



**CATAWBA**  
**COLLEGE**

**2022-2023**  
**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](mailto:admission@catawba.edu) and the web address is [catawba.edu](http://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 2022-2023 academic year and is accurate to the best of our knowledge, as of August 2022. 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.

# 2022-2023 ACADEMIC CALENDAR

## 2022-2023 CATAWBA ONLINE AND GRADUATE

### Fall 2022

Block 1	Block 2	Block 3	
17-Aug	12-Oct	17-Aug	First Day of Classes
24-Aug	19-Oct	24-Aug	Last Day to Add a Course/Last Day to Drop a Course by 4PM
22-Sept	17-Nov	27-Oct	Last Day to Withdraw ("W") from a Course by 4PM
10-Oct	6-Dec	6-Dec	Last Day of Classes
11-Oct	8-Dec	8-Dec	Grades Due by <b>12PM/Noon</b>

### Winter 2022

9-Dec*	First Day of Winter Term Classes*
12-Dec	Last Day to Add a Winter Term Course by 4PM
22-Dec	Last Day to Withdraw ("W") from a Course by 4PM
5-Jan	Last Day of Winter Term Classes
5-Jan	Winter Term Grades Due at <b>12PM/Noon</b>

*\*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 2023

Block 1	Block 2	Block 3	
9-Jan	9-Mar	9-Jan	First Day of Classes
18-Jan	17-Mar	18-Jan	Last Day to Add a Course/Last Day to Drop a Course by 4PM
14-Feb	5-Apr	14-Mar	Last Day to Withdraw ("W") from a Course by 4PM
3-Mar	1-May	1-May	Last Day of Classes
7-Mar	2-May	2-May	Grades Due at <b>12PM/Noon</b>

### Summer 2023

Block 1	Block 2	Block 3	
15-May*	19-Jun*	15-May*	First Day of Classes*
18-May	22-Jun	22-May	Last Day to Add a Course by 4PM
5-Jun	10-Jul	29-Jun	Last Day to Withdraw ("W") from a Course by 4PM
15-Jun	20-Jul	20-Jul	Last Day of Classes
16-Jun	21-Jul	21-Jul	Grades Due at <b>12PM/Noon</b>

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

# 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 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 / TITLE IX POLICY

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You may locate the College's current Title IX policy and the soon to be revised policy(ies) at: [catawba.edu/titleix/](http://catawba.edu/titleix/).

## ACCOMMODATIONS POLICY FOR STUDENTS WITH DISABILITIES

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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 C2C Success Center. The accommodation process is outlined in greater detail on the Academic AccessAbility webpage at the Catawba College website. The Academic AccessAbility Policies and Procedures for students may be found on the website 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

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## 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](mailto:admission@catawba.edu)  
Website: [catawba.edu](http://catawba.edu)

## GENERAL ADMISSION POLICIES AND PRIORITY DEADLINES

Admission to a Graduate Program at Catawba is granted on a rolling basis, however the College encourages students to be guided by the following deadlines:

**Priority Deadline** is November 19<sup>th</sup>

Notification of decision on or before December 15<sup>th</sup>

**Regular Decision Deadline** is April 15<sup>th</sup> (*Applications received after April 15<sup>th</sup> will be reviewed on a rolling basis, based on space available. Decisions will be made in the order that the completed applications are received.*)

Notification of decision on or before May 1<sup>st</sup>

All offers of admission and scholarship awards are granted on a space available and fund available basis after May 1 for students seeking entry for the fall semester and January 5 for students seeking entry for the spring semester. To secure a place at Catawba for the desired term of entry, students should pay their \$50 enrollment deposit at ([Catawba.edu/deposit](http://Catawba.edu/deposit)) as soon as possible. Students who have not paid their enrollment deposit by the relevant May 1 or January 5 deadlines may be moved to the wait list if the incoming class for the desired term reaches capacity.

## NOTIFICATION OF ADMISSION

After April 15<sup>th</sup>, students who have completed their application to the College will be notified of their admission status within three weeks. Upon acceptance by Catawba, the student should send the \$50 tuition deposit to the admissions office by May 1.

**Deposits** can be paid online at [Catawba.edu/deposit](http://Catawba.edu/deposit). Deposits are refundable through May 1. Upon payment of the deposit, a place in the incoming class will be reserved for the student. The deposit is credited to the student's account in the College Business 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 Academic Resource Center. 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. For additional information contact the Office of Student Academic Success (704-637-4175).

## **MASTER OF BUSINESS ADMINISTRATION ADMISSION REQUIREMENTS**

1. A bachelor's degree from an accredited institution
2. Submission of official transcripts from all colleges and universities attended
3. Presentation of a minimum grade point average (GPA) of 3.0 on a 4.0 scale in the last 60 combined hours of undergraduate or graduate coursework earned from an institution or combination of institutions prior to enrollment
4. Three letters of recommendation
5. A minimum 500-word essay describing your desire to pursue this graduate degree at Catawba College
6. CV/Resume

**MBA Degree Admission Process:** [catawba.edu/graduate](http://catawba.edu/graduate).

For more information about the MBA program, please contact the Interim Program Director, Dr. Jeremiah Nelson ([jnelson21@catawba.edu](mailto:jnelson21@catawba.edu)).

## **MASTER OF HEALTH SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING ADMISSION REQUIREMENTS**

1. A bachelor's degree from an accredited institution
2. Submission of official transcripts from all colleges and universities attended
3. Presentation of a minimum grade point average (GPA) of 3.0 on a 4.0 scale in the last 60 combined hours of undergraduate or graduate coursework earned from an institution or combination of institutions prior to enrollment
4. Three letters of recommendation
5. A minimum 500-word essay describing your desire to pursue this graduate degree at Catawba College

**MHS Degree Admission Process:** [catawba.edu/graduate](http://catawba.edu/graduate).

For more information about the MHS program, please contact the Program Director, Dr. Chad Betters ([cbetters19@catawba.edu](mailto:cbetters19@catawba.edu)).

## **MASTER OF SPORT MANAGEMENT ADMISSION REQUIREMENTS**

1. A bachelor's degree from an accredited institution
2. Submission of official transcripts from all colleges and universities attended
3. Presentation of a minimum grade point average (GPA) of 3.0 on a 4.0 scale in the last 60 combined hours of undergraduate or graduate coursework earned from an institution or combination of institutions prior to enrollment
4. Three letters of recommendation
5. A minimum 500-word essay describing your desire to pursue this graduate degree at Catawba College

**MSPM Degree Admission Process:** [catawba.edu/graduate](http://catawba.edu/graduate).

For more information about the MSPM program, please contact the Program Director, Dr. Duane Aagaard ([daagaard17@catawba.edu](mailto:daagaard17@catawba.edu)).

## **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.

**Master of Education Degree Admission Process:** [catawba.edu/graduate](http://catawba.edu/graduate).

For more information about the Master of Education program, please contact the Dean, Dr. Kim Creamer ([kcreamer14@catawba.edu](mailto:kcreamer14@catawba.edu)).

**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.

# SCHOLARSHIPS AND FINANCIAL ASSISTANCE

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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](mailto: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](http://fastweb.com) or [scholarsaid.com](http://scholarsaid.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.

<b>When total hours attempted are:</b>	<b>Students must have earned at least:</b>
35 hours	24 hours
64 hours	43 hours
95 hours	64 hours
125 hours	84 hours
155 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:

<b>For hours attempted:</b>	<b>A minimum GPA must be maintained:</b>
fewer than 24	1.0
24 to 47	1.5
48 to 63	1.75
64 or more	2.0
Graduate Students	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.***

# EXPENSES 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:

<b>2022-2023 Academic Year</b>	
<b><u>Cost per Credit Hour</u></b>	
Graduate Programs	\$599
<b><u>Fees Per Semester</u></b>	
Graduate Parking	\$50

**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 on the official withdrawal. The official date of withdrawal is the formal date when the withdrawal is processed by the Registrar's Office. 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.**

<b>Withdrawal for Full-Term Courses</b>	<b>% of Tuition Refund</b>
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
<b>Withdrawal from 8 Week Block Courses</b>	
Prior to class start date through 1 <sup>st</sup> 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 overload charges, tuition charges for Graduate students, Catawba Online students, and students taking less than 12 hours 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.*

# 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](mailto:dnajaria@catawba.edu). Catawba College emergency response information, including the Catawba College Threat Assessment Team ("TAT") and CatWatch, can be found at [catawba.edu/emergency](http://catawba.edu/emergency)

## 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.

## CATWATCH

Through CatWatch, the Catawba community can report behaviors of concern, suspicious activities or incidents on or near campus. This includes any concern that one thinks may pose a threat of violence. The information shared will be used to investigate and intervene in situations of concern. Four reporting methods are available for threatening behaviors or situations: (1) call Public Safety at 704-637-4000 or dial 911, (2) report an incident or a concern online at [catawba.edu/catwatch](http://catawba.edu/catwatch), (3) make a report by telephone by calling 704-637-4000 Public Safety or 704-637-4410 Student Affairs, (4) make a report in person by contacting any administrative office on campus for assistance.

## 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.

## CAREER SERVICES

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The Career Services office strives to serve Catawba students 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 help 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](https://catawba.edu/careers)

## ACADEMIC ACCESSABILITY (Disability Services)

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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](https://catawba.edu/accessability)

## COUNSELING AND WELLNESS SERVICES

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[catawba.edu/counseling](https://catawba.edu/counseling)

Mr. Avery L. Barber, College Counselor, 704-637-4259, [albarber@catawba.edu](mailto:albarber@catawba.edu)

Mrs. Debbie M. Insley, Director of Wellness Promotion, 704-637-4734, [dminsley14@catawba.edu](mailto:dminsley14@catawba.edu)

Ms. Lauren Stephenson, College Counselor, 704-637-4307, [lstephen18@catawba.edu](mailto:lstephen18@catawba.edu)

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 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](http://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.

# ACADEMIC POLICIES, PROCEDURES, AND TERMINOLOGY

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## 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.

## INTERNSHIPS AND PRACTICA

Among the many learning opportunities provided, additional educational experiences are available through internships and practica. Each internship or practicum should result in a unique and individual learning opportunity for the student which cannot be provided by conventional classroom experiences.

**Practicum** is defined as field experience in which formal evaluation, supervision and direction are determined by the supervisory professor and student. **Internship** is defined as field experience in which formal evaluation, supervision and direction are provided by an outside agency in concert with the supervisory professor and student. The grade for the internship is assigned by the supervising faculty member. To be eligible for an internship, a student must have a GPA of 2.00 or higher. The internship must be approved by a faculty member in the department in which credit for the internship is sought and must be approved before the student begins the work he/she plans to count as an internship. Students may enroll in internships only in their majors and minors, unless an internship in another department is warranted by interdisciplinary concentrations within a course of study. Although internships can be required as part of a major, internships cannot be substituted for other required courses in the major. The grades of "S" and "U" are used as final grades for Practicums and Internships.

The total semester hour credit assigned to the field experience may vary in accordance with the dimensions of the particular experience, but the amount of academic credit must be ascertained at proposal time. A minimum of three hours work per week for one semester hour of credit is required. A maximum of twelve hours credit in Practica and/or Internships may be applied toward graduation requirements.

## 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. 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.

## COMBINATION DEGREE 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 earned as an undergraduate student enrolled at Catawba College may count in both the undergraduate and graduate degree requirements.

### Eligibility

1. 90 credit hours earned
2. 3.5 GPA or higher
3. 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.

## 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

Traditional grades are given at the completion of each course. The instructor of each course is expected to develop appropriate standards for the course. 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 .....	Incomplete ..... *
S .....	Satisfactory (equivalent to B or better) ..... *
M .....	Marginal (equivalent to D, used only on progress reports)..... *
U .....	Unsatisfactory (equivalent to F)..... *
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 an A- would yield 11.7 grade points (3 semester hours x 3.9 grade points) in the same 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, M, 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.

The grades of "S" and "U" are used as final grades in the Action Research courses, the Graduate Capstone, internship, and independent study. Academic records may be withheld for failure to satisfy financial or other responsibilities.

## REPEATING OF COURSES

All courses attempted and grades earned at Catawba College appear on a student's permanent record. Credit by examination may not be used for the purpose of repeating a course. The higher grade achieved for the same course is the only grade used for calculating the Grade Point Average (GPA). Courses in which a "C" or "F" was earned at Catawba College may not be repeated elsewhere for credit toward a graduate degree at Catawba College.

### **Master of Business Administration**

Students who earn a final grade between C+ and D- in a course required for the degree may attempt to improve the grade by repeating the course one time, subject to approval and consultation of the graduate advisor. If a student earns a final grade of F in a course required for the degree, you cannot retake the course.

### **Master of Health Science in Clinical Mental Health Counseling**

Students who earn a final grade between C+ and D- in a course required for the degree may attempt to improve the grade by repeating the course one time. If a student earns a final grade of F in a course required for the degree, you cannot retake the course.

### **Master of Sport Management**

Students who earn a final grade between C+ and D- in a course required for the degree may attempt to improve the grade by repeating the course one time.

### **Master of Education in Mathematics or Science**

A course for which unsatisfactory credit was received may be taken a second time at Catawba College.

## ACADEMIC GRIEVANCE PROCEDURE

Any complaint involving a course grade must first be appealed to the professor assigning the grade. If the complaint is not resolved at that level, the student may appeal to the Graduate Council for a hearing.

## 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 at the front of this catalog for each semester, including summer sessions. Students should plan to 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 in 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 in 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](https://catawba.edu/transcripts). Each official transcript costs \$10.00. Current students may view their unofficial transcript in CatLink. 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 fall and spring semester/block once final grades are posted for the term. 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.

A student dismissed for academic reasons may apply for readmission on a provisional basis after one calendar year has elapsed. Requests for reinstatement are rigorously reviewed and approval is not guaranteed.

## 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.

# THE HONOR CODE

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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](http://catawba.edu/honorcode).

## ACADEMIC PROGRAMS

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

- Master of Business Administration
- Master of Sport Management
- Master of Health Science in Clinical Mental Health Counseling
- 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 (1866 Southern Lane, Decatur, GA 30033-4097; 404-679-4500) to award bachelor's and master's degrees.

The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the North Carolina State Board of Education.

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

## NCATE UNIT STANDARDS RELEVANT TO ADVANCED DEGREES

The Catawba College teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). The NCATE Unit Standards serve as additional guidelines for the goals the College aspires to achieve for both the overall program quality and for the master's teacher candidates. The unit aims to have the master's candidates receive acceptable/proficient ratings or target/accomplished ratings in those NCATE substandards that are relevant to classroom teachers.

# GRADUATION REQUIREMENTS

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The awarding of the **Master of Business Administration** 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 and no more than one C+ or C grade toward the degree requirements;
2. passing a minimum of 36 semester hours with a cumulative grade point average (GPA) of not less than 3.00 on all work attempted at Catawba College.

The awarding of the **Master of Health Science in Clinical Mental Health Counseling** 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 and no grade below B- toward the degree requirements;
2. passing a minimum of 60 semester hours with a cumulative grade point average (GPA) of not less than 3.00 on all work attempted at Catawba College.

The awarding of the **Master of Sport Management** 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 36 semester hours with a cumulative grade point average (GPA) of not less than 3.00 on all work attempted at Catawba College.

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. Only the degree awarded (M.B.A., M.H.S., M.S.P.M., M.Ed.) is printed on the diploma. Major(s) are not printed on diplomas.

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 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

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## MASTER OF BUSINESS ADMINISTRATION

*Interim Dean and Chair:* Sullivan

Professor: Hake, Hiatt

Associate Professors: Slate, Thompson,

Assistant Professors: Gaskill, Nelson (*Interim Program Director*), Yurchisin

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.

The Ralph W. Ketner School of Business offers undergraduate business degrees that are accredited by the Accreditation Committee for Business Schools and Programs (ACBSP). 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) CURRICULUM

### 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

MBA 5502 Conflict and Negotiation .....	3
ENT 5510 Creativity and Innovation .....	3
CIS 5510 Introduction to Databases.....	3
One of the following.....	3
ACC 5201 Advanced Managerial Accounting	
DATA 5100 Applied Statistics for Analytics	
FIN 5402 Capital Markets	

Concentration: 12

Total Core + Concentration: 36

### Healthcare Administration Concentration (*beginning Fall 2023*)

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

## **COURSE DESCRIPTIONS**

### **ACC 5201 ADVANCED MANAGERIAL ACCOUNTING**

**3 credits**

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 credits**

This course covers database design, development, and the use of database management systems for applications. Data mining and data warehousing topics are developed.

### **DATA 5100 APPLIED STATISTICS FOR ANALYTICS**

**3 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 5101 MANAGERIAL ECONOMICS**

**3 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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

# MASTER OF HEALTH SCIENCE IN CLINICAL MENTAL HEALTH COUNSELING

*Dean and Chair:* Hand

Associate Professors: Betters (*Program Director*)

Assistant Professors: Brejcha, Kane

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). 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 CURRICULUM**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 SPORT MANAGEMENT

Dean and Chair: Hand

Associate Professors: Aagaard (*Program Director*)

Assistant Professors: Carlton

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., 5<sup>th</sup> 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](http://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 CURRICULUM

MSPM 5000 Business of NASCAR .....	3
MSPM 5100 Advanced Sport Marketing .....	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 European Model of Sport.....	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 BUSINESS OF NASCAR**

**3 credits**

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 SPORT MARKETING**

**3 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 SPORT**

**3 credits**

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 credits**

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 EUROPEAN MODEL OF SPORT**

**3 credits**

This course allows students to experience first-hand international travel to examine the European model 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 credits

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 credits**

This course prepares students to understand social media which has become one of the most dynamic and fastest growing component 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 credits**

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)

Associate Professor: Creamer (*Dean*)

Assistant Professor: Azmy (*Chair*)

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

## **The NCATE Unit Standards Relevant to Advanced Degrees**

The Catawba College teacher education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). The NCATE Unit Standards serve as additional guidelines for the goals the College aspires to achieve for both the overall program quality and for the master's teacher candidates. The unit aims to have the master's candidates receive acceptable/proficient ratings or target/accomplished ratings in those NCATE substandards that are relevant to classroom teachers.

### **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) CURRICULUM

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
		<b>21</b>

### 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
		<b>33</b>

### 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
		<b>33</b>

### 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
		<b>33</b>

### 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
		<b>33</b>

\*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 credits**

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 5103 RESEARCH METHODS FOR THE CLASSROOM TEACHER**

**3 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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 credits**

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.

<b>EDUC 5127 GRADUATE CAPSTONE AND TEACHER LEADERSHIP</b>	<b>3 credits</b>
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. <i>Prerequisite:</i> EDUC 5120, EDUC 5122, EDUC 5124, or EDUC 5126.	
<b>EDUC 5503 INTEGRATED MATHEMATICS FOR CLASSROOM TEACHERS</b>	<b>3 credits</b>
An examination of the connections between the concepts of number, algebra, geometry, probability, and statistics.	
<b>EDUC 5504 MATHEMATICS AS AN INTERDISCIPLINARY TOPIC</b>	<b>3 credits</b>
An examination of the connections between mathematics and other academic disciplines.	
<b>EDUC 5603 INVESTIGATIONS IN PHYSICAL SCIENCE</b>	<b>3 credits</b>
An examination of the nature of scientific inquiry in the physical sciences.	
<b>EDUC 5604 INVESTIGATIONS IN BIOLOGICAL AND ENVIRONMENTAL SCIENCE</b>	<b>3 credits</b>
An examination of the nature of scientific inquiry in the biological and environmental sciences.	
<b>EDUC 5703 SUMMER INTERNSHIP</b>	<b>3 credits</b>
A hands-on experience in the field designed to extend learning beyond the classroom.	
<b>EDUC 5104 ADVANCED EDUCATIONAL PSYCHOLOGY</b>	<b>3 credits</b>
A study of psychological theories and principles and their application to contemporary educational problems and issues, including diverse populations and special needs students.	
<b>EDUC 5502 THEORY OF NUMBERS</b>	<b>3 credits</b>
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.	
<b>EDUC 5602 ENVIRONMENTAL SCIENCE EDUCATION</b>	<b>3 credits</b>
An advanced study of environmental science education, including the design and implementation of experiential learning experiences.	
<b>EDUC 5702 CULTURAL DIVERSITY</b>	<b>3 credits</b>
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.	
<b>EDUC 5900 TOPICS IN EDUCATION</b>	<b>3 credits</b>
The study of a selected topic from the fields of education focusing on specialized interests within the discipline.	
<b>EDUC 5901 INDEPENDENT STUDY IN EDUCATION</b>	<b>1-3 credits</b>
Self-directed study following a contractual plan initiated by the student and accepted by the faculty.	

# THE COLLEGE DIRECTORY

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## 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. Shotzberger 1968-1980	David P. Nelson 2020-

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**Ex- Officio**

*President of the College*

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*President*

Abingdon Senior Housing Services  
Hickory, NC

**GARY A. BLABON '91**

*President & COO*

Novant Health Rowan Medical Center  
Salisbury, NC

**GREGORY M. ALCORN '79**

*President*

Global Contact Services  
Salisbury, NC

**DANIEL T. BROSS '71**

*Retired Sr. Director of Global Corporate Citizenship*

Microsoft  
New York, NY

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*Partner*

Alexander DeGance Barnett, PA  
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Salisbury, NC

**ROBERT B. ARNOLD, JR. '71**

Hickory, NC

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*State Fund Executive*

NCCI Holdings  
Tallahassee, FL

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*Former Vice President*

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**RANDY CRUMPLER '75 M.D.**

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Gardner Family Practice  
Garner, NC

**GWIN CARTER BARR**

*Community Volunteer*

Crosby Scholars  
Salisbury, NC

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Charleston, SC

**MICHAEL S. BAUK '79**

Salisbury, NC

**BART EDGE '81**

*President*

IronPoint Financial  
Castle Rock, CO

**PAMELA HUFFMAN FALLS '95**

*Sr. Director, Business Development & Strategy*  
Northrop Grumman Corporation  
Redondo Beach, CA

**GERALD L. FRANCIS, Ph.D.**

*Provost Emeritus/Professor of Mathematics*  
Elon University  
Burlington, NC

**WILLIAM M. GRAHAM '83 J.D.**

*Attorney-at-Law*  
Wallace & Graham, PA  
Salisbury, NC

**DOLAN HUBBARD '71, Ph. D.**

*Retired Chairperson*  
*Department of English & Language Arts*  
Morgan State University  
Baltimore, MD

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*Retired*  
*Senior Executive Service*  
US Government  
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IBM  
Cary, NC

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**MARVIN T. MOORE '99**

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Salisbury, NC

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Salisbury, NC

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*Retired SVP Finance/IT*  
Duke Energy  
Blowing Rock, NC

## TRUSTEES EMERITI

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*Retired Executive Vice President*  
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### **EDWARD A. BROWN**

*Retired President*  
W.A. Brown & Son  
Salisbury, NC

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Lakeland, FL

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Rowan Investment Co, Inc.  
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### **TOM E. SMITH '64 LL. D.**

*Retired CEO & President*  
Food Lion, Inc.  
Salisbury, NC

### **JAMES G. WHITTON**

Blowing Rock, NC

### **JAMES L. WILLIAMSON '54**

*Retired Partner*  
KPMG Peat Marwick Co.  
Charlotte, NC

### **ARLEN G. YOKLEY '59**

*Retired Vice President/Secretary Treasurer*  
Bell South Corp.  
Fernandina Beach, FL

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Senior Vice President of the Catawba  
Experience & Dean of Students

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Director of Athletics

MEG KLUTTZ DEES  
Vice President of Development

DREW H. DAVIS, J.D.  
Vice President & General Counsel

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Forrest Anderson, Ph.D., *Vice Provost*

Sharon Sullivan, Ph.D., *Associate Provost*

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*Interim Dean:* Dr. Sharon Sullivan

#### **DEPARTMENT OF BUSINESS AND ECONOMICS**

*Interim Chair:* Dr. Sharon Sullivan

### **SCHOOL OF HEALTH SCIENCES AND HUMAN PERFORMANCE**

*Dean:* Dr. James Hand

#### **DEPARTMENT OF SPORT AND HEALTH SCIENCES**

*Chair:* Dr. James Hand

### **GOODMAN SCHOOL OF EDUCATION**

*Dean:* Dr. Kim Creamer

#### **DEPARTMENT OF TEACHER EDUCATION**

*Chair:* Dr. Christina Azmy

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JONATHAN S. LOVE, Public Safety Officer  
CHRISTINE M. LOWDER, B.A., Director of Finance Office Operations and Purchasing  
JOY LOWE, Coordinator of Student Communications  
CHRISTINE LYNN, M.B.A., Ed.D., Executive Director of Strategic Planning  
DARRELL W. LYLES, Public Safety Officer  
AUSTIN R. MANGUS, B.S., M.S.L., Student Success Coach and Outreach Coordinator  
JERMON D. MARSH, Club Basketball Coach  
SIERRA S. MATTESON, M.A., Admissions Counselor  
TERENCE MCCUTCHEON, Head Women's Basketball Coach  
CRAIG MCIVER, Area Coordinator  
HANNAH H. MCNEELY, Lilly Center Fellow  
JACOB H. MEDLOCK, Assistant Football Coach  
JESSE A. MEISMER, Maintenance Technician  
MARY BETH MESSNER, B.A., M.A., Director of Online Programming  
RALPH L. MICHAEL, JR., Public Safety Officer  
MINDY M. MILLER, Assistant Vice President of Development  
ADELINDA MOLINA, Environmental Services Technician  
BONNY B. MOON, Welcome Center Coordinator  
MIC A. MOORE, Head Men's and Women's Tennis Coach  
NORA R. MOORE, Controller  
BRIANNE MORITH, Assistant Athletic Trainer  
AMARA J. MORRIS, Helpdesk Specialist  
JOHN M. MULLIS, Maintenance Technician  
DAVID H. NAJARIAN, B.A., Director of Public Safety  
DINAH M. NEAL, B.S., M.S., Associate Registrar  
DAVID P. NELSON, Ph.D., President of the College  
SHARON K. NEWSOME, Administrative Assistant to the Dean of Students  
TIMOTHY OVERCASH, Maintenance Technician  
WHITNEY P. OWENS, B.A., Library Building Manager  
WHITNEY M. PASCHAL, B.A., Cashier

KIMBERLY L. PAULEY, Director of Operations, Office of the President  
CAROLYN E. PEELER, B.A., Director of Development  
ROBERT J. PERRON, B.A., Head Men's Basketball Coach  
EDWARD D. PINYAN, Assistant Football Coach  
CORTARIUS A. POLK, Admissions Counselor  
MICHAEL SHANE PRESCOTT, Assistant Softball Coach  
JEFFERY R. PREVETTE, Maintenance Technician  
LOUIS A. RAGNO, A.A.S., Director of Information Technology Infrastructure  
CHRISANNE RANCATI, B.A., M.A., Registrar  
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JOSHUA M. REFFEY, B.A., Student Success Coach  
BRANDON L. REID, Technical Services Associate  
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ASIA J. ROBINSON, B.S., Admissions Support Specialist and Data Analyst  
DAVID H. ROSEMAN, Building Key Coordinator and Weld Shop Manager  
ALBERT RUSH, Environmental Technician  
GIDD SASSER, B.A., Coordinator and Head Coach of eSports  
EMILY L. SCHNEIDER, M.Ed., Director of Wellness Center and Intramural Sports  
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SAVANNAH SHAVER, B.F.A., Director of Alumni and Parent Relations  
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REGINA SIMMONS, B.A., M.B.A., Ed.D., Director of Retention and Persistence  
JEREMY SIMPSON, Assistant Men's Baseball Coach  
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DEBORAH H. STINSON, Environmental Services Technician  
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ALEX TAVARES, Facilities Project Manager  
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JAMEEL B. TAYLOR, B.S., Admissions Counselor  
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JENNIFER D. THOMAS, Facilities Office Assistant  
JOSEPH J. THOMAS, B.A., Staff Accountant  
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TRISTYN R. TRIMBLE, Customer Support Specialist  
CHARLES T. TRIPP, Head Sports Performance Coach  
ZACHARY O. TRIVETT, B.S., Library Instructional Technologist  
JANET B. WAGGONER, Administrative Assistant for Biology and Chemistry

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CURTIS J. WALKER, B.A., Head Football Coach  
LASHEKA WALKER, Senior Development Associate  
STEPHEN A. WALKER, Environmental Services Technician  
DERRICK M. WALL, Assistant Men's Basketball Coach  
DANIEL WALN, Head Club Basketball Coach and Recreation Assistant  
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GARRETT T. WHITE, Financial Aid Counselor  
WILLIAM T. WHITE, JR., Assistant Director of Facilities Operations  
ANTHONY D. WHITLEY, Public Safety Officer  
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DONALD J. WILLIAMS, Maintenance Technician  
JAMES M. WILLIAMS, B.A., M.A., Network Administrator, Information Technology Security  
ALEKSANDR N. WITT, Administrative Assistant for Performing Arts  
MAEGEN G. WORLEY, B.F.A., Director of Web Services and Asst. Dir. of Marketing & Communications  
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COLIN C. WYLIE, Assistant Women's Soccer Coach  
AUSTIN J. YOUNG, B.S., Admissions Counselor