School of Psychology and Counseling Graduate Counseling Programs Admissions Requirements

The requirements for the role of counselor are both personal and intellectual. Thus, program faculty review completed application materials and they consider applicants’ readiness for counseling training. Qualified applicants are invited for an interview with the faculty, during which the faculty further assess the personal qualities, goals, and academic background of applicants. Applicants may be admitted who meet both the personal and academic requirements of the program. To be eligible for admission to graduate programs in the School of Psychology and Counseling, the following requirements apply.

1. A bachelor’s degree from a regionally accredited institution with a GPA of 3.0 on all undergraduate work, or a GPA of 3.0 on the last 64 hours of undergraduate or graduate work.

2. An acceptable score on the GRE (290/3.5) or the MAT (389).

3. Three positive references from professors, faculty advisors, employers, and/or supervisors who have knowledge of an applicant’s personal characteristics and/or academic abilities.

4. A satisfactory Criminal Background Check for all states of residence for the past five years, along with a residence verification statement. The purpose of the criminal background check is to meet requirements of some field placement sites in which students learn and practice counseling methods. Criminal background histories obtained for employment purposes are not acceptable for admission to the counseling programs. Information received pertaining to criminal background histories will become part of the student’s confidential permanent academic file. Any conviction or pending criminal charges cited in the criminal history will be reviewed by the Gayle Bolt Price School of Graduate Studies, the Vice President for Enrollment Management, and the Counseling Program graduate faculty. Any allegations or charges of misdemeanor(s) or felony(s) that occur after the Criminal Record Check has been submitted must be reported immediately to the Dean of the School of Graduate Studies and to the Dean of the School of Psychology and Counseling. Failure to report allegations of such charges may result in immediate dismissal from the program.

5. A successful interview with faculty in the program.

In addition to the requirements listed above, the Clinical Mental Health Counseling Program requires applicants to have completed a minimum of 12 hours of psychology or related areas, to include psychopathology or abnormal psychology. There are no prerequisite courses required for admission to the School Counseling Program. However, two courses in the program have prerequisites that may be taken concurrently with graduate courses. An undergraduate course in abnormal psychology or psychopathology must be completed before taking the corresponding advanced-level course. Although teacher licensure is not required for admission to the School Counseling Program, applicants without teacher licensure will be required to complete an undergraduate prerequisite course in classroom management prior to the practicum.
Health Care Experience
The program places importance on healthcare experience. A minimum of 1000 direct patient care experience (PCE) hours is required. Applicants are encouraged to be very detailed in their description of health care positions within their CASPA application to allow for appropriate assessment of the type of experience and the quantity. Applicants are encouraged to be very detailed in their description of health care positions in their CASPA application.

Although no minimum hours are required, the program places importance on health care familiarity and evaluates the quality and quantity of an applicant’s experience ideally with direct “hands-on” patient health care. Health care experience will be evaluated based on the type of experience and the number of hours specifically related to working with more acutely ill or injured patients in a hospital or clinical setting.

Health Care Experience – Rated by Experience
- Low - Observation, volunteering at marathons, blood donor clinics, fundraising for medical causes, after-school programs, coaching, research technician, lab-based research assistant, ward clerk, translator, or other non-medical work in a medical setting.
- Medium - Medical assistant, CNA, patient care tech, respiratory therapist, EMT, sonographer, athletic trainer, exercise physiologist, medical technologist, x-ray technologist, OR technologist, or scribe
- High - Military corpsman, paramedic, IMG, dentist, NP, RN, LPN, PT, OT, MSW, podiatrist, or chiropractor

PA Course Revisions
MPAS 599 is no longer offered. Course description should be deleted. Effective Spring 2020.
MPAS 573 increases from 2 hours to 3 hours. No change in course description. Effective Spring 2020.
MPAS 510 renamed Introduction to Clinical Medicine.

PA Revised Course Descriptions
MPAS 521 - Patient-Centered Care I (2)
This course is designed to challenge students to develop clinical reasoning skills and critical thinking, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an interdisciplinary health care team. PCC I will include an introduction to medical documentation and clinical cases.

MPAS523 – Patient Centered Care II
This course is designed to challenge students to develop clinical reasoning skills and critical
thinking, enhance interpersonal and communication skills, apply evidence-based resources, and problem-solve as clinicians and as members of an interdisciplinary health care team. PCC II will continue to expand on various types of medical documentation and clinical cases. In preparation for the clinical year, this course will also introduce the student to oral case presentations. In both courses, the concepts of patient-centered team-based care and interprofessionalism are incorporated to aid in the development of a comprehensive healthcare provider.

**MPAS 531 - Professional Development I (1)**
This course teaches the history of the PA profession, and focuses on the roles and responsibilities of the Physician Assistant. Additional topics discussed include medical ethics, public health and the practice of preventive medicine, as well as stress and professional burnout identification and prevention.

**MPAS533 Professional Development II**
This course teaches health care disparities, provider sensitivity to cultural diversity, socioeconomic differences, and the impact of these factors on health and wellness. Alternative, integrative and preventive approaches to health care are also examined. In preparation for the clinical year and for clinical practice, many legal and practice-related issues including electronic data management, coding, billing, reimbursement, confidentiality and safety are discussed.

**MPAS640 Professional Development Clinical I**
The first of three courses promotes lifelong learning through continuing medical education, self-improvement, health policy and delivery impact, and awareness of current medical trends. There is a continued emphasis on the display and development of professionalism as it applies to clinical practice.

**MPAS642 Professional Development Clinical II**
The second of three courses focuses on healthcare delivery along with patient safety, quality improvement, risk management and medical liability as well as an introduction to career development. There is a continued emphasis on the display and development of professionalism as it applies to clinical practice.

**MPAS644 Professional Development Clinical III**
The third of three courses focuses on career development, credentialing, privileges, rules and regulations, certification and licensure, employment contracts, and networking. There is a continued emphasis on the display and development of professionalism as it applies to clinical practice.

**RELI 661 Special Topics (3)**
A course covering an area within the student’s concentration selected in consultation with the student’s advisor. Topics vary according to student interest and needs. May be renamed as appropriate and used multiple times.


**RELI 695 - Thesis (3)**
Development of a thesis on an approved topic in the student's concentration, under the guidance of a faculty advisor within approved by the Department of Religious Studies and Philosophy.

Global Studies Major corrections:

The course listings in the following Global Studies concentrations need these corrections:

**Comparative Politics Concentration**
GLST 340: International Political Economy should be removed and replaced by:
POLS 401: Comparative Political Economy

**Interdisciplinary Concentration**
The following courses are not options in this concentration and should be removed:
POLS 351: Politics of Developing Areas
POLS 352: African Politics
POLS 353: Middle East Politics
POLS 354: European Politics
POLS 355: Asian Politics
POLS 356: Latin American Politics

**Music Minor Program Requirements**


In the Program Requirements Table, after MUSC 108:

Replace:
Four semesters of a performing organization

With:
Four semesters of MUSC 370-386

**GOAL-Degree Completion Program**
First paragraph changes in RED


Global Opportunities for Adult Learners (GOAL) provides extended undergraduate studies through The Degree Completion Program (DCP) to meet the specialized educational needs of adult learners. GOAL-DCP offers working adults who possess previous college credit in which they earned 2.0 grade point average or better the opportunity to apply those credit hours toward most Bachelor degree programs. GOAL-DCP is designed for students who may be unable to pursue a residential or day program because of work schedules, family responsibilities, or geographic locations. For program specific admissions requirements, please see the program section of this catalog.

**Organizational Leadership, Bachelor of Arts**


Add Before “Program Requirements”:

**Admission Requirements**

The requirements for student admission to the BAOL program include:
1. Completion of an admission application;
2. Submission of official transcripts from all colleges, universities, and any prior training institutions previously attended;
3. Submission of official transcripts from any institution attended during the interim if applying for readmission as a former student.
4. Minimum GPA of 2.5 on a 4.0 scale.

Applicants must have earned at least 24 hours of college credit; those with 48 or more transferable hours may be admitted without additional review. Applicants with fewer than 48 transferable hours will work with their assigned success coach in collaboration with the academic program leadership of the applicant’s chosen major program of study to produce a written curriculum plan establishing a clear path to graduation.

Sport Education Master of Arts


Sport Education Comprehensive Exam

During the final semester of enrollment or the semester immediately following the completion of all coursework the student must pass a written comprehensive examination, based on the cumulative coursework.

Professional and Continuing Education (PACE)

Gardner-Webb University offers a variety of credit and non-credit opportunities for professional and continuing education. Continuing education workshops are offered on an occasional basis to meet community needs in the greater Charlotte area and beyond. See the University’s website for more information on specific opportunities.

PACE Course Descriptions

EXED 099  
SAP S/4 HANA & TS-410 Certification Exam Course

Upon completion of this program, students will understand how to utilize enterprise systems software and become proficient in building a new enterprise information system utilizing the SAP ECC system. The course addresses ERP Business Process Analysis, ERP Systems Configuration and ERP/SAP Certification Review. Students who successfully complete the final exam will receive TS-410 Certification. Non-credit.

Military History Requirement in Military Science Minor

Proper credit for any of the following cross-listed courses can be used to satisfy the Military History requirement of the Military Science minor that is normally filled by MSCI 330: American Military History. The courses are:

HIST 318: Civil War and Reconstruction
HIST 383: The Second World War
HIST 431: Special Topics in American History—Vietnam

MSCI 318: Civil War and Reconstruction
MSCI 383: The Second World War
MSCI 431: Special Topics in American History—Vietnam
Academic Catalog Updates Effective Spring 2020

English, Master of Arts

Admission Requirements.

Program-specific admission requirements for full acceptance into the Master of English program are the following.

1. A BA or BS in English or an equivalent degree (from the Communications field, for example). Students without a bachelor’s degree in English or substantial undergraduate coursework in English will be evaluated on an individual basis. Typically, 12-15 hours of upper-level English coursework are expected to be completed before admission;

2. A minimum cumulative GPA of 3.0 on a 4.0 scale for all work completed beyond high school;

3. No standardized test score is required;

4. Three professional recommendations from persons who can attest to the applicant’s academic potential and suitability to pursue an MA in English as well as the student’s abilities to complete graduate-level work;

5. A clear and well-written 250-word statement of purpose, explaining the student’s objectives and purpose for pursuing an MA in English. Please indicate the concentration in which the student is interested - literature studies, English education, writing studies;

6. A writing sample of 2,000 words or an equivalent body of work that demonstrates the applicant’s writing abilities and readiness to engage in graduate-level work. This writing sample might include an in-depth literary analysis, an extensive research piece (e.g., senior thesis) on a topic within English studies, or a portfolio of writing samples from an internship or current work environment; and

7. No teaching license is required to be admitted into the program. However, English Education concentration students need to be teaching in some capacity in order to complete capstone courses (ENGL 694, ENGL 695, and ENGL 696). Note: Licensure requirements are different from state to state; thus, the MA in English program does not guarantee licensure for any student. Students are responsible for obtaining graduate-level or advanced teaching licensure through their school districts and state. Gardner-Webb can only provide a record of successful completion of the program.

OR

Successful completion of 6 hours of Gardner Webb’s Graduate Certificate in English program coursework and instructor recommendation

English, Graduate Certificate

Admission Requirements.

1. Student should possess a bachelor’s degree in English or similar field. If student does not possess a bachelor’s degree in English or similar field (ex. Communications, Literary Studies), then 12-15 hours of upper level English courses is recommended, approved by the program coordinators upon evaluating transcripts;
2. A minimum cumulative GPA of 3.0 on a 4.0 scale for all work completed beyond high school;

3. No standardized test score is required;

4. Three professional recommendations from persons who can attest to the applicant’s academic potential and suitability to pursue a Graduate Certificate in English as well as the student’s ability to complete graduate-level work;

5. A clear and well-written 250-word statement of purpose, explaining the student’s objectives and purpose for pursuing a Graduate Certificate in English.

*English – Literature Studies*

**Graduation Requirements.**

Required courses for concentration

ENGL 690 Literature Studies Proposal 3

ENGL 691 Literature Studies Capstone 3

5 ENGL electives, four of which must be literature electives 15

*EdS in C&I*

**Admission Requirements.**

Admission requirements for the EdS in Curriculum and Instruction and the Doctor of Education (EdD) in Curriculum and Instruction are the same. At the successful completion of the first 54 credit hours in the program, all candidates may apply for NC S-level licensure as a Curriculum-Instructional Specialist and have the choice of completing and receiving their EdS degree or continuing on in dissertation hours to work towards their EdD. If a candidate chooses to receive their EdS, no courses taken in the program can apply toward an EdD. Admission requirements are the following.

1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed;

2. Minimum of three years of successful teaching experience;

3. Current teaching license or a letter indicating appropriate experience;

4. Three professional recommendations from persons, at least one of whom must be an administrator or at the central-office level, who know the applicant’s work as an educator or graduate student;

5. Satisfactory scores on the GRE or MAT current within the previous five years OR Completion of a Master's degree program or Add-On Licensure program at the Master’s level in the School of Education at Gardner-Webb;

6. Personal essay explaining the applicant’s purpose in wanting to earn an educational specialist degree in Curriculum and Instruction; and

7. Internship Supervision Form and Cohort Form.
EdS in LS

Admission Requirements.

Program-specific admission requirements for acceptance into the Education Specialist in Executive Leadership are the following.

1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed;
2. Minimum of three years of successful administrative/teaching experience, administration preferred;
3. Current entry-level license in school administration—principal;
4. Three professional recommendations from persons who know the applicant’s work as an educator or graduate student, at least one of whom must be an administrator at the central-office or school-board level;
5. Satisfactory scores on the GRE or MAT current within the previous five years OR Completion of a Master's degree program or Add-On Licensure program at the Master’s level in the School of Education at Gardner-Webb;
6. Personal essay explaining the applicant’s purpose in wanting to earn an EdS in Executive Leadership; and
7. Internship Supervision Form and Cohort Form.

EDCI

Admission Requirements.

Program-specific admission requirements for acceptance into the Doctor of Education in Curriculum and Instruction are the following.

1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed;
2. Minimum of three years of successful teaching experience;
3. Current teaching license or a letter indicating appropriate experience;
4. Three professional recommendations from persons, at least one of whom must be an administrator or at the central-office level, who know the applicant’s work as an educator or graduate student;
5. Satisfactory scores on the GRE or MAT current within the previous five years OR Completion of a Master's degree program or Add-On Licensure program at the Master’s level in the School of Education at Gardner-Webb;
6. Personal essay explaining the applicant’s purpose in wanting to earn a doctoral degree in Curriculum and Instruction; and
7. Internship Supervision Form and Cohort Form.

EDLS
Admission Requirements.

Program-specific admission requirements for full acceptance into the Doctor of Education in Educational Leadership are the following:

1. Minimum cumulative GPA of 3.0 on a 4.0 scale for all post-baccalaureate work completed;

2. Minimum of three years of successful administrative/teacher leadership experience, administration preferred;

3. Current entry-level license in school administration;

4. Three professional recommendations from persons, at least one of whom must be at the central-office or school-board level, who know the applicant’s work as an educator or graduate student;

5. Satisfactory scores on the GRE or MAT current within the previous five years OR Completion of a Master's degree program or Add-On Licensure program at the Master’s level in the School of Education at Gardner-Webb;

6. Personal essay explaining the applicant’s purpose in wanting to earn a doctoral degree in Educational Leadership; and

7. Internship Supervision Form and Cohort Form.

________________________________________________________________

Physician Assistant

Updated Course Title.

MPAS510 renamed Introduction to Clinical Medicine

________________________________________________________________

Academic Catalog updates effective Summer 2020

DEOL

Updated course title and description.

DEOL 740 - Organizational Technology (6)

This module will identify characteristics of leaders who can effectively manage the planning, design, selection, implementation, use, and administration of emerging and converging information and communications technologies. Issues relating to current state-of-the-art technology and its impact on organizational culture will be explored. The course will address strategies for the implementation of appropriate new and evolving technologies within an organization and their impact on its future. The use of technology to create a culture of collaboration and learning will be examined.
Offered: Fall, Spring, and Summer

Physician Assistant

Updated course credit hours and offered semester.

MPAS571 Special Populations & Geriatrics (1.5 credit hours)
Offered: Summer I

MPAS580 OR & Minor Surgery (2.5 credit hours)
Offered: Fall I