation of the research developed in Action Research I and the analysis and interpretation of the data gathered from this research. *Prerequisite:* EDUC 5123.

EDUC 5125 ACTION RESEARCH I: SECONDARY SCIENCE

3 hours

The first of a two-course individualized research endeavor involving identifying the area of focus, writing the literature review, designing the intervention, and explaining its rationale and posing the research questions that will direct the data gathering and analysis. *Prerequisite:* EDUC 5103.

EDUC 5126 ACTION RESEARCH II: SECONDARY SCIENCE

3 hours

The second of a two-course individualized research endeavor involving the implementation of the research developed in Action Research I and the analysis and interpretation of the data gathered from this research. *Prerequisite:* EDUC 5125.

EDUC 5127 GRADUATE CAPSTONE AND TEACHER LEADERSHIP**3 hours**

The culminating graduate experience in which each candidate creates evidence of in- depth content knowledge, demonstrates growth in professional dispositions, and presents his/her action research before a learning community. This course also includes a study of the central concepts, theories, and research regarding teacher leadership. *Prerequisite:* EDUC 5120, EDUC 5122, EDUC 5124, or EDUC 5126.

EDUC 5502 THEORY OF NUMBERS**3 hours**

A rigorous analysis of arithmetic theory, including properties of real numbers with emphasis given to the set of integers, along with modern and historical numeration systems.

EDUC 5503 INTEGRATED MATHEMATICS FOR CLASSROOM TEACHERS**3 hours**

An examination of the connections between the concepts of number, algebra, geometry, probability, and statistics.

EDUC 5504 MATHEMATICS AS AN INTERDISCIPLINARY TOPIC**3 hours**

An examination of the connections between mathematics and other academic disciplines.

EDUC 5602 ENVIRONMENTAL SCIENCE EDUCATION**3 hours**

An advanced study of environmental science education, including the design and implementation of experiential learning experiences.

EDUC 5603 INVESTIGATIONS IN PHYSICAL SCIENCE**3 hours**

An examination of the nature of scientific inquiry in the physical sciences.

EDUC 5604 INVESTIGATIONS IN BIOLOGICAL AND ENVIRONMENTAL SCIENCE**3 hours**

An examination of the nature of scientific inquiry in the biological and environmental sciences.

EDUC 5702 CULTURAL DIVERSITY**3 hours**

A critical analysis of topics and issues related to cultural diversity that challenge classroom teachers; a reflective examination of fundamental assumptions and perspectives that influence teaching and learning.

EDUC 5703 SUMMER INTERNSHIP**3 hours**

A hands-on experience in the field designed to extend learning beyond the classroom.

EDUC 5900 TOPICS IN EDUCATION**3 hours**

The study of a selected topic from the fields of education focusing on specialized interests within the discipline.

EDUC 5901 INDEPENDENT STUDY IN EDUCATION**1-3 hours**

Self-directed study following a contractual plan initiated by the student and accepted by the faculty.

THE COLLEGE DIRECTORY

THE PRESIDENTS OF CATAWBA COLLEGE

Twenty-four presidents have served Catawba College since its founding in 1851. The presidents and their terms of office are listed below:

Charles H. Albert 1851-1853	John F. Buchheit 1910-1913	Theodore P. Leonard 1980-1981
Hildred H. Smith 1853-1856	J.D. Andrew 1913-1918	Stephen H. Wurster 1981-1992
Charles W. Smythe 1856-1859	A.D. Wolfinger 1918-1923	J. Fred Corriher, Jr. 1993-2002
A.S. Vaughan 1859-1861	Elmer R. Hoke 1924-1931	Robert E. Knott 2002-2008
Jacob C. Clapp 1861-1900	Howard R. Omwake 1931-1942	W. Craig Turner 2008-2011
Charles H. Mebane 1900-1904	Alvin R. Keppel 1942-1963	Joseph B. Oxendine 2011-2012
George A. Snyder 1904-1908	Donald C. Dearborn 1963-1967	Brien Lewis 2012-2020
W.R. Weaver 1908-1910	Martin L. Sholtzberger 1968-1980	David P. Nelson 2020-

THE BOARD OF TRUSTEES

OFFICERS

<i>Chair</i> Barbara L. Marshall	<i>Vice Chair</i> Gerald L. Francis	<i>Immediate Past Chair</i> Robert B. Arnold, Jr.
<i>Treasurer</i> Ronald J. Maccaroni	<i>Secretary</i> Randy Crumpler	Ex- Officio <i>President of the College</i> David P. Nelson
GREGORY M. ALCORN '79 <i>President</i> Global Contact Services Salisbury, NC	THOMAS STOKES DENNARD '77 <i>Retired Chairman & CEO</i> Grandbridge Real Estate Capital Charleston, SC	NICOLAS A. MEANS '03 <i>VP & Community Banking Officer</i> F&M Bank Salisbury, NC
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ZACH BRYANT, Public Safety Officer
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MELISSA BUTLER, M.Ed., Director of Instructional Design
QUAISHAWNDA BYRD, Academic and Career Advising Specialist
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MADDIE C. CAPEL, Alumni and Development Communications Coordinator
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MARVIE L. CARTNER, Administrative Assistant for Teacher Education
ROBIN CASS, Ed.D., Vice Provost
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BRITTANY CLERE, Nursing Simulation Lab Coordinator

CAMERON CLIFTON, Area Coordinator, Office of Housing and Residence Life

JERISSA L. CLIFTON, Catawba Conferences and Event Coordinator

BRIAN COLLINS, Assistant Football Coach

TIM CONLEY, Director of Information Technology Infrastructure Services

JOSHUA A. COOL, Preserve Keeper

CAITLYN M. CORACE, Head Women's Lacrosse Coach

MONICA R. COWART, Ph.D., LMHC, LPC, Executive Vice President and Provost

JOHN A. DAVIDSON, Postal Clerk

LUKE DAVIS, IT Support Specialist Tier 1

TRAVIS DAVIS, Assistant Athletic Director for Marketing & Fan Engagement

MEG K. DEES, Vice President of Development

IRA DORIN, Admissions Counselor

MICHAELYN DORIN, Office Manager for Center for the Environment

VICKI DOYLE, Operations Specialist for Gift, Grant, Fund, and Endowment

XAVIER DUPREE, Assistant Football Coach/Wide Receivers Coach

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KAREN EWEN, Director of Conferences and Events

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BRENN L. FERGUSON, Head Women's Volleyball Coach

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TRUTH FREELAND, Assistant Director of Sports Performance

SHERI N. FRICK, Financial Aid Counselor

JIM FULTON, Public Safety Officer and EMT

JIM F. GANTT, Head Baseball Coach

STACY GATO, M.S., Vice President of Enrollment Management

MATTHEW M. GEARING, Head Men's and Women's Swimming Coach

ALEX GERARD, Videographer, Photographer

CHRIS GILBERT, Instructional Designer

MIKE GILL, Banner Analyst

EARL B. GIVENS, JR., Associate Provost

JESUS GOMEZ, Network Security Administrator

BRAVON GOODLETT, Public Safety Officer

WILLIAM GORDON, Public Safety Officer

CONSTANCE GRANT, Director of Library Services

TYLER GRANT, Extended Reality (XR) Specialist

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 KIRA HARWOOD, Student Success Coach
 ISAAC HAUT, Education Outreach Specialist for Center for the Environment
 JACOB HEINTZ, Sports Performance Coach
 CAMERON A. HENSLEY, Public Safety Officer
 TED HEWITT, Public Safety Officer
 CONRAD HILL, Assistant Volleyball Coach
 JULIE HOPPE, Social Media Coordinator
 ALEXANDRA M. HORAITIS, Assistant Athletic Trainer
 REBEKAH P. HOUSEMAN, Assistant Director of Sports Performance
 KHANIS HUBBARD, Assistant Football Coach/Defensive Line Coach
 NATHANAEL HUBERT, Assistant Men's Soccer Coach
 STEPHANIE ISHAM, Associate Vice President of Finance
 STEVEN JAMES, Assistant Men's Soccer Coach
 CASSANDRA JENKINS, Associate Director of Housing and Residence Life
 KYLE JENKINS, Coordinator for the Immersive Student Experience
 BRENDA D. JONES, HR Data Specialist
 BEN JONES, Director of Bands
 JASON JONES, Associate Director of Athletics for Compliance
 KENDRA JOYNER-MILLER, Chaplain and Director of the Lilly Center
 GABRIELLE JUNE, Admissions Counselor
 JEREMIAH KELLY, Director of Campus Events
 ERIC KIDD, Student Success Coach
 DAVID A. KIRKLAND, Director of IT; Help Desk Director & Media Services
 BECKY L'HOMMEDIEU, Payroll and Benefits Administrator
 KAILYN LAMM, Area Coordinator, Office of Housing and Residence Life
 ANDRE LANCASTER, Technical Director and Building Manager
 ANDY LAUSIER, Associate Director of Athletics for Development
 JULIE LEDBETTER, Executive Assistant
 KEVIN LEICHMAN, Information Technology Media Technology Specialist
 GLENDA A. LEONARD, Director of Operations, Office of the Executive Vice President and Provost
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 ROBIN LISTERMAN, M.B.A., Registrar
 SHAAKIRA LOGAN, Online and Graduate Enrollment Counselor
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 JOHNNY S. LOVE, Lead Public Safety Officer
 CHRISTY M. LOWDER, Nursing Clinical Compliance Administrator
 JOY LOWE, Admissions Operations Specialist
 ALLIE LYERLY, Interim Head Softball Coach
 DARRELL W. LYLES, Associate Director of Public Safety and Certified EMT

BROOKE MAGEE, Executive Director of Mental Health & Counseling Services

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JERMON D. MARSH, Assistant Men's Basketball Coach

MATTHEW MAULDIN, Director of Sports Performance

TERENCE MCCUTCHEON, Head Women's Basketball Coach

BROCK MCMICHAEL, Director of Sport Performance

TREVOR MEADOWS, Director of Public Safety

JESSE MEISMER, Public Safety Officer

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MINDY M. MILLER, Assistant Vice President of Development

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DEANGELO MOORE, IT Support Specialist

MIC A. MOORE, Head Men's and Women's Tennis Coach

ALEXANDRE MORAIS, Head Men's Soccer Coach

LUPANA MORALES, Assistant Athletic Trainer

BRIANNE MORITH, Assistant Athletic Trainer

JOHN E.P. MORRISON, Executive Director of NC Clean Future

JOHN M. MULLIS, Journeyman

MIKE MURPHY, Head Men's Lacrosse Coach

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SUSAN NELSON, Fund & Grant Accountant

SHARON K. NEWSOME, Development Support Coordinator

REGAN NOLAN, Associate Head Swimming Coach

LEARIE NURSE, Associate Dean of Students, Director of Student Conduct & Deputy Title IX Coordinator

MICHAEL OLINGER, Assistant Track & Field Coach

TEE OVERMAN, Assistant Football Coach, Defensive Coordinator

CURTIS OWEN, Assistant Baseball Coach

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JOSH PAGE, IT Media Support Specialist

MARY KATHERINE PARR, Special Assistant to the President

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ANGELINA PERRONE, Assistant Women's Lacrosse Coach

SHANE PRESCOTT, Assistant Softball Coach

LATOYA PRICE, Coordinator of Campus Programming

NADIA PRICE, Library Building Manager and Help Desk Supervisor

SAVANNAH QUEEN, Director of Alumni Engagement

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 ASIA J. ROBINSON, Director of Undergraduate Admissions and Operations
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 RACHEL SCOTT, Counselor
 CIERRA SHORT, Student Success Coach
 NORA L. SIMMERS, Assistant Athletic Trainer
 JEREMY SIMPSON, Assistant Baseball Coach and Recruiting Coordinator
 DEEP SINGH, Assistant Athletic Trainer
 BETH SLATE, Assistant Registrar
 ZAC SMITH, Admissions Counselor
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 MONICA TAYLOR, Director of Athletic Facilities & Game Day Operations
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 SUSAN TRIVETTE, Theatre Arts Staff
 NOAH UPCHURCH, Sustainability Program Director
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 HANA VANDER GALIEN, Assistant Athletic Trainer
 LIG VANG, Accountant I
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SACHA N. WITT, Administrative Assistant for Performing Arts
MAEGEN G. WORLEY, Director of Web Services and Assistant Director of Marketing and Communications
JESSICA WRIGHT, Accounting Supervisor and Reporting Specialist
REBECCA WRIGHTS, Administrative Assistant for the Chaplain & Lilly Center
MARK WURSTER, Library Night Manager, Resource Sharing Supervisor
COLIN C. WYLIE, Assistant Women's Soccer Coach
EMILY YARBROUGH, RN, BSN, Registered Nurse