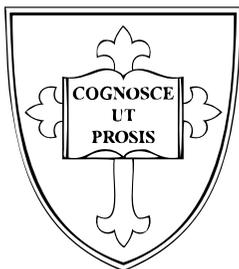


BREVARD COLLEGE



2021 – 2022

Catalog



BREVARD COLLEGE CATALOG

2021-2022

This catalog is designed to assist prospective and current students, parents, and high school counselors, as well as the faculty, staff, alumni, and friends of the College. It portrays the College in all its complexity, its purpose and history, its individual faculty members and the classes they teach, its leadership opportunities and recreational programs, its campus facilities and its surrounding communities, its traditions and regulations, and the financial aid programs that make it possible for students from every economic background to enjoy the benefits of a Brevard College education.

EQUAL OPPORTUNITY POLICY

Brevard College does not discriminate in admissions, educational programs, or employment on the basis of race, color, religion, sex, national origin, sexual orientation, age, disability, or veteran status and prohibits such discrimination by its students, faculty and staff. Students, faculty, and staff are assured of participation in college programs and in use of facilities without such discrimination. The College also complies with all applicable federal and North Carolina statutes and regulations prohibiting unlawful discrimination. All members of the student body, faculty, and staff are expected to assist in making this policy valid in fact.

NOTICE: INFORMATION IS SUBJECT TO REVISION

Information in this catalog is current through July 2021. Brevard College reserves the right to change programs of study, academic requirements, fees, and College policies at any time, in accordance with established procedures, without prior notice. An effort will be made to notify persons who may be affected. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. This catalog has attempted to present current information regarding admissions requirements, courses and degree requirements, tuition, fees, and the general rules and regulations of the College as accurately as possible. This does not, however, preclude the possibility of changes taking place during the academic year covered. If such changes occur, they will be publicized through normal channels and will be included in the catalog of the following printing.

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TABLE OF CONTENTS

General Information	4-7	Policies and Procedures	57
Mission	4	Honors & Awards	64
Facts About the College	5	Special Programs & Opportunities.....	67
Accreditations and Memberships	7		
Academic Calendars	8-10		
Admissions	11-16	General Curriculum Information	69-73
Student Orientation, Advising and Registration (SOAR)	15	General Education Curriculum.....	69
Enrollment Fee.....	15	Common Experience Requirements...	70
Immunization Requirement	16	Distribution Area Requirements	70
Transcript Requirement	16	Academic Programs.....	72
Financial Information	17-31	Major Programs	74-111
Expenses	17	Minor Programs	112-126
Explanation of Fees	18	Course Descriptions	127-190
Financial Aid	21	Specialized Learning Opportunities.....	127
Satisfactory Academic Progress Policy	23	Courses.....	131
Financial Aid Refund Policy	27	Graduate Programs	191-201
Scholarship Funds.....	28	Financial Information	191
Student Life & Support Services	32-40	Admissions.....	192
Campus Life	32	Courses & Protocol.....	193
Religious and Spiritual Life.....	32	Degree Requirements.....	195
Housing and Engagement	33	Course Descriptions.....	197
Personal Development and Wellness	35	Personnel Directory	202-214
Athletics	39	Faculty	202
Other Student Services	40	Faculty Emeriti	205
Academic Procedures & Support Services	40-69	Administration	209
Academic Support.....	40	Board of Trustees	214
Academic Standards.....	42	Alumni Association Board.....	214
Graduation Requirements	47	Index	215-218
Transfer Credit.....	49	Key Office Contacts	219
Academic Progress.....	51		

MISSION

Brevard College is committed to an experiential liberal arts education that encourages personal growth and inspires artistic, intellectual, and social action.

Our Vision for Brevard College

Brevard College is distinct among liberal arts colleges because of our strong and historical commitment to experiential education in a highly personalized learning environment. Since our educators “purposefully engage with learners in direct experience and focused reflections in order to increase knowledge, develop skills, and clarify values,”¹ Brevard College will seek innovation in classrooms connected to the world so that our academic programs achieve regional and national recognition.

Brevard College is located in a culturally vibrant community in the Blue Ridge Mountains. Guided by the heritage and traditions of the United Methodist Church and the College’s motto, “Learn in Order to Serve,” we encourage purposeful contribution to community and thoughtful stewardship of the environment.

Brevard College will preserve an intimate learning environment while significantly increasing enrollment and endowment. We will attract a diverse, national, and international student body that will graduate at rates exceeding national averages. We will attract and retain appropriately credentialed faculty who will offer an outstanding experiential liberal arts education for our students.

Brevard College will provide a living and learning environment with active, creative programs and facilities that are safe, comfortable, and sustainable with up-to-date technology. The athletic programs will be competitive and complement the total campus experience.

Brevard College will educate and inspire students to make positive changes in the world.

Our Values

People, Place, Purpose

Commit to your community. Learn in order to serve society and the world.

Embrace Your Experiences

Take advantage of every opportunity to learn, reflect, and grow from your experiences.

Own Your Actions

Do what you say you will do. Hold yourself accountable for your words, actions, and reactions. Approach interactions with honesty, trust, and accountability.

Respect Your Environment

Recognize the value of diversity. Be open-minded and respectful of the differences that make people unique and places extraordinary.

Be the Change

Be an agent of social justice and social action. Seek out, and participate in, opportunities to improve the world for all people.

¹ Adapted from the Association of Experiential Education. <http://www.aee.org/what-is-ee>

FACTS ABOUT THE COLLEGE

Date Founded	1853; Oldest college or university in the mountains of North Carolina.
Type of College	Four-year private, coeducational, comprehensive liberal arts college; affiliated with the Western North Carolina Conference of The United Methodist Church.
Calendar	Three semesters—fall, spring, summer
Campus & Location	120-acre campus within the city of Brevard, North Carolina; close to the Pisgah National Forest, DuPont State Forest, Blue Ridge Parkway, the Great Smoky Mountains National Park, the city of Asheville, the Asheville Regional Airport and the Greenville-Spartanburg Airport.
Consumer Disclosure	Disclosure of Consumer Information may be found at: my.brevard.edu/ICS/Consumer_Information
Degree Programs	Bachelor of Arts; Bachelor of Science; Master of Science
Majors	Applied Physics; Art; Biology; Business and Organizational Leadership; Childhood Education; Criminal Justice; English; Environmental Studies; Exercise Science; Health Science; History; Integrated Studies; Mathematics; Music; Music Education; Psychology; Philosophy and Religion; Physical Education and Recreation; Theatre; Wilderness Leadership and Experiential Education.
Pre-Professional	Pre-Law, Pre-Dentistry, Pre-Medicine, Pre-Nursing, Pre-Veterinary and Teacher Licensure.
Graduate Programs	Master of Science in Emergency Management; Master of Science in Health and Human Performance
Special Programs	Honors Program; honor societies; Institute for Women in Leadership; double major; dual enrollment; internships; study abroad; independent study; teacher licensure program; interdisciplinary studies; Experiential Learning Commons; Appalachian Center for Environmental Education; Voice of the Rivers Program.
Faculty	51 full-time faculty; 86 percent hold the terminal academic degree in their field; 43 percent hold tenure; approximately student-faculty ratio is 15:1.

Student Profile	(Fall 2020) 760 students from 30 states and 9 foreign countries; 97 percent full-time; 78 percent residential; 57 percent male, 43 percent female; 55 percent in-state students, 45 percent out-of-state and international students.
Library	Available resources include over 360,000 ebooks, 40,000 print volumes, and 30,000 streaming media items. Over 100 databases provide access to hundreds of thousands of full-text articles, images, and citations. Interlibrary loan provides global access to materials from other libraries. The services of the Experiential Learning Commons are housed in the recently renovated J.A. Jones Library building. The library is a member of the Appalachian College Association, Carolina Consortium, Lyrisis, and North Carolina Independent Colleges and Universities.
Financial Aid	Approximately 99 percent of students receive merit-based and/or need-based scholarships, grants, and loans; approximately \$18 million in aid was coordinated for 702 Brevard College students in 2018-2019.
Residence Halls	Five on-campus options: one traditional-style residence hall with community bathroom facilities, three suite-style halls, and one apartment-style facility.
Information Technology	All academic buildings and residence halls are connected to the campus high-speed fiber-optic network. Wireless access is also available in all campus buildings. Student computer labs are available to all students. The McLarty-Goodson classroom building has a large computer lab near the first-floor rear entrance (MG 102). The Moore Science building has a computer lab located on the first floor (MS 109). There is also a Design Lab located on the second floor of the Sims Art Center (Sims 215) and a Music Lab located on the lower floor of the Dunham Music Center (Dunham 018). All labs are available for general student use during posted operating hours and when not being used for instruction. All labs also have access to black and white printing.

ACCREDITATIONS AND MEMBERSHIPS

Official Accreditations

Brevard College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Brevard College. The University Senate of The United Methodist Church accredits Brevard College to award degrees at the baccalaureate level, and Brevard College is an accredited institutional member of the National Association of Schools of Music. Brevard College is a participating member in the National Council for State Authorization Reciprocity Agreements. All teacher education programs are accredited by the North Carolina Department of Public Instruction.

Memberships

Academ.org
American Association of Collegiate Registrars and Admissions Officers
American Association of University Women
American Canoe Association
American College Testing Program
American Counseling Association
American Mountain Guides Association
Appalachian College Association
Association of Governing Boards of Universities and Colleges
Association of Outdoor Recreation and Education
Association for Experiential Education
Carolina Consortium
Carolinas Association of Collegiate Registrars and Admissions Officers
College Art Association
College Entrance Examination Board
Council for Higher Education, The United Methodist Church
Council for Higher Education, Western North Carolina Conference
Council of Independent Colleges
Independent College Fund of North Carolina
International Mountain Bike Association
Lyrasis
Mathematical Association of America
Mid Atlantic Library Alliance
Midwestern State University Study Abroad Consortium
National Association for Campus Activities
National Association for College Admissions Counseling
National Association of College and University Business Officers
National Association of Independent Colleges and Universities
National Association of Schools and Colleges of The United Methodist Church
National Association of Schools of Music
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National Council for State Authorization Reciprocity Agreements
North Carolina Academy of Science
North Carolina Association of Colleges and Universities
North Carolina Association of Student Financial Aid Administrators
North Carolina Center for Independent Higher Education
North Carolina Independent Colleges and Universities
North Carolina Libraries for Virtual Information (NC LIVE)
Reacting to the Past Consortium
South Atlantic Conference
Southeastern Association of Housing Officers
Southeastern College Art Conference
Southeastern Theatre Conference
Southern Association of College Admissions Counselors
Southern Association of Colleges and Schools Commission on Colleges
Southern Association of Collegiate Registrars and Admissions Officers
Southern Association of Student Financial Aid Administrators
State Authorization Reciprocity Agreement North Carolina
USA Cycling
Wilderness Education Association

ACADEMIC CALENDAR

FALL SEMESTER 2021

August 17-19, 2021 Tuesday-Thursday	Faculty Development and Governance Days
August 18, 2021 Wednesday	First-Year Student Move-In Day
August 21, 2021 Saturday	Returning Student Move-in Day
August 23, 2021 Monday	Convocation
August 24, 2021 Tuesday	Classes Begin
August 30, 2021 Monday	Last Day to Add Courses
September 6, 2021 Monday	Last Day to Drop a Course without a Record
September 17-19, 2021 Friday-Sunday	Family Weekend
September 20, 2021 Monday	Last Day to Remove Grade of Incomplete from Preceding Semester
September 27, 2021 Monday	Graduation application for May 2022 and Summer 2022 Due in the Office of the Registrar
October 8-10, 2021 Friday-Sunday	Homecoming
October 13, 2021 Wednesday	Mid-term Grades Due
October 16-24, 2021 Saturday-Sunday	Fall Break (no classes)
November 2, 2021 Tuesday	Advising Day (no classes). Students meet with Advisors and attend the Majors Fair
November 5, 2021 Friday	Last Day to Withdraw from a Course with a Grade of W (no withdrawal from a course is permitted after this deadline)
November 7-11, 2021 Sunday-Thursday	Pre-registration for Spring 2022 Semester
November 24-28, 2021 Wednesday-Sunday	Thanksgiving Break (no classes)
December 2, 2021 Thursday	Project Presentations in Jones Library
December 10, 2021 Friday	Last day of classes
December 12-17, 2021 Sunday-Friday	Final Reflection and Assessment Week

SPRING SEMESTER 2022

January 6-7 2022 Thursday-Friday	Faculty Development
January 10, 2022 Monday	Classes Begin
January 17, 2022 Monday	Last Day to Add Courses for Spring Semester Martin Luther King, Jr. Day (no classes)
January 24, 2022 Monday	Last Day to Drop a Spring Course Without a Record
February 7, 2022 Monday	Graduation Applications for December 2022 Due in the Office of the Registrar
February 9, 2022 Wednesday	Last Day to Remove Grade of Incomplete from Preceding Semester
March 2, 2022 Wednesday	Mid-term Grades Due
March 5-13, 2022 Saturday-Sunday	Spring Break (no classes)
March 24, 2022 Thursday	Advising Day (no classes) - Students meet with Advisors and attend the Job and Grad School Fair, 10:00 a.m. - 1:30 p.m.
March 25, 2022 Friday	Last Day to Withdraw from a Spring Semester Course with a Grade of W (no withdrawal from a course is permitted after this deadline)
March 27-31, 2022 Sunday-Thursday	Pre-Registration for Fall 2022 Semester Friday
April 15-17, 2022 Friday-Sunday	Easter Break (no classes on Friday)
April 19, 2022 Tuesday	Honors and Awards Day Ceremony (regular class schedule) Ingram Auditorium, 4:30 PM Project Presentations in Jones Library
April 23, 2022 Saturday	Student Orientation Advising and Registration (SOAR) (Faculty Work Day)
April 28, 2022 Thursday	Last Day of Classes
May 1-6, 2022 Sunday-Friday	Final Reflection and Assessment Week
May 6-7, 2022 Friday-Saturday	Commencement Weekend
May 10-12, 2022 Tuesday-Thursday	Faculty Development Days

Summer Term A: Internships, Practicums, Directed Studies

May 9, 2022 Monday	Summer Term A begins
May 16, 2022 Monday	Last Day to Add a Course
May 24, 2022 Tuesday	Last Day to Drop a Course without a Record
July 29, 2022 Friday	Last Day to Withdraw from a Summer Term A course with a Grade of W (no withdrawal from a course is permitted after this deadline)
August 15, 2022 Monday	Last day of Summer Term A
September 16, 2022 Friday	Grades for Summer Term A due

Summer Term B: Three-week courses

May 9, 2022 Monday	Summer Term B classes begin
May 10, 2022 Tuesday	Last Day to Add a Summer Term B Course
May 11, 2022 Wednesday	Last Day to Drop a Summer Term B Course without a record
May 16, 2022 Monday	Last Day to Withdraw from a Summer Term B Course with a Grade of W (no withdrawal from a course is permitted after this deadline)
May 27, 2022 Friday	Last Day of Classes for Summer Term B
June 10, 2022 Friday	Grades for Summer Term B due

Summer Term C: Eight-week online courses

June 6, 2022 Monday	Summer Term C classes begin
June 8, 2022 Wednesday	Last Day to Add a Summer Term C Course
June 9, 2022 Thursday	Last Day to Drop a Summer Term C Course without a record
June 27, 2022 Monday	Last Day to Withdraw from a Summer Term B Course with a Grade of W (no withdrawal from a course is permitted after this deadline)
July 31, 2022 Sunday	Last Day of Classes for Summer Term C
August 8, 2022 Monday	Grades for Summer Term C due

ADMISSIONS

Brevard College admits students who provide proof of academic ability and institutional fit. The Admissions Office considers applicants for admission to Brevard College without regard to race, color, religion, sex, national origin, sexual orientation, gender identification, age, disability, or veteran status.

Brevard College welcomes students from diverse religious, racial, and ethnic backgrounds and strives to maintain an atmosphere of respect and sensitivity for the dignity of every person.

Prospective students should submit applications for admission, admissions documents, and information requests to:

Brevard College
Office of Admissions
One Brevard College Drive
Brevard, NC 28712

Send information electronically to admissions@brevard.edu or call 828.641.0461

First Year

The Admissions Office requires that high school students who wish to attend Brevard College submit the following:

1. Completed online application for admission available at brevard.edu.
2. SAT or ACT score, unless the student has applied for Test Optional Admission.
3. High school transcript - students who enroll at Brevard College must submit a final, official high school transcript certifying high school graduation. GED scores are acceptable.
4. A campus visit is strongly encouraged. Schedule your campus visit at brevard.edu.

All offers of admission are contingent upon completion of all coursework attempted or pending at the time an offer of admission is made. Applicants who completed college level hours after graduating from high school must follow transfer applicant admissions policies and procedures.

Brevard College requires that first-year applicants complete the following minimum course requirements:

College preparatory curriculum with the following requirements:

Course	Requirements
English	4 courses
Mathematics	4 courses
Science	3 courses
Social Studies	2 courses

- AP classes are strongly recommended. Credit may be given on a course-by-course basis.
- Recommendations and essays are not required.

Test Optional

Test Optional Admission is for prospective students who decide that their standardized test scores are not a true representation of their academic potential; and therefore, opt for their scores to not be considered as part of their application for admission to Brevard College. To help the Admissions Office learn more about them, prospective students provide answers to three short essay questions. The first two are designated and the third is selected from a list of options. These questions are designed to help prospective students highlight their strengths for the Admissions Committee.

Required Documents

Prospective students applying for Test Optional Admission submit the following:

1. A completed online application for admission available at brevard.edu.
2. Completed essay questions (typically completed on the application for admission).
3. High school transcript - students who enroll at Brevard College must submit a final, official high school transcript certifying high school graduation. GED scores are acceptable.

Prospective students may choose Test Optional Admission and also submit test scores, which will be treated as supplemental information. The Admissions Office welcomes other test scores like SAT Subject Tests and AP Tests, but this information is not required. If submitted, the Admissions Office will treat this information as supplemental.

All admissions decisions for students who apply through Test Optional Admission are final.

Transfer

Students who have completed college level hours after graduation from high school are considered transfer applicants. Transfer applicants who wish to attend Brevard College submit the following:

1. Completed online application for admission available at brevard.edu.
2. Final official high school transcript or GED scores.
3. Official transcript from each college previously attended.
4. Transfer Student Questionnaire form available at brevard.edu.
5. A campus visit is strongly encouraged. Schedule your campus visit at brevard.edu.

Transfer students with less than 24 hours of transferable college-level coursework in a degree transfer program may be required to submit SAT or ACT test scores.

Students who have earned an Associate of Arts or an Associate of Sciences in a degree transfer program from a North Carolina Community College will generally meet the requirements for the General Education Curriculum according to the North Carolina Comprehensive Articulation Agreement.

A final, official high school transcript is required regardless of credit hours.

International

International students who wish to attend Brevard College are required to submit the following:

1. Completed application for admission available at brevard.edu.
2. Satisfactory SAT or ACT score.
3. International students with only a TOEFL score may combine the score with the Test Optional Admission Policy in pursuit of admission, in lieu of submitting an SAT or ACT score.
4. Official high school transcript translated into English by a professional transcription service is required to be considered for admission.
5. Completed immunization form that must be approved by Campus Life.
6. Statement of financial resources to support educational costs at Brevard College for one academic year less institutional scholarships awarded. The statement of financial resources must be expressed in U.S. dollars and received directly from the applicant's bank on official bank letterhead or sent directly from a bank employee via a bank issued e-mail account or fax number. No copies of this document will be accepted. An I-20 will be issued after the applicant has received an offer of admission, all required documents are received, and enrollment fee paid. If the student currently lives in the United States, a copy of their I-94 form is required.

In order to allow adequate processing time, international students should complete all application materials and be accepted for admission at least 90 days in advance of the beginning of the semester in which they plan to enroll. It is the sole responsibility of the international student applicant to have all transcripts, certificates, or diplomas from any institutions outside the United States sent to a credentials evaluation agency.

International students who transfer from a college in the United States must complete the same procedures as regular transfer students. It is the student's/prior school's responsibility to have their F-1 visa changed to Brevard College. A statement of financial resources must be expressed in U.S. dollars and received directly from the applicant's bank on official bank letterhead or sent directly from a bank employee via a bank issued e-mail account or fax number.

Home School

Home school students who wish to attend Brevard College submit the following:

1. Completed online application for admission available at brevard.edu.
2. Transcript or portfolio showing courses taken, grades, extracurricular activities, and out-of-classroom experiences - the transcript or portfolio must indicate the program or programs used in instruction.
3. SAT or ACT scores - if courses were taken at a community college, or another academic institution, official transcripts from those institutions must also be submitted.
4. A campus visit is strongly encouraged. Schedule your campus visit at brevard.edu.

Dual Enrollment

High school or home school students with exceptional academic ability may enroll in Brevard College courses while in high school. Dual enrollment students submit the following:

1. Completed online application for admission available at brevard.edu.
2. SAT or ACT score (if available).
3. Recommendation letter from high school principal or guidance counselor
Home school students may submit a recommendation from a person familiar with the student's academic ability and maturity.
4. Dual enrolled students will be registered on a space-available basis after August 1 or January 1.
5. A campus visit is strongly encouraged. Schedule your campus visit at brevard.edu.

Part-Time or Special Status

Brevard College admits students who wish to enroll in courses that meet their specific academic needs, subject to the availability of space.

Part-time or special status students may take no more than 11 hours of classes and may not live in on-campus housing. Students must submit a completed online application for admission available at brevard.edu.

If the student decides to change to full-time, degree-seeking status, the student must notify the Admissions Office immediately and follow procedures for regular admission.

Readmission of Former Students*

Students who were previously enrolled but left the college in good standing are eligible to reapply for admission. To be considered for readmission, please submit the following:

1. Completed online application for admission at brevard.edu
2. Official transcripts from all colleges/institutions attended since leaving Brevard
3. Payment of \$50 enrollment fee prior to matriculation

*Students who were suspended must follow the Readmission Application Process Following Suspension section of the catalog on page 55.

Teacher Licensure (Licensure Only or Post-Baccalaureate)

All candidates for licensure (undergraduate, transfer, and post-baccalaureate) must be accepted into the Teacher Education Program. Please submit the following:

1. Completed application for admission available at brevard.edu
2. Official transcripts from each college previously attended
3. Transfer Student Questionnaire form available at brevard.edu

These students are strongly encouraged to visit campus and meet with a faculty member from the teacher education program to discuss licensure requirements. Contact the Admissions Office at admissions@brevard.edu or 828.641.0641 to arrange this appointment.

NC Department of Public Instruction requires licensure-only or post-bac students to have a BA degree with a GPA of 2.5 or above before Teacher Education can accept an individual. Post-Bac Teacher Licensure Candidates should have a plan of study in place before they are admitted.

Conditional Admission

Brevard College considers high school graduates who demonstrate readiness to do college-level work but who have not achieved all of the requisite competencies. The purpose of conditional admission is to provide a student with a semester of personal and academic support, which increases the likelihood of student success at Brevard College.

Because of this admission status, the first semester coursework is prescribed for the student by the Academic Advising Office and is based on high school performance, SAT/ACT scores, and other placements tests. The student may be required to take some courses that will not count toward graduation, but the student will address foundational skills necessary to pursuing a college education. These courses count in the semester load, allowing the student to maintain full-time status during the semester, and may also include a course or courses in areas of interest or proposed major. Second semester status and future advising are based on the outcome of the first semester on campus.

Students admitted under Conditional Admission participate in the Academic Progress Program for Students (APPS). This program is designed to help students at risk of performing unsatisfactorily in academics. Students will be enrolled in APP 099, a one hour credit course designed specifically to assist students develop appropriate study skills for college. Students on academic warning or probation are also required to participate in APPS for an entire semester. They will enroll in APP 100 in large, small or individual sessions. In these programs, students are guided toward achieving academic success.

Application for Conditional Admission includes all standard processes as listed under the previous Admissions section, but may include additional procedures and/or documentation, such as an interview, campus visit and letters of recommendation. Conditional Admission is offered to a limited number of students each semester.

Deferred Admission

Students who are denied admission to the fall term may be granted deferred admission to the following spring term if certain academic credentials are met.

STUDENT ORIENTATION, ADVISING AND REGISTRATION (SOAR)

All new students who plan to attend Brevard College for the fall semester are required to attend Student Orientation, Advising and Registration. This day-long event gives new students an opportunity to meet an academic advisor, register for classes, attend important sessions on preparing for college, learn more about the Brevard College experience, and interact with other new students and members of the college community. Sessions designed for family members will be available.

ENROLLMENT FEE

Students pay an enrollment fee in order to reserve a space in the residence halls and/or in the incoming new student class. Due to Brevard's growth and limited residence hall space, students are encouraged to submit the enrollment fee as early as possible.

For a student who wishes to forfeit a reserved space, half of the enrollment fee is refundable until May 1 for fall semester applicants and December 1 for spring semester applicants. To receive a refund, the student must notify the Admissions Office in writing by the above dates.

IMMUNIZATION REQUIREMENT

North Carolina State Law GS130-A-155.1 requires all college students to have a Certificate of Immunization. The student must provide the official immunization registry from the state. A physical examination is required of all student athletes. The required forms are available at brevard.edu and must be submitted to Admissions prior to the first day of classes. In addition to the state-required immunizations, Brevard is requiring proof of a COVID-19 vaccination.

TRANSCRIPT REQUIREMENT

Students must submit official transcripts from all institutions previously attended prior to enrolling at Brevard College.

The timely submission of all official transcripts is required before the following actions can be completed:

- Recording of applicable transcript work on the Brevard College transcript
- Eligibility to receive financial aid
- Certification for participation on college athletic teams

Students without **all** official transcript(s) (high school and applicable college) on file by the first week of classes could have a hold placed on their account that could prevent them from pre-registering for the next semester. Students without an official high school transcript(s) on file who are requesting financial aid could be ineligible to receive aid for subsequent academic semesters.

FINANCIAL INFORMATION

EXPENSES

Brevard College makes every effort to offer quality educational programs while keeping costs as reasonable as possible. At Brevard College, students are able to obtain an education for less than the actual cost of instruction and other student services. The difference is provided through earnings on endowment investments and gifts from friends of the College. Every student, regardless of family resources, is supported by institutional funds and could, therefore, be considered a recipient of scholarship assistance.

Many students are offered work opportunities that allow them to earn a portion of their college expenses. Others may qualify for scholarships, grants, loans, and other awards under a comprehensive financial assistance program. (For more information, see Financial Aid, page 21.)

While the College makes a sincere effort to project the actual cost of attendance, the Board of Trustees reserves the right to make necessary adjustments in fees at any time.

2021-2022

TUITION AND FEE SCHEDULE FOR FULL-TIME STUDENTS

(Fall and Spring Semesters Combined)

	Commuting	Residential
Tuition	\$28,400	\$28,400
Room/Board	\$0	\$11,400
General Fee	\$1,850	\$1,850
Total Cost*	\$30,250	\$41,650

*This is an estimate of cost. Amounts may change due to housing and/or class registration changes. *Note: Board charge includes NC sales tax.*

Summer 2022 Rates

Tuition (Internship/Practicum) \$325/credit hour

Tuition (Summer Classes/Directed Study) \$325/credit hour

Tuition (Summer Online Classes) \$325/credit hour

All summer programs are non-residential.

EXPLANATION OF FEES

Full-Time Student Tuition

Students taking 12 or more credit hours are considered full-time students.

Part-Time Student Tuition

Students taking 11 or fewer credit hours pay a credit hour rate for the number of enrolled credit hours. For the 2021-2022 academic year, the fee is \$540 per credit hour for the first 1-5 hours, and when a student reaches 6 -11 hours, all hours are charged at \$1,035 per credit hour. A General Fee of \$225 per semester will be assessed to all part-time students.

Part-time students are allowed the opportunity to drop a course during the first week of class without penalties. Part-time students dropping a course after the first week will be refunded at the same rate as the refund policy on page 20.

Special Tuition

Individuals 55 years or over and dual enrollment students, enrolled with permission of the instructor, are eligible to request a discount for credit coursework. For the 2021-2022 academic year, the fee is \$285 per credit hour for 1-5 hours. When a student reaches six or more hours, all hours are charged at \$1,035 per hour. For dual enrollment students, if the sixth hour is a lab, hours 1-5 will be charged at \$285 per credit hour and only the sixth hour will be charged at \$1,035.

Room

Each residential student signs a housing contract that obligates the student for a full academic year of housing, even if the room is vacated. A signed contract is required before any student may occupy a room. Any student wishing to terminate his or her contract must contact the Director of Housing in Campus Life to appeal their housing contract. Exceptions are outlined in the housing contract section and Student Handbook.

Private rooms are available on a limited basis. Additional charges for the privilege of living in a private room will apply. For 2021-2022 the private room charge is \$2,060 for the academic year.

Board

All students living on campus are required to purchase a meal plan. For 2021-2022 a residential student can choose between a 19-meal-per-week plan with \$100 in flex dollars or a 14-meal-per-week plan with \$200 in flex dollars per semester. Flex dollars can be used at the Coltrane Commons Food Court. Commuters may purchase a 85-meal plan for \$570. Additional money can be added during the semester to your meal plan by contacting the Finance Office. Unused dollars will expire at the end of each semester (non-refundable). Students who have special dietary considerations should contact Dining Services.

Note: Board charge includes North Carolina sales tax.

Additional Costs and Fees

Books, special charges for instruction in music, supplies for art, special tutoring, and incidentals are not included in the previous fees on page 18.

Textbooks and supplies can be ordered at eCampus and may cost as much as \$400-\$450 per semester. Textbooks may also be rented.

Special Charges

Enrollment Deposit	\$250	Re-admittance Fee	\$50
Late Registration Fee	\$50	Audit Fee, per hour	\$110

*Special charges are subject to change as needed.

Damages

Students are expected to treat all College facilities and equipment with respect. Students are responsible for any damages to College property and will be billed accordingly. Students should carefully review the Student Handbook, which covers student responsibilities in all College facilities.

Payment of Tuition and Fees

Charges are calculated on a semester basis and are payable prior to the start of the semester. The exact due dates will be reflected in the student's Statement of Account (billing statement), which is electronically posted on MyBC 30 days prior to the payment due date. Billing statements may change during the semester if the student changes classes; if housing changes during the semester; or if student financial aid changes. Monthly bills can also be found on my.brevard.edu. Students are responsible for monitoring their accounts and addressing any changes with the Finance or Financial Aid Offices. Students who do not pre-register during the registration time provided may be charged a \$50 late registration fee. Financial aid, which has not been finalized (i.e., no Federal Direct Loan guarantee, no valid Pell Grant payment record, etc.), is not considered payment toward the student's account. Payment is expected prior to the beginning of each semester and prior to attending classes. Once financial aid is finalized, the student may be eligible for a refund. Refunds are disbursed weekly after funds have been received by the College and accounts have been reviewed. Students may request refunds to be applied to the next semester. If changes are applied to a student's account after a refund has been disbursed, the student is still responsible for the balance on the account.

Brevard College accepts cash, personal checks, money orders, Visa, Discover, MasterCard and American Express for payment of charges. In addition, students may pay on-line by accessing my.brevard.edu or brevard.edu. Returned checks will result in a \$60 charge to the student account.

Monthly payment arrangements may be made through the College. Currently a four or five-month plan is being offered through a third-party. Contact the Office of Business and Finance at 828.641.0275 for more information. You can also sign up for this payment plan at mycollegepaymentplan.com/brevard-college

Financial Obligations to the College

Unmet financial obligations to the college will result in a hold on student academic records or their class schedule being dropped for that semester. A hold could prevent readmission, class registration, receipt of a diploma or transcript, and/or financial aid processing.

Financial obligations to the college include, but are not limited to, student account balance, parking fines, library fines, and campus life fines. Brevard College accepts cash, personal checks, money orders, Visa, MasterCard, Discover and American Express for payment. If paying by personal check, please be advised that it may take up to two weeks for the check to clear; thus, a transcript or diploma will not be released until after the check has cleared the bank.

Withdrawal Refund Policy

To properly withdraw from the college during regular terms (Fall and Spring), the student must obtain a 'Request For Withdrawal from Brevard College' form from the Office of Academic Affairs, secure the appropriate signatures and return the completed request to the Office of Academic Affairs. Refunds are based on the date the student began the withdrawal process with the expectation that the process will be completed in a timely manner. Refunds will only be considered if a student follows the official withdrawal process as stated above.

Because Summer term is optional, students may withdraw from all summer courses and remain registered for Fall semester at the institution.

Because withdrawal from the institution affects financial aid eligibility, a student using scholarships, grants, or loans to pay for educational expenses, may be required to return a portion of those funds based on federal and state guidelines. In addition, should a student receiving federal aid earn a 0.00 GPA for the semester, the midpoint of the semester will be used as the date of withdrawal, unless a later date of class attendance can be documented. This may result in a balance owed to the College. Students receiving financial aid should also refer to the financial aid refund policy on page 27.

Refunds apply to tuition, class fees, room, and board charges. Private room charges are not refundable.

Regular Term Refund Table (Fall and Spring):

Date of Withdrawal from College	Amount Charged	Amount Refunded
First 7 calendar days after classes begin	10%	90%
Second 7 calendar days after classes begin	20%	80%
Third 7 calendar days after classes begin	30%	70%
Fourth through Seventh calendar week	50%	50%
Eighth calendar week and thereafter	100%	0%

Summer Term Refunds:

A student may withdraw from summer term through the last day to drop a course and receive a full refund.

Note: For students who receive federal aid and withdraw before the 60% point in the semester, aid will be returned to federal aid programs based on a ratio of number of calendar days remaining and the number of calendar days in the term (refer to page 27).

Setting of Student Charges

Students who are financially clear and have not notified college officials they will not be returning to Brevard College before classes begin will be considered enrolled as of the first day of classes regardless of class attendance. Tuition, room, and board will be calculated based on the first day of classes. Students not returning must officially notify the Office of the Registrar of their intent not to return.

Change in Status

Students may experience a change of status between full and part-time or residential and commuter. Final calculation of charges for total hours will occur as of the close of the last day to drop classes as confirmed by the Registrar.

Charges for residential status will be prorated up through the close of the last day to drop classes (confirmed by the Office of Campus Life), after which full charges for room and board will be posted to the student's account.

If a change in status results in a change in financial aid awards, a student using scholarships, grants, or loans to pay for education expenses may experience the return of portions of those funds based on federal and state guidelines. This may result in a balance owed to the College. Students receiving financial aid should refer to the financial aid refund policy on page 27.

FINANCIAL AID

The purpose of the Financial Aid Office is to help Brevard College students pay for their Brevard College degree. The Financial Aid Office accomplishes this purpose through the awarding of need-based or merit-based grants, scholarships, loans, and work-study based on eligibility and available funds.

All financial aid awarded to students at Brevard College is normally disbursed on a 50 percent basis each semester by crediting the student's account in the Finance Office. All students must be making satisfactory academic progress to be considered for any student financial assistance.

In some cases a Brevard College award may be reduced due to the addition of a merit or talent award. Some Brevard College awards may be replaced by equivalent donor-based endowed scholarships and may require a thank you note, and/or participating in a donor dinner or reception.

Merit or Half-Tuition Scholarships

Merit or Half-Tuition scholarships are awarded to eligible students when they become accepted for admission. Amounts vary and students must maintain satisfactory academic progress in order to renew the award. A campus visit is strongly recommended.

Scholarship Day Awards

Scholarships are awarded annually to new first year and transfer students. An interview and attendance at Scholarship Day are required.

Talent Scholarships

Talent scholarships are granted to students displaying outstanding ability in music, theatre, and the visual arts as well as in academic major areas. Qualifying students may be required

to arrange an audition, tryout, or interview with the chairperson of the respective division. Art awards are granted based upon the evaluation of a portfolio of ten slides of the student's work. Music and theatre awards are based on an audition. Amounts may vary renewal is not automatic.

Methodist Scholarship Awards

For a complete listing of current scholarships available to United Methodist students through the General Board of Higher Education and Ministry of the United Methodist Church, please contact the Financial Aid Office at finaid@brevard.edu.

Benefits for Veterans

Brevard College is approved for the education of veterans and their qualifying dependents including Yellow Ribbon benefits. Upon registration, the veteran or qualifying dependent must submit the necessary forms to the Financial Aid Office. Veterans and qualifying dependents are advised that the first check will usually be available two months after school begins.

All persons receiving veterans' benefits are required to attend class on a regular basis. The Veterans Administration will be notified should a student cease to attend classes, and this could result in the termination of educational benefits. Records of progress are kept by this institution on all students and are furnished to students, veterans and non-veterans alike, at the end of each scheduled school term (see Satisfactory Academic Progress Policy on page 53).

Tuition Exchange Scholarships

A limited number of tuition scholarships are available to students whose parents work at participating institutions, through the Council of Independent Colleges (CIC) and the NC Independent Colleges & Universities (NCICU) Tuition Exchange programs. Receipt of this scholarship supplements all other aid for which the student qualifies from the institution, not to exceed cost of tuition. For a list of participating institutions, go online to cic.edu or contact the Financial Aid Office.

North Carolina Financial Aid Programs

All North Carolina students must meet the state residency requirement to qualify for state awards. To qualify, a student must have been a permanent resident of the state of North Carolina for the 12 months immediately prior to enrollment. All North Carolina awards are contingent upon legislative enactment, appropriation, and actual receipt of funds by Brevard College.

Brevard College participates in the NC Need Based Scholarship (NBS) program.

Federal Financial Aid Programs

Every student wanting state or federal financial assistance is required to complete the Free Application for Federal Student Aid (FAFSA) at fafsa.ed.gov.

Where federal or state funds are involved, the College may need to verify information. For information about the verification process, please contact the Financial Aid Office at finaid@brevard.edu.

All students accepted for admission receive a financial aid award letter from Brevard College.

FINANCIAL AID POLICIES

Requirements for Financial Aid Satisfactory Academic Progress (FA-SAP)

To receive federal, state, and institutional financial aid at Brevard College, a student must maintain Financial Aid Satisfactory Academic Progress (FA-SAP).

When you complete the Free Application for Federal Student Aid (FAFSA), you'll answer a question about your on-campus or off-campus status. The Financial Aid Office will award you financial aid based on this status. If you are approved by the Office of Residence Life to move off-campus after the Financial Aid Office has awarded you financial aid based on an on-campus status, then your financial aid award could be reduced by up to \$3,000 per year.

FA-SAP standards apply to all terms regardless of whether or not financial aid is received. Transfer credits will be included in the calculation. For Title IV Federal Aid eligibility a student must not have exceeded 150% of the published program length.*

There are two components of Financial Aid Satisfactory Academic Progress measurement: credit hours and grade point average. Students must meet both component requirements to receive financial aid.

FA-SAP is evaluated at the close of each Spring semester.

Credits*

To maintain eligibility for financial aid, students must complete 67% of total attempted hours. If 67% of attempted credit hours are not earned at the end of a review period, the student will be placed on Financial Aid Suspension.

Grade Point Average

Students must earn the minimum FA-SAP GPA listed in the table below. Please note that FA-SAP GPA is calculated differently than academic GPA. See **Attempted vs. Passed Credits** below for further explanation. Students who fail to meet the requirements below will be placed on Financial Aid Suspension.

Attempted Credit Hours	0-30	31-55	56+
Earned Credit Hours	67% of attempted hours	67% of attempted hours	67% of attempted hours
Minimum Earned Cumulative GPA *See Attempted vs. Passed	1.60	1.80	2.0

Attempted vs. Passed Credits

For FA-SAP standards and the 150% regulation, grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, K, EX and CR are counted as attempted and passed hours (AP, IB, and AICE credits are assigned grades of K, while experiential and CLEP credits are assigned grades of EX and CR – since these credits are not completed while enrolled at Brevard College, they are not assigned numerical grade values). Grades of W, I, F, NC, and WV are counted as attempted hours, but not passed. Grades of P given by the institution will be counted numerically as a 4.0 when calculating FA-SAP GPA. FA-SAP standards apply to all terms regardless of whether or not financial aid is received.

Incomplete Grades

Students that have an incomplete (I) grade outstanding from a previous semester will have a hold on their financial aid until a letter grade is assigned.

Repeated Courses

With the exception of the few courses that may be taken more than once for credit, only one repeat of a passed course is allowed while receiving financial aid. Repeated courses that were previously passed will not count toward credits completed for FA-SAP. These credits were already counted toward the standards the first time the course was completed and the student already received aid for these courses.

Transfer Credits

Transfer hours accepted by Brevard College count toward cumulative completion rate and the Maximum Attempted Credits Allowed via the increments listed in the table on page 23. FA-SAP GPA is not affected by transfer hours – it will be calculated solely on coursework completed at Brevard College. The number of transfer hours accepted by the institution will be used to calculate FA-SAP and compliance with the 150% requirement.*

Mid-year Transfers

Students that begin at Brevard College during the Spring semester will be evaluated at the end of their first semester.

***Maximum Attempted Credits Allowed (150% Requirement)**

Federal regulations require the Financial Aid Office to define maximum timeframe in which a student must be able to complete his or her program. This timeframe cannot exceed 150% of the published program length. For example, a degree requiring 124 credit hours for completion allows financial aid eligibility for 186 credit hours attempted – after 186 attempted hours or when it becomes mathematically impossible for program completion within 150% of the program length, aid is no longer available. All attempted credits count toward this limit, even if financial aid was not received or extenuating circumstances interfered with completion of credits. Additionally, credits earned at other colleges may help complete degree requirements; therefore, all credits accepted by Brevard College are included in the maximum credits allowed.

Second Undergraduate Degree Students / Teacher Licensure

Students pursuing a second degree or adding a major to an already completed degree may be given an additional number of aid eligible hours beyond the 150% maximum time frame allowed to earn the second degree. In order to be eligible for additional hours the student must submit an appeal that explains in detail the valid extenuating circumstances necessary for pursuing a second degree. Students must also complete an academic plan outlining the number of hours applicable from the first degree earned and the number of hours remaining to complete the second degree.

Students attempting to obtain post-baccalaureate Teacher Licensure certification must also submit an appeal for extension of the 150% maximum time frame and provide a plan of the course requirements needed to complete the program. Both Title IV grants and loans may still be available to post-baccalaureate Teacher Licensure candidates.

Consortium Agreement Coursework

Students who are enrolled in two colleges during the same term or who are attending another program under a consortium agreement will have FA-SAP calculated by Brevard

College as the home institution, with the calculation based on hours attempted at both institutions and the GPA from Brevard College coursework only.

Transient Course Work

All Brevard College funded credits attempted and passed at another institution will be added to cumulative completion rate. GPA is not affected by transient enrollment credits.

Financial Aid Suspension

Students who fail to meet the requirements outlined in the table on page 23 at the end of each Spring semester will be placed on Financial Aid Suspension and are not eligible for future aid until again meeting the minimum requirements for FA-SAP.

Students placed on Financial Aid Suspension may appeal to the Financial Aid Committee by completing the FA-SAP Appeal Form and all required documentation. Students are limited to three appeals. Appeals must explain why FA-SAP was not met and what has changed to allow this requirement to be met at the next evaluation. All appeals must include an academic plan designed to bring the student back to meeting FA-SAP by the next evaluation period.

Financial Aid Probation

If a student's FA-SAP Appeal Form is approved, the student will be placed on Financial Aid Probation. The student's financial aid will be reinstated; however, as part of the approval, all students will be required to follow an academic plan. If the student does not meet the requirements of the probation, the student will lose eligibility for financial aid. Students on Financial Aid Probation will be evaluated at the end of each payment period for progress. If a student is meeting the requirements of the academic plan, the student is eligible to continue to receive financial aid and may remain on Financial Aid Probation until they can be placed back into Financial Aid Good Standing. If a student wishes to change their academic plan, they must appeal to do so and explain what has happened to necessitate the change and how they will be able to make academic progress.

Academic Plan

When required, an academic plan will be developed by the student and the student's academic advisor and must be approved by the Registrar. This plan is designed to outline progress toward reestablishment of Good Standing by a specified point in time. All academic plans will be monitored each term. If a student fails to meet the standards set up in the plan, the student will no longer be eligible for financial aid until the student re-establishes eligibility on their own. If a student wishes to change their academic plan, they must appeal to do so and explain what has happened to necessitate the change and how they will be able to make academic progress.

Reestablishing Aid Eligibility

Students may regain eligibility for Financial Aid by appealing their Financial Aid Suspension and completing an academic plan while on Financial Aid Probation or by making enough quantitative and qualitative progress without financial aid to be reinstated into Financial Aid Good Standing as outlined in the table above. For more on the Academic SAP policy, refer to page 53.

Policy for Awarding Financial Aid for Part-Time Degree Applicable Coursework

Financial aid enrollment status is based on the number of degree applicable hours a student is enrolled in each semester. Financial aid will not cover the cost of coursework that is not part of the student's degree plan.

All Brevard College, state and federal funds are subject to change if the number of hours that a student is enrolled in, that are part of their degree plan, are less than 12.

Tuition adjustments to determine the official cost of attendance for financial aid (COA) will be made according to the following rule:

If a student's total number of hours enrolled for a term are less than 12 the tuition charges will be based on the appropriate per hour charge as shown on the approved Schedule of Tuition and Fees.

If a student is enrolled full-time (12 hours or greater) but the degree applicable hours are less than 12, the per hour tuition charge to determine the COA will be calculated by dividing the fulltime tuition amount by the number of total hours enrolled. This will establish the per hour charge used by the Financial Aid Office to build the student budget.

EXAMPLE: Student is enrolled for 12 hours but only four are degree-applicable:

\$14,200 divided by 12 = \$1183.33 (per credit hour charge for four hours)

The student will be charged as a full-time student but aid is based solely on COA for four hours.

PELL GRANT: The Federal Pell Grant adjusts according to enrollment and the student's EFC.

LOAN INFO: Student loans require current enrollment be at least half time (six degree-applicable hours) in order to borrow funds for the term. Students who have previous loans and fall below half time enrollment status should attend counseling with the Financial Aid Office staff. This is imperative for students who find that they will be enrolled less than half time in either degree applicable coursework OR total hours for the term.

Some outside scholarships may require full time enrollment. The Financial Aid Office will return funds to the appropriate donor/agency if a student is deemed ineligible for an outside scholarship.

Students who have aid awarded based on degree applicable hours will have their schedule placed on hold and changes will not be allowed without permission of the Registrar and the Financial Aid Office.

Housing for Less Than Full-Time Enrollment

A student who is enrolled less than full-time and wishes to live in a residence hall must complete a Special Request for Housing form. The Campus Life Housing Office will be responsible for determining who is granted permission to live in a residence hall while enrolled part time.

FINANCIAL AID AND REFUND POLICY

To properly withdraw from the college during regular terms (Fall and Spring), the student must obtain a 'Request For Withdrawal from Brevard College' form from the Office of Academic Affairs, secure the appropriate signatures and return the completed request to the Office of Academic Affairs. Refunds are based on the date the student began the withdrawal process with the expectation that the process will be completed in a timely manner. Refunds will only be considered if a student follows the official withdrawal process as stated above.

Because Summer term is optional, students may withdraw from all summer courses and remain registered for Fall semester at the institution.

Because withdrawal from the institution affects financial aid eligibility, a student using scholarships, grants, or loans to pay for educational expenses, may be required to return a portion of those funds based on federal and state guidelines. In addition, should a student receiving federal aid earn a 0.00 GPA for the semester, the midpoint of the semester will be used as the date of withdrawal, unless a later date of class attendance can be documented. This may result in a balance owed to the College.

Refunds apply to tuition, class fees, room, and board charges. Private room charges are not refundable.

Regular Term Refund Table (Fall and Spring):

Date of Withdrawal from College	Amount Charged	Amount Refunded
First 7 calendar days after classes begin	10%	90%
Second 7 calendar days after classes begin	20%	80%
Third 7 calendar days after classes begin	30%	70%
Fourth through Seventh calendar week	50%	50%
Eighth calendar week and thereafter	100%	0%

Summer Term Refunds:

A student may withdraw from summer term through the last day to drop a course and receive a full refund.

Note: For students who receive federal aid and withdraw before the 60% point in the semester, aid will be returned to federal aid programs based on a ratio of number of calendar days remaining and the number of calendar days in the term.

Setting of Student Charges

Students who are financially clear and have not notified college officials they will not be returning to Brevard College before classes begin will be considered enrolled as of the first day of classes regardless of class attendance. Tuition, room and board, will be calculated based on the first day of classes. Students not returning must officially notify the Office of the Registrar of their intent not to return.

Change in Status

Students may experience a change of status between full and part-time or residential and commuter. Final calculation of charges for total hours will occur as of the close of the last day to drop classes as confirmed by the Registrar.

Charges for residential status will be prorated up through the close of the last day to drop classes (confirmed by the Office of Campus Life), after which full charges for room and board will be posted to the student's account.

If a change in status results in a change in financial aid awards, a student using scholarships, grants, or loans to pay for education expenses may experience the return of portions of those funds based on federal and state guidelines. This may result in a balance owed to the College.

SCHOLARSHIPS

The scholarship program at Brevard College is maintained through the contributions of many alumni and friends of Brevard College. Among these sources of aid are the following endowed scholarships:

The American Association of University Women (AAUW) Endowed Scholarship
 Nelson Adams Organ Endowed Scholarship
 Clegg and Martha Avett Memorial Scholarship
 Ira M. Baldwin Endowed Scholarship
 Lillian Clayton Baldwin Memorial Scholarship
 Olivia Allison Ball Memorial Scholarship
 C. Grier and Lena Sue Beam Endowed Scholarship
 Julia P. and Jesse F. Beatty Endowed Scholarship
 J. A. Belcher Endowed Scholarship
 Belk-Simpson Endowed Scholarship
 Nancy Simpson Benfield Endowed Scholarship
 Stuart and Margaret Wright Black Endowed Music Scholarship
 Dr. Embree Blackard Endowed Scholarship
 Addie and Don Blake Endowed Scholarship in Music
 John S. Boggs Endowed Scholarship
 Daniel H. Boyd Endowed Scholarship
 Leo and Eleanor Brevard Endowed Scholarship
 Brewer Family Endowed Scholarship
 James Zachary Brookshire Memorial Scholarship
 Gertrude Brown and Vandalyn Brown Barbee Memorial Scholarship
 Mrs. Sara Lois Wolcott Brown Memorial Scholarship
 The Caney Edward Buckner and Bess Reap Buckner Endowed Scholarship
 Evelyn Sherrill Bunch Endowed Scholarship
 Fred B. Bunch, Jr. Endowed Scholarship
 Wilmar Shuford Byers Endowed Scholarship
 Lucille Siniard Cain Memorial Scholarship in Organizational Leadership
 Carl Carlson Memorial Scholarship in Mathematics
 Cornelius Oliver, Albert M., and Nancy McCauley Cathey Scholarship
 Richard and Mildred Cherry Endowed Scholarship
 Coach John B. Christenbury Memorial Scholarship
 Class of 1938 Scholarship
 Class of 1953 Scholarship
 Class of 1957 Scholarship
 Class of 1967 Scholarship
 Class of 1968 Scholarship

Robert Hunt Clayton Memorial Scholarship
George B. and Clara N. Clemmer Endowed Scholarship
Dott Ingram Cofer Endowed Theatre Scholarship
Mr. and Mrs. Robert D. Coleman, Jr. Endowed Scholarship
Eugene Jarvis and Isabelle Doub Coltrane Memorial Scholarship
Marion and George Craig Memorial Scholarship
Marjorie Craig Endowed Scholarship
Janet and Richard Cushman Endowed Scholarship in Music
Rachel Cathey Daniels Endowed Scholarship
C. Glenn Davis Endowed Scholarship
R. Frank Davis Endowed Scholarship
Kate Pickens Day Endowed Scholarship
Margaret Mizell Dean Endowed Scholarship
John H. Dellinger Endowed Scholarship
Meta M. Dings Endowed Scholarship
J. Robert and Hazel F. Dixon Endowed Scholarship
Angier B. Duke Memorial Scholarship
Jeffrey W. Duncan Memorial Scholarship
Kenneth W. Edwards Memorial Scholarship
Grace B. Etheredge Endowed Scholarship
A. Mitchell and Eunice Arnold Faulkner Endowed Scholarship
Louise Yandell Ferguson Endowed Scholarship in Music
Fincher Family Memorial Scholarship
Jack S. Folline Endowed Scholarship in Organizational Leadership
Mary Elizabeth and G. Scott Francis Community Service Scholarship
Maria E. Frank Endowed Scholarship
Lois, Lottie and Virginia Frazier Endowed Scholarship
Evelyn Louise and Channing John Fredrickson Endowed Scholarship
Sara Barkley Futral Endowed Scholarship
Clara C. Gift Endowed Scholarship in English
W. Edgar Gift Endowed Science and Mathematics Scholarship
Stella Mae Brinkley Gilbert Endowed Scholarship
Joseph E. and Eloise K. Glass Memorial Scholarship
Sarah S. Godfrey Endowed Scholarship
Donald Lee Greene Endowed Scholarship
Groce Memorial Scholarship
Sonny and Nell Harrelson Endowed Scholarship
John M. Hawkins Endowed Scholarship
Juanita Wells Hearn Endowed Scholarship
Cecil and Jane Bailey Hefner Endowed Scholarship
Mr. & Mrs. Wiles Hefner Endowed Scholarship
Charles F. Himes Endowed Scholarship
J.P. and Ida C. Horton Endowed Scholarship
Gladys and Gene Houck Endowed Scholarship
Mary Helen Huggins Endowed Scholarship
Hunter-Weaver Endowed Scholarship
Ann Ives Endowed Scholarship in Theater Studies
George P. Ivey Memorial Scholarship

Jerry Hart Jerome Endowed Scholarship for Organizational Leadership
 R. Brian Johnson Endowed Scholarship
 William and Marcella Johnson Endowed Scholarship
 Eva H. Jolley Endowed Scholarship
 Edwin L. and Annabel Jones Endowed Scholarship
 Irene and David Jones Endowed Scholarship
 Johnie Jones Endowed Scholarship
 Nora Avahelene Jones Memorial Scholarship
 Mary Louise Jones Endowed Scholarship
 Henry Watson Jordan Endowed Scholarship
 Kale Family Scholarship
 Kirkman Family Scholarship for Teacher Education
 Lake Toxaway Charities Scholarship
 Lake Toxaway Endowed Scholarship for Women
 LeGere Family Endowed Scholarship in Music
 Leon Levine Foundation Endowed Scholarship
 Lola Allison Lonon Memorial Scholarship
 Elizabeth Price Lothery Endowed Scholarship for Women
 Alice A. Lovin Endowed Scholarship
 Mark Houston Lowdermilk Memorial Scholarship
 Randal J. Lyday Memorial Scholarship
 Jack M. and Jean C. McCauley Endowed Scholarship
 Elaine Walker McDonald and Henry C. McDonald Jr. Memorial Scholarship
 Drs. Charles and Kathleen R. McGrady Scholarship
 Margaret K. McKinney Endowed Scholarship
 Emmett and Peg McLarty Scholarship
 Breanna “Bree” McMahan Endowed Scholarship
 Chick and Ruth Martin Scholarship
 Leota Mathews Scholarship for Physical Sciences
 Dr. Louis Miles Memorial Scholarship
 Josephine Young Miller Endowed Scholarship
 Louise P. Miller Memorial Music Scholarship
 Ruth Waggoner Miller Endowed Scholarship
 J. William Moncrief Endowed Scholarship
 Carol Tompkins Montgomery Endowed Scholarship
 Don and Rosie Moore Endowed Scholarship
 Ben R. Morris Endowed Scholarship
 Colonel and Mrs. J. Edgar Morris Endowed Scholarship
 Wanda Woosley Moser Endowed Scholarship
 Grace Munro Endowed Scholarship
 Jenny Munro Endowed Scholarship
 Albert G. Myers, Jr. Endowed Scholarship
 Omicron Delta Kappa (ODK) Leadership Scholarship
 John P. Odom Endowed Scholarship
 Oliver and Jennie Taylor Orr Endowed Scholarship
 Padrick Endowed Scholarship
 E. K. Partin Endowed Scholarship
 Wilma and K. W. Partin Endowed Scholarship

Patton Family Endowed Scholarship
 Carlos and Sharron Perez Endowed Scholarship
 Thomas O. Porter Memorial Scholarship
 Rev. Hubert and Margaret Hague Powell Family Scholarship
 Dr. Lewis C. Powell Memorial Music Scholarship
 Pryor-Lewis Endowed Scholarship
 H. Cotton Ray Leadership Scholarship
 Carol Earle Regier Endowed Scholarship for African-American Students
 Carol Earle Regier Endowed Scholarship in Music
 Ruth and Henry Ridenhour Endowed Scholarship
 Lillian and Ivon L. Roberts Memorial Scholarship
 Patricia and B. D. Rodgers Endowed Scholarship
 Dr. Edwin O. Roland Endowed Scholarship
 C. Edward and Brona Roy Endowed Scholarship
 C. Edward and Grace Munro Roy Endowed Scholarship
 Rutherford College Scholarship
 J. Carlyle Rutledge Endowed Scholarship
 Donald and Jean Scott Endowed Scholarship
 Richard and Betty Scott Endowed Scholarship
 Dimps and Ray Simmons Endowed Golf Scholarship
 Allen H. Sims Memorial Scholarship
 Vance A. Smathers Memorial Scholarship
 Bernon and Irene Smith Endowed Scholarship
 Lucile Smith Endowed Scholarship
 Henry C. and Annie Call Sprinkle Endowed Scholarship
 Mary Frances Stamey Memorial Scholarship
 Clyde L. Stutts Memorial Scholarship
 Ina Stutts Endowed Fine Arts Scholarship
 Jane M. Summey Memorial Scholarship
 Caroline A. Sweeney Endowed Fine Arts Scholarship
 Rosa B. Taylor Endowed Scholarship
 Catherine and William B. Townsend Endowed Scholarship
 Mildred Williams Townsend Scholarship
 Robert Tuttle Endowed Scholarship
 Estelle and James Underwood Endowed Scholarship
 Dona D. Vaughn Endowed Scholarship for a Minority Student Majoring in Voice
 Donald and Max Walser Endowed Scholarship
 The Reverend and Mrs. Robert E. Ward Endowed Scholarship
 Lillian B. and T. Max Watson Endowed Scholarship
 Weaver College Scholarship
 Robert H. Welch Endowed Scholarship
 Daisy Justus Wells Memorial Scholarship
 Adele Margaret Weston Endowed Music Scholarship
 Robert Allwyn White Endowed Scholarship for Theater Studies
 Elizabeth "Bibba" Whisenant Whitener Endowed Scholarship in Music
 Willingham Family Endowed Scholarship
 Orville and Edith Woodyard Endowed Scholarship
 Joel W. Wright Endowed Scholarship

CAMPUS LIFE

The Division of Campus Life works with Brevard College students to create and maintain a campus environment that encourages personal growth and inspires artistic, intellectual, and social action. This is accomplished through a range of activities, services, and programs and is committed to creating an atmosphere of community among students, faculty, staff, and the world in which we live. We believe in the healthy development of every member of the community, as we work together to understand and learn in order to serve.

Throughout our services, we emphasize social consciousness and encourage students to become healthy, responsible, educated, and contributing members of the community in which they live.

Campus Life consists of student engagement, community involvement and leadership, spiritual life, personal development and wellness, intramurals and clubs and organizations, housing and residence life, campus security, dining services, career services and central scheduling.

Office for Service and Volunteer Initiatives

In support of the Brevard College motto “Learn in Order to Serve,” the mission of the Office for Service Volunteer Initiatives is to create opportunities for and to inspire students, faculty, staff, alumni, and community to engage in mutually beneficial service partnerships while raising awareness to various cultural and religious/spiritual issues. The Office for Service and Volunteer Initiatives is a clearinghouse for ideas and resources to match the interests of those looking to serve the needs of our community in the areas of service, multicultural awareness, and religious/spiritual life. In addition to advertising opportunities, we will celebrate the impact that is made through community service and service-learning.

The Office is supported by student groups such as BC Serves and other student clubs and organizations. These groups of students serve their community and develop outreach programs.

Religious and Spiritual Life Program

Seeking to respond to the rich diversity of religious traditions and spiritual practices represented among community members, the College has created a Religious and Spiritual Life Program while still maintaining its affiliation with the United Methodist Church. Inspired by the ministry of the United Methodist Church, we welcome a diversity of religious preferences among students who are seeking to learn and to nurture their spiritual paths.

This program fosters both a spiritual and an intellectual journey for participants, and centers on a vision in which all expressions of faith are celebrated and in which dialogue about common moral, ethical, and spiritual issues is encouraged. The Religious and Spiritual Life Program is coordinated through the Office for Service and Volunteer Initiatives and supported by various Campus Life staff, students, and faculty. Religious and Spiritual Life supports the spiritual, educational and worship needs of all Brevard students. Support for the spiritual journeys of students, faculty, and staff both within and outside of institutional religious contexts is offered through a series of programs on moral, ethical, and spiritual issues.

Housing/Residence Life and Student Engagement

Campus Life provides direct staff support for working with students in residential facilities as well as with student clubs and organizations, with special emphasis given to the Student Government Association (SGA) and the Campus Activities Board (CAB). A variety of opportunities is provided throughout the year to engage students in the campus community.

Residence Life

The Department of Housing and Residence Life works closely with student housing staff, including Resident Advisors (RAs) who live in each residence hall, to guide the development of a community and assist students as they learn to bring balance to their lives. The residence hall communities begin each year learning Community Standards, which assist residents in living and learning together through open communication, trust, and respect for each other.

Student Clubs and Organizations

Student clubs and organizations reflect the energy and interests of a vibrant, involved, creative student body. Campus organizations and activities are open and available to all students without regard to race, color, religion, sex, national origin, sexual orientation, age, disability, or veteran status. Each organization, however, has the right to establish its own standards, including a minimum grade point average, as long as the “Equal Opportunity Policy” is not violated. It is the responsibility of each student to balance participation in activities with academic responsibilities to succeed at Brevard College. Student organizations are approved by the SGA and the Office of Campus Life.

Student Government Association (SGA)

SGA seeks broad representation from students in order to make a difference in academic and campus life. This organization gives students invaluable experience in leadership and governance.

Campus Activities Board (CAB)

CAB is comprised of a diverse group of students who are responsible for providing a variety of student events on campus. CAB ensures that each experience provides an opportunity for networking, leadership development, strong friendships, and lasting memories.

Career Services

Career Services provides students and alumni with relevant and practical career readiness training through education and experiential learning with internships, job shadowing, career counseling, job fairs, resume building, and other vocational services.

Intramural and Outdoor Recreation

Intramural and Outdoor Recreation Education provides students with a number of ways to get involved with life on and off campus through hands-on educational opportunities encompassing intramurals, club sports, and outdoor offerings.

Intramurals at Brevard College provide an opportunity for athletes and non-athletes alike to engage in friendly competition and enhance skills through a variety of events. Open gym areas for students include a free weight room, an exercise room, a movement room, a recreation room, and an auxiliary gym.

Several student organizations involving club sports work to provide activities for students to pursue interests in disc golf, rock climbing, paddling, and other outdoor experiences. Outdoor Recreation offerings encourage students to interact within the natural environment of Western North Carolina. Weekend trips provide opportunities for students to explore the local mountains, rivers, and caves. The college operates a gear rental program that allows students to check out necessary equipment for use on weekend excursions.

Student Publications

Brevard College provides students with several opportunities to apply both research and creative writing skills through campus publications. Each publication team has a faculty advisor who mentors the students in producing publications that maintain the highest quality while reflecting the College's philosophy and spirit of personal growth.

Chiaroscuro, a multimedia magazine of literature and art, is published each spring. Students, faculty, and staff submit original works for inclusion in this innovative publication produced by a student editorial staff.

The Clarion, the campus newspaper, serves as the voice of Brevard College students. The editorial staff and participating students produce interesting, informative, and newsworthy articles and photographs for the College community.

Curricular and Co-Curricular Traditions

The College makes a special effort to provide a wide variety of special events for the campus community.

The Music Department provides student and faculty recitals and ensemble concerts throughout the year. In addition, guest performers and scholars in jazz and classical music are invited to campus to give master classes and to lead workshops. Most activities are free and open to all Brevard College students.

The Theatre Department offers three to four productions per year. Involvement in these productions, either on stage or behind-the-scenes, is open to all Brevard College students.

Brevard College is proud of its state-of-the-art performance facility, the Porter Center for Performing Arts. The Center demonstrates the College's long-term commitment to the performing arts by providing an acoustically superb concert hall for students, faculty, and nationally known performers, many of whom work with our students in demonstrations and master classes. The Morrison Playhouse is located in this building along with faculty/staff offices.

C.R.E.E.K. Week: College Readiness and Experiential Education Week is a time for first-time full-time students to adjust to college life. Campus Life will conduct workshops and activities to assist new students with this transition phase of college.

Homecoming: A time to reminisce and renew friendships, Homecoming continues to be a popular time to visit campus. It reminds everyone on campus of the special place that Brevard College claims in the hearts of its graduates. During a designated weekend each fall, graduates return to campus to celebrate and remember their heritage with classmates and faculty and staff.

Senior Pinning Weekend: Held in the early fall each year. A special dinner for Seniors is held at this time to recognize them with a Senior Pin. A dessert social is held after the dinner for students and families.

Harvest Fest: Held in October to celebrate fall, Harvest Fest provides a variety of activities that include food trucks, games and special events.

Spring Fest: A weekend late in the spring semester is set aside for Spring Fest events ranging from live bands, games, and rides to SGA's wacky games competition, "Bizarre Wars."

PERSONAL DEVELOPMENT AND WELLNESS

Personal Development and Wellness comprises the following areas: Campus Security, Counseling Services, Medical Services, and Student Conduct. Wellness encompasses physical, emotional, intellectual, and social health. Brevard College offers programs that enable students to participate and be educated in these aspects of wellness. Our purpose is to assist students in maintaining a high level of wellness so that they will achieve their academic goals.

Campus Security

Brevard College is committed to providing a safe and secure living and learning community. Campus security is available seven days a week 24 hours a day. The security office is located in Tornado Alley. Campus Security Officers are here to educate the students, faculty, and staff about protecting themselves and their property. Campus Security Officers also respond to campus incidents. Campus Security works closely with the Brevard Police Department and the Transylvania County Sheriff's Office to promote a safe campus community.

To ensure a safe living environment, residence halls are locked at all times. Access to each building is given to students living in the building. Students must use their ID cards to gain access to their building. Security cameras are located in each residential building. The cameras are not monitored but are always recording activity in the building, if needed to conduct investigations.

Students receive a key to their rooms. Keys should not be loaned to other people. Students are encouraged to keep their rooms locked at all times as the College cannot assume responsibility for personal valuables in student rooms. Students are recommended to insure property against loss, take photos and record serial numbers on valuable equipment, and clearly mark all personal property. Students are expected to respect the right of other residents.

All student, faculty, and staff vehicles parked on campus must be registered with Campus Security and display a parking tag at all times.

Student Conduct Off Campus

Students both on and off campus are expected to be good citizens. Students who violate College policy or local ordinances will be subject to the Social Code Review Process as outlined in the student handbook.

Policy to Live Off Campus

Policy Philosophy

Brevard College has an expectation that all students participate in the residential experience by living on campus while allowing for certain qualifying exceptions and appeals procedures. Therefore, Brevard College assumes that all students will live on campus, and those who do not must either meet a policy (as outlined in the next section) or appeal to live off campus. Please note that any appeal submitted is merely a request, and students should not make plans to live off campus until the approval of the appeal is granted. To live off campus, students must submit a form by deadlines that are communicated by the Department of Housing and Residence Life for each given semester. For more information on the appeal to live off campus, please review the complete policy below or stop by the Campus Life Office in Tornado Alley.

Exemptions to Live Off Campus

Every Brevard College student is required to live in campus residence unless the student applies to the Department of Housing and Residence Life for off-campus residency, meets one of the exemptions below, and receives written approval. Written approvals may be granted for students who:

- (1) Are married (marriage certificate required),
- (2) Are legally responsible for someone else (caregiver, parent, guardian, etc.) and have documentation demonstrating this responsibility (through a court order, power of attorney, etc.),
- (3) Are commuting daily from the primary home of their legal guardian within Transylvania County or a 50 mile radius from Campus (verification required),
- (4) Have a documented disability accommodation or medical exemption need (explained more fully below), and/or
- (5) Otherwise meet the following eligibility requirements:
 - Have a cumulative grade point average (“GPA”) of 2.75 or higher,
 - Are free from Academic and/or Disciplinary Probation, and
 - Have completed six (6) semesters on campus.

Policy Appeal

If a student does not meet one of the qualifications listed above, the student can appeal to live off campus if the student is at least 21 years of age at the beginning of the academic year the student wishes to live off campus and has:

- At least a 2.75 cumulative GPA and is not on Academic Probation/Suspension.
- No significant judicial history (verified by Dean of Students).
- Approval of the Director of Athletics (for student athletes).

For students seeking to live off campus on the basis of a disability accommodation or medical exemption need, the student must meet the following criteria:

- For disability accommodations, an off-campus accommodation must be approved through the Disability Services Office, consistent with that Office’s requirements,
- For medical needs, the medical need must be compelling, such as:

- Post-hospitalization with ongoing care,
- Requirements for special medical equipment that cannot be met in campus housing, or
- The need for special care attendants to help the student.

Issues such as social anxiety, mild depression, and cognitive impairment typically are not considered to be compelling reasons to gain approval to live off campus. Students wishing to pursue this avenue need to include letters from treating physicians and/or other medical professionals. They must also agree to full medical disclosure with Campus Life. The medical records from a treating physician must include a proposed treatment plan for ongoing care while the student is at Brevard College. Students without such recommendations will not have their appeal considered.

Students who find the social environment of their living situation unsatisfactory should attempt to address the issue through Campus Life. All students approved to live off campus will have their financial aid reviewed. In general, this may mean that the student will see a decrease in financial aid. Therefore, all students are encouraged to talk to personnel in the Financial Aid Office before seeking approval to live off campus.

To assist with College projections of housing occupancy needs, current students who wish to appeal to move off campus must do so prior to pre-registration to avoid additional financial charges. Any appeals received after the housing selection process each semester may not be reviewed.

As long as a student maintains a 2.75 G.P.A. and has not had any significant off/on campus disciplinary issues, the off campus approval will remain in effect for the rest of the student's time at Brevard College. Any student who fails to gain official, written approval from the Department of Housing and Residence Life to live off campus will be charged for housing and a meal plan regardless of whether he/she actually resides in an on-campus housing facility. Students are therefore strongly encouraged not to make arrangements for off-campus housing without applying and obtaining the required written approval for off-campus residency.

To request approval to live off campus, a student must complete a form made available to students online. Students who cannot access this form should contact the Department of Housing and Residence Life. Forms are only accepted if all necessary supporting documents are provided and the form is submitted timely. Requests for approval that are submitted after the deadline may not be reviewed.

Once requests are reviewed, Campus Life will notify the student, via email, on the status of the student's application. Applications will be approved, denied, denied for need of further information, or referred to the Dean of Students (in the event of Appeals of Denial). Requests for further information will outline the information needed for completion. Applications that do not meet deadlines will be denied.

Policy Process

To assist with College projections of housing occupancy needs, current students who wish to appeal to move off campus must do so prior to pre-registration to avoid additional financial charges. Any appeals received after housing selection process each semester

may not be reviewed. As long as a student maintains a 2.75 G.P.A. and has not had any significant off/on campus disciplinary issues, the off-campus approval will remain in effect for the rest of the student's time at Brevard College. Any student who fails to gain official approval to live off campus will be charged for housing and a meal plan regardless of whether he/she actually resides in an on-campus housing facility.

To appeal to live off campus a student must complete the online form. Students who cannot access this form online can obtain one from Campus Life. An appeal form is only completed if all supporting documents are attached, signatures gathered, and is submitted timely. **Appeals submitted after the deadline may not be reviewed.**

Once the appeal is reviewed, Campus Life will notify the student, via email, on the status of his/her appeal. Appeals will be approved, denied, or denied for need of further information. Request for further information will outline the information needed for completion. Appeals that do not meet deadlines will be denied.

Counseling Services

The primary purpose of counseling at Brevard College is the prevention of serious health problems, as well as provide an opportunity for personal growth and development. Services provided within the Stamey Center and upstairs in Coltrane include short-term personal counseling as well as educational/support groups. Recognizing that the college years are a time of transition and development, professional counselors are available to listen, encourage, and support students in the academic and personal aspects of their lives. In appropriate situations, counselors may refer students to other professionals in the community.

Other support services are provided by a variety of campus personnel. Resident Advisors (RAs) work with Hall Directors (HDs) to provide peer counseling support as well as to monitor compliance with the Student Code of Conduct. The RAs place particular emphasis on helping new students adjust to college life. Academic counseling is provided by assigned faculty advisors who assist students in designing academic programs commensurate with their academic goals. Faculty advisors may help students resolve other problems, often by referral.

Medical Services

Perhaps, for the first time in their lives, students will be making their own decisions about personal health. Our medical services staff helps students learn what they need to know to become effective managers of their own well-being. Mission Health will provide service on campus in Stamey. The health center hours will be posted at the start of each semester. Blue Ridge Health Services, located on French Broad Street, is across the street from the college. Blue Ridge will be providing telehealth services, with the option for walk-ins when needed. For serious emergencies, students have access to the fully staffed emergency room of Transylvania Regional Hospital. Mission Hospital, in Asheville, is only 45 minutes. Brevard College does not provide a primary health insurance policy that covers students. Students are encouraged to find a health insurance policy that meets their needs. Students seeking health care from local physicians, urgent care or the emergency room are responsible for the cost of that care.

Student Code of Conduct

The College has clearly stated standards for behavior in our community. The students will find most of these policies posted within our online intranet (“MyBC”), including but not limited to policies contained within the BC Catalog and Student Handbook. The College’s policies are designed to enable our students, faculty, and staff to work together in an environment of mutual respect. Our policies reflect the goals, values, and philosophy of Brevard College in order to promote a safe environment in which the rights of all people are respected. By joining the Brevard College community, we all agree to follow and uphold these standards of behavior. Any questions relating to our policies, including those within the Catalog, the Student Handbook, or any other locations, can be addressed to the Office of the Dean for Students.

ATHLETICS

In 2008, the Brevard College Tornados became full members of the NCAA Division II and the South Atlantic Conference. In the nine years since, every BC Athletic team has either recorded a SAC win or has received a berth to the postseason SAC tournament. The men’s basketball team won Brevard’s first SAC Championship in 2010, and was the first BC program to participate in the NCAA Regional tournament. The Brevard College Cycling team joined the USA Cycling Collegiate Division I in 2015 and has continued to lead the nation in Mountain, Cyclo-cross, and Road championships. Brevard has also seen multiple athletes and coaches receive All Conference, All Region, All-American and National recognition. In the fall of 2016, the Brevard College Board of Trustees voted to add Climbing as a varsity sport and within their first season as an official team, won the Regional Championship for USA Climbing.

In December 2015, the NCAA Division III USA South Athletic Conference voted unanimously to accept the Brevard College Tornados as new members for the fall of 2017. The Tornados began USA South Competition in the fall of 2017 as provisional members of NCAA Division III. The Brevard College Tornados joined the ECAC Athletic Conference in 2018, allowing its sports programs to be eligible for post season competition while the college is in the NCAA Division III transition. Following the 2018-2019 academic year, the Brevard College Tornados successfully completed year two of the transition period as well as skipped year three of the process. This approval made the 2019-2020 school year the last year of the NCAA Division III process and Brevard College became full members in the 2020-2021 academic school year. The Climbing and Cycling teams will still compete in their respective organizations, as this change does not affect them.

Varsity recognized sports offered at Brevard College are as follows:

Men

Baseball
Basketball
Cheerleading & Dance
Climbing
Cross Country
Cycling
Lacrosse
Soccer
Tennis
Track
Football

Women

Softball
Basketball
Cheerleading & Dance
Climbing
Cross Country
Cycling
Lacrosse
Soccer
Tennis
Track
Volleyball

Brevard College Junior Varsity Sports

Men

Basketball
Soccer

Women

Volleyball
Soccer

OTHER STUDENT SERVICES

Food Services

Everything from full meals to light snacks is offered daily in A.G. Myers Dining Hall, Bill's Boiler House and/or Late Night Snack Bar operated by Brevard College Dining Services. Dining Services offers a wide variety of selections including made to order omelets for breakfast, fresh baked pizzas, subs station, vegetarian and gluten-free options, and carved meats. Students with special food needs are encouraged to contact the Director of Dining Services.

When classes are in session the Dining Hall is open Monday - Friday: 7:30 am - 9:00 am for breakfast, 11:00 am- 2:00 pm for lunch and 5:00 pm - 7:00 pm for dinner. Saturday - Sunday hours are 10:30 am - 2:00 pm for brunch and 5:00 pm -7:00 pm for dinner.*Hours are subject to change as needed.

Bill's Boiler House is also open when classes are in session and provides a variety of pastries and beverages including coffee, smoothies and more, Monday - Friday 7:00 am - 2:00 pm and Saturday and Sunday 10:00 am - 1:00 pm.

Late Night Snack Bar is open Monday - Thursday 8:00 pm - 10:00 pm and offers a variety of lighter meals, beverages and snacks.

BC Outfitters

BC Outfitters, operated by Brevard College, is located in Coltrane Commons. Hours of operation are Monday - Thursday: 9 am - 5 pm, Friday: 9 am - 4 pm, and Saturday: 10 am - 3 pm. During special events, such as Family Weekend and Homecoming, the bookstore has extended hours. BC Outfitters has the usual mix of college merchandise, school supplies, clothing, gifts, health and beauty products, candy, snacks, and drinks. Textbooks will be provided by eCampus. Students will order textbooks online at www.ecampus.com. The books can be shipped to Brevard College for pick up in the mailroom. Services include text rental, digital books, textbook buy-back and gift certificates. Clothing and gift telephone orders are welcome.

ACADEMIC SUPPORT

The Experiential Learning Commons in J.A. Jones Library

The mission of the Experiential Learning Commons (ELC) in Jones Library is to provide services and resources in a collaborative environment that supports student success and the experiential mission of Brevard College. Front and center at the campus' entrance, the Library houses a vibrant and active learning center where students collaborate or work independently, discovering new ideas and building a deeper understanding of classroom content, with supportive staff to help them achieve their goals. By combining traditional library services with academic advising, tutoring, and disability services in one location, the ELC supports the entire campus and every student.

The Jones Library building was renovated for its 50th anniversary in 2017 to create the ELC. Open 86 hours a week during the school year, with extended hours at the end of each semester, the ELC provides a variety of spaces for individual and group work. With new technology and study rooms that encourage collaborative learning and project creation, students can work individually and in groups with peers, faculty, staff, librarians, or learning consultants.

Academic Support in the ELC includes tutoring services in most subject areas; library services for locating, evaluating, and using information; advising services; coursework-related supplemental instruction, and a variety of enrichment workshops. Most importantly, the people who work in the ELC are there to help students succeed at Brevard College. Students who are most successful in college take ownership of their learning and use a variety of resources to help them attain their academic and career goals.

Library Collections consist of both traditional books and electronic resources. Over 700,000 ebooks, and approximately 50,000 print books, 25,000 streaming audio and video items, and 70,000 journal titles are available, with librarians to help you find and use all of these tools. And if Brevard College does not own an item, the library can borrow books and articles from other libraries, worldwide. Online resources are available 24/7, on or off campus at library.brevard.edu.

Student Accessibility and Disability Services works to assure that students with disabilities have access to Brevard College and its programs, courses, activities and facilities. The Director of Student Accessibility and Disability Services complies with all pertinent state and federal laws, most notably Section 504 of the Rehabilitation Act of 1990, and the ADA Amendments Act. The Director serves students with documented disabilities by ensuring that they are provided with reasonable accommodations, fostering an accessible and hospitable learning environment, and promoting student responsibility and self-advocacy. In contrast to such services provided in high school, college students are very involved in their own service decisions and must be pro-active in requesting accommodation. To be eligible for services and accommodations, students must provide the Director current, valid documentation of a disability from an appropriately licensed professional. More specific information about these requirements is posted at: my.brevard.edu/ICS/Offices/Campus_Life/Disability_Services.

Career Exploration and Development (CED) offers a variety of services to assist students in all stages of their career development process so that they may find meaningful vocations. The Director works closely with faculty and academic advisors to help students explore and select a major and associated career path. The Director administers and interprets career interest assessments and provides workshops to assist students with job search skills, resume and interview preparation, graduate school applications, and related issues.

First-Year Experience

The Brevard College First-Year Experience (FYE) is designed to facilitate a successful transition to college life and to introduce students to the distinctiveness of Brevard College. FYE begins with intensive programming during C.R.E.E.K. Week (see page 34) and continues with weekly class meetings throughout the first semester. The curriculum is designed to help students develop connections with fellow students, the campus and surrounding area; to familiarize them with campus resources and opportunities; and to build academic success skills. Students in FYE become an active part of the Brevard College community, and are empowered to take active responsibility for their own education.

Academic Progress Program for Students

Academic Progress Program for Students (APPS) is designed to help students at risk of performing unsatisfactorily in academics. Students on academic warning or probation are required to participate in APPS for an entire semester. They will enroll in APP 100 in large, small or individual sessions.

Mathematics Academic Support Course

Brevard College offers a developmental course in mathematics, MAT 100, aimed at assisting students whose academic preparation in this subject area has not been adequate to begin college-level coursework. This intensive course does not count toward graduation, but does count toward maintaining satisfactory progress for enrollment purposes. For a description of the focus and content of this course, see Mathematics Academic Support Course (page 127). Students' high school performance, SAT scores, and subject area placement test scores are used to determine enrollment into this course.

Labs and Special Academic Support Facilities

In addition to its regular academic buildings and facilities, the Experiential Learning Commons, and the Fitness Appraisal Lab, the College maintains a number of special labs and academic support facilities. Moore Science building and the Moore Science Annex house a number of laboratories to supplement various science courses. There are also several computer labs located on campus: The McLarty-Goodson building has a lab in MG 102 and the Moore Science building has a lab in MS 109. There is also a Design Lab located on the second floor of the Sims Art Center and a Music Lab located on the lower floor of the Dunham Music Center.

Fitness Appraisal Laboratory

The Fitness Appraisal Laboratory offers fitness assessment for students, faculty, and staff at Brevard College. Staff can provide an assessment of a variety of fitness components including cardiovascular fitness, flexibility, strength, endurance, and body composition. Exercise prescriptions can also be written to provide direction for those exercising on their own. Opportunities exist for students who wish to improve their technical skills and knowledge in exercise science.

ACADEMIC STANDARDS

Brevard College expects all students to maintain a high level of scholarly performance and intellectual honesty and to demonstrate a willingness to exceed the minimum required in each academic area. Similarly, high levels of personal and moral behavior and exemplary citizenship are expected. The College reserves the right to require the withdrawal of any student whose scholarship or behavior is unsatisfactory or who, for any other reason, fails to uphold the standards, ideals, or regulations of the College.

Student Freedom, Responsibility and Accountability

Brevard College expects students to maintain standards of personal integrity that are consistent with the educational goals of the institution and assume responsibility for their actions.

In the pursuit of knowledge and understanding, students need freedom to inquire and exchange ideas. To insure these freedoms, the College requires a community protective of free inquiry, respectful of the rights of others, and free from threats and intimidation. In exercising freedoms and in discharging the rights and obligations of citizenship, students must also recognize their responsibilities to other individuals, to the College, to governmental bodies, and to society in general. Orderly, dignified expression and conduct are expected at all times. In protection of these freedoms, the College has established standards of personal and group conduct known as the Honor Code and the Social Code. Foundational principles of academic honesty, personal integrity, tolerance, respect for diversity, civility, freedom from violence, and pursuit of lifestyles free of alcohol and drug abuse are examples of these standards.

The College views student conduct as a developmental process (learning experience)

that can result in growth, behavioral changes, and personal understanding of one's responsibilities and privileges within the College's environment. To this end, the student conduct processes (Honor Code and Social Code) attempt to balance an understanding and knowledge of students and their needs and rights with the needs and expectations of the College and the larger community. The College student conduct processes utilize a comprehensive array of approaches to support Brevard College values and honor community standards. These include a continuum of responses from disciplinary sanction or restriction to education, counseling, and restorative justice.

Students are treated with care, fairness, tolerance and respect, with decisions made relative to the needs and circumstances of all concerned. The needs of respondents charged with violations, person(s) who report being the victim of another student's actions, and the community, at large, are judged to be equally important. Students at Brevard College may take advantage of the various resources of the College to further their development.

Honor/Integrity Codes

The Honor Code adopted by the faculty and the Student Government Association (SGA) serves as an absolute commitment. Dishonesty in any form undermines the efforts to create and maintain an atmosphere in which students can develop a sense of self-worth and establish patterns of personal integrity.

Brevard College expects all members of the College to commit their hearts and minds to this community of learning, to pursue truth with humility, to become wise stewards of the earth, and to live responsibly. By becoming a member of the Brevard College community, students commit themselves to upholding standards for honest and fair dealings with others, as expressed in the following affirmation(s):

Student Affirmation: I agree to respect the integrity, ideas, and property of the College community, fellow students, faculty, and staff, by refraining from acts such as plagiarism, cheating, theft, harassment, and abusive language or behavior. I further agree to abide by the academic policies of the institution as outlined in the College Catalog and the Social Code maintained by the Division of Campus Life.

Academic Rights of Students

Every student at Brevard College has the following academic rights:

- To be provided, at entrance, clearly-specified and publicized academic requirements for continuance in, and graduation from, Brevard College
- To be informed, at the beginning of each course, of requirements, methods and criteria of assessment, weighting of assignments to determine the final course grade, attendance policy (including any related effect on the final grade), and assignment lateness policy (including any related effect on the final grade)
- To receive, before the "Drop Course Without Record" deadline, adequate assessment of progress to help the student and advisor to project probable success or failure
- To receive a reasonable explanation for expulsion from class or from the institution for failure to maintain prescribed standards
- To expect faculty to meet classes on a regular basis and to schedule office hours to provide sufficient student access for assistance in the course
- To meet with an academic advisor for discussion and possible revision of his or her class schedule before the schedule is finalized
- To be notified, in writing upon request, of any charges involving cheating or plagiarism
- To due process when the student deems academic assessment unfair or unreasonable

Academic Expectations of Students

Class Conduct

Registering for any course at Brevard College constitutes a commitment on the part of the student to make a mature and responsible effort to succeed. Behaviors in the classroom should be conducive to the success of academic programs and the learning experiences of all students. It is important that students respect others and their opinions. This respect is demonstrated in a number of ways including being on time to class, being prepared to contribute to the class in a constructive manner as defined in the course syllabus, and exhibiting conduct during class that displays self-respect and respect for others. Any conduct by a student that is detrimental to that student's success or best performance or to the success or best interests of the class may result in the temporary or permanent removal of the student from the class. Detrimental activities include excessive absences or tardies; side conversations or other rude, distractive, or disruptive behaviors; lack of effort; fighting; threatening behaviors; profanity; verbal abuse; direct defiance of the teacher's authority; or other verbal or non-verbal behaviors that are negative influences upon others in the class. The type of exclusion is dependent on the nature of the conduct. Outcomes associated with such conduct include warnings; a grade of F for the days (e.g., tests, papers) absent from class; or a grade of F or W for the entire course. The grade assigned when a student is removed from a class depends on the results of arbitration and/or appeal as well as the time during the semester and the student's work to that point in the course. When an instructor excludes a student from class, the instructor will send a written statement of the reasons to the Division Chair with copies also sent to Academic Affairs and Registrar's Office. The student has the right to appeal following the process outlined below in the Academic Complaint, Grievance and Grade Appeals Procedure.

Class and Laboratory Attendance

Attendance at all class, laboratory, or studio sessions is expected of students, and each student is responsible for all work assigned in each course. Students should expect to be eligible for course credit and financial aid only if they attend at least 70% of the class meetings. Specific attendance requirements for each course are established by the instructor at the beginning of each term and will be stated in the course syllabus.

Federal regulations require that students attend all registered classes in order to receive financial aid. Students who register for courses but do not attend will be reported for non-attendance by Brevard College faculty. Students' financial aid will be adjusted to reflect their financial aid eligibility only for those classes that they attend. The College is required to ensure that students receive financial aid only for the courses that they attend and complete.

Students who must miss classes are responsible for discussing absences with faculty in advance of their occurrence or as soon as possible thereafter. The instructor is responsible for determining whether and how students may make up missed class work.

Brevard College Remote Learning Policy

Faculty members are not required to teach courses in more than one modality simultaneously. For students with medical impairments or family emergencies, faculty members have discretion to allow a student to engage in remote learning for their course for up to one calendar week. To request remote access, students should contact faculty members at least 24 hours in advance of the scheduled class time.

Requests for remote learning beyond one calendar week (two consecutive M/Th or T/F classes or one Wednesday course) must be approved through the Office of Academic Affairs. To make a request, students should contact the Associate Dean of Academic Affairs for Student Success and provide documentation of medical or other circumstances that prevent in-class attendance. The Associate Dean of Academic Affairs for Student Success or designee will work with faculty members to develop a plan for limited remote instruction

when the instructor is in agreement that it is possible to do so without fundamentally altering the instructional delivery and course requirements. The Vice President for Academic Affairs will review the plan and make the final decision on the student's request.

Students with temporary medical impairments should not expect approved remote access for time beyond what is considered medically necessary. Course withdrawal may be recommended when a student's medical condition will not allow for the completion of course requirements.

Academic Integrity

Academic dishonesty can take a variety of forms. Violations include, but are not limited to, the following examples:

- Plagiarism (duplication of wording, concepts, or ideas from any source and submission of the material as one's own work without acknowledging the source by the use of appropriate citations, quotation marks, or both).
- Citing of sources not actually used in the preparation of an assignment (e.g., padding a bibliography).
- Submitting another's work as one's own (e.g., copying or stealing a paper, homework assignment, lab assignment, or other). This may also include submission of a paper or other research purchased from a commercial research firm or accessed via the Internet.
- Collaborating with outside sources or other students on assignments, exams, or other course work when it is not allowed.
- Allowing another student to copy from any assignment or exam.
- Copying another student's exam, in whole or in part.
- Unauthorized use of books, notes, papers, calculators, or other materials or devices during an exam.
- Unauthorized possession of an exam prior to exam date.
- Changing answers after an exam has been returned and submitting it for a re-grade.
- Accessing and altering grades in a grade book.

Instructors may establish penalties for plagiarism or cheating on an individual basis. In cases of plagiarism or cheating within multi-section/common syllabus courses, faculty, facilitated by the appropriate Program Coordinator, will establish penalties for infractions. Any student having been found guilty of an Academic Integrity violation who then initiates withdrawal from a course will receive an F and forfeit the right to appeal.

In the event of an instructor electing to take individual action on an Honor Code infraction, penalties range from a grade of zero on the assignment to exclusion from the class for the rest of the semester and/or a final grade of F in the course. The instructor must provide the student with written and dated documentation describing the incident and penalties imposed, and further submit such documentation through the appropriate Division Chair to the Vice President for Academic Affairs. Such documentation will be kept on file in the Office of Academic Affairs until such time as the student graduates. Faculty members who have reason to suspect a pattern of Honor Code infractions may check this file to determine whether documentation of prior incidents exists. Any student who is involved in more than one incident of plagiarism or cheating is subject to suspension from Brevard College.

If a student wishes to appeal the decision of an instructor regarding incidents of plagiarism or cheating in any form, the student should consult with the Division Chair, normally within five class days of receiving notification from the instructor.

If resolution at that level is not achieved, the student may appeal in writing to the Vice President for Academic Affairs, whose decision is final.

Student Academic Complaints, Grievances, and Grade Appeals

- Grading and/or Other Assessment: Students must provide verifiable evidence that a grade is inconsistent with work completed in the course, for example, failing a final examination because of a legitimate absence that can be verified by an appropriate authority.
- Treatment in Class: Continuing treatment that is conspicuously unfair, harassing, or in violation of the student's dignity and right to privacy.
- Evaluation of Credits: Credits allowed by the Office of the Registrar to transfer into Brevard College.
- Accusations of the Student: Charges of cheating, plagiarism, stealing, and/or selling or distributing in any fashion other students' papers or instructors' examinations.
- Curriculum Issues: Where a student is required to do work unrelated to the published syllabus of the course and requirements of the College.

Academic Complaint, Grievance and Grade Appeals Procedure

Distance Education Complaint Procedures: Please go to my.brevard.edu/ICS/Offices/Registrar/Policies_and_Procedures.

On-Campus Course Complaint Procedures: Students who have complaints, grievances, or grade appeals should first attempt to resolve the matter through discussions with their instructor. The appropriate contact information for course instructors can be found on the course's syllabus, which is available via the course's online Canvas site.

If students are unable to satisfactorily resolve the matter through discussing it with their course instructor, the next step is to formally submit the complaint, grievance, or grade appeal in writing using the Brevard College On-Campus Course Education Grievance Form which is available via the Registrar's webpage on MyBC. This form must be filled out and submitted to the course instructor. The course instructor is required to respond to the student within five days after the student submits the Grievance Form. If the student and instructor are able to resolve the issue, no additional action is required.

If the student is not satisfied with the decision of the course instructor after submitting the Education Grievance Form, the student may appeal the grievance to the appropriate division chair. (If you are unsure of who the appropriate division chair is, please check with the Registrar's Office.) In order to initiate an appeal, the student should submit the Brevard College On-Campus Course Education Grievance Form previously submitted to the instructor to the appropriate division chair via email. The division chair will make a decision about the grievance within five days of submission of the appeal.

If the student remains unsatisfied after the division chair makes a decision about the grievance, the student may make a final appeal to the Vice President for Academic Affairs (VPAA). In order to submit a final appeal, the student should submit the Education Grievance Form and a copy of all communication about the grievance between the student, course instructor, and division chair to the VPAA via email (vp-aa@brevard.edu.) The VPAA will contact the parties involved if additional information is needed. The VPAA will make a final decision, and the student, course instructor, and division chair will be notified in writing of this decision. The decision made by the VPAA will be final and not subject to additional appeal.

GRADUATION REQUIREMENTS

Candidates for graduation who have been in continuous enrollment at Brevard College must satisfy all academic requirements stated in a single catalog of their choice that is in effect during their enrollment. Candidates for graduation who have not been in continuous enrollment at Brevard College must fulfill all academic requirements stated in a single catalog of choice that is in effect from the year they re-enroll at the College to the time of their graduation.

Residence Requirements

The unit of credit at Brevard College is the semester hour, with most courses carrying three or four credit hours. In order to earn a baccalaureate degree at Brevard College, a student must complete a minimum of 124 semester hours in courses numbered 101 and above.

Of the required 124 semester hours, transfer students must earn at least 32 semester hours and at least one-half of the hours required for each major and minor field of study in residence at Brevard College.

Major and Minor Requirements

A major is a student's primary area of study. In some major programs, students may focus on an emphasis area that consists of a core area of study in the discipline plus selected topical courses related to the emphasis area. A major normally consists of a minimum of 33 and a maximum of 55 credits that do not overlap the general education core. To complete a major program, students must formally designate a program of study by the end of the sophomore year. The Division Chairs and the Vice President for Academic Affairs reserve the right to judge the advisability of an applicant's admission to any particular major. Each student's major program must be arranged under the direction and with the approval of a faculty advisor and must be planned with a view toward obtaining reasonable mastery of a chosen field, with due provisions for work outside the field. To graduate, students must complete the requirements of at least one major program as described in the section entitled "Academic Programs" beginning on page 72. Major programs may specify whether or which General Education courses can count as part of the major. Students who pursue more than one major must complete at least 15 credits in each major that are not duplicated in the other major(s). A student may select a maximum of three majors, three minors and three concentrations. Students must finish their degree, regardless of number of majors, minor or concentrations, within the Maximum Attempted Credits Allowed (150% Requirements) (page 24). Students wishing to declare more than one major, minor or concentrations must submit an academic plan at the time of declaration that outlines how they will complete their degree within the 150% requirements.

Minors are also available in many fields. A minor normally consists of 17-21 credits and is recorded on student transcripts. A student may not major and minor in the same discipline. A minor contains at least nine credits not duplicated in the student's major(s) or in any other minor(s) that the student is pursuing. A student may duplicate hours between the minor and the General Education Requirements, unless otherwise stated in the specific minor. Requirements for minors begin on page 112.

Grade Point Requirements

Candidates for graduation must have earned a minimum cumulative overall grade point average of at least 2.0 in all coursework at Brevard College, and a minimum cumulative grade point average of at least 2.0 in all coursework is required for each major and minor field of study at Brevard College. Majors may have more stringent requirements; see major descriptions elsewhere in this publication.

Demonstration of Competency

Candidates for graduation must demonstrate competency in communication (reading, composition, and speech), computer skills, fundamental mathematical skills, and skills appropriate to the separate degrees and majors. The curriculum, particularly the General Education Requirements, is designed to ensure competency in these areas.

Communication competency is gained throughout the curriculum. Competency in writing is demonstrated initially by passing ENG 111 (or the equivalent) with a grade of C- or better. Students begin to acquire competency in oral skills in ENG 111, with short oral presentations. These skills are further refined in ENG 112, a course specifically designed to cultivate “communication and critical thinking” skills. A uniform assessment grid is used in all sections of ENG 111 and 112 to show students their areas of needed improvement. In senior project presentations, students demonstrate their culminating mastery of communication skills that have been nurtured and assessed throughout their undergraduate education.

Successful completion of the General Education Requirements in Mathematical and Scientific Reasoning indicates competency in math and indicates functional computer competency at the college level.

Graduation Application

Two semesters prior to the planned graduation, all students must officially apply for graduation by completing a graduation application. The completed application is required and necessary for processing the degree audit and for ordering diplomas. Students who do not graduate in the semester for which they file the graduation application must notify and make alternate arrangements with the Office of the Registrar.

Diplomas

Students will receive diplomas with the official date of graduation for the semester in which they complete all requirements and coursework. Degrees may be earned at the end of the fall and spring semesters and at the end of the designated summer deadline in early fall. Diplomas are issued only to candidates who complete all requirements and who have no financial obligations to Brevard College.

Graduation Attendance

Attendance is required at the spring semester commencement exercises unless the student is officially excused by completing a request with the Office of the Registrar. A student who completes all graduation requirements by the end of the previous fall semester, by the end of the spring semester, or who has not completed all requirements but meets the conditions stated under “Summer Candidates” may participate in the spring ceremony. The names of all participants will be included in the spring commencement program. However, participation in the commencement exercises does not presume that the student has graduated from Brevard College.

Summer Candidates

Students normally participate in commencement exercises at the spring commencement following their completion of all graduation requirements. Because Brevard College holds only one commencement ceremony each academic year, there are circumstances under which a student may request to participate as a “candidate” (not a “graduate”) during the ceremony closest to his/her projected time of degree completion.

Students who meet the following conditions may participate in the spring commencement exercises as a summer candidate:

- They must be within eight semester hours or an internship of satisfying all degree and program requirements;
- They must file with the Office of the Registrar by April 1 a plan, approved by the academic advisor, major coordinator, and appropriate Division Chair, documenting that the remaining requirements will be completed by September 15 of the current year; and
- They must have a minimum cumulative overall grade point average of at least 2.0 in all hours earned at Brevard College and all courses required for each major and minor field of study at Brevard College at the time of the commencement exercises.

Appeals to this policy should be directed to the Vice President for Academic Affairs.

Faculty Approval

All candidates for graduation must receive final approval from the Brevard College faculty.

TRANSFER CREDIT

Brevard College accepts transfer credit for parallel coursework from regionally accredited colleges and universities. To receive credit, a student must have an official transcript sent to Brevard College from each institution attended and from each testing agency – Advanced Placement (AP), the College Level Examination Program (CLEP), Cambridge International Exam (AICE), and the International Baccalaureate (IB). Transcripts of readmitted students are evaluated on a case-by-case basis to determine that prior-earned credits continue to meet current disciplinary standards. Greater scrutiny is given to courses more than 10 years old. Students may be asked to supply a syllabus from the courses for which they have earned credit and a catalog from the institution. Those courses may be validated by examination and must be considered college level-courses by the appropriate Division Chair. Documentation must be provided and approved in order for students to receive credit for job-related experiences, the military, and for expertise in a subject area.

Transfer Students

Applicants who have attended other institutions of higher learning or who have taken courses online will be considered for admission as transfer students provided: 1) they are eligible, both socially and academically, to return to the college last attended, and 2) they present a grade point average equal to that expected for continuation at Brevard College. If consideration for conditional admission is required, an application would require all standard procedures and additional procedures and/or documentation such as an interview, campus visit, or letters of recommendation. Transfer students are required to provide official copies of transcripts from all previous schools attended, even if course work is not transferable.

In the evaluation of transfer requests and transcripts, the following principles shall apply:

- Credit will be accepted from colleges and universities that are approved as university-parallel institutions.
- A student may receive a cumulative maximum of 92 semester hours of transfer credit for courses from colleges and universities that were earned with a grade of “C -” or above, AP, CLEP, ACE, and IB credit, and documented experiential credit.
- No credit shall be recorded until an official transcript has been received.
- Equivalent credit will be awarded for courses similar in content to courses offered at Brevard College.

- A student must complete a minimum of 32 semester hours at Brevard College in order to graduate from Brevard College.
- Students seeking a baccalaureate degree from Brevard College must complete at least 50 percent of course requirements in each chosen major and minor at Brevard College including specific courses or requirements designated within the major. The designated courses or requirements required by each major are determined by each respective major.
- Transfer students enrolling at Brevard College for the purpose of earning a baccalaureate degree must adhere to College policies governing core distribution requirements while enrolled at Brevard College.
- After the student's last enrollment at Brevard College, no more than 11 hours may be transferred back to Brevard College to complete a degree. This may be done with the understanding that the College accepts a maximum of 92 total transfer hours.
- All courses submitted for transfer credit that have been earned with a "C-" or above will be given consideration for fulfillment of General Education, major, and/or minor requirements, and elective credit.
- Credit is granted for the subject examinations that meet the required scores from AP, CLEP, AICE, and IB. An official transcript from these agencies must be sent to Brevard College for evaluation. A list of approved courses and the required scores may be obtained from the Office of the Registrar or from the Registrar's page of the Brevard College website.
- Credit for job-related experience, military service, and expertise in a subject area is subject to the Prior Learning Credit policy found on Page 60.
- Proficiency credit, placement credit, credit by examination, or credit for non-college-level courses awarded by another institution does not transfer.
- Grades and the grade point average earned at another college or university do not transfer to Brevard College. Semester hours for courses earned with a "C-" or higher will transfer and are counted in the total hours and for courses required for graduation credit. Courses with a grade of "P" are not transferable.

Policies Governing Common Core Courses and Transfer Credits

1. All degree-seeking students must enroll in an First Year Experience (FYE) course their first semester at Brevard College. Any entering transfer student with fewer than 28 credits is classified as a freshman and must take FYE 101 or FYE 101H; transfer students with more than 28 transfer credits will take FYE 102. A first-time freshmen with dual-enrollment credits, regardless of credits transferred, will take FYE 101 or FYE 101H. (Note: No grade of W will be given for FYE 101, 101H or 102).
2. Any entering student who transfers to Brevard College with 76 or fewer credits is required to take a LINC (Learning IN Community), unless the student's transcript indicates an appropriate substitute from a prior institution (e.g., participation in an academic or residential learning community, interdisciplinary humanities seminar, block course, or other type of course[s] taught by multiple faculty from various disciplines).
3. Any entering student who transfers 77 or more credits to Brevard College is exempted from taking a LINC.

Transfer Procedure

An official transcript and/or official documentation (agency, employer, the military, or proof of expertise) is necessary to begin the transfer evaluation procedure.

Preliminary and final evaluation of all official transcripts or documentation is administered by the Office of the Registrar.

Each course accepted for transfer credit is compared for equivalency to Brevard College courses. For courses in question, there are several procedures:

- Descriptions are researched in the catalog of the institution.
- Division Chairs and Major Coordinators are contacted for evaluations.
- Transfer students are contacted to supply more information on the course.
- The institution's registrar or course instructor at the institution may be contacted.
- "XEC" after a course code means that the course does not have an equivalent course at Brevard College (ex. GEO XEC = Cultural Geography; MUS XEC = Music Recreation and Leisure); this course may be used to fulfill a requirement in the core, the major, the minor, or the emphasis, or be used as an elective. The decision to utilize an XEC course for a major other than as an elective is to be determined by the Division Chair. An XEC course is approved to fulfill a General Education Requirement rather than an elective by the Registrar in consultation with administrative faculty. A course substitution form is then completed and will be kept in the student's academic record and will be used when determining fulfillment of graduation requirements.

The completed transfer course report is emailed to the admissions counselor in charge of the incoming student. The form lists the institution or agency from which the credit was accepted, the accepted course and the Brevard College equivalent course. The admissions counselor sends the transfer course report to the student.

Transfer students may petition the Registrar regarding an evaluation, which is in question and supply more information, if necessary. Course evaluations can be changed before and after a student enrolls at Brevard College, upon receipt of more documentation of course content.

Academy Courses

Brevard College offers students the opportunity to take online courses through our partnership with the College Consortium. These courses from accredited institutions within the consortium are reviewed and pre-approved by the BC Faculty and the Curriculum and Development Committee (CDAC) for student credit and assessed by the Educational Technology Specialist and CDAC. If a course is taken by a student through the College Consortium, it will be noted as a College Consortium course and both the course credit and the grade will be recorded on the student's transcript. The grade will also be included in the students GPA calculation.

ACADEMIC PROGRESS

Grading System

The grades of A, B, C, D, and F indicate the following qualities of academic performance:

Grade	Meaning	Grade	Meaning
A	Excellent performance	D	Below satisfactory performance
B	Good performance	F	Failure
C	Satisfactory performance		

The grades of A-, B+, B-, C+, C-, D+, D- indicate a gradation in quality from excellence to below satisfactory, and are assigned the following grade-point values:

Grade	Grade-Point Equivalent	Grade	Grade-Point Equivalent
A	4.0	C	2.0
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.0	D	1.0
B-	2.67	D-	0.67
C+	2.33	F	0.00

The interpretation of other letters on the transcript for which no grade point equivalents are assigned is as follows:

Letter	Interpretation
AU	Audit
CR	Credit (Satisfactory completion of a course; counts only as hours earned.)
E	Conditional failure (Student is entitled to reexamination within 30 days otherwise, the E converts to an F.)
EX	Prior Learning Credit (See page 60)
I	Incomplete (See description on page 58)
IP	In Progress (Course in which student is currently enrolled during semester.)
K	Credit by examination (See page 59)
NC	No Credit (Unsatisfactory completion of a course.)
P	Pass (Satisfactory completion of a course; counts only as hours earned.)
W	Withdrawal (no grade assigned)
WV	Waived credit (Credit awarded with appropriate documentation.)

Pass/Fail Option

With the exception of courses that are only offered on a pass/fail basis, students of junior or senior standing may select a total of two elective courses to be graded pass/fail. Courses in the General Education Requirements curriculum and/or in the student's academic major, minor, or emphasis may not be selected for this option. Students who wish to designate a course for pass/fail grading must initiate this process with their academic advisors between the date of receiving mid-term grades and the final date to withdraw from a course with a grade of W (see academic calendar). A grade of P does not affect a student's grade point average, but the course credits do count toward graduation.

Computation of Grade Point Average

The following procedures are used in computing the grade point average:

- Determine the grade points earned by multiplying the number of semester hours attempted in a course (but not courses in which a W has been earned) by the appropriate multiplier.

A = hours x 4	C = hours x 2
A- = hours x 3.67	C- = hours x 1.67
B+ = hours x 3.33	D+ = hours x 1.33
B = hours x 3	D = hours x 1
B- = hours x 2.67	D- = hours x 0.67
C+ = hours x 2.33	F = hours x 0
- Add all grade points earned.
- Add all semester hours attempted at Brevard College.
- Divide the total grade points earned by the total quality hours attempted.
- The result is the grade point average.

SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

Students have Satisfactory Academic Progress (SAP) reviewed after each term and must be making positive movement toward a degree as defined by the College's standards for academic progress. A student failing to meet the requirements for Good Standing will be placed on Academic Warning, Academic Probation, or Academic Suspension. Further information on the academic portion of this policy follows. Please note that students are also evaluated for Financial Aid Satisfactory Academic Progress (FA-SAP) and that the two are assessed differently and at different intervals. For more on the FA-SAP policy, refer to page 23.

Good Standing

Academic Good Standing means that a student is making satisfactory academic progress toward a degree and entitles a student to all the rights and privileges of enrollment at Brevard College. Some academic and co-curricular programs at Brevard College may require additional academic requirements in order to remain in the given program. Failure to meet these additional requirements may result in a student's removal from that program; however, the student may continue enrollment at the College. Students who are registered at Brevard College and whose current academic standing is "Academic Warning" are considered to be in Academic Good Standing for purposes of enrollment certification and participation in athletic and other co-curricular activities. Students with the academic standing of "Academic Probation" or "Academic Suspension" are not considered to be in Academic Good Standing. Satisfactory academic progress is determined by a relationship between the student's total credit hours earned and the student's GPA according to the following chart (Table 1).

Table 1

Minimum Academic Requirements for Satisfactory Academic Progress at Brevard College
(Six-year Graduation Track)

Completed Semester	1	2	3	4	5	6	7	8	9	10	11	12
Earned Credit Hours	9	21	31	41	51	62	72	82	93	103	113	124
Earned Cumulative GPA	1.60	1.60	1.80	1.80	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00

Transfer students in their first semester at Brevard College will base the semester of completion (Table 1) on the number of hours transferred into Brevard College. For example: A student who has received transfer credit for 31 to 40 semester hours will have completed three semesters. The first semester at Brevard College will be the student's fourth semester and the student must meet those appropriate hours and cumulative GPA. In some cases, successful summer coursework (either at Brevard College or at another approved institution of higher learning) may be used to raise the cumulative GPA (if the summer work replaces an earlier grade for a course (see Repeating Courses, page 63) and hours earned so that a student may be able to earn academic good standing between the spring and the following fall semester). This process is reviewed on an individual basis. The academic standing of part-time students will be determined individually by applying the standards in Table 1 on a proportional basis.

Students are classified as Freshman, Sophomore, Junior, or Senior based on semester hours of course work (Table 2).

Table 2
Classification of Students

To be classified as a	Freshman	Sophomore	Junior	Senior
A student must have passed a minimum semester hours of	0	28	60	92
And earned maximum semester hours of	27	59	91	124+

Academic Warning

A student failing to meet the requirements for Satisfactory Academic Progress (Table 1) by semester’s end will be placed on Academic Warning. Exceptions may be made for students who have earned the required cumulative grade point average but are slightly deficient in earned hours.

Academic Warning is a subcategory of Academic Good Standing, differing only in the following study conditions coordinated by the Associate Dean for Student Success. Students on Academic Warning must meet the following conditions:

1. Meet with the Associate Dean for Student Success on the first Wednesday of the semester to begin participation in the Academic Progress Program for Students (APPS-see description next page).
2. At this first meeting, the student establishes and agrees to an Academic Success Plan for the semester. Students must agree to the terms of the Academic Success Plan or the student will not be able to continue at Brevard College and will be immediately suspended. Failure to adhere to the conditions of the student plan during the semester could result in immediate suspension.
3. Student must enroll in at least 12 and no more than 15 hours (without prior permission).
4. Student must work to maintain satisfactory progress toward good academic standing by semester’s end. (In some situations, students find it desirable to repeat courses in which they have earned low grades previously. Students enrolled in the APPS program should keep in mind the possibility of replacing low grades in up to four courses by repeating those courses. The initial grades will remain on the student’s transcript but only the new grades will be calculated in the cumulative grade point average.)

Students on Academic Warning who do not follow their study conditions may be placed on Academic Probation or Suspension. In some circumstances, student performance may warrant a Directed Withdrawal.

Academic Probation

A student who was on Academic Warning the previous semester and failed to meet the requirements for Satisfactory Academic Progress (Table 1) by semester’s end will be placed on Academic Probation. In addition, any student who returns to Brevard College after serving an Academic Suspension will be placed on Academic Probation if the student does not meet the requirements of Satisfactory Academic Progress (Table 1).

Students on Academic Probation are not considered to be in Academic Good Standing at Brevard College and the following study conditions are required as coordinated by the Associate Dean for Student Success. Students on Academic Probation must meet the following conditions:

1. Meet with the Associate Dean for Student Success on the first Wednesday of the semester to begin participation in the Academic Progress Program for Students (APPS-see description below).
2. At this first meeting, the student establishes and agrees to an Academic Success Plan for the semester. Students must agree to the terms of the Academic Success Plan or the student will not be able to continue at Brevard College and will be immediately suspended. Failure to adhere to the conditions of the student plan during the semester could result in immediate suspension.
3. Student must enroll in at least 12 and no more than 15 hours (without prior permission).
4. Student must work to maintain satisfactory progress toward good academic standing by semester's end. (In some situations, students find it desirable to repeat courses in which they have earned low grades previously. Students enrolled in the APPS program should keep in mind the possibility of replacing low grades in up to four courses by repeating those courses. The initial grades will remain on the student's transcript but only the new grades will be calculated in the cumulative grade point average.)

Students on Academic Probation who do not follow their study conditions may be placed on Academic Suspension. In some circumstances, student performance may warrant a Directed Withdrawal.

At the end of a semester on Academic Probation, if a student fails to meet the standards of Satisfactory Academic Progress (Table 1, page 53), the student will be placed on Academic Suspension. The decision to suspend the student will depend on a thorough review of the individual student's overall academic record, with particular attention to the academic performance during the most recent semester. For instance, if a student on Academic Probation fails to meet the standards of Satisfactory Academic Progress (Table 1) but earned at least a 2.0 semester GPA with passing grades (D- or higher) for all completed course work (12 or more hours) during the most recent semester, the student will normally remain on academic probation for the next semester and continue working towards Academic Good Standing.

Academic Progress Program for Students (APPS)

Academic Progress Program for Students (APPS) is designed to help students at risk of performing unsatisfactorily in academics. Students on academic warning or probation are required to participate in APPS for an entire semester. They will enroll in APPS 100 in large, small or individual sessions. Students are guided toward achieving academic success.

Academic Suspension

Academic Suspension means that a student may not continue at Brevard College for a minimum of one semester. Academic Suspension may result from an unsuccessful semester on probation (as described in the preceding paragraph) or **from an unsuccessful semester in Academic Good Standing** based on academic performance (as described below). Students will be automatically placed on Academic Suspension at the end of any semester when they meet either of the following conditions:

1. The semester GPA is below 1.0, or
2. A full-time student does not earn at least six semester credit hours.

Appeal Process for Academic Suspension

All students academically suspended from the College have a right of appeal. A written appeal must be submitted to the Associate Dean of Academic Affairs for Student Success, within the time period designated in the notification letter of academic suspension. If no appeal letter is received, Brevard College will assume that the student does not intend to appeal and will release class registration and residence hall space, refunding any appropriate deposits for the following semester.

Readmission Application Process Following Suspension

Students who are suspended may apply to return to the College after a minimum of one semester of suspension. The readmissions process requires former Brevard College students who were suspended to submit to the Admissions Office:

- Completed application for admission available at brevard.edu.
- Official transcripts from each college previously attended after suspension from Brevard College.
- An Academic Plan must be completed in collaboration with the Associate Dean of Academic Affairs for Student Success and/or the student's academic advisor. The student's individualized academic plan must be approved by the Registrar. This plan is designed to outline progress toward reestablishment of Good Standing by a specified point in time. All academic plans will be monitored each term. If a student fails to meet the standards set up in the plan, the student will no longer be eligible for financial aid until the student re-establishes eligibility on their own. If a student wishes to change their academic plan, they must appeal to do so and explain what has happened to necessitate the change and how they will be able to make academic progress.

Directed Withdrawal

The College reserves the right to require, after appropriate staff evaluation, the withdrawal of students who have been placed on academic and/or disciplinary probation (as defined in the College Catalog or the Student Handbook) or whose attitude and behavior are not in accord with the ideals and standards of the College. Students should refer to the Student Handbook for additional information related to the types of attitudes/behaviors that would be considered detrimental to these ideals and standards. Such evaluation may take place at any time. Students directed to withdraw must leave the campus immediately (unless exceptions are provided by the Vice President for Academic Affairs and/or the Dean of Students). Students that are placed on disciplinary suspension are subject to directed withdrawal.

Students directed to withdraw from the College may be eligible for consideration for transfer to another institution but are generally not eligible to return to Brevard College. Conditions of the directed withdrawal and conditions under which the student may apply for readmission may be set at the time of the withdrawal and/or at the time that an application for readmission to Brevard College is considered.

Students who are directed to withdraw from the College during the withdrawal period will receive a grade of W on all courses in which they are enrolled. After the withdrawal period, the student will receive the grade earned for the course.

Voluntary Withdrawal from the College

Students will be allowed to withdraw officially from the College (see Academic Calendar for deadlines, page 8) only after they have completed the appropriate Electronic Withdrawal Process through the Office of Academic Affairs. To properly withdraw from the College during regular terms (Fall and Spring), the student must have a discussion with their advisor. After discussion with their advisor, the student and/or the advisor must contact the Office of Academic Affairs to initiate the withdrawal process. Next, the student will meet with the Associate Dean of Academic Affairs for Student Success, the Vice President for Student Success and Dean for Students, the Director of Admissions and Financial Aid, and the Student Accounts Manager. After the student completes those meetings, the Academic Affairs Office will contact the student to confirm the student's intent to withdraw and confirm that the withdrawal process is complete. Refunds are based on the date the student officially begins the withdrawal process with the expectation that the process will be completed within 48 hours. Refunds will only be considered if a student follows the official withdrawal process as stated above. Because withdrawal from the institution affects financial aid eligibility, a student receiving scholarships, grants, or loans to pay for educational expenses may have to repay some or all of those funds received for that semester, based on federal and state guidelines for that semester. Students withdrawing from the College must leave the campus within 12 hours of withdrawal.

Because Summer Term is optional, students may withdraw from all summer courses and remain registered for Fall semester at the College. A student enrolled in a summer course(s) that wishes to be withdrawn must email registrar@brevard.edu to make this request.

Students who voluntarily withdraw from the College during the withdrawal period will receive grades of W on all courses in which they are enrolled. After the withdrawal period, the student will receive the grade earned for the course.

Leave of Absence

A Leave of Absence is a period of separation from Brevard College for one semester and is initiated by requesting an Intent to Not Return Form from the Office of the Registrar. Only continuing degree seeking students, in good standing, are eligible. Students with this status do not need to apply for readmission and may register for classes during the scheduled registration dates. If the leave of absence exceeds one semester the student will need to be readmitted to the College through the Admissions Office. All requests for study at another institution during the leave must be approved in advance by the student's faculty advisor and the Registrar with the Transient Permission Form.

POLICIES AND PROCEDURES

Semester Confirmation and Class Registration

Official confirmation will begin approximately 2 ½ weeks prior to the first day of class each semester and will close at 4:30 p.m. the day before classes begin. Class schedules will be dropped for those students who are not confirmed by that deadline. In order to be confirmed for the semester, students must have made satisfactory financial arrangements with the Office of Business and Finance prior to the beginning of classes. Students living in the residence halls will not be allowed to move in until they are confirmed. Exceptions to this policy must be approved by the Associate Vice President for Finance and Controller. All students should consult with their advisors before classes begin, and all schedule changes must be processed in the advisor's office.

Faculty Advisor

Faculty advisors discuss academic programs and processes with students and help guide course selection and their choice of degree programs, allowing students to make progress toward General Education core, their chosen academic major, and their career goals. Students should consult with their faculty advisors to plan course schedules.

Student Course Loads

A full-time semester course load is 12-19 hours. Normally, students should expect, during a normal class week, to devote, on average, two hours outside of class for every one hour in class. Registering for more than 19 credit hours in a semester produces an overload. Overloads are permitted only in exceptional situations. A student may schedule an overload only if that student presents an overall GPA of at least a 2.50. Academic advisors may approve an overload of 20 hours; registration for more than 20 hours must be approved in advance by the Division Chair and notification must be sent to the Registrar's Office. Registration over 24 credit hours is not allowed.

Adding a Course

Students may add a course in the first five class days of a semester. Students must discuss adding a class with their academic advisor.

Dropping a Course

Students may drop a course during the first 10 class days of a semester without a transcript record for the course. Students must have the approval of their academic advisor before dropping a class.

Course Withdrawal

After the first 10 class days of a semester, a student may withdraw from a class with a grade of W until the end of the second week of classes following the midterm break (see Academic Calendar, page 8). No withdrawal from a course is permitted beyond this deadline. Withdrawal from a course during the permitted period of the semester is initiated by requesting a Course Withdrawal Form from the Office of the Registrar. Students meet with both their advisor and the course professor to discuss the implications of the withdrawal and to complete the form. After receiving signatures from the advisor, course professor, and, in the case of varsity athletes, the Director of Compliance, the student returns the completed form to the Office of the Registrar. Students who withdraw from a course at Brevard College during the withdrawal period will receive a W, which will be recorded on the student's official transcript. After the withdrawal period, the student will receive the grade earned for the course. (Note: Because FYE 101 is required of all first-time, first-year students, no grade of W will be given for FYE 101; withdrawal from the course will result in a grade of F.) For information on how withdrawals impact Financial Aid SAP refer to page 23.

Any student having been found guilty of an Honor Code violation who withdraws from a course will receive a grade of F and forfeit the right to appeal the penalty of the Honor Code violation.

Exceptions to the Withdrawal Policies of the College must be appealed to the Vice President for Academic Affairs.

Incomplete

A grade of I (Incomplete) may be requested by a student when circumstances prevent the student from completing a portion of the semester's work. Normally, the student must initiate the process by consulting with the instructor of the course to determine whether issuance of an Incomplete is justified. The request must be made after the deadline for withdrawal and no later than the last day of classes (refer to the Academic Calendar, page 8). When requesting a grade of Incomplete, the student must have a passing grade in the course.

If a grade of Incomplete is to be issued, a contract must be completed, signed by the student and instructor, and submitted to the Registrar's Office. When an Incomplete is given in a course that is a prerequisite for another course to be taken in the following semester, the I must be removed no later than the deadline for adding courses in the following semester. If the grade of Incomplete in the prerequisite course is not removed by this deadline, the student will be withdrawn from the higher course and the grade will convert from an I to an F at the end of the fourth week of classes. All grades of Incomplete must be removed by the end of the fourth calendar week in the semester following the semester in which the Incomplete was issued. Grades of Incomplete not removed by this deadline will convert to an F. If warranted by extenuating circumstances, the student and instructor may request an extension beyond the four-week deadline by petitioning the Vice President for Academic Affairs.

Auditing Courses

Persons who wish to audit a course rather than enroll as credit-seeking students are considered for admission without providing test scores or official transcripts. The fee for auditing a course is significantly less than enrolling in the same course for credit.

Auditors should be aware of some of the circumstances regarding this privilege. Because students who enroll in a course for credit are making an important investment in that course, they must be considered by the College a priority regarding:

- class enrollment,
- use of facilities, equipment, or materials, and
- the time and attention of the professor.

Auditors may participate to any extent that is agreeable to both teacher and auditor, and to the extent that it does not infringe on the quality of experience of students enrolled for credit.

Persons wishing to audit a course should obtain permission from the course instructor before registering. Auditors will be registered on a space-available basis after August 1 or January 1. On-line courses may not be audited.

Courses Taken Elsewhere After Enrollment at Brevard College

Enrolled students who wish to take work elsewhere and to have that work transferred back to Brevard College should obtain prior approval from the Office of the Registrar by completing and returning a Transient Permission Form.

Courses transferred to Brevard College contribute to the total hours earned but do not alter the grade point average. A grade of C- or higher is required for acceptance of transfer credits. (Refer to the section Repeating Courses on page 63.)

Credit by Examination

The College may award credit for the subject examinations of the Advanced Placement (AP), the College Level Examination Program (CLEP), the International Baccalaureate (IB), and the Cambridge International Exam (AICE) provided that 1) there is no duplication of other academic credit, and 2) the scores presented meet Brevard College standards based on the timeframe examination was taken. Credit also may be awarded on the basis of institutional examinations. Ordinarily, such examinations should be taken prior to enrollment at Brevard College. A cumulative maximum of 92 semester hours of transfer credit from colleges and universities earned with a C- or above, AP, CLEP, IB, and AICE

credit, and documented experiential credit may be used toward a Brevard College degree. For more information concerning AP, CLEP, IB or AICE, students should contact the Office of the Registrar.

College Level Examination Program (CLEP): Scores must meet Brevard College standards and will be treated as transfer credit. No CLEP credit may be received for a course a student has attempted and failed. In addition, a student cannot be registered for a class when taking a CLEP test for that class. Not passing a CLEP test requires a wait of six months to take it again.

Although Brevard College does not administer CLEP testing, OPEN CLEP testing sites can be found at collegeboard.org. Credit will still be awarded as stated above.

Advanced Placement (AP): Advanced Placement and college credit may be granted to students who enter Brevard College. A transcript of the scores must be sent directly to Brevard College from the College Board. When the scores are received, they will be evaluated to determine whether they meet the standards established at Brevard College for granting AP credit and how much credit may be awarded.

International Baccalaureate Examinations (IB): Brevard College accepts applicable credits from the IB exam. Students must complete exams before graduation from high school in order to receive credit. A transcript of scores must be sent directly to Brevard College from IB. When the scores are received, they will be evaluated to determine whether they meet the standards established at Brevard College for granting IB credit and how much credit may be awarded.

Cambridge International Exam (CIE): Brevard College accepts applicable credits from the AICE exam. Students must complete exams before graduation from high school in order to receive credit. A transcript of scores must be sent directly to Brevard College from AICE. When the scores are received, they will be evaluated to determine whether they meet the standards established at Brevard College for granting AICE credit and how much credit may be awarded.

Prior Learning Credit

Credit may be obtained for life learning experiences that take place prior to attending Brevard College. Students may apply for experiential life credit if all the conditions listed below regarding such credit have been fulfilled. A student may receive no more than six credit hours of experiential life credit. Appeals for additional life credit must be approved by the Vice President for Academic Affairs.

The conditions are as follows:

- Credit may be awarded only for documented experiential learning that demonstrates achievement of outcomes specified by courses in an approved degree program.
- Credit will be awarded only to matriculated students.
- When credit is awarded, it will be identified on the student's transcript as credit for prior experiential life credit.
- Credit will not be awarded if it will duplicate credit previously awarded.
- Credit will only be awarded for work done at the college level and thus is restricted to post-high school experiences.

Students interested in receiving experiential life credit should contact the appropriate Division Chair.

Study Abroad

Brevard College recognizes the substantial benefits that students can gain from study-abroad experiences. Consequently, the College periodically plans and sponsors international educational experiences for its students. In addition, with prior approval, Brevard College students may participate in international educational experiences sponsored by other institutions, and then transfer academic credits to Brevard College. Under certain conditions, study abroad experiences may be used to satisfy the foreign languages/cultures requirement (Area III. 3.4) of the general education curriculum (See page 69).

Students must be in Academic and Financial Aid Good Standing to participate in a study abroad program.

Access to Educational Records

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), only authorized College personnel will have access to the information contained in student educational records. Any other access must have written authorization from the student, with the exception of “directory information”: the student’s name, address, telephone number, date and place of birth, dates of attendance, degrees and awards received, major field of study, hours enrolled, class schedule, participation in officially recognized sports and activities, weight and height of members of athletic teams, and the most recent educational agency or institution attended. According to FERPA, this information may be released without written consent. Any student who does not want this information released should notify the Registrar in writing within the first two weeks of the semester. Students have the right to review their own records with the exception of confidential recommendations. Students may obtain a copy of the College’s policy concerning access to educational records from the Office of the Registrar.

Official College Communications

Brevard College has established electronic mail as a primary medium for official communication with students, faculty, and staff. Each registered student, active faculty, and staff member is assigned an official Brevard College e-mail address by the IT department according to a naming convention established by the department.

All official College information (e.g., academic notices, campus calendars, policy updates, registration and financial information, etc.) will be sent to the individual’s Brevard (@brevard.edu) e-mail address. No official College information will be sent to any other e-mail address.

The College expects that students will receive and read e-mail in a timely manner. Failure to receive and read College communications delivered to official Brevard College e-mail address in a timely manner does not absolve recipients from knowing and complying with the content of such communications. It is recommended that e-mail be checked daily, but at a minimum, twice per week. In addition, Brevard College students should regularly access personal information (grades, account information, etc.) through my.brevard.edu (following instructions provided by the IT department), as well as general College information.

Transcripts

A transcript is the official academic record of a currently enrolled Brevard College student or alumnus. This academic record is covered by and subject to FERPA guidelines and is released by the Registrar only upon the written, signed release by the student/alumnus. An official transcript will not be released until all financial obligations to the College have been cleared.

Transcripts and official documents that have been presented for admission or evaluation of credit become a part of the student's permanent academic file and are not released to the student or to another institution. Unofficial transcripts may be accessed through the student's MyBC account.

Email requests must be accompanied by an official transcript request form. Other requests made by email and/or telephone cannot be accepted for release of an official transcript. Official transcripts may be ordered online by going to studentclearinghouse.org. Please follow all requested steps carefully. When ordering your official transcript in this manner, you will have the opportunity to sign a consent form electronically, or you may fax your signature to the phone number provided in the instructions. Incomplete orders will not be processed. All major credit cards are accepted.

Requests for official transcripts may also be made in person in the Office of the Registrar, Beam Administration Building, Room 105; mailed to the Office of the Registrar, Brevard College, One Brevard College Drive, Brevard, NC 28712; or faxed to ATTN: Office of the Registrar, 828.641.0390. There is a charge of \$5.25 per transcript delivered via PDF and a charge of \$3.50 per transcript delivered via US Postal Service.

Post Baccalaureate Studies (and Second Degrees)

Students who have earned a bachelor's degree from Brevard College or another accredited institution may earn a second bachelor's degree from Brevard College. For students whose first degree is from Brevard College, the second degree must differ from the first (for example, if the student's first degree was a B.A., the second degree must be a B.S.). Degrees may not be earned simultaneously at Brevard College. If a student completes two majors that fall within different degrees, the degree conferred is determined by the first major as designated by the student.

Students seeking a second degree must earn at least 30 semester hours of credit beyond the previous degree, meet all current prerequisite and major requirements in the chosen major, and meet all requirements in the current General Education Curriculum. Each applicant's transcript will be evaluated by the Registrar to determine the courses that must be completed to earn a second degree.

Additional Major

A student who has already earned a degree from Brevard College may return to complete a second major under the degree previously awarded. To be eligible the student must:

- Fill out an application for readmission to the college.
- Notify the Registrar of intent by filling out a Completion of Additional Major Form.
- Complete all requirements for the second major.
- A student who has completed an additional major will not take part in a second graduation ceremony nor receive a second diploma from Brevard College.

A dated notation will be made on the transcript that an additional major was earned.

- If a student completes two majors that fall within different degrees, the degree conferred is determined by the first major as designated by the student.

Repeating Courses

Four different Brevard College courses may be repeated for a higher grade.

If a course is repeated at Brevard College:

- The grade earned on the second attempt or a final subsequent repeat, if necessary, will be calculated in the cumulative grade point average, and the hours earned will be applied.
- The grade earned on the earlier attempt of the course will be removed from the calculation in the cumulative grade point average, and the hours earned in the course will be removed; however, the original grade will remain on the student's transcript.

If a course is repeated outside Brevard College:

- The student must earn a minimum grade of C- or higher on a subsequent attempt of a course to transfer the course back to Brevard College.
- The grade earned on the earlier attempts of the course will be removed from the calculation in the cumulative grade point average, and the hours earned in the course will be removed; however, the original grade(s) will remain on the student's transcript.
- The grade earned on the final attempt of the course will not be calculated in the cumulative grade point average at Brevard College.
- The semester hours earned on the final attempt of the course will contribute to the total hours earned by the student at Brevard College.

Note: Financial Aid can only be given one additional time for a course that is being repeated and was previously passed.

LINC Repeat Policy

Students who fail one, but not both K-course LINC do not have to repeat the LINC General Education Requirement if they had a final participation grade of C- or better for the failed class, documented by the LINC instructors at the end for the semester when the LINC was taken. Students who take two LINC classes to fulfill the LINC requirement must earn at least a D- in each course.

Academic Forgiveness Policy

Students who have previously attended Brevard College and have either: (1) been in nonattendance for twenty-four consecutive months or more or (2) earned an Associate Degree from an accredited institution may choose the Academic Forgiveness Policy upon readmission by signing a statement accepting the following provisions:

- All non-remedial courses taken previously with a passing grade of C- or higher will be counted toward graduation and the satisfaction of Core Requirements, if applicable. These courses will appear on the official academic record but will not be counted in the computation of the overall GPA. (Note: This can result in a loss of credit hours.)

- A readmitted student may elect to use the Academic Forgiveness Policy only once.

Note: Academic Forgiveness does not apply to Financial Aid Satisfactory Academic Progress.

Assignment of Credit Hours for Courses

A credit hour is the amount of work represented in achieving a course's intended learning outcomes and verified by evidence of student achievement.

- One credit hour of work will equal at least one hour of classroom or direct faculty instruction plus a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester, or the equivalent amount of work over a different amount of time.
- Intensive, study-away, or primarily field-based courses may reach the total of direct faculty instruction plus out-of-class student work in different formats and time-frames, utilizing any combination of face-to-face instruction and outside-of-classroom work or activities.
- For other academic activities such as lab work, internships, practica, studio work, and courses that are entirely skill-based, one credit hour equates to a similar total of three hours of student work per week for approximately 15 weeks for one semester, or the equivalent amount of work over a different amount of time.

Faculty members in academic programs recommend the number of credit hours to be assigned to each new course as part of the course proposal submitted to their academic division and then to the Curriculum Development and Assessment Committee, based on the preceding methods of determining credit hours. The number of credit hours for a new course is reviewed against the preceding definition and then established when a new course is approved by the Curriculum Development and Assessment Committee.

Recurring and Variable Credit Courses

Certain courses in the catalog (e.g., special topics seminars, if on different topics, practicums/internships; independent studies) may be taken for credit more than once. Also, some courses may be taken for variable credit (e.g., 1-12 credits), as designated in the course offerings for a given semester.

Exceptions to Academic Standards

All requests for waivers of, exceptions to, or substitutions for policies and procedures must proceed as follows: (1) the student must confer with the advisor and prepare a written statement of the request; (2) upon receiving the written statement, the Chair of the appropriate Division must confer with all the parties involved and make a recommendation; (3) the student's written request (with the Division Chair's recommendation attached) must be presented to the Office of Academic Affairs for appropriate referral or resolution.

HONORS & AWARDS

Brevard College celebrates the successes of students by recognizing their accomplishments in a variety of ways, including the academic, social, and athletic areas of Brevard College life. Recognition includes the following honors and awards:

Dean's List

Each semester the Office of Academic Affairs recognizes those students who were enrolled in at least 12 semester hours and who earned a grade point average of 3.5 or higher during that semester with no grades of D+, D, D-, F, I, or IP.

Honor Roll

Each semester the Office of Academic Affairs recognizes those students who were enrolled in at least 12 semester hours and who earned a grade point average of 3.0 to 3.49, during that semester, with no grades of D+, D, D-, F, I, or IP.

Graduation With Honors

Those students who graduate with a Brevard College cumulative grade point average detailed below receive special recognition at graduation:

summa cum laude	3.9
magna cum laude	3.7
cum laude	3.5

Honor Societies

Alpha Chi: In November of 2004, Brevard College installed a local chapter of this national academic honor society. Membership in Alpha Chi is strictly limited, admitting only those juniors and seniors who have at least 30 credit hours earned at Brevard College, who are currently enrolled for more than six hours, and who have a cumulative grade point average (CGPA) in the upper 10 percent of their class. Alpha Chi was founded in 1922 and has chapters in more than 300 colleges and universities across the USA. Of today's various college and university honor societies, Alpha Chi represents the highest across-curriculum academic honor on most campuses.

Alpha Phi Sigma: Alpha Phi Sigma is the only National Criminal Justice Honor Society. It was formed in 1942 to recognize individual excellence in criminal justice among select undergraduate and graduate programs. The mission of Alpha Phi Sigma is to promote analytical thinking, rigorous scholarship and lifelong learning; to abreast of advances in scientific research; to evaluate the ethical standards of the criminal justice professions and to sustain in the public mind the benefit and necessity of education and professional training. Brevard College was awarded new chapter status by Alpha Phi Sigma in October 2015.

Beta Beta Beta: The Rho Pi chapter of the Beta Beta Beta Biological Honor Society was installed in April 2002 at Brevard College with 17 charter members. Beta Beta Beta (TriBeta) is a national society for undergraduate students in the life sciences. TriBeta is dedicated to improving the understanding and appreciation of biological study through scientific research. Regular, lifetime membership into TriBeta is reserved for those students who achieve superior academic records and who indicate special aptitude for and major interest in the life sciences. Associate membership is offered to any student who shows great interest in the life sciences but does not currently qualify for regular membership. Common chapter activities include guest speakers, reports of research by members and department faculty, field trips, community service, and attendance/participation in district and national meetings. Since its founding in 1922, more than 175,000 persons have been accepted into lifetime membership, and more than 430 chapters have been established throughout the United States and Puerto Rico.

Delta Alpha Pi: In May 2013, Brevard College installed a local chapter of this academic honor society for undergraduate and graduate students who have documented disabilities. Members have earned a cumulative GPA of at least 3.10, have been active with the disability office on campus, and have demonstrated an interest in issues related to disabilities. Delta Alpha Pi is designed to raise awareness of the challenges that students with disabilities can face and to advocate for the rights and inclusion of all persons in their academic journey.

Omicron Delta Kappa: In April 2000, Brevard College installed a local chapter of a national leadership society for students seeking baccalaureate degrees. The Omicron Delta Kappa Society recognizes and encourages superior scholarship, leadership, and exemplary character. Membership is based on achievement in scholarship, athletics, campus government, journalism, speech and the mass media, and the creative and performing arts. The society seeks to enhance the development of the whole person, both as a member of the college community and as a contributor to a better society. 258 colleges and universities throughout the United States have Omicron Delta Kappa chapters.

Psi Chi: In May 2016, Brevard College installed a local chapter of Psi Chi, the International Honor Society in Psychology. Founded in 1929 its purpose is to encourage, stimulate, and maintain excellence in scholarship of the individual members, and to advance the science of psychology. More than 700,000 lifetime members have joined in this worthwhile cause including Distinguished Members such as Drs. Albert Bandura, B. F. Skinner, and Phillip Zimbardo. Students majoring or minoring in psychology may join if they meet the minimum requirements: completed at least three semesters or equivalent of full-time college coursework; completed at least nine semester credit hours or equivalent of psychology courses; earned a cumulative GPA that is in the top 35% of their class compared to their classmates across the College; have a minimum GPA of 3.0 on a 4-point scale; have a minimum 3.0 GPA average for psychology courses.

Sigma Beta Delta: The Brevard College chapter of Sigma Beta Delta was installed in November 2006. Sigma Beta Delta is a national honor society that encourages and recognizes scholarship and accomplishment among students majoring in business, management, and administration. It also encourages and promotes aspiration toward personal and professional improvement and a life distinguished by honorable service. Induction is restricted to juniors and seniors who rank in the upper 20% of their class based on cumulative GPA. Sigma Beta Delta was founded in 1994 and has chapters in more than 225 colleges and universities in 45 states in the USA and one international chapter.

Theta Alpha Phi: Theta Alpha Phi is a national theatre honor society, formed to recognize individual excellence in theatre studies and production among select undergraduate and graduate students. Founded in 1919, it is the oldest, nationwide, educational theatre honors society. Since its founding, it has consistently authorized campus chapters only at those colleges and universities with the highest standards in theatre studies and production in the nation. Brevard College was awarded new chapter status by Theta Alpha Phi in 2011.

The Presidential Award for Scholarship

The student with the highest academic rank in the graduating class with at least 62 hours earned at Brevard College, as verified by the Registrar and the Vice President of Academic Affairs, receives this special recognition at Commencement.

The C. Edward and Brona N. Roy Citizenship Award

The C. Edward and Brona N. Roy Citizenship Award is given annually at Commencement. The recipient is selected by the faculty of the College on the basis of moral character, citizenship, leadership, and positive influence on campus.

Presidential Awards

Presidential Awards are given each year at Commencement. Recipients are nominated and selected by the faculty for outstanding leadership, service, and achievement.

Division and Organization

Awards are given during the year by academic divisions, campus publications, student organizations, and athletics.

Student Marshals

Each year, four rising upper class students are selected to serve as student marshals. In order for a student to be chosen for this honor, his or her cumulative grade point average must be among the highest in the class. Student marshals assist the faculty marshal in all official functions of the College, including the fall Convocation and spring Commencement.

SPECIAL PROGRAMS & OPPORTUNITIES

Appalachian Center for Environmental Education

The Appalachian Center for Environmental Education (ACEE) has environmental education as its focus. It facilitates 1) opportunities for undergraduate research, 2) environmental research opportunities involving high school and middle school students and their teachers working together with college students and faculty, and 3) a variety of environmental programs such as science summer camps and study abroad.

The Brevard College Honors Program

The Brevard College Honors Program is a residential community of intelligent and motivated students who are passionate about learning and leadership. Entering students may apply to the Honors Program after admission to the College or after matriculating. Students are accepted based on their personal interview, online Honors Program Application, GPA, and standardized test scores. Students accepted into the program receive an annual scholarship and have the option to participate in honors-only extra curricular activities and live in a specially designated quiet space with their fellow Honors scholars.

CO-CURRICULAR REQUIREMENTS

To satisfy the co-curricular requirement of the Honors Program, students complete at least 45 hours of one or more approved mentoring activities (e.g., service as FYE peer mentor, as a tutor in the ELC, as a TA, and/or in the APPS program).

CURRICULAR REQUIREMENTS

To complete the academic portion of the Honors Program, students must complete the following requirements:

FYE 101H	First-Year Experience Honors	1
XXX 399H	Honors Seminar	3
XXX 399H	Honors Seminar	3

Students take FYE 101H in their fall freshman semester. XXX 399H Seminar courses are offered every spring semester.

FYE 101H and 399H may only be taken by Honors Program students. Honors Program students are also encouraged, but not required, to take other “H” (honors-designated), such as ENG 112H. Honors students must maintain a 3.0 or higher cumulative GPA. They must also complete a Senior Project at a higher, honors-caliber level than would otherwise be expected. Usually, the Honors Senior Project is the senior project for one’s major. Honors students present their project at one or more public presentation venues such as Honors and Awards Day, and discipline-specific events.

TOTAL HOURS REQUIRED

MINIMUM 7 SEMESTER HOURS

The Institute for Women in Leadership

To help young women gain confidence in accepting leadership opportunities, the College offers a special co-curricular learning program called IWIL. Incoming students may apply to this four-year program. IWIL embodies the College's motto, "Learn in Order to Serve," because all young women in the program participate in required service during the year and a special weekend service trip. Group projects that emphasize shared leadership give practical experience in setting an intention, listening to every voice, meeting the challenges of group dynamics, and participating in meaningful reflection. Special evening programs and travel opportunities help young women develop additional skills that will serve them in the job market. IWIL credits count toward the Gender Studies and Leadership minor.

Porter Center for Performing Arts

The Porter Center for Performing Arts is a symbol of Brevard College's commitment to excellence in fine arts instruction and performance. The Center is named for the late Paul Porter, a Shelby, North Carolina businessman and lifetime trustee of the College, who made the lead gift for the building. Mr. Porter and his wife, Margaret, have also taken steps to ensure continuing support for the operation of the Center in future years.

The Center contains several performance venues. The Scott Concert Hall, the acoustical properties of which have been shaped by the internationally respected consultant Larry Kirkegaard of Chicago, contains 700 seats in the orchestra and balcony levels. The centerpiece of the hall is the Kirkpatrick-Coleman Organ, designed and crafted by organ builder Dan Jaeckel, set above a stage that can accommodate an orchestra and chorus. The classically proportioned Francis Pavilion entrance hosts small chamber recitals in addition to receptions. The Morrison Playhouse, a flexible "black box" theater, allows multiple configurations for performances and teaching. A large outdoor stage extends from the Richard Scott Community Commons at the eastern side of the building into an open-air amphitheater. Offices, a rehearsal and pre-performance space and the Department of Theatre are also housed in the building. Music concerts, theatre productions, College convocations and numerous special events take place in the space throughout the academic year. In addition, the Brevard Music Center presents a variety of summer performances at the Porter Center.

Voice of the Rivers

The Voice of the Rivers (VOR) Program embodies the College's commitment to liberal arts education that is interdisciplinary and experiential. VOR expeditions engage students in a multi-week paddling experience with student membership that spans several disciplines, integrates study of wilderness leadership and another specialized subject area, and calls for extensive reflection and writing. VOR develops an understanding of and appreciation for rivers and inspires commitment to environmental outreach and advocacy.

At the heart of a VOR expedition are the students' personal journals. The participants write daily in order to reflect on the experiences of traveling along a river and immersing themselves in the natural world. Students post excerpts of their writing to an Internet journal to share their learning adventure and provide a resource that brings awareness to environmental issues facing America's rivers.

GENERAL EDUCATION CURRICULUM

Brevard College offers a broad liberal arts curriculum leading to the bachelor's degree with 21 majors, 28 minors, and several pre-professional programs, including teacher licensure, pre-dentistry, pre-law, pre-medicine, pre-nursing, and pre-veterinary. Embracing an experiential model of education, the faculty invites students into meaningful interaction through collective academic experiences, interdisciplinary dialogue, and the acquisition of essential skills and knowledge. The General Education Curriculum, when combined with course work in a major, aims to encourage lifelong learning and personal growth.

The General Education Curriculum is divided into several subject areas, each with discrete learning goals. The intended student learning outcomes for each area are enumerated below. Through successful engagement with the College's General Education Distribution Areas, Brevard College graduates will ...

- Area I Read, write, and speak clearly and critically**
 - 1.1 Generate organized, coherent, thoughtful prose
 - 1.2 Listen actively and respond analytically
 - 1.3 Speak with clarity, order, and professionalism
 - 1.4 Analyze texts for structure and meaning
 - 1.5 Demonstrate critical thinking

- Area II Demonstrate scientific and mathematical reasoning and technological literacy**
 - 2.1 Interpret and apply quantitative information
 - 2.2 Understand the scientific method and the use of evidence in problem solving
 - 2.3 Apply information technology appropriately in academic endeavors

- Area III Develop critical understanding of society within a global context**
 - 3.1 Analyze primary source documents and artifacts, demonstrating perspectives informed by historical causality and context
 - 3.2 Articulate the distinctive ways in which religions shape and are shaped by past and present cultures
 - 3.3 Demonstrate understanding of human behavior and its relation to social systems
 - 3.4 Expand global awareness through an approved study abroad experience or study of a non-Anglo-American culture or language

- Area IV Develop awareness and understanding of the fine arts and literature**
 - 4.1 Analyze and interpret the fine arts, and express their value for the individual and society
 - 4.2 Create or experience the arts in a live setting
 - 4.3 Analyze and interpret literature, and express its value for the individual

- Area V Understand the relationship between healthy lifestyles and wellness**
 - 5.1 Demonstrate behaviors that contribute to lifelong physical activity and wellness
 - 5.2 Describe the relationship between behavior and health

- Area VI Understand the implications of environmental issues**
 - 6.1 Describe the impact of humans on the environment
 - 6.2 State the implications of living on a finite planet with limited resources

COMMON-EXPERIENCE REQUIREMENTS

(7 Semester Hours)

- A. FYE 101, 101H or 102
 - B. **Learning IN Community (LINC)** 6**
- Students may earn the six hour LINC requirement by taking (1) paired “K” courses; or (2) two LNC courses

**The two courses taken for the LINC requirements may also be used to meet Distribution Area Requirements; thus these hours may be deducted from the total required hours in the General Education Curriculum.

DISTRIBUTION AREA REQUIREMENTS

(42 hours)

- I. Communication and Critical Thinking Skills** 9
 - A. ENG 111 or 111H, College Writing I (3)
 - B. ENG 112 or 112H, College Writing II (3)
 - C. COM 105, 110, 212, 380; EDU 210; MAT 200; (3)
 ORG 205; PHI 105, 261, 262, 265, 282;
 PHY 204; REL 268; THE 115, 225

- II. Mathematical and Scientific Reasoning** 10
 - A. MAT 111 or above (3)
 - B. Science course with accompanying lab: BIO 105, 110, (4)
 120, 250; CHE 101, 102, 103; GEO 101, 105;
 PHY 102, 103, 201; SCI 105
 - C. IFT course: 200-level or above; ART 230, 261; EDU 304; (3)
 ENV 365; MAT 251, MUS 230; THE 320

- III. Critical Understanding of Western Society within a Global Context** 12
 - A. ARH 201, 202, 210, 250; HIS 101, 102, 103, 104, 110, 201, 202, 203, (3)
 204, 205, 224, 225, 254, 255, 256, 263, 264, 306;
 REL 221, 241; THE 311, 312
 - B. REL 101, 102, 153, 210, 221, 241, 268, 278, 288 (3)
 - C. COM 212; CRJ 101; ECN 201; ORG 110; PLS 110, 210, 220; PSY 101; (3)
 SOC 101
 - D. AGR 210; ANT 101, 230; ARH 210, 321, 322, 323, 324; GEO 271; (3)
 HIS 201, 202, 204, 306, 354; MUS 202; REL 153;
 ORG 320; SOC 325;
 or an approved Study Abroad program/experience

- IV. Appreciation of Literature and the Arts** 6
 - A. ARH 201, 202, 210, 250; any APM course; ART 101, 102, 130, (3)
 150, 230, 240, 242, 250, 252, 260, 261, 270, 271, 280;
 ENG 207, 211; any ENS course; MUS 101, 125, 126, 201, 202;
 THE 101, 103, 104, 114, 121, 123, 204, 211, 214, 223,
 304, 314, 328, 404, 414
 - B. ENG 205, 206, 208, 217, 220, 240, 241, 243; HUM 295; PHI 282; REL 268; (3)

- V. Health and Wellness** 2*
 - EXS 213, 215, 216; HLT 201, 202;
 Any PHE Course; WLE 101, 151, 152, 155, 157, 158, 159

*Participation on a VOR expedition waives one credit of physical activity.

*Participation in athletics waives one credit of physical activity.

*At least one credit must be from a course involving physical activity (any of the courses above except HLT 201 and 202; EXS 213).

VI. Environmental Perspectives

3-4

BIO 130; ENG 217; ENV 101, 202, 362; GEO 201;
HIS 201, 256; ORG 230; REL 278

Stipulations:

General Education Courses may be used to fulfill only one requirement in the Distribution Areas. Paired K-courses may be used to fulfill the LINC Common-Experience requirement and, if applicable, a single Distribution Area Requirement. Only occasionally is a K-course not listed in a General Education Area; in such cases the course will count as a required course or an elective in a student's major or minor.

1. Regarding the LINC requirement:
 - a. To meet the LINC requirement, students either: (1) enroll simultaneously in two courses from different academic disciplines, designated as linked courses by the letter K following the course number, or (2) take TWO LNC courses, which are single, 3-hour credit team-taught courses.
 - b. LINC courses are designed primarily for students in their sophomore and junior years.
 - c. Normally students should take a LINC (2 K-courses or a LNC) *after* completing ENG 112.
 - d. Each LINC focuses on a common theme(s) from different academic perspectives (e.g. HIS 103K and REL 241K focus on religion in American life from the colonial period to the Civil War).
 - e. Some K-courses are listed in more than one Distribution Area. For example, if ENG 220K and REL 268K are passed, a student will earn credit for Area IV.B. because ENG 220K is included only in the courses listed in that Area. Because REL 268K is listed under I.C., III.B., and IV.B., the student and his or her advisor will have the option of counting REL 268K under one of the three Area options.
 - f. To complete the General Education LINC requirement a student must either: (1) pass at least one of two linked K-courses and earn at least a final participation grade of C- in the failed course; or, (2) earn at least a D- in both LNC classes. See LINC Repeat Policy.
 - g. Any entering student who transfers 77 or more credits to Brevard College is exempt from taking a LINC. See Transfer Credits for details (page 49).
 - h. Students must take two LNC courses to fulfill the LINC requirement; normally LNC courses are taken in different semesters.
 - i. LNC courses may or may not fulfill a General Education Distribution Area.
2. With the exception of the two courses taken to fulfill the Distribution Area Requirements I.A. and I.B., a student may use no more than two courses (3-4 s.h. each) with the same course prefix to meet the General Education Distribution Requirements.
3. To fulfill Area III.D. on the basis of experience, a student must normally:
 - a. receive approval in advance for the intent to use the experience in satisfaction of a distribution requirement (if student wishes to receive academic credit, prior approval must include registration for an independent study or other approved course);
 - b. participate in an experience of two weeks' duration or longer; and
 - c. document the experience through a journal and presentation given upon return.
4. All students must take ENG 111 or ENG 111H with the exception of those students who enter Brevard College with credit for ENG 112 or ENG 112H. In such cases, a waiver, but no academic credit, will be earned for Area I.A.
5. Participation in collegiate sports does not earn course credit, though one semester of athletic participation will satisfy, by course waiver, one activity requirement for General Education Area V. A student could, for example, participate in a sport and enroll in one PHE course to satisfy the requirements for Area V. A student may not substitute two semesters of athletic participation to satisfy this Area's requirements.

ACADEMIC PROGRAMS

In addition to completing the General Education Requirements, in order to graduate, students must complete the requirements of at least one of the major programs listed below. Except where indicated, students earn a bachelor of arts (B.A.) through these programs.

FINE ARTS

Dr. Kathryn Gresham, Chair

Major Programs

Art (p. 75)
 Music (p. 96)
 Music Education (p. 97)
 Theatre (p. 109)

Minor Programs

Art (p. 112)
 Art History (p. 112)
 Music (p. 121)
 Theatre (p. 125)

HUMANITIES

Dr. Thomas Bell, Chair

Major Programs

English (p. 85)
 History (p. 92)
 Integrated Studies (p. 94)
 Philosophy and Religion (p. 99)

Minor Programs

Creative Writing (p. 114)
 English (p. 116)
 Gender Studies & Leadership (p. 118)
 History (p. 120)
 Philosophy and Religion (p. 122)

SCIENCE AND MATHEMATICS

Dr. Jennifer Frick-Ruppert, Chair

Major Programs

Applied Physics (p. 74) (B.S.)
 Biology (p. 77) (B.S.)
 Environmental Studies (p. 87) (B.S.)
 Exercise Science (p. 89) (B.A. or B.S.)
 Health Science (p. 91) (B.S.)
 Mathematics (p. 95)

Minor Programs

Biology (p. 13)
 Chemistry (p. 113)
 Coaching (p. 114)
 Ecology (p. 115)
 Environmental Studies (p. 117)
 Health Science (p. 119)
 Mathematics (p. 121)
 Natural History (p. 122)
 Physics and Astronomy (p. 123)
 Sustainable Agriculture (p. 124)

SOCIAL SCIENCES

Dr. Laura Vance, Chair

Major Programs

Business and Organizational
 Leadership (p. 78)
 Criminal Justice (p. 84)
 Psychology (p. 103)

Minor Programs

Business and Organizational
 Leadership (p. 113)
 Criminal Justice (p. 115)
 Leadership Theory and Practice (p.120)
 Pre-Law (p. 123)
 Psychology (p. 124)
 Social Sciences (p. 124)

EXPERIENTIAL EDUCATION

Dr. Jennifer Kafsky, Chair

Major Programs

Childhood Education (p.79)
Physical Education & Recreation (p. 102)
Wilderness Leadership and
Experiential Education (p. 110)

Minor Programs

Education (p. 116)
Experiential Education (p. 118)
Wilderness Leadership and
Experiential Education (p. 125)

TEACHER LICENSURE PROGRAMS

Dr. Betsy Burrows, Director

Licensure Area

Early childhood B-K
Elementary grades K-6
English grades 9-12
Mathematics grades 9-12
Science grades 9-12

Social Studies grades 9-12

Art grades K-12

Music grades K-12

Health and Physical

Education grades K-12

Theatre grades K-12

Agricultural Education (7-12)

Brevard College Major

Childhood Education (p. 81)
Childhood Education (p. 79)
English (p. 86)
Mathematics (p. 95)
Applied Physics or
Biology (p. 74/77)
History (p.92)

Art (p. 77)

Music Education (p. 97)

Exercise Science (p. 89)

Theatre (p. 109)

Environmental Studies (p. 87)

Licensure Area Coordinator

Dr. Megan Keiser
Dr. Megan Keiser
Dr. Betsy Burrows
Dr. Charles Wallis
Dr. Jennifer Frick-Ruppert

Dr. Margaret Brown

Professor Kyle Lusk

Professor Eric Peterson

Dr. Stephen Knott

Professor Andrea Boccanfuso

Professor Gina Raicovich

Brevard College has received approval from the North Carolina State Board of Education to offer licensure in the above areas. Brevard College's Teacher Preparation Program is designed to prepare educators to lead future generations of learning communities in a diverse and dynamic world.

PRE-PROFESSIONAL STUDIES

Pre-Law

Emphasis in Pre-Law within a major (e.g. Integrated Studies, English) or minor in Pre-Law.

Pre-Dentistry, Pre-Medicine, Pre-Nursing, Pre-Veterinary

Students interested in pre-dentistry, pre-medicine, pre-nursing, pre-veterinary, and other pre-health professional school study may major in Biology or Health Science in the Division of Science and Mathematics or major in Integrated Studies with appropriate emphases. For acceptance to some professional schools, students may choose any major, taking courses required for the professional school in the Division of Science and Mathematics.

MAJOR PROGRAMS

A major is a student's primary area of study and may include an emphasis area that consists of a core area of study plus selected topical courses related to the emphasis area. Each major is designed to enable a student to develop competence in a specific academic field of interest and builds on the knowledge and skills developed in the General Education courses required of all students. General Education courses may or may not count as part of the major as indicated within each major's requirements. Students who pursue more than one major must complete at least 15 credits in each major that are not duplicated in the other major(s). Three majors is the maximum allowed.

APPLIED PHYSICS

The Applied Physics program offers a Bachelor of Science to students who aspire to be space scientists, chemists, engineers, biomedical scientists, or geophysicists, for example. An Applied Physics student engages in a solid core of courses in Physics and Mathematics, followed by a concentration of coursework in Chemistry or Biomedical areas. The Applied Physics program is designed to provide the tools and experiences that are especially valuable for moving right into industry after graduation. Graduates with an Applied Physics Major are prepared for employment, research, or graduate education in physics, chemistry, astronomy, engineering, math, medicine, or education fields. Students can expect to work in industry and government labs, higher education, business management (often in technological companies), computing, government public-policy research, law, engineering, medicine, the military (with technical/engineering duties), technical sales, 9-12 teaching, accounting, museum or library work, police forensics, nonprofit social work, freelance writing, veterinary medicine, and even Wall Street. Alternatively, the fundamentals and techniques learned also provide an excellent foundation for graduate work in other science disciplines from medicine to astronomy. Applied Physics prepares students for enrollment in professional degree programs not only in physics or astronomy, but also programs in engineering, math, medicine, education, or another field.

REQUIRED MAJOR COURSES

35 Semester Hours

Required Courses:

PHY 103	General Physics I	4
PHY 104	General Physics II	4
PHY 205	Modern Physics	4
PHY 304	Electricity & Magnetism	4
MAT 211	Calculus I	4
MAT 221	Calculus II	4
MAT 231	Calculus III	4
MAT 251	Introduction to Scientific Computing	3
SCI 494/SCI 469	Senior Project I or Internship	2
SCI 495	Senior Project II	2

Choose one of the Areas of Concentration.

19 credit hours

Biomedical Concentration

Required Courses:

BIO 110	Introduction to Ecology and Evolutionary Biology	4
BIO 120	Introduction to Cellular and Molecular Biology	4
BIO 210	Human Anatomy and Physiology I	4

Select two or more courses totaling a minimum of seven hours:

BIO 207	Medical Terminology	3
BIO 220	Human Anatomy and Physiology II	4
BIO 240	Biodiversity	4
BIO 310	Developmental Biology	4
BIO 320	Genetics	4
BIO 360	Microbiology	4
BIO 390	Special Topics: Advanced Anatomy and Kinesiology	4
EXS 320	Biomechanics in Exercise and Sport	3

Chemistry Concentration

Required Courses:

CHE 103	Principles of Chemistry I	4
CHE 104	Principles of Chemistry II	4
CHE 201	Organic Chemistry I	4

Select two or more courses with a CHE prefix totaling a minimum of seven hours:

CHE 202	Organic Chemistry II	4
CHE 210	Environmental Chemistry	4
CHE 250	Quantitative Analysis	4
CHE 301	Biochemistry	3

General Science

(Note that for Science Teacher Licensure, these courses plus all courses required for Teacher Licensure)

Required Courses:

BIO 110	Introduction to Ecology and Evolutionary Biology	4
BIO 120	Introduction to Cellular and Molecular Biology	4
CHE 103	Principles of Chemistry I	4
CHE 104	Principles of Chemistry II	4
ENV 362	Environmental Science Pedagogy	3

Astronomy Concentration

Required Courses:

PHY 102	Astronomy	4
PHY 204	Cosmology	3
PHY 302	Astrophysics	4
PHY 402	Observational Astronomy	4
PHY 489	Independent Study	4

TOTAL HOURS REQUIRED

MINIMUM 54 SEMESTER HOURS

ART

The Art Major is dedicated to comprehensive study of the visual arts within an interdisciplinary, liberal arts context. The B.A. degree in Art provides experiential education in the production, theory, and history of art and supports dedicated, life-long engagement in the visual arts. The Major fosters open inquiry, experimentation, pursuit of excellence and personal growth in an engaged learning environment. A grade of C- or higher must be earned in all courses in the major in order to progress in sequential courses.

Our commitments are the following:

- To guide students in the pursuit of intellectual growth and the development of

critical thinking skills.

- To support the personal and creative development of our students through close interaction with professors.
- To prepare our students for professional endeavors or advanced study at the graduate level.
- To foster understanding of the significance of the visual arts within broader cultural contexts.

REQUIRED FIRST-YEAR FOUNDATION COURSES	13 Semester Hours
ART 112 Introduction to the Visual Arts	1
ART 130 2-D Design	3
ART 120 Foundations of Drawing I	3
ART 140 Foundations of Drawing II	3
ART 150 3-D Design	3

REQUIRED ART HISTORY COURSES	6 Semester Hours
ARH 201 Art History I	3
or ARH 210 World Art	
ARH 202 Art History II	3

RESTRICTED ART and ARH ELECTIVES	15 Semester Hours
ARH 250 (or any at the 300-level)	3
Choose any four ART courses	12

REQUIRED CONCENTRATION	15-18 Semester Hours
Select one concentration: Art History, Digital Media, Painting, Photography, Sculpture or Time Based Media.	
<i>Note: ART 112, 120, 130, 140, and 150 must be completed before a student takes courses in a concentration.</i>	

Art History Concentration	18 Semester Hours
<i>Required course:</i>	
Any additional five ARH courses	15
ARH 410 Senior Project	3

Digital Media Concentration	15 Semester Hours
<i>Required courses:</i>	
ART 230 Digital Media I: Print and Media Design	3
ART 233 Digital Media II: Basics of Animation	3
ART 332 Digital Media III: Sound	3
ART 333 Digital Media IV: Motion Graphics	3
ART 405 Senior Studio I	3
ART 410 Senior Studio II	3

Painting Concentration	18 Semester Hours
<i>Required courses:</i>	
ART 240 Basics of Oil Painting	3
ART 405 Senior Studio I	3
ART 410 Senior Studio II	3
<i>Choose any 3 courses (2 courses must be at the 300-level)</i>	
ART 241 Context of Painting	3
ART 242 Media Investigation	3
ART 344 Plein Air Painting	3
ART 341 Painting as Social Engagement	3
ART 342 Figure Painting	3

Photography Concentration	18 Semester Hours
<i>Required courses:</i>	
ART 260	Photography I: 35mm Black & White 3
ART 261	Photography II: Digital & Color Photography 3
ART 362	Cinematography I: Narrative Forms 3
ART 363	Cinematography II: Topics 3
ART 405	Senior Studio I 3
ART 410	Senior Studio II 3

Time Based Media Concentration	18 Semester Hours
<i>Required courses:</i>	
ART 332	Digital Media III: Sound 3
ART 333	Digital Media IV: Motion Graphics 3
ART 362	Cinematography I: Narrative Forms 3
ART 363	Cinematography II: Topics 3
ART 405	Senior Studio I 3
ART 410	Senior Studio II 3

Sculpture Concentration	18 Semester Hours
<i>Required courses:</i>	
ART 351	Contemporary Issues in Sculpture 3
ART 405	Senior Studio I 3
ART 410	Senior Studio II 3
<i>Choose any 3 courses:</i>	
ART 250	Steel Fabrication & Manipulation 3
ART 251	Carving & Construction 3
ART 252	Sculptural Ceramics 3
ART 356	Public Sculpture 3
ART 358	Contemporary Metal Casting 3

TOTAL HOURS REQUIRED **MINIMUM 49-52 SEMESTER HOURS**

TEACHER LICENSURE IN ART (K-12) **12 Semester Hours**
 Art majors who wish to earn teacher licensure must take ART 312 Pedagogy of Art K-12. Students seeking Teacher Licensure in Art may pursue the Art Concentration area of their choice. However, candidates must take the following three courses to meet professional competencies: ART 240, ART 252, and ART 260. These courses may be chosen in places where a selection of courses is available (restricted ART electives, required Concentration courses, or General Education Requirements). TL Art majors must also complete the professional studies requirements listed in the Teacher Education Licensure section of this Catalog.

BIOLOGY

The Biology major is a comprehensive program that studies how life operates at the cellular, organismal, and ecological levels of organization. Our instruction focuses on experiential activities in lecture, lab, and field where students are engaged in the learning process. It involves not only collecting data from the natural world, but reflecting, interpreting, and presenting results so society can make informed choices about organisms and ecosystems. We strive to produce graduates who are prepared to enter graduate or professional school, immediate technical employment, or other science-based careers. Students interested in pursuing advanced degrees in medicine, dentistry, pharmacy, nursing, or veterinary medicine should complete one full year of English, biology, chemistry, organic chemistry, and physics, as per the Association of American Medical

Colleges; and they should check with their schools of choice for any other required undergraduate courses. This major also coupled with our Teacher Licensure program is especially suited to students who wish to become science teachers.

REQUIRED BIOLOGY COURSES

33 Semester Hours

BIO 110	Introduction to Ecology and Evolutionary Biology	4
BIO 120	Introduction to Cellular and Molecular Biology	4
BIO 240	Biodiversity	4
SCI 494 or 469	Senior Project I or Senior Internship	2
SCI 495	Senior Project II	2
<i>Select seven-eight hours from cellular- and molecular-level courses:</i>		
BIO 310	Developmental Biology	4
BIO 320	Genetics	4
BIO 360	Microbiology	4
CHE 301	Biochemistry	3
<i>Select nine hours from organismal- and ecological-level courses:</i>		
BIO 250	Entomology	4
BIO 260	Plant Biology	3
BIO 281	Animals & Plants of the Southern Appalachians, Fall	3
BIO 282	Animals & Plants of the Southern Appalachians, Spring	3
BIO 330	Evolutionary Biology	3
BIO 340	Conservation Biology	3
BIO 245	General Ecology	4

REQUIRED MATHEMATICS & NATURAL SCIENCE COURSES

23 Semester Hours

Select one MAT course above MAT 111 (MAT 141 or MAT 211 and 221 recommended)	3
CHE (Select four lab-based courses above CHE 102; note that professional schools require CHE 103, 104, 201, 202 with labs;	16
Select a physical science, lab-based course: GEO or PHY (Note that professional schools require PHY 103 and 104 with labs)	4

TOTAL HOURS REQUIRED

MINIMUM 56 SEMESTER HOURS

BUSINESS AND ORGANIZATIONAL LEADERSHIP

The Brevard College Business and Organizational Leadership program provides a solid foundation of business principles such as management, economics, information technology, accounting, and marketing and challenges students to apply these principles and integrate leadership concepts experientially through case studies, team projects, field experiences, and internships. The rich core of required courses leads students well beyond traditional business disciplines. With the many challenges that local and global business now face, the program emphasizes leadership, strategic planning, ethics, communications, critical and practical reasoning, total quality management, and sustainability. The program strives to graduate business-ready professionals by emphasizing development of interpersonal communications, teamwork, business writing, public speaking,

presentations. Majors in Business and Organizational Leadership must complete all courses on the required list and then complete 15 semester hours of restricted elective courses and internship opportunities for a customized focus created in consultation with a faculty advisor. Internships may not exceed nine semester hours in the focus.

REQUIRED MAJOR COURSES		39 Semester Hours
<i>Required courses:</i>		
ACC 201	Principles of Accounting I	3
ECN 201	Macroeconomics	3
ECN 202	Microeconomics	3
IFT 210	Advanced Computing Applications	3
MAT 141	Probability and Statistics	3
ORG 110	Introduction to Business	3
ORG 203	Principles of Management	3
ORG 205	Business Communications	3
ORG 301	Principles of Finance	3
ORG 302	Principles of Marketing	3
ORG 304	Legal Environment of Business	3
ORG 405	Business Ethics	3
ORG 450	Strategic Planning and Sustainable Enterprise	3

RESTRICTED ELECTIVES **15 Semester Hours**
*Select 15 credit hours of courses with these prefixes: ORG, ACC, ECN, PSY, THE in consultation with advisor.
 Note: A maximum of nine hours can be from an internship; a minimum of nine hours must be at the 300-400 level.

TOTAL HOURS REQUIRED **MINIMUM 54 SEMESTER HOURS**

CHILDHOOD EDUCATION

Choose: Elementary K-6 Concentration OR Early Childhood B-K Concentration

CONCENTRATION 1: ELEMENTARY (K-6) EDUCATION

Licensure and Non-Licensure Options

Students wishing to study childhood education in the elementary ages or wishing to earn teacher licensure in elementary education must major in Elementary (K-6) Education. The course work in the Elementary (K-6) Education concentration provides modeling of best practices in elementary education and features a strong experiential base that includes classroom observations and field experiences attached to numerous courses. The program emphasizes project-based and other active learning strategies and reflection; students apply what they have learned in their college classrooms to help facilitate their activities in public and private school settings, after-school programs, area camps, and other field placement settings.

The first group of classes are interdisciplinary courses that ensure that the candidate has a strong general background in content knowledge developmentally appropriate for childhood education. Some of these requirements may be met as part of the General Education Requirements. The second group of required courses are the Professional Studies Requirements consisting of education courses required of all licensure areas. The third group of courses are the elementary methods courses with an emphasis on project-based and experiential teaching and learning.

The licensure route of this three-prong curriculum prepares students to complete and pass all required State and National licensure exams. Students wishing to apply for NC state licensure will end the major with a capstone 16-week, full-time supervised student teaching experience in a public school setting as well as the submission of their nationally recognized performance-based assessment, edTPA.

Students who do not qualify nor wish to apply for a NC teaching licensure will have a six-hour capstone teaching practicum in a local educational setting and complete a two-hour senior project in their last semester.

Group 1: Interdisciplinary Core Courses *(Can be met through General Education Requirements)*
Licensure and Non-Licensure Options **49 Semester Hours**

Humanities **6 Semester Hours**
 Any 200-level ENG Course 3
 REL 153 World Religions 3

Fine Arts **6 Semester Hours**
 Select one Course:
 ARH 201 Art History I: Prehistory to 1300 CE
 or ARH 202 Art History II: Renaissance to the Present 3
 Select one Course:
 MUS 101 Music Appreciation
 or MUS 202 World Music & Culture 3
 or THE 101 Introduction to Theatre 3
 or THE 103 Acting I 3
 or THE 115 Script Analysis 3

Health & Physical Activity **5 Semester Hours**
 WLE 260 Facilitation of Group Games & Initiatives 2
 Select one course:
 HLT 201 Personal & Community Health & Wellness 3
 or HLT 202 First Aid, CPR, & Wellness 3
 or EXS 213 Principles of Nutrition 3

Mathematics **6 Semester Hours**
 MAT 141 Probability & Statistics 3
 MAT 210 Math for Elementary Teachers 3

Natural Sciences **11 Semester Hours**
 BIO 105 Concepts of Biology 4
 or BIO 110 General Biology I 4
 or BIO 120 General Biology II 4
 SCI 105 Physical Science 4
 ENV 362 Environmental Science Pedagogy 3

Social Sciences **15 Semester Hours**
 HIS 103 Colonial America & the Creation of the US 3
 HIS 104 Modern U.S. History 3
 HIS 110 Global History 3
 HIS 255 North Carolina History 3
 PLS 210 American Government. 3

Group 2: Professional Studies

Core Educational Courses

Licensure Option	37 Semester Hours
Non-Licensure Option	29 Semester Hours

EDU 205	21st Century Teacher & Learner	3
EDU 303	Diverse and Exceptional Learners	3
EDU 304	Educational Technology: Teaching in the Digital Age	3
EDU 305	Facilitation of Learning	3
PSY 101	Introduction to Psychology	3
PSY 230	Life-Span Development	3
EDU 220	Educational Psychology	3

(Licensure Option) Student Teaching

EDU 401	Student Teaching Seminar	2
EDU 405	Elementary Student Teaching	14

or

(Non-Licensure Option) Practicum

EDU 469	Practicum	6
EDU 480	Senior Project for Elementary or Early Childhood Education	2

Group 3: Methods and Field Experience Courses

Licensure & Non-Licensure Options	18 Semester Hours
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EDU 313	Methods in Teaching Reading: Early Childhood and Elementary	3
EDU 314	Methods in Teaching Elem. Lang. Arts & the Arts: Early Childhood and Elementary	3
EDU 316	Methods in Teaching Math: Early Childhood and Elementary	3
EDU 318	Methods in Teaching Science & Social Science: Early Childhood and Elementary	3
EDU 320	Children's Literature	3
WLE 220	Theory & Practice of Experiential Education	3

CONCENTRATION 2: EARLY CHILDHOOD (B-K) EDUCATION WITH NATURE-BASED EMPHASIS

B-K licensure option and Early Childhood Education (ECE) non-licensure option

The Early Childhood Education (ECE) Education Concentration offers a Birth-to-Kindergarten (B-K) licensure route and a non-licensure route for students who desire to work with young children between the ages of birth to five. Through the interdisciplinary blending of courses in Education, Early Childhood Education, Environmental Studies, and Wilderness Leadership, a unique program has been developed in which students in both licensure and non-licensure concentrations will learn how to create learning opportunities for young children in the natural and forest environments surrounding Brevard College.

Students in both concentrations will have the skills to facilitate the growth and development of children with a wide range of capabilities, promote inclusion of children

at-risk and with developmental delays, understand children and families from diverse cultural and socioeconomic backgrounds, demonstrate an ability to work collaboratively with families and community partners involved with young children, and analyze and plan activities for indoor and outdoor environments that support learning. Graduates in both concentrations will be marketable in the national growth of the nature-based early childhood education field, which requires teaching staff to have skills and experience in both Early Childhood Education and Environmental Education.

The B-K licensure program is designed for students seeking teaching licensure through the State of North Carolina and is required by public schools for both instructors in prekindergarten and kindergarten classrooms and lead teachers in child care centers and Head Start programs in the state. Some charter schools require B-K licensure for kindergarten teachers. Graduates may seek employment as home-based teachers and family support specialists in early intervention programs for infants and toddlers; as parent educators in community programs; and as lead teachers in private early childhood settings and kindergartens. Students may also seek teaching positions in nature-based preschools and forest kindergartens. With additional education, graduates could be hired as child care center directors.

The ECE non-licensure program is designed for students who would like to teach young children birth to five but are not pursuing the teaching license. Graduates of this concentration will be qualified to seek positions as preschool lead teachers and teacher assistants in private childcare settings; public school kindergarten teacher assistants; child development specialists; child development assistants; child care workers; and nannies. Students may also seek assistant teaching positions in nature-based preschools and forest kindergartens. Graduates in the ECE non-licensure option may also opt to complete the Child Development Associate (CDA) program based on the portfolio they complete as a senior project. With additional education, graduates could be hired as child care center directors.

Group 1: Interdisciplinary Core and Early Childhood ECE Classes

(Can be met through General Education Requirements)

39 Semester Hours

Note: Courses with a * have nature-based pedagogy embedded in their curriculum.

REQUIRED COURSES

31 Semester Hours

*ECE 212	Intro to Early Childhood Edu: Ages and Stages	4
ECE 322	Young Children and Special Needs	3
ECE 324	Children, Families and Communities	3
*ECE 326	Nature-Based Early Childhood Curriculum	3
ECE 328	Observing and Assessing Young Children	3
EDU 210	Speech and Language Development	3
*ENV 362	Environmental Pedagogy	3

Select one course:

MUS 101	Music Appreciation	3
or MUS 202	World Music and Culture	3

Select one course:

ARH 201	Art History I: Prehistory to 1300 CE	3
ARH 202	Art History II: Renaissance to the Present	3
ARH 210	World Art	3
ART 312	Pedagogy of Art (K-12)	3

Select one course:

THE 103	Acting I	3
THE 225	Stage Voice	3

RESTRICTED ELECTIVES (for a total of 8 additional hours)

PHE 101	Personal Fitness for Beginners	1
WLE 101	Introduction to Outdoor Education	4
ENV 250	Skills for Sustainable Living	3
EXS 213	Principles of Nutrition	3
EXS 312	Motor Learning and Control	3
MAT 210	Math for Elementary Teachers	3
HLT 202	First Aid, CPR & Wellness	3
WLE 260	Facilitation of Group Games and Initiatives	2

Group 2: Professional Studies

Licensure Option	37 Semester Hours
Non-Licensure Option	29 Semester Hours

EDU 205	21st Century Teacher & Learner	3
EDU 303	Diverse and Exceptional Learners	3
EDU 304	Educational Technology: Teaching in the Digital Age	3
EDU 305	Facilitation of Learning	3
PSY 101	Introduction to Psychology	3
PSY 230	Life-Span Development	3
EDU 220	Educational Psychology	3

(B-K Licensure Option) Student Teaching

EDU 401	Student Teaching Seminar	2
EDU 405	Elementary or Early Childhood Student Teaching	14

or

(ECE Non-Licensure Option) Practicum

EDU 469	Practicum	6
EDU 480	Senior Project for Elementary or Early Childhood Education	2

Group 3: Methods and Field Experience Courses

Licensure & Non-Licensure Options	18 Semester Hours
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EDU 313	Methods in Teaching Reading: Early Childhood and Elementary	3
EDU 314	Methods in Teaching Language Arts and the Arts: Early Childhood and Elementary	3
EDU 316	Methods in Teaching Mathematics: Early Childhood and Elementary	3
EDU 318	Methods in Teaching Science & Social Science: Early Childhood and Elementary	3
EDU 320	Children's Literature	3
WLE 220	Theory & Practice of Experiential Education	3

CRIMINAL JUSTICE

The focus of the Criminal Justice program is to empower students with the knowledge and ability to critically evaluate the criminal justice system, as a dynamic and ever-changing field of study, from scientific and interdisciplinary perspectives. Students will acquire well-rounded exposure to all of the components of the criminal justice system and gain a deeper understanding of the impact the system has on the individual and society as a whole. Through hands-on and experiential learning techniques, Criminal Justice majors are encouraged to develop oral and written communication skills, as well as, critical thinking and research skills to better prepare for a career in their chosen field. Students interested in pursuing a Juris Doctorate will receive hands-on preparatory exercises geared toward preparation for the rigors of law school. Student shall be afforded the opportunity to attend court hearings at local court houses, process crime scenes, ride with local and county law enforcement officers, visit local jails and correctional facilities, conduct mock interviews with all manners of persons involved in a criminal case and conduct full investigations from the crime scene to the courtroom. Students, who meet the requirements, are encouraged to take part in internship opportunities to experience the daily operations of a criminal justice agency, attend the police academy or work with a law firm. Students interested in pursuing graduate education are strongly encouraged to engage in independent research under faculty direction.

REQUIRED MAJOR COURSES

24 Semester Hours

Required courses:

CRJ 101	Introduction to Criminal Justice	3
CRJ 102	Majoring in Criminal Justice	1
CRJ 205	Law Enforcement Systems and Practices	3
CRJ 215	Substantive Criminal Law	3
CRJ 321	Intro to Crime Scene Investigation	3
CRJ 325	Law of Criminal Procedure	3
CRJ 400	Criminology	3
CRJ 405	Criminal Justice Ethics	3
CRJ 450	Crime Scene to Courtroom	3

RESTRICTED ELECTIVE COURSES

15 Semester Hours

CRJ 210/SOC 210	Research Methods I: Design and Data Collection	3
CRJ 220	The Constitution and Criminal Justice	3
CRJ 225	Deviant Behavior	3
CRJ 290/390/490	Special Topic Seminars*	3
CRJ 305	Corrections	3
CRJ 310	Victimology	3
CRJ 315	Juvenile Justice System	3
CRJ 320	Legal Studies	3
CRJ 360	Policy Academy	12
CRJ 401	Principles of Emergency Management	3
CRJ 402	Restorative Justice	3
CRJ 406	Response and Mangement of Critical Operations	3
CRJ 469	Academic Internship	1-12
CRJ 489	Independent Study	1-4

A minimum of six hours of electives must be at the 300-400 level.

*Special topics courses (CRJ 290/390/490) may be taken multiple times as their subject matter changes.

TOTAL HOURS REQUIRED

MINIMUM 39 SEMESTER HOURS

ENGLISH

The English major offers students the opportunity to direct their talents and interests toward a variety of academic and vocational goals by pursuing one of the following emphases:

- The creative writing emphasis hones students' abilities as authors of fiction, poetry, plays, and creative nonfiction by offering practical instruction in craft, revising, editing, and seeking publication.
- The journalism and professional communication emphasis immerses students in the creation of student publications and prepares them for a variety of career opportunities in such fields as technical writing, editing, or mass communications.
- The literary studies emphasis engages students to read broadly in expressions of the human condition portrayed through British, American, and world literatures, gaining the liberal arts skills and knowledge required to understand and appreciate literary texts more fully. It also prepares students to become teachers of literature and/or to pursue graduate study in English or related fields.

Students in all emphasis areas complete a set of common courses for the major beyond the English courses taken to satisfy General Education Requirements. Normally during their senior year, English majors compile a portfolio of materials that demonstrate their satisfaction of the five English major goals, and they create a capstone senior project appropriate for their chosen emphasis.

Students who major in English will demonstrate proficiency in the following goals: (1) communicate effectively in writing and speaking; (2) listen, think, and respond critically and creatively; (3) demonstrate understanding and familiarity with various bodies of literature; (4) recognize and appreciate interdisciplinary connections; and (5) exhibit the skills necessary to pursue advanced study and/or to lead a productive professional life.

REQUIRED MAJOR COURSES

	26 Semester Hours	
ENG 250	Introduction to English Studies	1
ENG 350	Language Studies	3
ENG 351	Literary Theory and Criticism	3
HUM 461	Humanities Research Methodologies	3
ENG 495*	Senior Project	3
<i>Select one 200-level literature course (excluding ENG 207 and ENG 211):</i>		3
<i>(Note: in addition to the General Education Requirement Area IV.B.)</i>		
ENG 205	British Literature	
ENG 206	American Literature	
ENG 208	World Literature	
ENG 217	Studies in Environmental Literature	
ENG 220	Thematic Studies in Literature	
ENG 240	African-American Literature	
ENG 241	Women in Literature	
ENG 243	Young Adult Literature	
<i>Select one applied publication course:</i>		1
COM 107	Literary Magazine Staff	
COM 108	Newspaper Staff	
<i>Select one oral communications course:</i>		3
COM 110	Introduction to Communications	
COM 380	Argumentation and Debate or selected courses in Theatre (THE)	

<i>Select two 300-level or above literature courses:</i>		6
ENG 322	Shakespeare	
ENG 330	Advanced Studies in Literature	
ENG 332	Gothic Literature	
ENG 342	Southern Literature	

*Teacher licensure candidates take ENG 495 the semester before student teaching.

Note: Special topics courses (ENG 290, 390, 490); internships (ENG 369, 469), and independent studies (ENG 289, 389, 489), may be applied to the major requirements, depending on topical focus.

CREATIVE WRITING EMPHASIS		15 Semester Hours
ENG 207	Creative Writing	3
200-level literature or film course in addition to required major courses.		3
300- or 400-level literature course in addition to required major courses.		3
<i>Select two courses:</i>		6
ENG 308	Creative Nonfiction	
ENG 309	Poetry Writing	
ENG 310	Fiction Writing	
THE 313	Playwriting	

JOURNALISM AND PROFESSIONAL COMMUNICATION EMPHASIS		15 Semester Hours
COM 105	Introduction to Journalism	3
ENG 305	Advanced Grammar and Editing	3
<i>Select two courses:</i>		6
COM 212	Mass Media and Society	
COM 290/390	Special Topics in Communications	
ENG 308	Creative Nonfiction	
PLS 330	Political Communication	
PLS 340	First Amendment Freedoms	
<i>Three additional semester hours of an applied publication course:</i>		3
COM 107	Literary Magazine Staff	
COM 108	Newspaper Staff	
COM 307	Literary Magazine Production	
COM 308	Newspaper Production	

Notes for applied publication course requirements:

1. At least two of these must be for the campus newspaper (COM 108 or 308).
2. At least one applied publication course must be at the 300 level (COM 307 or 308).

LITERARY STUDIES EMPHASIS		15 Semester Hours
ENG 322	Shakespeare	3
<i>Select three courses:</i>		9
Additional literature or film courses (with departmental approval, some THE courses may also apply)		
<i>Select one course:</i>		3
ENG 305	Advanced Grammar and Editing	
ENG 308	Creative Nonfiction	
ENG 353	Writing Assessment	

TEACHER LICENSURE IN ENGLISH

Students intending to teach English at the high school level may pursue the emphasis area of their choice. However, licensure candidates must take the following courses to meet

professional competencies: COM 110, ENG 205, ENG 206, ENG 208, ENG 243, ENG 305, ENG 322, ENG 353. These courses may be chosen in places where a selection of courses is available (required major courses, General Education Requirements, or emphasis areas). Students must also complete the professional studies requirements listed in the Teacher Education Licensure section on page 104.

TOTAL HOURS REQUIRED

MINIMUM 41 SEMESTER HOURS

ENVIRONMENTAL STUDIES

The Environmental Studies major is designed for students interested in understanding and managing the interactions between the natural environment and human societies. We offer three concentrations:

- **The Science Concentration** emphasizes courses in environmental science and related disciplines such as biology, chemistry, and ecology.
- **The Sustainability Concentration** combines courses in the natural sciences, social sciences, and humanities.
- **The Sustainable Agriculture Concentration** focuses on agricultural production and the environmental, economic, and social aspects of sustainable food systems. Students interested in receiving Agricultural Education teaching licensure must complete this Concentration and the additional education courses listed below. All three concentrations incorporate experiential education principles and practices such as real-world problem-solving, labs, field trips, internships, and original research projects. Our graduates develop a strong environmental ethic and are prepared for a wide variety of careers in environmental management, advocacy, teaching, and graduate and other professional programs.

ENV STUDIES REQUIRED MAJOR COURSES		15 Semester Hours
ENV 101	Environmental Issues	
or ENV 202	Climate Change	3
ENV 230	Environmental Seminar	1
ENV 230	Environmental Seminar	1
ENV 301	Environmental Policy, Law, and Justice	
or AGR 210	Politics of Food and Agriculture	3
ENV 380	Environmental Career Exploration	3
SCI 469*	Senior Internship	
or SCI 494	Senior Project I	2
SCI 495	Senior Project II	2

*Students in the Sustainable Agriculture concentration who do not have significant farm experience are required to take SCI 469. Those who have significant agriculture experience can either take SCI 469 or SCI 494. Agriculture Education Licensure students do not need to take ENV 380.

REQUIRED CONCENTRATION

Select one concentration: Science, Sustainability, or Sustainable Agriculture

Science Concentration Required Courses:

BIO 110	Introduction to Ecology & Evolutionary Biology	4
BIO 245	General Ecology	4
CHE 101	General Chemistry I: An Environmental Approach	4
ENV 220	Sustainable Communities	3
ENV 269	Internship I	2
ENV 365	Geographic Information System	4
GEO 101	Physical Geology	4
PHY 103	General Physics I	4
or PHY 104	General Physics II	4

Science Concentration Restricted electives:*Select 12 hours. Courses used above may not be used for these requirements.*

AGR 105 or higher	Field Experiences in Mountain Agriculture	3
BIO 120 or higher	Introduction to Cellular and Molecular Biology	3-4
BIO 130	Ecosystems	3
CHE 104 or higher	Principles of Chemistry II	4
ENV 250 or higher	Skills for Sustainable Living	3
GEO 105 or higher	Historical Geology	3-4
MAT 121 or higher	Precalculus with Trigonometry	3-4
PHY 103 or higher	General Physics I	3-4

Sustainability Concentration Required Courses:*Restricted Electives for Sustainability Concentration*

BIO 105	Concepts in Biology	4
BIO 130	Ecosystems	3-4
or BIO 245	General Ecology	
CHE 101	General Chemistry I	4
ENV 220	Sustainable Communities	3
ENV 269	Internship I	2
ENV 365	Geographic Information System	4

Sustainability Concentration Restricted Electives:*Select 18 hours from the following (if not used above)*

AGR 105 or higher	Field Experiences in Mountain Agriculture	3
BIO 120 or higher	Intro to Cellular and Molecular Biology	3-4
BIO 130	Ecosystems	3
CHE 104 or higher	Principles of Chemistry II	4
ECN 201	Macroeconomics	3
or ECN 202	Microeconomics	
ENG 217	Studies in Environmental Literature	3
ENV 250 or higher	Skills for Sustainable Living	3
GEO 101 or higher	Physical Geology	3-4
HIS 256	Wilderness in American Life	3
or HIS 323	History of Southeastern Native Americans	3
MAT 121 or higher	Precalculus with Trigonometry	3-4
ORG 304	Legal Environment of Business	3
PHY 103 or higher	General Physics I	3-4
PSY 210	Research Methods I: Design and Data Collection	3
or PSY 240	Social Psychology	3
or PSY 365	Personal & Group Environments	3
SOC 101	Introduction to Sociology	3
WLE 101	Introduction to Outdoor Education	4

Sustainable Agriculture Concentration Require Courses:

AGR 105	Mountain Agriculture	3
AGR 150	Farm Equipment & Infrastructure	3
AGR 201	Plant Production	3
AGR 202	Animal Production	3
AGR 210	Politics of Food and Agriculture	3
BIO 105 or higher	Concepts in Biology	4
BIO 240	Biodiversity	4
CHE 101	General Chemistry I: An Environmental Approach	4
ORG 110	Introduction to Business	3

Sustainable Agriculture Concentration Restricted Electives:*Select 9 hours. Courses used above may not be used for these requirements.*

ACC 201	Principles of Accounting I	3
Any AGR Elective		
BIO 250 or higher	Entomology	4
BIO 130 or higher	Ecosystems	3

CHE 104 or higher	Principles of Chemistry II	4
ENV 250 or higher	Skills in Sustainable Living	3
GEO 101 or higher	Physical Geology	3-4
MAT 121 or higher	Precalculus with Trigonometry	3-4
ORG 301	Principles of Finance	3
PHY 103 or higher	General Physics I	3-4

TOTAL HOURS REQUIRED **MINIMUM 51-56 SEMESTER HOURS**

TEACHER LICENSURE IN AGRICULTURE EDUCATION

AGR 340	Agriculture Education Pedagogy	3
EDU 205	21st Century Teacher & Learner	3
EDU 303	Diverse and Exceptional Learners	3
EDU 304	Educational Technology: Teaching in the Digital Age	3
EDU 305	Facilitation of Learning	3
EDU 340	Secondary Methods	3
EDU 401	Student Teaching Seminar	2
EDU 407	Student Teaching 7-12	14
PSY 101	Introduction to Psychology	3
PSY 230	Life Span Development	3

TOTAL ADDITIONAL HOURS **MINIMUM 40 SEMESTER HOURS**

EXERCISE SCIENCE

Exercise Science majors are immersed in an experiential liberal arts curriculum designed to challenge its graduates to be leaders in disciplines relating to movement and the science of the human body. Exercise Science students develop their expertise through a variety of inquiry-based, interdisciplinary, engaging pedagogies including but not limited to fieldwork, laboratory experiences, practical on-site internships, student teaching, and undergraduate research. Students choose from two rigorous academic options, a B.S. or a B.A. The Exercise Science B.S. student develops a strong basis in laboratory sciences leading to successful employment or post graduate studies in the fitness industry, sport performance coaching, cardiac and respiratory rehabilitation, physical therapy, athletic training, exercise physiology, biomechanics, nutrition, and other allied health or medical fields. The B.A. degree is a more liberal-arts approach to preparing students for careers in fitness training, coaching, and adapted education.

B.S. IN EXERCISE SCIENCE

REQUIRED MAJOR COURSES **34-35 Semester Hours**

MAT 141 or MAT 211	Probability and Statistics Calculus I	3-4
BIO 120	Introduction to Cellular and Molecular Biology	4
BIO 210	Human Anatomy and Physiology I	4
BIO 220	Human Anatomy and Physiology II	4
EXS 110	Introduction to Exercise Science	3
EXS 213	Principles of Nutrition	3
EXS 310	Exercise Physiology	4
EXS 311	Fitness Appraisal	3
EXS 320	Biomechanics in Exercise and Sport	3
HLT 202*	First Aid, CPR, and Wellness	3

Choose Option 1 or 2		5-7 Semester Hours
Option 1		
EXS 410	Preparation for Senior Internship	1
EXS 469	Senior Internship	6
Option 2		
SCI 391	Research Methods in Science or Another Approved Research Course	1-3
SCI 494	Senior Project I	2
SCI 495	Senior Project II	2

*Note: Requirements waived with documentation of current certifications in first aid and adult CPR.

Restricted Electives		15 Semester Hours
(at least 12 hours must be laboratory courses)		
BIO 110	Introduction to Ecology and Evolutionary Biology	4
BIO 360	Microbiology	4
CHE 103	Principles of Chemistry I	4
CHE 104	Principles of Chemistry II	4
CHE 201	Organic Chemistry I	4
CHE 202	Organic Chemistry II	4
CHE 301	Biochemistry	3
EXS 290/390/490	Approved Special Topics	3
EXS 312	Motor Learning and Control	3
PHY 103	General Physics I	4
PHY 104	General Physics II	4
PSY 355	Sport Psychology	3

TOTAL HOURS REQUIRED **MINIMUM 54-57 SEMESTER HOURS**

B.A. IN EXERCISE SCIENCE

REQUIRED MAJOR COURSES		31 Semester Hours
BIO 105	Concepts in Biology or	4
or BIO 120	Introduction to Cellular and Molecular Biology	
EXS 110	Introduction to Exercise Science	3
EXS 210	Foundations of Anatomy and Physiology	4
EXS 213	Principles of Nutrition	3
EXS 301	Applied Sport Physiology	4
EXS 320	Biomechanics in Exercise and Sport	3
HLT 202*	First Aid, CPR, and Wellness	3
EXS 410**	Preparation for Senior Internship	1
EXS 469**	Senior Internship	6

Requirement waived with documentation of current certifications in first aid and adult CPR; course credit not awarded.

**Students pursuing teacher licensure in Health and Physical Education must complete EDU 410 in lieu of EXS 410 and EXS 469 (see other requirements in Teacher Education Licensure Program on page 104).

RESTRICTED ELECTIVES (NON-TEACHER LICENSURE) **20 Semester Hours**
Choose 20 hours with a maximum of six hours semester hours from PER 215, 216, and PHE and courses and a maximum of three semester hours of academic internship:

BIO 220	Human Anatomy and Physiology II	4
PER 215	Team Sports Teaching Methodology	3
EXS 269, 369, 469	Academic Internship	1-3
EXS 290, 390, 490	Special Topics	1-3
EXS 311	Fitness Appraisal	3
EXS 312	Motor Learning and Control	3
HLT 201	Personal and Community Health and Wellness	3
HLT 341	Health Education Methods and Applications	3
ORG 150	Prin. of Sport, Event, and Tourism Management	3
ORG 250	Facility and Event Management	3
PER 216	Lifetime Sports Teaching Methodology	3
PER 240	Intro to Theories & Techniques of Coaching	3
PER 280	Adapted Physical Education	3
PER 340	Physical Education Pedagogy	3
PSY 230	Lifespan Development	3
PSY 355	Sport Psychology	3
WLE 260	Facilitation of Group Games and Initiatives	2
PHE 101-191	Physical Education Activity Courses	1 each
WLE 151-159	Wilderness Leadership Activity Courses	1 each
Any courses in the restricted electives in the B.S. EXS major		

RESTRICTED ELECTIVES (TEACHER LICENSURE*) **20 Semester Hours**

*Students pursuing teacher licensure in Physical Education must complete these courses as their restricted electives. Students must also complete the professional studies requirements listed in the Teacher Education Licensure section on page 104.

HLT 201	Personal and Community Health and Wellness	3
HLT 341	Health Education Methods and Applications	3
PER 240	Introduction to Theories & Techniques of Coaching	3
PER 280	Adapted Physical Education	3
PER 340	Physical Education Pedagogy	3

And Choose six semester hours (three hours must be from PER 215 or 216)

EXS 215	Team Sports Teaching Methodology	3
EXS 312	Motor Learning and Control	3
PER 216	Lifetime Sports Teaching Methodology	3
PHE 101-191	Physical Education Activity Courses	1 each
WLE 151-159	Wilderness Leadership Activity Courses	1 each

TOTAL HOURS REQUIRED **MINIMUM 51 SEMESTER HOURS**

HEALTH SCIENCE

The goal of the Health Science major is to develop a fundamental understanding of the physical, psychological, and biochemical aspects of human health. This major is appropriate for students planning to enter programs in a variety of health-related professions, such as physician assistant, physical therapy, occupational therapy, physical therapist assistant, public health, and careers in medicine, dentistry, nursing, pharmacy, or veterinary medicine. Our Health Science program includes opportunities for research, internships in the community, and other forms of experiential learning.

REQUIRED MAJOR COURSES

39-41 Semester Hours

Required courses:

BIO 110	Introduction to Ecology and Evolutionary Biology	4
BIO 120	Introduction to Cellular and Molecular Biology	4
BIO 210	Human Anatomy and Physiology I	4
BIO 220	Human Anatomy and Physiology II	4
CHE 103	Principles of Chemistry I	4
CHE 104	Principles of Chemistry II	4
CHE 201	Organic Chemistry I	4
CHE 202	Organic Chemistry II	4
MAT 141	Probability and Statistics	3
PSY 101	Introductin to Psychology	3
HSS 369/469	Health Science Internship	1-2

RESTRICTED ELECTIVES

10 Semester Hours

BIO 207	Medical Terminology	3
BIO 310	Developmental Biology	4
BIO 320	Genetics	4
BIO 360	Microbiology	4
CHE 301	Biochemistry	3
EXS 213	Principles of Nutrition	3
EXS 310	Exercise Physiology	4
*EXS 312	Motor Learning and Control	3
HLT 201	Personal and Community Health and Wellness	3
HLT 202	First Aid, CPR, and Wellness	3
HLT 341	Health Education Methods and Applications	3
HSS 290/390	Special Topics	3
MAT 211	Calculus I	4
	(MAT 121 may be needed as prerequisite)	
MAT 221	Calculus II	4
*PHY 103	General Physics I	4
*PHY 104	General Physics II	4
PSY 220	Abnormal Psychology	3
PSY 230	Life Span Development	3
PSY 240	Social Psychology	3
PSY 350	Human Sexuality	3
SCI 494 or 495	Senior Project I or Senior Project II	4

At most one ethics course:

ORG 405	Business Ethics	3
CRJ 405	Criminal Justice Ethics	3
PHI 262	Introduction to Ethics	3

**Has a prerequisite*

TOTAL HOURS REQUIRED

MINIMUM 55 SEMESTER HOURS

HISTORY

The Brevard College History program is designed to help students develop the professional skills needed to excel, whether as a historian or in another profession. The program focuses on professions skills needed today: thinking critically, reading and listening carefully, speaking effectively, writing adepthly, and using digital technology. These skills are developed through learning exercises like analyzing primary sources, giving professional presentations, working in groups, and completing a research report. Alumni of this program have gone on to professional careers in law, business, real estate, marketing, administration, and more. Others have become teachers, archivists, and museum curators.

REQUIRED COURSE AREAS **37 Semester Hours**

Area Studies and Global Perspectives **9 Semester Hours**

Select three courses:

HIS 101	Ancient History and Medieval Europe	3
HIS 102	Modern Europe, 1648-Present	3
HIS 103	Colonial America & the Creation of the United States	3
HIS 104	Modern U.S. History	3
HIS 110	Global History	3

Topics and Themes in History **12 Semester Hours**

Select four course:

HIS 105	U.S. History Since 1945	3
HIS 201	History of Stuff	3
HIS 202	History of Terrorism	3
HIS 203	Modern Political Ideologies	3
HIS 204	Climate Change in Global History	3
HIS 205	Genocide and International Law	3
HIS 224	History of the South	3
HIS 225	Race in Modern America	3
HIS 255	North Carolina History	3
HIS 256	Wilderness in American Life	3
HIS 263	History of Education	3
HIS 264	History and Memory	3

Perspectives and Historiography **9 Semester Hours**

Select three course:

HIS 305	Global Diplomatic History, 1648-	3
HIS 306	The Middle East, 1794-	3
HIS 307	Modern Germany	3
HIS 308	Modern Russia, 1796-	3
HIS 309	Communism and Fasciam in European History	3
HIS 323	History of Southeastern Native Americans	3
HIS 353	U.S. Women's History	3
HIS 354	Africa Since Imperialism	3
HIS 355	The Cold War, 1947-1991	3

PROFESSIONAL DEVELOPMENT **7 Semester Hours**

Required courses:

HIS 269	Internship Practicum*	1
HIS 401	Research Methods	3
HIS 402	Senior Project*	3

*These courses are not required for majors completing teacher licensure.

TOTAL HOURS REQUIRED **MINIMUM 37 SEMESTER HOURS**

**SECONDARY TEACHER LICENSURE IN SOCIAL STUDIES
(Grades 9-12)**

Students wishing to earn teaching licensure in Social Studies must complete a major in History, but they are not required to do an internship (HIS 269) or the senior project (HIS 402). To pass the Praxis exam, Social Studies licensure students should take all five Area Studies or survey courses listed in the History major. They must complete the Professional Studies Requirements in the Teacher Education Licensure section on p. 104 as well as the following courses to meet required competency areas.

Required courses:

ECN 201	Macroeconomics	3
HIS 255	North Carolina History	3
PLS 210	American Government	3

INTEGRATED STUDIES

The Brevard College program in Integrated Studies empowers students to design distinctive, interdisciplinary educational programs to advance their personal and vocational goals. The “two emphasis” track enables students to create personalized courses of study combining work from two different disciplines (for example, Business and Wilderness Leadership; Psychology and Religion; Art and Communications), and includes a senior portfolio and project requirements that provide opportunities for students to synthesize insights from their chosen fields of study.

The goals of the major include the following:

1. to develop an educational program based on personal goals;
2. to acquire knowledge in defined areas of disciplinary study; and
3. to discern ways in which the selected disciplines relate to one another and to broader individual and social contexts

MAJOR REQUIREMENTS

TWO EMPHASIS TRACK*	36 Semester Hours
Topic 1. Emphasis in (e.g. Business)	18
Select six courses; at least 9 credits must be at the 300/400 level.	
Topic 2. Emphasis in (e.g. Wilderness Leadership)	18
Select six courses; at least 9 credits must be at the 300/400 level.	

*Note: Courses taken to complete the general education curriculum may not be counted within emphasis areas, with one exception: any course taken as part of a linked learning community (LINC) may be applied to an emphasis area, provided the course is not also being used to fulfill a distribution area requirement.

SENIOR PROJECT AND EXPERIENTIAL REQUIREMENTS	6-8 Semester Hours
INT 369/469 or (with permission of major coordinator) 379/479**	1-3

**Note: The practicum/internship or teaching assistantship may be in any discipline appropriate to the student’s emphasis areas (e.g. ORG 369, WLE 379) and carry some prefix other than INT.

INT 460	Senior Project Preparation***	1
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***Note: With permission of the major coordinator, the student may substitute a program-specific project preparation seminar (e.g. HUM 461, SCI 494).

INT 461	Senior Project Seminar****	2
INT 480	Senior Project ****	2

****Note: With permission of the major coordinator, the student may substitute a program-specific project seminar (e.g. SCI 495).

TOTAL HOURS REQUIRED	MINIMUM 42-44 SEMESTER HOURS
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MATHEMATICS

The Mathematics program is an engaging curriculum for the development of mathematical knowledge, skill, and understanding, as well as an appreciation of the beauty of the discipline and its applications in society. Although mathematics is an inherently abstract subject, our educational practice emphasizes learning by experience. The mathematics major at Brevard College prepares students to pursue a number of options upon graduation. Among these are: graduate studies in mathematics or other fields, teacher licensure, and a wide variety of career options including financial mathematics, biomathematics, and positions in organizations which value critical thinking. Students can expect to work closely with the mathematics faculty in small classes and to develop their ability to communicate mathematics both orally and in writing.

REQUIRED MAJOR COURSES

37 Semester Hours

Required courses:

MAT 141	Probability and Statistics	3
MAT 200	Discrete Mathematics	3
MAT 211, 221, 231	Calculus I, II, III	12
MAT 251	Introduction to Scientific Computing	3
MAT 341	Linear Algebra	3
MAT 351	Differential Equations	3
MAT 361	Modern Algebra	3
MAT 411	Real Analysis	3
MAT 449	Senior Project Preparation	1
MAT 450	Mathematics Senior Project	3

RESTRICTED ELECTIVES

9 Semester Hours

Additional courses selected from any MAT course numbered above 250. PHY 204 may also be counted as a restricted elective. Students seeking teacher licensure must take the required restricted electives under Teacher Licensure.

TOTAL HOURS REQUIRED

MINIMUM 46 SEMESTER HOURS

TEACHER LICENSURE IN MATHEMATICS (GRADES 9-12)

Students wishing to earn teacher licensure in mathematics must major in mathematics, taking the following specific courses to meet required competency areas.

Required courses:

MAT 410	Euclidean Geometry	3
MAT 412	Complex Variables	3
One additional MAT course numbered above 250 or PHY 204		3

Students must also complete the professional studies requirements listed in the Teacher Education Licensure section on page 104.

MUSIC

The Music Department at Brevard College is committed to the study of music in an experiential liberal arts context that encourages the passionate, lifelong pursuit of artistic and intellectual excellence. Our goal is to develop students' technical facility, professionalism, familiarity with a wide range of literature, and skills in communicating about music. Two programs (the Bachelor of Arts in Music and the Bachelor of Arts in Music Education) allow students to prepare for a variety of post-graduate opportunities, including graduate school, teaching positions, and careers in performance, church music, arts management, or outside fields.

BACHELOR OF ARTS IN MUSIC

The Bachelor of Arts in Music is designed for those students who desire to be broadly educated in the liberal arts and in music. This degree is especially appropriate for those students who wish to combine music with a second major or a minor.

REQUIRED MAJOR COURSES

45 Semester Hours

Required courses:

MUS 102	Preliminary Music Theory	3
MUS 103	Music Theory I	3
MUS 104	Music Theory II	3
MUS 105	Aural Skills I	1
MUS 106	Aural Skills II	1
MUS 107	Introduction to Music Literature	3
MUS 120	Preliminary Piano Class	1
MUS 121	Class Piano I	1
MUS 123	Class Piano II	1
MUS 203	Music Theory III	3
MUS 205	Aural Skills III	1
MUS 301	Music History I	3
MUS 302	Music History II	3
ENS-Ensembles (<i>see Note 3</i>)		6
APM-Applied Music (<i>see Note 4</i>)		12
APM 131, 133, 231, 233, 331, 333		
RCT 100	Music Colloquium (<i>see Note 5</i>)	0

RESTRICTED ELECTIVES

6 Semester Hours

Students may take ONE course from List A and ONE course from List B, or TWO courses from List B to fulfill this requirement.

List A

MUS 202	World Music and Culture	3
MUS 230	Music and Technology	3
MUS 330	Conducting	3

List B

MUS 204*	Music Theory IV	3
MUS 303	Contemporary Music	3
MUS 304	Counterpoint	3
MUS 305	Form and Analysis	3
MUS 306	Orchestration	3
MUS 308	Topics in Music Literature	3

*MUS 204 has a required co-requisite, MUS 206: Aural Skills IV. MUS 206 is a one-credit course.

SENIOR CAPSTONE (choose one of two options)

1-2 Semester Hours

Project Option: take *both* courses below

MUS 405	Senior Project Preparation	1
MUS 410	Senior Project	1

Recital Option: choose one course below, concurrent with APM 331 or higher

MUS 334	Half Recital	1
MUS 434	Full Recital	1

TOTAL HOURS REQUIRED

MINIMUM 52 SEMESTER HOURS

Notes:

- 1) Music majors must fulfill General Education Area IV.A. with a course outside of music.
- 2) Voice majors must take MUS 215 and MUS 216 (Vocal Diction I and II) for a total of 2 additional credits.

3) **Ensemble Requirements:** Ensemble participation will normally run concurrently with the student's APM studies. Required Ensembles are as follows:

- Voice - ENS 199 (6 credits)
 - Brass, Woodwind, Percussion - ENS 193 (6 credits)
 - Keyboard - ENS 199, ENS 193 or ENS 194* (4), ENS 184/384 (2 credits)
 - Guitar - ENS 199, ENS 193 or ENS 194* (2 credits), ENS 188 (4 credits)
 - Strings - ENS 195, ENS 199 or ENS 193 (6 credits)
- *no more than two required ensemble credits may be filled with ENS 194.

The following additional ensembles are strongly recommended:

- Voice - ENS 191, ENS 192
- Brass, Woodwind - ENS 194, ENS 196
- Percussion - ENS 198, ENS 194
- Strings - ENS 196

Students receiving music scholarship awards should refer to the music award letter for additional information about ensemble participation requirements.

4) **Applied Music Study (APM):** Students majoring in music are required to pass an audition on one instrument (which becomes the principal instrument of study). The sequence of applied study must begin by the sophomore year to achieve a minimum of 12 hours prior to graduation.

5) **Music Colloquium:** Regular attendance at artistic performances is a vital part of a musician's education. To ensure sufficient concert attendance and other professional development, six semesters of RCT 100 are required for graduation, normally coinciding with APM studies. In addition to attending the weekly Colloquium, students must attend 80% of Music Department events per semester in order to receive credit for RCT 100.

BACHELOR OF ARTS IN MUSIC EDUCATION (K-12)

The Bachelor of Arts in Music Education is a professional program that prepares students for initial licensure in K-12 public school music, and for study at the graduate level. Licensure is for all areas of music – general, choral, and instrumental. Students wishing to earn teaching licensure in music must major in Music Education and take the following courses to meet required competency areas.

REQUIRED COURSES

Professional Studies in Teacher Education Licensure **34 Semester Hours**
 (Refer to the Teacher Licensure section for specific course and program requirements.)

Music Foundational Courses **52 Semester Hours***

MUS 102	Preliminary Music Theory	3
MUS 103	Music Theory I	3
MUS 104	Music Theory II	3
MUS 105	Aural Skills I	1
MUS 106	Aural Skills II	1
MUS 107	Introduction to Music Literature	3
MUS 120	Preliminary Piano Class	1
MUS 121	Class Piano I	1
MUS 123	Class Piano II	1
MUS 203	Music Theory III	3
MUS 204	Music Theory IV	3
MUS 205	Aural Skills III	1
MUS 206	Aural Skills IV	1
MUS 301	Music History I	3
MUS 302	Music History II	3
ENS (see Note 5)		8
APM-Applied Music (See Note 6)		12
APM 131, 133, 231, 233, 331, 333		
RCT 100	Music Colloquium (see Note 7)	0
MUS 334	Half Recital or	1
MUS 434	Full Recital (see Note 8)	

Music Education Courses **23-24 Semester Hours**

MUS 202	World Music and Culture	3
MUS 210	Brass Methods	1
MUS 211	Woodwind Methods	1
MUS 212	Percussion Methods	1
MUS 213	String Methods	1
MUS 214	Vocal/Choral Methods	1
MUS 217	Marching Band Methods (see Note 9)	1
MUS 306	Orchestration	3
MUS 330	Conducting	3
MUS 331	Advanced Conducting (Choral or Instrumental)	3
MUS 310	Materials and Methods for Teaching Music in the Elementary Schools	3
MUS 311	Materials and Methods for Teaching Music in the Middle/Secondary Schools	3

TOTAL HOURS REQUIRED**MINIMUM 109 SEMESTER HOURS***Notes:*

- 1) All Music majors must fulfill General Education Area IV.A. with a course outside of music.
- 2) All Music Education majors are required to fulfill General Education Area II.C. through MUS 230: Music and Technology.
- 3) Voice majors must take MUS 215 and MUS 216 (Vocal Diction I and II).
- 4) Students must earn a grade of C or better in all MUS, ENS, APM and Teacher Licensure Professional Studies courses in order to qualify for teacher licensure. For additional stipulations and requirements for formal admission to the Teacher Education program, please refer to the Teacher Licensure Program Requirements (p. 104).

5) Ensemble Requirements: Ensemble participation will normally run concurrently with the student's APM studies. Required Ensembles are as follows:

Voice - ENS 199 (6 credits)

Brass, Woodwind, Percussion - ENS 193 (6 credits)

Strings - ENS 195, ENS 199 or ENS 193 (6 credits)

Keyboard - ENS 199, ENS 193 or ENS 194* (4 credits), ENS 184/384 (2 credits)

Guitar - ENS 199, ENS 193 or ENS 194* (2 credits), ENS 188 (4 credits)

*No more than two required ensemble credits may be filled with ENS 194.

The following additional ensembles are strongly recommended:

Voice - ENS 191, ENS 197

Brass, Woodwind - ENS 194, ENS 196

Percussion - ENS 198, ENS 194

Strings - ENS 196

Students must elect two additional ensembles for a total of at least eight ENS courses. Students receiving music scholarship awards should refer to the music award letter for additional information about ensemble participation requirements.

6) Applied Music Study (APM): Students majoring in music are required to pass an audition on one instrument (which will become the primary instrument of study). The sequence of applied study must begin by the sophomore year to achieve a minimum of 12 hours prior to graduation.

7) Music Colloquium: Regular attendance at artistic performances is a vital part of a musician's education. To ensure sufficient concert attendance and other professional development, six semesters of RCT 100 are required for graduation, normally coinciding with APM studies. In addition to attending the weekly Colloquium, students must attend 80% of Music Department events per semester in order to receive credit for RCT 100.

8) MUS 334 Half Recital or 434 Full Recital: A recital is required to show depth of content knowledge as required by the State of North Carolina for those seeking teaching licensure.

9) MUS 217: Marching Band, is required for instrumental principals and encouraged for all others.

PHILOSOPHY AND RELIGION

In keeping with the mission of Brevard College, the Philosophy and Religion major offers a broad experiential curriculum that equips students with practical skills and knowledge necessary for graduate school and today's competitive professional world. The Philosophy and Religion faculty is committed to the liberal arts goal of educating the whole person; to that end, Philosophy and Religion students learn through work in and outside of the classroom to understand the nature and significance of the teachings and practices of various philosophical and religious traditions.

Students achieve these objectives through a range of experiential opportunities designed to achieve the following outcomes:

- analyze primary source materials from many different philosophical and religious traditions;
- construct and defend a personal position on major questions of meaning and value, informed by insights from philosophical and religious traditions;
- observe, differentiate, and describe the practices and beliefs of actual religious groups through textual studies and field work at churches, synagogues, mosques, and other places of religious life;
- report in both oral and written form the results of their textual studies and field work, using appropriate discipline-related documentation and source materials.

With the assistance of their academic advisors, Philosophy and Religion majors select the courses most appropriate to their intellectual interests and vocational aspirations from the options within distribution areas common to all majors (scriptural analysis; historical studies; philosophy, theology, and ethics; diversity studies).

Majors may further individualize their programs of study by selecting restricted elective courses within a personally-designed focus area (such as philosophy, diversity studies, biblical archaeology, etc.). Whether they choose to focus their study in this fashion or to sample more broadly, all Philosophy and Religion majors complete their experiential learning by participating in a senior research methodologies seminar, producing a major portfolio, and crafting a senior project that is presented and defended before faculty members and student peers in the Humanities Division.

COMMON REQUIREMENTS **21 Semester Hours**

Students pursuing the Philosophy and Religion major must complete 21 hours of Major Requirements. This course work will include the following areas and semester hours*:

Introductory Course in Philosophy or Religion	3
Scriptural Analysis	3
Historical Studies	3
Philosophy, Theology, and Ethics	3
Diversity Studies	3
Humanities Research Methodologies	3
Senior project	3

**See below for detailed list of course options. Special topics courses (PHI 290/390/490 or REL 290/390/490), internships (PHI 360/469 or REL 360/469), and independent studies (PHI 289/389/489 or REL 289/389/489) may be applied under various ones of these rubrics, depending upon their thematic focus.*

REQUIRED MAJOR COURSES **21 Semester Hours**

Introductory Course in Philosophy and Religion **3 Semester Hours**

Select one course:

PHI 105	Introduction to Symbolic Logic
PHI 261	Classical and Medieval Philosophy
PHI 262	Introduction to Ethics
PHI 265	Modern Western Philosophy

Scriptural Analysis **3 Semester Hours**

Select one course:

REL 101	Hebrew Bible
REL 102	New Testament
REL 210	Israelite and Christian Writings Outside the Bible
REL 312	Jesus in the Gospels
REL 316	St. Paul

Historical Studies **3 Semester Hours**

Select one course:

REL 221	Ancient Philosophy and Medieval Christianity
REL 241	Religion in Early America
REL 325	Philosophy and Religion in the Age of Reform: 1250-1550
HIS 202	History of Terrorism
HIS 264	History and Memory
HIS 306	The Middle East: 1794-Present

Philosophy, Theology, and Ethics **3 Semester Hours**

Select one course:

PHI 262	Introduction to Ethics
PHI 282	Philosophy and Existential Literature
REL 268	C. S. Lewis
REL 278	Environmental Philosophy and Theology
PHI 365	Philosophy of Religion

Diversity Studies **3 Semester Hours**

Select one course:

REL 153	World Religions
REL 278	Environmental Theology and Philosophy
REL 288	Women and Religion
HIS 323	History of Southeastern Native Americans
HUM 295	Classical Mythology

Research Methodologies and Senior Project **6 Semester Hours**

All majors in Philosophy and Religion must complete a senior project that can be either research- or service-oriented. The Philosophy and Religion faculty must approve the topic and nature of the project by the end of the student's first semester as a senior. Normally, the proposal for the project is developed in conjunction with the divisional seminar in Humanities Research Methodologies (HUM 461), and includes a brief summary of the project, a bibliography and review of available literature in the topic area, and a statement of proposed methodology. The project should be completed by the tenth week of the semester in which the student plans to graduate, and presented in oral defense before faculty and students from the Humanities Division.

Required courses:

HUM 461	Humanities Research Methodologies	3
PHI 495	Senior Project	3
or		
REL 495	Senior Project	3

RESTRICTED ELECTIVES **18 Semester Hours**

Choose six courses:

Any PHI course not already being used to fulfill a required major area
 Any REL course not already being used to fulfill a required major area

HIS 202	History of Terrorism
HIS 264	History and Memory
HIS 306	The Middle East: 1794-Present
HIS 323	History of Southeastern Native Americans
HUM 295	Classical Mythology

At least six of the 18 hours for restricted electives must be at the 300/400 level.

TOTAL HOURS REQUIRED **MINIMUM 39 SEMESTER HOURS**

SPECIALIZED CAREER PATHS

Students wishing to pursue careers in Outdoor Ministries are encouraged to pursue the Philosophy and Religion major with a minor in Wilderness Leadership and Experiential Education (see requirements listed under WLEE).

Students wishing to pursue careers in Religious Education are encouraged to pursue the Philosophy and Religion major with a minor in Teacher Education.

Students wishing to pursue careers in Religious Counseling are encouraged to pursue a double major in Philosophy and Religion and Psychology or a minor in Psychology.

PHYSICAL EDUCATION AND RECREATION

The Bachelor of Arts degree in Physical Education and Recreation has a liberal arts approach for students preparing for careers in the fields of recreation, parks and recreation, physical fitness, wellness, coaching, or as a health and physical education teacher. Students studying in this major will learn about the human body and its response to physical activity, team and individual sports, outdoor and recreational activities, and personal/community health issues. After completing this program, those students completing the teacher licensure program will be eligible for jobs as health and physical education teachers in public/private schools setting. In addition, students completing the recreation track will be prepared for careers at recreational facilities, such as YMCA's, Boys and Girls Clubs, and municipal parks and recreation departments.

REQUIRED MAJOR COURSES

21 Semester Hours

Required courses:

BIO 105	Concepts in Biology	4
or BIO 120	Intro to Cellular & Molecular Biology	
EXS 213	Principles of Nutrition	3
HLT 201	Personal and Community Health and Wellness	3
HLT 202	First Aid, CPR and Wellness	3
PER 340	Physical Education Pedagogy	3
WLE 220	Theory and Practice of Experiential Education	3
WLE 260	Facilitation of Group Games & Initiatives	2

Choose Concentration 1 or 2

CONCENTRATION 1 Physical Education Teacher Licensures

32 Semester Hours

Required Courses:

EXS 110	Introduction to Exercise Science	3
EXS 210	Foundations of Anatomy & Physiology	4
EXS 301	Applied Sport Physiology	4
or EXS 310	Exercise Physiology	
EXS 312	Motor Learning and Control	3
EXS 320	Biomechanics in Exercise and Sport	3
HLT 341	Health Education Methods & Applications	3
PER 215	Team Sports Teaching Methodology	3
PER 216	Lifetime Sports Teaching Methodology	3
PER 280	Adapted Physical Education	3
PER 311	Assessment in Health, Physical Education and Sport	3

Teacher Licensure Courses

31 Semester Hours

EDU 205	21st Century Teacher & Learner	3
EDU 220	Education Psychology	3
or PSY 230	Life-Span Development	
EDU 303	Diverse & Exceptional Learners	3
EDU 304	Teaching in a Digital Age	3
EDU 305	Facilitation of Learning	3
EDU 401	Student Teaching Seminar	2
EDU 410	K-12 Student Teaching	14

Restricted Electives

6 Semester Hours

Choose a minimum of six hours

PER 240	Introduction to Theories and Techniques of Coaching	3
PHE 101-191	Physical Education Activity Courses	1 each
WLE 151-159	Wilderness Leadership Activity Courses	1 each

(Students who are unable to pass the Praxis I exams will be advised to move to the B.A. in Exercise Science degree or Concentration 2: Recreation.)

CONCENTRATION 2 Recreation

25 Semester Hours

Required Courses

EDU 303	Diverse & Exceptional Learners	3
PER 215	Team Sports Teaching Methodology	3
PER 216	Lifetime Sports Teaching Methodology	3
REC 101	Introduction to Parks and Recreation	3
WLE 101	Introduction to Outdoor Education	4
WLE 151-159	Wilderness Leadership Activity Courses	2
WLE 291	Internship Prep	1
REC 469	Senior Internship	6

Restricted Electives

13 Semester Hours (minimum)

HLT 202	First Aid, CPR and Wellness	3
HLT 341	Health Education Methods & Applications	3
PER 240	Introduction to Theories and Techniques of Coaching	3
PER 280	Adapted Physical Education	3
PER 311	Assessment in Health, Physical Education and Sport	3
PHE 101-191	Physical Education Activity Courses	1 each
PSY 355	Sport Psychology	3
WLE 151-159	Wilderness Leadership Activity Courses	1 each

PSYCHOLOGY

Our mission is to produce graduates who become active, engaged, tolerant, and service-oriented citizens, who consider multiple perspectives toward the world in which they live. In service of those goals, the major provides a career-oriented, experientially-based education in Psychology delivered in a liberal arts context. Students become informed consumers of psychological information and services through a fundamental understanding of psychological research and literature. Students are guided toward entering into health care professions, support agencies, educational settings, and applied fields, and have the opportunity to develop the skills and knowledge necessary to be successful in graduate level work. Students achieve their goals through:

- engaging in direct experience through a choice of either original research or a field placement.
- developing literacy in modern Psychology: an understanding of psychological information, literature and research.
- developing the knowledge and skills for research and statistical analysis.
- developing skill in APA format writing of research reports.
- developing skill in the public presentation of their research and/or field experience.

PREPARATION/FOUNDATION COURSES **9 Semester Hours**

Required courses:

PSY 101	Introduction to Psychology	3
PSY 210	Research Methods I: Design and Data Collection	3
PSY 211	Research Methods II: Synthesis and Dissemination	3

PREPARATION/PREPLANNING COURSES **12 Semester Hours**

PSY 220	Abnormal Psychology	3
PSY 230	Life-span Development	3
PSY 240	Social Psychology	3
PSY 280	Learning and Cognition	3

PLANNING/ACTION COURSES **15 Semester Hours**

Select three courses:

Select nine hours of additional Psychology courses at the 300-400 level 9

Select six hours of credit:

Six hours of PSY 469 Practicum in Psychology OR six hours of PSY 475 Undergraduate Thesis in Psychology 6

REFLECTION/DISSEMINATION CAPSTONE COURSE **3 Semester Hours**

Required course:

PSY 495	Senior Seminar: Contemporary Issues in Psychology	3
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TOTAL HOURS REQUIRED **MINIMUM 39 SEMESTER HOURS**

TEACHER EDUCATION LICENSURE

In keeping with the mission of Brevard College, the Teacher Education program's goal is to prepare educators to lead the next generation of learning communities in a diverse and dynamic world. The course work in this program provides modeling of best practices and features a strong experiential base that includes classroom observation and experiences attached to numerous courses. The program emphasizes reflection and active learning; students apply what they have learned in their college classrooms to help facilitate their activities in the public schools. The program enables students to earn licensure in one of the following areas: (1) English, Mathematics, Social Studies, and Science in grades 9-12; (2) Art, Music, Physical Education, and Theater in grades K-12; (3) Early Childhood (Birth-Kindergarten); (4) Elementary in grades K-6; and (5) Agricultural Education in grades 7-12.

The following courses of study, which will include the College's General Education Requirements, the professional course sequences, and applied practice meet North Carolina requirements for initial licensure in each area. Applied practice includes early field experiences assigned as part of the professional course sequence and Student Teaching. Brevard College has received approval from the North Carolina State Board of Education to offer licensure in the areas below.

In addition to completing the required Professional Studies courses for their level of licensure, students will complete the major (often with specified or additional courses) for the area of licensure as indicated below:

Licensure Area	Brevard College Major	Licensure Area Coordinator
Early Childhood B-K	Childhood Edu (p. 81)	Dr. Megan Keiser
Elementary grades K-6	Childhood Education (p.79)	Dr. Megan Keiser
English grades 9-12	English (p. 86)	Dr. Betsy Burrows
Mathematics grades 9-12	Mathematics (p. 95)	Dr. Charles Wallis
Science grades 9-12	Applied Physics or Biology (p. 74/77)	Dr. Jennifer Frick-Ruppert
Social Studies grades 9-12	History (p.92)	Dr. Margaret Brown
Art grades K-12	Art (p. 77)	Professor Kyle Lusk
Music grades K-12	Music Education (p. 97)	Dr. Eric Peterson
Health and Physical Education grades K-12	Exercise Science (p. 89)	Dr. Stephen Knott
Theatre grades K-12	Theatre Studies (p. 109)	Professor Joe Hernandez
Agricultural Education 7-12	Environmental Studies (p. 87)	Professor Gina Raicovich

PROFESSIONAL STUDIES REQUIREMENTS

Core Courses required of all licensure areas:

EDU 205	21 st Century Teacher & Learner	3
EDU 220	Educational Psychology	3
EDU 303	Diverse and Exceptional Learners	3
EDU 304	Educational Technology: Teaching in the Digital Age	3
EDU 305	Facilitation of Learning	3
EDU 401	Student Teaching Seminar	2
PSY 101	Introduction to Psychology	3
PSY 230*	Life-Span Development	3

(*Note: Childhood Education majors take both PSY 230 and EDU 220)

Elementary Licensure and B-K Licensure:

EDU 313	Early Childhood and Elementary Methods in Teaching Reading (3)	Spring
EDU 314	Early Childhood and Elementary Methods in Teaching Elementary Language Arts and the Arts (3)	Fall
EDU 316	Early Childhood and Elementary Methods in Teaching Mathematics in the Elementary School (3)	Fall
EDU 318	Early Childhood and Elementary Methods in Teaching Science and Social Science (3)	Fall
EDU 320	Children's Literature (3)	Spring
EDU 405	Student Teaching-Elementary (14) or Early Childhood	Fall, Spring
WLE 220	Theory and Practice of Experiential Education (3)	Fall, Spring

High School Licensure

EDU 340	Secondary and K-12 Methods (3)	Fall, Spring
EDU 402	Student Teaching - Secondary (14)	Fall, Spring
WLE 220	Theory and Practice of Experiential Education (3)	Fall, Spring

K-12 Licensure:

EDU 410 K-12 Student Teaching (14) Fall, Spring

Note: Method courses are taught within major, and EDU 340 and WLE 220 are not required, but are strongly recommended.

Agricultural Education 7-12 Licensure:

EDU 340 Secondary and K-12 Methods (3) Fall, Spring

EDU 407 Student Teaching -7-12 (14) Fall, Spring

FORMAL ADMISSION TO THE TEACHER EDUCATION PROGRAM REQUIREMENTS

1. A cumulative grade point average of 2.75 or higher for all coursework.
2. Junior standing or higher.
3. Successful completion of EDU 205 and PSY 230 or EDU 220 by achieving a grade of C (2.0) or higher.
4. Demonstrated proficiency in speaking and listening (Program Interview).
5. Satisfactory evaluations in field experiences prior to student teaching.
6. Progress in the education standards as evidenced by the professional e-Portfolio.
7. Passing scores as established by the North Carolina State Department of Public Instruction on the PRAXIS Core Academic Skills for Educators or the ACT or SAT.
8. Background check.
9. Essay or personal statement.
10. Interview with Teacher Education Partners.
11. Teacher Education Application.
12. Satisfactory Disposition Checklists from Field Placements prior to admission to program.

APPLICATION PROCESS

All candidates for licensure (undergraduate, transfer, and post-baccalaureate) must be accepted to the Teacher Education Program. Undergraduates and transfers who are juniors and have completed EDU 205 and PSY 230 or EDU 220 may apply early in the fall semester of their junior year. Post-baccalaureate candidates should apply after completion of EDU 205. Applications may be obtained from the office of the Director of Teacher Education. At the time the application is returned, a candidate will be given the scheduled time to meet with the Program Interview Committee.

Candidates will be notified in writing by the Director of Teacher Education of their admission status. Candidates who are denied formal admission to the teacher education program will not be able to complete further requirements for licensure, but will be advised of other opportunities at Brevard College.

CONTINUANCE IN THE TEACHER EDUCATION PROGRAM

Candidates who have been accepted for admission to the Teacher Education Program must fulfill certain conditions in order to maintain good standing.

Coursework:

1. At least 50% of the required education courses must be completed at Brevard College including the student teaching semester.

2. Post graduates and transfer students who have a grade of less than “C” in any courses required for their area(s) of licensure prior to coming to Brevard College may be required to retake the appropriate course(s).
3. Candidates receiving less than a “C” in a course (academic major, psychology, or education) relevant to their area of licensure may be required to retake the course.
4. Candidates receiving a below-average evaluation in any field experience are required to complete additional field experience.
5. Candidates manifesting below average standards in any of the following elements of professionalism will be required to remedy the deficiency through additional course work, field experiences, or counseling:
 - a. teaching strategies
 - b. classroom management
 - c. expertise in the area of human development and relationships
 - d. personal and professional attributes and dispositions
 - e. oral communication skills
6. Candidates must provide evidences that meet proficiency for all Teacher Education Standards.

LICENSURE ONLY

Candidates holding a baccalaureate degree from an accredited college or university may apply to pursue a program of study leading to teacher licensure in any of the areas offered at Brevard College. Following an evaluation of the individual’s previous academic transcripts, a specific program will be developed appropriate to the student’s academic background and experience. The Director of Teacher Education must approve this program and a written record of the student’s program requirements will be maintained in the student’s folder.

The requirements for licensure-only programs are comparable to those for degree seeking students except PRAXIS Core is waived. For example, a student must:

- complete the same professional studies requirements as degree-seeking students
- complete at least 24 semester hours of coursework relevant to the specialty area from a regionally-accredited college or university with a grade of C (2.0) or better in each course making up the 24 hours
- complete an application for teacher licensure
- submit an application for admission to student teaching
- demonstrate oral and written competence (program interview)
- meet the same general admission, retention, and recommendation for licensure requirements defined for degree-seeking students
- take at least one semester of courses in addition to the semester of student teaching

REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING

1. Fulfillment of the requirements for continuance in the Teacher Education Program as listed in the above section.
2. Successful completion of the College’s core requirements.
3. Fulfillment of the requirements for a major in an approved discipline.
4. Successful completion of all required education and cognate courses.
5. A cumulative grade point average of 2.75 or better.
6. Background Check.

APPLICATION PROCESS

1. Eligible candidates will complete a student teaching application and return it to the Director of Teacher Education by October 1 for the Spring semester and March 1 for the Fall semester assignments.
2. Each candidate will receive written notification regarding his/her assignment. (The policies and procedures for student teaching are contained in the Student Teaching Handbook. Candidates must complete student teaching in the appropriate area and level for which they are seeking licensure.)
3. Required orientation seminars for those admitted to student teaching are held at the end of the term immediately preceding the semester during which student teaching takes place. Candidates will be notified of the date and time.

WITHDRAWAL FROM STUDENT TEACHING

To continue in student teaching, students must maintain satisfactory professional conduct and adhere to the policies and regulations of the school to which they are assigned. Candidates failing to perform at a satisfactory level may be removed from student teaching upon the recommendation of the Cooperating Teacher and/or LEA administrator and the College Supervisor, with the approval of the Director of Teacher Education. Candidates may also withdraw from their placement at their own request.

PROCESS OF WITHDRAWAL

1. The College Supervisor will meet with the Cooperating Teacher and the Student Teacher in a three-way conference to determine if the problem can be resolved without the removal of the Student Teacher.
2. The College Supervisor, the Cooperating Teacher, or the Student Teacher may request additional professional evaluations of the candidate's teaching from qualified College or school personnel.
3. If the problem cannot be resolved, the Student Teacher and the College Supervisor will meet to determine alternatives.
4. The College Supervisor will recommend withdrawal or alternatives to the Director of Teacher Education.
5. The Director of Teacher Education will notify the candidate in writing of the final decision.

RECOMMENDATION FOR LICENSURE REQUIREMENTS

The Director of Teacher Education recommends student to North Carolina Department of Instruction for licensure based on meeting all of the following:

1. Successful completion of Brevard College's General Education program requirements or their equivalents.
2. Fulfillment of the requirements for a major in an approved discipline. Postgraduates are expected to complete any requirements for a major appropriate to their area(s) of specialization but lacking in their prior education experience.
3. Successful completion of all course requirements with a cumulative grade point average of 2.75.
4. Successful completion of the 16-week student teaching experience.
5. Competence in the following areas as determined through field experience and student teaching performance:
 - a. teaching strategies,
 - b. human development and relationships,
 - c. personal and professional attributes and dispositions,
 - d. oral and written presentation,
 - e. identification and education of children with disabilities,
 - f. positive management of student behavior and effective communication techniques for defusing and deescalating disruptive or dangerous behavior, and

- g. demonstration of competencies in using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.
6. Completion of PRAXIS series as required by the North Carolina State Board of Education.
7. Completion of all Electronic Evidences as required by the Teacher Education Program and North Carolina Department of Instruction.
8. Nationally normed and valid pedagogy assessment to determine clinical practice performance. Passing scores and mastery criteria will be determined by the State Board of Education.

Note: No Teacher Education candidate enrolled in Brevard College's Teacher Education Program will be considered a Program Completer and be eligible for recommendation for NC State licensure until they pass all NC required licensure tests. Each student has three years from program completion date to pass the required NC State exams on their own if they want Program recommendation for State licensure. After the three-year grace period, in order for a Brevard College former Teacher Education student to be licensed after passing the required State tests, he or she will have to write a formal request to the Director of Teacher Education for licensure recommendation. When the request is received, the Director of Teacher Education will use professional judgment to decide what courses or program requirements, if any, will have to be retaken or added in order for the individual to be considered a completer of Brevard College Teacher Education Program and cleared for State licensure recommendation.

THEATRE

The Brevard College Theatre Program uses experiential learning strategies to personalize theatre training. We encourage students to learn to synthesize experiences from the classroom into practical and marketable skills for a future career. Through strategic training, students discover how to translate ideas into meaningful action within the program, the college, and the community. A degree in theatre encourages creative problem solving, collaboration, resiliency, and above all graduates with passion and integrity. The degree is designed to offer students guided, independent growth that will help them craft meaningful careers.

REQUIRED COURSES

		56 Semester Hours
THE 103	Acting I	3
THE 104	Applied Theatre	2
THE 115	Script Analysis	3
THE 116	Collaboration in Theatre	3
THE 121	Stage Crafts : Scenery, Lighting, Sound	3
THE 123	Costume Construction	3
THE 204	Applied Theatre	2
THE 213	Directing	3
THE 223	Movement I	3
THE 225	Stage Voice	3
THE 304	Applied Theatre	2
THE 311	Theatre History I	3
THE 312	Theatre History II	3
THE 351	Stage Management	3
THE 404	Applied Theatre	1
THE 405	Collaborative Capstone Preparation	1
THE 450	Collaborative Capstone	3

Restricted Electives - Performance

Select two courses:

THE 203	Acting II: Scene Study	3
THE 303	Acting III: Audition Techniques	3
THE 313	Playwriting	3
THE 323	Acting IV: Shakespeare in Performance	3
THE 406	Movement II	3
THE 417	Dialects	3
THE 290/390/490	Special Topics in Theatre	3

Restricted Electives - Design and Technology

Select two courses:

THE 220	Drafting For the Theatre	3
THE 211	Stage Makeup	3
THE 221	Scenic Design	3
THE 231	Lighting Design	3
THE 241	Costume Design	3
THE 315	Rendering and Model Building	3
THE 320	Computer Aided Drafting	3
THE 328	Sound Design	3
THE 431	Lighting Design II	3
THE 290/390/490	Special Topics in Theatre	3

TOTAL HOURS REQUIRED

MINIMUM 56 SEMESTER HOURS

TEACHER LICENSURE IN THEATRE

The option of Teacher Licensure, with the Bachelors of Arts in Theatre degree, prepares students for initial licensure to teach theatre, K-12, in public or private schools. Students wishing to earn teacher licensure in theatre must major in Theatre, completing the required foundation courses above, and take the following specific courses to meet required competency areas.

Required courses:

ENG 322	Shakespeare	3
or		
THE 323	Acting IV: Shakespeare in Performance	3
THE 361	Theatre Methods	3

Theatre Studies majors pursuing teacher licensure must also complete the professional studies component of teacher licensure at the K-12 level. Students must also complete the professional studies requirements listed in the Teacher Education Licensure section on page 104.

WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION

The Wilderness Leadership and Experiential Education program delivers an innovative, intensive, and experiential curriculum. The mission of the program is to promote the development of strong leaders and educators capable of effectively managing a range of outdoor experiences for a wide range of audiences in various and dynamic environments. The program is grounded in the theory and principles of leadership and experiential education and is rich with opportunity for application. Embedded within a liberal arts educational community, the program embraces the many opportunities to enrich each student's experience through interdisciplinary study. It fosters in each student qualities of responsibility and independent thought, respect for others, the spirit of collaboration, awareness of our environmental and cultural connections, and a commitment to life-long service and learning.

The Immersion Semester

One of the unique components of our program is the Immersion Semester, during which 10 students engage in six inter-related courses under the direction of one faculty member. Students apply, and their acceptance is based upon the quality of applications, academic record and contributions to the campus community, as well as their commitment to professional development. Students accepted are immersed in many experiences intentionally designed to cooperatively develop their leadership and teaching abilities and technical outdoor skills. As members of a functioning team, students experience, experiment with, and process the group dynamics they study in theory. The Immersion Semester is a significant personal commitment. Highlights include a nine-day Wilderness First Responder Course, many daily field experiences and approximately 35 overnight field days, including a multi-day sea kayaking trip on the coast and a 21-day wilderness expedition.

Prerequisites: WLE 101; WLE 152; WLE 151 or WLE 155; WLE 220; and applicants must be in good academic and Campus Life standing.

REQUIRED MAJOR COURSES **33 Semester Hours**

Required courses:

PSY 101	Introduction to Psychology	3
PSY 240	Social Psychology	3
WLE 101	Introduction to Outdoor Education	4
WLE 220	Theory and Practice of Experiential Education	3
WLE 291	Wilderness Leadership and Experiential Education: Internship Preparation	1
WLE 301	Wilderness Leadership/Experiential Education Practicum	1
or		
WLE 379, 279	Teaching Assistantship	1-2
WLE 305	Risk Management and Legal Liability in Outdoor Programs	3
WLE 340	Outdoor Program Administration	3
WLE 402	Leadership Seminar	3
WLE 405	Senior Seminar in Wilderness Leadership and Experiential Education	3
WLE 469	Wilderness Leadership and Experiential Education: Internship	6

Wilderness Activity Classes: **2 Semester Hours**

Two one-hour activity courses are to be completed prior to the Immersion Semester; however, students may take additional optional courses to further broaden their skill base.

WLE 152	Rock Climbing	
<i>Select One:</i>		
WLE 151	Whitewater Canoeing	
WLE 155	Whitewater Kayaking	

Additional Optional Courses:

WLE 157	Backpacking
WLE 158	Mountain Biking
WLE 159	Sea Kayak Touring

Immersion Semester Block **17 Semester Hours**

Required courses:

WLE 200	Leadership and Group Dynamics in Outdoor Pursuits	3
WLE 250	Wilderness First Aid	3
WLE 257	Environmental Ethics and Skills in Outdoor Pursuits	2
WLE 310	Outdoor Pursuits Education: Water-Based	3
WLE 320	Outdoor Pursuits Education: Land-Based	3
WLE 350	Wilderness Expedition	3

Advanced Skill Classes: **4 Semester Hours**

Select two two-hour courses to be completed after the Immersion Semester:

WLE 251	Canoe Instructor
WLE 252	Advanced Rock Climbing
WLE 255	Kayak Instructor
WLE 256	Advanced Navigation
WLE 258	Advanced Mountain Biking
WLE 259	Coastal Sea Kayaking
WLE 260	Facilitation of Group Games and Initiatives
WLE 265	Advanced Swiftwater Rescue

TOTAL HOURS REQUIRED **MINIMUM 56 SEMESTER HOURS**

MINOR PROGRAMS

A minor normally consists of 17-23 credits, and is recorded on student transcripts. A student may not major and minor in the same discipline. A minor contains at least nine credits not duplicated in the student's major or in any other minor(s) that the student is pursuing. A student may duplicate hours between the minor and the General Education Core, unless otherwise stated in the specific minor. A maximum of three minors may be declared.

ART

It is strongly recommended that students who wish to concentrate on a particular medium select the design course related to that medium; for example, a person concentrating in sculpture should take 3-D Design.

REQUIRED MINOR COURSES

Art 112	Introduction to the Visual Arts	1
<i>Select one course:</i>		3
ARH 201	Art History I: Prehistory to 1300 CE	
ARH 202	Art History II: Renaissance to the Present	
ARH 210	World Art	
<i>Select any two course:</i>		6
ART 120	Foundations of Drawing	
ART 130	Foundations of 2-D Design	
ART 150	Foundations of 3-D Design	
ART 230	Digital Media I: Print & Digital Design	
ELECTIVES		12 Semester Hours
<i>Select:</i>		
Any two ART classes		6
ARH or ART course		3
ARH or ART course		3
TOTAL HOURS REQUIRED	MINIMUM 22 SEMESTER HOURS	

ART HISTORY

Students who pursue a minor in Art History must complete 18 semester hours of courses focusing in art history and three semester hours in studio art.

REQUIRED MINOR COURSES

<i>Required courses:</i>		
ARH 201	Art History I: Prehistory to 1300 CE	3
or ARH 210	World Art	
ARH 202	Art History II: Renaissance to the Present	3
Any ART studio course		3
ELECTIVES		12 Semester Hours
Select any ARH courses at or above the 200 level or from topical courses in ART focusing on issues or periods in art history.		

Notes for Art Majors: To earn the Art History minor, Art majors must take another four courses (12 hours) in Art History in addition to the art history requirements in the Art major to satisfy the elective requirements of the minor.

TOTAL HOURS REQUIRED **MINIMUM 21 SEMESTER HOURS**

BIOLOGY

REQUIRED MINOR COURSES

Required courses:

BIO 110	Introduction to Ecology and Evolutionary Biology	4
BIO 120	Introduction to Cellular and Molecular Biology	4
ELECTIVES		13 Semester Hours

BIO courses, 200/300/400 level

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

BUSINESS AND ORGANIZATIONAL LEADERSHIP

In order to complement their major field and to enhance leadership and professional skills, students other than Business and Organizational Leadership majors may earn a minor in Business and Organizational Leadership. Courses must be beyond those chosen for the General Education Requirements and for the declared major.

REQUIRED MINOR COURSES

Required courses:

ACC 201	Principles of Accounting I	6 Semester Hours
ORG 203	Principles of Management	

ELECTIVES

15 Semester Hours

Select five additional courses from among these prefixes: ORG, ACC, ECN.

*Note: At least three courses must be at the 300/400 level.

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

CHEMISTRY

REQUIRED MINOR COURSES

12 Semester Hours

Required courses:

CHE 103	Principles of Chemistry I	4
CHE 104	Principles of Chemistry II	4
CHE 201	Organic Chemistry I	4

ELECTIVES

11 Semester Hours

Select one course:

MAT 121	Precalculus with Trigonometry	4
MAT 141	Probability and Statistics	3
MAT 211	Calculus I	4

Select two or more courses with a CHE prefix totaling a minimum of eight hours.

CHE Course 200/300/400

CHE 269/369/469

CHE 279/379/479

TOTAL HOURS REQUIRED

MINIMUM 23-24 SEMESTER HOURS

COACHING

REQUIRED MINOR COURSES

Required courses:

EXS 110	Introduction to Exercise Science	3
PER 240	Introduction to Theories & Techniques of Coaching	3
EXS 369 or 469	Academic Internship	2

Select a minimum of 14 credit hours:

		14 Semester Hours
EXS 213	Principles of Nutrition	3
EXS 301*	Applied Sport Physiology	4
or EXS 310*	Exercise Physiology	
EXS 312	Motor Learning and Control	3
EXS 320*	Biomechanics in Exercise and Sport	3
EXS 290/390	Approved Special Topics	3
HLT 202**	First Aid, CPR, and Wellness	3
PER 215	Team Sports Teaching Methodology	3
PER 216	Lifetime Sports Teaching Methodology	3
PER 280	Adapted Physical Education	3
PER 340	Physical Education Pedagogy	3
PSY 355*	Sport Psychology	3

*Note: This course requires additional prerequisite.

**Note: Requirement waived with documentation of current certifications in first aid and adult CPR

TOTAL HOURS REQUIRED **MINIMUM 22 SEMESTER HOURS**

CREATIVE WRITING

In order to complement their major field of study and hone their communication and professional skills, students other than English majors may earn a minor in Creative Writing. Students must earn 19 hours from the following courses:

REQUIRED MINOR COURSES

Required Courses:

ENG 207	Creative Writing	3
ENG 250	Introduction to English Studies	1
ENG 305	Advance Grammar and Editing	3
200- or 300-level literature or film course		3

(Note: in addition to the General Education Requirement Areas IV.A or IV.B.)

Select one applied publication course: 1-3

COM 107	Literary Magazine Staff	
COM 108	Newspaper Staff	
COM 307	Literary Magazine Production	
COM 308	Newspaper Production	

Select three courses:

ENG 308	Creative Nonfiction	3
ENG 309	Poetry Writing	3
ENG 310	Fiction Writing	3
THE 313	Playwriting	3

TOTAL HOURS REQUIRED **MINIMUM 20 SEMESTER HOURS**

CRIMINAL JUSTICE REQUIRED MINOR COURSES

<i>Required course</i>		3 Semester Hours
CRJ 101	Introduction to Criminal Justice	
<i>Select three courses:</i>		9 Semester Hours
CRJ 205	Law Enforcement Systems and Practices	3
CRJ 215	Substantive Criminal Law	3
CRJ 321	Intro to Crime Scene Investigation	3
CRJ 325	Law of Criminal Procedure	3
CRJ 400	Criminology	3
CRJ 405	Ethical Issues	3
CRJ 450	Crime Scene to Courtroom	3
 <i>Elective Courses</i>		 9 Semester Hours
CRJ 210/SOC 210	Research Methods I: Design and Data Collection	3
CRJ 220/PLS 220	Constitutional Law	3
CRJ 225	Deviant Behavior	3
CRJ 290/390/490	Special Topic Seminars*	3
CRJ 305	Corrections	3
CRJ 310	Victimology	3
CRJ 315	Juvenile Justice System	3
CRJ 320	Legal Studies	3
CRJ 360	Police Academy	12
(the academy covers many of the elective topics and would be an appropriate substitute)		
CRJ 469	Academic Internship	1-12
CRJ 489	Independent Study	1-4

A minimum of three courses must be at the 300/400 level. Courses must be beyond those chosen for one's declared major.

*Special topics courses (CRJ 290/390/490) may be taken multiple times as their subject matter changes.

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

ECOLOGY REQUIRED MINOR COURSES

<i>Required courses:</i>		
BIO 110	Introduction to Ecology and Evolutionary Biology	4
BIO 120	Introduction to Cellular and Molecular Biology	4
BIO 240	Biodiversity	4
BIO 245	General Ecology	4
ENV 365	Geographic Information Systems	4
 <i>Select one course:</i>		
BIO 281	Animals & Plants of the Southern Appalachians, Fall	3
BIO 282	Animals & Plants of the Southern Appalachians, Spring	3

TOTAL HOURS REQUIRED

MINIMUM 23 SEMESTER HOURS

EDUCATION

This minor is for students interested in Religious Education, Outdoor Leadership, School Social Work, School Business Officer, Juvenile Justice Officer, and Guidance Counseling, or other vocations related to education. The minor does not lead to teacher licensure.

REQUIRED MINOR COURSES

Required courses:

EDU 205	21 st Century Teacher & Learner	3
EDU 303	Differentiated Instruction	3
EDU 305	Facilitation of Learning	3
PSY 101	Introduction to Psychology	3
PSY 230	Life-Span Development	3

ELECTIVES

Select two courses:

CRJ 315	Juvenile Justice System	3
EDU 220	Educational Psychology	3
<i>or Any ECE Course</i>		
EDU 304	Educational Technology	3
EDU 320	Children's Literature	3
EDU 369	Internship	3-6
ENG 243	Young Adult Literature	3
PSY 270	Cognitive Psychology	3
PSY 280	Psychology of Learning	3
WLE 220	Theory and Practice of Experiential Education	3

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

ENGLISH

REQUIRED MINOR COURSES

Required course:

ENG 250	Introduction to English Studies	1
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Select one introductory writing course:

COM 105	Introduction to Journalism	3
ENG 207	Creative Writing	

Select one oral communication course:

COM 110	Introduction to Communications	3
COM 380	Argumentation and Debate	
THE course	(selected with permission of the major coordinator)	

Select one applied publication course:

COM 107	Literary Magazine Staff	1-3
COM 108	Newspaper Staff	
COM 307	Literary Magazine Production	
COM 308	Newspaper Production	

Select one advanced writing course:

ENG 305	Advanced Grammar and Editing	3
ENG 308	Creative Nonfiction	
ENG 309	Poetry Writing	
ENG 310	Fiction Writing	
ENG 353	Writing Assessment	

Select one 200-level literature or film course 3

Select one 300- or 400-level literature course 3

Select one critical theory/analysis course: 3

ENG 350	Language Studies	
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TOTAL HOURS REQUIRED**MINIMUM 20 SEMESTER HOURS****ENVIRONMENTAL STUDIES****REQUIRED MINOR COURSES****9-11 Semester Hours***Required course:*

ENV 101	Environmental Issues	3
<i>Select two additional ENV courses</i>		6-8

RESTRICTED MINOR COURSES**9-12 Semester Hours***Select three courses:*

Any AGR course; Any BIO course; Any CHE course; Any ENV course; Any GEO course;

Any PHY course

ENG 217	Studies in Environmental Literature	3
HIS 256	Wilderness in American Life	3
HIS 323	History of Southeastern Native Americans	3
PSY 210	Research Methods I: Design and Data Collection	3
PSY 240	Social Psychology	3
PSY 365	Personal and Group Environments	3
REL 278	Environmental Philosophy and Theology	3
SCI 105	Physical Science	4
SOC 101	Principles of Sociology	3
WLE 101	Introduction to Outdoor Education	4

TOTAL HOURS REQUIRED**MINIMUM 18-23 SEMESTER HOURS****EXERCISE SCIENCE**

The Exercise Science minor is intended to complement the major field of study of those students who wish to develop their expertise in movement and the science of the human body.

REQUIRED MINOR COURSES**Minimum 11 Semester Hours***Required courses:*

BIO 105	Concepts in Biology	4
or BIO 120	Introduction to Cellular and Molecular Biology	
BIO 210	Human Anatomy and Physiology I	4
or EXS 210	Foundations of Anatomy and Physiology	
EXS 110	Introduction to Exercise Science	3

ELECTIVES:**12 Semester Hours***Select at least 12 hours from the list below:*

EXS 213	Principles of Nutrition	3
EXS 301	Applied Sport Physiology	4
or EXS 310	Exercise Physiology	
EXS 290 or 390	Special Topics	1-3
*EXS 311	Fitness Appraisal	3
EXS 312	Motor Learning and Control	3
EXS 320	Biomechanics in Exercise and Sport	3
EXS 369	Internship	1-3
HLT 201	Personal and Community Health and Wellness	3
or HLT 202	First Aid, CPR, and Wellness	3
PER 280	Adapted Physical Education	3

has a prerequisite*TOTAL HOURS REQUIRED****MINIMUM 23 SEMESTER HOURS**

EXPERIENTIAL EDUCATION

Students other than Wilderness leadership and Experiential Education Majors wishing to enhance facilitation and leadership skills in their field of interest with knowledge, values and competencies of experiential education pedagogy may earn a minor in Experiential Education.

REQUIRED MINOR COURSES

Minimum 14 Semester Hours

Required courses:

WLE 220	Theory and Practice of Experiential Education	3
WLE 260	Facilitation of Games and Initiatives	2
PSY 101	Introduction to Psychology	3
EDU 303	Diverse and Exceptional Learners	3

Select one course:

ENV 362	Environmental Science Pedagogy	3
WLE 101	Introduction to Outdoor Education	4
Voice of the Rivers (LINC)		6

RESTRICTED ELECTIVES

Minimum 7 Semester Hours

Understanding Behavior in a Group Context

Select One:

		3 Semester Hours
PSY 240	Social Psychology	3
ORG 310	Organizational Behavior	3

Administration of Experiential Programs

Select One:

		3 Semester Hours
WLE 305	Risk Management and Legal Liability in Outdoor Programs	3
WLE 340	Outdoor Program Administration	3
WLE 402	Leadership Seminar	3

Skills Progression Course

Select One:

Minimum of 1 Semester Hour

PHE 101, 105, 106, 111, 113 or 114		1
WLE 151, 152, 155, 157, 158, or 159		1
ART 120, 130, 150, 230, 260, or 270		3
Any APM, MUS 125, or 126		1
THE 103, 121, 123, 220, 223, or 225		3

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

GENDER STUDIES & LEADERSHIP

No more than one course selected for this minor may meet a General Education Requirement or a requirement for the declared major.

REQUIRED MINOR COURSES

Required Course:

		3 Semester Hours
HUM 210	Introduction to Gender Studies	3

Gender Studies

		9 Semester Hours
ENG 241	Women in Literature	3
HIS 353	United States Women's History	3

REL 288	Women and Religion	3
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Note: Special topics courses (290/390/490), internships (369/469), and independent studies (289/389/489) may apply, with permission of the IWIL coordinator.

Leadership Studies

<i>Choose courses to total nine credits:</i>		9 Semester Hours
IWL 121	Finding Voice in Community	1
IWL 122	Using Your Voice	2
IWL 221	Voice in Leadership	1
IWL 222	Voice in Action	1
<i>Note: IWL courses are open only to participants in the IWIL program and are typically taken in the freshman & sophomore years.</i>		
COM 306	Publication Production	1-3
THE 351	Stage Management	3
ORG 355	Not-for-Profit Management	3
WLE 220	Theory and Practice of Experiential Education	3
Academic Practicum/Internship experiences (269, 369/469) and Teaching Assistantships (279/379/479) also apply.		3 (variable credit)

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

HEALTH SCIENCE

The Health Science minor is intended for those who wish to pursue a career in a health science field (medicine, nursing, physician's s assistant, veterinary, dental, etc.). This minor is available to students in any major except Health Science. Prior to choosing the courses within the minor, students are advised to research the entrance requirements of their chosen professional program and work closely with their advisor.

REQUIRED COURSES

<i>Required courses:</i>		8 Semester Hours
BIO 120	Introduction to Cellular and Molecular Biology	4
CHE 103	Principles of Chemistry I	4

ELECTIVES

Select at least four courses from the list below:

BIO 110	Introduction to Ecology and Evolutionary Biology	4
BIO 207	Medical Terminology	3
BIO 210	Human Anatomy and Physiology I	4
BIO 220	Human Anatomy and Physiology II	4
BIO 320	Genetics	4
BIO 360	Microbiology	4
CHE 104	Principles of Chemistry II	4
CHE 201	Organic Chemistry I	4
CHE 202	Organic Chemistry II	4
CHE 301	Biochemistry	3
PHY 103	General Physics I	4
PHY 104	General Physics II	4

TOTAL HOURS REQUIRED

MINIMUM 22-24 SEMESTER HOURS

HISTORY

REQUIRED MINOR COURSES

Required courses:

HIS courses, any level 9 Semester Hours

Select four courses (at least two courses must be at the 300/400 level): 12 Semester Hours

ARH courses, 200/300/400 level

HIS courses, 200/300/400 level

MUS 201, 301, 302

REL 153, 221, 241, 325

Note: Only one independent study course can be used as a part of the History Minor. Up to two History courses taken to fulfill General Education Requirements may count toward the minor.

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

LEADERSHIP THEORY AND PRACTICE

Students other than Business and Organizational Leadership majors may earn a minor in Leadership Theory and Practice.

REQUIRED MINOR COURSES

6 Semester Hours

Required courses:

ORG 280 Leadership Theory and Practice 3

PSY 101 Introduction to Psychology 3

ELECTIVES SECTION A: Intercommunication

3-4 Semester Hours

Select one course:

COM 380 Argumentation and Debate 3

ORG 205 Business Communications 3

SOC 101 Principles of Sociology 3

THE 225 Stage Voice 3

WLE 101 Introduction to Outdoor Education 4

ELECTIVES SECTION B: Organization & Management

3 Semester Hours

Select two courses:

ORG 203 Principles of Management 3

ORG 230 Introduction to Leadership and Sustainable Enterprise 3

ORG 310 Organizational Theory and Behavior 3

ORG 340 Principles of Total Quality 3

ORG 405 Business Ethics 3

WLE 402 Leadership Seminar 3

ACADEMIC PRACTICUM/INTERNSHIP EXPERIENCES

3 Semester Hours

Select one or more courses, a minimum of three hours:

ORG 269, 369, or 469 Academic Internship approved by the BORG coordinator

A minimum of six hours must be in courses numbered at the 300 level or above.

TOTAL HOURS REQUIRED

MINIMUM 18 SEMESTER HOURS

120

MATHEMATICS

REQUIRED MINOR COURSES

Required courses:

MAT 211	Calculus I	4
MAT 221	Calculus II	4
MAT 200	Discrete Mathematics	3
MAT 341	Linear Algebra	3

Two more courses selected from:

MAT 141, any 200/300/400 level MAT courses, with the exception of MAT 210.		6
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Note: MAT 111, 121 and 210 cannot be counted toward the Mathematics Minor.

TOTAL HOURS REQUIRED

MINIMUM 20 SEMESTER HOURS

MUSIC

Students other than Music majors may earn a minor in Music by completing a successful audition/interview on an instrument or in voice and by fulfilling the following requirements.

REQUIRED MINOR COURSES

20 Semester Hours

MUS 101	Music Appreciation	3
or		
MUS 107	Introduction to Music Literature	3
MUS 102	Preliminary Music Theory	3
MUS 103	Music Theory I	3
MUS 105	Aural Skills I	1
APM –Applied Music*	APM 121, 123, 221, 223	4
MUS 120	Preliminary Piano Class	1
MUS 121	Class Piano I	1

Placement test required. Possible credit by examination. Non-keyboard principals only.

ENS-Ensembles*		4
RCT 100**	Music Colloquium (required for two semesters)	0

*APM and ENS to be taken concurrently.

**Recital Attendance

ELECTIVES:

6 Semester Hours

Select any combination for a minimum total of six semester hours:

APM 300-level	Applied Music	1
MUS 104	Music Theory II	3
MUS 106	Aural Skills II	1
MUS 123	Class Piano II	1
MUS 202	World Music	3
MUS 203	Music Theory III	3
MUS 204	Music Theory IV	3
MUS 205	Aural Skills III	1
MUS 206	Aural Skills IV	1
MUS 230	Music and Technology	3
Ensembles		1
Methods Courses	(Brass, Woodwinds, Percussion, Strings, or Choral/Vocal Methods)	1

TOTAL HOURS REQUIRED

MINIMUM 26 SEMESTER HOURS

NATURAL HISTORY

REQUIRED MINOR COURSES

8 Semester Hours

Select one course:

4

BIO 105	Concepts in Biology
BIO 110	Introduction to Ecology and Evolutionary Biology
BIO 120	Introduction to Cellular and Molecular Biology

Required course:

BIO 240	Biodiversity	4
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Select 12 hours from the following:

Minimum 12 Semester Hours

ART 120	Drawing I	3
ART 260	Photography I	3
BIO 250	Entomology	4
BIO 281	Animals & Plants of the Southern Appalachians, Fall	3
BIO 282	Animals & Plants of the Southern Appalachians, Spring	3
BIO 310	Developmental Biology	4
BIO 330	Evolutionary Biology	3
BIO 340	Conservation Biology	4
BIO 350	Marine Biology	4
BIO 245	General Ecology	4
ENV 365	Geographic Information Systems	3
ENG 217	Studies in Environmental Literature	3
ENV 250	Skills for Sustainable Living	3
ENV 362	Environmental Science Pedagogy	3
GEO 105	Historical Geology	4
GEO 270/271	Field Study in Geology	4
GEO 312	Geomorphology	4
HIS 255	North Carolina History	3
HIS 256	Wilderness in American Life	3
HIS 323	History of Southeastern Native Americans	3

TOTAL HOURS REQUIRED

MINIMUM 20 SEMESTER HOURS

PHILOSOPHY and RELIGION

Students who pursue the Philosophy and Religion minor must complete 21 semester hours of course work in Philosophy, Religion, and related disciplines. At least six of the semester hours must be at the 300/400 level. No more than six credits may come from disciplines other than PHI or REL.

REQUIRED MINOR COURSES

21 Semester Hours

Select five courses with a PHI or REL prefix.

Two courses (six semester hours) may be chosen from these approved courses in related disciplines:

HIS 202	History of Terrorism
HIS 264	History and Memory
HIS 306	The Middle East: 1794-Present

HIS 323	History of Southeastern Native Americans
HUM 295	Classical Mythology

TOTAL HOURS REQUIRED

MINIMUM 18 SEMESTER HOURS

PHYSICS & ASTRONOMY

REQUIRED MINOR COURSES

12 Semester Hours

Required courses:

PHY 103	General Physics I	4
PHY 104	General Physics II	4
PHY 205	Modern Physics	4

Select two courses:

7 Semester Hours

PHY 102	Astronomy	4
PHY 204	Cosmology	3
PHY 302	Astrophysics	4
PHY 304	Electricity & Magnetism	4
PHY 389	Independent Study	1-3

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

PRE-LAW

Graduates of Brevard College majoring in Business, Criminal Justice, English, Environmental Studies, History, Philosophy, and Wilderness Leadership have found a Pre-Law minor helpful in gaining entrance to law schools. According to a survey of law schools, students should have studied communication, American government, legal history, diversity and public policy, international policy, critical thinking and ethics. As many of the following courses as possible should be taken within the core curriculum requirements. The internship or teaching assistantship is recommended during the junior year, and an LSAT preparation course (taken online or through another sponsoring institution) is recommended during the senior year.

REQUIRED MINOR COURSES

15 Semester Hours

Required courses:

PLS 210	American Government	3
CRJ 215	Substantive Criminal Law	3
PLS 220	Constitutional Law	3
CRJ 321	Legal Studies	3
PLS 340	First Amendment Freedoms	3

RESTRICTED ELECTIVES

Select two courses with the following prefixes
COM, CRJ, HIS, ORG, PHI, PLS, or WLE prefix.

6 Semester Hours

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

PSYCHOLOGY

REQUIRED MINOR COURSES

Required Courses:

PSY 101* Introduction to Psychology 3

*May be taken in the BA core.

RESTRICTED ELECTIVE COURSES

Select six Courses: (at least one must be at the 300-400 level)

PSY 210	Research Methods I: Design and Data Collection	3
PSY 211	Research Methods II: Synthesis and Dissemination	3
PSY 220	Abnormal Psychology	3
PSY 230	Life-Span Development	3
PSY 240	Social Psychology	3
PSY 280	Learning and Cognition	3
PSY 340	Theories of Personality	3
PSY 320	Theories of Clinical and Counseling Psychology	3
PSY 345	Psychology of Discrimination	3
PSY 350	Human Sexuality	3
PSY 355	Sport Psychology	3
PSY 390/490	Special Topics Seminar	3

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

SOCIAL SCIENCES

REQUIRED MINOR COURSES

Required courses:

ECN 201	Macroeconomics	3
PLS 210	American Government	3
SOC 101	Introduction to Sociology	3

ELECTIVES

Select four courses with these prefixes: 12

ANT, CRJ, ECN, PLS, PSY or SOC courses *

*Note: At least three courses must be at the 300/400 level. History, Integrated Studies, Psychology, or Business and Organizational Leadership majors must take courses not counting in their majors.

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

SUSTAINABLE AGRICULTURE

Students who pursue the Sustainable Agriculture minor must complete at least 17 hours of course work in Agriculture or related fields. (Students who wish to major in Agriculture can do so through the Sustainable Agriculture concentration of the Environmental Studies major.)

REQUIRED MINOR COURSES

		11-12 Semester Hours
AGR 150	Farm Equipment and Infrastructure	3
AGR 201	Plant Production	3
AGR 202	Animal Production	3
ENV 369	Internship I or AGR Course	2-3

RESTRICTED ELECTIVES	6 Semester Hours
AGR Course(s) not used above	3-4
BIO 250 Entomology	3-4
BIO 245 General Ecology	3
ORG 301 Principles of Finance or ACC 201 Accounting	3

TOTAL HOURS REQUIRED **MINIMUM 17 SEMESTER HOURS**

THEATRE

Students other than Theatre Studies majors may earn a minor in Theatre Studies. It is recommended that the minor in Theatre Studies be declared by the end of sophomore year in order to complete the requirements below.

REQUIRED MINOR COURSES **14 Semester Hours**

Required courses:

THE 103	Acting I	3
THE 104	Applied Theatre (2 productions; 1 semester hour each)	2
THE 115	Script Analysis	3
THE 116	Collaboration in Theatre	3
THE 121	Stage Crafts: Scenery, Lighting, Sound	3

Select one course:

THE 311	Theatre History I	3
THE 312	Theatre History II	3

Select:

From any remaining Theatre Performance courses.	3-5 Semester Hours
From any remaining Technical Theatre courses.	3-5 Semester Hours

TOTAL HOURS REQUIRED **MINIMUM 23-27 SEMESTER HOURS**

WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION

Students other than Wilderness Leadership and Experiential Education majors may earn a minor in Wilderness Leadership and Experiential Education.

REQUIRED MINOR COURSES – CHOOSE ONE OPTION

OPTION 1 **26 Semester Hours**

Required courses:

WLE 101	Introduction to Outdoor Education	4
WLE 220	Theory and Practice of Experiential Education	3
Two 1-hour activity courses are to be completed prior to the Immersion Semester; however, students may take additional optional courses to further broaden their skill base.		

WLE 152	Rock Climbing	1
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Select One:

WLE 151	Whitewater Canoeing	1
WLE 155	Whitewater Kayaking	1

Additional Optional Courses:

WLE 157	Backpacking	1
WLE 158	Mountain Biking	1
WLE 159	Sea Kayak Touring	1

Immersion Semester Block

Required courses:

WLE 200	Leadership and Group Dynamics in Outdoor Pursuits	3
WLE 250	Wilderness First Aid	3
WLE 257	Environmental Ethics and Skills in Outdoor Pursuits	2
WLE 310	Outdoor Pursuits Education: Water-Based	3
WLE 320	Outdoor Pursuits Education: Land-Based	3
WLE 350	Wilderness Expedition	3

OPTION 2

23 Semester Hours

Required courses:

PSY 101	Introduction to Psychology	3
PSY 240	Social Psychology	3
WLE 101	Introduction to Outdoor Education	4
WLE 220	Theory and Practice of Experiential Education	3
WLE 305	Risk Management and Legal Liability in Outdoor Programs	3
WLE 340	Outdoor Program Administration	3

Select four courses:

WLE 151	Whitewater Canoeing	1
WLE 152	Rock Climbing	1
WLE 158	Mountain Biking	1
WLE 155	Whitewater Kayaking	1
WLE 157	Backpacking	1
WLE 159	Sea Kayaking	1

**Note: Voice of the Rivers may count as a substitute for WLE 151 or 159, as appropriate.*

TOTAL HOURS REQUIRED

MINIMUM 23-26 SEMESTER HOURS

COURSE DESCRIPTIONS

ACADEMIC SUPPORT COURSES

Placement in these courses is based on high school performance and/or SAT or ACT scores. Only those students whose placement profile so indicates may take these courses. No academic support courses will count toward graduation or the cumulative hours a student earns. However, these courses count in the total number of hours a student carries to maintain College eligibility during the semester taken. They will be included only in the calculation of hours for the semester and the semester grade point average.

APP 099 Academic Skills Progress I 1 Semester Hour
The purpose of this course is to help entering students identified as conditional admits and/or other students identified at academic risk. It is a semester-long course that meets one day a week. The lectures and activities presented are motivational and developmental. The topics include confidence, study approach, stress-management strategies, the importance recognizing success, problem-solving, assessment of personal strengths and weakness, setting realistic academic and life goals, and dealing successfully with professors.

APP 100 Academic Skills Progress II 1 Semester Hour
This course will be required of students currently on academic warning or academic probation. This course covers personal and academic skill sets taught at a higher level or rigor and intensity than APP 099. This is an individualized skill-building course in which students enhance their academic skills using their own textbooks; improve their time management and organizational skills; and work on test-taking competencies. A holistic approach to success puts the emphasis on the student, not the skill. Students will learn to accept personal responsibility, discover self-motivation and self-awareness, set realistic and obtainable goals, and become a critical thinker and a life-long learner.

MAT 100 Intermediate Algebra 3 Semester Hours
A further study in high school mathematics, MAT 100 includes functions and graphs, solving second-degree equations and systems of linear equations, fractional exponents and radicals, inequalities, and algebraic fractions. This course will not satisfy the mathematics requirement for graduation. Offered as needed.

SPECIALIZED LEARNING OPPORTUNITIES

Many academic disciplines across the College offer students the option of pursuing specialized learning opportunities through directed studies, independent studies, internships, special topic seminars, and teaching assistantships. For more information about provisions governing such options in particular programs, consult the appropriate Division Chair or major coordinator.

Directed Study (variable course number) 1-4 credit hours
Directed Study is the teaching of a Catalog course when issues of scheduling prevent a student from taking the course as a regular, classroom offering. The Directed Study option should be taken on those rare occasions when a Catalog course needed for the student's major is not being offered in time for the student to graduate. The course carries the same designation as the regular course (e.g., PSY 101). The faculty member and student work together to complete the same subject matter covered in the course during the regular term, governed by the following conditions:

- **Student Eligibility:** 1) 48 or more completed semester hours; 2) completed at least one semester at Brevard College; 3) a cumulative GPA of 2.00 or higher; and 4) course will not be offered in schedule in time to prevent postponement of the student's degree requirements, or there is a time conflict between two courses specifically required for the degree, neither of which may be postponed without a delay in the completion of degree requirements.
- **Planning and Approval:** The faculty member confers with the Division Chair about the work load implications of offering a directed study during the semester

in question. Upon receiving Division Chair approval the faculty member and student complete an application and arrange the syllabus and expectations for the course.

- **Registration:** The student submits a completed application to the Office of the Registrar for processing no later than the end of the add period for the semester in which the course is to be taken.
- **Minimum Student Contact:** Minimum student contact with the faculty member directing the study will be five hours per semester, per hour of credit awarded.
- **Limitations:** Faculty members may direct a total of three-four credit hours of Directed Study and/or Independent Study per semester.
- **Recording:** Any course taken by Directed Study will be listed on the student's official transcript by the prefix, course number, and title used in the Catalog.
- **Credits toward Graduation:** Students may register for a maximum of ten credits of Directed Study and/or Independent Study, with no more than four credits being undertaken in any given registration period, without the prior approval of the Vice President for Academic Affairs.
- **Grades:** The faculty member evaluates the student's academic progress and records a grade as for other courses.

Independent Study 289/389/489

1-4 credit hours

Students may seek approval to pursue specially designed independent study courses. Independent study courses provide the student with an opportunity to pursue/research a subject in more depth and in a more independent manner than would be possible in a traditional course. Courses are developed in concert with faculty interests and specialties and carry variable credits (normally one to three semester hours). The following conditions govern independent studies:

- **Student Eligibility:** (1) 48 or more completed semester hours; (2) completed at least one semester at Brevard College; and (3) a cumulative GPA of 2.00 or higher.
- **Planning and Approval:** The faculty member confers with Division Chair about the work load implications of directing an independent study during the semester in question. Upon receiving Division Chair approval, the faculty member and student complete an application and prepare detailed learning objectives, expectations, and deliverables for the course.
- **Registration:** The student submits a completed application to the Office of the Registrar for processing no later than the end of the add period for the semester in which the course is to be taken.
- **Minimum Student Contact:** Minimum student contact with the faculty member directing the study will be five hours per semester, per hour of credit awarded.
- **Limitations:** A faculty member may direct a total of three-four credit hours of independent studies and/or directed studies.
- **Time frame:** One semester only. (The faculty member and the appropriate Division Chair must approve any extension of time.)
- **Credits toward Graduation:** Students may register for a maximum of ten credits of Independent Study and/or Directed Study, with no more than four credits being undertaken in any given registration period, without the prior approval of the Vice President for Academic Affairs.
- **Grading:** The contract for the independent study will clearly stipulate the basis on which the student's final grade is to be determined.
- **Recording:** Independent study will be listed on the student's class schedule and official transcript by the prefix of the subject area and one of the following numbers: 289, 389, or 489.

Academic Internship 269/369/469

1-12 credit hours

In order to strengthen their academic experience, students may participate in an academic internship. Such an experience can be invaluable in helping students assess career goals by providing on-the-job experiences. Each such experience consists of academic requirements as well as working at a selected job site. This experience has been shown to be of great assistance to those seeking full-time employment or admission to graduate school. The academic internship program is supervised by the student's academic advisor or program-area faculty member and requires 45 on the job site work hours per hour of academic

credit awarded. Students should contact the major coordinator or their academic advisor for more information. *Note: Certain majors have their own distinctive internship programs with discipline-specific prerequisites and expectations. These are included with their individual course numbers in the listing of course offerings by program.*

The following conditions govern internships:

- **Eligibility:** 1) 48 or more completed semester hours; 2) completed at least one semester at Brevard College; and 3) a cumulative GPA of 2.00 or higher, or meet specific requirements in a major.
- **Planning and Approval:** The faculty member confers with Division Chair about the work load implications of supervising an internship during the semester in question. Upon receiving Division Chair approval, the supervising faculty member and student will complete the college internship application/contract or if applicable the academic major application/contract and prepare detailed learning objectives, expectations, and deliverables for the course.
- **Compliance:** Internships that require a contract, Memorandum of Understanding or certificate of liability insurance must have all necessary documents completed and on file before registration will be processed. Any expenses for a background check, drug screening or any other associated cost is the student's responsibility. Internships may be completed in any state in the United States, except California. International internships will be considered on a case-by-case basis.
- **Registration:** The student submits a completed application to the Office of the Registrar for processing no later than the end of the add period for the semester in which the course is to be taken. Registration must be completed prior to the beginning of the internship. Incomplete registration forms or any missing documentation will prevent registration of an internship.
- **Minimum Student Contact:** Student contact with the faculty member supervising the internship will be a minimum of ten hours per internship.
- **Credits toward Graduation:** No more than 12 credits of Internship can be applied toward graduation, with no more than 12 credits being undertaken in any given registration period, without the prior approval of the Vice President for Academic Affairs.
- **Grading:** The application/contract for the internship will clearly stipulate the basis on which the student's final grade is to be determined.
- **Recording:** Internships will be listed on the student's class schedule and official transcript by the prefix of the subject area and one of the following numbers: 269, 369, or 469 or the academic major's course number.

Special Topics 190/290/390/490

Variable Credit

Special Topics are varying-emphasis courses and are intended to enhance student learning by providing academic opportunities beyond what the College offers in its formally approved curriculum. These courses encourage both in-depth reading of and reaction to topical issues. Individual research and reports, team projects, and class discussion facilitate creativity, inquiry, and a variety of perspectives. Many academic disciplines offer these seminars, and a student may take more than one special topic seminar if the topic is not duplicated.

Teaching Assistantship 279/379/479

1-2 Semester Hours

Teaching assistantships provide students with the opportunity to learn from participation in multiple aspects of classroom or laboratory teaching. Under the guidance of a faculty mentor, Teaching assistants (TAs) serve as tutors and activity leaders; their assistance extends from help with class preparation to course assessment.

- **Student Eligibility:** Invitation only. Normally students will have taken in a prior semester the course for which they are serving as teaching assistants. An applicant cannot TA for a course in which he or she is currently enrolled.
- **Course Level:** Students TAing in a 100-level course should sign up for 279. Students TAing in a 200-level course should sign up for 379. Students TAing in a 300-level course should sign up for 479.
- **Course Prefix:** The prefix for X79 is the same as the course for which one is TAing.

A WLEE major TAing for an ENG 211 instructor should take ENG 379, not WLE 379.

- **Credit Hours:** A TA may earn one or two credit hours based on the following. The instructor and student determine the number of credit hours based on the number and nature of learning goals and outcomes of the course. Each hour of academic credit for a teaching assistantship entails 45 hours of documented work (generally 3-4 hours per week) over a 15-week semester or its equivalent over a different amount of time.
- **Application Process:** In consultation with their faculty mentor, students invited to serve as a TA develop teaching goals and learning outcomes, record them on the TA application form, and contract to focus on the goals and outcomes by signing the form. The Division Chair of the discipline represented by the prefix to an X79 course will review the contract. In the example above, the WLEE student TAing for ENG 211 should seek the Humanities Chair's approval. Exception: The FYE director reviews FYE TA contracts.
- **Registration:** Once all documentation is completed and required signatures are acquired, the student takes the form to the Office of the Registrar for final processing no later than the end of the add period for the semester in which the course is to be taken.
- **Mentoring:** TA courses should have a Canvas site. TAs should normally receive weekly briefings and assignments from their mentor; and assist in activities such as class and lab preparation, instruction, and grading—relating all back to the learning goals and outcomes of the teaching assistantship.
- **Grade:** The contract for the assistantship will clearly stipulate the basis on which the student's final grade is determined.
- **Assessment:** Faculty mentors send their assessment of X79 courses to the Division Chair who approved the teaching assistantship. The Chair and the appropriate program coordinator confer on TA assessment results.
- **Credits toward Graduation:** No more than six credits of assistantships can be applied toward graduation.
- **Recording:** Assistantships will be listed on the student's class schedule and official transcripts by TA course prefix and one of the following numbers: 279, 379, or 479.

Upper-Level Course Requirement 359

Variable Credit

With the approval of the instructor and Division Chair, a student may take a 200-level course at the 300-level to meet major requirements. Using this mechanism, a student identifies a 200-level major-area course, not previously taken, and arranges with the instructor to adapt the existing syllabus in such a way as to warrant receiving upper-level credit for the course: e.g. by incorporating additional readings, papers, research, projects, and/or leadership opportunities.

- **Requirements:** An adapted syllabus is provided to student and filed within the appropriate division. The student is expected to attend the 200-level class and meet all requirements for that course in addition to those identified for the 300-level course.
- **Registration:** The student submits completed paperwork to the Office of the Registrar for processing no later than the end of the add period for the semester in which the course is to be taken.
- **Grading:** The adapted syllabus will clearly stipulate the basis on which the student's final grade is to be determined.
- **Recording:** The course carries the prefix appropriate for the course followed by 359 and the title, similar to the 200-level course, reflecting the course content.

Honors Seminar 399H

3-4 semester Hours

Honors Seminars are experiential, active learning courses designed for students in the Brevard College Honors Program. Students assume leadership roles as they rigorously explore topics, activities, and/or projects in close collaboration with each other and their professor. 399H courses are offered in spring semesters. Prerequisite: current enrollment in the Brevard College Honors Program. May qualify for General Education Distribution Area Credit.

COURSES

ACCOUNTING (ACC)

ACC 201 Principles of Accounting I 3 Semester Hours

This financial accounting course presents accounting principles and applications to various businesses. Students learn the principles of the accounting cycle, financial reporting, accounting for merchandise, inventories, receivables, assets, liabilities, payroll, and partnerships. Generally accepted accounting principles and accounting information systems are also covered.

ACC 202 Principles of Accounting II 3 Semester Hours

This course covers the concepts and principles of managerial accounting including costing and budgeting. Analysis of cash flows, investments, and financial statements are also covered. Students develop decision-making skills and engage in using the tools of managerial accounting. Prerequisite: ACC 201 (with grade of C- or higher).

AGRICULTURE (AGR)

AGR 105 Field Experiences in Mountain Agriculture 3 Semester Hours

Agroecology involves the application of ecological science to the design and management of sustainable agroecosystems. This course provides an opportunity to experience and study the agroecology of our surrounding mountain community via hands-on field trips and complementary classroom discussions, projects, and other activities. We will also explore and apply the principles and strategies that may be used in the design and management of more sustainable farming systems. Students will be expected to participate in physical farm labor.

AGR 150 Farm Equipment and Infrastructure 3 Semester Hours

This course provides students with an understanding of how create agricultural systems well-suited to the on-farm resources. We will specifically explore the essential components of farm infrastructure (water lines, irrigation, alternative energy sources, fencing, outbuildings) and equipment needed to operate and maintain small to mid-scale animal, vegetable, hay and grain operations. The focus will be on how farm infrastructure can be designed for sustainability, maximum efficiency and maintained for dependable function. Course will be taught in 3-hour block system, which integrates lecture with lab.

AGR 201 Plant Production 3 Semester Hours

This course looks at physiological, practical and economic aspects of plant production. We focus on best practices for sustainable crop management by exploring small to mid-scale operations and how they manage natural, human and economic resources. While the majority of class time is spent studying the cultivation of annual plants, orchard and horticultural production is also discussed. Class is given in a three-hour block to combine lecture with lab experiences. Prerequisite: AGR 105. Offered spring semester.

AGR 202 Animal Production 3 Semester Hours

This course provides background to animal production and management including the production of beef, poultry, lamb, goats, and swine. Focus will be on small to mid-scale animal production techniques that offer economically viable outputs and have minimal environmental impacts. The larger animal production industry will also be discussed and students will learn to think critically about the range production systems in operation, considering both their benefits and challenges Prerequisite: AGR 105. Offered fall semester.

AGR 210 Politics of Food and Agriculture 3 Semester Hours

This course will explore the political, social, economic and environmental aspects of contemporary agriculture and food systems. This interdisciplinary look at food in a global context will offer students a comprehensive understanding of the complexity that surrounds our food supply. We will study the actions of stakeholders who participate in and are affected by agrifood networks and examine approaches for addressing the issues that exist. Meets General Education Distribution Area III.D.

AGR 340 Agriculture Education Pedagogy 3 Semester Hours

This course will examine the 3-circle model of instruction practiced in agriculture education: classroom and laboratory instruction, experiential education and leadership development. Students will learn

how to incorporate FFA-leadership (Future Farmers of America) training and SAE (Supervised Agricultural Experiences) within the overall model of agriculture education. In addition, the relationship of agriculture education as Career Technical Education (CTE) in high schools will be discussed. As part of this course, students will plan and develop their own SAE, which will then be part of their student teaching experience. After completion of this course, students will enroll in either SCI 494 or 469.

ANTHROPOLOGY (ANT)

ANT 101 Introduction to Anthropology 3 Semester Hours

This course provides an introduction to the discipline of anthropology, including the subfields of cultural anthropology, biological anthropology, linguistic anthropology, archaeology, and applied anthropology with an explicit emphasis on the methods, theories, and history of cultural anthropology. Focuses on how anthropologists have come to study human diversity, culture, and society from historical and contemporary perspectives. This includes topics such as human evolution, adaptation and change within particular environments, language, religion, economy, kinship, social inequality, health, cultural interaction, colonization, and globalization. Meets General Education Distribution Area III.D.

ANT 230 Cultural Anthropology 3 Semester Hours

This course provides a study of human culture from prehistory through current time, focusing on comparative analysis across time and space and evaluation of evidence. Using a case study approach, Cultural Anthropology examines the issues surrounding various people's beliefs and behaviors in response to physical, environmental and social changes. Prerequisite: Sophomore status or permission. Meets General Education Distribution Area III.D.

ART (ART)

ART 101 Art Appreciation 3 Semester Hours

An introduction to the visual arts that examines perception, culture, history, methods and materials as influential factors in our understanding of art. Not open to Art majors. Meets General Education Distribution Area IV.A.

ART 102 Introduction to Drawing 3 Semester Hours

A basic introduction to the methods, concepts, and tools of drawing. This course focuses on the accurate, proportional representation of three dimensional space onto a two dimensional surface and the use of value to describe form. This studio course is intended as an introductory course to drawing and assumes no prior knowledge or experience. Ideal for students looking to gain insight into drawing methods but are not seeking an Art major or minor. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Distribution Area IV.A.

ART 112 Introduction to the Visual Arts 1 Semester Hour

An overview of the visual arts for foundation level art majors and minors. A supplement to and reinforcement of foundation courses within the Art major. Strongly recommended for first semester. Offered fall only.

ART 120 Foundations of Drawing 3 Semester Hours

Emphasis on observation with accurate, proportional representation of three-dimensional objects on a two-dimensional plane, interpretive drawing, and the exploration of drawing techniques and media. ART 120 is a required first year course for the Art major. Students outside the major should take ART 102. Four hours of lecture/studio and two hours of studio/lab Meets General Education Distribution Area IV.A.

ART 130 Foundations of 2-D Design 3 Semester Hours

The study of fundamental concepts and principles of visual organization on a two-dimensional plane through the examination of the capacity of basic visual elements to interact and create a coherent design. ART 130 is a required first year course for the Art major. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Distribution Area IV.A.

ART 140 Foundations of Drawing II 3 Semester Hours

A continuation of ART 120, this class focuses on the continued development of drawing skills while

also experimenting more with materials and more modern approaches to drawing. This class also explores how drawing can function as a means of note taking, idea development, strengthening visual understanding, and as final works of art. The class will continue to work through observational drawing of the human form with live models. Prerequisite: ART 120 or permission of the instructor.

ART 150 Foundations of 3-D Design 3 Semester Hours

The study of the fundamentals of three-dimensional design developed through various sculptural materials through analytic and aesthetic approaches. Is a required first year course for the Art major. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Distribution Area IV.A.

ART 230 Digital Media I: Print & Digital Design 3 Semester Hours

This introductory course explores skills that can be applied to graphic design and digital web-based and print work. Students utilize Adobe's Creative Suite, which may include Illustrator, InDesign, and Photoshop. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Distribution Area II.C. or Area IV.A.

ART 233 Digital Media II: Basics of Animation 3 Semester Hours

This course introduces students to workflow of animation. From storyboarding to production, students work to produce stop-motion, hand-drawn rotoscope, and digital animations. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: ART 230 or permission of the instructor.

ART 240 Basics of Oil Painting 3 Semester Hours

An introduction to basic approaches to oil painting, color theory, and mixing for oil paints. Special emphasis is placed on pigments and their properties. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Distribution Area IV.A.

ART 241 Context of Painting 3 Semester Hours

This course explores different movements through art history and examines how social context affected and shaped each "ism". Students examine the styles and techniques of each type of art and explore why the artist applied those styles and techniques. Projects focus on emulating the techniques covered and applying them to student work. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: ART 240 or permission of the instructor.

ART 242 Media Investigation 3 Semester Hours

This course examines how design principles and the use of various mediums can be used by the artist to convey meaning to the viewer. A thematic approach is given to assignments to help students develop an understanding of visual communication and how different design principles and mediums can affect the artist's message. A range of materials and techniques are covered including book-making, paper cutouts, and typography. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Distribution Area IV.A. Prerequisite: ART 130 or permission of the instructor.

ART 250 Steel Fabrication & Manipulation 3 Semester Hours

An introduction to steel as a sculptural medium through a series of problem-solving projects utilizing industrial fabrication techniques with emphasis on formal applications. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Distribution Area IV.A.

ART 251 Carving & Construction 3 Semester Hours

A introduction to subtractive and constructive processes through a series of problem-solving projects utilizing wood and other available materials with emphasis on formal applications. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Distribution Area IV.A.

ART 252 Sculptural Ceramics 3 Semester Hours

An introduction to clay as a sculptural medium through a sequence of increasingly complex problems utilizing a variety of additive, constructive, and substitutive processes with emphasis on formal applications and installations. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Distribution Area IV.A.

- ART 260 Photography I: 35mm Black & White 3 Semester Hours**
An introduction to photographic media and processes, both film-based and digital. Emphasis is given to composition, working knowledge of small format cameras, and basic theory and practice. Includes an overview of photographic history. Open to all students. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Distribution Area IV. A.
- ART 261 Photography II: Digital & Color Photography 3 Semester Hours**
Using negatives from Photography I, students learn to scan and digitize negatives and learn to touch up images using Photoshop. In addition, students learn the basic aspects of color photography and making digital prints. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Distribution Area II.C or IV. A. Prerequisite: Permission of the instructor.
- ART 280 Printmaking 3 Semester Hours**
An introduction to relief and intaglio printing techniques and simple book-form construction. Through the integration of drawings and prints, students will complete an artist's book. Four hours of lecture/studio and two hours of studio/lab This course meets General Education Distribution Area IV.A.
- ART 308 Internship in Art 3 Semester Hours**
A student may work in art-related employment settings such as advertising agencies, galleries, arts councils, or museums to provide the student with practical management experience. Prerequisite: permission of the instructor.
- ART 312 Pedagogy of Art (K-12) 3 Semester Hours**
In this course, prospective art teachers acquire strategies, techniques, methods, and attitudes for instructing art K-12. Topics addressed include curriculum and materials, assessment, community involvement, and special populations issues. Students also receive an overview of the principles of visual art such as aesthetic qualities, structural forms, and the current and historical role of art in society.
- ART 315 Museum Study 1-3 Semester Hours**
This course is designed to establish exposure to significant works of art in major museums. The student will analyze works of art of historic importance, theoretical and stylistic contributions, material, and techniques. Issues of preservation, conservation, copyright, and security may be addressed.
- ART 332 Digital Media III: Sound 3 Semester Hours**
A meditative course that introduces students to the art of active listening. Time will be spent honing student's abilities to objectively and selectively listen. Basic elements of recording and editing sound will be covered to allow students to explore the realm of sonic art. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: Permission of the instructor.
- ART 333 Digital Media IV: Motion Graphics 3 Semester Hours**
Digital Media IV combines elements learned in previous sections to allow students to activate graphic elements in order to create pieces for artistic and commercial use. Students will explore the program AfterEffects to complete works for this class. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: Permission of the instructor.
- ART 341 Painting as Social Engagement 3 Semester Hours**
Through a variety of approaches to painting, students explore ways to effectively bring meaningful content into their work by addressing context, social issues, personal experience, and specific themes. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Distribution Area IV. A. Prerequisite: ART 240 or permission of the instructor.
- ART 342 Figurative Art 3 Semester Hours**
An exploration of drawing and painting techniques for working with a live model. Emphasis is placed on developing observational skills, the use of line and value to describe volume, color mixing, and composition. This course explores drawing materials and techniques before moving into painting. Six hours of lecture/studio. Prerequisite: ART 120 or permission of the instructor.

ART 344 Plein Air Painting 3 Semester Hours
 This studio course places emphasis on the development of observational skills, naturalistic accurate color mixing, the effects of light on color, and composition. Students will learn to develop quick decision-making skills while creating a painting in the outdoors. Students will be expected to work outdoors in a variety of weather conditions throughout the entire semester. Six hours of lecture/studio. ART 120 or permission of the instructor. Prerequisite: Permission of the instructor.

ART 351 Contemporary Issues in Sculpture 3 Semester Hours
 An exploration of both traditional and non-traditional approaches to art making. Topics to be considered may include installation art, alternative materials, site specific sculpture, and/or temporal works. Course content varies from semester to semester. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: ART 250, 251, or 252; or permission of the instructor.

ART 356 Public Sculpture 3 Semester Hours
 Through individual and group projects, students study and create original works that incorporate public space as an integral part of the work's content. Students learn about the various opportunities for public display, the application process for public commissions, as well as the logistical considerations of private commissions. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: ART 250 or permission of the instructor.

ART 358 Contemporary Metal Casting 3 Semester Hours
 An introduction to ferrous and non-ferrous casting processes through a series of problem-solving projects utilizing various approaches to pattern-making and mold-making with emphasis on formal applications. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Distribution Area IV.A.

ART 362 Cinematography I: Narrative Forms 3 Semester Hours
 Students learn the basics of applying photographic methods to a time-based, moving-image form. Students learn the art of idea formation, script-writing, storyboarding, and basic shot construction. Using both still and moving images, students create captivating stories that explore change over time. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: Permission of the instructor.

ART 363 Cinematography II: Topics 3 Semester Hours
 A continuation of ART 362, Cinematography II applies skills learned in the prior semester to create a topic-based production. This may range from documentary, music video, video art, or narrative forms depending on the semester. Some semesters may include work and collaboration with a community partner. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: Permission of the instructor.

ART 405 Senior Studio I 3 Semester Hours
 This studio and seminar course is taken by Art majors the semester before ART 410 Senior Seminar II. Students work toward the development of a more focused personal direction in their art through creative studio projects, written assignments, group critiques, and selected reading. Two hours of lecture and 4 hours of scheduled studio work with the supervising professor in a chosen Concentration area (times TBA). Prerequisite: Successful completion of all requirements in at least one Art Concentration area.

ART 410 Senior Studio II 3 Semester Hours
 An exhibition of a body of work during the final semester completed under the guidance of the Art faculty. Periodic reviews and group critiques take place during the semester. Two hours of lecture and 4 hours of scheduled studio work with the supervising professor in a chosen Concentration area (times TBA). Prerequisites: ART 405

ART HISTORY (ARH)

ARH 201 Art History I: Prehistory to 1300 CE 3 Semester Hours
 An introduction to the major achievements of western pictorial art, sculpture, and architecture from their first appearance in prehistory through the thirteenth century CE, with emphasis on ancient and medieval art of Europe and the Mediterranean basin. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts. Meets General Education Distribution Area III.A. or IV.A.

- ARH 202 Art History II: Renaissance to the Present 3 Semester Hours**
An introduction to the major achievements in western pictorial art, sculpture, and architecture from the early Renaissance to the 21st century. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts. Meets General Education Distribution Area III.A. or Area IV.A.
- ARH 210 World Art 3 Semester Hours**
Comprehensive overview of art, architecture, and visual culture of major world civilizations. Introduces students to basic analytical tools of art history in studying art and architecture in their cultural and historical context. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts. Meets General Education Distribution Area III.A. or III.D., or IV.A.
- ARH 250 Modern Art 3 Semester Hours**
An introduction to modern art from c. 1860 to the present. It focuses on movements in art including Impressionism, Post-Impressionism, Symbolism, Expressionism, Cubism, Dada, Surrealism, and Postmodernism. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts. Meets General Education Distribution Area III.A. or Area IV.A.
- ARH 321 Art and Archaeology of Ancient Egypt 3 Semester Hours**
An introduction to the archaeology, art, and architecture of ancient Egypt from the prehistoric cultures of the Nile Valley through the Old, Middle, and New Kingdoms through the period of Cleopatra's rule and Roman domination. Additional topics include the impact of ancient Egyptian art and culture on western society to the modern day. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts. Offered fall semester in even years. Meets General Education Distribution Area III.D.
- ARH 322 Art and Archaeology of the Greek Bronze Age 3 Semester Hours**
This course offers an introduction to the archaeological remains of ancient Greece from the Paleolithic and Neolithic periods through the Bronze Age, c. 20,000-1000 BC, with special emphasis given to the Minoan and Mycenaean cultures of Crete and the Greek mainland. Topics include the status of women in Minoan society, the great volcanic eruption of Thera, and evidence for the historicity of the Trojan War. Prerequisite: Sophomore standing or permission of the instructor. Offered spring semester in odd years. Meets General Education Distribution Area III.D.
- ARH 323 Art and Archaeology of Ancient Greece 3 Semester Hours**
An introduction to the development of ancient Greek painting, sculpture, and architecture from the Greek Dark Age (c. 1000 BCE) through the Archaic, Classical, and Hellenistic periods (to 27 BCE). Topics include the art of funerary cult, the architectural development of the Acropolis in Athens, the Panhellenic sanctuaries at Olympia and Delphi, and the Greek interest in the male athlete as a vehicle for artistic expression. The impact of ancient Greek art and culture on western society is also explored. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts. Meets General Education Distribution Area III.D.
- ARH 324 Art and Archaeology of Ancient Rome 3 Semester Hours**
An introduction to the art and archaeology of ancient Rome from the Villanovan period through the Republic to the growth of the Roman Empire. The impact of ancient Roman art and culture on western society is also explored. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts. Meets General Education Distribution Area III.D.
- ARH 325 Seminar in Ancient Art and Archaeology 3 Semester Hours**
This course allows students to investigate more deeply into a specialized topic in the ancient art and archaeology of the Mediterranean, including Egypt, Greece, and Rome. Topics may be broadly focused (e.g., women in antiquity) or narrowly focused (e.g., Greek painting). Prerequisite: Sophomore standing or permission of the instructor.

ARH 353 Seminar in Contemporary Art 3 Semester Hours
 An investigation of visual art produced after 1980. It covers major artists and art movements that shaped the character of contemporary art within sociopolitical, cultural, and theoretical contexts. The course explores the major artistic, cultural, and intellectual trends that shape contemporary art, with attention to post-modernism, post-colonialism, globalization, internationalism, and multiculturalism. Students practice skills in analyzing and interpreting original works of art in their culture and historical contexts.

ARH 410 Senior Project 3 Semester Hours
 In consultation with advisors, Art majors with a concentration in Art History will write a senior paper or present a project. The length and breadth of the project/paper will vary according to the subject chosen. Prerequisites: senior status and Art major with Art History emphasis.

BIOLOGY (BIO)

BIO 105 Concepts in Biology 4 Semester Hours
 This course, intended for the liberal arts student, provides an introduction to concepts in biology. Topics include cellular biology (structure and function, cellular respiration, photosynthesis), genetics (Mendelian, population, molecular), evolution (natural selection, adaptation, microevolution), and ecology (population, community, ecosystem). A student may not enroll in this course if he/she previously received credit for BIO 110 or BIO 120. Three hours of lecture and two hours of lab. Offered every fall and spring. Meets General Education Distribution Area II.B.

BIO 110 Introduction to Ecology and Evolutionary Biology 4 Semester Hours
 This course introduces students to the unifying principles of biology. Topics include ecology, Mendelian and population genetics, evolution, animal behavior. Three hours of lecture and two hours of lab. Prerequisite: MAT 100 (with grade of C- or higher) or placement. Offered every spring. Meets General Education Distribution Area II.B

BIO 120 Introduction to Cellular and Molecular Biology 4 Semester Hours
 Students in this course learn the unifying principles of biology. Topics include biochemistry, cell structure and function, bio-energetics, and molecular genetics. Three hours of lecture and two hours of lab. Prerequisite: MAT 100 (with grade of C- or higher) or placement. Offered every fall and spring. Meets General Education Distribution Area II.B

BIO 130 Ecosystems 3 Semester Hours
 This study-away or study abroad course will explore the diversity of ecosystems in different regions. Students will research and discuss the primary components and functions of the ecosystems we visit. We will also explore the cultural importance and environmental issues related to each ecosystem. Students are required to complete journals and field experiments. International offerings are dependent on minimum enrollment. This course has an additional course fee that varies each semester. Meets General Education Distribution Area VI. Environmental Perspectives.

BIO 207 Medical Terminology 3 Semester Hours
 Introducing students to the specialized language used in medicine and health, this course provides students with a foundation to succeed in a chosen allied medical field. Students study the formation of words and various aspects related to their use in diagnostic, medical, and health-related fields. Offered fall of odd years.

BIO 210 Human Anatomy and Physiology I 4 Semester Hours
 The first course in a two-semester sequence, BIO 210 is designed for Exercise Science and Health Science majors, and students interested in allied health and nursing. Lecture and laboratory topics include the structure and function of the integumentary, skeletal, muscular, and nervous systems. Offered fall semester. Three hours of lecture and two hours of lab. Prerequisite: BIO 120 or CHE 103. *Note: Students may not receive credit in their major for both EXS 210 Foundations in Anatomy and Physiology and this course.*

- BIO 220 Human Anatomy and Physiology II 4 Semester Hours**
A continuation of BIO 210, this course examines the structure and function of the cardiovascular, respiratory, digestive, lymphatic, endocrine, and urogenital systems through laboratory and lecture. Emphasis is on normal regulatory mechanisms and homeostatic processes. Offered spring semester. Three hours of lecture and two hours of lab. Prerequisite: BIO 210.
- BIO 240 Biodiversity 4 Semester Hours**
A study of the diversity of life on earth, BIO 240 examines the structure and function, development, natural and geologic history, classification, and ecological role of various organismal groups, including the plants, animals, bacteria, protists, and fungi. Three hours of lecture and two hours of lab. Prerequisite: BIO 105, BIO 110, or BIO 120. Offered fall semester.
- BIO 250 Entomology 4 Semester Hours**
An introduction to insect and biology, with a guide to basic insect taxonomy and a survey of the insect orders. Students will collect and identify insects in lab and present an insect collection as a final project. Three hours of lecture and two hours of lab. Prerequisite: any AGR, ECO, ENV, BIO, SCI, PHY course or permission of the instructor. Offered fall of odd years. Meets General Education Distribution Area II.B.
- BIO 260 Plant Biology 3 Semester Hours**
A comprehensive introduction to the biology of plants and the roles of plants in their environment and in the lives of humans. Topics include an overview of the evolution of major plant groups, the features of plant cells, tissues and organs, plant physiology and function, and the ecology of plants. Three hours of lecture. Prerequisite: a grade of C- or higher in any 100-level BIO course.
- BIO 281 Animals & Plants of the Southern Appalachians, Fall 3 Semester Hours**
Through field and laboratory experience, students study natural history, taxonomy, and identification of the organisms active during the summer and fall seasons in the Southern Appalachians. Offered every other fall semester (odd years). Prerequisite: Any 100-level Biology course.
- BIO 282 Animals & Plants of the Southern Appalachians, Spring 3 Semester Hours**
Through field and laboratory experience, students study natural history, taxonomy, and identification of the organisms active during the winter and spring seasons in the Southern Appalachians. Offered every other spring semester (even years). Prerequisite: Any 100-level Biology course.
- BIO 310 Developmental Biology 4 Semester Hours**
Developmental biology examines the initiation and construction of organisms, from fertilization through hatching or birth. Evolutionary change via developmental processes will be explored. Offered as needed. Three hours of lecture and two hours of lab. Prerequisite: BIO 110.
- BIO 320 Genetics 4 Semester Hours**
Students learn the principles and mechanisms of heredity and gene expression. Topics studied include transmission genetics, molecular genetics, population genetics, and quantitative genetics. The laboratory section focuses on the experience of genetics—the planning, performance, observation, evaluation, and reporting of genetic experiments. Offered every spring semester. Three hours of lecture and two hours of lab. Prerequisites: BIO 110 and BIO 120.
- BIO 330 Evolutionary Biology 3 Semester Hours**
Students learn the mechanisms of change, both micro and macro, in population characteristics. Topics include sources of variation, types of selection, cultural inheritance, speciation, and population genetics. Offered every other spring semester (even years). Prerequisites: BIO 110 and BIO 120.

BIO 340 Conservation Biology 3 Semester Hours
 Conservation biology is the science of preserving biodiversity and sustaining the health and integrity of our planet. The three major goals of the discipline are to (1) Document the Earth's biological diversity; (2) Investigate the effects of humans on the Earth's species and ecosystems; and (3) Develop scientifically-based approaches to preserve and restore these species and ecosystems. Topics include conservation ethics and values, biodiversity, restoration ecology, and sustainable development. Offered fall semester odd years. Prerequisites: BIO 110/110L, ENV 101 or ENV 115, and Junior or Senior standing.

BIO 245 General Ecology 4 Semester Hours
 Ecology involves the discovery of the principles that govern survival, growth, distribution, and abundance of organisms; interactions and relationships among populations in ecological communities; and the interactions of communities with the abiotic environment to form ecosystems. Quantitative and qualitative sampling techniques will be used in the field and laboratory to obtain population and community data. Written lab reports and a formal oral presentation are required. Three hours of lecture and two hours of lab. Prerequisites: BIO 110. Offered every spring semester.

BIO 350 Marine Biology 4 Semester Hours
 Marine Biology focuses on the relationships, interactions, and adaptations of benthic and pelagic marine organisms. Vertebrate animals, invertebrate animals, planktonic organisms, algae, and flowering plants will be studied. The chemistry of marine systems and the physical features of tides, currents, and ocean circulation will be included. Prerequisite: any 100-level biology course. Field trip to a marine station required over fall break. Offered as needed.

BIO 360 Microbiology 4 Semester Hours
 This course covers the principles of microbiology and the effects microbes have on humans, the environment, and other organisms. Topics will include the structure and function of microorganisms, genetics and evolution, pathogenicity and infectious disease as well as other practical applications. Offered every fall semester. Two hours of lecture and three hours of lab. Prerequisites: BIO 120 and CHE 103.

BUSINESS AND ORGANIZATIONAL LEADERSHIP

See Organizational Leadership (p. 169)

CHEMISTRY (CHE)

CHE 101 General Chemistry I: An Environmental Approach 4 Semester Hours
 This course, intended for environmental studies or liberal arts students, introduces students to concepts and theories of chemistry as they apply to environmental issues. Students should gain an understanding of the underlying chemical causes of selected environmental issues, and an understanding of the meaning of data presented. Critical thinking will also be used to analyze risks versus benefits for a given situation. A student may not receive credit for both CHE 101 and CHE 102. Three hours of lecture and two hours of lab. Offered every spring semester. Meets General Education Distribution Area II.B.

CHE 102 General Chemistry II: A Forensic Approach 4 Semester Hours
 This course, intended for non-science majors, will introduce students to concepts and theories of chemistry as they apply to the practicing criminalist. The material studied will focus on real world forensic issues. Chemical concepts will be introduced on a need to know basis. Lab will involve analysis of substances such as glass, soil, hair, ink, bullets, and drugs. A student may not receive credit for both CHE 101 and CHE 102. Three hours of lecture and two hours of lab. Offered every fall semester. Meets General Education Distribution Area II.B.

CHE 103 Principles of Chemistry I 4 Semester Hours
 Designed for science majors, lecture and laboratory topics include atomic structure, chemical reactions and stoichiometry, thermochemistry, electronic structure and the periodic table, bonding, structure and nomenclature of molecules. Three hours of lecture and two hours of lab. Prerequisite: MAT 100 (with grade of C- or higher) or placement. Offered every fall semester. Meets General Education Distribution Area II.B.

CHE 104 Principles of Chemistry II 4 Semester Hours
 A continuation of CHE 103. This course examines solids and liquids, oxidation-reduction reactions, electrochemistry, kinetics, chemical equilibrium, theories of acids and bases, and thermodynamics. Three hours of lecture and two hours of lab. Prerequisite: CHE 103. Offered every spring semester.

CHE 201 Organic Chemistry I 4 Semester Hours
 This course focuses on the study of organic matter and the changes it undergoes. General topics include chemical properties, reaction mechanisms; and theories behind the reactivity of carbon containing compounds are investigated. The laboratory section focuses on the experience of organic chemistry the planning, performance, observation, evaluation, and reporting of organic chemical reactions. The labs will introduce the safe performance, glassware, instrumentation, and operations of organic chemical reactions. Three hours of lecture and three hours of lab. Prerequisite: CHE 104 or permission of the instructor. Offered every fall semester.

CHE 202 Organic Chemistry II 4 Semester Hours
 This course represents a continuation of CHE 201 and completes the organic chemistry series.. The lecture and laboratory sections begin where CHE 201 ended the previous semester. Three hours of lecture and three hours of lab. Prerequisite: CHE 201. Offered every spring semester.

CHE 210 Environmental Chemistry 4 Semester Hours
 This course focuses on the chemistry of the Earth's natural processes in air, water, and soil, as well as the chemical aspects of problems that human beings have created in the natural environment. General topics include the major concepts and principles of atmospheric chemistry, hydrochemistry, and soil chemistry with the materials-oriented physiochemical, and bio-ecological and special chemical-technical processes. The laboratory section focuses on the experience of environmental chemistry- the planning, performance, observation, evaluation, and reporting of environmental chemical experiments. The labs will introduce the safe performance, instrumentation, and operations of environmental chemical reactions. Three hours of lecture and two hours of lab. Prerequisite: CHE 104 or CHE 201, or permission of the instructor. Offered spring of odd years.

CHE 250 Quantitative Analysis 4 Semester Hours
 This course introduces students to various methods of chemical analysis including classical volumetric and gravimetric methods and selected instrumental techniques. Discussion of error, uncertainty, and elementary statistics are also included. Three hours of lecture and two hours of lab. Prerequisites: CHE 104 and MAT 141. Offered fall of even years.

CHE 301 Biochemistry 3 Semester Hours
 This course focuses on the chemistry of biological organisms and the structures of the most important classes of biological molecules. General topics include biochemistry's response to the three major evolutionary challenges-the interconversion of different forms of energy, molecular reproduction, and the adaptation of cells and organisms to changing environments. Prerequisite: CHE 201. Offered spring of even years.

COMMUNICATIONS (COM)

COM 105 Introduction to Journalism 3 Semester Hours
 This course offers an introduction to the elements of contemporary journalism concentrating on the writing of various types of news stories according to professional journalism standards. Participation on the staff of *The Clarion* is required. Meets General Education Distribution Area I.C.

COM 107 Literary Magazine Staff 1 Semester Hour
 This course offers students experience in publishing by serving on the staff of the college's literary and art magazine, *Chiaroscuro*, which is published annually. Students are responsible for the design, staffing, public relations, writing, editing, setting deadlines and other logistics necessary for publication. May be repeated for additional credit. May not be taken concurrently with COM 307.

COM 108 Newspaper Staff 1 Semester Hour
 This course offers students experience in journalism by serving on the staff of *The Clarion*, the

Brevard College student newspaper. Students in this course are responsible for various newspaper-related activities, such as news and feature writing, reporting, editing, layout and design, photography, and performing other logistics necessary for publication. May be repeated for credit. May not be taken concurrently with COM 308.

COM 110 Introduction to Communications 3 Semester Hours

This course offers a survey of the basic principles and theories of human communication and their practical applications to various discursive contexts such as relationships, job performance, and public communication. Meets General Education Distribution Area I.C.

COM 212 Mass Media and Society 3 Semester Hours

Mass Media and Society explores both the social and personal impact mass media have on public policy, behavior, consumption, and other cultural phenomena. The course offers an overview of the major fields within mass media such as advertising, telecommunications, newspapers, magazines, books, and film, as well as a closer examination of current topics, issues, and controversies pertaining to mass media. Meets General Education Distribution Areas I.C. or III.C.

COM 307 Literary Magazine Production 1-3 Semester Hours

This course gives students experience managing the production of *Chiaroscuro*, the Brevard College literary and art magazine, which is published annually. Students are responsible for the design, staffing, public relations, writing, editing, setting deadlines and other logistics necessary for publication. May be repeated for credit. Open to the magazine's administrative staff, by permission of the publication advisor. May not be taken concurrently with COM 107.

COM 308 Newspaper Production 1-3 Semester Hours

This course offers students experience in journalism by managing the production of *The Clarion*, the Brevard College student newspaper. Students in this course are responsible for multiple newspaper-related activities, such as news and feature writing, reporting, editing, layout and design, photography, and performing other logistics necessary for publication. May be repeated for credit. Open to editors of *The Clarion*, by permission of the publication advisor. May not be taken concurrently with COM 108.

COM 380 Argumentation and Debate 3 Semester Hours

Argumentation and Debate is designed to enhance the critical thinking, logical reasoning, research, and oral advocacy skills of the student. Regardless of the student's program of study, the concepts learned in the class will contribute to her or his success in the acquisition of knowledge and research skills. Prerequisite: Sophomore status or prior debate/communications experience. Meets General Education Distribution Area I.C.

CRIMINAL JUSTICE (CRJ)

CRJ 101 Introduction to Criminal Justice 3 Semester Hours

This course is an introductory survey of the history, structures, and processes of the American legal system. It is designed to be taken as an entry college-level course in law, and should precede more specialized courses such as criminal, business or constitutional law. Covered are basic legal concepts such as due process; the structure of the U.S. court system; and the major subdivisions of law such as civil procedure, criminal procedure, or the law of torts. Understanding the role of law in society, the analysis of judicial reasoning, and the application of legal concepts to factual situations are stressed. The development of critical thinking skills in relation to criminal behavior, justice, and correctional philosophies will be stressed. Students will attend a court hearing or trial and a local courthouse in order to prepare for further requirements of the course, such as case law study, analysis and individual presentation of their findings and analysis. This will help the students understand the impact the court system has of the criminal justice system. Meets General Education Distribution Area III.C.

CRJ 102 Majoring in Criminal Justice 1 Semester Hour

This course introduces students to the various career options in the field of criminal justice and related professions. An overview of the Law Enforcement Training Academy (BLET) will be provided. Additionally, basic research skills will be presented along with the use of APA citation style in written work that is required by the Criminal Justice Program.

- CRJ 205** **Law Enforcement Systems and Practices** **3 Semester Hours**
The history and development of local, state, and federal law enforcement agencies, as well as organizational structure, goals, methods, and effectiveness of law enforcement practices, will be discussed. Current issues facing various levels of law enforcement will be examined. Students will gain a better understanding of the role law enforcement plays within society and the criminal justice system. Students will be exposed to the historical development and contemporary status of law enforcement, the judicial system, and correctional systems as they relate to one another. In addition, the development of critical thinking skills in relation to criminal behavior, justice, and correctional philosophies will be stressed. Prerequisite: CRJ 101.
- CRJ 210** **Research Methods I: Design and Data Collection** **3 Semester Hours**
Presents the basic principles of qualitative and quantitative research methods, including experimental studies, focus groups, interviews, and surveys. It addresses study design, implementation, interpretation, and presentation. Prerequisite: CRJ 101, SOC 101, or PSY 101. (*Note: This is the same course as PSY 210 and SOC 101.*)
- CRJ 215** **Substantive Criminal Law** **3 Semester Hours**
This course is a study of the organization, structure, and processes of local, state, and federal court systems. Topics discussed will include both civil and criminal law. Students will gain an understanding of the differences between local, state, and federal court systems. This will include an understanding of legal jurisdiction and legal representation for accused persons. Prerequisite: CRJ 101.
- CRJ 220** **The Constitutional and Criminal Justice** **3 Semester Hours**
The course covers the impact of the Constitution on the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Prerequisite: CRJ 101.
- CRJ 225** **Deviant Behavior** **3 Semester Hours**
Through examination of how deviant behavior is constructed and controlled within society, the course will include discussions about theories of deviance, deviant identities, deviant acts, and deviant careers. Students will critically examine behaviors, why some behaviors are considered deviant, and the process by which deviant behaviors can sometimes become criminal behaviors. Prerequisite: CRJ 101 or SOC 101.
- CRJ 305** **Corrections** **3 Semester Hours**
This course offers an examination of the philosophy, historical development, and current status of correctional systems. Issues related to incarcerated populations, legal rights, and various forms of punishment and corrections are included. Students will acquire an understanding of the goals of punishment and corrections and the ability to critically evaluate the effectiveness of correctional systems. In addition, a greater knowledge of how policies related to punishment and corrections impact individuals and society will be gained. Prerequisite: CRJ 101.
- CRJ 310** **Victimology** **3 Semester Hours**
Through study of crime victims and their roles within the criminal justice system, the course will focus on physical, psychological, and financial impacts victimization has on individuals and society. The legal rights of victims throughout the justice process will also be discussed. Student will learn about the overreaching impact crime has on the lives of victims and on society as a whole. Prerequisite: CRJ 101.
- CRJ 315** **Juvenile Justice System** **3 Semester Hours**
This course offers students an examination of the historical development and contemporary status of the juvenile justice system in the United States. Critical evaluations of current juvenile justice policies and programs will be explored. Prerequisite: CRJ 101.
- CRJ 320** **Legal Studies** **3 Semester Hours**
In this class, students interested in pursuing a law degree or a career in a law-related field will learn about the legal system. Students will explore the methods by which law is taught and comprehended, and

the various structures, both vocational and systemic, that guide the legal field. Students will work on critical reading, writing, and speaking skills that often distinguish those seeking law-related positions. Special attention will be paid to developing skill sets necessary to succeed in a legal career, including an emphasis on mastering the skills necessary for entrance exams such as the Law School Admissions Test (LSAT). Prerequisite: CRJ 101 or permission of the instructor.

CRJ 321 Introduction To Crime Scene Investigation 3 Semester Hours

This course covers the various methods associated with investigating a crime scene. Special emphasis is placed on sequential processing of the crime scene to avoid the loss and/or the contamination of evidence. Students successfully completing this course will be aware of the critical concerns of crime scene processing and the methods that are employed to eliminate those concerns to include proper crime scene search patterns and the appropriate methods to plot the location of evidence when it is discovered. Special attention will be paid to developing skill sets necessary to effectively process a crime scene within a variety of environments. Prerequisite: CRJ 101.

CRJ 325 Law of Criminal Procedure 3 Semester Hours

This course concerns the laws governing procedural due process for criminal defendants. Case analyses and the interpretation of appellate court opinions are used to learn the fundamental relationships between the U.S. Constitution, courts and criminal procedure. Topics covered include remedies for state law-breaking, initial police-citizen contacts, seizures of persons, search and seizure of property, interrogations and confessions, identification procedures, decisions to charge and the first appearance, pretrial proceedings, conviction by trial and by guilty plea, and post-sentencing considerations. Students will conduct case law studies, analysis and individual presentation of their findings and analysis regarding court cases. Students will process crime scenes to include evidence collection, finger printing, and photographing. Students will process evidence and prepare the results for trial. Students will conduct mock interviews with all manners of persons involved in a criminal case and attempt to relate recovered evidence to their findings. Students will also conduct mock trials utilizing the knowledge gained through case analysis in an attempt to gain a successful prosecution. Prerequisites: CRJ 215.

CRJ 400 Criminology 3 Semester Hours

This course examines various theories of criminal behavior, their development, and status in contemporary thought. Students will develop an appreciation for various levels of explanation utilized to study criminal behavior. Critical evaluation skills will be stressed to assess the strengths and weaknesses of each theory and the potential for incorporation into the criminal justice system. Prerequisites: CRJ 101.

CRJ 401 Principles of Emergency Management 3 Semester Hours

This course is concerned with the principles of Emergency Management. It focuses on the practices and policies of the Emergency Management profession. In addition to exploring the history and evolution of the profession, the course will focus on the concepts of mitigation, preparedness, response and recovery. The student will learn about the relationships between federal, state and local agencies in a disaster, as well as explore the social, political and economic implications of disasters. May be taken for graduate credit with approval of Graduate Program Director. Must register for course as ERM 501. Prerequisite: CRJ 101, CRJ 102.

CRJ 402 Restorative Justice 3 Semester Hours

The purpose of this course is to expose students to the discourse on justice that prioritizes healing. Restorative justice, in some form or another, has been practiced in various cultures, and it is of increasing interest as an effective and less costly alternative to traditional forms of punishment. Explores an approach that asserts that harms create obligations, the fulfillment of which offers the possibility of healing for all. Prerequisites: CRJ 101, CRJ 102, CRJ 205, or with permission of Program Coordinator for non-CRJ Majors.

CRJ 405 Ethical Issues in Criminal Justice 3 Semester Hours

This course will examine ethical and moral philosophies and various ethical dilemmas faced by law enforcement, judicial, and correctional personnel. Critical thinking skills about various types of

ethical and unethical behavior will be developed. Also, students will gain a better understanding about the impact ethical and unethical behavior has on the criminal justice system and society as a whole. Prerequisites: CRJ 101, 205, 210, 215, 305, and 400.

CRJ 406 Response and Management of Critical Operations 3 Semester hours

This course investigates the nature of disaster, the complexities of disaster response operations, and the roles and responsibilities of various Emergency Management personnel. Students will develop and demonstrate knowledge of common post-disaster problems and explore how the Emergency Management community may overcome these challenges. Students will also explain the roles of various public safety personnel in managing disaster response operations, and demonstrate the skills required to effectively manage critical incidents. Students will participate in in-person experiential learning at the Brevard College campus as part of this course. May be taken for graduate credit with approval of Graduate Program Director. Must register for course as ERM 505. Prerequisite: CRJ 101, CRJ 102, CRJ 401.

CRJ 450 Crime Scene to Courtroom 3 Semester Hours

This capstone course is designed to synthesize the information and insights from the other courses in the criminology curriculum. It includes computer-based research in crime trends and causes, a research project that evaluates criminal justice policy-making, an assessment of each senior Criminal Justice major's knowledge level through exposure to components of the criminal justice system. This course will test a student's knowledge base regarding the overall experiential process they have encountered throughout their academic career. Prerequisites: CRJ 101, 205, 215, 325, 405, Senior status.

CRJ 360 Police Academy 12 Semester Hours

This course concerns the laws governing criminal defendants. This field placement is designed to give criminal justice majors without professional experience in the criminal justice system some direct exposure to the daily workings of a criminal justice agency or affiliation through police academy training. Students must coordinate their field placement with their academic advisor. Topics covered include remedies for state law-breaking, initial police-citizen contacts, seizures of persons, search and seizure of property, interrogations and confessions, identification procedures, decisions to charge and the first appearance, pretrial proceedings, conviction by trial and by guilty plea, defensive driving and firearms training. Prerequisite senior standing or permission of the Program Coordinator.

EARLY CHILDHOOD EDUCATION (ECE; also see Education [EDU])

ECE 212 Early Childhood Education: Ages and Stages 4 Semester Hours

This course will introduce student to the theories of Early Childhood development and learning. Class activities and field experiences will allow students to develop a more in-depth understanding of the role of the Early Childhood Educator, the relationship between theory, and developmentally appropriate practices and the important role of the family. Readings, discussion, guided classroom observation, and applied activities will also support students in the development of a professional teaching portfolio. Prerequisite: EDU 205 or permission of the instructor.

ECE 322 Young Children with Special Needs 3 Semester Hours

This course provides an overview of the history, philosophy, legislation, and services for young children 0-5 at risk for or with disabilities, including impact and intervention across developmental domains. Students will learn the role of the early childhood educator on Individual Family Service Plan (IFSP) and Individualized Education Plan (IEP) teams. There is a required field experience in which students will identify appropriate modifications and accommodations in home-based, nature-based, and classroom environments to meet child and family needs. Prerequisite: EDU 210, ECE 312 or permission of the instructor.

ECE 324 Children, Families, and Communities 3 Semester Hours

This course focuses on the interplay of diverse cultures, lifestyles, and abilities within the context of the family, early childhood education, and the community. Course topics will include theories of family involvement in early childhood education, family-centered practices, and understanding family diversity. Students will learn evidence-based practices that strengthen collaborative and respectful family/child partnerships through effective use of family and community resources. There is a required

field experience. Prerequisite: ECE 312 or permission of the instructor.

ECE 326 Nature-Based Early Childhood Curriculum 3 Semester Hours
 Nature-based preschools and kindergartens offer a unique approach in planning, implementing, and evaluating curriculum for young children. Students will learn the value of play, fostering independence and problem-solving, nature and growth across developmental domains and the balance of indoor and outdoor experiences through field work. This course will help students interface nature-based curriculum with conventional early childhood and elementary curriculum in literacy, math and science. Students will create lesson plans for both nature-based and conventional curriculums. Prerequisite: ECE 312 or permission of the instructor.

ECE 328 Observing and Assessing Young Children 3 Semester Hours
 This course provides students with an understanding of the forms, functions, methods, and roles of assessment in planning and implementing effective early childhood learning environments. Students will engage in observation and assessment processes through required field experiences in traditional early childhood classrooms and nature-based community sites. They will learn about assessment strategies necessary for diverse learners and those with disabilities. Prerequisite: ECE 312 or permission of the instructor.

ECONOMICS (ECN)

ECN 201 Macroeconomics 3 Semester Hours
 A study of national production, employment, income, and price levels, Macroeconomics looks at how these forces relate to one another. Students also explore alternative theories of economic instability, fiscal policy, monetary policy, and international trade. Prerequisite: sophomore standing or permission of the instructor. Meets General Education Distribution Area III.C.

ECN 202 Microeconomics 3 Semester Hours
 A study of the market system, supply and demand, price mechanisms, and allocation of resources, Microeconomics looks closely at competition, monopoly, and imperfect competition. Prerequisite: Sophomore standing or permission of the instructor. ECN 201.

EDUCATION (EDU)

EDU 205 21st Century Teacher & Learner 3 Semester Hours
 This course will introduce students to 21st century knowledge, skills, and dispositions (i.e. creativity and innovation, problem solving, communication, collaboration, media literacy, informational literacy, flexibility and adaptability, social and cross-cultural skills) in the context of teaching and learning. Students will also learn about the importance of research, collaboration, reflection, and leadership in the teaching profession. A field experience in the public schools is required. *Note: this course replaces EDU 202.*

EDU 210 Speech and Language Development 3 Semester Hours
 This course introduces students to the sequential development of the major components of language and variables that impact speech, language, and literacy acquisition. Topics will include the social, biological, perceptual, and cognitive bases of language; ways to facilitate communication; how the five components of language relate to each other; and second language learning. Meets General Education Distribution Area I.C.

EDU 220 Educational Psychology 3 Semester Hours
 Students will learn the foundational psychology concepts that foster excellent teaching and successful learning and also learn how to apply this knowledge for planning instruction, facilitating learning, and assessing learners as well as managing a learning environment that promotes educational success for all students. Prerequisite: a grade of C- or higher in PSY 101.

EDU 303 Diverse and Exceptional Learners 3 Semester Hours
 This course helps the pre-service teacher identify, refer, and work effectively in the classroom with diverse learners, the gifted and talented, special needs, and ESL. A 10-hour practicum will accompany this course. Prerequisites: EDU 202 or EDU 205; Experiential Education Minor; or permission of the

Program Director.

EDU 304 Educational Technology: Teaching in the Digital Age 3 Semester Hours

In this course, students will explore technologies and applications as they relate to the teaching and learning process. Activities in this course will focus on technology as a tool for communication, presentation, assessment, data management and analysis, and instructional decision-making. Critical thinking skills will be emphasized as students are taught to analyze and evaluate available classroom technologies. Students will also be exposed to new and emerging technologies that have merit for effective classroom use; as well as sound instructional design in the technology-rich learning environment. Meets General Education Distribution Area II.C. Prerequisite: EDU 205; or permission of the instructor.

EDU 305 Facilitation of Learning 3 Semester Hours

With its focus on pedagogical theory and practice, this course fits in the middle of the Education Professional Program sequence. It takes the development learning theories introduced in the required psychology courses and asks students to reflect upon their application in the classroom context. Students will develop project-based curriculum, differentiate instruction, and implement authentic assessment strategies. Skills discussed and practiced in this course include planning units and lessons effectively, utilizing technology and instructional applications to help all students learn, and managing a classroom environment conducive to learning. (*Note: this course replaces EDU 301.*) Prerequisites: EDU 205 and PSY 230 or EDU 220.

EDU 313 Methods in Teaching of Reading: Early Childhood & Elementary 3 Semester Hours

The purpose of this course is to introduce the pre-service teacher candidate to the teaching and learning processes associated with comprehensive literacy instruction in the elementary school. Developmental stages of learning to read and write, interactive teaching strategies, and instructional methods and materials will be presented. Supervised clinical experiences will provide opportunities for students to connect teaching theory with classroom practice. Prerequisite: EDU 301 or 305. *Note: EDU 313 and EDU 314 together replace EDU 315 in the former Education Curriculum.*

EDU 314 Methods in Teaching of Early Childhood & Elementary Language Arts and the Arts 3 Semester Hours

The purpose of this course is to introduce the pre-service teacher candidate practices that promote understanding of concepts, principles, and themes of language arts and the arts. Students will learn interdisciplinary strategies for classroom engagement and learn how to more effectively use technology with young learners. Prerequisite: EDU 301 or 305. *Note: EDU 313 and EDU 314 together replace EDU 315 in the former Education Curriculum.*

EDU 316 Methods in Teaching Math: Early Childhood & Elementary School 3 Semester Hours

This course is a study of the instructional strategies that assist the pre-service teacher candidate in promoting the development of critical thinking, problem solving and performance skills in mathematics. Supervised clinical experiences will provide opportunities for students to connect teaching theory with classroom practice. Prerequisite: MAT 210; EDU 301 or 305; or permission of the instructor.

EDU 318 Methods in Teaching Science and Social Studies: Early Childhood & Elementary 3 Semester Hours

The purpose of this course is to study the teaching practices that promote understanding of concepts, principles, and themes of science and social studies. Supervised field experiences will provide opportunities for students to connect teaching theory with classroom practice. Prerequisite: EDU 301 or 305. *Note: This course combines and replaces EDU 310 and EDU 311 in the former Education Curriculum.*

EDU 320 Children's Literature 3 Semester Hours

This course is an overview of the history and development of literature for children. Different types of literature will be explored. Book selection, evaluation, and resources will be included. Students will engage in learning experiences which involve literary criticism, relationships between principles of

human development and application of course content to teaching practices and curriculum organization. Students participate in the publication of a children's book . Prerequisite: ENG 112.

EDU 340 **Secondary and K-12 Methods** **3 Semester Hours**
In this course, students will practice the knowledge and skills introduced in EDU 305: Facilitation of Learning, focusing on specific content pedagogy and assessment. One major emphasis will be reading and writing and informational literacy across all content areas. A major part of this class (at least 15 hours) will be a practicum where students are learning and practicing content pedagogical methods in the actual classroom setting. Prerequisites: EDU 301 or EDU 305 and admittance to student teaching program. *Note: This course combines with EDU 402 to replace EDU 400 in the former Education Curriculum.*

EDU 401 **Student Teaching Seminar** **2 Semester Hours**
This seminar is to be taken concurrently with student teaching. It meets on a scheduled basis in order to provide ongoing support during the 15-week student teaching experience, and a final portfolio assessment will be made during this class.

EDU 402 **Student Teaching Secondary** **14 Semester Hours**
The 16-week full-day student teaching will be based on the public school calendar under the direct supervision of a mentor teacher. Prerequisites: completion of all required courses, as determined by the Coordinator of Teaching Licensure, and admittance to student teaching program. *Note: This class combines with EDU 340 to replace EDU 400 in the former Education Curriculum.*

EDU 405 **Student Teaching B-K & K-6** **14 Semester Hours**
The 16-week full-day student teaching experience will be based on the public school calendar under the direct supervision of a mentor teacher. Prerequisites: completion of all required courses, as determined by the Coordinator of Teaching Licensure, and admitted to student teaching program.

EDU 407 **Student Teaching 7-12: Agricultural Education** **14 Semester Hours**
The 16-week full-day student teaching will be divided between middle school and high school experiences under the direct supervision of a mentor teacher. Prerequisites: completion of all required courses, as determined by the Coordinator of Teaching Licensure, and admitted to student teaching program.

EDU 410 **Student Teaching K-12: Art, Music, Physical Education, and Theatre** **14 Semester Hours**
The 16-week full-day student teaching will be divided between elementary and high school experiences under the direct supervision of a mentor teacher. Prerequisites: completion of all required courses, as determined by the Coordinator of Teaching Licensure, and admitted to student teaching program.

EDU 469 **Practicum in Education (For non-licensure Childhood Education majors)** **6 Semester Hours**
This is a faculty supervised field experience in an education setting. Prerequisite: Senior status.

EDU 480 **Early Childhood Education (Non-Licensure) Senior Project** **2 Semester Hours**
In consultation with an Education faculty advisor, the Early Childhood Education major will create an in-depth senior project. The project also will be presented to an audience of Teacher Education students and select members of the local education community. Prerequisites: Senior status.

ELEMENTARY EDUCATION (See Education [EDU])

ENGLISH (ENG)

ENG 111 **College Writing I** **3 Semester Hours**
This course emphasizes skills related to expository prose. Students write in various genres and practice MLA documentation. Basic research, prewriting, drafting, revision are emphasized. Essays and readings are regularly assigned. Meets General Education Distribution Area I.A.

- ENG 111H Honors College Writing I 3 Semester Hours**
 An honors course, ENG 111H is an interdisciplinary writing seminar designed to develop students' abilities for writing clear, cogent expository prose. Thematically organized, topics will change on a semester-by-semester basis. This honors seminar is designed to promote rigorous written and oral intellectual exchange. Essays and research are regularly assigned. Prerequisite: participation in Brevard College Honors Program or permission of the instructor. Meets General Education Distribution Area I.A.
- ENG 112 College Writing II 3 Semester Hours**
 A continuation of ENG 111, ENG 112 further develops argumentative, persuasive, and critical thinking skills in written form. Essays, research, and readings from selected literature are regularly assigned. Prerequisite: ENG 111 or 111H (with grade of C- or higher). Meets General Education Distribution Area I.B.
- ENG 112H Honors College Writing II 3 Semester Hours**
 An honors course, ENG 112H is an advanced study of selected literature designed to promote rigorous written and oral intellectual exchange and to develop further students' critical thinking skills in argumentative and persuasive modes, expressed in both written and oral forms. Essays and oral presentations are regularly assigned; a research paper and presentation are also required. Prerequisite: ENG 111 or 111H (with grade of C- or higher), placement, participation in Brevard College Honors Program or permission of the instructor. Meets General Education Distribution Area I.B.
- ENG 205 British Literature 3 Semester Hours**
 A selected study of authors, genres, periods, and/or themes in British Literature. May be repeated if the topic changes. Prerequisite: ENG 112 or 112H. Meets General Education Distribution Area IV.B.
- ENG 206 American Literature 3 Semester Hours**
 A selected study of authors, genres, periods, and/or themes in American Literature. May be repeated if the topic changes. Prerequisite: ENG 112 or 112H. Meets General Education Distribution Area IV.B.
- ENG 207 Creative Writing 3 Semester Hours**
 An introductory class, creative writing allows students to explore imaginative resources, develop descriptive power, and experiment with original poetry, fiction, and creative nonfiction. Prerequisite: ENG 112 or 112H. Meets General Education Distribution Area IV.A.
- ENG 208 World Literature 3 Semester Hours**
 A selected study of authors, genres, periods, nationalities, and/or themes in literatures other than British or American (taught primarily in English translation). May be repeated if the topic changes. Prerequisite: ENG 112 or 112H. Meets General Education Distribution Area IV.B.
- ENG 211 Introduction to Film 3 Semester Hours**
 A historical survey of the development of the film industry as a distinctive art form, this course promotes critical analysis through discussion and individual projects. Students view films from the silent era through modern times. Prerequisite: ENG 111 or 111H or permission of the instructor. Meets General Education Distribution Area IV.A.
- ENG 217 Studies in Environmental Literature 3 Semester Hours**
 Environmental literature reflects our historical ties to the land and begins with the premise that humans both affect and are affected by the natural world. In this course, students encounter poetry, fiction, memoirs, and other nonfiction works that document our long relationship with nature and wilderness and the rise of ecological awareness in the 20th century. Prerequisite: ENG 112 or 112H. Meets General Education Distribution Area IV.B. or VI.
- ENG 220 Thematic Studies in Literature 3 Semester Hours**
 This topic-specific course introduces students to a range of historical and contemporary literatures, including various genres of American, British, and world literature, and connects literature with other

fields of study. Prerequisite: ENG 112 or 112H. May be repeated if the topic changes. Meets General Education Distribution Area IV.B.

ENG 240 African-American Literature 3 Semester Hours

A selected study of themes, genres, and literary works by African-American writers, with a particular emphasis on issues of race, class, and culture. Topics may include slavery, religion, family, and oral history. Prerequisite: ENG 112 or ENG 112H. Meets General Education Distribution Area IV.B.

ENG 241 Women in Literature 3 Semester Hours

A selected study of themes, genres, and literary works by women writers, with a particular emphasis on issues of gender, sex, and identity. Prerequisite: ENG 112 or ENG 112H. Meets General Education Distribution Area IV.B.

ENG 243 Young Adult Literature 3 Semester Hours

A study of literature for students grades six through twelve, including genres, themes, authors, and history. The course emphasizes various teaching methods for engaging young adult readers and developing their love of reading. Prerequisite: ENG 112 or 112H. Meets General Education Distribution Area IV.B.

ENG 250 Introduction to English Studies 1 Semester Hour

This team-taught course prepares students to study as English majors, to make informed decisions about pursuing a major or minor in English, to understand the various co-curricular opportunities within the department, and to explore career options within the discipline. Open to all interested students but required of all English majors English minors, and Creative Writing minors.

ENG 305 Advanced Grammar and Editing 3 Semester Hours

Descriptive overview and analysis of present-day English grammar and usage, particularly those aspects that are relevant to the use of English in formal situations and to what is generally referred to as the “standard” American English dialect. Extensive editing opportunities will serve to enhance students’ knowledge of the subject matter. This course is especially useful for those who intend to teach English or language arts. Prerequisite: ENG 112 or ENG 112H.

ENG 308 Creative Nonfiction 3 Semester Hours

An advanced writing class, Creative Nonfiction fuses attention to style and form with concern for fact, often using powerful setting and characterization. Essays are enhanced by personal reflection, honed by careful crafting, and may inform, persuade, or amuse. Prerequisite: COM 105, ENG 207, or permission of the instructor.

ENG 309 Poetry Writing 3 Semester Hours

In Poetry Writing, students will explore how to write poems in a variety of forms, styles, and aesthetics. Students will be expected to engage in a regular writing practice and create a physical chapbook featuring a selection of their work written for class. A selection of contemporary and historical poetry will be read and discussed, and students will have the opportunity to meet and interact with working poets. Prerequisite: ENG 207.

ENG 310 Fiction Writing 3 Semester Hours

An advanced creative writing class, Fiction Writing explores the forms and techniques of the short story by requiring a wide range of reading and by exploring narrative technique, point of view, characterization, structure, and style. Students will write several stories and do at least one special project. Prerequisite: ENG 207.

ENG 322 Shakespeare 3 Semester Hours

An in-depth study of the poetry and plays of William Shakespeare, both in their historical and critical contexts in the early modern era and in their importance in world culture ever since. Readings include selections from each genre in which he wrote: poetry, history plays, comedy/romance, and tragedy. Prerequisite: a 200-level ENG course other than ENG 207 or permission of the instructor.

- ENG 330 Advanced Studies in Literature 3 Semester Hours**
An upper-level study of literature, this course offers the opportunity for in-depth study of a particular author, period, theme, or genre in American, British, or world literature. Prerequisite: a 200-level ENG course other than ENG 207 or permission of the instructor.
- ENG 332 Gothic Literature 3 Semester Hours**
This advanced literature course is a journey through the dark side. Spanning more than 200 years of British and American literature, the course focuses on gothic literature as both a distinct historical literary genre and as a broad, often hard-to-define category of literature that, like any good monster, just won't die, regenerating itself every so often to appeal to a new generation of readers. Prerequisite: a 200-level ENG course other than ENG 207 or permission of the instructor.
- ENG 342 Southern Literature 3 Semester Hours**
Whether viewed as one region or as several "Souths," the southeastern United States has a recognized identity in literature as well as history. This advanced literature course charts the development of Southern culture, writers, and themes. Prerequisite: a 200-level ENG course other than ENG 207 or permission of the instructor.
- ENG 350 Language Studies 3 Semester Hours**
An exploration of the development of the English language from its Indo-European background to the present, this course covers various grammars, dialects, and levels of language use. The class explores psychological factors, cultural roles, and the nature and development of human/other languages and their historical changes. Prerequisite: a 200-level ENG course other than ENG 207 or permission of the instructor.
- ENG 351 Literary Criticism 3 Semester Hours**
What do the terms *literature*, *interpretation*, *meaning*, and *text* really mean? In this advanced course students will learn fundamental concepts of literary theory and apply those concepts to works of literature, with an emphasis on intersectionality and praxis. Selected theories may include structuralism, deconstruction, Marxism, postcolonialism, critical race theory (CRT), reader-response, historicism, materialism, feminism, ecocriticism, and more. Prerequisite: a 200-level ENG course other than ENG 207 or permission of the instructor.
- ENG 353 Writing Assessment 3 Semester Hours**
An advanced seminar in the writing process, including approaches to the teaching and assessment of writing in a variety of content areas, this course is primarily intended for students seeking teacher licensure at the secondary level. Hands-on experience in the ELC and/or work as a teaching assistant in a section of ENG 111 or ENG 112 is a key element of the course. Prerequisite: a 200-level ENG course other than ENG 207, or permission of the instructor. ENG 305 is highly recommended. Students not in the teacher licensure program for secondary English certification must have permission of the English major coordinator to enroll.
- ENG 495 Senior Project 3 Semester Hours**
A capstone course for English majors, students in this course create an in-depth project in their emphasis area. Possibilities include a significant research paper, a course or workshop proposal, or an extended creative writing assignment. A committee of at least three faculty members oversees this project. An oral presentation of the final product is a requirement. Prerequisites: HUM 461 (with grade of C- or higher), junior or senior status and permission of the English major coordinator.

ENVIRONMENTAL STUDIES (ENV)

- ENV 101 Environmental Issues 3 Semester Hours**
An interdisciplinary and experiential study of the dynamic relationship between humans and the natural world. We will investigate basic ecological and evolutionary principles, the environmental effects of human activities, and the theory and practice of "sustainability" from multiple perspectives. Three hours of lecture. Meets General Education Distribution Area VI.

Activities include improving oral and written communication skills, interacting and networking with environmental professionals, and presenting a seminar on a specific environmental career. Prerequisite: ENV 220. Offered spring semester.

EXERCISE SCIENCE (EXS)

EXS 110 Introduction to Exercise Science 3 Semester Hours

Designed to introduce the student to exercise science as a field of study and as a career pathway, the course emphasizes the fundamental biophysical principles of human movement and their relationship to physical activity and fitness. Offered every semester.

EXS 210 Foundations of Anatomy and Physiology 4 Semester Hours

This course will cover basic principles of Anatomy and Physiology of the body. It will include lectures and laboratory activities dealing with structures and functions of the entire body, with particular emphasis on the muscular and skeletal systems, as well as the cardiovascular, respiratory and nervous systems. It will include dissection, as well as computer labs. This course is not acceptable for programs requiring two semesters of Anatomy and Physiology. Those students should take BIO 210 and 220 Human Anatomy and Physiology I and II. Three hours of lecture and two hours of lab. Prerequisite: BIO 105, 120, or CHE 103. *Note: Students may not receive credit in their major for both BIO 210 HUMAN ANATOMY AND PHYSIOLOGY I and this course.* Offered every spring.

EXS 213 Principles of Nutrition 3 Semester Hours

This course is designed to introduce the student to the principles of nutrition as they apply to macronutrients. Economic, cultural, and psychological influences are considered. Nutrition over the human life span is examined. Offered fall semester odd numbered years. Meets General Education Distribution Area V. Offered every fall.

EXS 301 Applied Sport Physiology 4 Semester Hours

This course will cover the physiological mechanisms, including metabolism, cardiovascular, muscle, and respiratory physiology, underlying sport and exercise performance and prescription. Professionals in the area of physical education, coaching, and other exercise professionals need to use scientifically based information to develop appropriate unit plans in PE, organize effective practice sessions for athletes, and prescribe safe and effective training programs. It will include lectures in principles of sport physiology and laboratory activities with an emphasis on application of physiological theory to sport and exercise. Three hours of lecture and two hours of lab. Offered every fall. Prerequisite: EXS 110 and EXS 210.

EXS 310 Exercise Physiology 4 Semester Hours

The purpose of this course is to learn how the metabolism and the physiological systems, including the muscular, cardiovascular, and respiratory systems, integrate during acute and chronic exercise. Application will be made to disease prevention. Exercise physiological principles are reinforced and applied in a laboratory or field setting in which students will gain also an understanding of basic scientific data acquisition and processing. Three hours of lecture and two hours of lab. Prerequisites: EXS 110 and BIO 210 and BIO 220 (each with grade of C - or better or permission of the instructor). Offered every fall. *Note: Student may not receive credit for both EXS 301, Applied Sport Physiology, and this course.*

EXS 311 Fitness Appraisal 3 Semester Hours

The theoretical bases are combined with practical experience to enhance understanding of fitness assessment. Students will gain competence in test administration and interpretation, screening, emergency procedures, and exercise prescription. Prerequisite: BIO 220. Offered spring semester.

EXS 312 Motor Learning and Control 3 Semester Hours

The study and application of the principles of motor learning and motor control are essential in teaching motor skills and analyzing problems individuals have with motor performance and movements. This is one of the foundational subjects of Exercise Science, yet is applicable not only to students interested in Exercise Science, but also to those interested in elementary education, health science, and psychology. The course emphasis is studying the acquisition and development of motor skills and motor control

throughout the lifespan and will include applied research experiences. Prerequisite: EXS 110, and EXS 210 or BIO 210. Offered every spring.

EXS 320 Biomechanics in Exercise and Sport 3 Semester Hours

This course is designed to introduce the student to mechanical principles of movement and apply those principles to specific motor activities common to exercise and sport. The course will cover basic: mechanical principles, kinetics, and kinematics of movement, muscle action, joint movements, and levers. Prerequisites: MAT 111 or above, and BIO 210, or permission of the instructor. MAT 121 strongly recommended. Offered spring semester.

EXS 410 Preparation for Senior Internship 1 Semester Hour

This course should be taken the semester prior to beginning the senior internship. It is designed to prepare the Exercise Science Major for said internship. Contracts, resumes, calendar, and other details will be finalized and reporting procedures and visitation schedules (where appropriate) will be planned. Taking the Exercise Science content exam is a required component of the course. Prerequisite: Exercise Science Major with senior standing or permission of the instructor. Offered every semester.

EXS 430 Principles of Strength and Conditioning 3 Semester Hour

This course is designed to provide students with information necessary for the design and implementation of strength and conditioning programs. Emphasis will be placed upon assessment, description, and analysis of sport movement and designing weight training programs to enhance performance variables. Prerequisite: BIO 210 or EXS 210 and EXS 301 or 310.

FIRST YEAR EXPERIENCE (FYE)

FYE 101 First Year Experience 1 Semester Hour

This course is taken in the first semester at Brevard College and is designed to help students navigate the intricacies of becoming a successful college student. The class meets once a week and is taught by the student's academic advisor. Focus is on helping students become engaged in the BC community, build familiarity with campus resources and processes, and examine their attitudes and aptitudes as they take on the responsibilities of being a member of an experiential academic community.

FYE 102 First Year Experience - Transfers 1 Semester Hour

This course is designed for first semester transfer students. The goal of the course is to help students navigate the intricacies of becoming a successful college student. Students engage in curriculum and activities to integrate them into the BC community, build familiarity with campus resources and processes, and examine their attitudes and aptitudes as they take on the responsibilities of being a member of an experiential academic community.

GEOLOGY (GEO)

GEO 101 Physical Geology 4 Semester Hours

Through lecture, laboratory and field experiences, Physical Geology introduces the student to the processes that shape Earth's surface. After introducing minerals and rocks, the course explores mountain building through plate tectonics, earthquakes, and volcanism. Sculpting of the surface is addressed through weathering and erosion caused by water, wind, and ice. Three hours of lecture and two hours of lab. Course activities include 2 Saturday field trips. Offered every fall. Meets General Education Distribution Area II.B.

GEO 105 Historical Geology 4 Semester Hours

Historical Geology focuses the sequence of the interactions of the tectonic plates throughout the 4.54 billion-year history of the planet. Interwoven with the geological aspect is the history of the evolution of life as revealed by the fossil record. Course activities include lecture, lab, and 2 Saturday field trips. Three hours of lecture and two hours of lab. Offered every spring. Meets General Education Distribution Area II.B.

GEO 201 Environmental Geology 4 Semester Hours

Geologic processes shape our environment. Environmental Geology addresses the many facets of human interaction with the geologic processes active in our lives. Using lecture, laboratory, and field

health concerns in a rapidly changing society. The focus of the course is to assess and improve one's personal health status and identify health concerns within the community. Content will include activities to assist the student in clarifying what they know, believe, and value and strategies to achieve improved wellness. Meets General Education Distribution Area V. Offered every spring.

HLT 202 **First Aid, CPR, and Wellness** **3 Semester Hours**
 Designed to provide instruction in emergency first aid procedures, this course prepares students for CPR and First Aid certification. First aid efficiency is attained through training and practice. Healthy lifestyles necessary to promote good health and optimal levels of wellness will be integrated throughout the semester. Meets General Education Distribution Area V. Offered every semester.

HLT 341 **Health Education Methods and Applications** **3 Semester Hours**
 This course will cover current theories and principles of teaching health education. Emphasis is on application in teaching settings for grades K-12 and first semester college freshmen. It will follow the major goals set by the NC Department of Public Instruction in Health. The course will include observation and practical experience as well as an extensive research project. The results of this project will be presented to EXS students and faculty. Offered every fall. Prerequisites: Junior standing or permission of the instructor.

HISTORY (HIS)

HIS 101 **Ancient History and Medieval Europe** **3 Semester Hours**
 This is an introductory level course on ancient, medieval, and early modern Western Civilization. Focusing on European society from the Greeks to the seventeenth century, the course includes a discussion of the major civilizations that contributed to the rise of the West. Students learn about Greco/Roman heritage, the Middle Ages and Christian heritage, the Renaissance, the Reformation, and the European exploration of the world as defining events. Meets General Education Distribution Area III.A.

HIS 102 **Modern Europe, 1648-Present** **3 Semester Hours**
 This introductory course focuses on the social, political, and economic development of Europe since 1648. Topics covered include, among others, the development of enlightened rationalism, democracy, capitalism, nationalism, imperialism, socialism and communism, fascism, the World Wars, the Cold War, and European integration. Meets General Education Distribution Area III.A.

HIS 103 **Colonial America & the Creation of the United States** **3 Semester Hours**
 This course examines the social, cultural, economic, and political development of the United States to 1865. Through reading, writing, and discussion, students appreciate major movements, such as the Great Awakening, the American Revolution, the Market Revolution, and Jacksonian Democracy and how they shaped the new nation. They also become familiar with major figures, including Pocahontas, John Winthrop, Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglass, and Abraham Lincoln, from the colonial period through the Civil War. Meets General Education Distribution Area III.A.

HIS 104 **Modern U.S. History** **3 Semester Hours**
 This course explores the social, cultural, economic, and political development of the United States since 1865. Through reading, writing, and discussion, students analyze major currents, such as the Industrial Revolution, the New South, World Wars, the 1960s, and the Cold War. They also study major personalities, including John Rockefeller, Eugene Debs, Jane Addams, Franklin Roosevelt, Martin Luther King, Jr., and John F. Kennedy, from Reconstruction to the present. Meets General Education Distribution Area III.A.

HIS 105 **United States History Since 1945** **3 Semester Hours**
 A study of the major political events and social movements in the United States since World War II. The course examines the Cold War, McCarthyism, the Civil Rights Movement, the Vietnam War, student protests of the 1960s, the counterculture movement of the 1970s, the Women's Movement, Watergate, the Reagan Revolution, environmental politics, and the rise of a global economy. Film, oral history, and primary sources from the period play major roles in this course. Meets General Education Distribution Area III.A. *Note: previously HIS 224.*

HIS 110**Global History****3 Semester Hours**

This course introduces students to a global perspective on history by: (1) examining the role of culture in individual and social behavior in various world civilizations; (2) comparing major civilizations as a whole and with regard to key features such as government, economic institutions, and culture; and (3) describing how the major civilizations have changed and interacted, particularly in the past few centuries. Meets General Education Distribution Area III.A.

HIS 201**History of Stuff: Commodities in Global History****3 Semester Hours**

This course investigates the origins of globalization, climate change, and environmental destruction, arguing that these global trends stem from commodification and humans' desire for "stuff." Because of the complex nature of those issues, this course offers a unique approach to the study of history, both in terms of content and pedagogy. Rather than focus on a particular country, nation, geographic region, etc., the course centers on the commodities that have long been at the center of human civilization. And rather than move methodically and uninterrupted through history, the course instead utilizes a series of case-study stories to examine how desires for individual commodities have shaped societies and altered the environment, both locally and globally. Meets General Education Distribution Areas III.A., III.D., or VI.

HIS 202**History of Terrorism****3 Semester Hours**

Terrorism has plagued the modern world. This course explains its emergence in Europe and subsequent global development. Additionally, coverage will also include the international attempt to combat terrorism. The course begins in the "long nineteenth century," when the term terrorist was first used, and ends with the present-day global terrorist networks that continue to destabilize the world. The course makes clear that terrorism is a much more complex phenomenon than is generally understood. Meets General Education Distribution Area III.A., or III.D.

HIS 203**Modern Political Ideologies****3 Semester Hours**

This course introduces students to the main political ideologies that have shaped our world, chiefly: liberal democracy, nationalism, socialism, communism, fascism, and authoritarianism. The course will enable students to understand fully each of these ideologies and how they have "interacted" with each other, causing monumental revolutions, wars, and significant rifts in societies. Central to the investigation of these ideologies will be a careful reading of primary sources and examination of case studies. Meets General Education Distribution Area III.A.

HIS 204**Climate Change in Global History****3 Semester Hours**

To contextualize and understand fully the present-day threat of climate change, the course explores how past societies were affected by a changing climate. Using a series of case studies and cutting-edge research about the history of climate, the course shows that changes in climate have, in the past, not only destabilized governments and economies, but they have even caused the complete collapse of societies amid wars and mass death. Meets General Education Distribution Area III.A., or III.D.

HIS 205**Genocide and International Law****3 Semester Hours**

This course has a three-fold purpose: 1) to investigate the socio-historical origins of the tragic and inhumane acts of genocide and ethnic cleansing; 2) to study, compare, and contrast cases of genocide and ethnic cleansing in the twentieth century; 3) to see how the international community has coalesced, largely through new international institutions and international law, to combat these acts, which are now legally classified as crimes against humanity. Course readings include memoirs of genocide survivors and documents enshrining international law. Meets General Education Distribution Area III.A. or III.D.

HIS 225**United States African-American History****3 Semester Hours**

A study of the major themes in African-American history from 1607 to the present, this course utilizes race as a tool for analysis. Topics covered include major themes, such as slavery, the Civil War, the Harlem Renaissance, and the Civil Rights movement, as well as prominent biographies, such as Sojourner Truth, Ida B. Wells-Barnett, W.E.B. DuBois, Malcolm X, Martin Luther King, and Fannie Lou Hamer. Meets General Education Distribution Area III.A.

HIS 254 History of the New South 3 Semester Hours
 This course takes a probing look at the myths and realities of the New South. Students explore the Reconstruction era, the rise of segregation, the creation of Appalachia, the Southern movement for Civil Rights, and the Great migrations, Sunbelt movement, Return South migration. Substantial work with primary sources and material culture help students look at the competing ideas of what it means to be a southerner. Meets General Education Distribution for Area III.A.

HIS 255 North Carolina History 3 Semester Hours
 Required for teacher licensure, this course surveys state history from the colonial period to the present. Students explore the tensions within the New South, Old South and Sunbelt through such topics as the Catawba Indians, the Roanoke Colony, the Regulator movement, Battle of Kings Mountain, slavery, Zebulon Vance, segregation, the tobacco empire, cotton mills, the Greensboro Sit-ins, Jesse Helms, Harvey Gantt, and Grandfather Mountain. Meets General Education Distribution Area III.A.

HIS 256 Wilderness in American Life 3 Semester Hours
 This course examines American history through the lens of “wilderness.” Each group who came to America assessed the wilderness differently, and this, in turn, impacted their land use as well as their relationships with each other. From the Lewis and Clark Expedition to westward expansion and the birth of the national park system, wilderness defines essential components of the American experience. Students in this course will research modern conflicts over wilderness designation to understand its continuing importance to national identity. Meets General Education Distribution Areas III.A. or VI.

HIS 263 History of Education 3 Semester Hours
 This course begins with a look at the history of formal education in ancient Greece before moving forward through the rise of the University in Europe, the exporting of European education systems to the Americas, the rise of public education in the United States, shifts in US higher education after the GI Bill, and current debates about alternatives to public education including charter schools and voucher programs. Meets General Education Distribution Area III.A.

HIS 264 History and Memory 3 Semester Hours
 Through an examination of historical memory, this course examines the ways people have preserved the past - both accurately and inaccurately - and the purposes behind that preservation. Students will consider controversies over interpretation of the past and examine the ways communities, groups, and movements have employed historical memory, particularly at public monuments and memorials, heritage sites, and tourist attractions. The course covers a wide spectrum of global history including the Holocaust, South African Apartheid and the American South. Meets General Education Distribution Area III.A.

HIS 305 Global Diplomatic History, 1648-Present 3 Semester Hours
 This course examines how heads of states, companies, secret networks, NGOs, etc. have used diplomacy in its many different forms to shape both the local and global. The course formally commences in 1648, with the Treaty of Westphalia. It covers, among other topics, the rise and fall of states, wars and peace negotiations, the creation of economic blocs and trade deals, and the establishment of the post-WWII international order. It concludes in the present day, with the shocking return of xenophobic ethnic nationalism and destabilizing right-wing political ideologies, both of which threaten to unravel the international order. The course includes a common reading and discussion of important primary source documents. Prerequisite: HIS 102, HIS 110, or HIS 203; or permission of the instructor.

HIS 306 History of the Middle East, 1794-Present 3 Semester Hours
 The course begins in 1794 with the establishment of the Qajar Dynasty in present-day Iran and emerging turmoil in the world’s then-preeminent empire: the Ottoman Empire, headquartered in Istanbul. Primarily, the course traces the political, social, cultural, and economic evolution of the Middle East - while also considering such factors as geography and climate - through the fall of empires, the rise of European imperialism, the reestablishment of autonomy and independence, Middle Eastern “soft imperialism”, post-9/11 turmoil, and ending with the post-Arab Spring period. Discussion of primary source readings is an important aspect of the course. Prerequisite: any 100-level or 200-level history course, or permission of the instructor. Meets General Education Distribution Areas III.A. or III.D.

- HIS 307 Modern German History, 1740-Present 3 Semester Hours**
 This course examines German history from Frederick the Great's reign to the present day, covering political, economic, and social developments. Among other narratives, the course primarily traces the development of German identities and the desire of Germans to feel united. To be sure, that desire has led to dramatic movements, such as the German Enlightenment, Romanticism, the nationalist movement, and support for European integration. Among other momentous events, the course covers the Great War, the rise of Adolf Hitler and the Nazis, the Second World War, the Cold War division of Germans, and German leadership of European integration. Students are expected to participate in the reading and discussion of primary sources. Prerequisite: any 100-level or 200-level history course, or permission of the instructor. Meets General Education Distribution Areas III.A.
- HIS 308 Modern Russia, 1796-Present 3 Semester Hours**
 The course begins in the "long nineteenth century" and ends in the present day, with a resurgent Russian Federation. The story of Russia in the modern age is a remarkable one: wild swings between conservatism, liberal reform, and revolution; the development of the socialist and communist movements; the shocking, disturbing onset of anarchist terrorism; the rise and fall of the Soviet Union; and the surprising reemergence of Russia as a world power. The course includes discussion of important primary source readings. Prerequisite: any 100-level or 200-level history course, or permission of the instructor.
- HIS 309 Communism and Fascism in European History 3 Semester Hours**
 This course examines closely the two primary alternatives to democracy and capitalism in the modern age: communism and fascism. Rather than look at communism and fascism separately, this course takes a comparative approach, for communism and fascism were born of the same aim: to build a better society and world. The main focus of the course deals with ideology, and the goal is to discover the answer to this question: Why have so many people found communism and fascism appealing, and how could that be the case when these ideologies have led to some of the greatest crimes against humanity in modern history? Reading and discussing primary sources is an important component of the course. Prerequisite: HIS 102, HIS 110, HIS 203, or permission of the instructor.
- HIS 323 History of Southeastern Native Americans 3 Semester Hours**
 Beginning with a broad introduction to prehistoric Native culture, this course emphasizes the historical era experiences of southern native Americans. Topics include the Spanish conquistadors, the Columbian exchange, missionary movements, the early Indian wars, the Trail of Tears, civilization programs, boarding schools, the Indian New Deal, the American Indian Movement, and the Indian Renaissance. Primarily a reading and discussion seminar. Prerequisite: HIS 103, HIS 104, or permission of the instructor.
- HIS 353 United States Women's History 3 Semester Hours**
 This class explores the gender issues that have shaped American history, from Native American women in the pre-colonial era to the modern feminist movement. Students will discuss the shifting nature of gender from Pocahontas and Abigail Adams to Margaret Sanger and Rosie the Riveter. This is a reading and discussion seminar, which includes substantial exploration of primary documents. Prerequisite: HIS 103, HIS 104, or permission of the instructor.
- HIS 354 Africa Since Imperialism 3 Semester Hours**
 This course examines the history of the African Continent and its people since 1500. Topics for study include the process of European colonization, the evolution of the Transatlantic slave trade, the extraction of resources and materials, decolonization, the African Diaspora, modern African political movements, and economic imperialism. Students will approach the study of Africa through both primary source readings and historiographical analysis. Pre-requisite: any 100- or 200-level history course. Meets General Education Distribution Areas III.D.
- HIS 355 The Cold War, 1947-1991 3 Semester Hours**
 This reading seminar looks at major literature and scholarship in the conflict between the U.S. and the Soviet Union after World War II. Scholars have examined the origins of the Cold War, the Space Race, Korea, Vietnam, and the Arms Race. Literary masters have examined how foreign policy impacted

INTEGRATED STUDIES (INT)**INT 460 Senior Project Preparation 1 Semester Hour**

This course is taken during the semester *prior* to completing the Integrated Studies senior project. During this semester, the student defines the project topic, assembles a working bibliography and research strategy, contacts faculty members to serve as mentors for the project, and establishes timelines for the project's completion. Students also begin assembling a digital major portfolio to illustrate their accomplishment of the major's goals. With approval of the major coordinator, a student may substitute another senior project preparation course (e.g. HUM 461) for INT 460. Prerequisite: Junior/senior level and Integrated Studies major, or permission of the instructor.

INT 461 Senior Project Seminar 2 Semester Hours

This course is taken during the semester in which the student is also registered for INT 480, the Integrated Studies senior project. Students in INT 461 complete their major portfolios and serve as a support group for one another, providing regular progress reports on their projects, presenting drafts of their writing for discussion, and practicing their final oral presentations before a responsive audience. Prerequisite: Senior level and Integrated Studies major.

INT 480 Senior Project 2 Semester Hours

In consultation with advisors, integrated studies majors complete a senior paper or project. The length and breadth of the project/paper will vary according to the subject chosen. The project/paper also will be presented in a seminar format (INT 461). Prerequisites: Senior level and Integrated Studies major.

INSTITUTE FOR WOMEN IN LEADERSHIP (IWL)**IWL 121 Finding Voice in Community 1 Semester Hour**

Each student will be given the opportunity to formulate and articulate her unique ideas and opinions as related to her own developmental and educational process. Additionally, students will gain skills in applying voice to action through service opportunities, work through conflict, which naturally arises during a group formation process and increase communication skills through in-class presentations. Prerequisite: acceptance into the Institute for Women in Leadership Program.

IWL 122 (corequisite IWL 122L) Using Your Voice 2 Semester Hours

This course focuses on women around the world, how they have used their voice to serve their communities and what we can learn from them. Each course meeting will focus on highlighting a different woman and her passion for change. Through this class, skills to serve the community of Brevard will also be developed and used through a mentoring opportunity at Brevard Middle School and a spring semester service project. Prerequisite: IWL 121.

IWL 221 Voice in Leadership 1 Semester Hour

This course emphasizes shared decision making and group facilitation through the selection and development of a project. Through the semester, research and planning are done to prepare for the next course in the sequence IWL 222. Prerequisite: IWL 122.

IWL 222 Voice in Action 1 Semester Hour

Building on the project developed through shared leadership and group process during the previous semester course, IWL 221, the students will implement their project. The local community is involved, a public presentation is given and the process and leadership of it will be reflected upon. Prerequisite: IWL 221.

LEARNING IN COMMUNITY (LINC)

The goals of the LINC program are to: (1) form a semester-long community of learning; (2) develop skills of interdisciplinary thought and analysis; and (3) encourage application of interdisciplinary study to issues of artistic, intellectual, and social importance. To meet the LINC requirement, students either (1) enroll simultaneously in two courses from different academic disciplines, designed as linked courses by the letter

problem solving. The semester will culminate with each student selecting a topic for the senior project course. Prerequisites: Junior standing and mathematics major. Offered each spring.

MAT 450 Mathematics Senior Project 3 Semester Hours
Written and oral presentations by students of the results of extensive research on advanced topics selected by the faculty and students. Prerequisite: permission of the instructor. Offered fall semester.

MUSIC (MUS)

MUS 101 Music Appreciation 3 Semester Hours
This course introduces students to important styles and periods of music history, promoting careful listening and appreciation of music for enjoyment and cultural purposes. Occasionally, some sections of the course focus on topics such as American music, musical theatre, or film music. Not intended for music majors. Meets General Education Distribution Area IV.A.

MUS 102 Preliminary Music Theory 3 Semester Hours
This course is intended to give students a foundation in the basic elements of music. The course will cover music notation, rhythm, scales, keys, intervals, triads and inversions. Students will also begin to develop basic aural skills, including singing and identifying intervals and chord qualities. Offered every fall semester.

MUS 103 Music Theory I 3 Semester Hours
This course explores basic acoustics, melodic structure, triads, and seventh chords with inversions and non-chord tones. Prerequisite: C- or higher in MUS 102 or placement. Corequisite: MUS 105. Offered every spring semester.

MUS 104 Music Theory II 3 Semester Hours
This course gives students basic studies in first species counterpoint, principles of four-part voice leading, dominant and leading tone chords, secondary chord functions, and form. Prerequisite: C- or higher in MUS 103 or placement. Corequisite: MUS 106. Offered every fall semester.

MUS 105 Aural Skills I 1 Semester Hour
This course builds basic musicianship skills. Students use solfege to sing major and minor scales and melodies with intervals up to a fourth in treble and bass clef. Students also sing basic harmonic progressions and basic two-part rhythmic exercises. Prerequisite: MUS 102, or placement. Corequisite: MUS 103. Offered every spring semester.

MUS 106 Aural Skills II 1 Semester Hours
This course extends the initial concepts through modal scales, extended harmonic progressions, chordal inversions, melodic singing with intervals up to a sixth, reading of melodies in all four clefs, transposition, two-part sing-play exercises, and compound rhythms. Prerequisite: MUS 103, or placement. Corequisite: MUS 104. Offered every fall semester.

MUS 107 Introduction to Music Literature 3 Semester Hours
This course is an introduction for music majors to the discipline of music, with an emphasis on terminology and literature. Prerequisite: Music Major status or permission of the instructor. Offered every spring semester.

MUS 120 Preliminary Piano Class 1 Semester Hour
Exposure to and practice in keyboard technique, theory, sight-reading, transposition, and repertoire. Designed for music majors whose primary instrument is not piano or organ. Offered every fall semester.

MUS 121 Class Piano I 1 Semester Hour
Continued exposure to and practice in the keyboard technique, theory, sight - reading, transposition, and repertoire. Designed for music majors whose primary instrument is not piano or organ. Prerequisite: MUS 120 or permission of Director of Keyboard Studies. Offered every spring semester.

hearing of secondary dominant and leading tone chords. Extended two-part sing-play exercises and canons are performed along with melodic/harmonic modulation, alto and tenor clef reading, melodic singing with intervals up to a 10th, further memorization and transposition of melodies, modal transformation, and dictation of the harmonies and melodies commensurate with the given exercises. Prerequisite: MUS 205. Corequisite: MUS 204. Offered each fall.

MUS 207 Jazz Theory/Improvisation 3 Semester Hours

A study of jazz in theory (scales, harmony, chord symbols, and chord progression) and practice (performance laboratory in which students practice improvisatory techniques in various jazz styles). Prerequisite: MUS 104 or permission of the instructor.

MUS 210 Brass Methods 1 Semester Hour

This course offers class instruction in brass instruments, including performance, pedagogy, and literature for public school instruction. Offered spring semester of even years.

MUS 211 Woodwind Methods 1 Semester Hour

This course offers class instruction in woodwind instruments, including performance, pedagogy, and literature for public school instruction.

MUS 212 Percussion Methods 1 Semester Hour

This course offers class instruction in percussion instruments, including performance, pedagogy, and literature for public school instruction.

MUS 213 String Methods 1 Semester Hour

This course offers class instruction in string instruments, including performance, pedagogy, and literature for public school instruction.

MUS 214 Vocal/Choral Methods 1 Semester Hour

A concentrated study of vocal/choral pedagogy and its application to music education with emphasis on vocal production, vocal instruction, the adolescent voice, literature standards, rehearsal efficiency, program selection and a review of selected resources.

MUS 215 Vocal Diction I 1 Semester Hour

Required of all voice majors, MUS 215 introduces the international phonetic alphabet and symbols, and emphasizes pronunciation and diction for singing in English and Italian. Offered every fall semester.

MUS 216 Vocal Diction II 1 Semester Hour

A continuation of MUS 215, this course emphasizes pronunciation and diction for singing in French and German. Required of all voice majors. Offered every spring semester. Prerequisite: MUS 215.

MUS 217 Marching Band Methods 1 Semester Hour

This course will address the administration, management, and teaching of high school marching band as part of an overall instrumental music program. Students will be exposed to the many aspects of a marching band program, including show design, drill writing, color guard/auxiliary units, percussion issues, rehearsal planning, and teaching techniques for marching and playing. Required for instrumental music education majors; open to all others. Offered every other fall semester.

MUS 230 Music and Technology 3 Semester Hours

Students explore technology in music, using music notation software and digital audio workstations. Topics include appropriate score formatting, basic recording techniques, sample-level editing, and rudimentary sound mixing. Prerequisite: MUS 103 or permission of the instructor. Meets General Education Distribution Area II.C. Offered every fall semester.

- MUS 234 Non-Degree Recital 0 Semester Hour**
Students perform a public non-degree recital, planned in conjunction with the student's applied teacher and the major music coordinator. The student is responsible for program preparation, and publicity.
- MUS 284 Composition I 2 Semester Hours**
Provides students with the practical studies of techniques needed for coherent expression in creative work. They develop the techniques of writing and engage in a detailed study of pitch and rhythmic procedures. Prerequisite: MUS 203 and permission of the instructor. MUS 230 is strongly recommended as either a pre- or corequisite.
- MUS 285 Composition II 2 Semester Hours**
In this course, students continue the work begun in MUS 284. Their work culminates in pieces in small forms. Prerequisite: MUS 284.
- MUS 301/302 Music History I/II 3 Semester Hours Each**
A survey of developments in Western music from ancient Greece through the twentieth century, this music history sequence centers upon major historical periods and representative composers and literature. Illustrated lectures include style analysis, prescribed listening, and reading. Prerequisites: MUS 107 and 203 or permission of the instructor.
- MUS 303 Contemporary Music 3 Semester Hours**
A survey of compositional techniques and musical styles of the 20th century. Score study, analysis, primary source readings, listening, and performance are emphasized. Prerequisite: MUS 203 or permission of the instructor.
- MUS 304 Counterpoint 3 Semester Hours**
A study of the polyphonic techniques based on the stylistic principles of the 16th and 18th centuries, MUS 304 challenges students with analysis and written projects. Prerequisite: MUS 230, or permission of the instructor.
- MUS 305 Form and Analysis 3 Semester Hours**
A detailed study of the parameters of music, MUS 305 studies how they interact with the structure and style of major composers. The course also includes discussion and application of specific analytical techniques appropriate to the music and composers studied. Prerequisite: MUS 203 or permission of the instructor.
- MUS 306 Orchestration 3 Semester Hours**
MUS 306 initiates students into the world of orchestral and band instruments – their range, transposition, and individual characteristics. Students learn to score works for both standard and varied ensembles. Prerequisite: MUS 203 or permission of the instructor.
- MUS 308 Topics in Music Literature 3 Semester Hours**
In this course, students survey music literature and performance practices of a focused topic, e.g. the operas of Mozart and Verdi, through outside readings, score study, analysis, guided listening, and live performances. They discuss stylistic trends and concepts. May be repeated for credit. Prerequisite: MUS 203 or permission of the instructor.
- MUS 310 Materials and Methods for Teaching Music In the Elementary Schools 3 Semester Hours**
MUS 310 surveys the principles, methods and materials for teaching general, vocal, and instrumental music in the elementary school. The class includes field experiences. Prerequisite: EDU 205.

- MUS 311** **Materials and Methods for Teaching Music
In the Middle and Secondary Schools** **3 Semester Hours**
MUS 311 covers the procedures for teaching music in the middle and secondary schools, as well as philosophy and principles of both middle and secondary school music curriculum design, emphasizing organization, administration, and pedagogy for vocal and instrumental instruction. The class includes field experiences. Prerequisite: EDU 205.
- MUS 312** **Pedagogy of Applied Music** **1 Semester Hour**
This course includes study of applied studio techniques, discussion of pedagogical concepts, and observation of lessons and classes. The course also includes student teaching observed by the instructor.
- MUS 330** **Conducting** **3 Semester Hours**
In MUS 330 students learn instrumental and choral conducting techniques, theory and practice, including score preparation, musical styles, baton techniques, rehearsal methods, and repertoire selection. Prerequisites: MUS 203 and MUS 205, or permission of the instructor.
- MUS 331** **Advanced Conducting** **3 Semester Hours**
This advanced course in conducting is designed as an extension of the basic conducting course (MUS 330). The course covers conducting movements and non-verbal communication, with a significant emphasis on the application of the students' aural skills to rehearsal and classroom settings. Repertoire selection, intonation trouble-shooting, score preparation, and editing scores for various ensembles will also be discussed. Students will have extensive time on the podium and may also perform for their fellow student conductors in an ensemble setting. Prerequisite: MUS 330 or permission of the instructor.
- MUS 334** **Half Recital** **1 Semester Hour**
A recital performance presented under the supervision of the applied teacher. The program will consist of at least 30 minutes of music. If this course serves as the capstone, the performer will also prepare detailed, researched program notes to be included with the printed program. The student is responsible for program preparation and publicity. A hearing examination is held 4 weeks prior to the recital date. Corequisite: APM 331 or higher.
- MUS 384** **Composition III** **2 Semester Hours**
Advanced students apply compositional techniques and forms used by composers in the various periods of music history. They write original works, perform these works in class, and discuss these works. Prerequisite: MUS 284, MUS 285, or permission of the instructor.
- MUS 385** **Composition IV** **2 Semester Hours**
A study of 20th-century compositional techniques, MUS 385 approaches the writing of original works through these techniques. Class performances and discussion of student compositions form a major component of the class. Prerequisite: MUS 384 or permission of the instructor.
- MUS 405** **Senior Project Preparation** **1 Semester Hour**
Designed for the BA degree candidate in Music, this course is a preparation course for the Senior Project, which will be completed in the following semester. Students will explore a topic for the senior project; choose and committee and committee chair; learn the mechanics of research, writing and oral presentation; and generate a project proposal with a bibliography and timeline for completion of the project.
- MUS 410** **Senior Project** **1 Semester Hour**
A substantial research or creative project with a presentation component approved and supervised by a faculty advisor. The student is responsible for forming a Senior Project committee and scheduling a presentation date and venue, as well as securing any technical, program or publicity support needed. Prerequisite: MUS 405.

MUS 434 Full Recital 1 Semester Hour
 A recital performance presented under the supervision of the applied teacher. The program will consist of at least 50 minutes of music. If this course serves as the capstone, the performer will also prepare detailed, researched program notes to be included with the printed program. The student is responsible for program preparation and publicity. A hearing examination is held 4 weeks prior to the recital date. Corequisite: APM 331 or higher.

MUS 484 Composition Recital 1 Semester Hour
 Students present a recital of original compositions, which shows creativity and proficiency in writing for various instrumental and vocal combinations. Students will also speak about the works that they have composed. Prerequisite: MUS 384.

RCT 100 Music Colloquium 0 Semester Hour
 A weekly gathering of all music students and faculty for student performances, professional chamber music concerts sponsored by the Brevard Music Center, and experiential sessions on topics related to the professional life of a musician. To earn credit for RCT 100, students must also attend 80% of required evening and weekend concerts.

MUSIC: APPLIED (APM)

Students in applied music work closely with a private teacher to learn a variety of repertoire, cultivate their technique, and perform in public. Open to all students. Please contact the Administrative Assistant to the Division of Fine Arts for enrollment. Partially fulfills General Education Area IV.A. for students outside the Music Major.

APM 131, 133, 231, 233, 331, 333, 431, 433
 2 semester-hours' credit each semester; 12 one-hour lessons per semester.
 Secondary/Non-Major Sequence:

APM 121, 123, 221, 223, 321, 323, 421, 423
 May be taken for one or two semester hours' credit each semester; 12 half-hour or one-hour lessons per semester. Space availability varies: please consult the Division chair about availability on your instrument.

APM 124: Private instruction for students preparing for the keyboard proficiency exam. 12 half-hour lessons per semester.

MUSIC: ENSEMBLES (ENS)

All ensembles may be repeated for credit and are open to all interested performers in the campus community. Please read individual course descriptions to see whether an audition or permission of the instructor is required. Only 16 semester hours of ENS will be counted toward graduation for the B.A. degree. Partially fulfills General Education Area IV.A for students outside the Music Major.

ENS 184/384 Accompanying 1 Semester Hour
 This course aims to develop ability in ensemble playing through the study of its component skills (e.g., sight-reading, score reduction, listening, and style recognition) and representative repertoire (e.g., vocal and instrumental accompaniment, various types of chamber music). Experience in class will culminate in performance with other students, in class, in juries, and/or in recital. To be taken concurrently with APM study.

ENS 186 Jazz Combo 1 Semester Hour
 This small ensemble allows for concentration on improvisation. Repertoire is mostly drawn from the common practice period of jazz, including jazz standards and tunes from the American Songbook. Audition and/or permission of the instructor required.

ENS 188	Guitar Ensemble	1 Semester Hour
Rehearsal and performance of chamber music with guitar and guitar ensemble literature; students are also coached on playing accompaniments. Open to all students with permission of the instructor.		
ENS 191	Chamber Singers	1 Semester Hour
This select ensemble performs vocal chamber music from a variety of styles and periods. The Chamber Singers represent the College at various functions and act as the touring vocal ensemble. Audition or permission of the instructor is required.		
ENS 192	Opera Workshop	1 Semester Hour
A performance practicum primarily for music students but open to others with permission of the instructor. Students perform opera and musical theatre repertoire in a staged performance setting. Performance format may be fully staged works, excerpts or a review. Co-requisite: APM in Voice.		
ENS 193	Wind Ensemble	1 Semester Hour
Students perform standard wind and percussion music. Open to all students.		
ENS 194	Jazz Ensemble	1 Semester Hour
Students perform standard big band, jazz, and jazz-rock music. Audition or permission of the instructor is required.		
ENS 195	Orchestra	1 Semester Hour
Students may apply for regular positions with the Brevard Philharmonic, the Asheville Symphony, the Hendersonville Symphony, or other area orchestras and will receive credit for participation. Auditions must be arranged in cooperation with the respective orchestras. Consult the Music Major Coordinator for more information.		
ENS 196	Instrumental Chamber Music	1 Semester Hour
Students participate in rehearsal, coaching, and performance of chamber music literature. Instrumentation may vary each semester. Open to all students with permission of the instructor.		
ENS 197	Performance in a Musical	1 Semester Hour
Open to all students by audition. Students will engage in performance of a fully produced work for musical theatre. Offered every other year; semester varies.		
ENS 198	Percussion Ensemble	1 Semester Hour
ENS 198 offers credit for rehearsal and performance of music for the percussion ensemble. Open to all students with permission of the instructor.		
ENS 199	Concert Choir	1 Semester Hour
Students in this ensemble sing a wide variety of music, learn more about how to use their voices in concert with others, decipher basic music notation, and interpret expressive markings in a musical score. Open to all students.		

ORGANIZATIONAL LEADERSHIP (ORG)

ORG 110	Introduction to Business	3 Semester Hours
This is an introductory, foundational business course. In addition to providing students opportunity to explore profit and loss, investment opportunities and risks, marketing and advertising, and management principles, students will be challenged to consider ethical issues including the role of business in creating sustainable communities. A final team project requires students to present for potential investment a business plan to a group of hypothetical investors invited from the local business community. Students will be required to demonstrate skills utilizing software applications found in an integrated software program. Meets General Education Distribution Area I.C.		

- ORG 150 Principles of Sport, Event and Tourism Management 3 Semester Hours**
This course is an overview of management principles as they apply to the sport, event, and/or tourism industries. Areas emphasized include program evaluation, competencies, ethics, historical foundation, current industry trends, and career opportunities. Students will be required to demonstrate skills utilizing software applications found in an integrated software program and video in presentations.
- ORG 203 Principles of Management 3 Semester Hours**
In ORG 203 students learn about coordination of human and other resources to achieve organizational goals, as well as functions of planning, organizing, leading, and controlling. The focus is on effective management practices that can be applied to business, government, health care, service, and social organizations. The use of various Information Technology processes is emphasized, and case studies and role-playing are used. Prerequisite: ORG 110.
- ORG 205 Business Communications 3 Semester Hours**
This course focuses on the power and politics of effective communication, both verbal and nonverbal, within organizations. Each student will participate as a member of a hypothetical management group and will study techniques of communicating both good news and bad news through written memoranda, reports, executive summaries, email, resumes, letters; and oral presentations. Students explore the use and effectiveness of web-based resumes and job searches. Understanding of audience sensitivity, group communication, and active listening will be demonstrated through simulations and direct experiences. Students demonstrate responsible use of presentation computer software. Prerequisite: ORG 110. Meets General Education Distribution Area I.C.
- ORG 209 Topics in Business and Organizational Leadership 3 Semester Hours**
This topic-based course focuses on timely issues confronting business and organizational leadership. Topics may include innovation, competition in a regulatory environment, manipulating communication, professional planning and development, self-promotion and marketing, and virtual business practices. Course is offered each semester, and topics change or rotate. Course can be repeated for credit, under different topic titles.
- ORG 230 Introduction to Leadership and Sustainable Enterprise 3 Semester Hours**
This course provides an introduction to leadership theory and sustainable enterprise. Main topics include the differences between management and leadership, approaches to management and leadership, motivational strategies, organizational structure, triple-bottom line and organizational change. Through its focus on sustainable enterprise and triple-bottom line accounting, the course explores the leadership of change agents that seek to create and move organization in ways that are socially responsible. Web-based research and presentations are required. Prerequisite: ORG 110. Meets General Education Distribution Area VI
- ORG 250 Facility and Event Management 3 Semester Hours**
Planning, design, financing, administration, and risk-management functions associated with managing facilities and events are examined. How to use System Analysis and Design as well as other Information Technology processes is emphasized.
- ORG 280 Leadership Theory and Practice 3 Semester Hours**
This introductory course presents leadership theories and concepts through presentation of objective material, group activities, and experiential exercises. It provides students the opportunity to apply these theories through case analysis and to enhance personal skill development through self-assessment exercises. Included in the course are analysis of current leaders; leadership philosophy, styles, traits, and strengths; and contemporary perspectives on ethics, organizational culture, organizational vision, and conflict management.
- ORG 301 Principles of Finance 3 Semester Hours**
This course covers the principles and practices of the Corporate Finance function and its importance

to overall organizational success. Emphasis will be placed on financial statement analysis, cash flow analysis, capital budgeting, and capital structure. Students will also learn how to use spreadsheet technology to perform financial calculations. Prerequisite: ACC 201 and MAT 141.

ORG 302 Principles of Marketing 3 Semester Hours

This course thoroughly reviews the basic concepts and practices of marketing. Students will learn how to identify market opportunities and develop and implement strategies to reach target markets through a mix of product, distribution, promotion, and pricing. Students will also be given an opportunity to test and refine their skills through various group projects. Prerequisite: ORG 203 or ORG 205.

ORG 304 The Legal Environment of Business 3 Semester Hours

An overview of the legal system for those in business, this course introduces students to courts and litigation, administrative agencies, contract laws, antitrust law, consumer protection laws, laws regulating employment, and environmental law. Prerequisite: ORG 110, junior status, or permission of the instructor.

ORG 306 Investment and Personal Financial Planning 3 Semester Hours

This course introduces the theory and application of basic financial planning concepts with focus on long-term investment strategies designed to accumulate and protect wealth, with the goal of achieving financial independence. Stocks, bonds, mutual funds, and real estate investments will be discussed as well as the importance of diversification, asset allocation, risk tolerance, and age in the development of an optimum portfolio. Other topics examined include personal financial statements, budgets, taxes, retirement planning, estate planning, insurance, opportunity costs, and the time value of money.

ORG 307 Management Information Systems 3 Semester Hours

This course introduces students to the concepts, tools, and terminology of corporate information technology. The course studies how critical IT is to achieving business success in a global market and how to communicate and work effectively with information technology professionals. Topics covered in this course include how to structure and manage information, how IT can be used to enhance business decision making, and how to use IT to create collaborative business partnerships. A significant component of the class involves actually building a database application and decision support spreadsheet. Prerequisite: IFT 210. Meets General Education Distribution Area II.C.

ORG 310 Organizational Theory and Behavior 3 Semester Hours

This course will explore the concepts, theories, and research in organizational behavior and theory in order to develop a comprehensive framework for understanding the importance of effective leadership in promoting an organization's mission. An understanding of the complexities of personal interaction in formal organizations will be addressed through discussions, case materials, web-based simulations, student created cases, and direct experiences. Prerequisite: ORG 203 or ORG 205.

ORG 320 International Business 3 Semester Hours

This course focuses on the global scale of business and the dynamics of cultural and social interactions in the international arena. Cultural aspects and dimensions, virtual management and meeting techniques, ethical implications, legalities, and marketing procedures on a global scale are studied. Students will work on semester-long projects that include marketing, supply chain, and financial planning of an international venture. Prerequisite: ORG 203 or ORG 205. Meets General Education Distribution Area III.D.

ORG 340 Principles of Total Quality 3 Semester Hours

This course explores the techniques and tools managers use to make quality happen and to ensure that it keeps happening. Students will learn about the different philosophies of quality, system thinking, customer focus, process management, Six Sigma, and the process improvement toolkit. Students will be required to apply these concepts and tools through a semester-long process improvement project. Prerequisite: ORG 203 or ORG 205.

- ORG 350 Public Relations and Marketing 3 Semester Hours**
In Sport, Event and Tourism Management
 This course emphasizes the building and management of positive relationships with the community and the media. It examines public opinion and research, management of public relation tools and resources, and ethics. Prerequisite: ORG 203 or ORG 205..
- ORG 351 Human Resource Management 3 Semester Hours**
 This course introduces the role of the human resource function as a strategic partner in achieving an organization's goals. The course considers the importance of labor markets, recruitment, selection, training, compensation, labor relations, and performance management. The evolving nature of work, discrimination in employment, work performance and its rewards, and effects of changing technology are addressed. Web-based research and presentations are required. Prerequisite: ORG 203 or ORG 205.
- ORG 355 Not-for-Profit Management 3 Semester Hours**
 This course is an exploration of the wide variety of issues faced by leaders in nonprofit organizations. Topics include managing volunteers, public and client relations, grant writing, budget management, accounting and reporting requirements, staff motivation and performance, mission development, strategic planning and staffing. This course requires case studies and completion of a project with a nonprofit organization. Prerequisite: ORG 203 or ORG 205.
- ORG 405 Business Ethics 3 Semester Hours**
 This course emphasizes theory of ethics from different philosophical schools of thought and how ethics applies to organizational decisions. Ethical dilemmas, values, and traditions are examined through questioning and determining solutions. Case studies are emphasized and individual research is required. A final group or individual project using presentation, web-based, and/or video software is required. ORG 301, or ORG 302, or ORG 304.
- ORG 430 Innovation and Sustainability in Entrepreneurship 3 Semester Hours**
 In this course, each student will have an opportunity to further study and apply the full array of business principles by planning an entrepreneurial venture. Students will explore the rapid changes taking place in the business environment and identify the entrepreneurial opportunities for innovation that these changes present. Students will identify the best practices in managing the social, environmental, and economic impacts of entrepreneurship, as well as the financial pitfalls and paybacks. A comprehensive business plan, with financial sources and projected profits and losses is required of each student. Students will use information technology tools applicable to entrepreneurship and small business development. Prerequisite: ORG 203, or ORG 205, or ORG 230.
- ORG 450 Strategic Management and Leadership 3 Semester Hours**
 This is a capstone course for seniors that emphasizes the importance of professionalism, leadership and strategic planning. By building on the concepts studied throughout the major program students, working in consulting teams, will analyze strategic planning for individual professional development and corporate continuity. Each student will work closely with a mentor from the business/ leadership community on personal strategic planning. Prerequisite: ORG 301, or ORG 302, or ORG 304.

PHYSICAL EDUCATION AND RECREATION (PER)

- PER 215 Team Sports Teaching Methodology 3 Semester Hours**
 This teaching methods course for team sports will include history, tactics, skill development, assessment and advanced content knowledge of a variety of team sports. Students will learn how to organize and teach various team sports appropriate to K-12 students. Sports may include volleyball, soccer, lacrosse, football, basketball, cooperative games, field hockey, team handball, cricket, softball, rugby, etc. The course requires physical activity. Prerequisite: None. Meets General Education Distribution Area V. Offered every fall. Previous EXS 215.

PER 216 **Lifetime Sports Teaching Methodology** **3 Semester Hours**
 This methods course for teaching lifetime sports and activities course will include history, tactics, skill development, assessment and advanced content knowledge of selected individual, dual, and outdoor sports and activities. In addition to developing their own skills, students will learn how to plan, implement and teach various lifetime sports appropriate for K-12 students. Activities/sports may include golf, Frisbee, tennis, badminton, cycling, hiking, dance, swimming, bowling, running, aerobics, yoga and others. The course requires physical activity. Prerequisite: None. Meets General Education Distribution Area V. Offered every spring. Previously EXS 216.

PER 240 **Introduction to Theories and Techniques of Coaching** **3 Semester Hours**
 Students explore the integration of theory and practice of effective coaching and teaching methods. Content includes a secondary school or college level practicum. Three hours. Offered every fall. Previously EXS 240.

PER 280 **Adapted Physical Education** **3 Semester Hours**
 This course will focus on the diverse challenges in physical education programs for special needs children. The students will be required to develop physical education concepts to fit the special need children into mainstream classes. The course will include observation and practical experience. Prerequisite: Sophomore standing. Offered fall of even years. Previously EXS 280.

PER 311 **Assessment in Health, Physical Education, and Sport** **3 Semester Hours**
 This course is designed to acquaint the student with tests and measurement in the fields of health physical education and sport. Students will explore various methods of assessing fitness, sport skills and cognitive knowledge. In addition, students will learn how to design, score and use data to help improve performance. Prerequisite: junior standing.

PER 340 **Physical Education Pedagogy** **3 Semester Hours**
 Theory and practice of effective teaching and learning. Includes curriculum development, exploration and development of The Core Teaching Skills. Practicum in K-5. Prerequisite: EXS 240 or EDU 205. Offered spring semester. Previously EXS 340.

PHILOSOPHY (PHI)

PHI 105 **Introduction to Symbolic Logic** **3 Semester Hours**
 An introduction to the principles and methods of symbolic logic, PHI 105 provides a formal exploration of both categorical and propositional arguments as well as an overview of informal fallacies which interfere with clear and effective argumentation. Students refine skills of precise expression and careful analysis. Meets General Education Distribution Area I.C.

PHI 261 **Classical and Medieval Philosophy** **3 Semester Hours**
 This course begins with the philosophy of Socrates, Plato, and Aristotle; moves to the intersection of religion and Greek philosophy in medieval thought; and concludes with examination of the 16th century Copernican Revolution and its impact on western philosophy. The focus is on western traditions; students interested in eastern philosophies are encouraged to take REL 153. Those interested in western philosophy in the modern period should take PHI 265. Meets General Education Distribution Area I.C.

PHI 262 **Introduction to Ethics** **3 Semester Hours**
 This course focuses on the origin, shape, and content of pre-modern and modern moral thought and behavior. Students closely examine various theories of ethics, giving special attention to the moral philosophy of Aristotle, Emmanuel Kant, and current trends in science-informed moral theory. The course seeks to help students explore their own ethical world through thought experiments, case studies, group work, and individual research. Meets General Education Distribution Area I.C.

PHI 265 **Modern Western Philosophy** **3 Semester Hours**
 This course begins with the early modern period's departures from and continuities with past western philosophy. It also explores the growing intersection between philosophy and the rise of modern

experimental science, focusing especially upon epistemology—ways of knowing. Students interested in eastern philosophies are encouraged to take REL 153. Meets General Education Distribution Area I.C.

PHI 282 **Philosophy and Existential Literature** **3 Semester Hours**
 This course explores a major movement in twentieth century continental philosophy. The existentialists' focus on "lived experience" makes literature a particularly conducive medium for addressing major questions of freedom, responsibility and meaning. Course readings therefore include both philosophical writings (by Kierkegaard, Nietzsche, Sartre and others) and works of fiction (by Camus, Sartre, Kafka, Hesse and others). Meets General Education Distribution Area I.C. or IV.B.

PHI 365 **Philosophy of Religion** **3 Semester Hours**
 This course explores how Religion as a historical category emerged in the West and has come to be applied as a universal concept by the modern western world. The course probes into the assumptions behind this modern concept of "Religion" and examines the content and purpose of the modern "Philosophy of Religion." Prerequisite: A prior course in REL or PHI, or permission of the instructor. *Note: Previously REL 368.*

PHI 495 **Senior Thesis** **3 Semester Hours**
 Under consultation with the student's major advisor, each Philosophy and Religion major writes a senior thesis. The nature of this thesis varies with the student's interests. Majors may choose to write a research paper on a particular topic, engage in a service project, or do an on-site investigation of an existing philosopher or philosophical tradition. The length of the final written form of the project, as well as the breadth of sources used, will vary according to the subject chosen. All projects are presented in a public oral defense. Prerequisite: HUM 461 and Religious Studies major.

PHYSICAL EDUCATION (PHE) AND ACTIVITY COURSES (WLE)

Through the athletic and physical education programs, the College provides an excellent opportunity for students to gain skills and knowledge in recreational activities that will prepare them for a lifetime of leisure enjoyment and appreciation of sports. Provisions will be made for nontraditional students and students with physical disabilities. Courses will be offered according to demand and to the availability of qualified instructors. Additional fees will be charged for some courses, and the student will occasionally be required to purchase or rent additional equipment. Physical education (PHE) activity courses receive 1 or 2 semester hours of credit per course.

Participation in collegiate sports does not earn course credit, though one semester of athletic participation will satisfy, by course waiver, one activity requirement for General Education Area V. A student could, for example, participate in a sport and enroll in one PHE course to satisfy the requirements for Area V. A student may not substitute two semesters of athletic participation to satisfy this area's requirements.

PHE 101 **Personal Fitness for Beginners** **1 Semester Hour**
 This course is designed to help beginning students to improve or maintain levels of health related fitness. Students will gain knowledge of the benefits and elements of health related fitness, participate in various fitness activities, and learn how to design a sound training program that safely and effectively increases individual fitness levels to achieve an overarching goal. Meets General Education Distribution Area V.

PHE 105 **Weight Training I** **1 Semester Hour**
 This physical education course is an introduction to weight training. The goal is to learn basics of weight training (proper lifting techniques, different systems and methods of weight training) as well as the importance of safety techniques. This is a basic weight training course and is structured around fundamentals involved in order to safely improve muscular strength and endurance. Meets General Education Distribution Area V.

PHE 106 **Weight Training II** **1 Semester Hour**
 This class is designed to teach advanced lifting techniques to experienced weightlifters. It focuses on safety, program design and proper techniques for multiple exercises encompassing the total body.

Students will learn muscle groups and specific lifts to train each. Also concepts of periodization and basic physiology of resistance training will be covered. Meets General Education Distribution Area V.

PHE 111 Pilates Plus 1 Semester Hour
 This course is designed to teach the basics of Pilates. It will provide a student with skills, knowledge, and strategies to help the student not only enjoy the sport during class but also during their leisure time activities. Pilates is related to encouraging the mind to control muscles. It focuses attention on core postural muscles that help keep the body balanced and provide support for the spine. In particular, Pilates's exercises teach awareness of breath and alignment of the spine, as well as strengthening the deep abdominal muscles to support this alignment. Meets General Education Distribution Area V.

PHE 113 Yoga I 1 Semester Hour
 This course is designed to teach an introduction to yoga, including meditation, pranayama, and basic poses. Students will learn alignment cues and how to safely modify poses. Meets General Education Distribution Area V.

PHE 114 Yoga II 1 Semester Hour
 This physical education class is designed to introduce students to yoga and help intermediate students deepen their practice. Students will learn the history of yoga, the different styles of yoga, along with breath work, meditation and alignment. Each student will be taught Level II poses and learn how to anatomically prepare for these poses. Students should have basic yoga experience. Meets General Education Distribution Area V.

Basic Physical Education & Activity Courses 1 Semester Hour
 Physical activity classes are designed to provide a student with skills, knowledge, and strategies about an activity or sport. This knowledge will help the student not only enjoy the sport during class but also during their leisure time activities. PHE 101, PHE 105, PHE 106, PHE 111, PHE 113, and PHE 114 meet General Education Distribution Area V.

Basic Conditioning Courses			Wilderness Activities Courses		
		Fee			Fee
PHE 101	Personal Fitness for Beginners	No	WLE 151	Whitewater Canoeing	Yes
PHE 105	Weight Training I	No	WLE 152	Rock Climbing	Yes
PHE 106	Weight Training II	No	WLE 155	Whitewater Kayaking	Yes
PHE 111	Pilates Plus	No	WLE 157	Backpacking	Yes
PHE 113	Yoga I	No	WLE 158	Mountain Biking	Yes
PHE 114	Yoga II	No	WLE 159	Sea Kayak Touring	Yes

PHYSICS (PHY)

PHY 102 Astronomy 4 Semester Hours
 An astronomy survey course for non-science majors which exposes the student to the fascinating world of astronomy. Students encounter early astronomy and astronomers, become familiar with the nighttime sky, develop the tools of astronomy; and study the solar system, stars, and their evolution, galaxies, cosmology, and the Big Bang. Three hours of lecture and two hours of lab. Offered every spring. Meets General Education Distribution Area II.B.

PHY 103 General Physics I 4 Semester Hours
 An algebra and trigonometry based physics course. Lecture and laboratory topics include Newtonian mechanics, wave motion, and thermodynamics. Three hours of lecture and two hours of lab. Prerequisite: MAT 121 with a C- or above or permission of the instructor. Offered every fall. Meets General Education Distribution Area II.B.

PHY 104 General Physics II 4 Semester Hours
 An algebra and trigonometry based physics course. This course examines electricity, magnetism, light, and optics. Three hours of lecture and two hours of lab. Prerequisite: MAT 121 with a C- or above or permission of the instructor. Offered every spring.

PLS 210 American Government 3 Semester Hours

This course surveys the origin, organization, development, and functional aspects of the government of the United States. Comparisons are made with state (NC) and local governments. Highly recommended for pre-law students, but designed for all students. Prerequisite: sophomore status or permission of the instructor. Meets General Education Distribution Area III.C.

PLS 220 Constitutional Law 3 Semester Hours

This course provides a detailed study of the Constitution of the United States; the workings of the Federal Courts, with emphases on the Supreme Court; and the effects of court decisions on national and, through incorporation of constitutional guarantees of civil liberties, state government. General Education Area: III.C.

PLS 310 American Foreign Policy 3 Semester Hours

This course examines the economic, defense, environmental, and world order interests of US foreign policy. Through lecture and readings, the student explores how these interests dictate American foreign policy in the Post-Cold War Era. Careful analysis of historic and contemporary events will give insight to US interest(s) in the Confederation of Independent States (the former Soviet Union), China, the Middle East, the Far East, Europe, Africa, and the Western Hemisphere. Prerequisite: PLS 110, PLS 210, PLS 220, or permission of the instructor.

PLS 320 Contemporary Political Movements 3 Semester Hours

In recent decades, political movements have greatly influenced the American polity. Case studies in this course include environmental groups, the Christian Right, and third parties. The course also looks at social movements, including the Women's and Civil Rights Movements. Focus is placed on determining the processes that construct, sustain, and transform these movements as viable political institutions. Prerequisite: PLS 110, PLS 210, PLS 220, or permission of the instructor.

PLS 330 Political Communication 3 Semester Hours

This course is designed to advance students' understanding of contemporary US political campaigns focusing on candidate discourse, mediated political realities, image construction, agenda setting, and marketing strategies in local, state and national races. Students will learn how to use theoretical frameworks for critiquing political communication, how to analyze forms and functions of campaign discourses, and how to consider ethical ramifications of campaign discourse. Prerequisite: PLS 210 or permission of the instructor. PLS 110, PLS 210, PLS 220, or permission of the instructor.

PLS 340 First Amendment Freedoms 3 Semester Hours

This course explores the theories, doctrines, statutes, and cases related to the First Amendment guarantees of Freedom of Religion (Separation of Church and State), Speech, and Assembly. This course will help the student increase knowledge and enhance understanding and appreciation of systemic structures of the judicial process and legal issues and will provide the student with theoretical and practical application of First Amendment Freedoms. The course will facilitate an understanding of how these freedoms work toward establishing a balance between individual and societal rights. Prerequisite: PLS 110, PLS 210, PLS 220, or permission of the instructor.

PSYCHOLOGY (PSY)**PSY 101 Introduction to Psychology 3 Semester Hours**

This survey course explores the fundamental principles governing behavior and the research methods employed. Areas covered include the brain and behavior; sleep and dreaming; learning and memory; intelligence, thinking and reasoning; behavior in social and cultural contexts; theories of emotion, motivation and personality; and mental disorders and their treatment. Meets General Education Distribution Area III.C.

PSY 210 Research Methods I: Design and Data Collection 3 Semester Hours

This first course in a two-course sequence presents the basic principles of qualitative and quantitative research methods, including experimental studies, focus groups, interviews, and surveys. It addresses study design, implementation, interpretation, and presentation. Students design original research, and seek approval through the Institutional Review Board. The assumption is that data will be collected in the subsequent class. Prerequisite: A grade of C- or higher in PSY 101; Psychology major/minor.

- PSY 211 Research Methods II: Synthesis and Dissemination 3 Semester Hours**
 This second course in a two-course sequence focuses on ethical data collection, data entry, statistical analysis, and the preparation of work for presentation in multiple formats: poster presentations; spoken presentations; submissions for publication. This course represents the culmination of work planned in PSY 210. The assumption is that this will serve as pilot work for a thesis or prepare practicum students with literacy in research. Prerequisites: PSY 101 and 210; Psychology major.
- PSY 220 Abnormal Psychology 3 Semester Hours**
 Students in PSY 220 examine how social, psychological, and biological factors cause, maintain, or lessen abnormal behavior. They also study anxiety, mood, sexuality, personality, and eating disorders. Different modes of therapy and their foundations are examined. Prerequisite: PSY 101.
- PSY 230 Life-Span Development 3 Semester Hours**
 This course is a survey of the major areas in human development from conception to death. The course is presented in a topical rather than chronological format, with equal emphasis on all stages of life. Topics include theories of development; research methods specific to the field; and examination of biological, cognitive, social, personality, language emotional and moral development. Prerequisite: PSY 101.
- PSY 240 Social Psychology 3 Semester Hours**
 A study of individual behavior as a function of social situations is the focus of this course. The course emphasizes theory, research, and applications. Topics include the self in relation to the environment, perceptions and attributions regarding others, stereotypes and prejudice, group processes, attitude formation and maintenance, conformity, attraction and close relationships, helping, and aggression. Prerequisite: PSY 101.
- PSY 280 Learning and Cognition 3 Semester Hours**
 This course addresses the historical and current research, theory, and conceptual foundations involved in the study of learning and cognitive functioning. Topics include classical conditioning, operant conditioning, reinforcement, memory, thought, language acquisition, problem solving, and creativity. Prerequisite: PSY 101.
- PSY 320 Theories of Clinical and Counseling Psychology 3 Semester Hours**
 This course provides a study of the theories and perspectives frequently applied to counseling and therapy. Topics include individual and group counseling, institutional settings, populations, and legal and ethical issues. Prerequisites: A grade of C- or higher in PSY 101, PSY 220, and Psychology Major.
- PSY 321 Practices of Clinical and Counseling Psychology 3 Semester Hours**
 This course extends the study of the theories and perspectives examined in PSY 320 and places them into the context of practice. Emphasis is on therapy and counseling as a process with interactive role-play and other active engagement. Topics include management of patient/client interaction, outcomes, insurance and mental health care, and ongoing legal and ethical issues. Prerequisites: PSY 101, PSY 210, PSY 220, PSY 320, and Psychology Major.
- PSY 340 Theories of Personality 3 Semester Hours**
 This course introduces students to personality by examining current and historic research within the context of a range of theories including psychoanalytic, behavioral, and humanistic. Topics will include personality, personality development, personality and health, personality disorders and therapy, and personality assessment. Equal attention is given to normal and abnormal theories. Prerequisites: A grade of C- or higher in PSY 101, or permission of the instructor.
- PSY 345 Human Sexuality 3 Semester Hours**
 In this course, students explore issues related to the intersections of race, class, gender, and sexual identity. Special attention is given to systems of privilege and oppression, which are examined through many lenses: psychological, social, relational, linguistic, and institutional. Discussion topics also include:

implicit bias, wage gaps, wealth inequality, law enforcement and immigration policy, homophobia and transphobia, and interventions aimed at transforming oppressive systems. All research will be informed by empirical study as well as the lived experiences of individuals belonging to oppressed groups. Students will plan and carry out an action designed to promote equity within the community. Prerequisite: A grade of C- or higher in PSY 101 and PSY 240, or permission of the instructor.

PSY 350 Human Sexuality 3 Semester Hours

This course is a survey of the major areas of human sexuality. Topics include sexual and reproductive anatomy, the sexual response, sexually transmitted diseases, pregnancy, birth control and childbirth, gender identity and gender roles, sexual development, sexual behaviors and attitudes, love and relationships, sexual dysfunction, sexual disorders and sex therapy, sexual values, religion and sex, and effective communication about sex. Prerequisites: A grade of C- or higher in PSY 101, and PSY 230; or permission of the instructor.

PSY 355 Sport Psychology 3 Semester Hours

This course reviews variables that enter the equation of sports performance and considers how to modify the ways they affect performance. It reviews how social interchange affects sport and alters the experience of sporting. Prerequisites: A grade of C- or higher in PSY 101, or permission of the instructor.

PSY 469 Practicum in Psychology 3-12 Semester Hours

This is a faculty supervised field experience. Students meet weekly with their faculty supervisor. The practicum is typically completed in the student's final semester(s) and may be taken for 3 hours credit (135 hours on site) to 12 hours credit (540 hours on site). *Note: Either six hours of PSY 469 or six hours of PSY 475 are required of all Psychology majors.* Prerequisites: PSY 101, PSY 210, PSY 211, PSY 220, junior/senior standing, and Psychology Major. (PSY 320 is recommended).

PSY 475 Undergraduate Thesis in Psychology 3-12 Semester Hours

This course is designed to prepare students for graduate level research. Students meet regularly with a faculty member who supervises the planning of the project, the selection of a review committee, and the analysis and write-up of work in multiple formats: Poster, spoken paper, publication manuscript. A substantial and substantive paper or presentation of work is required. *Note: Either six hours of PSY 469 or six hours of PSY 475 are required of all Psychology majors.* Prerequisites: PSY 101, PSY 210, PSY 211, junior/senior standing, and Psychology Major.

PSY 495 Senior Seminar: Contemporary Issues in Psychology 3 Semester Hours

An examination of contemporary literature in current professional publications of the American Psychological Association. Students become student affiliates of APA (a fee is required), and read, discuss and present materials concerning the state of the science and future directions. The class includes the final organization of thesis/practicum activities for inclusion in an electronic portfolio. A public presentation of thesis or practicum work is required. Prerequisites: PSY 101; PSY 210; PSY 211; Pre/Co-requisite: PSY 469 or PSY 475, senior standing, and Psychology Major.

RECREATION (REC)

REC 101 Introduction to Parks & Recreation Services 3 Semester Hours

This course explores the basic background, nature and scope of the parks and recreation profession, including the historical, philosophical and educational foundations and professional opportunities in this service sector.

REC 469 Senior Internship 6 Semester credit

This course is designed to be a bridge between the student's undergraduate education and the beginning of a career pathway or graduate school. The student will devote an extended period to working and learning at an approved student-chosen site under the direct supervision of an on-site professional. They will also interact regularly with their Brevard College professor. Prerequisite: permission of the instructor.

RELIGION (REL)

- REL 101 Hebrew Bible 3 Semester Hours**
This course explores the development of ancient Israelite history, literature, society, and religious thought and practice through careful reading of the Hebrew Bible/Old Testament. Meets General Education Distribution Area III.B.
- REL 102 New Testament 3 Semester Hours**
This course focuses on the literature of the New Testament, placing emphasis on the life and teachings of Jesus, the life and letters of Paul, and the characteristics of the early church. Meets General Education Distribution Area III.B.
- REL 153 World Religions 3 Semester Hours**
A study of myth, ritual, and belief in religions of the world, the course pays particular attention to religions and philosophies of India, China, and the Near East. Meets General Education Distribution Area III.B. or III.D.
- REL 210 Israelite and Christian Writings Outside the Bible 3 Semester Hours**
This seminar course explores Israelite and/or Christian textual traditions outside the Bible. Topical foci vary according to student demand and the special interests and needs of religion studies majors and faculty. Topics include: The Apocrypha; The Israelite Writings of Adam, Enoch, Abraham and Others; The Essenes and the Dead Sea Scrolls; Christian Apocryphal Gospels and Acts; and The Writings of Philo of Alexandria; Judaism and Platonism. Prerequisite: REL 101 or REL 102, or permission of the instructor. Meets General Education Distribution Area III.B.
- REL 221 Ancient Philosophy and Medieval Christianity 3 Semester Hours**
Focuses on the first one thousand years of Western Christianity, with special emphasis on Ancient Philosophy and early Christian belief and practice. Also explores the importance of martyrdom, virginity, monasticism, and pilgrimage for medieval Christian spirituality. Other features of religion treated include sacred place, time, persons, rituals, dress, gestures, writings, Art, symbols, stories. Meets General Education Distribution Area III.A. or III.B.
- REL 241 Religion in Early America 3 Semester Hours**
This course seeks to understand the nature and significance of religious belief and practice in the rise and development of American life and identity. Topics explored include: Native American religion; Catholic and Protestant differences; Puritan origins and emphasis; Colonial Christianity and the American Revolution; revivalism and the rise of denominationalism; slavery and religion. Meets General Education Distribution Area III.A. or III.B.
- REL 268 C. S. Lewis 3 Semester Hours**
With releases of film versions of the Chronicles of Narnia, new generations of fans have been coming to appreciate the dramatic fantasy world created by C. S. Lewis. But the legacy of this writer involves far more than the magical lands visited through the wardrobe. Hence, this course explores C. S. Lewis' life, his development as a person of faith, his writings as a popular theologian, and his science fiction, fantastic, and allegorical worlds beyond Narnia. Meets General Education Distribution Area III.B., or IV.B.
- REL 278 Environmental Philosophy and Theology 3 Semester Hours**
Although the peoples of the world are divided into multiple cultural and religious groupings, we share one fragile earth. In the 21st century, theology is becoming increasingly aware of this commonality, as the members of various religious groups seek within their own traditions to find both roots of our current ecological crisis and contributions to its potential resolution. This course explores what a variety of religions—both ancient and contemporary—have to say about the relationship between humans, nature, and the sacred, and how practitioners of these religions articulate and enact the responsibility to tend the earth with care. Meets General Education Distribution Area III.B. or Area VI.

REL 288 Women and Religion 3 Semester Hours

From the roles of women in various world religions, to the relationship between sexuality and spirituality, to the impact of feminist theories upon theological reflection, this course examines a range of issues pertinent to the intersection of gender and religious studies. Meets General Education Distribution Area III.B.

REL 312 Jesus in the Gospels 3 Semester Hours

Each of the four Gospels of the New Testament contains a different portrait of Jesus. Comparing these portraits and placing them in both their Jewish and Hellenistic backgrounds is the main work of this course. The course also explores Christological views of Jesus in other New Testament writings. Prerequisite: REL 101 or REL 102; or permission of the instructor.

REL 316 St. Paul 3 Semester Hours

This course explores Paul the Jew who both kept Torah and believed that God was, as promised to Abraham, uniting both Jews and Gentiles in Christ Jesus before the final day of judgment. Prerequisites: REL 101 or REL 102, or permission of the instructor.

REL 325 Philosophy and Religion in the Age of Reform: 1250-1550 3 Semester Hours

This course seeks to enter imaginatively into the theological, liturgical, and spiritual world of late Medieval and Reformation Europe. Students discover that the Protestant Reformation was one of many different medieval reformations that preceded reformers like Martin Luther and John Calvin. We explore these early reformation movements, analyzing their nature, how church leaders reacted to them, and why they did not lead to the kind of church division caused by the Protestant Reformation. Then we turn to the Protestant movement and explore how it preserved and transformed certain aspects of medieval thought and practice. Prerequisite: A prior course in REL, PHI or HIS; or permission of the instructor.

REL 495 Senior Thesis 3 Semester Hours

Under consultation with the student's major advisor, each Philosophy and Religion major writes a senior thesis. The nature of this thesis varies with the student's interests. Majors may choose to write a research paper on a particular topic, engage in a service project, or do an on-site investigation of an existing religious tradition. They might also participate in church or social work and write a detailed description and analysis of their work. The length of the final written form of the project, as well as the breadth of sources used, will vary according to the subject chosen. All projects will be presented in a public oral defense. Prerequisite: HUM 461 and Religious Studies major.

SCIENCE (SCI)**SCI 105 Physical Science 4 Semester Hours**

A physics, astronomy, and geology course for non-science and teacher licensure students. This course includes both lecture and laboratory components. Three hours of lecture and two hours of lab. A common grade will be given for SCI 105 lecture and lab. Offered every fall. Meets General Education Distribution Area II.B.

SCI 391 Research Methods in Science 1 Semester Hour

This course is designed to introduce the fundamentals of scientific research from the initial research proposal to the final presentation of the results. Students will select a topic of interest, review the literature, and prepare a research proposal for the topic. Students will also have the opportunity to attend research presentation, and then discuss the implications of the work presented.

SCI 469 Senior Internship 2 Semester Hours

Students complete a faculty approved non-classroom internship as part of the senior project. A specific area of interest is chosen and the student interns in a science or healthcare facility working closely with an onsite supervisor to learn in-depth the credentials, requirements, and activities necessary for a career in the chosen area. A journal of daily activities is required and will be the basis for the written paper and presentation in SCI 495 to complete the project. Prerequisite: science major, junior standing, and permission of the faculty advisor. Offered every fall and spring.

SCI 494 Senior Project I 2 Semester Hours
 Students begin a faculty-approved project such as a senior thesis or research project. In this course, students propose a project question, develop a plan to resolve it, create a bibliography, and complete one chapter of writing. Class meets weekly for progress reports, discussion, critical thinking, and problem solving. Prerequisite: senior standing or permission of the instructor. Offered every spring.

SCI 495 Senior Project II 2 Semester Hours
 Students complete senior projects begun in SCI 494. Class meetings continue with discussion, critical thinking, and problem solving. Students also meet privately with their course advisor to review their papers or projects. The one-on-one reviews are used by the student to improve the writing, content, logic, and organization of the paper or project. Requirements include the final written paper and a formal oral public presentation summarizing the paper. Prerequisite: SCI 494 or SCI 469. Offered every fall.

SOCIOLOGY (SOC)

SOC 101 Introduction to Sociology 3 Semester Hours
 In this introductory course, students identify the nature, concepts, and principles of sociology, including societies, cultures, the socialization process, social groups and institutions, social stratification, social classes, and social change. Meets General Education Distribution Area III.C.

SOC 204 Marriage and the Family 3 Semester Hours
 A cross-cultural examination of contemporary family structures, SOC 204 emphasizes the relationships between husband-wife and parents-children. Students study various aspects of the family, including gender roles, values, religious influences, child-rearing practices, power structures, conflict within families, and the future of the family, as well as topics of mate selection, separation, divorce, remarriage, and stepfamilies. Prerequisite: sophomore standing or permission of the instructor. *Note: This is the same course as PSY 204.*

SOC 210 Research Methods I: Design and Data Collection 3 Semester Hours
 SOC 210 presents the basic principles of qualitative and quantitative research methods, including experimental studies, focus groups, interviews, and surveys. It addresses study design, implementation, interpretation, and presentation. Prerequisite: CRJ 101, SOC 101, or PSY 101. *Note: This is the same course as CRJ 210 and PSY 210.*

SOC 325 Population and Contemporary Social Issues 3 Semester Hours
 The basic principles of demography and geography at the global, national, and local levels, with emphases on conditions that influence population change and impacts of human populations on the environment, are addressed in SOC 325. Through detailed comparisons of countries, states, and cities throughout the world, students explore population characteristics and life chances; factors affecting trends in population structure and characteristics; population change associated with diseases; aging; urbanization; economic development; and environmental alterations. Trends in population structure and characteristics are examined in terms of geography and public policies. Prerequisite: SOC 101, ENV 101 or permission of the instructor. Meets General Education Distribution Area III.D.

THEATRE (THE)

THE 101 Introduction to Theatre 3 Semester Hours
 Designed for non-majors, this course explores the history and growth of the art and craft of theatre, including a study of representative playwrights and plays. Meets General Education Distribution Area IV.A.

THE 103 Acting I 3 Semester Hours
 In this course, students are provided with an opportunity to develop imagination, concentration, and acting skills through the disciplines of improvisation, monologues, and scene study. Meets General Education Distribution Area IV.A.

- THE 311 Theatre History I 3 Semester Hours**
This course investigates the development of world theatre from ancient Egypt to the early 19th century. Our study will include an investigation of playwrights, actors, audiences, critics, theatre spaces, design, performance, and production practices. Throughout the semester, theatre history will be linked to larger social, intellectual, political, and cultural developments around the world. Meets General Education Distribution Area III.A.
- THE 312 Theatre History II 3 Semester Hours**
This course investigates the development of world theatre from the early 19th century to today. Our study will include an investigation of playwrights, actors, audiences, critics, theatre spaces, design, performance, and production practices. Throughout the semester, theatre history will be linked to larger social, intellectual, political, and cultural developments around the world. Meets General Education Distribution Area III.A.
- THE 313 Playwriting 3 Semester Hours**
This course introduces the fundamentals of the craft of playwriting. Students will learn to work with the basic building blocks of dramatic structure, to write with action and conflict in mind, and to develop character through dialogue. Prerequisites: ENG 111, ENG 112, and THE 115.
- THE 314 Applied Theatre for Non-Majors .5 Semester Hour**
The Applied Theatre sequence (THE 114, 214, 314, 414) allows students to receive academic credit for work related to productions on campus. The creative work ranges widely and can include acting, stage management, house management, board operations, design work, and assignments on various production crews, depending on student aptitude and disposition. Thirty-five hours of work is required. Offered every semester. Partially fulfills General Education Distribution Area IV.A.
- THE 315 Rendering and Model Building 3 Semester Hours**
This course will develop concrete skills for rendering concepts onto paper and building models to visually represent exact designs in scaled forms. Students will explore rendering techniques as an expression of design across many media including colored pencil, ink, watercolor, gouache, and acrylic. Students will also develop varied levels of model making from the simple and functional white model to the fully realized color and texture accurate scenic model. Prerequisite: THE 121 or permission of instructor. Offered every third year.
- THE 320 Computer-Aided Drafting 3 Semester Hours**
This course introduces electronic technologies for drafting for use by the theatre artist. Prerequisites: THE 220 or permission of the instructor. Meets General Education Distribution Area II.C.
- THE 323 Acting IV: Shakespeare in Performance 3 Semester Hours**
In this course, students delve into the physical, vocal, and emotional demands of acting Shakespeare. Always mindful that the plays were written for performance, topics for discussion include: the information in the texts for actors and directors; how the verse works; and how actors balance the reality of the story with Shakespeare's heightened language and demanding characters. This upper-level course is restricted to sophomores, juniors, and seniors. Prerequisites: THE 225 and THE 203, or permission of the instructor.
- THE 328 Sound Design 3 Semester Hours**
This course is an introduction to the art and science of modern sound design. It will cover the scope, tools, materials, and practices required to produce high quality sound in modern theaters and live events. This class will discuss numerous areas of sound design including a variety of audio equipment, sound editing software (D.A.W.s), script analysis, research, and live sound reinforcement techniques. Prerequisite: THE 121 or permission of the instructor. Meets General Education Distribution Area IV.A.

minimum impact backcountry travel and living skills, environmental ethics and interpretation, navigation, climbing, canoeing, sea kayaking, and trail service opportunities. There is a required weekend trip.

WLE 151 Whitewater Canoeing 1 Semester Hour

This course is designed to teach the basics of flat water, moving water and whitewater canoeing. The curriculum covers canoe design, stroke vocabulary and paddling techniques, maneuvers, river hydrology and features, water reading and river running strategies, safety and risk management, and basic river rescue. Environmental stewardship and an appreciation for public and private waterways are emphasized throughout the course. Two weekend day trips are required.

WLE 152 Rock Climbing 1 Semester Hour

This course is designed to teach the basics of top-rope rock climbing and rappelling. The curriculum covers basic equipment and its use, movement over rock, climbing and belaying skills, rock site management, safety and risk management, and basic self-rescue. Environmental stewardship and an appreciation for public and private lands are emphasized throughout the course. Two weekend day trips are required.

WLE 155 Whitewater Kayaking 1 Semester Hour

This course is designed to teach the basics of flat water, moving water and whitewater kayaking. The curriculum covers kayak design, stroke vocabulary and paddling techniques, maneuvers, river hydrology and features, water reading and river running strategies, safety and risk management, and basic river rescue. Environmental stewardship and an appreciation for public and private waterways are emphasized throughout the course. The course is offered in one of two formats: weekly labs plus two weekend day trips; or four consecutive days over fall break.

WLE 157 Backpacking 1 Semester Hour

This course is designed to teach the basics of backpacking. The curriculum covers equipment and its use, trip planning, navigation with a map and compass and travel techniques, meal planning and cooking, shelter construction, and safety and risk management. Environmental stewardship and an appreciation for public and private lands are emphasized throughout the course. This is an introductory course, and as such is not suitable for students with extensive backpacking experience. A weekend trip is required.

WLE 158 Mountain Biking 1 Semester Hour

This course is designed to teach the basics of mountain biking and is intended for beginning to intermediate mountain bikers. The curriculum covers riding skills and maneuvers, bike design, personal protective equipment and clothing, bike set up, maintenance and basic repair, trail design and sustainability, group management, and safety and risk management. Environmental stewardship and an appreciation for public and private lands are emphasized throughout the course. Two weekend day trips are required.

WLE 159 Sea Kayak Touring 1 Semester Hour

This course is designed to teach the basics of sea kayak touring and camping. The curriculum covers sea kayak design, stroke vocabulary and paddling techniques, maneuvers, on water navigation and group management skills, safety and risk management, and basic self and assisted rescues. Additionally, students will learn basic trip planning, meal planning and cooking, and campcraft. Environmental stewardship and an appreciation for public and private waterways are emphasized throughout the course. A weekend trip is required.

WLE 200* Leadership and Group Dynamics in Outdoor Pursuits 3 Semester Hours

This course is offered as a component of the Immersion Semester in which six interrelated courses are taught in an integrated system. This course will study theories and principles of small group dynamics, leadership principles, including problem solving, group member roles, decision-making, ethical issues, communication skills and a variety of other concepts. Emphasis will be placed on situations and populations relevant to wilderness-based and experiential education programs. **Only offered as part of the Immersion Semester.*

WLE 220 Theory and Practice of Experiential Education 3 Semester Hours

This course begins with an examination of historical, philosophical, social, and psychological foundations of experiential education and proceeds to examine current trends and theoretical developments. Particular attention will be focused on understanding how current theory may be applied to the practice of Wilderness Leadership and Outdoor/Adventure Education. WLE 101 or EDU 205; Experiential Education Minor; or permission of the instructor.

WLE 250* Wilderness First Aid 3 Semester Hours

This course is offered as a component of the Immersion Semester in which six interrelated courses are taught in an integrated system. This course focuses on medical emergencies when help is miles away and dialing 911 is not an option. Lecture and hands-on simulation sessions help students prepare to handle emergency situations that involve prolonged patient care, severe environments, and improvised gear. Students will have an opportunity to receive Wilderness First Responder certification through a nationally recognized medical education provider with complete attendance and ability to meet WFR knowledge, skill, and certification criteria. Taking the course does not guarantee certification.

**Only offered as part of the Immersion Semester.*

WLE 251 Canoe Instructor 2 Semester Hours

This two-credit advanced WLEE skills course is designed for those involved in teaching river skills, including among other things paddling technique and the necessary skills for safe craft handling on rivers. These programs are designed for moving water and whitewater environments. This instructor program track is based on the American Canoe Association River Canoe Instructor Curriculum and offers instructor ACA certification at differing levels based on an individual candidate's personal skills and teaching ability, however, participation in the course does not guarantee certification. There are two weekend trips required. Prerequisites: Completion of Immersion Semester; instructor's approval of student's competence in the basic essential skills unique to this course.

WLE 252 Advanced Rock Climbing 2 Semester Hours

This two-credit advanced WLEE skills course will introduce and provide many opportunities to practice the advanced techniques and systems required to participate and lead safe, enjoyable, and environmentally sound climbing trips. It will include examination of and participation in top rope climbing, multipitch climbing, rappelling, fixed line climbing, and basic rock rescue. A weekend trip is required. Prerequisite: Completion of Immersion Semester. Course eligibility contingent upon instructor's approval of student's competence in the basic essential skills unique to this course.

WLE 255 Kayak Instructor 2 Semester Hours

This two-credit advanced WLEE skills course is designed for those involved in teaching river skills, including among other things paddling technique and the necessary skills for safe craft handling on rivers. These programs are designed for moving water and whitewater environments. This instructor program track is based on the American Canoe Association River Kayak Instructor Curriculum and offers instructor ACA certification at differing levels based on an individual candidate's personal skills and teaching ability, however, participation in the course does not guarantee certification. There are two weekend trips required. Prerequisites: Completion of Immersion Semester; Course eligibility contingent upon instructor's approval of student's competence in the basic essential skills unique to this course.

WLE 256 Advanced Navigation 2 Semester Hours

This two-credit advanced WLEE skills course is designed to familiarize students with advanced wilderness navigation skills including the use of various map grids, the various map types used in North America, the Global Positioning System, deduced reckoning, triangulation, coastal navigation, off trail navigation and the use of computer software in trip planning. Two Saturday field days will be required. Prerequisite: Completion of Immersion Semester. Course eligibility contingent upon instructor's approval of student's competence in the basic essential skills unique to this course.

WLE 257* Environmental Ethics and Skills in Outdoor Pursuits 2 Semester Hours

This two-credit advanced WLEE skills course is designed to develop understanding and appreciation for environmental philosophies and ethics related to outdoor pursuits. This course is offered as a component of the Immersion Semester in which six interrelated courses are taught in an integrated system. The student will develop competency in teaching and deliberating minimum impact practices for various outdoor pursuits in diverse ecosystems. This course offers a Leave No Trace Trainer certification; participation in the course does not guarantee certification.

**Only offered as part of the Immersion Semester.*

WLE 258 Advanced Mountain Biking 2 Semester Hours

This two-credit WLEE skills course is designed to develop the skills of the intermediate mountain biker and introduce new concepts and techniques, addressing bike design, setup, repair and maintenance, group management, trail design and sustainability, and risk management. Environmental stewardship and an appreciation for public and private lands are emphasized throughout the course. Students should have a moderate fitness level, substantial previous mountain biking experience, and own or rent a quality bike. Prerequisite: WLE 158, Immersion Semester, or permission of the instructor. Open to all majors.

WLE 259 Coastal Sea Kayaking 2 Semester Hours

This two-credit advanced WLEE skills course is designed to familiarize students with strokes and maneuvers, self and assisted rescues, and kayak navigation required for travel in open coastal waters and moderate surf zones. Students will become familiar with the risk management and safety concerns as well as practice group management techniques relative to boating in open coastal waters. Prerequisites: Completion of Immersion Semester; Course eligibility contingent upon instructor's approval of student's competence in the basic essential skills unique to this course. .

WLE 260 Facilitation of Group Games and Initiatives 2 Semester Hours

This two-credit advanced WLEE skills course is designed to introduce the students to the basics of facilitating group games, initiatives, and low ropes elements. History, theory, principles and skills of group and game initiative leadership will be explored in an experiential context. Emphasis will be on sequencing and leading activities safely and methods of group processing. Prerequisite: permission of the instructor.

WLE 265 Advanced Swiftwater Rescue 2 Semester Hours

This two-credit advanced WLEE skills course focuses on the prevention of river accidents, including knowledge of river dynamics, swiftwater hazards, swimming, boat handling and trip management. The course emphasizes the safety of rescuers, while instilling the skills, knowledge, and rescue philosophy needed for access and rescue of river victims. Certification in American Canoe Association Advanced Swiftwater Rescue may be offered; however, participation in the course does not guarantee certification. There is a weekend trip required. Prerequisite: Completion of Immersion Semester; Course eligibility contingent upon instructor's approval of student's competence in the basic essential skills unique to this course.

**WLE 291 Wilderness Leadership and Experiential
Education: Internship Preparation 1 Semester Hour**

This course prepares students to search, apply, interview, and prepare for a professional internship in the wilderness leadership and experiential education field. Topics may include establishing internship goals, developing a professional resume, networking, job search and interview skills, and professionalism. Prerequisites: WLE 101; WLEE major.

WLE 301 Wilderness/Experiential Education Practicum 1-6 Semester Hours

This course provides an opportunity to gain supervised, practical work experience, professional development, or other approved experiences aligned with the student's professional goals. The student's practicum development program must be approved by the instructor. This course is repeatable for credit. Prerequisite: Completion of Immersion Semester.

- WLE 305 Risk Management and Legal Liability in Outdoor Programs 3 Semester Hours**
 This course familiarizes students with civil law as it applies to experiential and outdoor programming. Topics may include torts, legal duties, legal liability, the structure of the lawsuit, the reasonable and prudent professional, industry standards, practical risk management, and readings in relevant case law. Emphasis is placed on understanding how case studies and case law impact field practices. Prerequisites: WLE 101 and junior level standing.
- WLE 310* Outdoor Pursuits Education: Water-Based 3 Semester Hours**
 This course is offered as a component of the Immersion Semester in which six interrelated courses are taught in an integrated system. The focus will be on developing teaching styles, techniques, and methods for water-based outdoor pursuits. This course offers hands-on experience in skill development and leadership training of sea kayaking, flatwater and whitewater canoeing, and flatwater and whitewater kayaking. **Only offered as part of the Immersion Semester.*
- WLE 320* Outdoor Pursuits Education: Land-Based 3 Semester Hours**
 This course is offered as a component of the Immersion Semester in which six interrelated courses are taught in an integrated system. The focus will be on developing teaching styles, techniques, and methods for land-based outdoor pursuits. This course offers hands-on experience in skill development and leadership of backpacking, rock climbing, caving, navigation, and backcountry living skills. Other land-based activities may be included. **Only offered as part of the Immersion Semester.*
- WLE 340 Outdoor Program Administration 3 Semester Hours**
 This course examines administrative and program issues uniquely related to outdoor recreation and education programs in a variety of program settings including camps, schools, colleges and universities, community/county recreation programs, and military recreation programs. Prerequisite: junior-level standing or permission of the instructor.
- WLE 350* Wilderness Expedition 3 Semester Hours**
 This course is offered as a component of the Immersion Semester in which six interrelated courses are taught in an integrated system. This course involves participation in the planning, leadership, instruction, execution, and evaluation of a 21-day expedition in the Southern Appalachian Mountains. **Only offered as part of the Immersion Semester.*
- WLE 402 Leadership Seminar 3 Semester Hours**
 This course explores leadership from personal, theoretical, and applied perspectives. Focus areas are moral leadership and ethics, leadership training and development, and applied leadership. Prerequisites: Senior standing; and completion of Immersion Semester OR Experiential Education Minor/Leadership Theory and Practice Minor.
- WLE 405 Senior Seminar in Wilderness Leadership and Experiential Education 3 Semester Hours**
 Students will have the opportunity to explore professional issues and trends in WLEE and investigate related topics that may not be covered within existing courses. Prerequisite: Senior standing; completion of Immersion Semester.
- WLE 469 Wilderness Leadership and Experiential Education: Internship 6 Semester Hours**
 A practical work experience with an agency in wilderness leadership and experiential education; a minimum of 480 hours over a 10 to 12 week period is required. Students are expected to complete regular and thoughtful internship journal entries, prepare and present an internship presentation, develop a portfolio for the experience, and write a reflection paper on the knowledge and future application of their learning. Prerequisites: WLE 291; senior standing; completion of Immersion Semester; permission of the academic advisor.

GRADUATE PROGRAMS

Graduate Policies

The policies articulated below apply only to the College's graduate programs. For students enrolled in one of the College's graduate programs, the policies below supersede policies listed elsewhere in the Catalog. Graduate students are subject to all other policies in the Catalog, except in those areas below, in which graduate students are subject to different policies than undergraduate students. In addition, graduate students are also eligible for all academic and student support services outlined in the Catalog. For more information on these services, see p. 40.

FINANCIAL INFORMATION 2021-22 Tuition Schedule for Graduate Programs

- \$600 per credit hour
- \$500 per credit hour for Brevard College Alumni. Students must have completed an AA, BA, or BS degree from Brevard College.
- \$500 per credit hour for Public Safety Professionals.
- \$300 per credit hour for Brevard College employees only.

Books and other items that may be needed for classes are not included in tuition costs.

Withdrawal & Refund Policy

All withdrawal and refund policies and procedures are listed on page 20 of the catalog. Refunds for the graduate programs will follow the timetable listed below.

Graduate Program Regular Term Refund Table (Fall and Spring):

Date of Withdrawal from the College	Amount Charged	Amount Refunded
First 7 calendar days after classes begin	10%	90%
Second 7 calendar days after classes begin	30%	70%
Third 7 calendar days after classes begin	50%	50%
Fourth calendar week and thereafter	100%	0%

Satisfactory Academic Progress (SAP) Policy

In order to remain enrolled in a graduate program, students must maintain a cumulative grade point average (GPA) of 3.0. Students who fall below a cumulative GPA of 3.0 will be placed on academic probation. If the student does not have a cumulative GPA of 3.0 or greater after a semester of academic probation, the student will be suspended from the graduate program in which they are enrolled. Students who fall below a GPA of 2.0 for any semester will be immediately suspended.

Students may appeal their suspension to the Associate Dean of Academic Affairs for Student Success. Students who wish to appeal their suspension should consult with the Associate Dean of Academic Affairs for Student Success as soon as possible after receiving notification of their suspension for instructions on filing an appeal.

Financial Aid

The purpose of the Financial Aid Office is to help Brevard College students pay for their Brevard College degree. All financial aid awarded to students at Brevard College is normally disbursed on a 50 percent basis each semester by crediting the student's account in the Finance Office. All students must be making satisfactory progress to be considered for any student financial aid.

Federal Financial Aid Programs: Students who wish to use Federal Direct Unsubsidized Loans for Graduate Students, must complete the Free Application for Federal Student Aid (FAFSA) so that eligibility can be determined.

Graduation Application

One semester prior to the planned graduation, all graduate students must officially apply for graduation by completing a graduation application. The completed application is required and necessary for processing the degree audit and for ordering diplomas. Students who do not graduate in the semester for which they file the graduation application must notify and make alternate arrangements with the Office of the Registrar.

Student Course Loads

Graduate students are considered to be full-time students at the College when enrolled in at least 9 credit hours per semester. With permission from the appropriate Program Coordinator and Division Chair, a graduate student may enroll in an overload of up to 15 credit hours per semester.

Credit Hours

Each of the College's graduate degree programs uses semester credit hours as the unit by which academic course completion and progress toward the degree are measured. The College offers degree programs, each of which leads to a Masters of Science degree.

Graduate Transfer Credit Policy

Only graduate-level (500 or above) coursework will be considered for transfer credit toward completion of a graduate degree. No credit earned for courses with a grade below B- will be accepted for transfer credit. Transfer grades are not used in calculating the cumulative GPA. All requests for transfer credit, with accompanying official transcripts, must be submitted at the time of Admission.

In the event a student already holds a graduate degree from another institution, credits used to satisfy graduation requirements at the previous institutions will not be accepted for transfer credit to satisfy requirements of the Brevard College graduate program. Students who have begun a graduate course of study at another institution may petition to transfer up to nine (9) semester hours of graduate credit toward their program of study as approved by the Program Director.

ADMISSIONS INFORMATION

Applications for admission are accepted on an ongoing basis.

Minimum Admissions Criteria:

1. Minimum cumulative GPA of at least 3.0 on a 4.0 scale, and
2. Completion of a BA/BS at an accredited college or university by not later than June 30 of the year in which the applicant will begin the graduate program.

Conditional Admission may be permitted if an applicant's GPA falls below the required minimum with documentation of relevant professional work experience that indicates the applicant has the ability to succeed in the program. Those admitted on conditional status will work with a graduate advisor to design a plan of study for successful completion of all degree requirements.

Application

Step 1: Complete the online application:

Online application will request:

1. Name of institution and date of completion of BA/BS
2. Undergraduate cumulative GPA
3. Statement of Purpose to include the:

- a. Applicant's interest in the field
- b. Applicant's relevant educational and professional experiences and goals
- c. How educational and professional goals align with Brevard College's mission

Step 2: Submit transcripts:

Once admitted you will provide your official transcripts to:

Office of Admissions
ATTN: Graduate Admissions
Brevard College
1 Brevard College Drive
Brevard, North Carolina 28712

Official transcripts must be submitted by enrollment. Failure to do so may result in repeal of admission.

Conditional Admissions Policy

When a graduate school applicant fails to meet minimum admissions requirements (MAR) for their respective graduate program, the applicant must submit a 750-1000 word essay that details their relevant work experience and goals for the program.

The graduate school admissions counselor will request a review from the appropriate program coordinator, the Vice President of Academic Affairs, and the Vice President of Admissions and Financial Aid. This graduate school admissions committee will review the applicant's essay, application for admission, and academic credentials.

This admissions committee will complete a conditional admissions evaluation form, provided by the graduate school admissions counselor, that approves or does not approve the applicants conditional admission into their selected graduate program. This form will require the signatures of admission committee members, and will become a part of the student's admissions file.

The graduate school admissions counselor will notify the student of the admissions decision made by the admissions committee.

GRADUATE COURSES and PROTOCOL

Policy for Co-Listed Undergraduate/Graduate Courses

Brevard College allows graduate programs to offer 500-level courses that are co-listed with upper-division (300 or 400-level) courses. The co-listed courses will have similar course content, a single instructor, and a common meeting schedule.

Courses co-listed at the undergraduate and graduate levels must be designed to ensure the integrity and rigor of the graduate experience. Differences in expectations and requirements of the students enrolled in the two co-listed courses must be clearly identified and graduate expectations must be commensurate with graduate-level work.

Course proposals for co-listed classes must be submitted and approved through the Curriculum Development and Assessment Committee (CDAC).

Undergraduate students may take the 500-level version of these courses if they are classified as a junior or senior with the permission of the Program Coordinator of the applicable graduate program in which the co-listed course is housed. Undergraduate students may count no more than 12 credit hours of these courses toward satisfaction of

the requirements for both an undergraduate and a graduate degree. In order for the course to count toward satisfaction of a course requirement for the appropriate graduate program, the student must earn a grade of B- or higher. Students may not take both the undergraduate and graduate version of a given co-listed course without express written permission of the applicable Division Chair.

Protocol

Each of the co-listed courses must have a course syllabi that clearly differentiates the performance expectations for students receiving undergraduate and graduate level credit (e.g., student learning outcomes, required projects, readings, presentations, papers, and so on). The relationship between graduate work and graduate credit must be clearly spelled out in the co-listed graduate course syllabus, and there must be different standards of grading, which must be included in each respective syllabus. Both syllabi must indicate that the co-listed courses meet at the same time and in the same location with the same instructor, but that the two courses have different requirements and performance expectations reflecting the different course levels.

Co-listed course descriptions must indicate that the courses can be co-listed. The descriptions must specify that if one of the co-listed courses is completed for credit, the other one may not be taken for credit at a subsequent time, unless explicitly stated by the student's program of study and approved in writing by the appropriate division chair.

The course proposal for a co-listed graduate course must: (1) indicate that credit may not be earned in the other co-listed class at a later time (unless explicitly stated by student's program of study and approved in writing by the appropriate division chair); (2) clearly delineate greater expectations for and the additional requirements of graduate students. At the time of the review of the co-listing, syllabi for both courses complete with course descriptions, course readings and activities, and Student Learning Outcomes (SLO) will be submitted to CDAC.

Before the last day to add a course for a given semester, students wishing to take a 300- or 400-level undergraduate course for 500-level graduate credit must be conditionally admitted to the graduate program and submit the appropriate form to both the instructor and the Registrar's Office. Once a student has declared their intent to take the course at the 500 level, the student must complete all the requirements of the 500-level course syllabus, and may not later decide to revert to taking the course at the 300 or 400 level.

Special Considerations for Graduate Programs

Graduate program courses will meet during the College's regularly scheduled semesters, and full-time registration will typically include 9 hours. Some courses will be completed in a 7.5 week period, and all programs and courses will meet federal and SACSCOC requirements for awarding graduate credit, which include 33 hours of coursework and additional supervised and unsupervised graduate work, whether delivered synchronously or asynchronously. In total, students will complete 33 credit hours consisting of no less than 45 hours of supervised work for each hour of credit. Some courses, including ERM 504 and 505 will include periods of intensive learning when students master and demonstrate proficiencies, and these will meet the contact hour requirement above in a manner that is consistent with current ILO courses. Additionally, in RMS 500, RMS 511, and ERM 660, students will complete extensive original master's-level research toward the completion of the capstone project. Faculty with appropriate disciplinary expertise as outlined below will oversee all credit awarded for graduate work.

DEGREE AND COURSE REQUIREMENTS

MASTER OF SCIENCE IN EMERGENCY MANAGEMENT (ERM)

Brevard College Master of Science in Emergency Management Program strives to develop graduate students who can:

1. Manage and lead both strategic and operational aspects of various public safety and emergency situations—from wildfire response to outbreaks that threaten public health.
2. Implement and coordinate collaborative actions and approaches that prevent and mitigate both human and natural disasters and emergencies.
3. Employ quantitative and qualitative research methods and data analysis techniques used in social science research.
4. Demonstrate proficiency in the written, oral, and research skills needed to professionally participate in the intellectual and organizational aspects of Emergency Management careers.

The ERM program requires 33 credit hours, with 21 credit hours required in the program’s Core Curriculum and an additional minimum of 12 hours of advisor-approved graduate-level elective work designed to meet the students’ professional objectives. Pursuant to these requirements, students must complete at least 33 semester hours in order to earn a master’s degree. There are no circumstances under which a student can earn a master’s degree from the College without completing 33 total semester credit hours of courses in the ERM graduate curriculum.

REQUIRED COURSES 21 Semester Hours

Core Courses include the following:

RSM 500.....	Professional Practice and Information in Emergency Management	3
ERM 501.....	Principles of Emergency Management	3
ERM 503.....	Public Policy in Emergency Management	3
ERM 505.....	Response and Management of Critical Incident Operations	3
ERM 509	Ethical and Legal Issues in Emergency Management	3
RSM 511	Professional Research in Emergency Management	3
ERM 660.....	Capstone in Emergency Management	3

RESTRICTED ELECTIVE COURSES ... 12 Semester Hours

Select twelve hours of elective work from the following courses:

ERM 504	Crisis and Emergency Communications	3
ERM 507	Social Dimensions of Disasters	3
ERM 508	History of Terrorism	3
ERM 513	Sociology of Disaster	3
ERM 516	Public Health Emergency Management	3
ERM 517	Critical Infrastructure Identification and Protection	3
ERM 518	Threat Assessment Mitigation and Response	3
ERM 590	Selected Issues in Emergency Management	3

TOTAL HOURS REQUIRED 33 HOURS

MASTER OF SCIENCE IN HEALTH AND HUMAN PERFORMANCE (HHP)

This graduate program is based in the undergraduate areas of both Exercise Science and Health Science. Coursework includes courses in understanding human health, physical education, exercise physiology, athletic performance, and statistics. This program is designed to prepare graduates to work in a variety of settings, such as in coaching, strength and conditioning, fitness and wellness programming, personal training, recreation specialties, and some health careers. Admission prerequisite courses: Human Anatomy and Physiology, Exercise Physiology, and Biomechanics

The HHP program requires 37 credit hours, with 28 credit hours required in the program's Core Curriculum and an additional minimum of 9 hours of advisor-approved graduate-level elective work designed to meet the students' professional objectives. Pursuant to these requirements, students must complete at least 37 semester hours in order to earn a master's degree. There are no circumstances under which a student can earn a master's degree from the College without completing 37 total semester credit hours of courses in the HHP graduate curriculum.

REQUIRED CORE COURSES		28 SEMESTER HOURS
RSM 510	Introduction to Research Workshop	1
RSM 511	Research Methodology	3
MAT 501	Advanced Statistics	3
PSY 555	Sport Psychology	3
EXS 512	Motor Learning	3
EXS 530	Strength and Conditioning	3
HHP 510	Organization and Administration in Sport	3
HHP 513	Sports Nutrition	3
HHP 569	Research/Internship	6
Choose Concentration 1 or 2		
CONCENTRATION 1 Coaching		9 Semester Hours
HHP 540	Ethics and Sport Law	3
HHP 541	Advanced Coaching Methods and Techniques	3
HHP 542	Sports Biomechanics	3
CONCENTRATION 2 Strength and Conditioning		9 Semester Hours
HHP 550	Advanced Exercise Physiology	3
HHP 551	Advanced Strength Training and Program Design	3
HHP 552	Endurance, Speed, and Agility Development	3
TOTAL HOURS REQUIRED		37 HOURS

GRADUATE COURSES

- ERM 501 Principles of Emergency Management 3 Semester Hours**
This course is concerned with the principles of Emergency Management. It focuses on the practices and policies of the Emergency Management profession. In addition to exploring the history and evolution of the profession, the course will focus on the concepts of mitigation, preparedness, response and recovery. The student will learn about the relationships between federal, state and local agencies in a disaster, as well as explore the social, political and economic implications of disasters.
- ERM 503 Public Policy in Emergency Management 3 Semester Hours**
This course acquaints students with the theoretical aspects of policy development and management. Particular attention is paid to the disaster policy process in the United States. Students gain an understanding and appreciation for the political and administrative environments within which public policy is developed, implemented, and evaluated. Students also gain an understanding of how to assess policy environments, and policy options as well as build a case for taking policy actions. Focus will be upon the role of local, state and federal government in time of disaster. A history of key legislation related to disasters, and how it has impacted the emerging profession is provided.
- ERM 504 Crisis and Emergency Communications 3 Semester Hours**
This course is designed to allow students to develop and demonstrate disaster emergency communications skills expected of Emergency Management professionals. Students will address common issues in crisis and emergency communications. Students will also effectively plan and perform a disaster preparedness campaign, and demonstrate knowledge of sources of technical assistance required for crisis and emergency communications.
- ERM 506 Response and Management of Critical Operations 3 Semester Hours**
This course investigates the nature of disaster, the complexities of disaster response operations, and the roles and responsibilities of various Emergency Management personnel. Students develop and demonstrate knowledge of common post-disaster problems and explore how the Emergency Management community may overcome these challenges. Students also explain the roles of various public safety personnel in managing disaster response operations, and demonstrate the skills required to effectively manage critical incidents. Students participate in in-person experiential learning at the Brevard College campus as part of this course.
- ERM 507 Social Dimensions of Disasters 3 Semester Hours**
This course is designed to critically examine the relationship between social inequality and disaster vulnerability. Special emphasis will be placed on social theories of disaster vulnerability, research examining the experiences of socially marginalized populations during disasters, and strategies for reducing disaster vulnerability among marginalized populations.
- ERM 508 History of Terrorism 3 Semester Hours**
The definitions, history, methods, and philosophy of terrorism are reviewed. Emphasis is placed on extremism as a foundation for terrorist behavior, types of terrorism, and how governments and law enforcement agencies respond to terrorism. Case studies of terrorist activities and implications for emergency response are highlighted.
- ERM 509 Ethical and Legal Issues in Emergency Management 3 Semester Hours**
Introduction to the legislative underpinnings of Emergency Management processes. Significant legislation will be reviewed with special consideration for the concepts that define legal duties and consequences for first responders and emergency managers.

ERM 513 Sociology of Disaster **3 Semester Hours**

The sociology of disaster investigates ways in which human economic, political, media, legal, policy, and other systems shape the incidence of disasters and disaster preparation, response, recovery, and resilience. This course will examine each of these, and will explore how humans' intricate interactions with the natural environments in which they live contribute to increasing natural disasters globally. Students will use case studies to examine empirical and theoretical work in the sociology of disaster in order to learn how social phenomena both contribute to the global increase in disasters, and influence planning, preparation, mitigation, and response efforts and resource distribution. Topics include evolving definitions of disaster; disaster morbidity and mortality; ways in which gender, race, ethnicity, and class influence the impact of and responses to disasters; mass and social media and disaster planning and response; and government and community planning, response, recovery, and resilience.

ERM 516 Public Health Emergency Management **3 Semester Hours**

This course provides an introduction to different types of public health and environmental health disasters, their consequences, and the role of public health agencies and practitioners in preparedness, response, and recovery. The course will employ an all-hazards, domestic perspective, and explore different types of natural, biological, chemical, radiological, nuclear, and other human-caused disasters. Through course lectures and readings, case studies, discussion, and debate, students will learn and understand the foundational concepts of the public and environmental health community's role in preparing for, responding to, and recovering from disasters. Through in-course activities and assignments, students will learn to apply these concepts to real-world disasters, and identify, evaluate and synthesize information related to public health disaster response. The course is designed to develop proficiency in analyzing and evaluating the public health response to disasters and identifying solutions and methods for improvement.

ERM 517 Critical Infrastructure Identification and Protection **3 Semester Hours**

Identifies what constitutes critical infrastructure including cyber as well as physical infrastructure. Evaluation of strategies for promoting vulnerability assessments and risk reduction, and protection of critical infrastructures will be examined.

ERM 518 Threat Assessment Mitigation and Response **3 Semester Hours**

This course investigates a wide range of natural disasters and develop appropriate plans for mitigating resulting problems. Natural disasters include a variety of events from earthquakes, tornadoes, floods, and fires to the outbreak of disease and may themselves trigger secondary disaster situations such as chemical spills, nuclear incidents, and power outages. This course focuses on the impacts of disasters on security, critical resources, and key infrastructure. Demographic changes, human settlement patterns, land-use decisions, and political and social policy dynamics have increased vulnerability to natural and man-made disasters. Planning and policy processes and interventions can help reduce disaster vulnerabilities and increase resilience at every stage of the disaster management cycle: disaster mitigation, preparation, response, and recovery.

ERM 590 Selected Issues in Emergency Management **3 Semester Hours**

This course is designed to develop in-depth knowledge of a contemporary topic of import for professionals in the fields of Emergency Management. Students will write a professional paper of at least 10,000 words on an aspect of the course topic approved by the faculty member.

ERM 660 Capstone in Emergency Management **3 Semester Hours**

Students will examine key elements of FEMA and analyze evolving US emergency, opera-

tional, ethical, and policy concerns. The course focuses on planning, management, mitigation, and responses to safeguard communities and infrastructure, and emphasizes student mastery of contemporary approaches that feature resilience and redundant infrastructure. Students will participate in in-person experiential learning at the Brevard College campus as part of this course.

EXS 512 Motor Learning and Development 3 Semester Hours

This course will examine motor learning, motor control, and motor development across the human lifespan. Neural mechanisms of motor movement, as well as psychological factors that impact the performance and learning of motor skills will be examined throughout the course. In addition, the study of practice designs such as: part versus whole, random versus blocked, and massed versus distributed will be explored through classroom laboratory experiences and analysis of current research. The course content is relevant to those who wish to better understand how we learn motor skills and control both small and large human movement. It is especially relevant for those who want to teach, coach, train or engage clients in physical or occupational therapy.

EXS 530 Principles of Strength and Conditioning 3 Semester Hours

This course is designed to provide students with information necessary for the design and implementation of strength and conditioning programs. Emphasis will be placed upon assessment, description, and analysis of sport movement and designing weight training programs to enhance performance variables. Students will also research current literature on strength and conditioning strategies.

HHP 510 Organization and Administration in Sports 3 Semester Hours

This course provides in-depth information about the organization and administrative aspects of sport programs. Content includes, but is not limited to, training planning, safety and injury prevention, behavioral management, field/facility maintenance, budgetary considerations, and public relations associated with coaching.

HHP 513 Sports Nutrition 3 Semester Hours

This course focuses on the nutritional factors that have both positive and negative impacts on sports performance. Calculating the appropriate amounts of macronutrients and micronutrients based on sport participation is one area of focus. The examination of nutrition timing (nutrition periodization) are included in this course. In addition, students will examine the use of various supplements that may enhance athletic performance.

HHP 569 Research/ Internship 6 Semester Hours

Students will have the option of completing a research problem using statistical and analytical techniques related to sport or completing a detailed practical experience in the sport coaching field, or the strength and conditioning field. Prerequisite: NSCA certification or coaching certification.

HHP 540 Ethics and Sports Law 3 Semester Hours

This course is designed to provide students with an understanding of ethics and morals and how they apply in a sport setting. Models of moral development, ethical decision making, and codes of ethics are emphasized. In addition, this course will examine the theory and practice of sport law as it relates to the coaching and supervision of sport. The possible impacts from past and current legal cases will be examined and discussed

PSY 555 Sport Psychology**3 Semester Hours**

Sport psychology is the study of the psychological variables that are associated with participation and performance in sport, exercise, and other types of physical activity. In this course, students will apply psychological knowledge to understand the developmental and social aspects of sports participation, the importance of positive, inclusive coaching practices, and the ways in which psychological skills can be utilized to encourage optimal performance and wellbeing. Prerequisite: Must be enrolled in the Graduate Program OR for undergraduate students, have taken PSY 101, have Senior standing, have a 3.0 GPA or higher, and have obtained permission of Program Coordinator.

**RSM 500 Professional Practice and Information
in Emergency Management****3 Semester Hours**

This course provides an opportunity for students to discover what opportunities and resources exist on campus and via electronically through the Jones Library for research and how they can expand the graduate experience. Students will also trace the roots of emergency management research through its interdisciplinary studies throughout the years including the works of Quarantelli, Dynes, Prince and others. Students will also be introduced to writing and citing in APA 7th ed. format as required by the graduate program.

RSM 510 Introduction to Research Workshop**1 Semester Hour**

This course provides an opportunity for students to discover what opportunities and resources exist on campus and via electronically through the Jones Library for research and how they can expand the graduate experience. Students will also be introduced to writing and citing in APA 7th ed. format as required by the graduate program.

RSM 511 Research Methodology**3 Semester Hours**

This course provides a survey of qualitative, quantitative, and mixed method research designs, including theory; research ethics; sampling; data collection, analysis, and interpretation; and report writing. Students will develop a research question, conduct a literature review, plan an appropriate research design, and write an APA-style research proposal.

FACULTY

Initial date of full-time faculty employment with the College is indicated in parentheses.

Cameron Austin (2003)

Associate Professor of Information Technology and Business & Organizational Leadership. B.A., Georgia State University; M.S., Georgia State University

Thomas J. Bell (1996)

Associate Professor of Religion. Chair of the Division of Humanities. Coordinator of the Philosophy and Religion Major. B.M., University of Georgia; M.A., University of North Carolina-Chapel Hill; M.T.S., Duke University Divinity School; Ph.D., Emory University

Alyse Bensel (2018)

Assistant Professor of English. Director of the Looking Glass Rock Writers' Conference. B.S., Washington College; M.F.A., Pennsylvania State University; Ph.D., University of Kansas

Hernan D. Biava (2017)

Assistant Professor of Chemistry. Coordinator of the Health Science Major. B.S., Technical Education School; M.S., Ph.D., National University of Rosario, Argentina

Andrea Boccanfuso (2013)

Associate Professor of Theatre. Coordinator of the Theatre Major. B.A., The University of West Florida; M.F.A., State University of New York Purchase College

Mary Louise Bringle (2000)

Professor of Religious Studies. Coordinator of the Integrated Studies Major. A.B., Guilford College; Ph.D., Emory University

Margaret L. Brown (1996)

Professor of History. Coordinator of the History Major. B.S., University of Minnesota; M.A., Ph.D., University of Kentucky

Betsy D. Burrows (1992)

Professor of Teacher Education. Director of the Teacher Education Program. B.A., Wake Forest University; M.A., University of North Carolina-Chapel Hill; Ed.D., Western Carolina University

Lisa K. Busche (2018)

Assistant Professor of Psychology. B.A., Luther College; M.A., Ph.D., New Mexico State University

Robert J. Cabin (2005)

Professor of Ecology and Environmental Studies. Director of the Honors Program. B.A., Marlboro College; Ph.D., University of New Mexico

Michael W. Castelaz (2014)

Professor of Physics. Coordinator of the Applied Physics Major. B.S., University of Wisconsin; M.S., Central Michigan University; Ph.D., University of Wyoming

Anne P. Chapin (1998)

Professor of Art History and Archaeology. A.B., Duke University; M.A., Ph.D., University of North Carolina-Chapel Hill

Ryan D. DeGarmo (2020)

Visiting Assistant Professor of Wilderness Leadership and Experiential Education. B.S., M.S., Ohio University

Robert W. Dye (1999)

Associate Professor of Wilderness Leadership and Experiential Education. First Year Experience Coordinator. B.S., Western Carolina University; M.A., Radford University

Sam Eastridge (2017)

Assistant Professor of Mathematics. B.S., Presbyterian College; M.S., Ph.D., Virginia Polytechnic Institute and State University

James Everett (2021)

Visiting Assistant Professor of English. M.F.A., Ph.D., University of Mississippi

Jennifer E. Frick-Ruppert (1997)

Dalton Professor of Environmental Studies and Ecology. Professor of Biology and Environmental Science. Chair of the Division of Science and Mathematics. Executive Director of the Appalachian Center for Environmental Education. B.S., Ph.D., Clemson University

David A. Gresham (2008)

Associate Professor of Music. Coordinator of the Music Major. B.M., Wingate University; M.M., University of Colorado; D.M.A., University of Georgia

Kathryn B. Gresham (2005)

Associate Professor of Music. Chair of the Division of Fine Arts. A.B., Stanford University; M.M., Boston University; D.M.A., University of Colorado

J. Belton Hammond (1980)

Associate Professor of English. B.A., Presbyterian College; M.A., Clemson University

Joe M. Hernandez, III (2020)

Assistant Professor of Theater. B.A., University of Mobile; M.F.A., University of Southern Mississippi.

Kristen Hewitt (2016)

Assistant Professor of Exercise Science and Physiology. Coordinator of the Exercise Science Major. B.S., Unity College; Ph.D., Springfield College

Rachel A. Hillyer (2018)

Assistant Professor of Biology. B.S., Florida Institute of Technology; M.S., Ph.D., Wake Forest University

William D. Hobbs (2020)

Associate Professor of Wilderness Leadership and Experiential Education. Coordinator of the Wilderness Leadership and Experiential Education Major. B.S., M.S., Western Kentucky University; Ph.D., Indiana University

David C. Joyce, President (2012)

Professor of Business and Organizational Leadership. B.A., Pfeiffer College; M.Div., Yale Divinity School; M.S., North Carolina State University; Ed.D., Vanderbilt University

Jennifer L. Kafsky (2000)

Professor of Wilderness Leadership and Experiential Education. Chair of the Division of Experiential Education. Director of Teaching and Learning. B.S., M.S., Ohio University; Ph.D., Clemson University

Megan Keiser (2010)

Associate Professor of Elementary Education. B.A., Guilford College; M.S., Western Carolina University; Elementary Teaching Certificate, University of North Carolina; Ed.D., Western Carolina University

Stephen E. Knott (2017)

Assistant Professor of Health and Physical Education. Coordinator of the Physical Education and Health Major. B.S., Old Dominion University; M.A., Norfolk State University; Ph.D., Old Dominion University

Jordan T. Kuck (2018)

Assistant Professor of History. B.A., M.A. University of Nebraska; Ph.D., University of Tennessee

Kyle Van Lusk (2005)

Professor of Art. Coordinator of the Art Major. A.F.A., Brevard College, B.F.A., M.F.A., East Carolina University

Sarah A. Maveety (2017)

Assistant Professor of Biology. Coordinator of the Biology Major. B.S., Ph.D., Wake Forest University

Candace McCutcheon (2021)

Assistant Professor of Business and Organizational Leadership. B.B.A., Francis Marion University; M.A., Webster University; Ph.D., Capella University

Kenneth W. McLeskey (2018)

Assistant Professor of Art. B.F.A., Atlanta College of Art; M.F.A., University of Georgia

Adam Mills (2019)

Assistant Professor of English. First-year Writing and Experiential Learning Commons Writing Coordinator. B.A. and M.A., Missouri State University; M.F.A., University of Southern Maine; Ph.D., University of Kansas

Michael Moreschi (2020)

Assistant Professor of Criminal Justice. B.S., Rollins College; M.S., University of Central Florida

Allison O'Leary (2018)

Assistant Professor of Psychology. Coordinator of the Psychology Major. B.A., University of North Carolina at Greensboro; M.A., Ph.D., The Ohio State University

John B. Padgett (2004)

Associate Professor of English, Coordinator of the English Major. B.A., M.A., Clemson University; Ph.D., University of Mississippi

Eric A. Peterson (2015)

Assistant Professor of Music. Coordinator of the Music Education Major. B.S., University of Illinois; M.Ed., University of Kansas; D.M.A., Texas Tech University

Kevin Phillips (2019)

Assistant Professor of Exercise Science. B.S., Marywood University; M.S., Northern Michigan University; Ph.D., Michigan Technological University

Robin Pulliam (2019)

Assistant Professor of Chemistry and Physical Science. B.S., Radford University; Ph.D., University of Arizona

Gina M. Raicovich (2016)

Assistant Professor of Agriculture and Environmental Studies. Coordinator of the Agricultural Education Program. B.A. Wesleyan University; M.S. University of Montana

Kathryn E. Rasmussen (2007)

Professor of Mathematics. Coordinator of the Mathematics Major. B.S., Siena College; M.S., Ph.D., Rensselaer Polytechnic Institute

Vance M. Reese (2017)

Assistant Professor of Music. Coordinator of Piano Proficiency. B.A., Southern Methodist University; M.A., Scarritt College; Ph.D., Indiana University

Barbara A. Russo (2020)

Assistant Professor of Criminal Justice. B.S., Averett University; M.S., Ph.D., Oklahoma State University

R. Scott Sheffield (1993)

Professor of History. Vice President for Academic Affairs and Dean of Faculty. B.A., Emory University; M.A., Georgia State University; Ph.D., University of Florida

Melissa Shockey (2020)

Assistant Professor of Environmental Studies. B.S., Glenville State College; M.S., Virginia Polytechnic Institute and State University; Ph.D., University of Georgia

John R. Thomas, Jr. (2020)

Assistant Professor of Business and Organizational Leadership. Coordinator for the Business and Organizational Leadership Major. B.S., Princeton University; M.B.A., Stanford University

Jessica Tucker (2021)

Visiting Assistant Professor of English. B.A., Brevard College; M.A., Western Carolina University

Toot, Abbey (2021)

Assistant Professor of Theater. B.S., University of Evansville; M.F.A., University of California, Irvine

Laura Vance (2018)

Professor of Sociology. Chair of the Division of Social Science. B.A., M.A., Western Washington University; Ph.D., Simon Fraser University

Charles K. Wallis (2006)

Associate Professor of Mathematics. B.S., North Carolina State University; M.S., Ph.D., Clemson University

Jordan Whitten (2021)

Visiting Assistant Professor of Art. B.F.A., Memphis College; M.F.A., East Tennessee State University

FACULTY EMERITI

Andrew Baker (2008-2018)

Assistant Professor of Business & Organizational Leadership. B.A., Dartmouth College; M.B.A., University of Chicago

Robert A. Bauslaugh (1998-2018)

Professor of Ancient History and Classics. B.A., University of California, Riverside; M.A., Ph.D., University of California, Berkeley; postgraduate Society of Fellows, Columbia University

B. Barbara Boerner (1998-2018)

Professor of Business & Organizational Leadership. Chair of the Division of Social Science. B.A., University of North Carolina-Greensboro; M.Ed., The American University; M.B.A., Loyola University; Klingenstein Fellow, Columbia University; D.B.A., Argosy University

Anita M. Bryant (1988-2014)

Associate Professor of Chemistry. B.S., North Carolina State University; M.S., Western Carolina University

John F. Buford (2009-2020)

Associate Professor of Wilderness Leadership and Experiential Education. Coordinator of the Wilderness Leadership and Experiential Education Major. B.S., Southern Illinois University; M.S., Marine Corps University; Ph.D., Capella University

William B. Byers (1986-2018)

Professor of Art. B.A., Atlantic Christian College; M.F.A. and postgraduate study, East Carolina University

Clyde W. Carter (1989-2020)

Associate Professor of Wilderness Leadership and Experiential Education. A.S., Montreat College; B.A., Clemson University; M.S., Mankato State University

Kenneth D. Chamlee (1978-2018)

Iva Buch Seese Distinguished Professor of English. Former Director of the Looking Glass Rock Writers' Conference. B.A., Mars Hill College; M.A., Colorado State University; Ph.D., University of North Carolina-Greensboro

Patricia L. Clow (2003-2010)

Professor and Director of Teacher Education. B.S. Ed., University of Wisconsin-LaCrosse; M.S., Winona State University; Ph.D., University of Wisconsin-Madison

Clara Coleman (1976-2001)

Lora Lee Schmidt Distinguished Service Professor of American Literature. Professor of English. B.A., Randolph-Macon Woman's College; M.A., Ph.D., University of North Carolina-Chapel Hill

Samuel L. Cope (1969-1997)

Iva Buch Seese Distinguished Service Professor of Theatre. B.A., Catawba College; M.A., University of North Carolina-Chapel Hill; M.A., University of Tennessee; graduate study, Indiana University

Rachel Cathey Daniels (1960-1996)

Professor in Mathematics. A.A., Biltmore College (now UNC -A); B.A., Meredith College; M.A., Western Carolina University; graduate studies at North Carolina State University, Furman University

Kenneth M. Duke (1997-2014)

Dalton Professor of Environmental Studies and Ecology. Chair of the Division of Science and Mathematics. Coordinator of the Environmental Science, General Science Studies Major. B.S., M.S., Brigham Young University; Ph.D., University of Georgia

C. Ray Fisher (1959-1999)

Ruth Stafford Conabeer Distinguished Service Professor of Business and Economics. Chair, Division of Social Sciences. B.S., Western Carolina University; M.B.A., University of Georgia

Helen C. Gift (1997-2014)

Ruth Stafford Conabeer Distinguished Service Professor of Sociology and Organizational Systems. Chair of the Division of Social Sciences. Coordinator of Academic Advising. B.A., M.A., Ph.D., Emory University

Ralph A. Hamlett (1999-2019)

Associate Professor of Political Communications. B.A., Western Carolina University; M.A., University of North Carolina-Greensboro; Ph.D., Louisiana State University

Judy P. Hoxit (1987-2017)

Associate Professor of Foreign Language. B.S., East Carolina University; M.Ed., University of North Carolina-Greensboro; M.F.A., Southern Methodist University; M.Ed., University North Carolina-Greensboro

Donnald H. Lander (1979-2007)

Associate Professor of Mathematics. B.S., M.S., Florida State University; D.A., Idaho State University

Jeffrey B. Llewellyn (1990-2017)

Mary Emma Thornton Distinguished Service Professor of Ecology and Biology. Coordinator of the Health Science Major. B.A., M.A., University of Northern Iowa; Ph.D., University of Nevada-Reno

S. Eugene Lovely (1969-1996)

Professor of History. Chair of the Division of Social Studies. A.B., Berea College; M.A., East Tennessee State University; M.A., University of North Carolina-Greensboro; graduate study, University of Virginia

Stephen J. Martin (1988-2013)

Assistant Professor of Psychology. A.B.J., University of Georgia; M.S.W., University of North Carolina-Chapel Hill; doctoral study, North Central University

Michael M. McCabe (1982-2014)

Director of the Library. B.S., Edinboro University of Pennsylvania; M.A., East Tennessee State University; M.L.I.S., University of South Carolina

Laura P. Johnson (1976-2017)

Professor of Music. Chair of the Division of Fine Arts. B.M., Converse College; M.A., Columbia University; Ph.D., Florida State University; postgraduate study, Goethe Institute, Salzburg; Zertificat Deutsche als Fremdsprache

Harvey H. Miller, Jr. (1960-1999)

Otilly Welge Seese Distinguished Service Professor of Voice. B.A., B.M., M.A., University of North Carolina-Chapel Hill; M.M., Indiana University

Danny S. Moore (2003-2018)

Associate Professor of Psychology. B.A., University of North Carolina-Asheville; M.A., Ph.D., University of Tennessee

M. Jo Pumphrey (1987-2018)

Professor of Art. B.S., Florida State University; M.F.A., East Carolina University

H. Larimore Ragsdale (1995-2005)

Dalton Professor of Environmental Studies. Chair of the Division of Environmental Studies, Mathematics, and Natural Sciences. B.A., Emory University; M.S., Ph.D., University of Tennessee-Knoxville

James H. Reynolds (1999-2019)

Professor of Geology. A.B., M.A., Ph.D., Dartmouth College

Geneva L. Shaw (1989-1998)

Professor of Biology. B.A., Winthrop College; M.S., University of Tennessee-Knoxville; Ph.D., University of Kansas

Ruth L. Still (1992-2003)

Associate Professor of Music. B.M., Florida State University, M.M., New England Conservatory of Music

G. Thomas Tait (1996-2006)

Otilly Welge Seese Distinguished Service Professor of Exercise Science and Coaching. Chair of the Division of Exercise Science and Wilderness Leadership. B.S., University of Maryland; M.S., Ph.D., Pennsylvania State University

C. Clarke Wellborn (1976-2017)

Edwin L. Schmidt Distinguished Service Professor of Physics and Mathematics. B.S., Ph.D., Tulane University

David E. Wetmore (1984-1999)

Professor of Chemistry and Computer Science. B.A., Park College; M.A., University of Kansas; Ph.D., Texas A&M University; postgraduate study, University of California-Berkeley, Clemson University

G. Larry Whatley (1963-2000)

Iva Buch Seese Distinguished Service Professor of Music Theory. B.M., M.M., University of Alabama; Ph.D., Indiana University

Mary Kay White (2000-2019)

Associate Professor of Exercise Science and Physiology. Director of the Fitness Appraisal Lab. Coordinator of the Exercise Science Major. A.B., Fairmont State College; M.S., Ed.D., West Virginia University

Robert A. White (1991-2008)

Associate Professor of Theatre Studies. B.A., Wagner College; M.A.L.S., Dartmouth College, M.A., Antioch College; Ph.D., Union Institute of Cincinnati; postgraduate studies, Paideia Institute, University of North Carolina-Chapel Hill

Norman L. Witek (1967-2015)

Professor of Health and Exercise Science. B.S., M.S., University of Tennessee

A. Preston Woodruff (1973-2006)

Robert Wesley Pickens Professor of Religion. B.A., Georgia State University; M. Div., Candler School of Theology, Emory University; M.L.A., University of North Carolina-Asheville; postgraduate study, Oxford University, England; Johnie H. Jones Distinguished Professor in Teaching (1996-98)

Margaret B. Zednik (1983-1999)

Instructor in Philosophy. Resident Director of the Austria Program. B.A., Phillips University; Fulbright Scholar, University of Basel; M.A., University of Texas-Austin; M.A., University of Salzburg; postgraduate study, Institute of European Studies, Vienna

ADMINISTRATION

Initial date of current employment with the College is found in parentheses.

OFFICE of the PRESIDENT

David C. Joyce, President (2012) B.A., Pfeiffer College; M.Div., Yale Divinity School; M.S., North Carolina State University; Ed.D., Vanderbilt University

Katherine T. Parnell, Executive Assistant to the President (2018); B.A., Brevard College

Public Information

Christie Cauble, Director of Public Information (2010), B.A., Brevard College

Doug Miller, Digital Media Specialist (2019), B.S. Appalachian State University; M.S., University of Wyoming

OFFICE of ACADEMIC AFFAIRS

R. Scott Sheffield, Vice President for Academic Affairs and Dean of Faculty, Professor of History, (1993), B.A., Emory University; M.A., Georgia State University; Ph.D., University of Florida

Nixsa Cruz-De Witt, Executive Assistant to the Vice President for Academic Affairs and Dean of Faculty (2020), B.A.S., Polk State College

Academic Compliance and Assessment

Michael Cohen, Director of Institutional Effectiveness (2012), B.A., Brevard College; J.D., University of California, Berkeley, School of Law

Academic Support Personnel

Elizabeth Banks, Administrative Assistant to the Division of Science and Mathematics (1999), A.S., Brevard College; B.S., Northland College

Alisha Carland, Administrative Assistant to the Division of Fine Arts (2021), B.A., Brevard College

Heather Hay, Administrative Assistant for Humanities, Social Science, and Education (2021), B.A., University of New Mexico

Gregory Rich, Logistics Manager for Wilderness Leadership and Experiential Education Program (2020). B.A., Brevard College; M.S., Texas State University

Nathan Tingler, Percussion Instructor/Drumline Director (2019), B.M., M.M., D.M.A., University of Georgia

Experiential Learning Commons

Joshua Wilkey, Associate Dean of Academic Affairs for Student Success, Assistant Professor of Business and Leadership Organization (2016), B.S., M.A., Western Carolina University; Ed.D., University of Alabama

Kathleen Koontz, Director of Student Accessibility and Disability Services (2018), B.A., University of North Carolina at Chapel Hill; M.A., University of North Carolina at Greensboro

Adam Mills, First-Year Writing and ELC Writing Center Coordinator. Assistant Professor of English. (2019), B.A., Missouri State University, M.A., Missouri State University, M.F.A., University of Southern Maine, Ph.D., University of Kansas

Library

Marie Jones, Director of the Library (2014), B.A. Capital University; M.L.S., Kent State University; Ed.D., East Tennessee State University

James Brooks, Educational Technology Specialist (2018), B.A., Arizona State University; M.Ed., Grand Canyon University

Melodie Farnham, Catalog Librarian (2013), B.A., University of North Carolina–Charlotte M.L.I.S., University of North Carolina–Greensboro

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INDEX

A

Academic Affairs, Office of	209
Academic Calendar	8
Academic Compliance and Assessment	209
Academic Complaint, Grievances	
and Grade Appeals, Procedures.....	46
Academic Expectations of Students	44
Academic Forgiveness Policy	63
Academic Integrity.....	45
Academic Internship	128
Academic Plan	25
Academic Probation	54
Academic Programs	72
Academic Progress	51
Academic Progress Program for Students .41, 55,	127
Academic Rights of Students	43
Academic Standards	42
Academic Support	40
Academic Support Courses	41, 127
Academic Support Personnel	209
Academic Suspension	55
Academic Warning	54
Academy Courses.....	51
Access to Educational Records	61
Accounting	131
Accreditations and Memberships.....	7
Adding a Course.....	58
Additional Costs and Fees.....	19
Additional Major	62
Administration	209
Admissions	11
Admissions, Office of	211
Advanced Placement (AP)	60
Agriculture	131
Alpha Chi	65
Alpha Phi Sigma	65
Alumni Association Board	214
Alumni Affairs and Development.....	213
Anthropology.....	132
Appalachian Center for Environmental Education	67
Appeal Process for Academic Suspension	56
Childhood Education.....	79
Applied Physics	74
Art	75, 112, 132
Art History	112, 135
Assignment of Credit Hours for Courses ...	64
Athletics	39, 211
Attempted vs Passed Credits.....	23
Auditing Courses	59

B

BC Outfitters	40
Benefits for Veterans.....	22

Beta Beta Beta	65
Biology	77, 113, 137
Board	18
Board of Trustees	214
Business and Finance, Office of	201
Business and Organizational Leadership	78, 113, 169

C

Cambridge International Exam (CIE).....	60
Campus Activities Board	33
Campus Life.....	32
Campus Life, Division of.....	210
Campus Security	35, 210
Career Exploration and Development	41
Career Services.....	33
Change in Status	21, 27
Charges	16
Chemistry	113, 139
Chiaroscuro	34
Childhood Education.....	79
Clarion	34
Class and Laboratory Attendance	44
Class Conduct	44
College Level Examination Program (CLEP) ...	60
Coaching.....	114
Common-Experience Requirements	70
Communications	140
Computer Labs	6, 42
Conditional Admission	15
Consortium Agreement Coursework	24
Counseling Services	38
Courses	127, 131
Courses Taken Elsewhere	59
Course Withdrawal	58
Creative Writing	114
Credit by Examination	59
C.R.E.E.K. Week	34
Criminal Justice	84, 115, 141
Curriculum	69
Curricular and CoCurricular Traditions	34

D

Damages	19
Dean's List	65
Demonstration of Competency.....	48
Delta Alpha Pi	65
Development.....	213
Dining Hall and Services.....	40, 210
Diplomas	48
Directed Study	127
Directed Withdrawal	56
Disability Services	41
Distribution Area Requirements.. ..	70

Division and Organization Awards	67
Dropping Course	58
Dual Enrollment	13

E

Early Childhood Education	81, 144
Early Childhood Education (B-K)	81
Ecology	115
Economics	145
Education	116, 145
Elementary Education	79, 147
English	85, 116, 147
Enrollment Fee	16
Environmental Studies	87, 117, 150
Exceptions to Academic Standards	64
Exemptions to Live Off Campus	36
Exercise Science	89, 117, 152
Expenses	17
Experiential Education	118
Experiential Education, Division of	73
Experiential Learning Commons	340, 209
Explanation of Fees	18

F

Facilities	212
Facts About the College	5
Faculty	202
Faculty Advisor	57
Faculty Emeriti	205
Fall Semester 2021	8
Federal Financial Aid Programs	22
Fees	17
Finance, Office of	213
Financial Aid	21
Financial Aid Credits	23
Financial Aid GPA	23
Financial Aid, Office of	211
Financial Aid Policies	23
Financial Aid Probation	25
Financial Aid and Refund Policy	27
Financial Aid Satisfactory Academic Progress	23
Financial Aid Suspension	25
Financial Information	17
Financial Obligations	20
Fine Arts, Division of	72
First Year Experience	41, 153
First Year Students	11
Fitness Appraisal Lab	42
Food Services	40
Full-Time Student Tuition	18

G

Gender Studies and Leadership	118
General Education Curriculum	69
Geology	118, 153
Good Standing	53
Grade Appeal Procedure	46

Grade Point Average	23, 52
Grade Point Requirements	47
Grading System	51
Graduate Programs	191
Financial Information	191
Withdrawal & Refund Policy	191
Financial Aid	191
Admissions Information	192
Protocol	193
Master of Science in Emergency	195
Management	
Master of Science in Health	196
and Human Performance	
Course Descriptions	197
Graduation Application	48
Graduation Attendance	48
Graduation Requirements	47
Graduation With Honors	65

H

Harvest Fest	35
Health	154
Health Science	91, 119
History	92, 120, 155
Homecoming	34
Home-Schooled Students	13
Honor/Integrity Codes	43
Honor Roll	65
Honor Seminar	130
Honor Societies	65
Honors & Awards	64
Honors Program	67
Housing Services	33
Human Resources, Office of	213
Humanities	159
Humanities, Division of	72

I, J

Immunization Requirement	16
Incomplete	24, 58
Independent Study	128
Information Technology	6, 159
Information Technology, Office of	213
Institute for Women in Leadership (IWIL)	68, 160
Integrated Studies	94, 160
Intercollegiate Athletics, Department of	211
International Baccalaureate	
Examinations (IB)	60
International Students	13
Internship	128
Intramural and Outdoor Recreation	33
Jones Library	6, 40, 209

L

Labs and Special Academic	
Support Facilities	42
Late Registration Fee	19

Leadership Theory and Practice	120
Learning In Community.....	160
Leave of Absence.....	57
Library	6, 40, 209
LINC Repeat Policy	63
LINC Policy Information.....	70, 160
Loan Information	26

M

Mail Services, Office of.....	210
Major & Minor Requirements	47
Major Programs	74
Mathematics	95, 121, 161
Maximum Attempted Credits Allowed	24
Medical Services	38
Merit Scholarships	21
Methodist Scholarship Awards	22
Mid-Year Transfers	24
Minimum Academic Requirements	53
Minor Programs	112
Mission	4
Music	96, 121, 163
Music, Applied	168
Music Education	97
Music, Ensembles	168

N

Natural History.....	122
NCAA	39
North Carolina Financial Aid Programs	22

O

Off Campus Housing	36
Office for Service and Volunteer Initiatives	32
Official College Communications	61
Omicron Delta Kappa	66
Organizational Leadership.....	169
Orientation	15
Other Student Services.....	40

P, Q

Part-Time or Special Status	14
Part-Time Student Tuition	18
Pass/Fail Option	52
Payment of Tuition and Fees	19
PELL Grant.....	26
Personal Development and Wellness	35
Philosophy and Religion.....	99, 122, 173
Physical Education and Recreation	102, 172, 174
Physics	175
Physics & Astronomy.....	123
Policies and Procedures	57
Policy to Live Off Campus.....	36
Political Science	176
Porter Center for Performing Arts.....	68

Post Baccalaureate Studies	62
Pre-Dentistry	73
Pre-Law	73, 123
Pre-Medicine	73
Pre-Nursing	73
Pre-Professional Studies	73
Presidential Award for Scholarship	66
Presidential Awards.....	66
President, Office of the	209
Pre-Veterinary	73
Prior Learning Credit	60
Psi Chi	66
Psychology	103, 124, 177
Public Information, Office of.....	209

R

Readmission Application Process Following Suspension	56
Readmission of Formal Student.....	14
Recurring and Variable Credit	64
Recreation	179
Reestablishing Aid Eligibility.....	25
Refund Policy.....	20, 27
Registrar, Office of the	210
Religion.....	180
Religious and Spiritual Life	32
Repeating Courses	24, 63
Residence Life and Student Engagement.....	33
Room	18

S

Satisfactory Academic Progress	53
Scholarships	21, 28
Scholarships Day Awards.....	21
Merit Scholarships	21
Half-Tuition Scholarship.....	21
Methodist Scholarships	22
Talent Scholarships	21
Tuition Exchange	2
Science	181
Science and Mathematics, Division of.....	72
Second Undergraduate Degree/ Teacher Licensure	24
Security.....	35, 210
Semester Confirmation	57
Senior Pinning Weekend.....	35
Setting of Student Charges	21, 27
Sigma Beta Delta.....	66
Social Sciences	124
Social Sciences, Division of	72
Sociology	182
Special Charges.....	19
Special Events	34
Special Programs & Opportunities	67
Special Topic Seminars	129
Special Tuition	18
Specialized Learning Opportunities.....	127

Spring Fest	35
Spring Semester 2022.....	9
Strategy and Operations, Office of.....	211
Student Accessibility & Disability	41
Student Clubs and Organizations	33
Student Code of Conduct	39
Student Conduct Off Campus	35
Student Course Loads	58
Student Engagement	33
Student Freedom, Responsibility	
and Accountability.....	42
Student Government Association	33
Student Marshals.....	67
Student Orientation Advising	
and Registration (SOAR).....	15
Student Publications.....	34
Study Abroad	61
Summer Candidates	48
Summer Withdrawal/Refund	20, 27
Suspension	55
Sustainable Agriculture	124

T

Talent Scholarships	21
Teacher Licensure Application Process	106
Teaching Licensure Candidates.....	14
Teacher Education Licensure	104
Teacher Licensure in	
Agriculture (Grades 7-12)	89
Teacher Licensure in Art (Grades K-12).....	77
Teacher Licensure in Early Childhood (B-K)....	81
Teacher Licensure in Elementary Education	
(Grades K-6)	79
Teacher Licensure in English (Grades 9-12)...	86
Teacher Licensure in	
Mathematics (Grades 9-12).....	95
Teacher Licensure in Music (Grades K-12)....	97
Teacher Licensure in	
Health and Physical Education (Grades	
K-12)	91
Teacher Licensure in	
Science (Grades 9-12).....	74, 77
Teacher Licensure in	
Social Studies (Grades 9-12)	93
Teacher Licensure in	
Theatre Studies (Grades K-12)	110
Teacher Licensure Programs.....	73
Teaching Assistantship.....	129
Test Optional	12
Theatre	109, 125, 182
Theta Alpha Phi	66
Transcript Requirement	16
Transcripts	62
Transfer Credit	24, 49
Transfer Procedure	51
Transfer Students	12, 49
Transient Coursework	25

Tri-Beta.....	<i>See also</i> Beta Beta Beta
Tuition	17
Tuition Exchange Scholarships	22

U

Upper-Level Course Requirement.....	130
-------------------------------------	-----

V

Veterans Benefits	22
Values	4
Vision	4
Voice of the Rivers	68
Voluntary Withdrawal	57

W,X,Y,Z

Wilderness Leadership and Experiential	
Education (WLEE)	110, 125, 186
Withdrawal	56
Withdrawal Refund Policy	20, 27

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