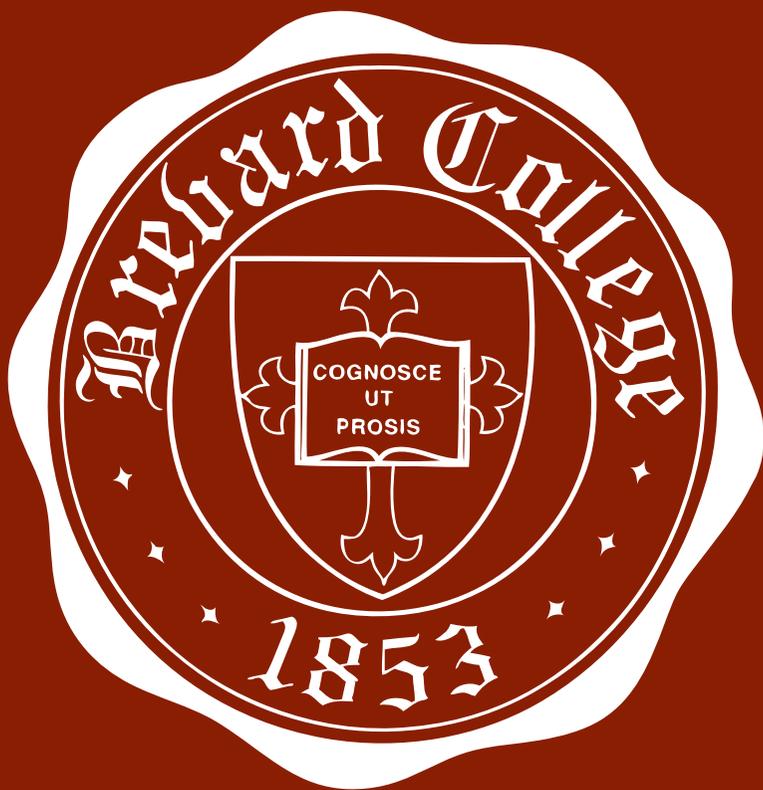
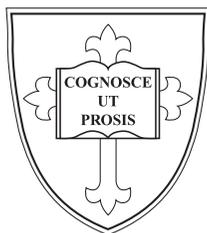


BREVARD COLLEGE



2008-2009
Catalog



BREVARD COLLEGE CATALOG

2008-2009

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 essential purpose and its 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's 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 June 2008. 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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One Brevard College Drive, Brevard, NC 28712.

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MISSION

Cognosce ut prosis.

Brevard College is a baccalaureate, residential, church-affiliated institution situated in the Southern Appalachian mountains. Offering an education in theoretical and applied liberal arts, Brevard engages and challenges students in integrating knowledge and practical experience. The programs and opportunities of the College provide graduates the foundation for further formal study, meaningful vocations, responsible citizenship, and lifelong personal and professional development.

Brevard College carries out this mission through the following distinguishing commitments:

1. nurturing the personal and holistic development of each student—intellectually, spiritually, physically, emotionally, socially, and vocationally—within a diverse and mutually respectful community;
2. providing the resources to sustain academic excellence in both the general education program and the major disciplines;
3. helping students to discern connections across disciplines and cultivating creative, critical, and synthesizing habits of thought;
4. exposing all students to issues in ecological awareness and the practice of environmental stewardship;
5. offering a cross-section of leadership and service opportunities that enable students to move successfully from the microcosm of the campus into the macrocosm of their future communities;
6. enhancing critical appreciation of the fine and performing arts among students and within the community by maintaining the college's outstanding traditions in these areas;
7. practicing good institutional citizenship by valuing the resources of the Appalachian region and sharing the college's resources with its surrounding community;
8. building upon the college's heritage as an institution founded by the United Methodist Church, honoring inclusive values and commitments of the Christian intellectual tradition in dialogue with other faiths and worldviews.

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	Two semesters—fall, spring.
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.
Degree Programs	Bachelor of Arts; Bachelor of Music; Bachelor of Science
Majors	Art; Business and Organizational Leadership; Criminal Justice; Ecology; English; Environmental Science; Environmental Studies; Exercise Science; General Science; Health Science Studies; History; Integrated Studies; Mathematics; Music; Music Education; Psychology; Religious Studies; Theatre Studies; Wilderness Leadership and Experiential Education.
Pre-Professional	Pre-Law, Pre-Dentistry, Pre-Medicine, Pre-Veterinary and Teacher Studies Licensure.
Special Programs, Opportunities	Honors Program; honor societies; double major; dual enrollment; internships; study abroad; independent study; teacher licensure program; experiential studies (Pisgah National Forest, Great Smoky Mountains National Park, Cradle of Forestry, regional museums, area orchestras); interdisciplinary studies; Academic Enrichment Center; Appalachian Center for Environmental Education.
Faculty (2008-2009)	57 full-time faculty; 72 percent hold the terminal academic degree in their field; 51 percent have tenure; student-faculty ratio is 11:1
Student Profile (2007-2008)	675 students from 32 states and 12 foreign countries; 96 percent full-time; 73 percent residential; 58 percent male, 42 percent female; 49 percent in-state students from 48 counties, 51 percent out-of-state and international students.

Library

59,000 volumes; over 100,000 e-books; 4,477 audiovisual materials; 200 print subscriptions; access to over 21,000 electronic journals; wireless laptops for library instruction. Internet-accessible databases containing indexes, abstracts, and thousands of full-text and digital resources are available 24/7 from EBSCO, Gale, JSTOR, Lexis/Nexis, NC LIVE, ProQuest, and other online database providers. Curriculum materials to support teacher education are also available. Resource sharing is readily available through academic libraries in Western North Carolina and nearby states. The library is a member of the American Library Association, Appalachian College Association, Carolina Consortium, North Carolina Independent Colleges and Universities, and the Southeastern Library Network.

Financial Aid

96 percent of students receive merit-based and/or need-based scholarships, grants, and loans; \$10 million in aid was coordinated for Brevard College students in 2007-2008 for 662 students.

Residence Halls

Four options: three traditional style residence halls and one apartment-style residential village primarily for sophomores, juniors, and seniors.

Information Technology

All academic buildings and residence halls are connected to the campus high-speed fiber-optic network. All residence hall rooms are wired to provide students with access to the campus network and Internet resources. The campus network consists of a server farm, student labs, library lab, as well as faculty and staff PCs. Special computer labs are provided for Art and Music students in the Sims Art Center and Dunham Music Center.

ACCREDITATIONS

Official Accreditations

Brevard College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404.679.4500) and the University Senate of The United Methodist Church to award degrees at the baccalaureate level. Brevard College is an accredited institutional member of the National Association of Schools of Music.

Memberships

American Association of Collegiate Registrars and Admissions Officers
 American College Testing Program
 American Counseling Association
 American Library Association
 American Society for Quality
 Appalachian College Association
 Association of Governing Boards of Universities and Colleges
 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 for the Advancement and Support of Education
 Council of Independent Colleges
 Independent College Fund of North Carolina
 Mathematical Association of America
 Mountain College Library Network
 Music Library Association
 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 (Provisional Member)
 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
 Private College Consortium for International Studies
 South Atlantic Conference (Provisional Member)
 Southeastern Association of Housing Officers
 Southeastern College Art Conference
 Southeastern Library Network
 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

ACADEMIC CALENDAR

FALL SEMESTER 2008

August 19-21, 2008 Tuesday-Thursday	Faculty Development/Governance Days
August 27, 2008 Wednesday	Classes Begin
September 2, 2008 Tuesday	Last day to add courses
September 9, 2008 Tuesday	Last day to withdraw from a course without a record
September 24, 2008 Wednesday	Last day to remove grade of Incomplete from preceding semester
September 26, 2008 Friday	Deadline for faculty submission of Early Warning Reports
September 26-28, 2008 Friday-Sunday	Family Weekend
October 6, 2008 Monday	Graduation application for May 2009 and Summer 2009 due in the Office of the Registrar
October 15, 2008 Wednesday	Mid-term Grades due
October 18-21, 2008 Saturday-Tuesday	Fall Break
October 24-26, 2008 Friday-Sunday	Homecoming
November 3-7, 2008 Monday-Friday	Pre-registration for spring 2009 semester
November 4, 2008 Tuesday	Last day to withdraw from a course with a grade of W (no withdrawal from a course is permitted after this deadline)
November 26-30, 2008 Wednesday-Sunday	Thanksgiving Break
December 9, 2008 Tuesday	Last day of Classes
December 10, 2008 Wednesday	Reading Day
December 11-16, 2008 Thursday-Tuesday	Final Exams

SPRING SEMESTER 2009

January 7-9, 2009 Wednesday-Friday	Faculty Development/Governance Days
January 14, 2009 Wednesday	Classes Begin
January 20, 2009 Tuesday	Last day to add courses
January 27, 2009 Tuesday	Last day to withdraw from a course without a record
February 11, 2009 Wednesday	Last day to remove grade of Incomplete from preceding semester
February 13, 2009 Friday	Deadline for faculty submission of Early Warning Reports
February 16, 2009 Monday	Graduation applications for December 2009 due in the Office of the Registrar
March 4, 2009 Wednesday	Mid-term Grades due Wednesday
March 7-15, 2009 Saturday-Sunday	Spring Break
March 30-April 3, 2009 Monday-Friday	Pre-registration for fall 2009 semester
March 31, 2009 Tuesday	Last day to withdraw from a course with a grade of W (no withdrawal from courses in permitted after this deadline)
April 13, 2009 Monday	Easter Break
April 22, 2009 Wednesday	Honors and Awards Day
May 4, 2009 Monday	Last day of classes
May 5, 2009 Tuesday	Reading Day
May 6-11, 2009 Wednesday-Monday	Final Exams
May 13-15, 18 2009 Wednesday-Friday, Monday	Faculty Development/Governance Days
May 15 -16, 2009 Friday-Saturday	Commencement Weekend

TENTATIVE ACADEMIC CALENDAR (ABBREVIATED)

FALL SEMESTER 2009

August 26, 2009 Wednesday	Classes Begin
October 17-20, 2009 Saturday-Tuesday	Fall Break
November 25-29, 2009 Wednesday-Sunday	Thanksgiving Break
December 8, 2009 Tuesday	Last day of Classes
December 9, 2009 Wednesday	Reading Day
December 10-15, 2009 Thursday-Tuesday	Final Exams

SPRING SEMESTER 2010

January 13, 2010 Wednesday	Classes Begin
March 6-14, 2010 Saturday-Sunday	Spring Break
April 5, 2010 Monday	Easter Break
April 21, 2010 Wednesday	Honors and Awards Day
May 3, 2010 Monday	Last day of classes
May 4, 2010 Tuesday	Reading Day
May 5-10, 2010 Wednesday-Monday	Final Exams
May 14, 15, 2010 Friday-Saturday	Commencement

ADMISSIONS

Brevard College seeks to admit students who distinguish themselves by their talents, creativity, adventurous spirit, motivation, and concern for others. At Brevard, students will have every opportunity to take advantage of our educational programs, small classes, and caring faculty in order to realize their potential as students and as leaders among their peers.

The College is interested in enrolling students who give proof of academic curiosity, creativity, and community concern. We actively seek those who add diversity to the student body and welcome students of any race, national origin, religious belief, gender, or physical ability. We seek students who will contribute their energies to the campus community and display a willingness to place themselves in situations which call for personal initiative and leadership. Students are considered for admission to Brevard College without regard to race, color, religion, sex, national origin, sexual orientation, age, disability, or veteran's status. Brevard College welcomes students from diverse religious, racial, and ethnic backgrounds and strives to maintain an atmosphere of respect and sensitivity toward the ultimate dignity of every person.

An admissions staff of energetic and caring people invites all interested students to visit and learn about our special community. The application process is straight-forward and candidate-oriented, so that the admissions staff serves as the applicant's advocate. For the latest admissions information, visit the College's Web site at www.brevard.edu

THE APPLICATION PROCESS

When the applicant's file is complete, the Admissions Committee reviews the file and notifies the candidate of the decision. Decisions are made on a rolling basis.

An applicant's file is complete when the following has been received:

1. A completed application, including three short essay questions, and nonrefundable \$30 application fee.
2. Official transcript(s) showing all high school work, grades, and test scores. Transfer students must also submit transcript(s) showing all high school and college work attempted, grades, and test scores, if applicable. Transfer students over the age of 25 may be exempt from providing a high school transcript.
3. Official scores from the SAT (Scholastic Aptitude Test) or the ACT (American College Test) may be sent directly to Brevard College (SAT Code 5067, and ACT Code 3074). For international students to whom English is a second language, the TOEFL (Test of English as a Foreign Language) scores are required if SAT/ACT is not available.
4. Students wishing to be considered for degree programs in music must audition with a member of the Brevard College music faculty. Music auditions are scheduled directly through the Music Department. Admission to Brevard College does not guarantee admission to the Music Department.

Since not all persons are suited for membership in our academic community, the College has the sole right to make admissions decisions, including the right to cancel an offer of admission once proffered if, on the basis of new information, it appears that such cancellation is in the best interest of the student and/or the College.

CATEGORIES OF ADMISSION

Freshmen

For those who have not successfully completed at least two semesters of college-level work (24 semester hours or 36 quarter hours of credit), the high school transcript should show successful completion of college-preparatory work, including four units of English, three units of mathematics, and courses in social studies, laboratory sciences, foreign language, and the arts.

Transfer Students

Applicants who have attended other institutions of higher education, after completing their high school degree, 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. For specific information on the evaluation of transfer credits, see page 46.

Student Athletes

Student athletes must meet the same Brevard College admission requirements as indicated above. Eligibility to participate in intercollegiate athletics requires additional procedures and standards as delineated by the National Collegiate Athletic Association, Division II. Please refer to the Athletic section of the catalog for the NCAA requirements and department procedures.

Home-Schooled Students

Brevard College is an equal opportunity institution. Admission standards are established to help ensure student success in the academic experience. Home school applicants should complete a Brevard College application with supporting GED information and submit ACT or SAT scores. Some types of financial aid are not available unless a student has either a high school transcript or GED. Students and parents are encouraged to contact the Financial Aid Office for complete information. If GED information is not available, Brevard College will consider the following documentation (listed in rank order) in determining the acceptability of the applicant for admission:

1. High school transcripts from accredited high schools, or
2. ACT or SAT scores, or
3. Documentation from home school agency, local school district, or State Department of Education, or
4. Submission of reading lists, certification from instructors, documentation of grades, letters of recommendation, portfolios, essays/writing samples, and COMPASS/ASSET/MEAP assessment scores.
5. Admissions interview with possible faculty consultation. Brevard College reserves the right to review each application individually and based on committee evaluation may require additional supportive materials.

Nontraditional Students

Brevard College offers the opportunity to individuals 25 years of age or above who demonstrate by means other than the normal procedure their readiness to succeed in college-level study. These individuals must submit a regular application with all available

transcripts. Requests for exceptions to regular admissions procedures or standards should be made in writing and submitted to the Vice President for Enrollment Management along with the application.

International Students

Brevard College seeks to add diversity to our student body through the acceptance of eligible international candidates. All students who are neither citizens nor legal residents of the United States must submit the following information:

1. A completed application, including essay and application fee of U.S. \$30.
2. Results (537 paper-based, 203 computer or 75 internet-based) of the Test of English as a Foreign Language (TOEFL), if English is not the native language, sent directly to Brevard College. (TOEFL Code 5067 for Brevard College.) Appropriate SAT or ACT scores are acceptable as well.
3. Completed “International Student Financial Aid” form.
4. Official transcripts showing in detail all secondary and post-secondary study. Certified English translations must accompany all documents not presented in English. Photostats must be notarized as true copies of the original documents.
5. Transfer/Visa Certification Form for students currently attending a college or university in the United States.

Transients

Students who are eligible to return to the college last attended may, subject to the approval of the Vice President for Academic Affairs, register as transient students on a space available basis. Such applicants do not need to present transcripts, but they should have in their files a letter from the college last attended listing approved courses. Admission as a transient student is ordinarily granted for one term only, and is processed through the Office of the Registrar.

Transient students who are trying to take English courses numbered higher than ENG 111 will be allowed to do so provided they sign an agreement stating that they are transient students and that, if they decide to attend Brevard College full-time or if they decide to graduate from Brevard College, they may need to take ENG 111 and ENG 112. 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 will increase the likelihood of the student’s 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 will address foundation skills necessary when pursuing a college education. These courses will 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.

Application for conditional admission includes all standard processes as listed above, but

may include additional procedures and/or documentation, such as interview, campus visit, letters of recommendation, etc. Conditional Admission is offered to a limited number of students each semester.

Part-Time, Non-Degree Students

An individual who wishes to take courses as a part-time, non-degree seeking student at Brevard College may apply and register for classes in the Office of the Registrar. The student may audit a class or take a class for credit on a space-available basis. Students may retain this status until they have earned twenty semester hours, after which they must complete an application with the Office of Admission.

Readmission

A student who has withdrawn or been suspended from Brevard College and who desires to return must submit an application for readmission to the Office of Admission. If the student has been enrolled at another institution, a transcript must be provided along with a statement of honorable dismissal. In such cases, the student will be required to demonstrate both good citizenship and readiness to do college-level work. Readmission is never automatically guaranteed.

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) have earned an Associate Degree from an accredited institution may choose the Academic Forgiveness Policy upon readmission by signing a statement accepting the following provisions:

1. 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.
2. A readmitted student may elect to use the Academic Forgiveness Policy only once.

Enrollment Deposit

Upon receipt of an acceptance decision, a new residential student should submit an enrollment deposit of \$200. The enrollment deposit for reentering and commuting students is \$50. Deposits are refundable until May 1 for fall semester and December 1 for spring semester.

ACCELERATED PROGRAMS

Dual Enrollment

Academically talented students, who are seniors in high school, have the opportunity to enhance their academic experience by taking regular college courses at Brevard College. Up to 12 semester hours of credit may be taken at Brevard College. These candidates must file an application. For further information, contact your high school guidance counselor or the Vice President for Enrollment Management.

Early Admission

Students who are on track to graduate from high school and have completed 12 units of high school work with above average grades will be considered for admission, upon the completion of the application process heretofore described. Applicants are also required to take the SAT or ACT examinations. For further information, contact the Vice President for Enrollment Management at Brevard College.

Credit by Examination

The College awards credit for the subject examinations of the Advanced Placement (AP) and the College Level Examination Program (CLEP) and the International Baccalaureate (IB). Credit also may be awarded on the basis of institutional examinations. Ordinarily, such examinations should be taken prior to enrollment at Brevard. For more information concerning AP, CLEP, or IB, students should contact the Office of Admission, the chair of the appropriate division, or their faculty advisors.

Credit for Experiential Learning

Credit for job-related experience and expertise is granted under the following conditions:

1. The credit must be related to the curriculum and program of study at Brevard College under which the student is enrolled.
2. Appropriate documentation must be provided by the student to be evaluated by the Registrar, the Chair of the Division, and/or the major coordinator.
3. Credit in a specific subject may be awarded by examination, upon request to the Chair of the Division.

IMMUNIZATION REQUIREMENT

North Carolina State Law GS130-A-155.1 requires ALL college students to have a Certificate of Immunization. The student must give the dates for all required immunizations.

The Certificate must be signed by a physician or health department official. In addition, Brevard College requires of each applicant a medical history and a physical examination prior to enrollment. The medical history will provide the College with information necessary to assist each student in meeting the mental, physical, and social demands of college life. These required forms will be provided and must be returned prior to registration. Brevard College Students not in compliance with these requirements will not be allowed to attend any classes.

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 the support of The United Methodist Church, 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 which 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. 2008–2009

ANNUAL TUITION AND FEE SCHEDULE FOR FULL-TIME STUDENTS

(Fall and Spring Semesters Combined)

	Commuting	Residential
Tuition	\$19,990	\$19,990
Room/Board*	\$0	\$7,540
Parking Fee	\$125	\$125
Student Government Fee	\$60	\$60
Total Cost**	\$20,175	\$27,715

Rates for the 2009-2010 academic year will be approved at the winter 2009 Board of Trustees meeting and announced by April 1, 2009.

*The room and board quote above is for East Jones, Beam and Green Residence Halls. Room and board for the Residential Village and West Jones Residence Hall is \$7,910 per year.

**For North Carolina residents, total costs are reduced by the NC Legislative Tuition Grant. For the 2007-2008 academic year, the rate was \$1,950.

(Summer 2009 Rates)

Tuition (Internship/Practicum)	\$275/credit hour
Tuition (Summer Classes/Directed Study)	\$405/credit hour

All summer programs are non-residential.

EXPLANATION OF FEES

Full-Time Student Tuition

Students taking 12 to 19 credit hours are considered full-time students. An overload fee will be charged to students taking 20 credit hours or more. For the 2008-09 academic year, the fee is \$405 per credit hour for each additional hour. Please note that no refund will be granted for overload fees or other special charges or class fees after the last day to drop a class. Music ensemble, athletics and other institutionally-required programs may be exempted from the overload fee. See the Finance Office for more details.

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 2008-2009 academic year, the fee is \$405 per credit hour for the first 1-5 hours, and \$745 per credit hour for 6-11 hours. When a student reaches 6 or more hours, all hours are charged at \$745 per hour.

Part-time students are allowed the opportunity to drop a course until the official drop date without penalties. Part-time students dropping after the official drop date will receive a refund at the same rate as the refund policy on page 25.

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 2008-09 academic year, the fee is \$195 per credit hour for 1-6 hours and \$745 per credit hour for 7-11 hours. When a student reaches 6 or more hours, all hours are charged at \$745 per hour.

For dual enrollment students, if the seventh hour is a lab, hours 1-6 will be charged at \$195 per credit hour and only the seventh hour will be charged at \$745.

Room

The Residence Hall Agreement is a contract and obligates the student for a full semester of housing, even if the room is vacated before the close of the semester. A signed Residence Hall Agreement is required before a student may occupy a room. The availability of single-occupancy rooms is very limited. When space is available, applications for such accommodations should be made to the Housing Office. For 2008-2009, a surcharge of \$1,150 per year is added to normal room and board costs for all residence halls. Single room assignments are made on a semester basis. Preference is given to juniors and seniors. A micro-fridge unit is available to all students. Use of laundry facilities is included in the cost of the room.

Board

All students living in campus housing for the 2008-09 academic year are required to participate in one of three different meal plans. Residential students can choose among an unlimited access plan with \$50 declining balance per semester, a 14 meal-per-week plan with \$125 declining balance per semester, or a 10 meal-per-week plan with \$175 declining balance per semester. Declining balance dollars can be used at any dining location, including Java City and Coltrane Commons Food Court. Additional dollars can easily be

added to the declining balance card during the semester. Any unused dollars expire at the end of each semester period. Special plans are available for commuting students, as well. Dining Services stands ready to assist any student requiring a special diet, with submission of a note from the attending physician. For more information, please contact Dining Services at 828.884.8183 or visit their web site at www.brevard.edu/campus_dining.

Parking Fee

The parking fee provides the privilege of bringing a car on campus and parking it in the appropriately designated areas. Parking regulations are strongly enforced. Parking decals may be purchased per semester for \$80, or per academic year for \$125 (a savings of \$35). Parking fees are non-refundable. Students who are dual enrolled or ages 55 or greater may purchase a decal for \$30 per semester.

Student Government Association Fee

To assist the Student Government Association in its support of other student organizations across campus, a membership of \$30 per semester is collected from all full-time students

Additional Costs and Fees

Books, special charges for instruction in music, supplies for art, special tutoring, and incidentals are not included in the previous totals. Some classes may require additional fees. Those fees are available in the Schedule of Courses each semester. Textbooks and supplies can be acquired at King’s Creek Books and may cost as much as \$350-\$400 per semester.

Special Charges:

Application Fee	\$30	Enrollment Deposit	\$200
Graduation Fee	\$80	Readmittance	\$50
Audit, per hour	\$60	Late Registration Fee	\$50
Credit by Examination	\$250	Orientation Fee	\$95

*Graduation Fee is due when the graduation application is submitted.

Caution Deposit

Brevard College charges new and transfer residential students a refundable \$250 caution deposit. The deposit will be held by the College until graduation or separation from the institution. At that time, the deposit may be used to satisfy any outstanding financial obligations to the institution including fines and related fees. The cost of any fines and related fees incurred during the academic year will be billed to the student. The caution deposit may not be used to satisfy financial obligations to the institution except at the time of separation or graduation from the institution. Students will be responsible for requesting return of these funds upon their separation or graduation from the college and only after clearance from the library, campus life, and the finance office related to fines.

Student Insurance

All students are required to provide proof of primary insurance. Tuition for full time students includes secondary student coverage which will coordinate coverage with your personal primary plan. Proof of primary coverage is required of all students. All students should refer to the Student Handbook for further details. Student athletes should refer

to the Athletic Handbook for further details. All international students must purchase a limited primary plan. The rate for 2008-2009 is \$765 per year.

Damages

Students are responsible for any damages to College property and/or equipment. Charges will be assessed at cost and assigned to the individual(s) responsible for the damage by the Office of Campus Life. Students should carefully review the Student Handbook, which covers student responsibilities in all College facilities.

Payment of Fees

Charges are calculated on a semester basis and are payable in advance. The exact due dates will be reflected in the student's Statement of Account (billing statement), which is normally mailed at least 30 days prior to the payment date. Students who do not register during the time provided will be charged a \$50 late registration fee. Financial aid, which has not been finalized (i.e., no Stafford Loan guarantee, no valid Pell Grant payment record, etc.), is not considered payment toward the student's account. Payment will be expected by the beginning of each semester; once the financial aid has been finalized, the student may be eligible for a refund. Refunds are disbursed when funds have been received by the College. Brevard College accepts cash, personal checks, money orders, Visa, MasterCard and American Express for payment of charges. In addition, students may pay on-line by accessing WebTwister through their personal "My BC" account. Returned checks will result in a \$50 charge on the student account.

Persons desiring to pay fees in installments may consider a monthly payment plan, currently offered by Tuition Management Systems (TMS). For a minimal application fee this plan provides a low-cost, flexible method for spreading expenses for a single semester or a full academic year over several months. For more information, contact the Office of Business and Finance at 828.884.8263, TMS at 1.800.356.0350, or visit the TMS web site at www.afford.com.

Financial Obligations to the College

Unmet financial obligations to the college will result in a hold on student academic records. A hold could prevent readmission, class registration, receipt of a diploma or transcript, financial aid processing or acknowledgment of attendance. Financial obligations to the college include, but are not limited to, student account balance, parking fine, library fines and campus life fines. Brevard College accepts cash, personal checks, money orders, Visa, MasterCard, 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, transcripts or diploma will not be released until the check has cleared the bank.

Withdrawal Refund Policy

To properly withdraw from the college, 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 withdrawal from the institution affects financial aid eligibility, a student using scholarships, grants, or loans to pay for educational expenses, may experience the return of portions 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 25.

Refunds apply to tuition, class fees, room and board charges. Parking fees are refunded only if decal is unused. Private room charges, student government fee, and international student insurance are not refundable.

Date of Withdrawal from College	Amount Refunded	Amount Charged
First 7 calendar days after classes begin	80%	20%
Second 7 calendar days after classes begin	50%	50%
Third 7 calendar days after classes begin and thereafter	0%	100%

Residential students who withdraw from the college prior to the beginning of classes will forfeit their caution deposit.

Setting of Student Charges

Students who confirm their attendance during the formal confirmation process at the beginning of each semester 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 for all confirmed students.

Class Fees

Class Fees are calculated on class enrollment as of the close of the last day to drop classes as confirmed by the Registrar of the College.

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 also refer to the financial aid refund policy on page 25.

FINANCIAL AID

Opportunities for student financial aid are available to every student who can show either financial need, superior academic achievement, leadership and service, or talent in art, athletics, drama, or music. Brevard College makes every effort to help deserving students obtain financial assistance. The philosophy of the Financial Aid Office is to assist students in meeting their financial obligations to the College through need-based or merit-based grants, scholarships, loans, and work-study to the maximum extent possible based on eligibility and available funds. Brevard College does not discriminate on the basis of sex, race, color, handicap, religion, sexual orientation, or national or ethnic origin in the administration of its financial aid resources.

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.

The Brevard Scholars Program

Brevard Scholars receive academic scholarships of at least \$3,000 per year in recognition of high ability and achievement. To be considered for the program, a student must have a distinguished high school academic and leadership record and a minimum SAT total of 1100 (math and verbal scores only).

A variety of scholarship awards, ranging from \$3,000 to full tuition, are designed to recognize and encourage exceptional interests and abilities. To be eligible for consideration, students are required to complete the admission application process. The scholarships are renewable based on maintaining a 3.0 grade point average. Students receiving a Duke Scholarship also will automatically be offered a work opportunity on campus.

Academic Scholarships Awarded to Brevard Scholars

The Duke Scholarships: \$6,000 Duke Scholarships are awarded annually by Brevard College to exceptionally gifted entering students. Recipients are designated Duke Scholars in honor of Angier B. Duke. All Duke Scholars will be invited to participate in a Scholars Competition, which could result in a top award of full tuition.

The Beam Scholarships: \$4,500 Beam Scholarships are awarded each year on a competitive basis to qualified students. Recipients are designated Beam Scholars in honor of C. Grier and Lena Sue Beam, longtime benefactors of the College.

The Sims Scholarships: \$3,000 Sims Scholarships are awarded each year to qualified students. Recipients are designated Sims Scholars in honor of Allen H. Sims, chairman emeritus of the Board of Trustees and longtime benefactor of the College.

Transfer Student Academic Scholarships

All transferring students will be considered for the following Brevard Scholars program as follows:

Duke Scholarships: These scholarships require a minimum cumulative college grade point average of 3.50.

Beam Scholarships: These scholarships require a cumulative college grade point average of 3.25-3.49.

Sims Scholarships: These scholarships require a cumulative college grade point average of 3.00-3.24.

Limits on Non-Need Academic Scholarships

All non-need academic scholarships at Brevard College are awarded by the Office of Admissions and are subject to the following limitations:

1. If a student is awarded more than one academic scholarship, the final award shall be the higher of the two awards.
2. In no case shall the final award exceed the direct cost of attending Brevard College.
3. Brevard College reserves the right to modify, revoke, or add to any or all College scholarships.

Athletic Scholarships

Athletic scholarships are awarded to students displaying outstanding ability. Students who wish to be considered for athletic grants should correspond with the respective coach for details. Athletics awards are competitive and tryouts may be required. Renewal is not guaranteed. Intercollegiate programs for men and women include basketball, cycling, soccer, cross-country, track and field, golf, and tennis. The College also supports women's softball and volleyball as well as football, and baseball teams for men.

Talent Awards

Talent awards 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 awards are based on an audition. Amounts may vary according to individual ability. Renewal is not automatic.

Leadership Scholarships

Leadership Scholarships are awarded upon acceptance for admission to students who have demonstrated leadership qualities or potential. If the student is awarded more than one leadership scholarship, the final award shall be the higher of the two awards.

Need-Based Grants and Scholarships

There are a number of endowed scholarship funds established by supporters of the College, the interest from which is used to provide assistance to those students who have an established financial need as a result of filing a Free Application for Federal Student Aid (FAFSA). The FAFSA must be filed each year to determine eligibility for these funds.

Brevard College Work-Study Awards

A few work-study awards are made to students regardless of need in order to fill positions requiring special skills. These awards are fully funded by the College.

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.

Brevard College makes available one \$500/year scholarship to each United Methodist Church within the Western NC Conference. Pastors must recommend candidates by completing a certification form. The scholarship is renewable.

Benefits for Veterans

Brevard College is approved for the education of veterans and their qualifying dependents. Upon registration, the veteran or qualifying dependent must complete the necessary forms in the Office of the Registrar. 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, page 24).

Tuition Exchange Scholarships

A limited number of tuition scholarships are available until April 1 to students 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. For a list of participating institutions, go online to www.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 described below are contingent upon legislative enactment, appropriation, and actual receipt of funds by Brevard College.

Brevard College participates in the following state grant and scholarship programs:

1. the NC Legislative Tuition Grant (LTC)
2. the NC State Contractual Scholarship (SCSF)
3. the NC Student Incentive Grant (SIG)
4. the NC Education Lottery Scholarship
5. NC Teacher Scholarship/Loan Programs

Federal Financial Aid Programs

Any commitment of federal funds is contingent upon congressional enactment, appropriation and actual receipt of funds by Brevard College. Federal funds are awarded in accordance with U.S. Department of Education rules and regulations, ranging from \$400 to \$4,731.

Brevard College participates in the following federal aid programs: Pell Grant, Supplemental Educational Opportunity Grants (SEOG); Academic Competitiveness Grants (ACG); National Science and Mathematics Access to Retain Talent Grants (SMART); Family Education Loan Programs-Stafford (student) and Parent Loan for Undergraduate Students (PLUS); Perkins Loans; and Work-Study Awards.

Applying for Need-Based Financial Aid

Every student desiring need-based financial assistance is required to file the Free Application for Federal Student Aid (FAFSA). This becomes the official request for financial aid when the analysis is received by the College.

1. All students applying must indicate that a copy of the report be sent to Brevard College (FAFSA code #002912). Students who file the FAFSA electronically should secure a parent PIN (personal identification number) at www.pin.ed.gov prior to submission of the form.
2. This form may be completed online at www.fafsa.ed.gov.
3. For priority consideration, this form should be filed as soon after January 1 as possible. It cannot be filed before January 1. The requested information should be from a completed U.S. income tax return.
4. Where federal or state funds are involved, the College may need to verify information. For this reason, the student and the parent, if applicable, should forward a signed copy of their federal tax return for the previous year to the Financial Aid Office when requested. Other documents may also be requested to validate information.

The College Response

The following steps are taken by the Financial Aid Office:

1. All inquiries about financial aid will be answered as received.
2. When the analysis is received by the College, the applicant will be notified if additional documentation is needed by the College for verification.
3. No official award letter will be issued until the student has been accepted for admission to Brevard College and all documentation has been received by the Financial Aid Office.
4. The applicant will be notified as to the official financial aid package offered by Brevard College as soon as possible after step 3 above is completed. Students receiving official awards should accept or reject the award within four weeks of receipt of the award letter but will automatically be granted an extension to May 1 if requested in writing.

SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

To receive federal, state, and institutional financial aid at Brevard College, a student must be in good standing at the College and be making positive movement toward a degree as defined by the College's standards for academic progress. Please refer to the policy as listed on pages 50-52.

FINANCIAL AID AND REFUND POLICY

To properly withdraw from the college, 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 withdrawal from the institution affects financial aid eligibility, a student using scholarships, grants, or loans to pay for educational expenses, may experience the return of portions 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. Parking fees are refunded only if decal is unused. Private room charges, student government fee, and international student insurance are not refundable.

Date of Withdrawal from College	Amount Refunded	Amount Charged
First 7 calendar days after classes begin	80%	20%
Second 7 calendar days after classes begin	50%	50%
Third 7 calendar days after classes begin and thereafter	0%	100%

Residential students who withdraw from the college prior to the beginning of classes will forfeit their caution deposit.

Setting of Student Charges

Students who confirm their attendance during the formal confirmation process at the beginning of each semester 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 for all confirmed students.

Class Fees

Class Fees are calculated on class enrollment as of the close of the last day to drop classes as confirmed by the Registrar of the College.

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.

NOTE: For students who receive federal aid and withdraw before the 60 percent 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. Aid will be refunded in the following order: Unsubsidized Stafford Loan, Subsidized Federal Stafford Loan, Perkins Loan, PLUS Loan, Pell Grant, ACG/SMART Grant, SEOG Grant, Other Title IV Assistance. For NC students, refunds to those programs will be made according to state regulations. All outside scholarship monies received will be fully applied to the student's account to cover costs unless otherwise restricted. Institutional financial aid will be apportioned on a pro-rata basis.

SCHOLARSHIP FUNDS

The scholarship program at Brevard College is maintained through the contributions of many friends of the College. Among these sources of aid are the following endowment funds and annual contributors:

American Association of University Women,
Brevard Branch Scholarship
Richard Adams Memorial Scholarship
Rev. & Mrs. H. G. Allen Scholarship
Lillian McConnell Angel Scholarship
Clegg Avett Memorial Scholarship
Ira M. Baldwin Scholarship
Olivia Allison Ball Endowed Memorial
Scholarship
Rita Inez Edmundson Barrack Scholarship
BB & T Scholarship
C. Grier & Lena Sue Beam Scholarship
Julia P. and Jesse F. Beatty Scholarship
J. A. Belcher Scholarship
Belk-Simpson Scholarship
Nancy Simpson Benfield Scholarship
John B. & Rosanelle C. Bennett Scholarship
Stuart & Margaret Wright Black Music
Scholarship
Dr. Embree Blackard Scholarship
Addie & Don Blake Scholarship in Music
John S. Boggs Scholarship
Tom and Frances Breeden Scholarship
Leo & Eleanor Brevard Scholarship
Brevard College Annual Scholarship in Music
Brevard Jaycees Scholarship
Brevard Little Theatre
Brewer Family Scholarship
James Zachary Brookshire Memorial
Scholarship
Gertrude Brown and Vandalyne Brown Barbee
Endowed Memorial Scholarship
Mark W. and Leonora Johnston Brown
Memorial Scholarship
Mrs. Sara Lois Wolcott Brown Memorial
Scholarship
The Caney Edward Buckner and Bess Reap
Buckner Endowed Scholarship
Evelyn Sherrill Bunch Scholarship
Fred B. Bunch, Jr., Scholarship
Lucille Siniard Cain Memorial Scholarship in
Organizational Leadership
Cornelius Oliver, Albert M., and Nancy
McCauley Cathey Scholarship
Mildred S. Cherry Scholarship
R. Gregg Cherry Scholarship
Coach John B. Christenbury Memorial

Scholarship
Class of 1938 Scholarship
Class of 1955 Scholarship
Class of 1960 Scholarship
Robert Hunt Clayton Memorial Golf
Scholarship
E. B. Clayton Scholarship
George B. & Clara N. Clemmer Scholarship
Coca-Cola Foundation Scholarship
Dott Ingram Cofer Theater Scholarship
Mr. & Mrs. Robert D. Coleman Memorial
Scholarship
Mr. and Mrs. Robert D. Coleman, Jr.
Scholarship
Eugene Jarvis & Isabelle Doub Coltrane
Memorial Scholarship
Jeffrey Coltrane Scholarship
Connestee Falls Scholarship
Marion and George Craig Scholarship
Janet Cushman Endowed Scholarship
Janet and Richard Cushman Music Scholarship
Rachel Cathey Daniels Scholarship
C. Glenn Davis Scholarship
Kate Pickens Day Scholarship
Margaret Mizell Dean Endowed Scholarship
John H. Dellinger Scholarship
Carlton & Frances Dence Annual Scholarship
Meta M. Dings Scholarship
J. Robert and Hazel F. Dixon Scholarship
Angier B. Duke Memorial Scholarship
The Duke Energy Foundation Scholarship
Jeffrey W. Duncan Memorial Scholarship
Environmental Studies, Math & Natural
Sciences Division Scholarship
Grace B. Etheredge Scholarship
A. Mitchell Faulkner Endowed Scholarship
Louise Y. Ferguson Music Scholarship
Fincher Family Memorial Scholarship Fund
Jack S. Folline Scholarship in Organizational
Leadership
Mary Elizabeth and G. Scott Francis
Community Service Scholarship
Lois, Lottie and Virginia Frazier Scholarship
Evelyn Louise and Channing John Fredrickson
Scholarship
Friends of Fine Arts Scholarship Fund
Friends of Fine Arts Music Scholarship

- Friends of Fine Arts Theatre Scholarship
 Friends of Fine Arts Visual Arts Scholarship
 Sara Barkley Futral Endowed Scholarship
 Clara C. Gift English Scholarship
 W. Edgar Gift Science and Mathematics
 Scholarship
 Joseph E. and Eloise K. Glass Memorial
 Scholarship
 Sarah S. Godfrey Scholarship
 Ralph Gray Award for Creative Writing
 Ottis Green Scholarship
 Groce Memorial Scholarship
 Hambley Endowed Scholarship
 Bishops Harmon and Hunt Scholarship
 Sonny & Nell Harrelson Endowed Scholarship
 John M. Hawkins Scholarship
 Juanita Wells Hearn Scholarship
 Cecil and Jane Bailey Hefner Scholarship
 Mr. and Mrs. Willey Hefner Memorial
 Scholarship
 Charles B. Herman Memorial Scholarship
 Charles F. Himes Scholarship
 Elisha Honeycutt Scholarship
 J.P. and Ida C. Horton Scholarship
 Gladys and Gene Houck Scholarship
 W.C. Howard Scholarship
 Mary Helen Huggins Scholarship
 Hunter-Weaver Scholarship
 Dr. Evelyn Spache Huntington Scholarship in
 Education
 H. Joe Huskins Memorial Scholarship
 Independent College Foundation of North
 Carolina
 Mr. and Mrs. George F. Ivey Memorial
 Scholarship
 King Family Annual Scholarship
 Jefferson-Pilot Scholarship
 Jerry Hart Jerome Scholarship for
 Organizational Leadership
 Brian and Betty Johnson Annual Scholarship
 William & Marcella Johnson Endowed
 Scholarship
 Eva Holleman Jolley Scholarship
 Edwin L. and Annabel Jones Scholarship
 Irene and David Jones Golf Scholarship
 Nora Avahelene Jones Memorial Scholarship
 Annabel Lambeth Jones Scholarship Fund
 Johnnie H. Jones Church Music Scholarship
 Mary Louise Jones Endowed Scholarship
 Henry Watson Jordan Memorial Scholarship
 J. Edward Kale Scholarship
 Lake Toxaway Charities Scholarship
 Golden LEAF Foundation Scholarship
 LeGere Family Endowed Scholarship in Music
 Leon Levine Foundation Scholarship Fund
 Lola Allison Lonon Endowed Memorial
 Scholarship
 Elizabeth Price Lothery Annual Scholarship
 Alice A. Lovin Endowed Scholarship
 Mark Houston Lowdermilk Memorial
 Scholarship
 Randal J. Lyday Memorial Scholarship
 Elaine Walker McDonald and Henry C.
 McDonald Jr. Endowed Memorial
 Scholarship Fund
 Drs. Charles and Kathleen R. McGrady
 Scholarship
 Margaret K. McKinney Scholarship
 Dr. Emmett K. McLarty, Sr., Memorial
 Scholarship
 E. K. McLarty, Jr., Scholarship
 Emmett and Peg McLarty Scholarship
 Rev. James B. McLarty Music Scholarship
 Charles Merrill Scholarship
 Josephine Miller Scholarship
 Louise P. Miller Memorial Music Scholarship
 Ruth Helen Waggoner Miller Scholarship
 J. William Moncrief Endowed Scholarship
 Carol Tompkins Montgomery Scholarship
 Ben R. Morris Scholarship
 Colonel and Mrs. J. Edgar Morris Scholarship
 Wanda Woosley Moser Scholarship
 Grace Munro Scholarship
 H. W. Murdock Scholarship
 Albert G. Myers, Jr., Scholarship
 James H. Nichols Scholarship
 Norwood Music Scholarship
 Omicron Delta Kappa (ODK) Leadership
 Scholarship
 John P. Odom Scholarship
 Oliver and Jennie Taylor Orr Scholarship
 Padrick Scholarship
 Florence Parry Scholarship
 Wilma and K. W. Partin Scholarship
 EK-Partin Scholarship
 Patton Scholarship
 Eugene R. Pendleton Fund
 C.M. Pickens Scholarship
 Pisgah Forest Rotary Club Scholarship Fund
 Pisgah Pest Control Scholarship
 A. W. Plyler Scholarship
 Thomas O. Porter Memorial Scholarship
 C. W. Powell Scholarship
 Rev. Hubert & Margaret Hague Powell Family
 Endowed Scholarship
 Dr. Lewis C. Powell Memorial Music

Scholarship

Pryor-Lewis Scholarship
H. Cotton Ray Leadership Scholarship
Lois Reich Scholarship
Paul H. Rhyne Memorial Annual Scholarship
Ruth and Henry Ridenhour Scholarship
C. L. Robbins Scholarship Fund
Lillian and Ivon L. Roberts Memorial Scholarship
Patricia and B. D. Rodgers Scholarship
Dr. Edwin O. Roland Scholarship
C. Edward and Brona Roy Scholarship
C. Edward and Grace Munro Roy Scholarship
Rutherford College Scholarship
J. Carlyle Rutledge Scholarship
Sader Memorial Scholarship Fund
Donald and Jean Scott Scholarship
Richard & Betty Scott Scholarship
Flake Sherrill Memorial Scholarship
Kurt Morgan Shuler Scholarship
Siebert Ministerial Scholarship
Dimps and Ray Simmons Scholarship
Allen H. Sims Scholarship
Vance A. Smathers Memorial Scholarship
Bernon and Irene Smith Endowed Scholarship
Ellwood B. Smith Scholarship
Lucile Smith Scholarship
Luther Snyder Bible Class Scholarship fund
Henry C. and Annie Call Sprinkle Scholarship
Mary Frances Stamey Memorial Scholarship
Straus Park Annual Scholarship Fund
Clyde L. Stutts Memorial Scholarship
Ina Stutts Fine Arts Scholarship
Jane M. Summey Scholarship
Caroline A. Sweeney Fine Arts Scholarship
Thad and Harriet Talley Annual Scholarship
Rosa B. Taylor Scholarship
George H. Terry Memorial Scholarship
Robert Mark Tillotson Memorial Art Scholarship Fund
Floyd C. Todd Scholarship
Catherine and William B. Townsend Scholarship
Mildred Williams Townsend Scholarship
Mary and Wayne Tucker Scholarship
Robert G. Tuttle Scholarship
Estelle and James Underwood Scholarship
United Methodist Scholarship Program
UPS Scholarship
Forrest & Rose Van Horn Annual Scholarship
Vulcan Materials Co. Scholarship
Wachovia Scholarship
R. M. & Hattie L. Waldroup Scholarship

The Reverend and Mrs. R. E. Ward Scholarship
T. Max and Lillian B. Watson Scholarship
Weaver College Scholarship
Robert H. Welch Scholarship
Daisy Justus Wells Memorial Scholarship
Adele Margaret Weston Music Scholarship
Robert Allwyn White Endowed Scholarship for Theater Studies
Lettie Pate Whitehead Foundation
Colonel and Mrs. Dale Wiener Annual Scholarship in Art
Colonel and Mrs. Dale Wiener Annual Scholarship in Music
Cleon C. Williams Scholarship
WNC Conference of United Methodist Church Scholarship
Orville and Edith Woodyard Scholarship
Preston Woodruff Annual Scholarship in Religious Studies
Joel W. Wright Scholarship

CAMPUS LIFE

The Division of Campus Life works with Brevard students to create and maintain a campus environment that enables the development of the “whole” student—intellectual, spiritual, vocational, emotional, physical, and social. We accomplish this through a range of activities, services, and programs and are 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 improve the world around us.

The Campus Life staff is composed of professional staff members who serve in the following areas: Residence Life, Religious Life, Counseling Services, Student Activities, Campus Recreation, Orientation, International Student Programs, and Medical Services. Along with faculty and other staff, we serve our students as colleagues and mentors. Throughout our programs, we emphasize social consciousness and encourage students to become healthy, responsible, educated, contributing members of any community in which they live.

Residence Life: Brevard College is committed to being a residential college. Our residence halls provide the atmosphere for some of the most important learning experiences students have at Brevard College as they serve as the focus of students’ social life. On porches or patios, in lobbies and other common spaces, students meet with friends, study together, socialize, and visit with the residential staff. Our goal is to provide the most appropriate housing for each student based on student desires and availability.

We have one professional live-in staff member for every residence hall on campus and he/she assists in community development through programming opportunities and is available to serve as an advisor to students as they learn to bring balance to their lives. Student leaders also assist residential students with their transition and growth at Brevard. Residence Life Staff consists of professionals as well as Resident Advisors (RAs), Sophomore Advisor (SAs), and Residence Hall Councils (RHCs). Resident Advisors (RAs) are student leaders who are selected annually to serve on the Residence Life Staff; Sophomore Advisors (SA’s) live on freshman floors and assist freshmen in their adjustment to College; and Residence Hall Councils are made up of residents living in each respective hall. The Residence Hall Council represents the needs and interests of residents within Campus Life and is active in providing social programming and activities for residents. The Residence Hall community begins each year creating Community Living Agreements, which assist residents in living and learning together.

Resident Student Classification

Brevard College believes that an important part of a student’s education is achieved within the community living atmosphere maintained in the residence hall life on campus. Therefore, the College is intentionally a residential college and all full-time students, except for those students who have met the eligibility requirements of the Division of Campus Life for off-campus residence (listed below), are required to live in College residence halls and to take their meals in the College Dining Hall. A full-time student is defined as one carrying 12 or more hours during a regular academic semester.

The Division of Intercollegiate and Intramural Athletics also requires student athletes to live on campus unless they meet one of the exceptions listed below. Exceptions to this requirement for student athletes may be granted by the Dean of Students, upon the joint written recommendation of the Director of Athletics and the Head Coach(es) of an individual student athlete. Student athletes requesting to live off campus must meet the off-campus residence eligibility requirements of the Division of Campus Life.

Commuter Classification

Any student not living in residence on the Brevard College campus is considered a commuter student. If a commuter has a change of address, that student is required to notify the Registrar of the new address, in writing, within 15 days of the change of address. Commuters must be in compliance with all Brevard College policies. Students who are eligible to apply to live off-campus are those students (1) who are free from academic or disciplinary probation and (2) who become 21 years of age no later than the end of the semester for which application is made to live off campus. A student who achieves senior status before turning age 21 is eligible to apply to live off-campus. Married students, students who commute from their parents or legal guardians home in Transylvania County or contiguous counties are also eligible for commuter status. An application to live off-campus must be submitted to the Dean of Students at least 30 days prior to the beginning of the academic semester in which the student wishes to live off-campus. Any appeal of the Dean's decision must be submitted in writing to the Academic Dean no later than 10 days after the original decision.

Extenuating Circumstances

In case of extenuating circumstances, the Dean of Students may make exceptions to these policies.

Religious Life

Religious Life is under the direction of the Chaplain who is available for personal counseling, assistance with any aspect of College life, or just for good Brevard conversation.

Brevard College believes that the development of the whole person includes enrichment of one's spiritual life. The College fosters spiritual growth for students by providing faculty and staff members who are centered in their own religious faith and by sponsoring religious lectureships, student-led organizations, and campus worship services.

Affiliated with The United Methodist Church, we welcome a diversity of religious preferences among the student body. We support the denominational heritages that enrich our campus through student-led organizations related to particular Christian traditions. The First United Methodist Church of Brevard, located immediately adjacent to the campus, is home to many activities and services which attract students, faculty, staff, and visitors to the College. Three other smaller United Methodist congregations, as well as numerous churches of other denominations, are found throughout Transylvania County. The College also has an active chapter of the Fellowship of Christian Athletes, Campus Crusade for Christ and Wesley Foundation, open to all students. These organizations meet regularly and provide a means whereby students may grow in their faith and express that faith in worthy projects both on and off campus.

Counseling Services

The primary purpose of counseling at Brevard College is the prevention of serious problems, as well as providing an opportunity for growth and development. The Stamey Center offers short-term academic, career, and personal counseling. Recognizing that the college years are a time of transition and development, professional counselors are available to listen, encourage, and support students as they meet and explore new challenges. In appropriate situations, counselors refer students to other professionals in the community.

Other supportive services are provided by a variety of campus personnel. Student resident advisors (RAs) work with Professional Staff to provide peer counseling support as well as monitoring 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 help students resolve other problems, often by referral. The Dean of Students also provides guidance, as appropriate.

Student Code of Conduct

The College has clearly stated standards for behavior in the community. These are set out in the “Student Code of Conduct,” published in the Student Handbook. The standards are designed to enable our students, faculty, and staff to work together in an environment of mutual respect. The Student Code of Conduct reflects the goals, values, and philosophy of Brevard College in order to promote a safe environment in which the rights of all people are protected. By joining the Brevard College community, we all agree to follow and uphold these standards for behavior. Any questions relating to the Student Code of Conduct can be addressed to the Dean of Students’ Office in Coltrane Commons.

Honor Council

All members of the Brevard College community are expected to abide by a code of academic integrity. 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 excellence. Instructors may establish penalties for plagiarism or cheating on an individual basis, or may submit cases involving Honor Code infractions for review by the Honor Council. Procedures for Honor Council review are outlined in the Student Handbook.

Move-A-Mountain Day

At Brevard College, Move-A-Mountain Day unites students, faculty, and staff with the community in the spirit of fellowship and volunteerism. As part of fall and spring orientation faculty, and staff help with community service projects at various locations around the city of Brevard and western North Carolina. The good will and hard work of Move-A-Mountain Day contributes to the goal of building an ethic of service and lifelong learning for students at Brevard College. Move-A-Mountain Day thus emphasizes service as an important aspect of campus life and of the College culture as a whole.

Move-A-Mountain Day provides students an opportunity to become acquainted with members of the greater community as they work together in “hands-on” volunteer activities. Service sites are carefully chosen so that students are exposed to a diversity of experiences and citizens in the Brevard area. Community partners include the First United Methodist

Church, Habitat for Humanity, Boys and Girls Club, the U.S. Forest Service and the Transylvania County School System.

Student Activities

Campus Life provides direct staff support for student clubs and organizations, with special emphasis given to Student Government Association (SGA) and the Campus Activities Board (CAB). The office also serves as a resource office for all current clubs and organizations, those sanctioned by the SGA and other offices on Campus. A variety of student activities and campus recreation opportunities are planned throughout the year to supplement the activities of CAB and other student organizations.

CAB is the main student events organization and is responsible for many of the student events on campus. CAB activities of note are mini-outdoor festivals with bands, food and games; dances; holiday activities; live bands; recreational activities; and novelty shows (hypnotist, game shows, fantasy photos). Campus Life, SGA and CAB also provide funding for other clubs and organizations on campus for special events and projects which include the Battle of the Bands; the Outing Club with the Banff Mountain Film Festival and mountain adventure outings; Murder Mystery Dinner, Last Lecture Series, Leadership Speakers, Earth Week activities; and other projects of interest to student clubs and organizations.

Student Government Association (SGA)

Brevard College makes a special commitment to experiential learning opportunities through the Student Government Association. SGA seeks broad representation from students, so they can work together to make a difference in academic and campus life. This organization gives students invaluable experience in leadership and governance. The SGA has three branches: the executive branch, consisting of the president and the executive council; the legislative branch, consisting of the senate, the house and its committees; and the judicial branch, consisting of the student judiciary. SGA also provides funding and direction for other student-run groups on campus. The Senate is made up of Class Officers (President, Vice President and Secretary). The House is made up of representatives of all clubs and organizations.

Student Clubs and Organizations

The student clubs and organizations reflect the energy and interests of a vibrant, involved, creative student body. Whether on campus, out in the rugged mountain trails, or in the surrounding communities, students are active in government, the newspaper, athletics, dance, drama, musical productions, volunteer service, whitewater sports, hiking, mountain biking, rock climbing, concerts, special events, and exploring the area. Student clubs and organizations are funded in part by Student Government Association (SGA), the Office of Campus Life and academic departments on campus.

In 1998, SGA presented and passed an initiative that provides a student-assessed fee for the work of student government. The fees have added greatly to the student voice on campus with events, forums, committee work, and support of club-sponsored projects and activities.

Campus organizations and activities are open and available to all students without regard to age, gender, race, religion, origin or special challenge. 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 each student’s responsibility to balance participation in activities with academic responsibilities for success at Brevard College. Student organizations are recommended for recognition by the Student Government Association, subject to the approval of the College through the Dean of Students.

The following is a partial list of clubs and organizations on campus: Outing Club (outdoor adventure programs); Pastimes (History Club); FCA (Fellowship of Christian Athletes); BC Recycles (Campus wide recycling club); Peer Health Educators; Brevard Percussion Society; Geology Club; Alpha Chi (academic achievement); Dimensions (Math Club); Beta Beta Beta (Biology Club); Psychology Club; Omicron Delta Kappa (academic and leadership achievement); Heritage Coalition; Fencing Club; and Men’s and Women’s Acapella Groups.

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 serves as mentor to 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 campus newspaper, The Clarion, 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.

Special Events

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. An annual event, “A Little Now Music,” brings composers and performers to campus for several days of workshops, talks, and performances. In addition, guest performers and scholars in jazz, classical, and sacred music are invited to campus to give master classes and to lead workshops.

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

The Porter Center for Performing Arts demonstrates the College’s long-term commitment 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.

Special Lectureships: The Grace Creech West Lectureship focuses attention on the annual campus theme and enhances various BCE courses. The Purgason Family Life Lectures emphasize the importance of the family in American society and encourage the

development of Christian attitudes and values in that context. The Margaret Griffith and Embree H. Blackard Lecture in Sacred Music is delivered by musicians, theologians, historians, and educators of national and international renown.

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 alumni. During a weekend each October, alumni return to campus to celebrate and remember their heritage with classmates and faculty.

Family Weekend: Held in the early fall each year, Family Weekend provides a fun-filled and informative weekend of activities, during which parents actually can attend classes and meet with individual faculty. A special dinner for Seniors is held at this time to recognize them with a Senior Pin.

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

Athletics and Intramurals

Brevard College boasts a distinguished and successful history in intercollegiate athletics, winning nine national team championships as a junior college (1937-2000). During this period, more than 200 Brevard College student athletes received All American honors. Since completing the transition to a four-year institution in 2000, the College has been an active member of the Appalachian Athletic Conference (AAC) of the National Association of Intercollegiate Athletics (NAIA). Over the past five years, Brevard athletic teams have earned 10 conference titles and made 9 national tournament appearances.

2006 marked a pivotal year for the athletics program at Brevard College as the Tornados transitioned from the NAIA to NCAA Division II and the College added football, cycling and cheerleading as varsity sports. Brevard College applied for membership in the NCAA and received "Provisional Membership" status in July 2006. Although NCAA Bylaws call for a four-year provisional membership period, up to two years may be waived if an institution demonstrates it is adequately prepared for active membership in Division II. Effective January 1, 2006, Brevard College began operating under NCAA Division II recruiting regulations. In August 2007, the NCAA waived two years from the traditional membership process inviting Brevard College to a final Provisional status year. Brevard College has completed the Provisional membership status requirements with the anticipation of receiving active NCAA Division II status for 2008.

Brevard College offers athletics scholarships to student-athletes based on athletics ability and potential as determined by the head coach of each varsity sport. These grant-in-aid awards are made in consultation with the Vice President of Enrollment Management and the Director of Financial Aid, and are subject to institutional, conference and NCAA limitations. A student-athlete must meet NCAA eligibility requirements in order to receive athletically related financial aid. Freshmen student athletics must register with the NCAA Initial Eligibility Clearinghouse and receive certification as a "qualifier" prior to receiving athletics aid or engaging in intercollegiate competition. Student-athletes that enroll in a Division II college subsequent to August 2005, must graduate from high school with a 2.0 grade point average in 14 core courses and earn a combined SAT score 820 in order to qualify. Continuing eligibility is established based on the student-athlete's academic record

and satisfactory progress toward a baccalaureate degree at Brevard College. As a basic rule, student-athletes are expected to pass a minimum average of 12 credit hours each semester with a 2.0 or better grade point average.

Brevard College Varsity Sports for 2008-2009 Academic Year

Men	Women
Baseball	Basketball
Basketball	Cheerleading
Cross Country	Cross Country
Cycling	Cycling
Football	Golf
Golf	Soccer
Soccer	Softball
Tennis	Tennis
Track	Track
	Volleyball

At Brevard College, athletic participation encompasses the entire student body. The intramural program is planned by the Director of Intramurals. Events include soccer, indoor soccer, softball, flag football, disc golf, ultimate frisbee, basketball, floor hockey, sand volleyball, ping pong, bowling, and other sports in which students express interest. The Disc Golf Club competes with 5 other colleges in the Western Disc Golf Association. Typically, as many as 50 percent of the student body participates in intramural sports.

STUDENT SERVICES

Food Services

Everything from full meals to light snacks is offered daily in the A.G. Myers Dining Hall and Coltrane Commons Food Court operated by ARAMARK Food Services. Real Food on Campus features a wide variety of selections including freshly baked breads, vegetarian selections, and rotisserie foods. The Coltrane Commons Food Court features Java City, serving gourmet coffees and pastries, Blimpie's subs, Freshen's smoothies, and Grille Works gourmet burgers and sandwiches.

Residential students have three meal options to match their lifestyle as part of their on campus living and dining experience. They can choose either unlimited access to the dining hall, from 7 a.m. until 7 p.m. Monday through Friday and 8:30 a.m. until 7 p.m. on weekends, plus \$50 declining balance in the food court or 14 meals per week in the dining hall plus \$125 declining balance in the food court or 10 meals per week in the dining hall plus \$175 declining balance in the food court. Commuting students may purchase declining balance dollars which provide a discounted rate for meals and allow access to the dining hall and food court throughout the semester or pay at the door. Coltrane Commons Food Court hours vary. More information on operating hours, dining options, and menus is available by calling 828.883.8180 or by logging on to www.brevard.edu/campus_dining. The food service manager works closely with the Student Government Association and the college's student/faculty food committee to insure that campus needs are met. A suggestion board in the dining hall allows students to leave additional notes for the manager.

Bookstore

King's Creek Books, operated for Brevard College by Follett Higher Education Group, is located in Coltrane Commons. It is open Monday through Friday from 8 a.m. until 4:30 p.m. During special events, such as Family Weekend and Homecoming, the bookstore has extended hours. King's Creek Books has the usual mix of college merchandise such as new and used books, school supplies, clothing, gifts, health and beauty aides, candy, snacks, and drinks. It also carries phone cards, art supplies, and postage stamps. Services include check cashing, buy-back and gift certificates. Clothing and gift telephone orders are welcome. Call 828.883.8612 or go online at www.brevard.bkstr.com. Students must show their college ID for check cashing and buy-back.

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 them learn what they need to know to become effective managers of their own health. In addition to providing clinic services five days per week, the medical staff remains on-call for emergencies or just to talk with students concerned about how they are feeling.

Staffed by professionals from Transylvania Community Hospital, Medical Services has access to the full support of the hospital's resources. An experienced registered nurse is on duty from 8 a.m. to 4:30 p.m., Monday through Friday. On a regular basis, a physician's assistant meets with students who need diagnosis or prescriptions. The Physician Assistant visits are covered under student fees.

If a student needs additional medical services, they will be referred to community physicians and these charges will be the responsibility of the family. For serious emergencies, students have access to the fully staffed emergency room of Transylvania Community Hospital. Mission/St. Joseph's Hospital in Asheville is only minutes away by car and less by emergency helicopter.

Students must retain their own primary health insurance, and the medical staff assists students in arranging this, if needed. Brevard College provides a secondary insurance policy that covers students only after the primary insurance has paid. The Director of Medical Services aids students in filing for insurance, but the student must initiate this process by seeing the medical services staff. Medical Services provides routine services without charge, but students must pay for such services as x-rays, lab tests, prescription medicines, and other procedures.

Campus Security

Brevard College Campus Security Officers are here to serve the students, faculty, and staff, to protect people and property, and to respond to emergencies 24 hours a day. College Security works very closely with the Brevard Police Department and the Transylvania County Sheriff's Office to ensure that our campus community is safe, as we learn and grow together. Our College benefits from the fact that the City of Brevard offers an exceptionally safe environment for all its citizens.

Students must keep their rooms locked at all times, and the College cannot assume responsibility for personal valuables in student rooms. We strongly recommend that

students insure property for a variety of losses, take photos and record serial numbers on valuable equipment, and clearly mark all personal property. Although the College does not post a curfew, we do expect everyone to respect the rights of other residents. Students receive a key to their rooms and to any security doors to the residence hall. These keys should not be loaned to other people.

All student, faculty and staff vehicles to be parked on campus must be registered, and student parking is limited to designated areas.

STUDENT SPACES ON AND OFF CAMPUS

Coltrane Commons: The crossroads on campus is Coltrane Commons. The building houses Campus Life offices, Academic Enrichment Center, the mail room, Student Government Association offices, and King's Creek Books. The Underground is downstairs, offering entertainment, a coffeehouse and a food court.

Charles Wesley Morgan Fitness Center: This fitness room in Boshamer Gymnasium provides the campus community with easy access to aerobic conditioning equipment, including treadmills, bikes, stair climbers, elliptical machines, recumbent bikes, and other equipment for stretching and abdominal training. Equipment orientation sessions and help developing a personal fitness program are available through the Fitness Appraisal Lab managed by Dr. Mary Kay White in the basement of Jones Hall.

The Underground: The Underground is located in the basement of Coltrane and offers a food court as well as space for watching TV and videos, relaxing and studying. During the day, The Underground frequently serves as a meeting place for commuting students.

The Residential Quad: The lawn area between Jones Residence Hall and Beam Residence Hall hosts a variety of outdoor activities all year long. During warm weather, students fill the space, throwing frisbees, footballs, and softballs; they also sit and enjoy the view of the mountains. In colder weather, the quad becomes a living space for snowmen and women and one of the campus's two fire rings.

The Lawn at Taylor & Green Residence Halls: Large enough to play any field sport, this lawn becomes a focus of outdoor sports and cookouts all year long.

Beach Volleyball Court: Across the street from the residential quad, near the Barn Theatre and the President's Home, you'll find the beach volleyball court.

King's Creek: Meandering through the center of campus, King's Creek offers a refuge for study, contemplation, and sunbathing.

The Miquel O'Connor Scarborough Memorial Prayer Garden and Catherine and William Townsend Wetland Garden: The gardens are located adjacent to The Porter Center for Performing Arts and are gifts of friends of the College in memory of their loved ones. These natural gardens provide another place for prayer,

contemplation, and introspection.

Creekside Downs: Home to our athletic complex of sports fields, Creekside Downs features the Gil Coan Baseball Field, a meter track with eight lanes, softball field, and practice soccer field. The track area encompasses areas for discus, steeplechase, high jump, shot put, pole vault and long/triple jump. Walkers and runners frequently use the mile-long path around the perimeter of Creekside Downs.

Pisgah National Forest: Whether you are using the forest as an experiential classroom or just out to relax and marvel at the breathtaking scenery, you'll enjoy the forest, rivers, waterfalls, rapids, climbing rocks, hiking trails, camp sites and high mountain ranges.

Great Smoky Mountains National Park: This popular park boasts more wildflowers than any other place on this continent (over 5,000 species.)

Blue Ridge Parkway: The distant ridges visible from Brevard College are traversed by a 470-mile parkway that runs through North Carolina and Virginia. Cyclists enjoy the challenge of riding on either the parkway itself or "going off road" to the mountain trails.

ACADEMIC SUPPORT

Academic Enrichment Center (AEC)

The Academic Enrichment Center (AEC) is designed to enrich the academic life of all Brevard College students by providing strong academic support services and enrichment programming. The AEC services are offered on the premise that all students benefit from some type of academic support and that those students who are successful in college are those who have learned to take charge of their own learning and to utilize available resources to attain their academic goals. A major goal of the AEC is to supplement the classroom experience by offering to both faculty and students a variety of support programs.

In particular, students will find resources and staff in the AEC to help them explore their own personal strengths and weaknesses, identify academic and career goals and aspirations, develop study strategies, improve their performances in current courses (through tutoring services and reference materials), prepare for graduate admissions exams, and develop stronger individual leadership and other personal skills. The AEC with its central location on the main floor of Coltrane Commons is a place for students to receive specialized academic support from faculty, professional staff, community volunteers, and student mentors.

The Academic Enrichment Center provides a variety of spaces for both individual and group study, one-on-one academic counseling, trained tutors in a variety of subjects, and other special out-of-class study or examination needs. To enhance the tutoring services, the AEC also houses the Writing Lab, a faculty-student staffed program for students in need of assistance in the preparation of written work, and the Math Lab, a faculty-student staffed program for students seeking assistance with math assignments.

As the central academic resource and support center on campus, the AEC houses the Office for Students with Special Needs and Disabilities (OSSND), the Office for Career Exploration and Development, the Freshman Year Program, and the Honors Program. The Center provides a comfortable, supportive environment that encourages intellectual and personal growth for students who are both utilizing and providing academic services. Through the collaboration with the entire campus community, the AEC endeavors to continually expand programming efforts and services to meet the needs of students and enhance their overall learning environment and success.

The Office of Career Exploration and Development (OCED) is located in the AEC, offering a wide variety of services that 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 select a major by providing supplemental resources to assist in the process of exploring possible academic majors, along with careers connected to those areas of study.

The Career Resource Library provides students with a helpful collection of resources, including literature on a broad range of occupations and graduate schools. The Director administers and interprets career interest assessments and provides workshops to assist students with job search skills, resume and interview preparation, graduate school information and more. The OCED is an additional source for current job and internship postings on campus.

The Office for Students with Special Needs and Disabilities (OSSND)

works to assure that students with disabilities have equal access to Brevard College and its programs, courses, activities, and facilities. The OSSND complies with all pertinent state and federal laws, most notably Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The OSSND serves qualified students with disabilities by providing reasonable accommodations, fostering an accessible and hospitable learning environment, and promoting student responsibility and self-advocacy. The OSSND collaborates with faculty, staff, and administrators in delivering effective access.

The OSSND is located within the Academic Enrichment Center, which is directly across from the college bookstore in Coltrane Commons. For additional information, contact the OSSND.

First Year Program

The Brevard College First Year Program is intentionally designed to establish a strong foundation for the College experience, through which students participate in an innovative set of “common experience” courses from the first year of college through the senior year. The first of these courses is Perspectives (Brevard Common Experience 111). Perspectives is designed to facilitate a successful transition to the rigors of college life in general and to the distinctiveness of Brevard College. Through an array of interactive, project-based, and collaborative learning experiences, students in Perspectives develop an enhanced knowledge of their individual abilities, learning styles, and skills; cultivate openness toward the viewpoints and abilities of others; and become empowered to take active responsibility for their own education.

Academic Support Courses

Brevard College offers a variety of developmental courses aimed at assisting students whose academic preparation in certain subject areas has not been adequate to begin college-level coursework. These intensive courses do not count toward graduation, but do count toward maintaining College eligibility. The developmental courses offered are IT 100, MAT 100, and REA 089 and 099. For descriptions of the focus and content of these courses, see Academic Support Courses (pages 130). Students’ high school performance, SAT scores, and subject area placement test scores are used for enrollment into these courses.

Labs and Special Academic Support Facilities

In addition to its regular academic buildings and facilities and the Academic Enrichment Center described elsewhere, 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. The Fitness Appraisal Lab in the Jones Hall basement supports the Exercise Science program. There are also several Computer Labs located on campus. The McLarty-Goodson Classroom Building has the super lab near the first-floor front entrance along with two other smaller labs. The Moore Science Building also has a computer lab. There is also a Design Lab located in the Sims Art Center and a Music Lab located in the Dunham Music Center.

Library

The J. A. Jones Library provides easy access to learning resources and services that meet the general, instructional, research, and recreational information needs of the Brevard College community. The collections include over 59,000 volumes, over 100,000 e-books, 4,467 audiovisual materials, 200 print periodical subscriptions and links to over 21,000 electronic journals. Access is available to a substantial number of Internet-accessible databases containing indexes, abstracts, digital images, and thousands of full-text resources, including: Academic Search Premier, ARTstor, BioOne, Business Source Premier, Grove Dictionary of Art/Music, JSTOR, Lexis/Nexis, Literature Resource Center, Music Index, ProQuest, PsycARTICLES, and others. Additionally, NC LIVE provides access to high quality information - searchable collections of magazine, newspaper, and journal articles, electronic books, historical materials and maps. All online resources are accessible 24/7 on and off campus.

Through the library web page it is easy to discover information literacy links such as the online catalog; databases; resources for majors; electronic journals and newspapers; e-books; curriculum materials; and online research tools. Materials not owned by the library are readily available via interlibrary loan through academic libraries in Western North Carolina and nearby states. A college ID is required to borrow materials.

A knowledgeable library staff is available to help students select and evaluate information. Information Literacy opportunities are offered in the Brevard Common Experience, courses in specific majors, and senior research projects. Instruction for searching information resources may take place in the library using a wireless laptop, a wired classroom on campus, or individually with a librarian. The college archives and special collections, the Office of Information Technology, and Adventure of the American Mind (AAM) office are also located in the library.

The library provides a pleasant environment for study and research and is open 84 hours a week, including nights and weekends during the academic year. Constructed in 1967, the library is named for James Addison Jones, founder of the Jones Construction Company in Charlotte, and a benefactor of the college. The library is a member of the American Library Association, Appalachian College Association, Carolina Consortium, North Carolina Independent Colleges and Universities, and Southeastern Library Network.

Fitness Appraisal Laboratory

The Fitness Appraisal Laboratory (located in the lower level of Jones Hall) 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.

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 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 providing three or four hours' credit. All students must complete a minimum of 124 semester hours in courses numbered 101 and above. Transfer students, in addition, must earn at Brevard College a minimum of 32 semester hours in residence and a minimum of one-half of the hours required for each major field of study.

Major Requirements

Students must complete the requirements for their declared major in a particular academic field. These requirements are listed in the section entitled "Academic Programs" beginning on page 72. 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.

Minors are also available in many fields. To be added to a student's transcript, the student must have earned in the selected minor an overall grade point average of 2.0 or higher and completed all required coursework. Requirements for the minors begin on page 113.

Grade Point Requirements

Candidates for graduation must have earned a minimum cumulative overall grade point average of at least 2.0 on all coursework at Brevard College and 2.0 on all courses 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. Courses across the curriculum use the same assessment format. 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.

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 and any subsequent repeats, if necessary, will
- be calculated in the cumulative grade point average;
- the grade earned on the first 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;
- the grade earned on the first attempt of the course will not be removed from the student’s transcript.

If a course is repeated outside Brevard College:

- the student must earn a minimum grade of C- or higher on the second attempt of a course to transfer the course back to Brevard College;
- the grade earned on the first 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;
- the grade earned on the second attempt of the course will not be calculated in the cumulative grade point average at Brevard College;
- the semester hours earned on the second attempt of the course will contribute to the total hours earned by the student at Brevard College;
- the grade earned on the first attempt of the course will not be removed from the student’s transcript

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., 1–3 credits), as designated in the course offerings for a given semester.

Graduation Application

Two semesters prior to the planned graduation, all students must officially apply for graduation by completing a graduation application. The completed application and a non-refundable graduation fee, payable in the Office of Business and Finance, are 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 complete a new application.

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 the Vice President for Academic Affairs. A student who is unable to attend the commencement exercises must complete a request to be excused from commencement exercises in 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, and a candidate 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 May 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 May commencement exercises as a summer candidate:

- They must be within eight (8) semester hours or an internship of satisfying all degree and program requirements;
- They must file with the Office of the Registrar by April 15 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 on all hours earned at Brevard College and all courses required for each major field of study at Brevard College at the time of the commencement exercises.

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

Faculty Approval

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

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. or B.M.). Degrees may not be earned simultaneously at Brevard College. If a student completes two majors which 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.

TRANSFER CREDIT

Brevard College accepts transfer credit for parallel coursework from approved colleges and universities. To receive credit, a student must arrange for an official transcript to be sent to Brevard College from each institution attended and from each testing agency – Advanced Placement (AP), the College Level Examination Program (CLEP), and the International Baccalaureate (IB). 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.

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

- Credit will be accepted from colleges and universities which 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, 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 50 per cent of course requirements in the chosen major 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 department.
- Transfer students enrolling at Brevard College for the purpose of earning a baccalaureate degree must adhere to College policies governing BCE (Brevard Common Experience) requirements and 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, 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 Brevard College website at www.brevard.edu/registrar/.
- Credit for job-related experience, military service, and expertise in a subject area is granted under the following conditions:
 - The credit must be related to the curriculum and to the program of study at Brevard College under which the student is enrolled.
 - Appropriate documentation must be provided by the student to be evaluated by the Registrar, the Chair of the Division, and/or the major

- o coordinator
 - o Credit may be awarded by examination, upon request to the Chair of the Division.
- 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.

Policies governing BCE courses and transfer credits

1. All entering students must enroll in BCE 111 (Perspectives) their first semester at Brevard College, unless qualifying for one of the exceptions noted below.
 - a Any entering student who transfers fewer than 28 credits is classified as a first year student and required to take BCE 111, unless the student has an equivalent course from another institution to serve as a substitute.
 - b Any student who transfers 28 or more credits to Brevard College (not counting AP, IB, or CLEP credit), entering the college with sophomore standing or higher, is exempted from BCE 111, but given the option of taking BCE 102 (Transfer Student Forum) for one semester hour of credit. Transfer students must participate in BCE 102 up through the end of the first full week of the semester, after which they may waive it upon recommendation of their faculty advisor.
2. All students, regardless of the number of transfer credits, must take BCE 211/211L (Environmental Perspectives and Laboratory), unless they have taken an equivalent course in Environmental Studies at another institution to serve as a substitute.
3. Any entering student who transfers to Brevard College with 76 or fewer credits is required to take a LINC (humanities linked learning 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).
4. Any entering student who transfers 77 or more credits to Brevard College is exempted from taking a LINC.
5. All students, regardless of the number of transfer credits, are required to complete BCE 411 at Brevard College.
6. Substitutions, waivers, and exemptions for BCE courses are determined by the registrar in consultation with the coordinator of the pertinent BCE component.

Procedure

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

The initial evaluation of official transcripts or documentation is administered by 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 college or university registrar or instructor of the institution may be contacted
- “XEC” after a course code means that the course does not have an equivalent course at Brevard College (ex. GEOG 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 other than as an elective is to be determined by the Division Chair. If an XEC course has been determined to fulfill a requirement other than an elective, a written statement must be sent to the Office of the Registrar by the Division Chair stating the name of the course and the area to be fulfilled. This letter 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.

ACADEMIC PROGRESS

Grading System

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

Grade	Interpretation	Grade	Interpretation
A	Excellent performance	D	Below average 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 average, 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

Unless otherwise stated, a stipulation “grade C or better” means any grade in the C range (C-, C, or C+).

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	Experiential Learning (See page 58)
I	Incomplete (See description on page 55)
IP	In Progress (Course in which student is currently enrolled during semester.)
K	Credit by examination (See page 58)
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, 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

To graduate with a bachelor's degree from Brevard College, a student must attain an overall grade point average of 2.0 on all hours earned at Brevard College and on all courses required for each major field of study at Brevard College. Individual majors (as noted in their descriptions) may have more stringent requirements.

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

1. 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
2. Add all grade points earned.
3. Add all semester hours attempted at Brevard College.
4. Divide the total grade points earned by the total hours attempted.
5. The result is the grade point average.

Good Standing

Academic Good Standing means that a student is making Normal Progress toward a degree and entitles a student to all the rights and privileges of enrollment at Brevard College such as continuing for the next semester, eligibility for financial aid, participation in varsity athletics, participation in college programs, and residential status. Normal 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 Good Standing At Brevard College:
Academics, Athletics, Financial Aid, And Residency
(Five year Graduation Track)

At the end of the completion of semester	1	2	3	4	5	6	7	8	9	10
Earned semester hours towards graduation	9	24	36	48	60	73	86	99	111	124
Earned cumulative GPA	1.60	1.60	1.70	2.00	2.00	2.00	2.00	2.00	2.00	2.00

Students are classified as Freshman, Sophomore, Junior, or Senior based on semester hours of course work (Table 2) and Good Standing. Transfer student status, including course equivalences to BCE courses, will be evaluated by the Registrar's Office.

Transfer students in their 1st 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 36 to 47 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 44) and hours earned so that a student may be able to earn good academic standing between the spring and the following fall semester. The academic standing of part-time students will be determined individually by applying the standards in Table 1 on a proportional basis.

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 Probation

A student failing to meet the requirements for Good Standing (Table 1) by semester's end will be placed on Academic Probation. Exceptions may be made for students who have earned the required cumulative grade point average but are slightly deficient in earned hours. These students will receive notice of their deficiency but will not be placed on probation. The consequences of probation include study conditions and loss of privileges appropriate for the circumstances. The student must comply with required study conditions for students as coordinated by the Director of the Academic Enrichment Center. Students on probation must meet the following conditions:

1. Attend a mandatory meeting at the beginning of the semester. Students are notified of the meeting date, time, and location in the notification letter of academic probation.
2. Agree to a contract outlining specific standards of behavior in the following three areas:
 - a. Class attendance.
 - b. Regular contact with the Director, AEC.
 - c. Use of academic/campus resources and services.
3. Agree to other conditions as designated by the Director, AEC in consultation with the Academic Advisor and other appropriate advisors.
4. Achieve satisfactory academic progress as determined by the GPA.

Students on probation who do not follow their study conditions may be suspended. In some circumstances, student performance may warrant a mid-term suspension.

At the end of a semester on academic probation, if a student fails to meet the standards of satisfactory academic progress (Table 1), the student may 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 the student has 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 toward Good Standing (Table 1). Similarly, for another example, a student who after a semester on probation has earned the required grade point average but remains slightly deficient in earned hours will normally remain on probation and not be suspended.

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 it may occur automatically based on academic performance. Two basic conditions may lead to immediate academic suspension:

1. The semester GPA is below 1.0, or
2. A full-time student does not earn at least 6 credit hours in a semester.

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 Office of Academic Affairs, 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 readmission process requires the student to submit to the Admissions Office a letter of intent for readmission, along with a completed Readmission Application. This letter must both explain the reasons for past poor academic performance and provide evidence that these reasons will be overcome in the future. Suspended students are encouraged to strengthen their readmission application by completing transferable college courses at another accredited institution. A suspended student may not return to the college without following this readmission application process.

Directed Withdrawal

The College reserves the right to require, after 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. Such evaluation may take place at any time. Students directed to withdraw must leave the campus within 12 hours of the decision. In some cases, students may be required to leave campus immediately.

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, if that option is left open, 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 form available in the Office of Academic Affairs. To properly withdraw from the College, 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 withdrawal from the institution affects financial aid eligibility, a student using scholarships, grants, or loans to pay for educational expenses, may experience the return of portions of those funds based on federal and state guidelines which may require the student to repay financial aid received for that semester. Students withdrawing from the College must leave the campus within 12 hours of withdrawal.

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.

Exceptions to Academic Standards

All requests for waivers of, exceptions to, or substitutions for policies stated in this section on Academic Standards 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.

PROCEDURES

Semester Confirmation and Class Registration

At the beginning of each semester, students must check in to confirm their presence on campus and to make final financial arrangements with the College for the semester. Unless previous arrangements for confirmation are made, failure to check in properly will cause students to lose their preregistered class schedule. Exceptions to this policy must be approved by the Vice President for Academic Affairs. All students, especially those needing to change their academic schedules, should consult with their advisors before classes begin. Schedule changes must be done 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 before planning course schedules. Returning students who decide to change their schedules after preregistration must consult with their faculty advisors.

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 and complete the process in the advisor's office.

Dropping a Course

Students may drop a course during the first ten class days of a semester without a transcript record for the course. Students must discuss dropping a class with their academic advisor and complete the process in the advisor's office.

Course Withdrawal

After the first ten 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.

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.

Exception 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). 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 which 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.

Grade Appeal Procedure

At the end of each semester, instructors submit official final grades that are recorded as part of a student's permanent academic record..

Students concerned about a possible error in the calculation or reporting of a grade, or students disputing the appropriateness of a grade, should consult with the instructor in question as soon as the final grade report is received. If the instructor has made a mistake in reporting a grade, that instructor will submit a Change of Grade Form, and the Registrar will record the corrected grade on the official transcript. If the instructor maintains that the grade reported is correct but the student continues to believe it is inaccurate, the student must submit an appeal in writing to the chair of the division in which the course was offered or, in the case of a BCE course, to the BCE coordinator. The appeal must state the student's reasons for believing the grade not to be an accurate reflection of the work done for the particular class. Any appeals process must be initiated and concluded before the last class day of the fall/spring semester following the term in which the grade was received.

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 for 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 regular campus registration is completed. Studio courses in Art may not be audited.

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 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.

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.

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 which 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 successive 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. (NOTE: Because BCE 111 is required of all first-time, first-year students, no grade of W will be given for BCE 111; withdrawal from the course will result in a grade of F.) 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. The student has the right to appeal by notifying the Division Chair in writing. Subsequent appeals go through the Vice President of Academic Affairs to be assigned to the Honors Council.

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 44).

Credit by Examination

The College awards credit for the subject examinations of the Advanced Placement (AP), the College Level Examination Program (CLEP), and the International Baccalaureate (IB). Credit also may be awarded on the basis of institutional examinations. Ordinarily, such Academic Procedures & Support Services Academic Procedures & Support Services examinations should be taken prior to enrollment at Brevard. For more information concerning AP, CLEP, or IB, students should contact the Office of Admission.

Credit for Experiential Learning

Learning that takes place outside the classroom and for which credit may be obtained is called “experiential learning.” It is the policy of Brevard College to award credit for prior experiential learning when all conditions regarding such credit have been fulfilled.

The conditions are as follows:

- Credit may be awarded only for documented experiential learning which demonstrates achievement of all outcomes for specific 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 learning.
- Credit will not be awarded if it will duplicate credit previously awarded. Students interested in receiving credit for experiential learning should contact the appropriate Division Chair for procedural guidelines.

Study Abroad

Brevard College recognizes the substantial benefits which students can gain from study-abroad experiences. Consequently, the College periodically plans and sponsors international educational experiences for its students. The College also has a collaborative arrangement with the Amistad Institute in Costa Rica for the study of practical Spanish language and culture toward completion of a Brevard College minor. 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.D.) of the core curriculum. (See page 70).

Brevard College is also a member of the Private College Consortium for International Study (PCCIS). Through this affiliation, Brevard students in good academic standing may spend a semester or summer in full-time study in London, England. Courses are taught by both American and British faculty at Imperial College of the University of London. This program is available to students at a cost that is comparable to the cost of full-time study on campus. For further information, interested students should contact the Office of Academic Affairs.

Directed Study

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 exercised only in extraordinary circumstances. The faculty member and student

work together to cover the same subject matter covered in the course during the regular term, governed by the following conditions:

- **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 arrange the syllabus and expectations for the course.
- **Student's Advisor:** Registration for a Directed Study also requires approval by the student's academic advisor, and must be completed by the end of the add period for the semester in which the course is 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:

- Student may register for no more than one Directed Study during any registration period.
- Faculty members may direct a maximum of one course (and accompanying lab) as a Directed 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.

Grades: The faculty member evaluates the student's academic progress and records a grade in the usual manner as for other courses.

Independent Study

Students may seek approval to pursue specially designed independent-study courses, which 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:** Students must have a cumulative grade point average of 2.0 or higher, and must have completed at least one semester at the College.
- **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 then consult with the student's academic advisor who will complete the registration process for the course. Registration for the course must be completed by the end of the Add period for the semester in which the course is 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 maximum of three independent studies in addition to the normal teaching load each semester.

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 twelve credits of Independent Study, with no more than four credits being undertaken in any given registration period.

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 Practicum and Internship

In order to strengthen their academic experience, students may participate in an Academic Practicum or 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 practicum and internship program is supervised by the student's academic advisor or program-area faculty member. Students should contact the major coordinator or their academic advisors for more information. In order to participate in an academic practicum or internship, a student must have completed 45 semester hours and have a 2.0 GPA or meet specific requirements in a major. Such courses 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. See page 129 for more information.

Teaching Assistantship

Teaching assistantships provide students the opportunity to participate in multiple aspects of teaching in a classroom or laboratory environment, receiving close mentoring from their supervising faculty members and in turn serving as mentors for other students. Teaching assistants prepare a statement of learning goals to accomplish through their mentorship, receive weekly briefings and assignments from their professor, and assist in activities such as class or lab preparation, teaching and grading. Each hour of academic credit for a teaching assistantship entails 45 hours of documented work (generally 3-4 hours per week). Students interested in pursuing such teaching/learning opportunities should consult the appropriate major or minor coordinator, instructor, or division chair. Prerequisites: by invitation only; normally students will be of junior/senior standing and will have taken in a prior semester the courses for which they are serving as teaching assistants. No more than four credits toward graduation may be earned in 279/379/479 assistantships. See page 129 for more information.

POLICIES

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.

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/unofficial transcript will not be released until all financial obligations to the College have been cleared.

Requests by e-mail and by telephone cannot be accepted for release of an official/unofficial transcript. 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.

Requests for transcripts may be made 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, 828.884.3790.

Policy on Students with Disabilities

Brevard College is dedicated to providing students with disabilities equal access to all college programs, courses, activities, and facilities. The College complies with all pertinent state and federal statutes and regulations, most notably Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Through the Office for Students with Special Needs and Disabilities (OSSND) students with disabilities are assisted. The OSSND facilitates the provision of reasonable accommodations, promotes an accessible and hospitable learning environment, and fosters student responsibility and self-advocacy. The OSSND collaborates with faculty, staff, and administrators in delivering effective access.

Student Responsibilities

Students voluntarily identify themselves to the OSSND as having a disability, provide current, valid documentation of their disability, and meet to determine reasonable

accommodations and/or other services. Students identify themselves to the professors for whom they need accommodations, provide an accommodation letter from the OSSND, and request accommodations in a timely manner. Students contact the OSSND in the event of difficulties or needed changes concerning their accommodations.

The Office for Students with Special Needs and Disabilities Responsibilities

The Office for Students with Special Needs and Disabilities reviews each student's request for accommodations on a case-by-case basis, determines reasonable accommodations, and creates an accommodations letter. Reasonable accommodations are adjustments to the academic or campus environments to remove disability-related barriers that impair functioning. The accommodation letter confirms the presence of a disability and lists the approved accommodations. The OSSND counsels and assists students, faculty, and staff in matters connected with disability provisions and concerns. Documentation and related student records regarding a disability are considered private and are protected by all relevant state and federal regulations.

For further information contact the Office for Students with Special Needs and Disabilities.

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, 3) a variety of environmental programs such as science summer camps and study abroad, and 4) **the Pisgah Forest Institute (PFI)**. The Pisgah Forest Institute (PFI) is a cooperative effort of Brevard College, the USDA Forest Service, and the Cradle of Forestry in America Interpretive Association. Funded through Congress and other awards, PFI is an integral part of the Appalachian Center for Environmental Education (ACEE) at Brevard College and is a program in the Education and Research Consortium of the Western Carolinas. The Institute's focus is science-based environmental education and its goal is to create, develop, and assist K-12 educators in implementing environmental science programs using the forest as a laboratory. The Institute offers workshops and short courses, taught both in the summer and throughout the academic year and has a regional and national reputation for educational excellence.

The Institute for Women's Leadership (IWIL)

To help young women gain confidence in accepting leadership opportunities, the College offers a special residential and co-curricular learning program called IWIL. Students are selected during the spring semester for this two-year residential program. IWIL embodies the College's motto, "learn in order to serve," because all young women in the program participate in service during the year and a special spring break service project.

Personal mentors among the faculty and within the community support students in developing the responsibility, honesty, and respect necessary to becoming a strong leader. 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 as well as a network that will enable them to become trustworthy citizens and valued professionals.

Porter Center for Performing Arts

The Porter Center for Performing Arts is the emblem of Brevard College's commitment to excellence in instruction and performance. The Center is named for 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 important 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 on the orchestra and balcony levels. The centerpiece of the hall is the Kirkpatrick-Coleman Organ designed and crafted by organ builder Dan Jaekel, set above a stage that can accommodate an orchestra and chorus. The classically proportioned Francis Pavilion entrance also can host small chamber recitals in addition to receptions. The Morrison Playhouse, an experimental "black box" theatre, 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 amphitheatre. Offices, a rehearsal and pre-performance space and the Department of Theatre Studies are also housed in the building. The dedication of this new facility took place in the fall of 1998. Each year the Center presents a subscription series, hosting internationally known performers for audiences of all ages. Music concerts, College convocations and numerous special events take place throughout the year. In addition, the Brevard Music Center presents its summer chamber music concerts at the Porter Center.

Voice of the Rivers

The "Voice of the Rivers" program embodies the College's commitment to liberal arts education that is interdisciplinary and experiential. The VOR expeditions engage students in an immersion experience that spans several disciplines, integrates wilderness leadership and environmental studies, and calls for extensive writing. Even more importantly, VOR demands an active commitment to environmental outreach and advocacy.

For the inaugural 1997 expedition, seven students and two teachers traveled 1882 miles from Brevard to the Gulf of Mexico along the French Broad, Tennessee, Ohio, and Mississippi Rivers. VOR '97 met with almost 6,000 people in 42 environmental education programs during the 105-day journey. The second VOR expedition, in 1999, covered 365 miles along the Green, Broad, Congaree, and Cooper Rivers from Brevard to the Atlantic Ocean at Charleston, South Carolina. VOR 2001 went to South America and followed two Argentine river systems from their origins in the Andes to the South Atlantic. VOR 2008 followed the Savannah River system from its origins in western North Carolina to Savannah, Georgia.

At the heart of a VOR expedition are the students' personal journals. The participants write every day in order to reflect on the experience of traveling along a river and immersing themselves in the natural world. They submit excerpts of their writing to

an Internet journal posted on the Brevard College Web site. The Internet journal is a continuing education resource for others interested in environmental issues facing America's rivers.

Castle Rock Institute

The Castle Rock Institute for the Humanities is an off-campus study program affiliated with Brevard College. Its mission is to create an educational context well suited for examining how the Humanities are relevant and valuable for both individuals and contemporary society. Each semester of the academic year, it accepts applications from college and university students around the country to participate in an integrated curriculum of interdisciplinary coursework in the Humanities, outdoor adventure activity, and community life. Living together in a remote mountain lodge, these students take four courses taught by Institute Senior Fellows, and enjoy a wide range of outdoor adventure experiences, including mountain biking, backpacking, rock climbing, canoeing, kayaking, and caving. The highlight of the program is a four-week overland expedition through remote areas of Australia. Through the combination of these components, the Castle Rock Institute strives to furnish knowledge, skills, and experiences that challenge student participants to articulate and appreciate the relationships between academic disciplines, the natural world and daily life.

Currently, the Institute offers the following five courses:

CRI 331 or ART 331 Visual Process and Products: In this studio art course, students develop an awareness of creative visual forms, and learn the intellectual and material processes involved in producing artistic works. The course pays special attention to the impact of humanistic dispositions upon the creation of art.

CRI 341 or PHI 341 Philosophical Perspectives on the Humanities: This course examines how basic concepts of philosophy illuminate important themes in the Humanities such as love, chance, happiness, free-will, and utopia. Selected readings may be drawn from ethics, aesthetics, epistemology, metaphysics, the philosophy of religion, and the philosophy of language.

CRI 351 or REL 351 Religion and Culture: Working with materials drawn from religions around the world, this course studies how culture shapes both religious beliefs and practices. It seeks to elucidate the diverse relationships between religious phenomena and the broader patterns of human life.

CRI 352 or REL 352 Anthropology of Religion: This course surveys important anthropological approaches to the study of religion. It gathers and compares different methods, theories and data that anthropologists have employed to describe and understand the "lived dimension" of religions around the world. It seeks to introduce students to the central categories and assumptions anthropology brings to studying religion.

CRI 361 or ENG 361 Literature and Values: This course concentrates on human values as reflected in literary texts from various times and places. With attention to different genres of literature, it aims to open new paths of inquiry and insight into the complexities of human experience.

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:

The Brevard College Honors Program

The mission of the Brevard College Honors Program is to provide an enriched academic experience for the outstanding student who is committed to excellence. The fundamental assumption of honors education is that the honors student should be continually challenged to reach her or his highest potential as a scholar and a leader.

The program emphasizes independent, creative learning and spirited exchange of ideas between students and faculty in a stimulating environment. This environment includes the classroom and the world at large through experiential and service learning activities. Students are encouraged to develop their own ideas within a knowledgeable and reasoned framework, to use an interdisciplinary approach in problem-solving, and to develop into the well-rounded, complete person that is the hallmark of a liberal arts education. Students are invited to join based on their GPA and other criteria, and must maintain a GPA of 3.3.

Additional policies and procedures describing and governing the Honors Program can be found in the Brevard College Honors Program Handbook.

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, IP or NR.

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, IP or NR.

Graduation With Honors

Those students who graduate with the 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.

Beta Beta Beta: The Rho Pi chapter of the Beta Beta Beta Biological Honor Society was installed in April 2002. 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 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.

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. Two hundred and fifty-eight colleges and universities throughout the United States have Omicron Delta Kappa chapters.

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 percent of their class based on cumulative grade point average. 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.

The Presidential Award for Scholarship

The student with the highest academic rank in the graduating class, 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

Other 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.

CURRICULUM

Brevard College offers an innovative, interdisciplinary curriculum leading to the bachelor's degree with nineteen majors, twenty-seven minors, and pre-professional programs in such fields as teacher licensure, pre-dentistry, pre-law, pre-medicine, pre-nursing, and pre-veterinary. The General Education Requirements for the baccalaureate degree reflect a commitment to the interdisciplinary study of the liberal arts combined with exposure to the performing and fine arts and to environmental study.

GENERAL EDUCATION CURRICULUM

Mission Statement

The Brevard College general education curriculum provides a comprehensive liberal arts foundation that grounds students in effective communication skills, critical thinking ability, and a sense of personal and global responsibility. Believing education to be a trust, the faculty invites students into meaningful interaction through collective academic experiences, interdisciplinary dialogue, and the acquisition of essential skills and knowledge. The College develops in its graduates a compassionate understanding of the world as a diverse yet interconnected place and fosters an active appreciation of its complex and vulnerable ecosystems. The general education curriculum affirms a lifelong learning engagement that is enhanced and focused by a student's major.

While multiple goals are reinforced through the curriculum, they receive focal attention in the areas noted below. Through successful engagement with the college's general education program, Brevard College graduates will . . .

BCE COMMON CORE

Experience the distinctive advantages of a comprehensive liberal arts education.

- Collaborate successfully with people who have ideas and values different from their own
- Demonstrate skills in perceiving connections across disciplines
- Become informed and active participants in their communities

DISTRIBUTION REQUIREMENTS

Area I Employ clear, meaningful writing and speaking, and critical listening, reading, and thinking.

- Generate organized, coherent, thoughtful prose
- Listen actively and respond analytically
- Speak dynamically with clarity and order
- Analyze academic texts for structure and meaning

Area II Demonstrate the ability to think critically, honoring various strategies in reasoning

- Apply critical reasoning to questions of meaning, ethics, and values

Area III Demonstrate mathematical and scientific reasoning, including technological literacy.

- Understand the scientific method, concepts, and the use of evidence in problem solving
- Interpret and use appropriately numeric data
- Demonstrate computer and information technology literacy
- Apply basic quantitative skills to aspects of human life
- Understand the implications of environmental issues

Area IV Gain critical understanding of the philosophical, historical, religious, linguistic, and aesthetic dimensions of Western society within a global context.

- Appreciate Christian traditions as well as the diverse religions of the world
- Understand historical and social science analysis skills, including evaluation of evidence within historical context and evaluation of social processes, and apply these skills to societal and individual problems
- Develop historical and social perspectives on self and world
- Appreciate foreign cultures through travel, study, or learning another language

Area V Show incisive and appreciative analytical response to literature and the arts.

- Develop awareness and appreciation of creative processes employed by visual artists, writers and performing artists
- Examine ways in which human experience is explored and enriched through music, literature, drama and the visual arts
- Compare, analyze and evaluate various art forms from different historical periods and cultures
- Acquire skills required to facilitate analysis and interpretation of complex works of art and literature
- Participate actively in the arts

Area VI Understand the relationship between healthy lifestyles and holistic health.

- Develop habits of behavior that contribute to lifelong physical activity and wellness
- Understand major health concerns in a rapidly changing society

GENERAL EDUCATION REQUIREMENTS

As a means to meet this mission, Brevard College has developed an innovative two-tiered general education program consisting of common experience courses and distribution requirements. Common-Experience Courses provide for the interaction of fields, the essence of liberal arts. The Common-Experience Courses, the truly unique component of the Brevard College curriculum, create an exceptional opportunity for students to connect with their cohort and to experience the value of an interdisciplinary approach. The Distribution Requirements provide students exposure to a variety of fields of learning. In this tier, students are empowered with choice, and work with their academic advisor to determine the courses best suited to fulfill general education requirements, major requirements and personal interests.

COMMON-EXPERIENCE COURSE REQUIREMENTS (14-17 semester hours)

- I. BCE 111 Perspectives (3)
or (BCE 102 Transfer Student Forum*) (1)
*for students entering the college with 28 or more transfer credits
- II. BCE 211 Environmental Perspectives (3)
BCE 211L Environmental Perspectives Laboratory (1)
- III. Learning IN Community (LINC) (6-7)
**The two courses taken with LINC designations may also be used to meet Distribution Area Requirements
- IV. BCE 411 BC and Beyond (3)

DISTRIBUTION AREA REQUIREMENTS (39-42 semester hours)

- I. **Communication and Critical Thinking Skills** 9
 - A. ENG 111, Rhetoric & Composition (3)
 - B. ENG 112, Critical Inquiry & Communication (3)
 - C. COM 105, 110, 380; ENG 351; HIS 312; IT 201; MAT 200; ORG 103, 205; PHI 105, 261, 262, 282; PHYS 204 (3)
- II. **Mathematical & Scientific Reasoning** 10-11
 - A. MAT 101 or above (3-4)
 - B. SCI + lab (BIO, CHE, GEOL, PHYS, SCI) (4)
 - C. IT course: 200-level or above; ART 230, MUS 230, THE 320 (3)
- III. **Critical Understanding of Western Society within a Global Context** 12-13
 - A. AH 201, 202, 210; HIS 101, 102, 103, 104, 110, 200, 211, 215, 220, 221, 224, 225, 230, 250, 251, 254, 255, 261, 290; REL 221, 241; THE 311, 312 (3)
 - B. REL 101, 102, 153, 221, 235, 241, 242, 254, 255, 256, 268, 270, 278, 280, 288 (3)
 - C. COM 212; CRJ 101; ECON 201, 202; ORG 110, 230; PLSC 210; PSY 101; SOC 201 (3)
 - D. AH 210, 290, 321, 322, 323, 342; ANTH 201, 230; MUS 202, 209; (3-4)

REL 153, 254, 255, 256; SOC 325;
 SPA 101, 102, 103, 201, 202, 301, 302;
 or an approved Study Abroad program/experience

- IV. Appreciation of Literature and the Arts** 6
- A. AH 201, 202, 210; any APM course; (3)
 ART 120, 130, 150, 230, 260, 270, 280;
 ENG 207, 211; any ENS course;
 MUS 101, 103, 201, 202, 209;
 THE 101, 104, 200, 204
- B. ENG 205, 206, 208, 217, 220, 240, 241; HUM 290; PHI 282 (3)
- V. Health and Wellness** 2-3*
- Any ATH course (maximum one semester hour of credit; graded P/G);
 EXSC 200, 202, 203, 204, 205; HLT 201 or 202; any PE course;
 WLEE 151, 152, 154, 155, 157, 158, 159, 200, 201
- *At least one credit must be from a course involving physical activity. (any of the courses above except HLT 201 and HLT 202)

Stipulations:

1. With the exception of Common-Experience Area III, LINC, a student may not use any individual course to fulfill more than one 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:
 - 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);
 - participate in an experience of two weeks' duration or longer.
 - document the experience through a journal and presentation given upon return.

NOTE: Experiential certification is normally given only for work done at the college level, and thus is restricted to post-high school experiences.

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.

DIVISION OF FINE ARTS

Professor Jo Pumphrey, Interim Chair

Major Programs

Art (p. 74)
 Music (p. 96) (B.A. or B.M.)
 Music Education (p. 99)
 Theatre Studies (p. 109)

Minor Programs

Art (p. 113)
 Art History (p. 113)
 Music (p. 123)
 Theatre (p. 127)

DIVISION OF HUMANITIES

Dr. Mel Bringle, Chair

Major Programs

English (p. 81)
 History (p. 89)
 Religious Studies(p. 102)

Minor Programs

English (p. 113)
 History (p. 120)
 Religious Studies (p. 126)
 Spanish Language & Culture (p. 126)

DIVISION OF SCIENCE AND MATHEMATICS

Dr. Ken Duke, Chair

Major Programs

Ecology (p. 80) (B.S.)
 Environmental Science (p. 83) (B.S.)
 Environmental Studies (p. 84)
 Exercise Science (p. 86)
 General Science (p. 88)
 Health Science Studies (p. 89)
 Mathematics (p. 92)

Minor Programs

Biology (p. 113)
 Chemistry (p. 113)
 Coaching (p. 113)
 Ecology (p. 113)
 Environmental Studies (p. 113)
 Fitness Leadership (p. 120)
 Geology (p. 120)
 Mathematics (p. 121)
 Natural History (p. 124)

DIVISION OF SOCIAL SCIENCES

Dr. Helen Gift, Chair

Major Programs

Business and Organizational
Leadership (p. 76)
Criminal Justice (p. 79)
Integrated Studies, including
Elementary Education (p. 92)
Psychology (p. 101)
Wilderness Leadership and
Experiential Education (p. 109)

Minor Programs

Business and Organizational
Leadership (p. 113)
Criminal Justice (p. 113)
Economics and Policy Studies (p. 113)
Education (p. 113)
Human Resources (p. 121)
Information Technology (p. 121)
Pre-Law (p. 124)
Psychology (p. 125)
Social Sciences (p. 126)
Sport and Event Management (p. 127)
Wilderness Leadership and
Experiential Education (p. 128)

TEACHER LICENSURE PROGRAMS

Dr. Patricia Clow, Director

Licensure Area

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
Physical Education grades K-12
Theatre grades K-12

Brevard College Major

Integrated Studies (p. 92)
English (p. 81)
Mathematics (p. 92)
General Science (p. 88)
History (p. 89)
Art (p. 74)
Music Education (99)
Exercise Science (p. 86)
Theatre Studies (p. 109)

Licensure Area Coordinator

Ron Kiviniemi
Betsy Burrows
Charles Wallis
Carroll Brooks
Margaret Brown
Jo Pumphrey
Stephen Wilson
Norm Witek
Kelly Gordon

Brevard College has received provisional approval from the North Carolina State Board of Education to offer licensure in the above areas.

PRE-PROFESSIONAL STUDIES

Pre-Law

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

ART

The Art Department 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 Department 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 FOUNDATION COURSES

22 Semester Hours

Required courses:

AH 201	Art History I	3
AH 202	Art History II	3
ART 112	Introduction to the Visual Arts	1
ART 120	Drawing I	3
ART 130	2-D Design	3
ART 150	3-D Design	3
ART 410	Senior Exhibition	3
or ART 435	Design Methods and Portfolio Development	

Select one course:

ART 121	Drawing II	3
ART 125	Life Drawing I	

RESTRICTED ELECTIVES

27 Semester Hours

Additional studio art courses and 6 semester hours of additional art history courses (beyond AH 201 and AH 202) are required. Students will choose a concentration and complete at least three courses in that area at the 300/400 level as a prerequisite for ART 410, Senior Exhibition.

REQUIRED CONCENTRATION

5 Semester Hours

Select one concentration: Graphic Design, Painting, Photography, or Sculpture.

NOTE: ART 112, 120, 130, and 150 must be completed before a student takes courses in a concentration.

Graphic Design Concentration

15 Semester Hours

Required courses:

ART 230	Computer Graphics I	3
ART 231	Computer Graphics II	3
ART 330	Graphic Design I: Typography	3
ART 331	Graphic Design II	3
ART 430	Graphic Design III	3

Painting Concentration**15 Semester Hours***Required courses:*

ART 240	Painting I	3
ART 241	Painting II	3
ART 340	Painting III	3
ART 440	Painting IV	3
ART 300/400	Advanced Studio Studies	3

Photography Concentration**15 Semester Hours***Required courses:*

ART 260	Photography I	3
ART 261	Photography II	3
ART 360	Photography III: Studio Methods	3
ART 460	Photography IV: Alternative Processes	3
ART 300/400	Advanced Studio Studies	3

Sculpture Concentration**15 Semester Hours***Required courses:*

ART 250	Sculpture I	3
ART 251	Sculpture II	3
ART 350	Sculpture III	3
ART 450	Sculpture IV	3
ART 300/400	Advanced Studio Studies	3

TOTAL HOURS REQUIRED**MINIMUM 64 SEMESTER HOURS****TEACHER LICENSURE IN ART (K-12)**

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

Foundation Courses**22 Semester Hours***Required courses:*

AH 201, AH 202, ART 112, ART 120, ART 130, ART 150, and ART 410;
ART 121 or ART 125.

Restricted Electives**15 Semester Hours**

ART 230	Computer Graphics I	3
ART 240	Painting I	3
ART 250	Sculpture I	3
or ART 270	Ceramics I	
ART 260	Photography I	3

NOTE: One restricted elective studio course will serve to initiate the course sequence in the studio concentration. These three hours will count in the studio concentration.

Studio Concentration

12 Semester Hours

Students will take a sequence of four courses beyond the introductory course in one studio discipline.

Art Methods Course

3 Semester Hours

Required course:

ART 312 Pedagogy of Art K-12 3

Students must also complete the professional studies component of teacher licensure at the K-12 level listed on page 105 of the Catalog.

BUSINESS and ORGANIZATIONAL LEADERSHIP

In keeping with Brevard’s mission to “challenge...students to integrate knowledge and practical experience so that they become competent, confident, and responsible citizens, serving their local and global communities,” Business and Organizational Leadership is a program of study in sustainable business that emphasizes responsibility to community and environment; continuous learning and improvement; strong leadership skills; and knowledge from diverse disciplines with the focus on professional leadership and managerial competency. Our program emphasizes ethical action, critical thinking, and an entrepreneurial spirit as well as basic competencies required of all business leaders.

Majors in Business and Organizational Leadership must complete all courses on the required list and then complete one of the following: (1) emphasis in Management and Entrepreneurship; Sport and Event Management; or Information Technology; (2) minor in Human Resources; Economics and Policy Analysis; or other minor (chosen in consultation with advisor); or (3) create a focus with no fewer than 18 hours in consultation with advisor for approval by Business & Organizational Leadership faculty. All Business and Organizational Leadership majors must maintain a 2.0 in the major and must earn at least a C- in each course in the major.

REQUIRED MAJOR COURSES

51 Semester Hours

Required Courses:

ACC 201	Principles of Accounting I	3
ACC 202	Principles of Accounting II	3
ECON 201	Macroeconomics	3
ECON 202	Microeconomics	3
IT 250	Management Information Systems	3
ORG 103	Critical and Practical Reasoning	3
ORG 110	Business in the Global Context	3
ORG 203	Principles of Management	3
ORG 205	Business Communications	3
ORG 230	Introduction to Organizational Leadership and Sustainable Enterprise	3

ORG 301	Principles of Finance	3
ORG 302	Principles of Marketing	3
ORG 304	Legal Environment of Business	3
ORG 380	Internship/Career Preparation	1.5
ORG 405	Business Ethics	3
ORG 450	Strategic Planning and Sustainable Enterprise	3
ORG 480	Professional Life Planning Seminar	1.5

Select one course: 3

MAT 141	Probability and Statistics	
ORG 240	Statistics for Business and Social Sciences	
PSY 210	Social Science Research Methods	

EMPHASES

Select one emphasis: Management & Entrepreneurship, Sport and Event Management or Information Technology, or, consult with your advisor about a minor (21 hours) or focus (18 hours).

Information Technology

18 Semester Hours

Today's business men and women need to understand and use technological tools. Computers, databases, spreadsheets, PowerPoint™ presentations, and e-mail are mainstays of the business person's daily routine. Using and understanding those technologies are essential skills. The Information Technology (IT) Emphasis assists students in discovering new knowledge and developing a deeper understanding of the role of technology in today's business world. Through hands-on, experiential course work, students develop the technical competence while examining the complementary relationship between computing and business function. They also develop a greater appreciation and understanding concerning how IT tools, software, and systems aid business people in their analyses of business problems and opportunities.

<i>Required Courses:</i>		15
IT 211	Introduction to Programming	
IT 300	Systems Analysis & Design	
IT 330	Web Programming and Design	
IT 340	Spreadsheet and Database Applications	
IT 400	Computer Security	

<i>Select one:</i>		3
ART 230	Computer Graphics I	
ART 231	Computer Graphics II	
IT courses	Select any additional IT course above IT 211	

Management & Entrepreneurship

18 Semester Hours

The Management and Entrepreneurship emphasis provides a broad background of the leadership and decision making skills necessary for the highly diverse managerial world. Challenges range from global issues to specific project management to productivity and quality issues. Throughout, the student will wrestle with case studies, decision making effectiveness, communication style, ethics and civil responsibility. They will become familiar

with a variety of organizational and strategic models. Since managers are leaders of diverse people in a variety of situations, there is a wide range of courses.

Required Course:

ORG 330 Entrepreneurship 3

Select two courses:

ORG 310 Organizational Theory & Behavior 6
 ORG 320 International Business
 ORG 340 Quality, Productivity & Statistical Process Control
 ORG 345 Project Management
 ORG 430 Innovation and Sustainability in Entrepreneurship

Select three courses from those remaining on the above list or those listed below

ENV 220 Environmental Assessment 9
 ENV 301 Environmental Policy
 IT 331 E-commerce
 ORG 351 Human Resource Management
 ORG 355 Not-for-Profit Management
 ORG 490/390/290 Special Topics

Sport and Event Management

21 Semester Hours

The Sport and Event Management emphasis includes many of the same skills, understandings, and objectives as the Management and Entrepreneurship emphasis. However, the focus and materials of the courses are geared toward the application of those managerial and entrepreneurial skills in the specific areas unique or particular to the world of sport and event management.

ORG 150* Principles of Sport and Event Management 3
 ORG 250 Facility and Event Management 3
 ORG 469 Practicum Internship 3-9

Select one course:

ORG 350 Public and Media Relations in the Sport/Event Industry 3
 ORG 360 Selected Topics in Sport and Event Management

Select courses to complete 21 hours in the Emphasis

EXSC 211 Selected Topics in Fitness Leadership 3-9
 EXSC 212 Sports Nutrition and Wellness Issues
 EXSC 240 Introduction to Theories and Techniques in Coaching
 EXSC 340 Coaching Methods
 IT 331 E-commerce
 IT 332 Web Page Design Tools
 ORG 203* Principles of Management
 ORG 330 Entrepreneurship
 ORG 345 Project Management

ORG 490/390/290	Special Topics
PSY 355	Sport Psychology
THE 351	Stage Management
WLEE 340	Outdoor Program Administration

**ORG 203 is not required in the Major Core if this Emphasis is chosen.*

CRIMINAL JUSTICE

The focus of the Criminal Justice Major is to critically evaluate the dynamic and ever changing field of the criminal justice system from a scientific and interdisciplinary perspective. Students study all of the components that make-up the criminal justice system, as well as various types of individuals involved in order to develop a well-rounded exposure to its various aspects. Adults, juveniles, offenders, victims, and workers are all part of the criminal justice system and require in-depth analysis to understand the impact the criminal justice system has on the individual and society as a whole. Criminal Justice majors are encouraged to develop oral and written communication, critical thinking, and researching skills to prepare themselves better for a career in their chosen areas of the criminal justice system. Students who meet the requirements are encouraged to take part in internship opportunities to understand better the daily operations of a criminal justice agency. Students interested in pursuing graduate education in Criminal Justice, Law, or other related fields are strongly encouraged to take advantage of opportunities provided for independent research under faculty direction.

REQUIRED MAJOR COURSES

21 Semester Hours

Required Courses

CRJ 101	Introduction to Criminal Justice	3
CRJ 205	Law Enforcement Systems and Practices	3
CRJ 210/PSY 210	Social Science Research Methods	3
CRJ 215	Judicial Systems and Practices	3
CRJ 305	Corrections	3
CRJ 400	Criminology	3
CRJ 405	Ethical Issues in Criminal Justice	3

RESTRICTED ELECTIVE COURSES

15 Semester Hours

Select five courses:

CRJ 220/PLSC 220	Constitutional Law
CRJ 225	Deviant Behavior
CRJ 290/390/490	Special Topic Seminars*
CRJ 310	Victimology
CRJ 315	Juvenile Justice System
CRJ 469	Internship in Criminal Justice
CRJ 489	Independent Study

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

36 SEMESTER HOURS

ECOLOGY*

The Ecology major offers a Bachelor of Science degree that strives to produce graduates who are prepared to enter graduate or professional school, immediate technical employment in the natural sciences, or other careers such as teaching that are based in science. The Ecology Major is comprehensive and involves not only collecting data from the natural world, but interpreting that data so that society can make informed choices about ecosystems and their function.

A grade of C- or higher must be earned in all courses in the major. Our graduates are competitive with graduates from large research universities as well as other liberal arts institutions. Skills in reading, writing, speaking, interpreting, and presenting scientific information will be demonstrated by the graduates of the Ecology Major.

B.S. in Ecology

REQUIRED BIOLOGY AND ECOLOGY COURSES 32 Semester Hours

Required courses:

BIO 110/110L	General Biology: Ecology and Population Biology	4
BIO 120/120L	General Biology: Cellular and Molecular Biology	4
BIO 240/240L	Biodiversity	4
ECOL 245	General Ecology	3
SCI 494	Senior Project I	3
SCI 495	Senior Project II	2

Select:

BIO/ECOL courses, 200 level and above (at least 6 hours must be at the 300/400 level)	12
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REQUIRED MATHEMATICS & NATURAL SCIENCE COURSES 32 Semester Hours

Required courses:

Select one course above MAT 111 not previously taken or PHYS 104/104L or PHYS 202/202L.	3-4
CHE (Select four lab-based courses above CHE 102)	16
GEOL (Select one lab-based course)	4
PHYS (Select one lab-based course above PHYS 102)	4

Select one course:

MAT 141; MAT above 211 or above, or PHYS 104 or 202	3-4
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TOTAL HOURS REQUIRED MINIMUM 62-64 SEMESTER HOURS

ENGLISH

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

- The creative writing emphasis hones students' abilities as poets, fiction writers, and/ or authors of creative nonfiction.
- The interdisciplinary studies emphasis enables students to pursue a passion outside the discipline of English, using it as a centerpiece for their scholarly and creative work. Possible interest areas include art, music, history, pre-law, natural science, psychology, religion and philosophy, etc.
- The journalism/professional communication emphasis prepares students for a variety of career opportunities in technical writing, editing, or mass communications.
- The literature emphasis invites 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 more fully "the human heart in conflict with itself." It also prepares students for teacher licensure in English at the high school level, as well as for graduate study and possible college level teaching.

Students in all emphases complete a set of common requirements for the major, beyond the basic ENG 111 and ENG 112 taken in the general education core. Students in all emphases compile a major portfolio as one of the assignments for HUM 461, Humanities Research Methodologies.

Regardless of their emphasis area, by the time of graduation from Brevard College, all students who major in English will be able to: communicate effectively in writing and speaking; listen, think, and respond critically and creatively; demonstrate understanding and familiarity with various bodies of literature; recognize and appreciate interdisciplinary connections; and exhibit the skills necessary to pursue advanced study and/or to lead a productive professional life.

REQUIRED ENGLISH COURSES	25 Semester Hours
<i>Select one:</i>	3
200-level literature course	
<i>Select one applied communications laboratory:</i>	1
COM 106 or 306	
<i>Select one oral communications course:</i>	3
COM 110, COM 380, selected courses in THE	
<i>Select two:</i>	6
300- or 400-level literature courses	
Language studies (ENG 350)	3
Literary criticism (ENG 351)	3

Humanities Research Methodologies (HUM 461)	3
Senior project (ENG 495) (Teacher licensure candidates substitute EDU 400)	3

CREATIVE WRITING EMPHASIS **15 Semester Hours**

ENG 207	3
One additional 200-level literature course	3
One additional 300- or 400-level literature course	3

Select two: 6

ENG 308, ENG 309, ENG 310, ENG 389, THE 313

INTERDISCIPLINARY STUDIES EMPHASIS **18 Semester Hours**

Select one: 3

ENG 305 or ENG 308

Select five: 15

Courses within a designated interest area, at least two of which must be at the 300-400 level.

This plan of courses must be worked out in consultation with the student's academic advisor and an advisor from the designated outside discipline. Students pursuing the Interdisciplinary Studies Emphasis must focus their senior projects (ENG 495) in the subject matter of the designated interest area.

JOURNALISM AND PROFESSIONAL COMMUNICATION EMPHASIS **15 Semester Hours**

COM 105 3

Select two: 6

COM 212,302,316,340,269/369,380,289/389

Select one: 3

ORG 205, ENG 305

Three additional semesters of COM 106 or 3

COM 306 (1 credit each)

LITERARY STUDIES EMPHASIS **15 Semester Hours**

ENG 322 3

Select three: 9

additional literature or film courses (with departmental approval, some THE courses may also apply)

Select one: 3

ENG 305, ENG 308, or ENG 353

TEACHER EDUCATION

Students desiring to teach English at the high school level should complete the English

major with a Literary Studies emphasis, as outlined above. In places within the common requirements or the emphasis requirements where a selection of courses is available, licensure candidates must select the following courses to meet professional competencies: COM 110, ENG 205, ENG 206, ENG 208, ENG 305, ENG 343, ENG 353. Licensure candidates substitute EDU 400/401 (grades 9-12 student teaching) for the senior project, ENG 495. Students must also complete the professional studies component of teacher licensure at the high school level, defined on page 105 of the Catalog.

TOTAL HOURS REQUIRED MINIMUM

40 SEMESTER HOURS

ENVIRONMENTAL SCIENCE*

The Environmental Science major offers a B.S. degree to students interested in understanding and managing the interactions between the natural environment and human societies. The program creates a foundation using environmental science, biology, chemistry, geology, and statistics courses followed by additional work in these areas as well as ecology, math, and physics. The major encourages students to select one or two areas of interest and build their program around those areas. In addition, students develop excellent writing and oral presentation skills throughout their coursework and, especially, in their senior project. A grade of C- or higher must be earned in all courses in the major. Our graduates are prepared for careers in environmental management and protection as well as programs in environmental science and related programs.

B.S. in Environmental Science

REQUIRED MAJOR COURSES**

36 Semester Hours

Required courses:

BIO 110/110L	General Biology: Ecology and Population Biology	4
BIO 120/120L	General Biology: Cellular and Molecular Biology	4
CHE 103/103L	Principles of Chemistry I	4
ENV 220	Environmental Assessment	3
ENV 301	Environmental Policy	3
ENV 380	Environmental Seminar	3
ENV 395	Internship II	2
GEOL 101/101L	Physical Geology	4
or GEOL 105/105L	Historical Geology	4
PHYS 103/103L	Concepts of Physics	4
SCI 494	Senior Project I	3
SCI 495	Senior Project II	2

RESTRICTED ELECTIVES

24 Semester Hours

Choose restricted electives from at least 2 prefixes.

BIO 240 or higher

CHE 104/104L or higher

ECOL 200 or higher

ENV 300 or higher

GEOL 200 or higher (GEOL 101 or 105 can be taken if not already taken as a required course)

MAT 121 or higher numbered course

PHYS 104/10L or higher numbered course

* A student may not major in both Environmental Science and Ecology.

**BCE 211/211L Environmental Perspectives and Laboratory is the introductory course in the major and is taken by all students as part of the General Education Requirements; Environmental Science majors should take this course as 2nd semester freshmen.

ENVIRONMENTAL STUDIES

The Environmental Studies major focuses on developing a thorough knowledge of the relationships among people, culture and nature. The interdisciplinary training includes knowledge of the sciences, humanities, social sciences and fine arts provided through a broad range of available courses. Our majors will also develop written and oral communication skills and problem solving abilities developed through close contact with our faculty. Their education is capped with a major senior research and writing project that includes an oral presentation open to all faculty, students, and staff. Students must earn at least a C- in each course in the major. Our B.A. graduates are prepared to be good stewards of the environment and successfully enter a wide variety of careers or continue their formal training including in graduate or professional programs.

REQUIRED MAJOR COURSES*

49-50 Semester Hours

Select one course:

ART 120	Drawing I	3
ART 150	3-D Design	
ART 260	Photography I	

Required courses:

BIO 110/110L	Principles of Biology I	4
CHE 101/101L	General Chemistry I	4
CHE 102/102L	General Chemistry II	4
or CHE 103/103L	Principles of Chemistry I	
ECON 201	Macroeconomics	3
ENV 220	Environmental Assessment	3
ENV 301	Environmental Policy	3
ENV 380	Environmental Seminar	3
ENV 391	Research Seminar	1
	<i>(required only if doing original research for senior project)</i>	
ENV 394	Internship I	2
ENV 395	Internship II	2
SCI 494	Senior Project I	3
SCI 495	Senior Project II	2
GEOL 201/201L	Environmental Geology	4
MAT 141	Probability and Statistics	3

Select one:

GEOL 101/101L	Physical Geology	4
GEOL 105/105L	Historical Geology	

Select one: 3
 PSY 240 Social Psychology
 PSY 365 Personal and Group Environments
 PSY 370 Community and the Environment
 (PSY 101 is a prerequisite for these courses and should be taken as part of the General Education requirements.)

Select one: 3
 HIS 302 Environmental History
 HIS 303 History of Modern Science to 1800
 HIS 304 History of Modern Science 1800 to the Present
 HIS 313 Humans and the Environment in Antiquity
 * BCE 211/211L *Environmental Perspectives and Laboratory* is the introductory course in the major and is taken by all students as part of the General Education Requirements; Environmental Studies major should take this course as second semester freshman.

RESTRICTED ELECTIVES 12-13 Semester Hours

Select at least one course per group.

1. Environmental Studies: 3
 ANTH 201 Principles of Anthropology
 ARCH 101 Principles of Archaeology
 COM 302 Environmental Journalism
 ENG 217 Studies in Environmental Literature
 WLEE 101 Introduction to Outdoor Education

2. Psychology–Sociology: 3
 ANTH 201 Principles of Anthropology
 PSY 210 Social Science Research Methods
 PSY 240 Social Psychology
 PSY 365 Personal and Group Environments
 PSY 370 Community and the Environment
 SOC 201 Principles of Sociology
 SOC 325 Population and Contemporary Social Issues

3. Science: 3-4
 BIO 120/120L Principles of Biology II
or higher numbered course, except BIO 210/210L and BIO 220/220L
 CHE 104/104L Principles of Chemistry II
or higher numbered course
 GEOL 101/101L Physical Geology
if GEOL 105/105L is selected above
 GEOL 105/105L Historical Geology
if GEOL 101/101L is selected above
 GEOL 200/300/400 level
 MAT 131 Calculus for Business and the Applied Sciences
or higher numbered course
 PHYS 103/103L Concepts of Physics
or higher numbered course

4. Government-Economy-History

3

ECON 202	Microeconomics
HIS 110	Global History
<i>if HIS 211 is not selected as a required course</i>	
HIS 302	Environmental History
<i>if HIS 302 is not selected as a required course</i>	
HIS 303	History of Modern Science to 1800
<i>if HIS 303 is not selected as a required course</i>	
HIS 304	History of Modern Science 1800 to the Present
<i>if HIS 304 is not selected as a required course</i>	
HIS 313	Humans and the Environment in Antiquity
HIS 323	History of Southeastern Native Americans
ORG 304	Legal Environment of Business

TOTAL HOURS REQUIRED MINIMUM

54-57 SEMESTER HOURS

EXERCISE SCIENCE

Exercise Science is a broad field of study that encompasses numerous possible career pathways, almost all of which are strongly oriented toward serving others. The curriculum for Exercise Science majors is therefore designed to both prepare graduates for a specific career and/or graduate study, as well as to remain true to the Brevard College mission and its motto, "Learn in order to Serve." A student majoring in Exercise Science will choose one of three emphases: 1) Allied Medical Fields (for students interested in, for example, Exercise Physiology, Cardiac Rehabilitation, or Physical Therapy); 2) Fitness Leadership (for students who might want to be a Personal Trainer, Manager of a Fitness Club, or a Strength and Conditioning Specialist); or 3) Physical Education (for students who want to become a coach or teach Physical Education at any level, Kindergarten through high school.) A grade of C- or higher must be earned in all courses in the major.

REQUIRED MAJOR COURSES

44 Semester Hours

Required courses:

BIO 120/120L	General Biology: Cellular and Molecular Biology	4
BIO 210/210L	Human Anatomy and Physiology I	4
BIO 220/220L	Human Anatomy and Physiology II	4
EXSC 110	Introduction to Exercise Science	3
EXSC 200	Fitness Activities	2
EXSC 212	Sports Nutrition and Wellness Issues	3
EXSC 215	Directed Observation Practicum	1
EXSC 280	Adapted Physical Education	3
EXSC 310	Exercise Physiology	3
EXSC 311	Fitness Appraisal	3
EXSC 313	Principles of Training & Conditioning	3
EXSC 320	Biomechanics in Exercise and Sport	3
EXSC 415	Senior Internship	6
or EDU 410	Student Teaching K-12	
HLT 202 *	First Aid and CPR	2
or WLEE 201	Lifeguarding	

* NOTE: Requirement waived with documentation of current certifications in first aid and adult CPR. This course is not required for majors completing teacher licensure requirements in Physical Education.

REQUIRED EMPHASIS

10-13 Semester Hours

Select one emphasis: Allied Medical Fields, Fitness Leadership, or Physical Education

Allied Medical Fields Emphasis

13 Semester Hours

Required courses:

EXSC 211	Special Topics	3
EXSC 410	Preparation for Senior Internship	1

Select options totaling 9 hours:

BIO 260	Neurobiology	3
BIO 389 or EXSC 389	Independent Study	1-3
CHE 103/103L	Principles of Chemistry I	4
CHE 104/104L	Principles of Chemistry II	4
EXSC 315	Leadership Practicum	3
PHYS 103/103L	General Physics I	4
PHYS 104/104L	General Physics II	4
PSY 395	Biological Basis of Behavior	3

Fitness Leadership Emphasis

13 Semester Hours

Required courses:

EXSC 315	Leadership Practicum	3
EXSC 410	Preparation for Senior Internship	1

Select options totaling 9 hours:

EXSC 211	Special Topics	3
EXSC 340	Teaching/Coaching Methods	3
HLT 241	Health Education Methods	2
ORG 150	Principles of Sport and Event Management	3
ORG 250	Facility and Event Management	3
ORG 302	Principles of Marketing	3
ORG 304	The Legal Environment of Business	3
ORG 330	Entrepreneurship	3
PSY 230	Life-span Development	3
PSY 355	Sports Psychology	3
WLEE 340	Outdoor Program Administration	3

Physical Education Emphasis

10 Semester Hours

Students seeking teacher licensure in physical education must major in exercise science, taking the following specific courses to meet required competency areas.

Required courses:

EXSC 240	Introduction to Theories & Techniques of Coaching	3
EXSC 340	Teaching/Coaching Methods	3
HLT 241	Health Education Methods	2

Select options totaling 2 hours

EXSC 202	Methods & Teaching Analysis: Golf & Basketball	1
EXSC 203	Methods & Teaching Analysis: Football & Track	1
EXSC 204	Methods & Teaching Analysis: Softball/Baseball & Tennis	1
EXSC 205	Methods & Teaching Analysis: Soccer & Badminton	1

Students seeking licensure in physical education must also complete the professional studies component of teacher licensure at the K-12 level listed on page 105 of the Catalog.

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

GENERAL SCIENCE

The General Science major is designed for students interested in a broad spectrum of scientific disciplines. A strong base of knowledge is developed from courses in chemistry, physics, biology, and geology. Students who intend to continue their studies in graduate or professional school or seek out immediate employment will complete a senior project of their choice based in any of the sciences. Students who intend to teach will complete the professional studies requirements of the Teacher Education Licensure Program listed on page 105 of this catalog. Students must earn at least a C- in each course in the major.

REQUIRED MAJOR COURSES **55 Semester Hours**

Required courses:

BIO 110/110L	General Biology: Ecology and Population Biology	4
BIO 120/120L	General Biology: Cellular and Molecular Biology	4
BIO 240/240L	Biodiversity	4
BIO 330	Evolutionary Biology	3
CHE 103/103L	Principles of Chemistry I	4
CHE 104/104L	Principles of Chemistry II	4
CHE 210/210L	Environmental Chemistry	4
GEOL 101/101L	Physical Geology	4
GEOL 105/105L	Historical Geology	4
MAT 141	Probability and Statistics	3
MAT 211	Analytic Geometry and Calculus I	4

Select one course:

PHYS 103/103L	General Physics I	4
PHYS 201/201L	Physics	

Select one course:

PHYS 104/104L	General Physics II	4
PHYS 202/202L	Physics II	

Required courses:

SCI 494	Senior Project I	3
SCI 495	Senior Project II	2

Note: These courses are not required for majors completing teacher licensure requirements.

TOTAL HOURS REQUIRED MINIMUM **55 SEMESTER HOURS**

HEALTH SCIENCE STUDIES

The Health Science Studies (HLSS) major is designed for students planning to enter graduate or professional programs in dentistry, medicine, pharmacy, public health, physician's assistant, physical therapy, sports medicine, and veterinary medicine. The goal of the HLSS major is to educate students with excellent and distinctive preparation for their professional careers. This includes mastery of traditional disciplinary science and mathematics courses (biology, chemistry, physics, and calculus), ethical and psychological understanding, experiential learning, and integrative learning. A grade of C- or higher must be earned in all major courses. For additional information about the HLSS major, contact the Coordinator of the HLSS major or the Division of Science and Mathematics.

REQUIRED MAJOR COURSES

48 Semester Hours

Required courses:

BIO 110/110L	General Biology: Ecology and Population Biology	4
BIO 120/120L	General Biology: Cellular and Molecular Biology	4
BIO 210/210L	Human Anatomy and Physiology I	4
BIO 220/220L	Human Anatomy and Physiology II	4
CHE 103/103L	Principles of Chemistry I	4
CHE 104/104L	Principles of Chemistry II	4
CHE 201/201L	Organic Chemistry I	4
CHE 202/202L	Organic Chemistry II	4

Select either option:

MAT 121 and MAT 211	Elementary Functions with Trigonometry Analytic Geometry and Calculus I	8
or MAT 211 and MAT 221	Analytic Geometry and Calculus I Analytic Geometry and Calculus II	

Select either option:

PHYS 103/103L and PHYS 104/104L	General Physics I General Physics II	8
or PHYS 201/201L and PHYS 202/202L	Physics I Physics II	

REQUIRED AREA COURSES

Human Interactions and Psychological Knowledge

Select one ethics course: 3

ORG 405	Business Ethics
PHI 262	Introduction to Ethics

Required course

PSY 101	General Psychology	3
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Experiential

Required course:

HSS 395	Health Science Studies and Internship	2
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Integrative and Experiential

SCI 494	Senior Project I	3
SCI 495	Senior Project II	2

TOTAL HOURS REQUIRED

MINIMUM 61 SEMESTER HOURS

HISTORY

The History major enables students to achieve high academic standards. Specifically, majors in History are expected to 1) demonstrate effective group work and oral presentation skills; 2) practice skills of effective historical research, writing, and documentation, showing a mastery of context, continuity and change, and historical argument; 3) identify and analyze significant events in ancient and modern Western civilization, American history, and modern global history; 4) appreciate history and its role in creating and critiquing cultural memory in the public domain; and 5) lead productive professional lives using the skills they learned as History majors at Brevard College.

History alumni of this program have gone on to graduate programs in history, law school, high school teaching, the Peace Corps, law enforcement, and business. Students usually choose one of three paths for their study: a history major with a Pre-Law minor; a history major with Teacher Licensure in Social Studies; or a history major with focused studies in Art History and Archaeology, Environmental history, Modern American history, or Modern European history. The flexible design of this major also provides ample room for a minor in another field or even a double major.

REQUIRED MAJOR COURSES

16 Semester Hours

Required courses:

HIS 101	History of Western Civilization to 1648	3
HIS 102	History of Western Civilization Since 1648	3
HIS 103	United States History to 1865	3
HIS 104	United States History Since 1865	3
HIS 110	Global History	3
HIS 269*	Academic Practicum	1

**This course is not required for majors completing teacher licensure requirements.*

REQUIRED AREA COURSES

9 Semester Hours

In completing required area courses and restrictive electives, students must take at least two 300 level courses.

United States History Area

3

Students completing teacher licensure in social studies should refer to the list of courses for teacher licensure (see page 104).

Select one course:

HIS 224	United States Since 1945
HIS 225	United States African-American History
HIS 254	History of the New South
HIS 255	North Carolina History
HIS 302	Environmental History

HIS 322	Industrialization of America, 1877-1920
HIS 323	History of Southeastern Native Americans
HIS 353	United States Women's History
HIS 200/400	Special Topics in American History

Ancient to Early Modern European History Area **3**

Students completing teacher licensure in social studies should refer to the list of courses for teacher licensure (see page 104).

Select one course:

HIS 250	History of Ancient Greece
HIS 251	History of Ancient Rome
HIS 261	Renaissance & Reformation
HIS 313	Humans and the Environment in Antiquity
HIS 352	Greek and Roman Law
HIS 230/430	Special Topics in European History

Modern European History Area **3**

Students completing teacher licensure in social studies should refer to the list of courses for teacher licensure (see page 104).

Select one course:

HIS 215	The History of 18th and 19th Century Europe
HIS 290	Nation State Histories of Europe
HIS 303	History of Modern Science to 1800
HIS 304	History of Modern Science 1800 to the Present
HIS 311	The Social and Political History of Twentieth Century Europe
HIS 312	Twentieth Century European Cultural and Intellectual History
HIS 230/430	Special Topics in European History

RESTRICTED ELECTIVES **15 Semester Hours**

In completing required area courses and restrictive electives, students must take at least two 300 level courses. Only one independent study course can be used as a restricted history major elective; at least three restricted electives must have HIS prefixes.

Students completing teacher licensure in social studies should refer to the list of courses for teacher licensure (see below).

Any HIS course, 200/300/400 level	
Any AH course, 200/300/400 level	
REL 153	World Religions
REL 256	Hinduism and Buddhism
REL 221	The Rise of Western Christendom
REL 241	Christianity in America's Past
REL 325	The Age of Reform: 1250-1550

SENIOR PORTFOLIO, PROJECT and SEMINAR REQUIREMENT 6 Semester Hours

Required courses:

HIS 401	Historiography	3
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As one requirement of HIS 401, all students complete a portfolio demonstrating their success in achieving the goals of the major.

HIS 402* Historical Methodology (Senior Project) 3

*This course is not required for majors completing teacher licensure requirements. However, majors completing teacher licensure must give a presentation summarizing their experiences as a student teacher.

TOTAL HOURS REQUIRED MINIMUM 46 SEMESTER HOURS

SECONDARY TEACHER LICENSURE IN SOCIAL STUDIES

Students wishing to earn teaching licensure in social studies must major in history, taking the following specific courses within the General Education Requirements and in the History major to meet the required competency areas:

Required courses:

ANTH 201/ANTH 230	Principles of Anthropology/Cultural Anthropology	3
ECON 201	Macroeconomics	3
GEOL 101/101L	Physical Geology	4
HIS 255	North Carolina History	3
PLSC 210	American Government	3
SOC 201	Principles of Sociology	3
SOC 325	Population and Contemporary Social Issues	3

Select one course:

HIS 323	History of Southeastern Native Americans	3
HIS 353	United States Women's History	
HIS 225	U.S. African American History	

Select one course:

HIS 322	Industrialization of America, 1877-1920	3
HIS 224	United States Since 1945	

Students must also complete the professional studies component of teacher licensure at the high school level listed on page 105 of the Catalog.

INTEGRATED STUDIES

The Integrated Studies major allows students to define their own fields of concentration(s) and to build coherent programs taking advantage of the flexibility and special opportunities at Brevard College. The degree encourages responsibility and self-direction. To gain admission to the program, a student must have an overall grade point average of 2.0 or higher and identify two faculty members from two different disciplines as mentors. One of these will be the program advisor, with whose help the student will plan educational goals. Progress on the plan is assessed by the major coordinator of Integrated Studies and the two identified faculty. This major should be declared at any time before the end of the sophomore year. Students majoring in Integrated Studies are required to participate in a set of experiential courses described as seminars, practicums and internships, and projects.

MAJOR REQUIREMENTS

REQUIRED OPTION 30 Semester Hours

Students must select either Option A or Option B below. Courses selected for either option may not be used for General Education Requirements, other majors, minors, or in more than one emphasis.

- A. Two Emphasis Option 30 Semester Hours**
 - Topic 1. Emphasis in (e.g. social sciences) 15**
 Select five courses beyond the General Education Requirements
 (At least 3 of these must be at the 300/400 level.)
 - Topic 2. Emphasis in (e.g. art history) 15**
 Select five courses beyond the General Education Requirements
 (At least 3 of these must be at the 300/400 level.)
- B. Liberal Studies Option 30 Semester Hours**
 Select a minimum of 10 courses beyond the General Education Requirements, including at least one course in each of five different program areas. At least six of the 10 courses must be at the 300/400 level.

SENIOR PROJECT AND EXPERIENTIAL REQUIREMENTS 5-8 Semester Hours

INT 369/469	Practicum/Internships	1-3
INT 460	Integrated Studies Senior Seminar	1
INT 480	Senior Project	3

ADDITIONAL EXPECTATIONS

Course selection in the general education core or emphasis in the major must include the following

- a special topics seminar
- a course focusing on a cultural tradition other than the student's own
- an independent or directed study

ELECTIVES

At least two electives must be at the 300/400 level.

TOTAL HOURS REQUIRED MINIMUM 36 SEMESTER HOURS

EXAMPLES OF INTEGRATED STUDIES FOCUSED EMPHASES

- 1. EMPHASIS IN PRE-LAW 28 Semester Hours**
 The courses for the Pre-Law Minor (see page 124) may be used as an emphasis in Integrated Studies rather than as a minor. Pre-Law may not be used as both a minor and as an emphasis in Integrated Studies.
- 2. TEACHER LICENSURE IN ELEMENTARY EDUCATION (K-6)**
 Students wishing to earn teacher licensure in elementary education must major

in Integrated Studies, taking the following specific courses to meet required competency areas. Some of these requirements may be met as part of the General Education Requirements. Teacher licensure in elementary education represents a combination of emphases. The courses at the 300/400 level are part of the Education Professional Studies Requirements. This emphasis includes more required hours than other combined emphases in Integrated Studies. Exceptions must be approved by Director of Teacher Education.

English and Language Arts:	12 Semester Hours
ENG 111 Rhetoric and Composition	3
ENG 112 Critical Inquiry and Communication	3
ENG 208 World Literature	3
Any writing course	3
Fine Arts:	9 Semester Hours
AH 202 Art History II	3
MUS 101 Music Appreciation	3
THE 101 Introduction to Theater	3
Health and Physical Education	2 Semester Hours
Select any PE or HLT course, or EXSC 200	
Mathematics	6 Semester Hours
MAT 111 Topics in Mathematics	3
MAT 200 Discrete Mathematics	3
Natural Sciences	8 Semester Hours
BIO 105/105L Concepts of Biology	4
SCI 105/105L Physical Science	4
Religion	3 Semester Hours
REL 153 World Religions	3
Social Sciences	21 Semester Hours
ECON 201 Macroeconomics	3
HIS 103 United States History to 1865	3
HIS 104 United States History from 1865	3
HIS 110 Global History	3
HIS 355 North Carolina History	3
PLSC 210 American Government	3
SOC 325 Population and Contemporary Social Issues	3

Students must also complete the professional studies component of teacher licensure for elementary education listed on page 105 of the Catalog.

Competency in Information Technology for Teacher Licensure

Demonstrated by passing all components of the computer competency test or completion of computer modules.

MATHEMATICS

The Mathematics major is designed to develop mathematical skills and much more. The study of mathematics will also develop analytical and thinking skills and an appreciation of the contemporary and historical role of mathematics in the development of society. The foundation a mathematics major receives enables the student to pursue a number of options upon graduation. Among these are: graduate studies in mathematics or other fields, teacher licensure, career opportunities such as actuarial science, biomathematics, financial mathematics, and others. 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. Students must earn at least a C- in all courses in the major.

REQUIRED MAJOR COURSES

31 Semester Hours

Required courses:

IT 211	Introduction to Computer Programming I	3
MAT 200	Discrete Mathematics	3
MAT 211, 221, 231	Calculus and Analytic Geometry I, II, III	12
MAT 341	Linear Algebra	3
MAT 351	Differential Equations	3
MAT 361	Modern Algebra	3
MAT 411	Real Analysis	3
MAT 450	Seminar	1

RESTRICTED ELECTIVES

12 Semester Hours

Select from MAT 141, any 400-level MAT course, any IT course at the 200 level or higher, any 200-level PHYS course. No more than one IT course may be used to satisfy this requirement, and no more than one PHYS course may be used to satisfy this requirement. Students seeking teacher licensure should take the recommended restricted electives under TeacherLicensure.

TOTAL HOURS REQUIRED MINIMUM

43 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 141	Probability and Statistics	3
MAT 410	Euclidian Geometry	3
MAT 412	Complex Variables	3

Select one course:

IT 212/L	Introduction to Computer Programming II	3-4
IT 360/360L	Data Structures	
IT 370	Computer Architecture	
MAT course, 400-level PHYS course, 200-level		

Students must also complete the professional studies component of teacher licensure at the high school level listed on page 105 of the Catalog.

MUSIC

The mission of the music department is to foster the creative, intellectual, and spiritual growth of students by instilling a commitment to artistic and personal excellence within a vital community of learners. Our goals for every music student are to develop technical facility and musicality in solo and ensemble performance, to develop facility with music notations including notation software, to sharpen analytical skills of performed and written music, and to increase their understanding of music history and compositional styles.

The music department provides applied instruction, classes, and ensembles for students enrolled in the three music degree programs and to interested students throughout the college. The Bachelor of Arts degree option is designed for those students whose wish is to be broadly educated in the liberal arts and in music. There are optional concentrations in Composition, Jazz Studies, or Theory/History for any student who wishes a more focused course of study. The Bachelor of Arts in Music Education prepares students for licensure in public school music K-12 and for further study at the graduate level. The Bachelor of Music in Performance degree provides intensive study in music for talented students preparing for professional careers. While all prospective students must pass an audition/interview for acceptance into the music program as majors, the foundation requirements in the first-year curriculum make no distinction among the principal programs (B.A. in Music, B.A. in Music Education, or Bachelor of Music in Performance). The Department of Music at Brevard College is an accredited institutional member of the National Association of Schools of Music.

B.A. IN MUSIC

REQUIRED MAJOR COURSES

45 Semester Hours

Required courses:

MUS 103	Harmony I	3
MUS 104	Harmony II	3
MUS 105	Sight Singing/Dictation I	1
MUS 106	Sight-Singing/Dictation II	1
MUS 107	Introduction to Music Literature	3
MUS 121	Class Piano I	1
MUS 123	Class Piano II	1
MUS 203	Harmony III	3
MUS 204	Harmony IV	3
MUS 205	Sight-Singing/Dictation III	1
MUS 206	Sight-Singing/Dictation IV	1
MUS 301	Music History I	3
MUS 302	Music History II	3
ENS-Ensembles	Six semesters of participation in a large ensemble (Symphonic Winds, Jazz Ensemble, Concert Choir) are required, to run concurrently with six semesters of APM study (through APM 333). (Two additional semester hours of participation are required for a total of 8 for the B.A. Degree and for the B.A. Degree with Emphasis in Music Teaching.) These may be taken by the student in any semester and may come from small ensembles specific to a student's instrument (e.g. Brass Chamber, Accompanying, Chamber Chorale, etc.).	6

Students earning the B.A. Degree with an Emphasis in Jazz Studies are required to take 2 additional hours of ENS 194 to run concurrently with APM 431 and 433. Students receiving their music scholarship awards must meet the ensemble requirements for their chosen degree. In addition, they should refer to their music award letter for additional information about ensemble participation.

Note: All instrumental music education majors are required to participate in ENS 185 (Pep Band) for one academic year prior to student teaching.

APM-Applied Music	APM 131, 133, 231, 233, 331, 333	12
	Students majoring in music are required to be accepted on one principal instrument (their principal instrument). The sequence of applied study must be begun by the sophomore year to achieve a minimum of 12 hours.	
RCT 100	Music Colloquium	0

RESTRICTED ELECTIVES

6 Semester Hours

Students cannot take both MUS 202 and MUS 230 to fulfill this requirement.

MUS 202	World Music and Culture
MUS 230	Music and Technology
MUS 303	Contemporary Music
MUS 304	Counterpoint
MUS 305	Form and Analysis
MUS 306	Orchestration
MUS 308	Topics in Music Literature
MUS 330	Conducting

ADDITIONAL REQUIREMENTS IN PIANO AND VOICE

All music majors, except keyboard principals, must pass the piano proficiency test. The level in which a student begins in Class Piano is determined by a test before initial registration. Students who have not passed the proficiency exam after completing MUS 123 must register for APM 124 until the proficiency is passed.

Piano principals must take ENS 189 or ENS 389 concurrently with applied lessons.

Voice principals must take MUS 215 and MUS 216 (Vocal Diction I and II).

MUS 410	Senior Project
	A substantial research paper with lecture, or a lecture/recital presented in consultation with and under the supervision of the primary music theory and/or music history instructor(s). The student is responsible for program preparation, publicity, and technical support under the supervision of the primary instructor(s).

RECITAL ATTENDANCE

Regular attendance at artistic performances is a vital part of a music major's education. Attendance at weekly Colloquium (RCT 100) is required. In addition, performance attendance at four events per semester will be required in the following courses: MUS 103, MUS 104, MUS 107, MUS 203, MUS 204, MUS 301, and MUS 302.

JUNIOR or SENIOR RECITAL

Although not a requirement for the B.A. degree in Music, a Junior and/or a Senior Recital are strongly encouraged, especially for those students wishing to continue in music at the graduate level. For those students wishing to give a non-degree recital, the department also offers the option of MUS 234 (0 credit hours). All recitals are planned in consultation with the applied instructor. The procedure for recitals is outlined in the Music Student Handbook, and forms can be obtained in the Music Office. Any student not presenting a senior recital (MUS 434) is required to complete a senior project. The senior project is a substantial research paper with lecture, or a lecture/recital presented in consultation with and under the supervision of the primary music theory and/or music history instructor(s). The student is responsible for program preparation, publicity, and technical support under the supervision of the primary instructor(s).

OPTIONAL EMPHASIS

15-18 Semester Hours

Students majoring in Music may earn an optional emphasis in one of the following areas: Composition, Jazz Studies, Music Teaching, Performance, or Theory/History.

Composition Emphasis

16 Semester Hours

Required courses:

MUS 184, 185	Composition I, II	4
MUS 200	Electronic Music	1
MUS 304	Counterpoint	3
MUS 306	Orchestration	3
MUS 384, 385	Composition III, IV	4
MUS 484	Composition Recital (Senior Year)	1

Jazz Studies Emphasis

13 Semester Hours

Required courses:

MUS 201*	Jazz History	3
MUS 207	Jazz Theory/Improvisation	3
APM 431**	Applied Music	2
APM 433	Applied Music	2
ENS 194	Jazz Ensemble	2
MUS 334 or 434	Junior or Senior Recital	1

* *It is recommended that MUS 201 be taken before MUS 207.*

** *APM 431 will conclude with a jazz jury.*

Theory/History Emphasis

18 Semester Hours

Theory Component (required courses)

9 Semester Hours

MUS 304	Counterpoint	3
MUS 305	Form and Analysis	3
MUS 306	Orchestration	3

History Component (required courses)		9 Semester Hours
MUS 201	Jazz History	3
MUS 308	Topics in Music Literature	3
MUS 410	Senior Project	3

TOTAL HOURS REQUIRED

MINIMUM 65 SEMESTER HOURS

BACHELOR OF ARTS IN MUSIC EDUCATION (K-12)

The Bachelor of Arts in Music Education prepares students for initial licensure in K-12 public school music. In North Carolina, licensure is for all areas of music – general, choral, and instrumental. Students wishing to earn teaching licensure in music must major in music, completing the 51 semester hours of credit outlined for the Bachelor of Arts in Music Degree and taking the following specific courses to meet required competency areas:

Required courses:

MUS 202	World Music and Culture	3
MUS 210	Brass Methods	1
MUS 211	Percussion Methods	1
MUS 213	String Methods	1
MUS 214	Vocal/Choral Methods	1
MUS 306	Orchestration	3
MUS 330	Conducting	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 and Secondary Schools	3

NOTE: MUS 202, MUS 306, and MUS 330 also fulfill the restricted electives requirement of 6 hours for the Bachelor of Arts Degree in Music.

Students must also complete the professional studies component of teacher licensure at the K-12 level listed on page 105 of the Catalog.

BACHELOR OF MUSIC IN PERFORMANCE

Required courses:

		73 Semester Hours
MUS 103	Harmony I	3
MUS 104	Harmony II	3
MUS 105	Sight-Singing/Dictation I	1
MUS 106	Sight-Singing/Dictation II	1
MUS 107	Introduction to Music Literature	3
MUS 121	Class Piano I	1
MUS 123	Class Piano II	1
MUS 203	Harmony III	3
MUS 204	Harmony IV	3
MUS 205	Sight-Singing/Dictation III	1
MUS 206	Sight-Singing/Dictation IV	1
MUS 301	Music History I	3
MUS 302	Music History II	3
MUS 303	Contemporary Music	3

MUS 304	Counterpoint	3
MUS 305	Form and Analysis	3
MUS 312	Pedagogy of Applied Music	1
MUS 330	Conducting	3
APM-Applied Music	APM 131, 133, 231, 233, 331, 333, 431, 433	16
	Music majors pursuing the B.M. in Performance degree must apply and be admitted to the program by the appropriate area faculty following the final jury of the sophomore year.	
MUS 434	Senior Recital	1
ENS-Ensemble	Enrollment in 1 large ensemble (Symphonic Winds, Jazz Ensemble, Concert Choir) and 1 small ensemble is required per semester. Students receiving music scholarships should refer to their music award letters for additional information about ensemble participation.	16

RESTRICTIVE ELECTIVES: 8-11 Semester Hours

Choose a minimum of 11 credits for Instrumental Majors and 8 credits for Vocal Majors

MUS 202	World Music	3
MUS 308	Topics in Music Literature	3*
MUS 184/185/384/385	Composition	2**
MUS 306	Orchestration	3

* may be repeated only once

**one course only

ADDITIONAL REQUIREMENTS IN PIANO AND VOICE

All music majors, except keyboard principals, must pass the piano proficiency test. The level in which a student begins in Class Piano is determined by a test before initial registration. Students who have not passed the proficiency exam after completing MUS 123 must register for APM 124 until the proficiency exam is passed.

Voice principals must take MUS 215 and MUS 216 (Vocal Diction I and II).

RECITAL ATTENDANCE

Regular attendance at artistic performances is a vital part of a music major's education. Attendance at the weekly Colloquium (RCT 100) is required. In addition, attendance at four performance events per semester will be required in the following courses: MUS 103, MUS 104, MUS 107, MUS 203, MUS 301 and MUS 302.

TOTAL HOURS REQUIRED

MINIMUM 84 SEMESTER HOURS

PSYCHOLOGY

The mission of the faculty and associated staff of the Psychology major is to provide well-rounded, career-oriented, skills-based training in psychology delivered in a liberal arts context. Students are encouraged to consider multiple perspectives toward the world in which they live and are encouraged to be active, engaged, tolerant and service-oriented citizens. Likewise students are trained to be informed consumers of psychological information and services through a programmatic emphasis on psychological literacy, and a fundamental emphasis on psychological research and literature. The major is designed with an intensive skills training component and early career path exploration. Together with their advisors, students concentrate their studies on their most likely career choice. Students are guided toward careers in Clinical/ Counseling Psychology, Developmental Psychology, Social Psychology, Applied Psychology; and Cognitive Psychology. The program also provides opportunities for research with faculty members and offers a senior capstone that provides an examination of the state of the discipline. Seniors are also encouraged to participate in internship/fieldwork opportunities.

FOUNDATION COURSES

10 Semester Hours

Required courses:

MAT 141	Probability and Statistics	3
PSY 101	General Psychology	3
PSY 102	Psychology Skills and Careers Lab	1
PSY 210	Social Science Research Methods	3

MAJOR SEQUENCE

12 Semester Hours

Required courses:

PSY 220	Abnormal Psychology	3
PSY 230	Life-span Development	3
PSY 240	Social Psychology	3

Select one course:

PSY 260	Industrial/Organizational Psychology	3
PSY 280	Psychology of Learning	3

Select seven courses

21 Semester Hours

Select 21 hours of additional psychology courses. Fifteen hours must be at the 300-400 level.

CAPSTONE EXPERIENCE

3 Semester Hours

Required course:

PSY 495	Senior Seminar: History, Systems and Contemporary Issues in Psychology	3
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TOTAL HOURS REQUIRED

MINIMUM 46 SEMESTER HOURS

RELIGIOUS STUDIES

In keeping with the overall mission of Brevard College, the major in Religious Studies promotes an open-minded appreciation for the varied practices and beliefs of the Hebrew and Christian traditions as well as other religious and philosophical traditions. Students who graduate with a major in this discipline will be well-equipped to do the following:

1. understand the nature and significance of the beliefs and practices of various religious traditions;
2. discern the connections between religious life and the cultural and social forms and institutions that support it;
3. articulate and defend personal positions on major questions of meaning and value, informed by insights from philosophical and religious traditions;
4. read and analyze primary and secondary source materials in philosophy and religious studies;
5. write with clarity and appropriate use of discipline-related documentation;
6. enter into graduate study in religion and/or related disciplines and/or lead productive professional lives.

With the assistance of their academic advisors, Religious Studies majors select the courses most appropriate to their intellectual interests and vocational aspirations from the options within distribution areas common to all majors (biblical studies; historical studies; philosophy, theology, and ethics; studies in religious diversity; philosophy and religion electives). 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 majors complete a senior research methodologies seminar, a major portfolio, and a senior project or thesis.

COMMON REQUIREMENTS **21 Semester Hours (including senior project/thesis)**

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

Biblical Studies	6
Historical Studies	3
Philosophy, Theology, and Ethics	3
Studies in Religious Diversity	3
Humanities Research Methodologies	3
Senior project/thesis	3

**See below for detailed list of course options. Special topics courses (REL 280/380), internships (REL 369/469), and independent studies (REL 389/489) may be applied under various ones of these rubrics, depending upon their thematic focus.*

REQUIRED MAJOR COURSES

21 Semester Hours

Biblical Studies

6 Semester Hours

Select one course:

3

REL 101	The Old Testament
REL 102	The New Testament
REL 210	Israelite and Christian Writings Outside the Bible

Select one course:

3

REL 310	Israelite and Christian Writings Outside the Bible
REL 312	Jesus in the Gospels
REL 316	St. Paul: Ancient Biography
REL 320	Advanced Biblical Topics

Historical Studies

3 Semester Hours

Select one course: 3

HIS 261	European Renaissance and Reformation History
HIS 312	Twentieth Century European Cultural and Intellectual History
REL 221	The Rise of Western Christendom
REL 241	Christianity in America's Past
REL 242	Religion in Contemporary America
REL 325	The Age of Reform: 1250-1550

Philosophy, Theology, and Ethics

3 Semester Hours

Select one course:

3

PHI 261	Introduction to Philosophy
PHI 262	Introduction to Ethics
PHI 282/382	Existential Literature
REL 264	Religious Education and Faith Development
REL 268	Topics in Philosophy, Religion and Story
REL 278	Environmental Theology
REL 365	Philosophy of Religion

Studies in Religious Diversity

3 Semester Hours

Select one course:

3

HIS 323	History of Southeastern Native Americans
REL 153	World Religions
REL 254	Global Experiences in Service
REL 255	Judaism, Christianity, Islam
REL 256	Hinduism and Buddhism
REL 258	Ancient Cosmology
REL 270	New Religious Movements
REL 288/388	Women and Religion

**Research Methodologies and Senior Project/
Thesis Requirement**

6 Semester Hours

All majors in Religious Studies must complete a senior project or thesis. The faculty in Religious Studies must approve the topic and nature of this project/thesis by the end of the student's first semester as a senior. Normally, the proposal for the project/thesis will be developed in conjunction with the divisional seminar in Humanities Research Methodologies, HUM 461, and will include 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 or thesis itself 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. Upon the approval of the faculty in

Religious Studies, the student will be awarded credit for REL 490. No degree in Religious Studies will be awarded without completion of the senior project/thesis.

Required courses:

HUM 461	Humanities Research Methodologies	3
REL 490	Senior Thesis	3

RESTRICTED ELECTIVES

15 Semester Hours

For the Major in Religious Studies students must also take 15 hours of religion and/or philosophy electives. At least 6 of the 15 hours must be at the 300/400 level.

Note: Religious Studies majors may not use courses with a REL prefix to satisfy Areas III A. or III D. of the general education core.

TOTAL HOURS REQUIRED

MINIMUM 36 SEMESTER HOURS

PHILOSOPHY and the RELIGIOUS STUDIES MAJOR

Students who are particularly drawn to questions and issues of a philosophical nature can map out a philosophical focus area under the 36 hours of the Religious Studies Major requirements.

SPECIALIZED CAREER PATHS

Students wishing to pursue careers in Outdoor Ministries are encouraged to pursue the Major in Religious Studies 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 Major in Religious Studies with a minor in Teacher Education.

Students wishing to pursue careers in Religious Counseling are encouraged to design a focus in Psychology and Counseling to augment their major. Courses appropriate to this focus area include the following:

PSY 220	Abnormal Psychology
PSY 230	Life-span Development
PSY 250	Introduction to Basic Counseling Skills
PSY 320	Therapeutic Principles and Practices
PSY 365	Personal and Group Environments

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 classroom to help facilitate their activities in the public schools. The program enables students to earn licensure in the following areas: English, Math, Social Studies, and Science in grades 9-12; Art, Music,

Physical Education, and Theater in grades K-12; and Elementary in grades K-6. The following courses of study, which will include the college's general education requirements, the professional course sequences, and applied practice meets North Carolina requirements for initial licensure in all areas. Applied practice includes early field experiences assigned as part of the professional course sequence and Student Teaching. Brevard College has received provisional 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 specific area of licensure as indicated below:

Licensure Area	Brevard College Major	Licensure Area Coordinator
Elementary grades K-6	Integrated Studies (p. 92)	Ron Kiviniemi
English grades 9-12	English (p. 81)	Betsy Burrows
Mathematics grades 9-12	Mathematics (p. 92)	Charles Wallis
Science grades 9-12	General Science (p. 88)	Carroll Brooks
Social Studies grades 9-12	History (p. 89)	Margaret Brown
Art grades K-12	Art (p. 74)	Jo Pumphrey
Music grades K-12	Music Education (99)	Stephen Wilson
Physical Education grades K-12	Exercise Science (p. 86)	Norm Witek
Theatre grades K-12	Theatre Studies (p. 109)	Kelly Gordon

PROFESSIONAL STUDIES REQUIREMENTS

Core Courses required of all licensure areas:

EDU 202	Foundations of Education	(3) Fall, Spring
PSY 101	General Psychology	(3) Fall, Spring
PSY 230	Life-span Development	(3) Spring
EDU 301	Instructional Foundations	(3) Fall, Spring
EDU 303	Differentiated Instruction	(3) Fall
EDU 401	Student Teaching Seminar	(1) Fall, Spring

Elementary Licensure:

EDU 310	Methods in Teaching Science and Healthful Living in the Elementary School	(3) Fall
EDU 311	Methods in Teaching Social Studies and the Arts in the Elementary School	(3) Spring
EDU 315	Methods in Teaching Reading/ Language Arts in the Elementary School	(3) Spring
EDU 316	Methods in Teaching Mathematics in the Elementary School	(3) Fall
EDU 320	Children's Literature	(3) Spring
EDU 405	Student Teaching-Elementary	(14) Fall, Spring

High School Licensure:

EDU 400	Content Methods and Student Teaching	(14) Fall, Spring
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K-12 Licensure:

Methods courses: see major requirements

EDU 410

K-12 Student Teaching

(14) Fall, Spring

FORMAL ADMISSION TO THE TEACHER EDUCATION PROGRAM REQUIREMENTS

1. A cumulative grade point average of 2.5 or higher for all coursework.
2. Junior standing or higher.
3. Successful completion of EDU 202 Foundations of Education and PSY 230 by achieving a grade of C or higher.
4. Demonstrated proficiency in speaking and listening (Program Interview).
5. Satisfactory evaluations in pre-student teaching field experiences.
6. Progress in the education standards as evidenced by the professional portfolio.
7. Passing scores as established by the North Carolina State Department of Public Instruction on the Pre-Professional Skills Test (PRAXIS I), which includes Reading, Mathematics, and Writing. Candidates should take PRAXIS I during the semester they are enrolled in EDU 202 and must have passed this test before enrolling in EDU 301. Candidates should request that an official score report of the PRAXIS I Test be sent to the Director of Teacher Education, Brevard College. Students will make their own arrangements to take this test either in Asheville at Prometric Testing Center or at another testing site. Students with an SAT cumulative score of 1150 or ACT cumulative score of 24 will be able to waive all parts of the PRAXIS I. Students who have scores less than 1150, but 550 and above in any part of the SAT or less than 24, but 17 and above in any part of the ACT will be able to waive comparable sections of the PRAXIS I.

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 202 and PSY 230 may apply early in the fall semester of their junior year. Post-baccalaureate candidates should apply after completion of EDU 202 and PSY 320.

Applications may be obtained from the office of the Director of Teacher Education. Candidates must have successfully completed the PRAXIS I and have a minimum GPA of 2.5 in order to complete the application process. At the time the application is returned, a candidate will be given the scheduled time to meet with the Program Interview Committee.

Candidates may take no more than 50% of their education coursework prior to being formally admitted to the program. Candidates who fail to meet the requirement for formal admission but have taken 50% of their education coursework will not be allowed to continue in the program until they have been admitted.

Candidates will be notified in writing by the Director of Teacher Education of their admission status. If a candidate does not meet the criteria for admission, the Director will outline the steps necessary to remedy any discrepancies. Candidates who are denied formal admission to the teacher education program will not be able to register for any further education courses until all criteria are met.

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.

A. Course work

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 are 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
6. Candidates must provide evidence through the portfolio process that they have met the Program Standards.

POST-BACCALAUREATE 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 that office.

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

- complete the same professional and specialty studies requirements as degree seeking students
- complete an application for teacher licensure
- submit an application for admission to student teaching
- pass a Technology Competency/Portfolio review
- meet the same general admission, retention, and recommendation for licensure requirements defined for degree seeking students
- be at least one semester from student teaching when applying for acceptance to the program

ADMISSION TO STUDENT TEACHING REQUIREMENTS

Formal admission to the Teacher Education Program.

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. Achievement of a cumulative grade point average of 2.5 or better for all education and cognate courses.
7. Recommendation from major department.

APPLICATION PROCESS

1. Eligible candidates will complete a student teaching application and return 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.
3. 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.
4. 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 additional alternatives.
4. The College Supervisor will recommend withdrawal or other 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

1. Successful completion of the College's General Education Program requirements or their equivalents. Postgraduates who do not meet these requirements by nature of their baccalaureate degree may be required to supplement their coursework to meet licensure requirements.
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 2.5 or higher.
 4. Successful completion of the student teaching experience.
 5. Competence in the following areas as determined through field experience and student teaching performance: (a) teaching strategies, (b) classroom management, (c) human development and relationships, and (d) personal and professional attributes and dispositions.
 6. Completion of PRAXIS series as required by the North Carolina State Board of Education.

THEATRE STUDIES

The Bachelor of Arts in Theatre Studies provides a broad-based and cross-disciplined approach to the study of theatre as an undergraduate major, promoting cooperative work and study experiences, human values, creative expression, and leadership and communication skills that are significant to individual success in the classroom and life beyond college. Students learn to manage resources: time, material, human, and monetary. Working as actors, stage managers, designers, crew members, house managers or publicists, and dramaturges, students gain a thorough understanding of theatre as a collaborative art. With emphases in performance, technical theatre and education with licensure, the program offers students a serious and challenging beginning to their studies in theatre and a background in areas that could lead to opportunities in professional theatre, education, graduate study, writing, computer technology, public service, communications or human relations.

The program in theatre at Brevard College seeks to foster the creative, intellectual, and spiritual growth of performers and technicians by instilling a commitment to artistic and personal excellence within a community of learning. These goals are achieved through a rigorous sequence of courses in the theatre core, supplemented by performance and technical courses designed for this type of program. The program for teacher licensure prepares students to teach in public and private schools K-12 and embraces the North Carolina Teacher Standards.

REQUIREMENTS

Students pursuing the major in theatre studies must complete 28 credit hours of theatre foundation courses and select an emphasis in Theatre Performance, Technical Theatre or Teacher Licensure (K-12).

REQUIRED FOUNDATION COURSES

Required courses:

		28 Semester Hours
THE 104	Applied Theatre <i>(2 productions; 1 semester hour each)</i>	2
THE 121	Stage Crafts I: Scenery, Lighting, Sound	3
THE 200	Introduction to Acting	3
THE 204	Applied Theatre <i>(2 productions; 1 semester hour each)</i>	2

THE 213	Introduction to Directing	3
THE 215	Script Analysis	3
THE 311	Theatre History I	3
THE 312	Theatre History II	3
THE 450 *	Senior Project	3

* NOTE: Students seeking teacher licensure in theatre will substitute student teaching for THE 450.

<i>Select one course:</i>		3
THE 221	Scene Design	
THE 231	Lighting Design	
THE 241	Costume Design	

REQUIRED EMPHASIS (Majors choose one emphasis.)

Performance Emphasis

17 Semester Hours

Required courses:

THE 102	Voice and Movement for the Stage	3
THE 201	Acting I	3
THE 301	Acting II	3
THE 304	Applied Theatre	1
ENG 322	Shakespeare	3
THE 404	Applied Theatre	1

Select one course: 3

THE 313	Introduction to Playwriting	
THE 420	Special Studies: Theatre Literature	

Technical Emphasis

20 Semester Hours

Required courses:

THE 122	Stage Crafts II: Costumes and Makeup	3
THE 220	Drawing for the Theatre	3
THE 304	Applied Theatre	1
THE 320	Computer-Aided Drafting	3
THE 404	Applied Theatre	1

Select one course: 3

THE 221	Scene Design	
THE 231	Lighting Design	
THE 241	Costume Design	

Select from the following courses: 6

THE 321	Advanced Scene Design	
THE 322	Scene Painting	
THE 331	Advanced Lighting Design	
THE 351	Stage Management	

Teacher Licensure in Theatre Emphasis (K-12)

21 Semester Hours

The Bachelor of Arts in Theatre Studies with an Emphasis in Teaching prepares students for initial licensure in K-12 public school theatre. Students wishing to earn teaching licensure in theatre studies must major in theatre studies, completing the 28 hours of foundation courses above, and take the following specific courses to meet required

competency areas.

Required courses:

THE 102	Voice and Movement for the Stage	3
THE 122	Stage Crafts II: Costumes and Makeup	3
ENG 322	Shakespeare	3
THE 351	Stage Management	3
THE 361	Theatre Methods	3

Select from the following courses:

THE 221	Scene Design	6
THE 231	Lighting Design	
THE 241	Costume Design	

Theatre Studies majors who are pursuing teacher licensure substitute student teaching for THE 450, Senior Project.

Students must also complete the professional studies component of teacher licensure at the K-12 level, listed on page 105 of the catalog.

TOTAL HOURS REQUIRED

MINIMUM 49 SEMESTER HOURS

WILDERNESS LEADERSHIP & 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 teachers capable of effectively managing a variety 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 most unique components of our program is the Immersion Semester, during which 10 students are enrolled in 6 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 to the semester are immersed in many experiences intentionally designed to cooperatively develop their technical outdoor skills and most critically, fine-tune their teaching and leadership abilities. There are many opportunities to observe outstanding leaders and teachers in the field and to experiment with teaching and leadership skills. As a part of a functioning group, students experience and process the group dynamics that they study in theory. The Immersion Semester highlights include an 8-day Wilderness First Responder Course, many daily field experiences and approximately 35 overnight field days, including a

6-day trip sea kayaking on the coast, 3-day caving trip, and a 21-day wilderness expedition.

REQUIRED MAJOR COURSES **32 Semester Hours**

Required courses:

PSY 101	General Psychology	3
PSY 240	Social Psychology	3
WLEE 101	Introduction to Outdoor Education	3
WLEE 220	Theory and Practice of Experiential Education	3
WLEE 301	Wilderness Leadership/Experiential Education Practicum	1
WLEE 305	Risk Management and Legal Liability in Outdoor Programs	3
WLEE 340	Outdoor Program Administration	3
WLEE 391	Wilderness Leadership and Experiential Education: Internship Preparation	3
WLEE 392	Wilderness Leadership and Experiential Education: Internship	6
WLEE 402	Ethics of Wilderness Leadership and Experiential Education	3
WLEE 405	Senior Seminar in Wilderness Leadership and Experiential Education	3

Immersion Semester Block **17 Semester Hours**

Required courses:

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

Wilderness Activity Classes: **2 Semester Hours**

Select two 1-hour courses to be completed prior to the Immersion Semester, preferably building experience in both land and water-based outdoor pursuits.

WLEE 151	Canoeing
WLEE 152	Rock Climbing I
WLEE 155	Kayaking
WLEE 157	Backpacking
WLEE 158	Mountain Biking
WLEE 159	Sea Kayak Touring

Advanced Skill Classes: **4 Semester Hours**

Select two 2-hour courses to be completed after the Immersion Semester:

WLEE 201 or 202	Lifeguarding or Water Safety Instructor
WLEE 251	Canoe Instructor
WLEE 252	Advanced Rock Climbing
WLEE 255	Kayak Instructor
WLEE 256	Advanced Navigation
WLEE 260	Challenge I: Group Games and Initiatives
WLEE 261	Challenge II: Ropes Course Facilitation
WLEE 265	Advanced Swiftwater Rescue

TOTAL HOURS REQUIRED **MINIMUM 55 SEMESTER HOURS**

MINOR PROGRAMS

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

Select one course: 3

AH 201	Art History I	
AH 202	Art History II	

Select one course: 3

ART 120	Drawing I	
ART 125	Life Drawing I	

Select one course: 3

ART 130	2-D Design	
ART 150	3-D Design	

ELECTIVES

12 Semester Hours

Select:

Introductory Studio Class		3
AH or ART Class		9

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

ART HISTORY

Students who pursue a minor in Art History must complete 18 semester hours of courses focusing in art history and 3 semester hours in studio art.

REQUIRED MINOR COURSES

Required courses:

AH 201	Art History I	3
AH 202	Art History II	3
Introductory-level ART course		3

ELECTIVES

12 Semester Hours

Select any AH courses at or above the 200 level or from topical courses in ART focusing on issues or periods in art history.

NOTE 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 110/110L	General Biology: Ecology and Population Biology	4
BIO 120/120L	General Biology: Cellular and Molecular Biology	4

ELECTIVES

13 Semester Hours

BIO courses, 200/300/400 level

NOTE FOR ECOLOGY MAJORS: Courses used to fulfill requirements in the Ecology Major may not be counted toward the Select Options requirements of the Biology Minor.

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

BUSINESS AND ORGANIZATIONAL LEADERSHIP

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:

9 Semester Hours

ACC 201	Principles of Accounting I
ORG 203	Principles of Management
ORG 230	Introduction to Organizational Leadership and Sustainable Enterprise

Select 1 course:

3 Semester Hours

ORG 310	Organizational Behavior and Theory
ORG 330	Entrepreneurship

Select 3 courses:

9 Semester Hours

ACC 202	Principles of Accounting II
ECON 201	Macroeconomics
ECON 202	Microeconomics
ENV 220	Environmental Assessment
IT 250	Management Information Systems
IT 331	E-commerce
other IT/ORG 300 or higher level courses	

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

CHEMISTRY

REQUIRED MINOR COURSES

Required courses:

CHE 103/103L	Principles of Chemistry I	4
CHE 104/104L	Principles of Chemistry II	4
CHE 201/201L	Organic Chemistry I	4
CHE 202/202L	Organic Chemistry II	4

ELECTIVES

7-8 Semester Hours

Select one course:

3-4 Semester Hours

MAT 121	Elementary Functions with Trigonometry	4
MAT 131	Calculus for Business and the Applied Sciences	3
MAT 211	Analytic Geometry and Calculus I	4

Select one course:

4 Semester Hours

CHE 210/210L	Environmental Chemistry	4
CHE 250/250L	Chemical Analysis	4
CHE 301/301L	Biochemistry	4

TOTAL HOURS REQUIRED

MINIMUM 23-24 SEMESTER HOURS

COACHING

REQUIRED MINOR COURSES

Required courses:

EXSC 110	Introduction to Exercise Science	3
EXSC 215	Directed Observation Practicum	1
EXSC 240	Introduction to Theories & Techniques of Coaching	3
EXSC 315	Leadership Practicum	3
EXSC 340	Teaching/Coaching Methods	3
HLT 202 *	First Aid/CPR	2

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

Select two courses:

6 Semester Hours

EXSC 212	Sports Nutrition & Wellness Issues	
EXSC 280	Adapted Physical Education 3	
EXSC 310 *	Exercise Physiology	
EXSC 313	Principles of Training and Conditioning	
EXSC 320 *	Biomechanics in Exercise and Sport	
PSY 355	Sports Psychology	

* NOTE: This course requires a prerequisite.

Additional recommended courses:

Natural Sciences:

BIO 210/210L	Human Anatomy and Physiology I	4
BIO 220/220L	Human Anatomy and Physiology II	4

Activities:

EXSC 200	Fitness Activities	2
EXSC 202, 203, 204, 205	Methods & Teaching Analysis	1-4
EXSC 211	Special Topics	3
HLT 241	Health Education Methods	2

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

**CRIMINAL JUSTICE
REQUIRED MINOR COURSES**

<i>Required Course</i>		3 Semester Hours
CRJ 101	Introduction to Criminal Justice	

<i>Select 3 courses</i>		9 Semester Hours
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CRJ 205	Law Enforcement Systems and Practices
CRJ 210/PSY 210	Social Science Research Methods
CRJ 215	Judicial Systems and Practices
CRJ 305	Corrections
CRJ 400	Criminology
CRJ 405	Ethical Issues in Criminal Justice

ELECTIVE COURSES		9 Semester Hours
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Select 3 courses from those remaining on the above list or those listed below

CRJ 220/PLSC 220	Constitutional Law
CRJ 225	Deviant Behavior
CRJ 290/390/490	Special Topic Seminars*
CRJ 310	Victimology
CRJ 315	Juvenile Justice System
CRJ 469	Internship in Criminal Justice
CRJ 489	Independent Study

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

Required courses:

BIO 110/110L	General Biology: Ecology and Population Biology	4
BIO 120/120L	General Biology: Cellular and Molecular Biology	4
BIO 240/240L	Biodiversity	4
ECOL 245	General Ecology	3
Select one course above ECOL 245		3

Select one course:

BIO 281	Animals & Plants of the Southern Appalachians, Fall	3
BIO 282	Animals & Plants of the Southern Appalachians, Spring	3

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

ECONOMICS AND POLICY STUDIES

Courses must be beyond those chosen for the General Education Requirements and only six hours required in the major may count toward the minor.

REQUIRED MINOR COURSES

Required course:

12 Semester Hours

ECON 201	Macroeconomics
ECON 202	Microeconomics
ECON 301	Political Economy and Social Thought
PLSC 210	American Government

Select 1 Course:

3 Semester Hours

ECON 469	Internship Practicum
ECON 489	Independent Research

Select 2 courses:

6 Semester Hours

HIS 222	Industrialization of America: 1877-1920
HIS 311	The Social and Political History of 20th Century Europe
PLSC 310	American Foreign Policy
PLSC 320	Contemporary Political Movements
Other appropriate 300 or higher level course approved by advisor.	

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

EDUCATION

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

REQUIRED MINOR COURSES

Required courses:

EDU 202	Foundations of Education	3
EDU 301	Instructional Foundations	3
EDU 303	Differentiated Instruction	3
PSY 101	General Psychology	3
PSY 230	Life-span Development	3

ELECTIVES

Select two courses:

EDU 101	Profession of Teaching	3
EDU 320	Children's Literature	3
EDU 369	Internship*	3-6
ENG 343	Adolescent Literature	3
PSY 280	Psychology of Learning	3
WLEE 220	Theory and Practice of Experiential Education	3

*Requires approval and supervision by faculty in Education.

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

ENGLISH

REQUIRED MINOR COURSES

Select one introductory writing course: 3

COM 105	Introduction to Journalism
ENG 207	Creative Writing

Select one oral communication course: 3

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

Select one applied communication course: 1

COM 106	Publication Laboratory
COM 306	Publication Production

Select one advanced writing course: 3

COM 302	Environmental Journalism
ENG 305	Advanced Grammar and Editing
ENG 308	Creative Nonfiction
ENG 309	Poetry Writing
ENG 310	Fiction Writing
ENG 353	Writing Assessment

<i>Select one 200-level literature or film course</i>	3
<i>Select one 300- or 400-level literature course</i>	3
<i>Select one critical theory/analysis course:</i>	3
ENG 350	Language Studies
ENG 351	Literary Criticism

TOTAL HOURS REQUIRED

MINIMUM 19 SEMESTER HOURS

ENVIRONMENTAL STUDIES

REQUIRED MINOR COURSES

Required courses:

BIO 110/110L	General Biology: Ecology and Population Biology	4
ENG 217	Studies in Environmental Literature	3

Select one course:

GEOL 101/101L	Physical Geology	4
GEOL 105/105L	Historical Geology	

RESTRICTED MINOR COURSES

9–12 Semester Hours

Select three courses:

ARCH 101	Principles of Archaeology
ANTH 201	Principles of Anthropology
BIO 240/240L	Biodiversity
Any CHE course and lab	
COM 302	Environmental Journalism
ECOL 245	General Ecology
ECOL 350	Terrestrial Ecosystems
ECOL 360	Aquatic Ecosystems
ECOL 400	Advanced Topics in Ecology
ENV 220	Environmental Assessment
ENV 301	Environmental Policy
ENV 380	Interdisciplinary Seminar on Environmental Thought and Issues
GEOL 201/201L	Environmental Geology
or higher numbered GEOL course	
HIS 110	Global History
HIS 302	Environmental History
HIS 303	History of Modern Science to 1800
HIS 304	History of Modern Science 1800 to the Present
HIS 323	History of Southeastern Native Americans
PSY 210	Social Science Research Methods
PSY 365	Personal and Group Environments
PSY 370	Community and the Environment
SCI 105/105L	Physical Science

TOTAL HOURS REQUIRED**MINIMUM 20 SEMESTER HOURS****FITNESS LEADERSHIP****REQUIRED MINOR COURSES***Required courses:*

EXSC 110	Introduction to Exercise Science	3
EXSC 212	Sports Nutrition & Wellness Issues	3
EXSC 215	Directed Observation Practicum	1
EXSC 313	Principles of Training & Conditioning	3
EXSC 315	Leadership Practicum	3

Select either option:

HLT 202	First Aid & CPR 2	2 Semester Hours
	<i>Certification in First Aid & Adult CPR – Certification must be current and documented.</i>	

Select one course:

EXSC/ORG 150	Principles of Sport & Event Management	3 Semester Hours
ORG 304	The Legal Environment of Business	
ORG 330	Entrepreneurship	

Select one course:

EXSC 280	Adapted Physical Education	3
EXSC 310 *	Exercise Physiology	3
EXSC 311 *	Fitness Appraisal	3
EXSC 320 *	Biomechanics in Exercise & Sport	3

**Note: This course requires a prerequisite.*

Additional recommended courses (not required)

Natural Sciences:

BIO 210/210L	Human Anatomy & Physiology I	4
BIO 220/220L	Human Anatomy & Physiology II	4

Exercise Science:

EXSC 200	Fitness Activities	2
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TOTAL HOURS REQUIRED**MINIMUM 21 SEMESTER HOURS**

GEOLOGY

REQUIRED MINOR COURSES

Required courses:

GEOL 101/101L	Physical Geology	4
GEOL 105/105L	Historical Geology	4
GEOL 210/210L	Mineralogy	4

Select two courses:

GEOL 201/201L	Environmental Geology	8
GEOL 310/310L	Structural Geology	
GEOL 312/312L	Geomorphology	

TOTAL HOURS REQUIRED

MINIMUM 20 SEMESTER HOURS

HISTORY

Students other than History majors may earn a minor in History.

REQUIRED MINOR COURSES

Required courses:

HIS courses, any level	9
Select four courses: (at least two courses must be at the 300/400 level):	12
AH courses, 200/300/400 level	
HIS courses, 200/300/400 level	
MUS 201, 301, 302	
REL 153, 221, 241, 242, 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

HUMAN RESOURCES

Courses must be beyond those chosen for the General Education Requirements and for the declared major.

REQUIRED MINOR COURSES

Required Courses:

ORG 203	Principles of Management	15 Semester Hours
ORG 310	Organizational Behavior and Theory	
ORG 351	Human Resources	
PSY 210	Social Science Research Methods	
PSY 260	Industrial/Organizational Psychology	

Choose 2 courses:

ECON 305	Labor Markets and Institutions	6 Semester Hours
ORG 240	Statistics for Business and Social Sciences	
ORG 320	International Business	

ORG 352	Managing Diversity
ORG 353	Employment Law
ORG 369	Internship/Practicum

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

INFORMATION TECHNOLOGY

Courses must be beyond those chosen for the General Education Requirements and for the declared major.

REQUIRED MINOR COURSES

<i>Required Courses:</i>		18 Semester Hours
IT 211	Introduction to Programming	
IT 250	Management Information Systems	
IT 300	Systems Analysis & Design	
IT 330	Web Programming and Design	
IT 340	Spreadsheet and Database Applications	
IT 400	Computer Security	

<i>Select 1 Course:</i>		3 Semester Hours
ART 230	Computer Graphic Design I	
ART 231	Computer Graphic Design II	
IT Course	Select any additional IT course above IT 211	
MAT 200	Discrete Mathematics	
ORG 205	Business Communications	
ORG 240	Statistics for Business and Social Sciences	
ORG 405	Business Ethics	

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

MATHEMATICS

Students other than Mathematics majors may earn a minor in Mathematics.

REQUIRED MINOR COURSES

<i>Required courses:</i>		
IT 211	Introduction to Computer Programming I	3
MAT 211	Analytic Geometry and Calculus I	4
MAT 221	Analytic Geometry and Calculus II	4
MAT 341	Linear Algebra	3
MAT course, 200/300/400 level		3-4

NOTE: MAT 101, 111, 121 and 131 cannot be counted toward the Mathematics Minor.

TOTAL HOURS REQUIRED

MINIMUM 17 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.

REQUIRED MINOR COURSES

Harmony and Sight Singing Requirements 8 Semester Hours

Required courses:

MUS 103	Harmony I	3
MUS 104	Harmony II	3
MUS 105	Sight Singing and Dictation I	1
MUS 106	Sight Singing and Dictation II	1

Other Minor Requirements

Select one course:

MUS 101	Music Appreciation	3
MUS 107	Introduction to Music Literature	3

Required courses:

APM –Applied Music	One half hour private lesson for four semesters. Students taking APM credit are strongly encouraged to be enrolled in at least one ensemble.	4
MUS 121	Class Piano I	1

Placement test required. Possible credit by examination.

ENS-Ensembles	Four ensemble registrations, as recommended.	4
RCT 101	Music Colloquium (required for two semesters)	0

RECITAL ATTENDANCE

Regular attendance at artistic performances is a vital part of a music minor's education. Attendance at the weekly Music Colloquium (RCT 100) is required for two semesters. In addition, performance attendance at four events per semester will be required in the following courses: MUS 103, MUS 104, MUS 101 or MUS 107.

ELECTIVES:

6 Semester Hours

Select:

APM 300-level	Applied Music	1
MUS 123	Class Piano II	1
MUS 201	History of Jazz	3
MUS 202	World Music	3
MUS 203	Harmony III	3
MUS 204	Harmony IV	3
MUS 205	Sight Singing and Dictation III	1
MUS 206	Sight Singing and Dictation IV	1
Ensembles		1
Methods Courses (Brass, Woodwinds, Percussion, Strings, or Choral /Vocal Methods)		2

TOTAL HOURS REQUIRED

MINIMUM 26 SEMESTER HOURS

NATURAL HISTORY

REQUIRED MINOR COURSES

BIO 240/240L	Biodiversity	4
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Select one course:

BIO 105/105L	Concepts of Biology	4
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BIO 110/110L	General Biology: Ecology and Population Biology	
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BIO 120/120L	General Biology: Cellular and Molecular Biology	
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Select 12 hours from the following:

12 Semester Hours

BIO 281	Animals & Plants of the Southern Appalachians, Fall	
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BIO 282	Animals & Plants of the Southern Appalachians, Spring	
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ENG 217	Studies in Environmental Literature	
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GEO 105/105L	Historical Geography	
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HIS 302	Environmental History	
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or

HIS 323	History of Southeastern Native Americans	
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TOTAL HOURS REQUIRED

MINIMUM 20 SEMESTER HOURS

PRE-LAW

Graduates of Brevard College majoring in English, environmental studies, history and religious studies 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 is required during the junior year, and an LSAT preparation course is recommended during the senior year.

REQUIRED MINOR COURSES

Required courses:

COM 380	Argument and Debate	3
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PLSC 210	American Government	3
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ECON 201 or ECON 202	Microeconomics or Macroeconomics	3
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HIS, PLSC or ECON 269	Academic Practicum	1
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Communication

Select one course: 3

COM 110	Introduction to Communications	
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ORG 205	Business Communications	
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Legal History & Law

Select one course: 3

HIS 252	Greek and Roman Law	
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PLSC 220	Constitutional Law	
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PLSC 340	First Amendment Freedoms	
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Diversity		
<i>Select one course:</i>		3
HIS 224	United States History Since 1945	
HIS 225	U.S. African-American History	
HIS 323	History of Southeastern Native Americans	
HIS 353	U.S. Women's History	
PLSC 320	Contemporary Political Movements	

Policy & Politics		
<i>Select one course:</i>		3
ENV 301	Environmental Policy	
HIS 311	The Social and Political History of Twentieth Century Europe	
PLSC 310	American Foreign Policy	

Critical Thinking		
<i>Select one course:</i>		3
ORG 103	Critical and Practical Reasoning	
PHI 105	Introduction to Symbolic Logic	

Ethics		
<i>Select one course:</i>		3
ORG 405	Business Ethics	
PHI 262	Introduction to Ethics	
WLEE 402	Ethics of Wilderness Leadership	

TOTAL HOURS REQUIRED **MINIMUM 27 SEMESTER HOURS**

PSYCHOLOGY

Courses must be beyond those chosen for the General Education Requirements and for the declared major.

REQUIRED MINOR COURSES

<i>Required courses:</i>		
PSY 101	General Psychology	3
MAT 141	Probability and Statistics	3
PSY/SOC 210	Social Sciences Research Methods	3

<i>Select four courses:</i>		12
PSY courses *		

* NOTE: At least three of these courses must be at the 300/400 level

TOTAL HOURS REQUIRED **MINIMUM 21 SEMESTER HOURS**

RELIGIOUS STUDIES

Students who pursue the Minor in Religious Studies must complete 21 semester hours of course work in Religion and related disciplines. At least 12 of the semester hours must be at the 300/400 level.

REQUIRED MINOR COURSES

Select courses with these prefixes:

REL or PHI courses

Approved courses in related disciplines:

HIS 210	European Renaissance and Reformation History
HIS 323	History of Southeastern Native Americans

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

SOCIAL SCIENCES

REQUIRED MINOR COURSES

Required courses:

ECON 201	Macroeconomics	3
PLSC 210	American Government	3
SOC 201	Principles of Sociology	3

Select courses with these prefixes:

12

ANTH, ARCH, ECON, HIS, PLSC, PSY or SOC courses *

* *NOTE: At least 3 courses must be at the 300/400 level. History, psychology, or business and organizational leadership majors must take courses not counting in their majors.*

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

SPANISH LANGUAGE AND CULTURE

Students wishing to enhance their ability to work in a multi-lingual, multi-cultural, and multi-national context may elect to pursue a minor in practical Spanish language and culture, involving a semester of study abroad and volunteerism through the Amistad Institute in Costa Rica.

REQUIRED MINOR COURSES

To be completed at Brevard College prior to the semester of study abroad:

SPA 301	Grammar and Composition	3
SPA 302	Conversation	3

To be completed in Costa Rica:

SPA 401	Advanced Spanish Language in Costa Rica	3
SPA 403	Cultural Studies of Costa Rica	3
SPA 468	Volunteer for Social Development in Costa Rica	3
SPA 469	Volunteer Project*	3

* *During at least three afternoons a week, students are involved in chosen volunteer projects in fields such as the following: Public Health, Working with Children, Eco-projects, Teachers' Assistants and Community Projects.*

Elective options available in Costa Rica:

SPA 489 Independent Study** (variable credits)

**Includes the possibility of studying International Business Management.

TOTAL HOURS REQUIRED

MINIMUM 18 SEMESTER HOURS

SPORT AND EVENT MANAGEMENT

Courses must be beyond those chosen for the General Education Requirements and for the declared major.

REQUIRED MINOR COURSES

Required courses: 9 Semester Hours

ORG 150 Principles of Sport and Event Management

ORG 250 Facility and Event Management

ORG 469 Practicum Internship

Select one course: 3 Semester Hours

ORG 350 Public and Media Relations in the Sport/Event Industry

ORG 360 Selected Topics in Sport and Event Management

Select one course: 3 Semester Hours

ECON 201 Macroeconomics

ECON 202 Microeconomics

ORG 302 Principles of Marketing

Select one course: 3 Semester Hours

ORG 304 Legal Environment of Business

WLEE 305 Legal Aspects of Wilderness Leadership

Select one course: 3 Semester Hours

IT 320 Special Topics

IT 330 Web Programming and Design

IT 331 E-commerce

IT 332 Web Development Tools

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

THEATRE

The minor in theatre must be declared by the end of the sophomore year in order to complete these requirements.

REQUIRED MINOR COURSES

Required courses:

THE 104 Applied Theatre 2

(2 productions; 1 semester hour each)

THE 121 Stage Crafts I: Scenery, Lighting, Sound 3

THE 200 Introduction to Acting 3

<i>Select one course:</i>		3
THE 311	Theatre History I	
THE 312	Theatre History II	

Select: **5-6**
5-6 credit hours from any remaining Theatre Performance courses.

Select: **5-6**
5-6 credit hours from any remaining Technical Theatre courses.

TOTAL HOURS REQUIRED **MINIMUM 21-23 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		23 Semester Hours
<i>Required courses:</i>		
WLEE 101	Introduction to Outdoor Education	3
WLEE 220	Theory and Practice of Experiential Education	3

Immersion Semester Block:

<i>Required courses:</i>		
WLEE 200	Leadership and Group Dynamics in Outdoor Pursuits	3
WLEE 250	Wilderness First Aid	3
WLEE 257	Environmental Ethics and Skills in Outdoor Pursuits	2
WLEE 310	Outdoor Pursuits Education: Water-Based	3
WLEE 320	Outdoor Pursuits Education: Land-Based	3
WLEE 350	Wilderness Expedition	3

OPTION 2		19 Semester Hours
<i>Required courses:</i>		
PSY 240	Social Psychology	3
WLEE 101	Introduction to Outdoor Education	3
WLEE 220	Theory and Practice of Experiential Education	3
WLEE 305	Risk Management and Legal Liability in Outdoor Programs	3
WLEE 340	Outdoor Program Administration	3

<i>Select four courses:</i>		4
WLEE 151	Canoeing	
WLEE 152	Rock Climbing	
WLEE 155	Kayaking	
WLEE 157	Backpacking	
WLEE 159	Sea Kayaking	

TOTAL HOURS REQUIRED **MINIMUM 19-23 SEMESTER HOURS**

INDIVIDUALIZED LEARNING OPPORTUNITIES

Many academic disciplines across the college offer students the option of pursuing individualized learning opportunities through independent studies, internships, practicums, and the like. See descriptions below. For more information about provisions governing such options in particular programs, consult the appropriate division chair or major coordinator.

Academic Practicum 269/369/469

Variable Credit

Designing and conducting a practicum or internship enables a student to receive academic credit for hands-on, non-classroom work in any faculty-approved area of study that falls within the general boundaries of the Brevard College curriculum. A practicum involves the student in completion of a specific project or set of projects as assigned by the faculty sponsor. An internship involves 40-50 hours of supervised on-site hours per hour of academic credit awarded. Other activities pertinent to practicums or internships include regular meetings with faculty sponsors and the on-site supervisor (where appropriate), maintaining a journal or log of experiences, and producing a concluding report. An appropriate disciplinary prefix is attached to each practicum or internship (e.g. HIS 269). Prerequisites: Completion of 45 semester hours; a 2.0 grade point average or higher; approval of faculty sponsor. *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.*

Teaching Assistantship 279/379/479

1-2 Semester Hours

Teaching assistantships provide students the opportunity to participate in multiple aspects of teaching in a classroom or laboratory environment, receiving close mentoring from their supervising faculty members and in turn serving as mentors for other students. Teaching assistants prepare a statement of learning goals to accomplish through their mentorship, receive weekly briefings and assignments from their professor, and assist in activities such as class or lab preparation, teaching and grading. Each hour of academic credit for a teaching assistantship entails 45 hours of documented work (generally 3-4 hours per week). Students interested in pursuing such teaching/learning opportunities should consult the appropriate major or minor coordinator, instructor, or division chair. Prerequisites: by invitation only; normally students will be of junior/senior standing and will have taken in a prior semester the courses for which they are serving as teaching assistants. No more than four credits toward graduation may be earned in 279/379/479 assistantships.

Directed Study (variable course number)

Variable Credit

Directed Study is the teaching of a Catalog course in which the student is unable to attend the scheduled class sessions, usually due to a schedule conflict. The course is taught by an instructor who ordinarily teaches the course. The instructor and the student work together to cover the same subject matter covered in the course during the regular term. Students interested in a directed study must initially consult with their academic advisor before attempting to register for the study. This course carries the same designation as the regular course (e.g., PSY 101). For more information, see pages 58-59.

Independent Study 089/289/389/489

Variable Credit

These courses are developed in concert with student and faculty interests and specialties and carry one to three hours' credit. Students who intend to transfer from Brevard College must be aware that transferability of these credits cannot be guaranteed. Independent study is defined as the combined study, research, learning, and reporting that is done independently by students on an agreed-upon topic with a professor who will be the student's supervisor and resource person. Independent study carries the prefix appropriate for the course, followed by 289, 389, or 489, depending upon the level. The 089 number is reserved for independent work at the developmental level, e.g. in Reading. For more information, see pages 59-60.

ACADEMIC SUPPORT COURSES

Placement in these courses is based on high school performance, SAT scores and College Placement tests. 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.

IT 100 Introduction in Computing and Information Processing 1-3 Semester Hours

A modular course to strengthen information technology and computer proficiency for students who do not have competency in Operating Systems and Word Processing; Spreadsheet or Presentation. Enrollment in these modules is based on self selection or recommendation from the Academic Enrichment Center. Only those students whose placement profile so indicates may take one or more of these modules. This course will not satisfy the IT requirement for graduation.

IT 100A	Operating Systems and Word Processing	1 Semester Hour
IT 100B	Spreadsheet Applications	1 Semester Hour
IT 100C	Presentation Applications	1 Semester Hour

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.

REA 089 Developmental Reading Skills (variable credit)

An individually-tailored program of one-on-one study with an assigned reading tutor, focused on acquiring the skills necessary for success in college-level work.

REA 099 Reading Methods I 3 Semester Hours

An intensive developmental reading course, REA 099 aids students in improving overall reading competency through basic comprehension, vocabulary, and reading skills. Students placed in REA 099 are required to demonstrate proficiency by completing REA 099 with a grade in the C range or higher or by achieving a qualifying score on a standardized reading post-test. Enrollment by placement.

COURSES

ACCOUNTING (ACC)

ACC 201 Principles of Accounting I 3 Semester Hours
Presents accounting principles/application to various businesses. Covers the accounting cycle, income determination and financial reports.

ACC 202 Principles of Accounting II 3 Semester Hours
A continuation of ACC 201, this course covers partnerships and corporations, investments, consolidated statements, statement analysis, generally accepted accounting principles, job order and process costing, and budgets. Prerequisite: ACC 201.

ANTHROPOLOGY (ANTH)

ANTH 201 Principles of Anthropology 3 Semester Hours
An overview of the broad areas (biological, cultural, linguistic, and archeological) of anthropology. ANTH 201 focuses on the nature, concepts, and principles of anthropology. The course addresses how our species evolved, how we came to possess the facility for language, and how languages and cultures evolved and diversified. It examines learned traditions of human thought and behaviors as well as the relevance of anthropology to global social issues through the comparative study of prehistoric, historic and modern societies. Prerequisite: SOC 201 or permission.

ANTH 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: SOC 201 or permission.

ART (ART)

ART 112 Introduction to the Visual Arts 1 Semester Hour
An overview of the visual arts for foundation level art majors. A supplement to and reinforcement of foundation courses within the Art major. Strongly recommended for first semester. Offered fall only.

ART 120 Drawing I 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 121 Drawing II 3 Semester Hours
A continuation of ART 120 with greater emphasis on exploration of conceptual approaches to imagemaking in relationship to composition, media, and techniques. Prerequisite: ART 120 or permission of instructor.

- ART 250 Sculpture I 3 Semester Hours**
An introduction to a sequence of increasingly complex problems utilizing sculptural materials (wood stone, plaster, metal, and mixed media) with emphasis on formal applications. Prerequisite: ART 150 or permission of instructor.
- ART 251 Sculpture II 3 Semester Hours**
A continuation of ART 250, this course further expands the student's knowledge through increasingly complex approaches to theory, sculptural processes and materials.
- ART 260 Photography I 3 Semester Hours**
An introduction to basic processes and materials used in black and white photography. A review of photographic history is offered in addition to basic theory, exposure and processing methods.
- ART 261 Photography II 3 Semester Hours**
A continuation of ART 260, this course helps students to refine both technique and design awareness and includes an introduction to color processes and materials. Prerequisite: ART 260 or permission of instructor.
- ART 270 Ceramics I 3 Semester Hours**
An introduction to clay utilizing fundamental handforming (coil, slab construction, and wheel throwing), decorating and firing techniques.
- ART 271 Ceramics II 3 Semester Hours**
An investigation of clay forming techniques with emphasis on throwing on the potter's wheel. Special attention is given to ceramic form and design. Topics include glaze chemistry and specific firing techniques. Prerequisite: ART 270.
- ART 280 Printmaking I 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.
- ART 300/400 Advanced Studio Studies 3 Semester Hours**
This course designation may be applied to any studio discipline in which the student is engaged beyond the level of the courses offered. The student will participate at the time of a scheduled studio course but will develop a more independent course of study that will be guided by the studio professor. Prerequisite: all courses offered in the specific discipline in which this directed study should be taken.
- ART 306 Seminar in Modern Art 3 Semester Hours**
Seminar topics develop from material presented in AH 350 and include nineteenth century art, twentieth century art, contemporary art, and theories of modern art. Prerequisite: AH 201 or permission of instructor.

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 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 330 Graphic Design I: Typography 3 Semester Hours

This course is an introductory study of typographic forms and practice. The course addresses the history of typography, type terminology, and design with type in a lecture and hands-on studio situation. Prerequisites: ART 120, 130, 150, 230, 231 or permission of instructor.

ART 331 Graphic Design II 3 Semester Hours

Students explore graphic, typographic, illustrative, and photographic relationships to solve design problems for print and web-design application. Students learn graphic design procedure, an understanding of historical traditions in graphic design, and incorporate various media with digital techniques. Prerequisites: ART 120, 230, and 231.

ART 340 Painting III 3 Semester Hours

Designed to provide a further development of principles presented in ART 241 Painting II, this course introduces oil medium and technique. Assignments progress from concrete to more conceptual as the student is asked to begin to develop a theoretical and personal foundation in his/her work. Prerequisite: ART 241 with a grade of C or higher or permission of instructor.

ART 350 Sculpture III 3 Semester Hours

This course expands the students' knowledge and understanding of metal sculpture through sketches, models, and the finished work. Students are encouraged to develop personal directions. There will be assigned reading and seminar discussions. Prerequisite: ART 251.

ART 360 Photography III: Studio Methods 3 Semester Hours

ART 360 is a course designed to introduce the student to a range of basic techniques used in studio photography. Emphasis will be upon photographic design; a controlled approach to producing a photograph in the studio environment. Students will be expected to develop familiarity with basic studio equipment and principles of color and light. Small, medium and large format cameras will be employed using black and white, and color processes and materials. Techniques used in commercial studio photography will be addressed but students will also be encouraged to produce work reflective of personal concerns. Prerequisite: ART 261.

ART 410 Senior Exhibition 3 Semester Hours

An exhibition of a body of work during the final semester. Work exhibited will be separate from prior course work and will be completed under the guidance of an instructor. Periodic reviews take place during the semester. Prerequisite: permission of instructor.

ART 430 Graphic Design III 3 Semester Hours

This course presents students with an increasingly complex sequence of graphic design and visual communication problems. Emphasis will be on applying acquired knowledge and skills (i.e. typography, visual translation, color, photography, computer skills) to develop finished pieces from concept to production. Prerequisites: ART 231, 260, and 330.

ART 435 Design Methods and Portfolio Development 3 Semester Hours

This course is designed to sum up and focus the study experience of the graphic design major by building bridges between their educational experience and the commerce of design. By addressing portfolio preparation, professional practice issues, and career paths, the student will be able to prepare to enter the professional design field. Prerequisites: ART 230, 231, 235, 330, and 331.

ART 440 Painting IV 3 Semester Hours

A continuation of ART 340 Painting III, this course further supports the development of individual goals and problem solving in painting. Color theory and critical analysis are emphasized and an open, experimental approach to materials and methods is encouraged. Prerequisite: ART 340 or permission of instructor.

ART 450 Sculpture IV 3 Semester Hours

Through sketches, models and finished works, this course expands the students' knowledge of wood, metal or other sculptural media. Students will continue to pursue a personal direction through production of a body of work. There will be assigned reading and seminar discussions. Prerequisite: ART 350 or permission of instructor.

ART 460 Photography IV: Alternative Processes 3 Semester Hours

ART 460 is a course designed to introduce the student to a range of non-silver processes and materials. Digital imaging will be explored as an alternative to traditional photographic processes and materials. Students will be given a series of assignments and, in addition, will be required to develop a portfolio of work evolving from personal interests. Prerequisite: ART 261. ART 230 strongly recommended.

**ART 190/290/
390/490 Special Topics in Art 1–3 Semester Hours**

An opportunity for an in-depth study of a single topic in art history or the visual arts, this course derives its focus from contemporary issues and techniques. Students meet regularly in a seminar or studio situation. This course is open to all students at the 100 level, including non-art majors, but prerequisites or the permission of instructor may be required for the higher levels.

ART HISTORY (AH)

AH 201 Art History I 3 Semester Hours

An introduction to the history of art, this course looks at art and architecture from the Stone Age, ancient Greece and Rome, and from the Medieval period into the Early Renaissance.

AH 202 Art History II 3 Semester Hours

An introduction to the history of art, this course examines masterpieces from the Renaissance, through the Baroque, Rococo, Neoclassical, and Romantic periods. Students follow the progression of art through Impressionism, Post-Impressionism, and through the 20th century, including contemporary artists shaping today's art.

AH 210 World Art 3 Semester Hours

This course introduces the art and architecture of non-western societies around the globe. The survey is arranged both chronologically and geographically. Offered every other year.

AH 321 Art and Archaeology of Ancient Egypt 3 Semester Hours

This course offers an introduction to the history of Egyptian art and archaeology from its early development to the end of pharaonic Egypt under Cleopatra, followed by a review of Egypt under Roman rule—a period of over 3000 years. In addition, the course tracks the discovery of ancient Egypt first by European explorers and travelers, later by treasure hunters and collectors, and finally by trained archaeologists. Prerequisite: Sophomore standing or permission of instructor. Offered fall semester in even years.

AH 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 instructor. Offered spring semester in odd years.

AH 323 Art and Archaeology of Ancient Greece 3 Semester Hours

This course surveys the development of ancient Greek painting, sculpture, and architecture from the Greek Dark Age (c. 1000 BC) through the Archaic, Classical, and Hellenistic periods (to 27 BC). Topics include 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. This course has an interdisciplinary focus on Greek history and culture. Prerequisite: Sophomore standing or permission of instructor. Offered fall semester in odd years.

- AH 324** **Art and Archaeology of Ancient Italy and the Roman Empire** **3 Semester Hours**
 This course surveys the art and archaeology of ancient Italy, from the early development of Republican Rome to the growth of the Roman Empire and the embellishment of Rome as the capital of antiquity's largest empire. Topics include the Etruscan civilization, the art and architecture of Republican Rome, Augustan art, and the rise of Imperial Roman art and architecture that spread into Greece, Turkey, Egypt, France, Spain, Britain, and other parts of the European and Mediterranean worlds. This course also has an interdisciplinary focus on Roman history and culture. Prerequisite: Sophomore standing or permission of instructor. Offered spring semester in even years.
- AH 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 instructor.
- AH 350** **Survey of Modern Art** **3 Semester Hours**
 The Age of Reason, the American Revolution, and the French Revolution of the 18th century all heralded the rise of a modern age and, with it, modern art. This course surveys Neoclassical and Romantic art in Europe and the United States, followed by the "isms": Realism, Impressionism, Post-Impressionism, Surrealism, Expressionism, Cubism, and others leading to today's Postmodernism. Prerequisite: Sophomore standing or permission of instructor.
- AH 353** **Seminar in Modern Art** **3 Semester Hours**
 Seminar topics develop from material presented in AH 350 and include 19th century and 20th century art, contemporary art, and theories of modern art. Prerequisite: Sophomore standing or permission of instructor.
- AH 289/389/489** **Independent Study in Art History** **1-3 Semester Hours**
 Prerequisite: AH 201 or 202; art, history, or integrated studies major; and permission of instructor.
- AH 290/390/490** **Special Topics in Art History** **1-3 Semester Hours**
 An opportunity for the exploration of a single topic in art history. Prerequisite: AH 201 or 202; for 390 and 490, junior status or permission of instructor.
- BCE** **SEE BREVARD COMMON EXPERIENCE** **(p. 138)**

BIO 260 Neurobiology 3 Semester Hours

A general introduction to the field of neurobiology with a focus on the fundamental principles of neuroscience including cellular and molecular neuroscience; nervous system development; and sensory, motor and regulatory systems. Offered in fall of odd-numbered years. Prerequisites: BIO 105/105L, BIO 110/100L, or BIO 120/120L.

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 (odd years). Prerequisite: Any 100 level Biology course.

BIO 320 Genetics 3 Semester Hours**BIO 320L Lab 1 Semester Hour**

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 spring even numbered years. Prerequisites: BIO 110/110L and BIO 120/120L.

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. Prerequisites: BIO 110/110L and BIO 120/120L. Offered spring odd numbered years.

BREVARD COMMON EXPERIENCE (BCE)**BCE 102 Transfer Student Forum 1 Semester Hour**

The Transfer Student Forum is a small group session offered to all new transfer students who bring in 28 or more credits, entering the college with sophomore standing or higher. This course takes into consideration the special needs of more experienced students, aiming to insure that their academic and social transitions into the College community are successful. Normally, the course meets two times a week for the first half of the semester and is completed by the time of preregistration for the following semester. After the first week of classes, students may elect to waive the Transfer Student Forum, with the consent of their academic advisors.

BCE 111 Perspectives 3 Semester Hours

Perspectives is a seminar designed to assist first-year students in their transition to college, introduce them to the Brevard College faculty's passion for learning, and help them cultivate the type of insight that comes from exploring a single issue through multiple "ways of seeing." Each seminar focuses on a topic chosen by the instructor to highlight her/his distinctive interests and to help students practice skills of interdisciplinary thinking, critical analysis, and effective communication. Some expectations and assignments are shared across all sections of Perspectives, making the class a "common experience" for all first-year students. Skills and dispositions developed in Perspectives provide a firm foundation for the college experience, and in particular for future courses in the college's interdisciplinary core (LINC, Environmental Perspectives, and the Senior Leadership Institute).

BCE 211 Environmental Perspectives 3 Semester Hours

This course, part of the Brevard Common Experience, is an interdisciplinary study of the past, present, and future of our local, regional, national, and global environments. It looks at both natural and human-built environments, effects of human activities, and environmental economics, ethics, and policy. The course will consist of lectures, critical thinking discussions, and guest speakers.

BCE 211L Environmental Perspective Lab 1 Semester Hour

This lab augments the BCE 211 lectures and provides experiential learning opportunities related to the concepts learned in lectures. Prerequisite: BCE 111; Co-requisite: BCE 211.

LINC To meet the LINC requirement, students enroll simultaneously in two courses from different academic disciplines designated by the letters LNC, designed to complement one another in exploring a set of common themes from different perspectives (e.g. ENG 241LNC and REL 288LNC). Students participating in LINC also attend campus events related to the campus theme ("Sustainability: Awareness Into Action" in 2008-2010). The primary goals of connecting the two courses with each other and with campus events are to (1) engage students in communal learning and cross-disciplinary analysis, (2) foster students' abilities to apply humanistic study and analysis to significant current issues, and (3) create a shared intellectual culture related to humanistic studies at the College. The two courses may also meet Distribution Area requirements.

BCE 411 BC and Beyond 3 Semester Hours

BC and Beyond seeks to help students continue the life-long process of synthesizing knowledge, skills, and understanding acquired at Brevard College into habits of thought and action. Through a continuum of levels – personal, community, cultural, and global – the course will address such compelling topics as Excess and Simplicity; Technology and the Future; and Culture, Conflict, and Resolution. The course offers a mixed-format structure: lectures, research, presentations, films, and open dialogue. Prerequisites: Senior status and completion of BCE 111, BCE 211/211L, and one LINC.

**BUSINESS AND ORGANIZATIONAL LEADERSHIP
SEE ORGANIZATIONAL LEADERSHIP (p. 178)**

- 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.
- COM 302** **Environmental Journalism** **3 Semester Hours**
 This advanced course confirms the importance of journalistic ethics and professionalism in writing about environmental issues and policies for mass media such as newspapers and magazines. Class experiences stress creative thinking, thorough research, interviewing, information organizing, and clear writing. The class is designed to help students understand concepts and issues in environmental journalism and to develop the skills to write for and publish in the field of environmental journalism.
- COM 306** **Publication Production** **1-3 Semester Hours**
 This course gives students experience managing the production of a student publication. Students are responsible for the design, staffing, public relations, writing, editing, setting deadlines, and other logistics necessary for publication. Open only to editors and administrative staff of student publications, by permission of the publication advisor. Satisfies the publication lab requirement for the English major and minor.
- COM 316** **Special Topics in Communication or Journalism** **3 Semester Hours**
 This course offers special topics in the fields of communication or journalism. Some possibilities include Conflict Resolution, Media Adaptations, or Gender and Communication.
- COM 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.
- 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. This course can be taken for honors credit. Prerequisite: Sophomore status or prior debate/communications experience.

CRIMINAL JUSTICE (CRJ)

- CRJ 101** **Introduction to Criminal Justice** **3 Semester Hours**
 This course is designed to provide students with an overview of three integral parts of the criminal justice system. Students will be exposed to the historical development and contemporary status of law enforcement, the judicial system, and correctional systems. In addition, the development of critical thinking skills in relation to criminal behavior, justice, and correctional philosophies will be stressed.

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. Prerequisite: CRJ 101.

CRJ 210 **Social Science Research Methods** **3 Semester Hours**

CRJ 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 201 or PSY 101.

CRJ 215 **Judicial Systems and Practices** **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 **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. Prerequisite: CRJ 101 or PLSC 210.

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 201.

CRJ 290/390/490 **Special Topic Seminars** **3 Semester Hours**

Special Topics Seminars encourage both reading of and reaction to issues surrounding a major topic within Criminal Justice not covered in existing courses. Students engage in in-depth examinations of various criminal justice issues. Prerequisites may vary based on topic and course level; CRJ 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. Also, a greater knowledge of how policies related to punishment and corrections impact individuals and society will be stressed. 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 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. Prerequisite: CRJ 101 and 210.

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 469 **Internship in Criminal Justice** **3 Semester Hours**

Students will gain exposure to the daily operations of a criminal justice agency through a faculty supervised field experience. Students are expected to conduct themselves in a professional manner, adhere to all agency rules/regulations, and fulfill all agency and faculty assignments. Prerequisites: CRJ 101, 205, 210, 215, 305, Junior/Senior status, minimum 2.0 GPA, and permission of the Major Coordinator.

CRJ 489 **Independent Study** **3 Semester Hours**

This course provides students with an opportunity to take part in research beyond the requirements of other Criminal Justice courses through directed study. In doing so, students will become more familiar with the research process and hone their critical reading and researching skills. Prerequisites: CRJ 101, 210, Junior/Senior status, and permission of instructor.

ECOLOGY (ECOL)**ECOL 200** **Topics in Ecology** **1-3 Semester Hours**

This seminar provides a forum for topics in ecology and related areas. In addition to furthering the understanding of ecological topics, discussion and independent readings are assigned to explore social and value implications. Assignments include both written and oral presentations.

ECOL 245 General Ecology 3 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. Prerequisites: BIO 110/110L and BIO 120/120L Offered every spring semester.

ECOL 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. Prerequisites: BIO 110/110L, BCE 211/211L, and Junior or Senior standing.

ECOL 350 Terrestrial Ecosystems 3 Semester Hours

This course takes a quantitative systems perspective using the watershed as a fundamental landscape unit and includes the roles of humans in ecosystems. The natural ecosystem is investigated in terms of its structure and function including trophic chains, biomass distribution, chemical distribution, soils, biodiversity, energy flow, biogeochemical cycling, pollution, and primary and secondary production. Structure, function, and cultural use of ecosystems are integrated by developing models of ecosystems. Written lab reports and a formal oral presentation are required. Prerequisites: BIO 110/110L, BIO 120/120L, and ECOL 245. Offered fall of even numbered years.

ECOL 355 Agroecology 3 Semester Hours

Agroecology involves the application of ecological science to the design and management of sustainable agroecosystems. This interdisciplinary course will examine both key scientific (soil science, pest management, etc.) and socioeconomic (farming communities and environmental justice, rise of the organic food industry, etc.) aspects of modern agriculture. The course format includes lectures and discussions, outside speakers, lab and field activities, and local field trips. Prerequisites: BCE 211, Junior or Senior standing, or permission of instructor.

ECOL 360 Aquatic Ecosystems 3 Semester Hours

This course takes a quantitative systems perspective using freshwater and marine ecosystems and includes the roles of humans in ecosystems. The natural ecosystem is investigated in terms of its structure and function including trophic chains, biomass distribution, chemical distribution, biodiversity, energy flow, biogeochemical cycling, pollution, and primary and secondary production. Structure, function, and cultural use of ecosystems are integrated by developing models of ecosystems. Prerequisites: BIO 110/110L, BIO 120/120L, and ECOL 245. Offered fall of odd numbered years.

ECOL 391 Research Seminar 1 Semester Hour

This course is designed to introduce the fundamentals of scientific research, especially for students who may be interested in pursuing a research project of their own. Students will attend research seminars, then discuss the implications of the work presented. Readings from the scientific literature may also be used to illustrate how research is presented. Discussion of potential research projects will help students evaluate and plan for the project. Offered spring semester.

ECOL 395 Ecology Internship 1-3 Semester Hours

Career-related, non-classroom work experience in the area of ecology. The work experience is selected by the student in consultation with the faculty supervisor. A minimum of 45 contact or work hours must be completed for each semester hour of credit. Students, in consultation with the faculty supervisor, will complete a final written paper covering all aspects of the internship. Prerequisites: Ecology major, junior standing, and permission of the faculty supervisor.

ECOL 400 Advanced Topics in Ecology 1-3 Semester Hours

This seminar provides a forum for advanced topics in ecology and related areas. In addition to furthering the understanding of ecological topics, discussion and independent readings are assigned to explore social and value implications. Assignments include both written and oral presentations.

ECONOMICS (ECON)**ECON 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 instructor.

ECON 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 instructor. Prerequisite: ECON 201 or permission of instructor.

ECON 301 Political Economy and Social Thought 3 Semester Hours

Introduction to key controversies within the history of economic and social thought which provide basis for ongoing debates on the role of government, private enterprises and community within the capitalist economies. Topics include: historical overview of the rise of capitalism and the evolution of economic thought, classical liberalism and radical critiques; Great Depression and the New Deal; Neoliberalism and the modern global economy; poverty and income distribution, welfare reform, minimum wage, unemployment, class, race and gender inequality. Prerequisite: ECON 201 or 202 or permission of instructor.

ECON 305 Labor Markets and Institutions 3 Semester Hours

This course will explore the economic analysis of individual work decisions as well as macroeconomic trends related to work. In that context the evolution of the labor management relationship will be explored including the role of labor organizations. The course will also cover negotiations and conclude with a major negotiations project. Prerequisite: ECON 201.

ECON 390/490 Special Topics Seminars Variable Credit

Special Topics Seminars encourage both reading of and reaction to interdisciplinary issues within the context of a major theme. Individual research and reports, team projects, and class discussions facilitate creativity and inquiry. Students engage in in-depth discussions, and a variety of perspectives are encouraged. Prerequisite: ECON 201 or 202 or permission of instructor.

EDUCATION (EDU)

EDU 101 Profession of Teaching (Introduction to Teaching) 3 Semester Hours

The purpose of this course is to introduce the prospective teacher to the real world of teaching through classroom activities and a field experience of approximately 10 hours at local public schools. The course covers traditional and contemporary perspectives on teaching and learning; analysis of contemporary educational issues from a teacher's perspective; reflection on the teaching process as observed in the public school classroom; and exploration of personal needs and goals in relation to teaching. This course is not required as part of the professional studies sequence for teacher licensure.

EDU 202 Foundations of Education 3 Semester Hours

A study of the philosophical, historical, and social foundations of education in North Carolina and the United States. Main topics include teaching as a profession; history of U.S. education; administrative structure of schools; legal, political, and economic issues and trends; social class; race; and the problem of equal educational opportunity. Students will begin gathering artifacts for their professional portfolio. 15 hours of field experience in the public schools is required. Prerequisite: sophomore standing.

EDU 301 Instructional Foundations 3 Semester Hours

Students will develop curriculum, differentiate instruction, and implement authentic assessment strategies within the context of varied learning styles and multiple intelligences as well as multicultural factors. Students will learn a variety of strategies for facilitating an effective classroom atmosphere. Integration of technology will be explored in order to enhance the learning process. Students will be encouraged to develop habits of a life-long learner. The self-assessment portfolio process begun in EDU 101 and/or 202 will be continued in this course. Prerequisite: EDU 202; PSY 230; junior standing or permission.

EDU 303 Differentiated Instruction 3 Semester Hours

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; PSY 230; and junior standing.

EDU 310 **Methods in Teaching Science and
Healthful Living in the Elementary School** **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 healthful living. Supervised clinical experiences will provide opportunities for students to connect teaching theory with classroom practice. Prerequisites: EDU 202, EDU 301, EDU 303, PSY 230; junior standing; acceptance to the Teacher Education Program.

EDU 311 **Methods in Teaching Social
Studies and the Arts in the Elementary School** **3 Semester Hours**

The design of this course is to acquaint pre-service teacher candidates with background information and strategies for presenting instruction in the social studies and the arts. The candidates will be presented with meaningful, relevant and authentic learning activities in the six areas of social sciences: anthropology, economics, history, geography, political science, and sociology. Prerequisites: EDU 202, EDU 301, EDU 303, PSY 230; junior standing; acceptance to the Teacher Education Program.

EDU 315 **Methods in Teaching Reading/
Language Arts in the Elementary School** **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. Prerequisites: EDU 202, EDU 301, EDU 303, PSY 230; junior standing; acceptance to the Teacher Education Program.

EDU 316 **Methods in Teaching Math
in the 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. Prerequisites: EDU 202, EDU 301, EDU 303, PSY 230; junior standing; acceptance to the Teacher Education Program. EDU 202, EDU 301, EDU 303, PSY 230; senior standing and acceptance to the Teacher Education Program.

EDU 320 **Children's Literature** **3 Semester Hours**

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 test interpretation, and application of course content to teaching practices and curriculum organization.

EDU 400 **Content Methods and Student Teaching: High School** **14 Semester Hours**

The first 4 weeks of this course will prepare the students for their student teaching assignment by microteaching in their content area in the college classroom . It will include the exploration of reading and writing in each content area. The micro lessons will be evaluated by the college supervisor as well as the students. The 11-week full-day, student teaching experience will be based on the public school calendar under the direct supervision of a cooperating teacher. Prerequisites: completion of all required courses and eligibility for student teaching.

EDU 401 **Student Teaching Seminar** **1 Semester Hour**

To be taken concurrently with student teaching. Meets on a scheduled basis in order to provide ongoing support during the 11-week student teaching experience. Final portfolio assessment will be made during this class.

EDU 405 **Student Teaching K-6** **14 Semester Hours**

The 15-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 and eligibility for student teaching.

EDU 410 **Student Teaching K-12: Art, Music, Physical Education, and Theatre** **14 Semester Hours**

The 15-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 and eligibility for student teaching.

ENGLISH (ENG)

ENG 111 **Rhetoric and Composition** **3 Semester Hours**

This course emphasizes skills related to expository prose. Students write using major rhetorical modes and do basic research following MLA guidelines. The development of writing style through prewriting, writing, and revision is emphasized. Essays are regularly assigned. Some sections of ENG 111 will focus readings and writing assignments on themes such as Writing about Nature, Writing about the Arts, Writing about Media, etc.

ENG 111H **Honors Rhetoric and Composition** **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 instructor.

ENG 112 **Critical Inquiry and Communication** **3 Semester Hours**

A continuation of ENG 111, ENG 112 adds readings mainly from selected literature and further develops critical thinking skills, argumentative and persuasive, expressed in both written and oral forms. Essays and oral presentations are regularly assigned; a research paper and presentation are also required. Prerequisite: a grade of C- or higher in ENG 111 or 111H.

ENG 112H Honors Critical Inquiry and Communication 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: a grade of C- or higher in ENG 111 or 111H, placement, participation in Brevard College Honors Program or permission of instructor.

ENG 205 British Literature 3 Semester Hours

A selected study of major writers, genres, periods, and/or themes in British Literature, this course may include such authors as Spenser, Shakespeare, Pope, Shelley, Keats, Arnold, and Tennyson. The course may be chronological or thematic, covering such topics as Medieval Literature or The Gothic Novel. May be repeated if the topic changes. Prerequisite: ENG 112 or 112H.

ENG 206 American Literature 3 Semester Hours

A selected study of major authors, genres, periods, and/or themes in American Literature, this course may include such writers as Thoreau, Hawthorne, Whitman, Dickinson, Frost, Faulkner, Hemingway and Morrison. May be repeated if the topic changes. Prerequisite: ENG 112 or 112H.

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.

ENG 208 World Literature 3 Semester Hours

A selected study of major authors, genres, periods, nationalities, and/or themes in literature other than British and American (taught primarily in English translation). May be repeated if the topic changes. Prerequisite: ENG 112 or 112H.

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 instructor.

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 spanning the past four centuries of European settlement in North America, including works by such writers as Thoreau, Whitman, Dickinson, Cather, and Faulkner, as well as more recent writers, whose works document our long relationship with nature and the wilderness and the rise of ecological awareness in the 20th century. Prerequisite: ENG 112 or 112H.

ENG 220 **Thematic Studies in Literature** **3 Semester Hours**

Covering the basic terminology and methods of literary analysis, 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, showing its relevance to any major discipline. Critical essays and oral presentations are required. Sample themes might include war, ethics, reinvented stories, etc. Prerequisite: ENG 112 or 112H. May be repeated if the topic changes.

ENG 240 **African-American Literature** **3 Semester Hours**

Many of the most exciting writers in English today are African-American; they have discovered and rewritten their own history while filling in gaps in the larger quilt of American tradition. Authors studied may include Wheatley, Douglass, Hughes, Ellison, Wright, Brooks, Dove, and Morrison. Topics may include slavery, religion, family, and oral history. Prerequisite: ENG 112 or ENG 112H.

ENG 241/341 **Women in Literature** **3 Semester Hours**

Students in this course encounter novelists, poets, essayists, and critics whose works stem from their identity as women who think, feel, and write. These women may include Wollstonecraft, Stein, Woolf, Lessing, Plath, Levertov, Walker, Rich, and others. Readings explore the roles of women in varying racial and cultural situations. Students taking the course at the 300-level will do additional research and be expected to conduct analysis and interpretation at a more sophisticated level. Prerequisite: ENG 112 or ENG 112H; for enrollment at the 300-level, a prior course in literature.

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: ENG 207.

ENG 309 **Poetry Writing** **3 Semester Hours**

An advanced creative writing class, Poetry Writing seeks to make students aware of their obligations to craft. Students will keep a journal of ideas, do exercises that stimulate figurative power, practice laser-like description, experiment with form and rhyme and meter, learn to peel away sentimentality and self-pity, and begin developing a personal style. Students will build a manuscript of verse separate from their class exercises, will read aloud frequently, and will do at least one special project. 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

If comedy is about laughing, students will laugh with Shakespeare's *A Midsummer Night's Dream*. If tragedy is about crying, students will cry over *Othello* and *King Lear*. If history is about conflict, students will fight about *Henry IV* and *Richard III*. In other words, students in ENG 322 will laugh, cry, and fight as they discover why Shakespeare is the most quoted writer of all time. Prerequisite: a 200-level ENG course other than ENG 207, or permission of 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 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 course charts the development of Southern writers and themes, and includes such authors as Faulkner, Wolfe, O'Connor, Welty, and Warren. Prerequisite: a 200-level ENG course other than ENG 207, or permission of instructor.

ENG 343 Adolescent Literature 3 Semester Hours

A study of literature for students grades six through twelve, including genres, themes, authors, and history. The course will emphasize various teaching methods for engaging young adult readers and developing their love of reading. Prerequisite: a 200-level ENG course other than ENG 207 or permission of 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, ENG 350 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: ENG 112 or 112H; a 200-level ENG class is strongly encouraged.

ENG 351 Literary Criticism 3 Semester Hours

What do the terms literature, interpretation, meaning and text really mean? This class provides a brief historical overview of the development of literary criticism, then concentrates on the application of modern methods such as formalism, structuralism, deconstruction, reader-response, and cultural historicism. Students will write practical criticism on a variety of genres. Prerequisite: a 200-level ENG course other than ENG 207, or permission of 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 Writing Lab and/or work as a teaching assistant in a section of ENG 111 or ENG 112 is a key element of the course. Prerequisite: any 200-level literature course; ENG 305 is highly recommended. Students not in the teacher licensure program for secondary English certification must have instructor permission to enroll.

ENG 380 **Interdisciplinary Studies in Literature** **3 Semester Hours**

This course offers the opportunity for upper-level explorations of the relationship between literature and other fields, such as religion, philosophy, history, psychology, or the natural sciences. The course format invites team teaching to take advantage of the expertise of faculty members in multiple academic disciplines. May be taken more than once, if topics vary. Prerequisite: ENG 112 or 112H or permission of instructor. A 200-level ENG course other than ENG 207 is highly recommended.

ENG 410 **Special Topics in Literature** **3 Semester Hours**

Creativity and concentration are the key words for this varying-emphasis course. Some possibilities include an in-depth study of one author, close examination of a literary episode (e.g., the Harlem Renaissance), a thematic study (e.g., Gender and Media) or a regional study (e.g., the literature and culture of Appalachia). Prerequisite: junior or senior standing, or permission of instructor.

ENG 495 **Senior Thesis and Presentation** **3 Semester Hours**

Students do 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 three faculty members oversees this project. An oral presentation of the final product is a requirement. Prerequisites: second-semester junior or senior status and permission of the English major coordinator.

ENRICHMENT (ENR)

ENR 101H **Enrichment Seminar, Service** **1 Semester Hour**

This course is a seminar designed for students in the Brevard College Honors Program. The focus is on service. Cultural activities that include musical or theatrical performances are also part of the course. Students will participate in service learning and cultural activities, interact with speakers who discuss the service and cultural themes, and reflect on their involvement in the activities. Grade: Pass/Fail.

ENR 102H **Enrichment Seminar, Scholarship** **1 Semester Hour**

This course is a seminar designed for students in the Brevard College Honors Program. The focus is on scholarship. Students will listen to presentations from speakers and evaluate both the speaker's performance and the topic covered. Students will suggest some seminar topics and speakers. Cultural activities that include musical or theatrical performances are also part of the course. Grade: Pass/Fail.

ENR 203H Enrichment Seminar, Research 1 Semester Hour
This course is a seminar designed for students in the Brevard College Honors Program. The focus is on communication. Cultural activities that include musical or theatrical performances are also part of the course. Students will make both oral and written presentations on a topic of their choice. Grade: Pass/Fail.

ENR 204H Enrichment Seminar, Comprehension 1 Semester Hour
This course is a seminar designed for students in the Brevard College Honors Program. The focus is on comprehension. Cultural activities that include musical or theatrical performances are also part of the course. Students will analyze at least two written works of art from different fields. Students may make oral and written presentations on a topic related to the works. Grade: Pass/Fail.

ENVIRONMENTAL STUDIES (ENV)

ENV 220 Environmental Assessment 3 Semester Hours
This course is designed to provide students with opportunities to analyze and mitigate environmental problems in the “real world.” Topics include an overview of environmental economics, environmental audits of businesses and institutions, campus ecology, and environmental impact statements. Prerequisite: BCE 210 or permission of instructor. Offered fall of even years.

ENV 301 Environmental Policy 3 Semester Hours
A study of the major environmental laws and policies including NEPA, RCRA, CERCLA and TSCA. Environmental agencies reviewed include DOE, EPA, NIOSH, USFS, and USGS, among others. Although concentrated on the United States, the course presents a brief introduction to the international aspects of environmental law. Prerequisite: BCE 211/211L. Offered fall semester.

ENV 360 Earth/Environmental Science 3 Semester Hours
Pedagogy For Elementary School Educators
This course employs hands-on inquiry based approach to assist elementary (K-6) school educators to more effectively convey environmental knowledge to their students. Topics will include rocks/minerals, soils, water, plants, animals, weather, sun/moon system, and integrated issues. The course will include classroom, laboratory, and field experiences. Offered in conjunction with the Pisgah Forest Institute.

ENV 361 Earth/Environmental Science 3 Semester Hours
Pedagogy For Middle and High School Educators
This course employs hands-on inquiry based approach to assist middle and high school educators to more effectively convey environmental knowledge to their students. Topics will include rocks/minerals, soils, water, plants, animals, weather, sun/moon system, and integrated issues. The course will include classroom, laboratory, and field experiences. Offered in conjunction with the Pisgah Forest Institute.

ENV 380 Interdisciplinary Seminar on Environmental Thoughts and Issues 3 Semester Hours

Invited guests present a seminar followed by student-led discussion. Readings assigned prior to class from books, professional papers, and news articles form the basis for students' questions, conclusions, judgments, and summaries. Prerequisites: environmental studies or environmental science major, completion of all required 100/200 level courses, or permission of instructor. Offered spring semester.

ENV 391 Research Seminar 1 Semester Hour

This course is designed to introduce the fundamentals of scientific research, especially for students who may be interested in pursuing a research project of their own. Students will attend research seminars, then discuss the implications of the work presented. Readings from the scientific literature may also be used to illustrate how research is presented. Discussion of potential research projects will help students evaluate and plan for the project.

ENV 394 Environmental Internship I 2 Semester Hours

This internship is related to "working with nature." Students may choose a variety of activities from camps to offices if their work supports nature. A minimum of 90 contact or work hours must be completed during the school year or summer. The final grade is based on the professor's evaluation of the sponsor's report, an interview with the student, a paper describing the internship, a journal of daily activities, and a website about the internship. Prerequisites: Environmental Studies or Environmental Science Major, junior standing or permission of the instructor.

ENV 395 Environmental Internship II 2 Semester Hours

The second internship is related to the environmental needs of business, industry, or government where human and natural needs are in conflict. A minimum of 90 contact or work hours must be completed during the school year or summer. The final grade is based on the professor's evaluation of the sponsor's report, an interview with the student, a paper describing the internship, a journal of daily activities, and a website about the internship. Prerequisites: Environmental Studies or Environmental Science major, junior standing, or permission of the instructor.

EXERCISE SCIENCE (EXSC)

EXSC 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.

EXSC 150/ORG 150 Principles of Sport and Event Management 3 Semester Hours

This course is an overview of management principles as they apply to the sport and/or event industries. Areas emphasized include program evaluation, competencies, ethics, historical foundation, current industry trends, and career opportunities.

EXSC 250/ORG 250 Facility and Event Management **3 Semester Hours**
Planning, design, financing, administration, and risk management functions associated with managing assembly sporting facilities are examined. Prerequisites: EXSC/ORG 150 or permission of instructor.

EXSC 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.

EXSC 289/389/489 Independent Studies in Exercise Science **1-3 Semester Hours**
Students who wish to pursue knowledge and/or practical experience (not generally available through other courses) in an exercise science-related field may design a contract course with the approval and guidance of an exercise science instructor. The course level and number of credits will be determined mainly by the academic rigor of the proposed study.

EXSC 310 Exercise Physiology **3 Semester Hours**
The focus is on studying the various relationships of health, wellness, exercise, and sports to the structures and functions of the human body. Prerequisite: BIO 220/220L. Co requisite: 311. Offered in fall semester.

EXSC 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. Co requisite: EXSC 310. Offered in fall semester.

EXSC 313 Principles of Training and Conditioning **3 Semester Hours**
This course provides the student with the background and overview of proper training and conditioning principles as recommended by the National Strength and Conditioning Association and the American College of Sports Medicine. The information presented will aid the student in the proper techniques necessary to maximize performance and minimize injury. Heavy emphasis for the course will be on program design, specificity, and exercise selection, along with analysis of the underlying scientific principles.

EXSC 315 Leadership Practicum **3 Semester Hours**
Career-related, non-classroom work experience in an approved exercise science or allied health/medical professional facility. A minimum of 120 contact or work hours must be completed. Students, in consultation with the faculty supervisor, will complete a final written paper covering all aspects of the internship. This course should be taken after 100/200 level course work has been completed.

EXSC 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: 1) mechanical principles, 2) mechanics of objects in motion, 3) levers, 4) origins and insertions of major muscles, 5) muscle actions, 6) joint movements. Prerequisites: BIO 210/210L or permission of instructor.

EXSC 340 Teaching/Coaching Methods 3 Semester Hours

Current theories and principles of learning, especially motor learning, are explored. Emphasis is on application in an activity-teaching and/or coaching setting for grades K-12.

**EXSC/ORG 350 Public and Media Relations in the 3 Semester Hours
Sport/Event Industry**

This course emphasizes the building and management of positive relationships with the community and the media. Examines public opinion and research, management of public relation tools and resources, and ethics. Prerequisites: EXSC/ORG 250 or permission of instructor.

EXSC 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 student for said internship. Contracts, resumes, calendar and other details will be finalized, and reporting procedures and visitation schedules (where appropriate) will be planned. Prerequisite and Corequisite: EXSC 315. Prerequisite: Senior standing or permission of Instructor.

EXSC 411 Advanced Topics in Exercise Physiology 3 Semester Hours

This course is designed to help the student understand, explain, and apply physiological understanding to supplement practices in sport and exercise. Prerequisites: EXSC 310, EXSC 311. Offered spring semester.

EXSC 415 Senior Internship 6-14 Semester Hours

This course is designed to be a bridge between the end of a student's undergraduate education and the beginning of a career pathway. The student devotes an entire semester working and learning at an approved student-chosen site under the direct supervision of an on-site professional. Students will complete a final written paper and oral presentation at the completion of the internship. Prerequisite: EXSC 410 and permission of instructor.

FRENCH (FRE)**FRE 101/102 Elementary French I and II 4 Semester Hours each**

The courses introduce students to the fundamentals of French grammar with an emphasis on oral communications and reading simple texts. Offered infrequently.

GEOL 271 **Geology Field Experience** **2 Semester Hours**
 Students will conduct a field investigation a specific topic in Geology in a classic locality. The focus of the course will change from year to year. The course title will address that topic. Ordinarily, the field locality will be the same as the GEOL 270 site. The field trip will take place over Spring Break, after the end of the semester, or during the summer. This course may be taken more than once provided the area of study is different. This course is to be taken as an elective; it may not be taken at the same time as GEOL 270, and it may fulfill Area III.D of the General Education Requirements. Prerequisites: None. (Offered as needed)

GEOL 310 **Structural Geology** **3 Semester Hours**
GEOL 310L **Lab** **1 Semester Hour**
 Geological structures control the formation of mountains and basins. The course emphasizes the mechanical behavior and dynamic evolution of the earth's crust through the study of deformed rocks. Field exercises and field trips will highlight important structures found locally. Fall Break field trip. Prerequisite: GEOL 101/101L or GEOL 105/105L. (Offered every even year – Fall)

GEOL 312 **Geomorphology** **3 Semester Hours**
GEOL 312L **Lab** **1 Semester Hour**
 The formation of landscapes has fascinated scientists, artists, and writers throughout human history. Geomorphology examines the processes that form the landscapes found in the numerous environments of the planet. Emphasis is placed on tectonic processes that build the earth up and the forces of weathering, water, wind, and ice that wear it down. Field trips will examine those processes active in the southeastern United States. Weekend field trip. Prerequisite: GEOL 101/101L or GEOL 105/105L. (Offered every even year – Spring)

HEALTH (HLT)

HLT 201 **Health** **2 Semester Hours**
 This personal health course designed to provide relevant personal information about today's major health concerns in a rapidly changing society. The main focus of the course is on factual content and activities to assist the students in clarifying what they know, believe, and value and what action they should take in health-related situations. Offered every spring semester.

HLT 202 **First Aid and CPR** **2 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.

HLT 241 **Health Education Methods** **2 Semester Hours**
 Current theories and principles of teaching health education. Emphasis is on application in a teaching setting for grades K-12, and first semester college freshmen.

HEALTH SCIENCE STUDIES (HSS)

HSS 391 Research Project Proposal 1 Semester Hour

This course is designed to introduce the fundamentals of scientific research, especially for students who may be interested in pursuing a research project of their own. Students will attend research seminars, then discuss the implications of the work presented. Readings from the scientific literature may also be used to illustrate how research is presented. Discussion of potential research projects will help students evaluate and plan for the project.

HSS 395 Health Science Studies Internship 2 Semester Hours

Career-related, non-classroom work experience in a health science facility. The healthcare facility is selected by the student in consultation with the faculty supervisor. A minimum of 90 contact or work hours must be completed. Students, in consultation with the faculty supervisor, will complete a final written paper covering all aspects of the internship. Prerequisite: HSS major, junior standing, and permission of the faculty supervisor.

HISTORY (HIS)

HIS 101 History of Western Civilization to 1648 3 Semester Hours

This is an introductory level course on ancient, medieval, and early modern Western Civilization. Focusing on western European society from the Greeks to the seventeenth century, the course includes a discussion of the major civilizations in Europe during that time period and their contributions to the West. Students learn about Greco/Roman heritage, the Middle Ages and Christian heritage, the Renaissance, the Reformation, and the Scientific Revolution as defining events.

HIS 102 History of Western Civilization Since 1648 3 Semester Hours

An introductory level course, HIS 102 focuses on European society from the seventeenth through the twentieth century. It includes a discussion of such major events as the Enlightenment, European Fascism, the Fall of Communism, and the European Integration Movement.

HIS 103 United States History to 1865 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 Douglas, and Abraham Lincoln, from the colonial period through the Civil War.

HIS 104 United States History Since 1865 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.

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.

HIS 200/400 Special Topics in American History Variable Credit

This course allows students to probe more deeply into a specialized topic in American history. Topics may be broadly focused (race or gender) or narrowly focused (the Civil War or the Civil Rights struggle). Course can be taken for credit more than once provided the topic of study differs. Prerequisite: HIS 102 or permission of instructor.

HIS 215 History of 18th and 19th Century Europe 3 Semester Hours

This course provides a broad overview of the major cultural, political, and social changes associated with the emergence of Modern Europe. Topics covered in the course include the Enlightenment, Enlightened Despotism, the French Revolution and Napoleon, the Industrial Revolution, and 19th century European Imperialism.

HIS 224 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 periods studied play major roles in this course.

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.

HIS 230/430 Special Topics in European History Variable Credit

This course allows students to probe more deeply into a specialized topic in European history. Topics may be broadly focused (race or gender) or narrowly focused (the Holocaust or the Enlightenment). Course can be taken for credit more than once provided the topic of study differs. Prerequisite: HIS 102 or permission of instructor.

HIS 250 History of Ancient Greece 3 Semester Hours

This course provides an introduction to the profoundly influential history of ancient Greece. It provides an historical context for such important developments as the origin of democracy, tyranny, imperialism, international diplomacy and law, the invention of coined money, competitive sports, human rights, and other innovations in art, architecture, drama, and literature that remain basic cornerstones of Western culture.

HIS 251 History of Ancient Rome and the Roman Empire 3 Semester Hours

This course provides an introduction to antiquity's greatest empire and its powerful influence in the subsequent history of the West. Topics discussed include the foundation of Rome and its archaic history, the evolution from rule by kings to republican government, the wars of expansion, the rise of uncontrollably ambitious military leaders, the rule of emperors, the zenith of the Roman Empire, the challenges of Christianity within and barbarians without, and the final division and dissolution of the empire.

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. This is a reading, lecture, and discussion seminar that will look at Reconstruction, segregation, the creation of Appalachia, and the southern movement for Civil Rights. Substantial contact with primary sources and material culture will help students look at the competing ideas of what it means to be a southerner.

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 Gant, and Grandfather Mountain

HIS 261 European Renaissance and Reformation History 3 Semester Hours

This course provides a broad overview of the major cultural, political, and social changes in Early Modern Europe. Topics covered in the course include the Italian Renaissance, the Northern European Renaissance, the Scientific Revolution, the rise of absolutist monarchs and the formation of nation states, the Reformation and Catholic Reformation, the Commercial Capitalist Revolution, European colonization and imperialism, and the Glorious Revolution.

HIS 290 Nation State Histories of Modern Europe 3 Semester Hours

This course surveys one of the many different nation state political and cultural histories of Modern Europe. The topic of the course will vary depending on which nation state is chosen as the focus in any particular semester. Normally, the course focuses on Russia, England, France, or Germany. Course may be taken for credit more than once provided the country of study varies.

HIS 302 Environmental History 3 Semester Hours

Human beings have always modified their environment; but the scale of human activity has increased steadily since about 1700. Rapid technological change has provided the means for increased development of a world economy and larger nation-states. The result has been that environmental impacts have moved from a limited local and regional focus to becoming more global in recent decades. This course puts the increasing environmental effects of human values and culture into historical context. Students also research the environmental changes in a distinct bio-region or smaller place. Prerequisite: HIS 102, HIS 104, or permission of instructor.

HIS 303 History of Modern Science to 1800 3 Semester Hours

This course engages science and non-science students in a discussion of the nature of modern science and its relationship to society by focusing on the origins of modern science. The goal of the course is to introduce students to the major conceptual developments in science from the Scientific Revolution through the Enlightenment so that students gain an appreciation for the philosophical, social, and cultural contexts that have shaped science and defined the role of the scientist in the modern world. Prerequisite: HIS 102 or permission of instructor.

HIS 304 History of Modern Science 1800 to the Present 3 Semester Hours

This course engages science and non-science students in a discussion of the nature of modern science and its relationship to society in the nineteenth and twentieth centuries. The goal of the course is to introduce students to the major conceptual developments in science in the past two hundred years so that students gain an appreciation for the philosophical, social, and cultural contexts that have shaped science and defined the role of the scientist in the modern world. Prerequisite: HIS 102 or permission of instructor.

**HIS 311 The Social and Political History of 20th Century 3 Semester Hours
 Europe: The Emergence of a Unified Europe**

Instead of presenting the history of Europe through the political prism of the nation-state, this course historically examines transnational social and political developments in 20th century Europe. This course also critically examines recent attempts to construct a unified Europe through such integrating mechanisms as the European Economic Community (EEC), the European Currency Unit (ECU), and the European Union (EU). Prerequisite: HIS 102 or permission of instructor.

**HIS 312 20th Century European Cultural and Intellectual 3 Semester Hours
 History: The Emergence of a Postmodern Culture**

This course examines transnational cultural and intellectual trends in 20th century Europe. The tendency toward homogeneity and the influence of the U.S. culture on European popular culture are explored along with trends in European academia. In particular, this course focuses on the transition from modernism to postmodernism in European academia by looking at such writers as Whitehead, Wells, Foucault, LeviStrauss, and Derrida. Prerequisite: HIS 102 or permission of instructor.

HIS 313 Humans and the Environment in Antiquity 3 Semester Hours

Why is the area once called Eden now a desert? How did Stone Age farming practices strip Greek mountains of their topsoil? Did earthquakes play a significant role in the collapse of civilizations at the end of the Mediterranean Bronze Age? Were Roman attempts to shape and control their environment successful? This course addresses these questions and others in an interdisciplinary introduction to the development of ancient Near Eastern and Mediterranean urban centers and their lasting impact on the environment. Prerequisite: HIS 101 or permission of instructor.

HIS 322 Industrialization of America:1877-1920 3 Semester Hours

The mine shaft, railroad switch yard, urban tenement house, and mill floor provide a few of the compelling images of turn of the century America. Placing these and other images in historical context, this course undertakes an examination of the price of progress. Robber barons, wage workers, immigrants, and reformers struggled to see whose vision of America would prevail in the 20th century. Using a variety of media (historical analyses, letters, diaries, music, art, and photographs) students analyze and evaluate important social and cultural topics

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 instructor.

HIS 352 Greek and Roman Law 3 Semester Hours

Introduces the law and the legal systems of ancient Greece and Rome. Along with the study of the distinctively different historical development of Greek and Roman law, students examine actual cases and discuss the underlying legal issues of such famous cases as the Athenian trial of Socrates for impiety, the Roman Republican homicide trial of Caelio, and the provincial trial of Jesus of Nazareth for subversion.

HIS 353 U.S. 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 instructor.

HIS 355 North Carolina History 3 Semester Hours

Although North Carolina history is largely a readings course, it surveys state history from the colonial period to the present. We will explore the tensions between 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 Gant, and Grandfather Mountain. A readings, discussion, and research class, North Carolina History will devote substantial time to individual student presentations and guest speakers. Prerequisite: HIS 103, HIS 104, or permission of instructor.

HIS 401 Historiography 3 Semester Hours

Through discussion and reading, students explore major issues in the philosophy of history and examine the nature and history of historical writing (historiography). The goal of this course is to help young historians develop their own philosophy of history by studying the major schools of historical thought. Prerequisite: junior status and history major.

HIS 402 **Historical Methodology** **3 Semester Hours**
 Through discussion, reading, and practical research and writing exercises, students explore the major methodological issues in historical writing. The goal of this course is for students to actively engage in the practice of doing history and produce a senior project. Prerequisite: HIS 401.

HUMANITIES (HUM)

HUM 290/390 **Special Topics in Humanities** **3 Semester Hours**
 Periodically, individual faculty members from the Humanities Division, teaching teams of faculty members from various divisions of the college, or visiting faculty members will offer a special course on a distinctive, interdisciplinary topic. Prerequisite: permission of instructor. Students of junior standing or higher may pursue additional research assignments in order to take the course at the 390- level. The course may be taken for credit more than once, provided the focus differs each time.

HUM 461 **Humanities Research Methodologies** **3 Semester Hours**
 This course is primarily intended to assist English majors and Religious Studies majors in developing the skills necessary to design, implement, report and defend senior projects. With the help of a teaching team drawn from various academic fields, students will hone techniques in generating ideas, refining theses, planning and carrying out research, evaluating sources and documenting them in accordance with discipline-specific norms, writing in multiple genres, and presenting material orally in both formal and extemporaneous contexts. The course is required of majors in English and Religious Studies. It is open to other students at the junior/senior level with permission of instructor

INFORMATION TECHNOLOGY (IT)

IT 201 **Fluency in Information Technology** **3 Semester Hours**
 The course encompasses information technology literacy and Internet literacy by encouraging multiple applications of the Internet as tools for promoting communication, data sharing, discussion, and research, and provides a framework for understanding the societal, ethical, and legal considerations including intellectual property and copyright issues associated with this technology. Students will develop a working knowledge of how to analyze and differentiate among the various electronic resources to address cross disciplinary information needs. Students will also be taught to use critical thinking skills and methods of analysis to study the production and dissemination of information and to examine specific issues concerning information technology's impact on society which will have practical applications for their future research endeavors and successful participation in a digital society. Students will also be introduced to the basics of web programming and design.

IT 210 **Advanced Computing Applications** **3 Semester Hours**
 An advanced computer course providing a technical and conceptual background for recognizing the role of computer information resources in enhancing organizational processes. Class structure stresses extensive hands-on experience to plan, analyze, design, develop, and test solutions utilizing software applications found in an integrated software program.

IT 211 Introduction to Computer Programming I 3 Semester Hours

An introduction to programming and problem solving using a high-level programming language. Emphasis will be on program design, algorithm development and good programming habits and techniques. This introductory computer course will examine historical and current trends and applications in computer utilization, hardware and software. In addition, the social implications of computers are addressed. Prerequisite: MAT 100.

IT 212 Introduction to Computer Programming II 3 Semester Hours

IT 212L Lab 1 Semester Hour

A continuation of IT 211 with emphasis on program design and testing. Prerequisite: IT 211. Corequisite: IT 212L

IT 250 Management Information Systems 3 Semester Hours

This course introduces information technologies that are critical to modern business organizations, discusses technology and adoption trends, and explores how a business enterprise can use its information systems to compete successfully in a global economic environment. A significant component of the class includes “hands-on” applications of various information technologies.

IT 300 Systems Analysis and Design 3 Semester Hours

The course introduces and familiarizes students with the five phases of the computer information systems life cycle: planning, analysis, design, implementations, and operations and support. A significant component of student course work entails analysis and evaluation of existing organizational information systems through case studies and student projects. Prerequisite: 200 level IT course, junior status or permission of instructor.

IT 320 Special Topics in Information Technology 3 Semester Hours

This course allows students to investigate the utilization and management of computer resources at a more advanced level, with greater emphasis on capitalizing organizational opportunities. Selected topics may include electronic commerce, advanced website management, and network administration. Prerequisites: 200 level IT course, Junior status, or permission of instructor.

IT 330 Web Programming and Design 3 Semester Hours

This course provides students the opportunity to explore the languages and tools used in the evolving world of Internet and World Wide Web Programming. Principles of control structures, object-based programming and various markup languages (HTML, XHTML) and scripting languages (JavaScript) as well as other emerging languages will be included. This course examines the architecture of web systems, the attributes of a good web site, and tools for web site enhancement: multimedia, video streaming, creative linking, and action graphics. Prerequisites: 200 level IT course; Junior standing, or permission of instructor.

IT 331 **E-commerce** **3 Semester Hours**

This course is an overview of Electronic Commerce (e-commerce) as it currently exists. Topical areas include an overview of e-commerce and e-commerce market mechanisms; internet retailing (B2C), business models, consumer behavior, customer service, and advertising; business to business e-commerce (B2B) both private and public; intra-business; E-government; customer to customer e-commerce; mobile commerce; law, ethics, and crime; payments and order fulfillment; and e-strategy, ecommerce project planning and management, and critical success factors in successful e-commerce ventures. Prerequisites: 200-level IT course, Junior standing, or permission of instructor.

IT 332 **Web Development Tools** **3 Semester Hours**

This course will introduce visual communication concepts and how they apply to the Internet and Web design, using popular web design software. Design concepts and strategies will be presented, including the steps involved in planning a web site and how it will be displayed and navigated. Students will work with text manipulation including CSS, creation of graphics and simple animations. Prerequisites: 200-level IT course, Junior standing, or permission of instructor.

IT 340 **Spreadsheet and Database Applications** **3 Semester Hours**

IT 340 will focus on challenging students to think critically and find effective solutions to realistic business situations utilizing spreadsheet software and database management tools. Through extensive hands-on experience students will plan, design, develop, and implement solutions utilizing the appropriate tools and their advanced features. Prerequisites: IT 250, ACC 201, or permission of instructor.

IT 360 **Data Structures** **3 Semester Hours**
IT 360L **Lab** **1 Semester Hour**

A study of data organization using lists, stacks, queues, linked lists, trees, and tables. Analysis of algorithm efficiency sorting, searching, and recursive techniques are explored. Prerequisite: IT 212/ IT 212L. Corequisite: IT 360L

IT 370 **Computer Architecture** **3 Semester Hours**

Principles of computer organization including data representation, number systems, binary arithmetic, Boolean algebra, digital logic design, combinational and sequential circuits, registers, processor components, program control, assembly language programming, microprogramming, and stored programs. Computer hardware and LAN hardware are covered. Peripherals and hardware installation are also included. Prerequisite: IT 211.

IT 400 **Computer Security** **3 Semester Hours**

This course is concerned with the fundamental principles of computer and network security. Topics will include various areas of security including operational, physical, hardware, software, and data security as well as legal and ethical implications associated with computer and network security. Prerequisites: IT 250, Junior standing, or permission of instructor.

INTEGRATED STUDIES (INT)

INT 460 **Integrated Studies Seminar** **1 Semester Hour**

Through discussion and reading, students explore major issues in fields of study with the intent of understanding the courses and experiences in the emphasis areas. Students demonstrate interdisciplinary ability, critical thinking, and problem solving by presenting and discussing a project such as a senior thesis. Prerequisites: senior status and integrated studies major.

INT 480 **Senior Project** **3 Semester Hours**

In consultation with advisors, integrated studies majors write 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 460). Prerequisite: senior status and integrated studies major.

INSTITUTE FOR WOMEN IN LEADERSHIP (IWIL)

IWIL 121 **IWIL Workshop** **1 Semester Hour**

This is a projects class, the content of which depends upon the Brevard College faculty teaching it. Regardless of the subject matter, professors facilitate a workshop—a field trip, a laboratory, a performance, a demonstration, a series of oral histories, a theatrical presentation, an art installation, the creation of a publication—that develops student leadership skills. Over the course of the semester, students will have opportunities for shared decision-making and leadership; involvement in the larger community; a public presentation; and group reflection about the project and the leadership of it. Prerequisite: must be accepted in the IWIL program. Course may be taken four times under different workshop titles.

MATHEMATICS (MAT)

Students requiring a stronger foundation in mathematics may be placed in academic support course MAT 100.

MAT 101 **Elementary Functions** **3 Semester Hours**

Functional notation and manipulations; graphs and properties of algebraic, exponential, and logarithmic functions; elementary applications of these functions; inequalities; and absolute value. This course does not serve as preparation for MAT 211. Prerequisite: MAT 100 (with grade of C- or higher) or placement.

MAT 111 **Topics in Mathematics** **3 Semester Hours**

A survey of topics designed to foster an appreciation for mathematics by studying mathematical systems not ordinarily encountered in high school. Topics include: logic, set theory, graph theory, voting and apportionment methods and flaws, history of mathematics, and others. Prerequisite: MAT 100 (with a grade of C- or higher) or placement.

MAT 121 Elementary Functions with Trigonometry 4 Semester Hours

Concepts and manipulations of inequalities, absolute value, and functions of one variable: linear, quadratic, absolute value, polynomial, rational, exponential, logarithmic, and trigonometric functions; and introduction to analytic geometry. MAT 121 serves as preparation for MAT 131 and MAT 211. Algebraic and pictorial points of view are stressed simultaneously. Prerequisite: MAT 100 (with grade of C- or higher), or placement.

MAT 131 Calculus for Business and the Applied Sciences 3 Semester Hours

Functional notation and manipulations; limits; differentiation and integration of algebraic, exponential, and logarithmic functions. Emphasis is on concepts and applications. Prerequisite: MAT 101 or 121 (with grade of C- or higher), or placement.

MAT 141 Probability and Statistics 3 Semester Hours

An introduction to basic statistical concepts: descriptive statistics, probability, the binomial and normal distributions, estimation, hypotheses tests, linear correlation and regression. Examples are drawn from disciplines of common interest to a variety of students Prerequisite: MAT 100 or placement.

MAT 200 Discrete Mathematics 3 Semester Hours

An introduction to the basic techniques of problem solving in discrete mathematics, including logic, set theory, relations and functions, counting principles, recurrence relations, and mathematical induction. Applications of these topics to computer science, population dynamics, and scheduling are included. Prerequisite: MAT 101 or MAT 121.

MAT 211 Analytic Geometry and Calculus I 4 Semester Hours

A study of analytic geometry of the line and circle, functions, limits and continuity, differentiation of algebraic and trigonometric functions, and applications of differentiation, antiderivatives, the definite integral, and the fundamental theorem of calculus. Prerequisite: MAT 121 (with a grade of C- or higher) or placement.

MAT 221 Analytic Geometry and Calculus II 4 Semester Hours

Applications of the integral, transcendental functions and their derivatives, introduction to differential equations, techniques of integration, improper integrals and indeterminate forms, and infinite series. Prerequisite: MAT 211 (with grade of C- or higher) or placement.

MAT 231 Analytic Geometry and Calculus III 4 Semester Hours

Calculus of several variables; plane and solid analytic geometry; parametric equations; vectors and vector functions; non-Cartesian coordinate systems; partial differentiation; multiple integration; and introduction to theorems of vector calculus. Prerequisite: MAT 221 (with grade of C- or higher).

MAT 341 Linear Algebra 3 Semester Hours

Simultaneous linear equations; vectors; matrices; vector spaces; linear transformations; determinants; and eigenvalues. Prerequisite: MAT 211 (with grade of C- or higher) or permission of instructor.

MAT 351 **Differential Equations** **3 Semester Hours**
Solution techniques for first order ordinary differential equations; second order linear differential equations and linear systems; series solutions; and Laplace transforms. Prerequisite: MAT 221.

MAT 361 **Modern Algebra** **3 Semester Hours**
Basic algebraic structures; a review of set theory; equivalence relations; theory of groups, rings, integral domains, and fields; quotient structures; homomorphisms; rational, real, and complex fields; and polynomial rings. Prerequisite: MAT 341.

MAT 410 **Euclidian Geometry** **3 Semester Hours**
An axiomatic approach to the study and development of Euclidean geometry, with an introduction to non-Euclidian geometry. Prerequisite: MAT 200.

MAT 411 **Real Analysis** **3 Semester Hours**
A study of the real numbers including some topology of the real line; sequences and series; continuity, differentiation, integration, and sequences and series of functions. Prerequisites: MAT 231 and MAT 341.

MAT 412 **Complex Variables** **3 Semester Hours**
Algebra, topology, and geometric representation of complex numbers; analytic functions of a complex variable, including integration, Taylor and Laurent series, residues, and an introduction to conformal mapping. Prerequisite: MAT 231 and MAT 351, or permission of instructor.

MAT 415 **Special Topics in Mathematics** **3 Semester Hours**
A study of selected areas not listed in the catalog as named courses. The topics will be chosen from among the history of mathematics, partial differential equations, Fourier analysis, number theory, general topology, and geometry. Prerequisites: MAT 231, MAT 341, and permission of instructor.

MAT 450 **Math Seminar** **1 Semester Hour**
Written and oral presentations by students of the results of extensive research on advanced topics selected by the faculty and students. Prerequisite: permission of instructor.

MUSIC (MUS)

MUS 101 **Music Appreciation** **3 Semester Hours**
MUS 101 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 world music. Not open to music majors.

MUS 103 **Harmony I** **3 Semester Hours**
Harmony I explores basic acoustics, melodic structure, triads, and seventh chords with inversions, and non-chord tones, among other things. Corequisite: MUS 105. Offered each fall.

MUS 185 **Composition II** **2 Semester Hours**

In this course, students continue the work begun in MUS 184. Their work culminates in pieces in small forms. Prerequisite: MUS 184.

MUS 201 **Jazz History** **3 Semester Hours**

A study of the origins of jazz, this course looks closely at the varied styles and techniques in the history of the form. Students also develop refined listening skills. Open to all students.

MUS 202 **World Music and Culture** **3 Semester Hours**

MUS 202 introduces students to the music of cultures outside of the Western European Classical tradition. Music-cultures studied may include Japan, India, West Africa (Ghana/Togo), South Africa/Zimbabwe, Indonesia, and Native American cultures (Navajo and Iroquois). Students will experience non-western musical traditions through listening to musical examples, reading required texts, watching videos, and learning to play instruments from other cultures. Open to all students. Offered spring semester, even years.

MUS 203 **Harmony III** **3 Semester Hours**

Harmony III explores form, contrapuntal procedure, and provides the student with an introduction to chromatic harmony. Prerequisite: MUS 104; Corequisite: MUS 205. Offered each fall.

MUS 204 **Harmony IV** **3 Semester Hours**

Harmony IV continues the discussion of form, contrapuntal procedures, chromatic harmony, and includes an introduction to contemporary compositional practices. Prerequisite: MUS 203; Corequisite: MUS 206. Offered each spring.

MUS 205 **Sight Singing and Dictation III** **1 Semester Hour**

Sight Singing and Dictation III builds on concepts and skills of the previous two semesters including modal transformation of melodies, harmonic sing-play (the student divides and sings the inner voices of short harmonic progressions), and harmonic singing including simple chromatically altered chords. Melodic singing including intervals up to a seventh, two-part rhythm exercises in a variety of meters, harmonic and melodic dictation. Alto and tenor clefs are introduced. Corequisite: MUS 203. Offered each fall.

MUS 206 **Sight Singing and Dictation IV** **1 Semester Hour**

Sight Singing and Dictation IV challenges the student with extensive melodic memorization, harmonic singing and hearing of secondary dominant and leading tone chords. Extended two-part sing-play exercises and canons are offered 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. Corequisite: MUS 204. Offered each spring.

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 instructor.

- MUS 209** **Comparative Studies in Music:** **3 Semester Hours**
This is a comparative study of the music of a selected group of composers, e.g. the Viennese classicists, within the cultural-historical context of the era. Not offered regularly.
- MUS 210** **Brass Methods** **1 Semester Hour**
This course offers class instruction in basic brass instruments, including performance, pedagogy, and literature for public school instruction. Offered spring semester of even years.
- MUS 211** **Woodwind Methods** **1 Semester Hour**
Students receive class instruction in basic woodwind instruments, including performance, pedagogy, and literature for public school instruction. Offered fall semester of even years.
- MUS 212** **Percussion Methods** **1 Semester Hour**
This course offers class instruction in basic percussion instruments, including performance, pedagogy, and literature for public school instruction. Offered spring semester of odd years.
- MUS 213** **String Methods** **1 Semester Hour**
This course offers class instruction in basic string instruments, including performance, pedagogy, and literature for public school instruction. Offered fall semester of odd years.
- 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. Offered spring semester of odd years.
- MUS 215** **Vocal Diction I** **1 Semester Hour**
Required of all voice majors, MUS 215 initiates students into the use of the international phonetic alphabet and symbols; pronunciation and diction for singing in English and Italian. Offered every other year in 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 other year in spring semester. Prerequisite: MUS 215.
- MUS 230** **Music and Technology** **3 Semester Hours**
Students explore technology in music including music writing, recording and editing, sampling and composing, and pedagogical software. Additionally, students are expected to familiarize themselves with some recent music literature created by electronic means. Prerequisite: MUS 103, or permission of the instructor.
- 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, publicity, and technical support, again under the supervision of the applied teacher. Information, guidelines, and forms are available in the music office. There is a fee for this course.

MUS 301/302 Music History I/II 3 Semester Hours Each

A survey of developments in Western music from ancient Greece to the early twentieth century, this music history sequence centers upon major historical periods and the lives and thoughts of representative composers. Illustrated lectures include style analysis, prescribed listening, and reading. Prerequisite: MUS 204, 107, or permission of instructor. MUS 301 offered each fall; MUS 302 offered each spring.

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 204 or permission of instructor. Offered every other year.

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 204 or permission of instructor. Offered every other year.

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 204 or permission of instructor. Offered every other year.

MUS 306 Orchestration 3 Semester Hours

MUS 306 initiates students into the world of orchestral and band instruments— their range, transposition, and individual characteristics. They learn scoring of works for both standard and varied ensembles. Prerequisite: MUS 204 or permission of instructor. Offered every other year.

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 204 or permission of 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 202. Offered spring of odd years.

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 202. Offered fall of even years.

MUS 312 **Pedagogy of Applied Music** **1 Semester Hour**
This course offers class instruction, which includes study of applied instrumental techniques, discussion of pedagogical concepts, and observation of instrumental 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 to includes score preparation, musical styles, baton and manual techniques, rehearsal methods, and repertoire selections. Prerequisite: MUS 204. Offered spring of even years.

MUS 334 **Junior Recital** **1 Semester Hour**
A recital performance presented in consultation with and under the supervision of the applied teacher. The program will consist of at least 30 minutes of music. The student is responsible for program preparation, publicity, and technical support, again under the supervision of the applied teacher. A hearing examination will be held 4 weeks prior to the recital date. Information, guidelines, and forms are available in the music office. There is a fee for this course.

MUS 384 **Composition III** **3 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 184, MUS 185, or permission of 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 instructor.

MUS 410 **Senior Project** **3 Semester Hours**
A substantial research paper with lecture, or a lecture/recital presented in consultation with and under the supervision of the primary music theory and/or music history instructor(s). The student is responsible for program preparation, publicity, and technical support under the supervision of the primary instructor(s).

MUS 434 **Senior Recital** **1 Semester Hour**
A recital performance presented in consultation with and under the supervision of the applied teacher. The program will consist of at least 50 minutes of music. The performer will also prepare detailed, researched program notes to be included with the printed program. The student is responsible for program preparation, publicity, and technical support, again under the supervision of the applied teacher. Program notes must be submitted 6 weeks prior to the performance. A hearing examination will be held 4 weeks prior to the recital date. Information, guidelines, and forms are available in the music office. There is a fee for this course.

MUS 484 **Composition Recital** **1 Semester Hour**
Students publicly perform original compositions, which show creativity and proficiency in writing various instrumental and vocal combinations. Students will also speak about the works that they have composed.

RCT 100 **Music Colloquium** **0 Semester Hour**
A weekly gathering of all music students and faculty for student performances, performances or presentations by visiting artists or faculty members, and meetings to discuss topics of common interest.

MUSIC: APPLIED (APM)

Music majors with minimal proficiency in their applied area will be required to enroll in APM 0131 before proceeding with the APM 131 through APM 333 sequence. At the end of each semester, the student must perform before a faculty jury. Based on faculty assessment of the performance, the student may be required to repeat any level of applied music, even if that student has a passing grade (D or higher). Such assessment will be based on an evaluation that the proficiency is below that required to proceed to the next level. The student will receive only institutional credit for re-enrollment in an applied music course and must complete through the 333-level with music faculty approval to graduate.

Applied Music Sequence

Applied Major: APM 131, 133, 231, 233
 APM 331, 333, 431, 433
 2 semester-hours' credit each semester
 12 one-hour lessons per semester

Electives: APM 121, 123, 221, 223
 APM 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
 Note: APM 124 is required for students who have not passed the Keyboard Competency after completing MUS 123.

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.

ENS 185 **Pep Band** **1 Semester Hour**
Rehearsal, coaching, and performance of pep band music at home football and designated home basketball games. Pep band is open to all students with an audition placement by the Director. Students who participate in both semesters during an academic year will be awarded a financial aid stipend. Note: All instrumental music education majors are required to participate in Pep Band for one academic year prior to student teaching.

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 presentation. Understanding of audience sensitivity, group communication and active listening will be demonstrated through simulations and direct experiences. Prerequisite: ORG 103, or ORG 110 or permission of instructor.

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. Prerequisite: ORG 103, or ORG 110 or permission of instructor.

ORG 240 Statistics for Business and Social Sciences 3 Semester Hours

Introduction to basic statistical concepts and data analysis as applied to problems in business and economic statistics. An emphasis will be given to making business decisions and fostering statistical analysis merged with managerial planning for decision-making under uncertainty. Prerequisites: MAT 101, MAT 111, or MAT 121 (with grade of C or higher), or placement, and IT competency. MAT 141 is highly recommended.

ORG 250 Facility and Event Management 3 Semester Hours

Planning, design, financing, administration, and risk management functions associated with managing assembly sporting facilities are examined. Prerequisites: EXSC/ORG 150 or permission of instructor.

ORG 301 Principles of Finance 3 Semester Hours

A study of the principles and practices involved in the organization and administration of the financial resources of business is the basis of this course. Emphasis will be placed on cash flow, capital budgeting, and capital structure relating to a variety of business settings. Prerequisite: ACC 202.

ORG 302 Principles of Marketing 3 Semester Hours

ORG 302 provides a background in the principles and practices involved in the organization and implementation of marketing. Students learn to define and reach markets, plan and implement strategies relevant in a variety of business settings. Prerequisite: junior status, or permission of instructor.

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, labor/management relationships, antitrust law, consumer protection, laws regulating employment, and environmental law. Prerequisite: ORG 103, or ORG 110, junior status or permission of 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. Prerequisite: ORG 301 or permission of instructor.

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 person-situation interaction in formal organizations will be addressed through discussions, case materials, simulations and direct experiences. Prerequisites: junior status or permission of instructor.

ORG 320 International Business 3 Semester Hours

This course focuses on the global economy, the dynamics of cultural and social interactions in the international arena, and the legal, financial, and cultural aspects of international trade. Prerequisite: junior status or permission of instructor.

ORG 330 Entrepreneurship 3 Semester Hours

This course examines the financial, marketing, and physical resources of a new venture and the approach of successful entrepreneurs. Prerequisite: junior status or permission of instructor.

ORG 340 Quality, Productivity, and Statistical Process Control 3 Semester Hours

This course explores the role of data in management: the collection, analysis and interpretation of data in business and industrial contexts, operational definitions, the construction of control charts, and the meaning of tampering with a system. Students will be expected to develop tools for the analysis of both quantitative and qualitative data. Prerequisite: junior status or permission of instructor.

ORG 345 Project Management 3 Semester Hours

This course will focus on the role of the project manager within an organization, project definition, objectives and implementation. At the completion of the course the student should have a thorough knowledge of project life cycle, project deliverables and scheduling including Gantt charts and risk identification. Prerequisite: ORG 203

**ORG 350 Public Relations and Marketing
in Sport and Event Management 3 Semester Hours**

This course emphasizes the building and management of positive relationships with the community and the media. Examines public opinion and research, management of public relation tools and resources, and ethics. Prerequisite: EXSC/ORG 250 or permission of instructor.

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 reward and effects of changing technology are addressed. Prerequisite: junior status or permission of instructor.

ORG 352 Managing Diversity 3 Semester Hours

We begin by developing a definition of diversity and then proceed to try to understand why diversity matters. Based on this understanding, we consider a variety of ways to empower diversity and to ensure that both employee and organizations perform at their highest potential. Prerequisite: ORG 351, junior status or permission of instructor.

ORG 353 Employment Law 3 Semester Hours

This course will explore the laws, regulations, and legal cases regulating the employment relationship, (e.g., employment-at-will; discrimination in employment, e.g., federal and state anti-discrimination laws); the regulation of the employment environment (e.g., concepts of employee privacy); and other regulatory laws (e.g., occupational health and safety, wage and hour laws, pension and benefit laws, and laws protecting concerted activity and right to organize unions). This course provides a foundation for understanding this complex legal area. Prerequisite: ORG 203 and ORG 304

ORG 355 Not-for-Profit Management 3 Semester Hours

This course is an exploration of the wide variety of issues faced by managers/employees in not-for-profit organizations. Topics include managing volunteers, public and client relations, grant writing, budget management, accounting/reporting requirements, staff motivation and performance, mission development, strategic planning, staffing. This is a discussion-based course, integrating study with personal experience and career exploration. Prerequisite: ORG 203.

ORG 360 Selected Topics in Management 3 Semester Hours

Through discussion and reading, students will explore major issues in management as they apply to principles of organizational development and process. The "changing-topic" course will help students develop their own philosophies of management based on theory, research, critical thinking, and practical application in areas of interest. Prerequisite: junior status or permission of instructor.

ORG 380 Internship/Career Preparation Seminar 1.5 Semester Hours

This course is designed to prepare the student to search, apply, interview and prepare for a professional internship in the business and organizational leadership field. Subjects covered include defining and setting learning objectives and goals for the internship experience, developing a professional resume, writing cover letters, applying for internships, interviewing skills, professionalism on the job, and other professional job-seeking skills. Prerequisite: Organization Leadership major and permission of instructor.

ORG 390/490 Special Topics Seminars Variable Credit (1-3)

These seminars provide the perspectives of invited corporate and small business leaders. The students engage in in-depth discussions with the leaders both in and out of class.

ORG 405 Business Ethics 3 Semester Hours

This course emphasizes theory of ethics from different philosophical schools of thought. Ethical dilemmas, values, and traditions are examined through questioning and determination of solutions. Case studies are emphasized and individual research is expected. Prerequisite: ORG 103, or ORG 110, senior status or permission of instructor.

ORG 430 Innovation and Sustainability in Entrepreneurship 3 Semester Hours

Many businesses fail because they cannot maintain the entrepreneurial spirit and fail to remain competitive. This course examines what has sometimes been called “entrepreneurship” and the processes through which companies can make themselves more sustainable. Special emphasis in this course will be placed on family business. Prerequisite: ORG 330.

ORG 450 Senior Capstone Seminar: Strategic Planning and Sustainable Enterprise 3 Semester Hours

A capstone course for seniors, in which the students will investigate the establishment of organizational aims and strategic planning for improvement in leadership. This course builds on the concepts contained in Major courses and provides an opportunity to bring together all prior learning in organizational leadership, business, and related coursework, as well as professional and personal experiences. It enables students to expand their thinking outside present concepts and to explore the arena of strategic planning as it will impact and apply in the future to an individual, group, organization, and industry. Learners complete a comprehensive project that will include a final written paper and a formal oral presentation summarizing the paper. Prerequisites: Business and Organizational Leadership major with senior status.

ORG 480 Professional Life Planning Seminar 1.5 Semester Hours

This course is designed to introduce the student to both the world of professional seminars in business and to issues that students face as they move into the work world. Topics covered will range from FMLA to financial planning, and work/family balance to business lunches. Each student will develop a strategic plan for his or her life. Prerequisite: Organization Leadership major, Senior status, and permission of instructor.

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.

PHI 261 **Introduction to Philosophy** **3 Semester Hours**
An elementary study of selected topics in philosophical thought, PHI 261 presents a critical analysis of ancient, medieval, and/or modern philosophical writings. It covers such issues as knowledge, existence, logical analysis, the physical world, aesthetics, ethical behavior, and religious beliefs. The focus is on western traditions; students interested in eastern philosophies are encouraged to take REL 153.

PHI 262 **Introduction to Ethics** **3 Semester Hours**
This course focuses on the origin, shape, and content of modern and pre-modern moral thought and action. Students closely examine various theories of ethics, giving special attention to modern modes of moral thought. The course seeks to help students explore their own ethical world through case studies, group projects, and individual research.

PHI 282/382 **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). Students taking the course at the 382-level complete an additional research project and reading log.

PHYSICAL EDUCATION (PE)

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.

In addition to the basic physical education requirement, varsity athletes will be allowed to earn no more than four elective credits for participating in intercollegiate athletics. This credit will be given at the end of the semester. A maximum of 1 credit of ATH may count toward Area V (Health and Wellness) in the General Education Requirements.

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 (PE) activity courses receive 1 semester hour of credit per course.

Basic Conditioning

Course	Fee
PE 101 Personal Fitness	No
PE 105 Weight Training I	No
PE 106 Weight Training II	No
PE 111 Pilates Plus	No
PE 113 Yoga I	No
PE 114 Yoga II	No
PE 166 Aerobics	No

Individual Sports

Course	Fee
PE 130 Badminton I	No
PE 134 Horseback Riding I	Yes
PE 135 Horseback Riding II*	Yes
PE 139 Snow Skiing I	Yes
PE 140 Snow Skiing II*	Yes
PE 141 Tennis I	No
PE 142 Tennis II*	No
PE 144 Badminton II*	No
PE 145 Snowboarding I	Yes
PE 146 Snowboarding II*	Yes

Note: The fees for activity courses may vary depending on equipment and facilities available.

* Prerequisite: Successful completion of Level I or permission of instructor.

Wilderness Activities

Course	Fee
WLEE 151 Canoeing	Yes
WLEE 152 Rock Climbing	Yes
WLEE 154 Adventure Activities	No
WLEE 155 Kayaking	Yes
WLEE 157 Backpacking	Yes
WLEE 158 Mountain Biking	Yes
WLEE 159 Sea Kayak Touring	Yes

Dance

Course	Fee
PE 161 Ballet I	No
PE 163 Ballet II*	No

Team Sports

Course	Fee
PE 175 Volleyball	No
PE 177 Indoor Soccer	No
PE 178 Basketball	No

Aquatics

Course	Fee
PE 191 Swimming I	No
PE 192 Swimming II*	No

PHYSICS (PHYS)

PHYS 102	Astronomy	3 Semester Hours
PHYS 102L	Lab	1 Semester Hour

An astronomy survey course for non-science majors which introduces 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. Offered every spring semester.

PHYS 103	General Physics I	3 Semester Hours
PHYS 103L	Lab	1 Semester Hour

An algebra and trigonometry based physics course. Lecture and laboratory topics include Newtonian mechanics, wave motion, and thermodynamics. Prerequisite: MAT 121. Offered every fall semester.

PHYS 104	General Physics II	3 Semester Hours
PHYS 104L	Lab	1 Semester Hour

An algebra and trigonometry based physics course. This course examines electricity, magnetism, light, and optics. Prerequisite: PHYS 103/103L. Offered every spring semester.

PLSC 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: PLSC 210 or permission of instructor.

PLSC 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: PLSC 210 or permission of instructor.

PLSC 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. Prerequisites: COM 110, HIS 250/251, ORG 103, PLSC 210, or SOC 201, or permission of instructor.

PSYCHOLOGY (PSY)

PSY 101 **General 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.

PSY 102 **Psychology Skills and Careers Lab** **1 Semester Hour**

A hands-on introduction to skills employed in the study and practice of psychology. Topics include searching psychological literature data bases, oral presentation and supporting technology, APA publication style, and basic data management. Also included is a survey of graduate training, career choices and current trends in the field. Required for psychology majors. Recommended prior to other major course requirements.

PSY 204 **Marriage and the Family** **3 Semester Hours**

A cross-cultural examination of contemporary family structures, PSY 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 structure, conflict within families, and the future of the family. Includes topics of mate selection, separation, divorce, remarriage, and stepfamilies. Prerequisite: SOC 201 or PSY 101.

PSY 210 Social Science Research Methods 3 Semester Hours

PSY 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: SOC 201 or PSY 101.

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. Prerequisites: PSY 101; PSY 210 is recommended

PSY 230 Life-span Development 3 Semester Hours

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, as well as an examination of biological, cognitive, social, personality, language emotional and moral development. Prerequisites: PSY 101; PSY 210 is recommended.

PSY 240 Social Psychology 3 Semester Hours

A study of individual behavior as a function of social situations. 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 210 is recommended.

PSY 250 Introduction to Basic Counseling Skills 3 Semester Hours

This course is designed to enhance students' self-awareness so that they can be effective peer counselors. Emphasis is placed on self-observation as students are given opportunities to develop active listening and problem-solving skills. Students examine developmental and transitional issues commonly encountered by college students as well as guidelines for crisis management. Active participation is required.

PSY 260 Industrial/Organizational Psychology 3 Semester Hours

A survey of issues and research focused on the application of psychology to organizations and industry. Topics include personality and psychological factors in leadership, experimental methods and design, basic psychometric theory, the individual relative to organizations and organizational development, the employer and employee in regard to selection, satisfaction, training, motivation, teamwork and job analysis. Prerequisites: PSY 101; PSY 210 is recommended.

PSY 280 Psychology of Learning 3 Semester Hours

A study of the historical and current research, theory and conceptual foundations involved in the study of learning. Topics include classical conditioning and related processes, operant conditioning, reinforcement and related processes. Prerequisites: PSY 101; PSY 210 is recommended.

PSY 320 Therapeutic Principles and Practices 3 Semester Hours

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: PSY 101 and PSY 210; PSY 220 is recommended.

PSY 330 Child Growth and Development 3 Semester Hours

PSY 330 follows developmental psychology through the stages of life: prenatal, infancy, and early, middle, and late childhood. It examines the relationship between theory and practice in the field of child development. Prerequisites: PSY 101 and PSY 210; PSY 230 is recommended.

PSY 335 Adolescent Growth and Development 3 Semester Hours

In this course, students encounter the field of adolescent psychology, which views this stage in relation to other life stages as well as in relation to society at large. PSY 335 also examines the relationship between theory and practice in the field of adolescent development. Prerequisites: PSY 101 and PSY 210; PSY 230 is recommended.

PSY 337 Adult Development and Aging 3 Semester Hours

An examination of the developmental issues that uniquely affect the adjustment and well-being of adults, and the elderly in later life. Topics include models of adult development, social and demographic influences, the aging body, health, perceptual and cognitive capacity and decline, personality, leisure, relationships, death and dying. Prerequisites: PSY 101 and PSY 210; PSY 230 is recommended.

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: PSY 101 and PSY 210.

PSY 345 Psychology of Gender 3 Semester Hours

A seminar discussing psychological and other literature that considers the personality and behavior of both women and men in the context of gender. Both men's and women's issues are covered with equal attention. Topics include the social constructivism of gender, equity in the workplace, victimization, biological factors and gender differences in personality and development, interpersonal relationships, cultural influences on gendered behavior, and childrearing practices. Prerequisites: PSY 101 and PSY 210; PSY 240 is recommended.

PSY 350 Human Sexuality 3 Semester Hours

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: PSY 101 and PSY 210; and PSY 230 is recommended.

PSY 355 Sports 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 changes the experience of sporting. Prerequisite: PSY 101.

PSY 360 Tests and Measures 3 Semester Hours

A survey of the origins of psychological testing, methodological principles, and the application of testing to ability, personality, and occupational assessment. Topics include norming, reliability, validity, and objective versus projective testing. Prerequisites: PSY 101; PSY 210, and MAT 141; PSY 260 is recommended

PSY 365 Personal and Group Environments 3 Semester Hours

Students are introduced to the concepts of Personal Ecology and Group Environments. Students will learn to identify their personal strengths using the personality framework described by Carl Jung and others and popularized by Isabel Myers and Katherine Briggs through the development of the Myers, Briggs Type Indicator (MBTI). Students will learn to be active leaders in their own lives and in the lives of the groups in which they find themselves. Study, discussions, and experiences will focus on the nurturance and preservation of each individual's personal eco system as it grows and develops. From this foundation, students will experience how to apply this knowledge as members and leaders of groups. Prerequisite: PSY 101 or permission of instructor.

PSY 370 Community and the Environment 3 Semester Hours

This course focuses on small and large group interaction and participation, management, and conflict resolution. This course is experiential in nature, and proposes that the most powerful learning about groups occurs within the environment of the group. Prerequisite: PSY 101 or permission of instructor.

PSY 380 Cognitive Psychology 3 Semester Hours

A study of the research methods, and findings related to cognitive functioning. Topics include memory and its associated processes, thought, perception, language, reasoning, problem solving, creativity and concept formation. Prerequisites: PSY 101 and PSY 210.

PSY 385 Sensation and Perception 3 Semester Hours

Examines the research methods, and findings related to our relationship with the physical environment. Topics include psychophysics, sensory systems and thresholds, perceptual abilities, principles of perceptual organization, illusions and hallucinations, and the phenomena related to those topics. Prerequisites: PSY 101 and PSY 210; PSY 280 is recommended.

PSY 390/490 Special Topics Seminars Variable Credit

Special topics seminars encourage both reading of and reaction to texts around a major theme. Individual research and reports, team projects, and class discussions facilitate creativity and inquiry. Students engage in in-depth discussions, and a variety of perspectives are encouraged. Prerequisite: PSY 101.

PSY 395 Biological Basis of Behavior 3 Semester Hours

This course introduces students to the physiology of neural systems as it relates to significant psychological functions by examining major areas of research and data. Theories will be analyzed and compared using relevant data. Prerequisites: BIO 110, PSY 101 and PSY 210.

PSY 430 Directed Research 3-6 Semester Hours

This course is reserved for advanced students who have shown academic skill and scholarly activity beyond the typical undergraduate level, and who show clear promise for future contributions to the field of psychology. Prior to registration a faculty mentor must agree to supervise the project and meet with the student individually on a regular basis. A substantial and substantive paper or presentation of work is required. The course may be repeated in the case of demonstrable scope or depth. Prerequisite: Permission of faculty member and Chair of Social Sciences.

PSY 469 Internship in Psychology 3-12 Semester Hours

A faculty supervised field experience. Interns meet weekly with their peers and the faculty supervisor for the Internship Seminar (PSY 470). The internship is typically completed in the student's final semester, and may be taken for 3 hours credit (one day per week on site) to 12 hours credit (4 days per week on site). Prerequisites: PSY 101, PSY 210, 2.0 GPA, and senior standing. Co-requisite: PSY 470.

PSY 470 Internship Seminar 3 Semester Hours

The internship seminar is designed to be an opportunity for students to see how concepts and methods in psychology are applied in different types of field work. This is accomplished through weekly presentations by/for their peers, writing assignments, case presentations and discussions. Field supervisors are invited to attend the seminar occasionally during the semester for their observations and discussion of issues. Students who will graduate without an internship may take the class as an elective, but are required to journal their participation in class meetings, and complete interviews of interns and their supervisors. Prerequisites: PSY 101, PSY 210, 2.0 GPA; and senior standing.

**PSY 495 Senior Seminar: History, Systems
and Contemporary Issues in Psychology 3 Semester Hours**

This course includes a half-semester intensive study of the History and Systems of Psychology, and a half-semester examination of contemporary literature discussed in current 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. A public presentation of prior research or other work is required. Prerequisites: PSY 101, PSY 210, and senior standing.

READING (REA) SEE ACADEMIC SUPPORT COURSES (p. 129)

RELIGIOUS STUDIES (REL)

- REL 101 The Old Testament 3 Semester Hours**
This course explores the development of Hebrew history, literature, society, and religious thought and practice through careful reading of the Hebrew Bible.
- REL 102 The New Testament 3 Semester Hours**
This courses 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.
- 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.
- REL 210/310 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 instructor. Students taking the course at the 300-level are responsible for additional outside research.
- REL 221 The Rise of Western Christendom 3 Semester Hours**
This course focuses on the first one thousand years of Christianity. The scope of the course covers Christianity in both the Western and Eastern worlds. Topical foci vary the emphasis of the course. Topics include Politics and Theology in Medieval Spirituality and Artistic Expression; Iconoclasm, Greek Orthodoxy, and Islam. The course topics change according to student demand and the special interests and needs of religious studies majors and faculty. The course may be taken for credit more than once, provided the topical focus differs each time.
- REL 241 Christianity in America's Past 3 Semester Hours**
This course seeks to understand the nature and significance of religious belief and practices in the rise and development of American life and identity. Topics explored include: the Pilgrims and their Protestant faith and European origins; colonial religion and Native Americans spirituality; the Christian colonies and the Revolution; the young republic and church-state separation; revivalism and American individualism; religious persecution and Mormonism; Catholics in Protestant America; the Civil War and Christian killing Christian; the rise of African-American Christianity.
- REL 242 Religion in Contemporary America 3 Semester Hours**
In this course students consider the historical development and contemporary situation of religion in the United States of America. We study topics regarding religious diversity and pluralism, missions, social engagement, the relation of religion and science, immigrant religion, religion and civil rights, new religious movements, American civil religion, the development of contemporary Evangelicalism, and religion and politics.

REL 254 **Global Experiences in Service** **3 Semester Hours**

An experiential course that will study the global needs of people in crisis and how people of faith strategically work to meet those needs. Participants will travel to countries such as Cambodia or the Dominican Republic to work in hands-on humanitarian service through The United Methodist Church General Board of Global Ministries. Prior to travel, we will seek to understand the culture, the history of the impact of religious missionaries, and the causes of the current crisis. We will learn how to engage in cultural sensitivity as travelers and to reflect on our own experiences with human compassion.

REL 255 **Judaism, Christianity, and Islam** **3 Semester Hours**

This course explores the three contemporary world religions that trace their traditions back to Abraham, Sara, and Hagar including examination of founder figures (Abraham and Moses, Jesus and Muhammad); the histories of these religions, particularly in the West; the interactions of these religions in the contemporary world.

REL 256 **Hinduism and Buddhism** **3 Semester Hours**

This course focuses on two of the world's most populous—and, increasingly, popular—religious, Hinduism and Buddhism. From shared roots in an ancient Indian Vedic worldview, the two religions spread well beyond their original confines and today reach from Japan to Indonesia to Guyana to North Carolina. In this course, we consider the textural, cultural, ritual, and philosophical foundations of these religions as well as how they have influenced contemporary society.

REL 264 **Religious Education and Faith Development** **3 Semester Hours**

A blend of class work and field experience, this course serves as a general introduction to faith development and religious education in a variety of settings (churches, camps, retreat centers, etc.). Each student will develop his/her own philosophy of religious education, informed by major trends in the discipline, and exercise practical skills in lesson planning, curriculum development, and group leadership.

REL 268 **Topics in Philosophy, Religion, and Story** **3 Semester Hours**

This course explores religion and philosophy through the powerful medium of story. Topical foci vary according to student demand and the special interests and needs of religious studies majors and faculty. Stories (books and movies) studied in light of philosophy and religion included: C.S. Lewis's Narnia series; J.R. Tolkien's Lord of the Rings; J. K. Rowling's Harry Potter series; Star Trek, The Matrix, and other Science Fiction series; King Arthur and Holy War; Dante and the Comedy of Heaven and Hell; Chaucer and the Christian Pilgrim; Shakespeare and the Life Well-Lived.

REL 270 **New Religious Movements** **3 Semester Hours**

This course provides an introduction to the study of new religious movements (NRMs) in the United States of America. We will consider several case studies as well as examine the wider phenomenon of NRMs in the modern western world. We pay attention to the traditional sociological issues of leadership, charisma, conversion, and belief maintenance, as well as the lived practices and experiences of members of new religions, such as rituals, gender practices, spatial dynamics, childrearing, and holidays.

REL 278 Environmental 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 sacred ground of our being, as well as about our mutual responsibilities for tending this ground with care. When linked with ENG 217, Environmental Literature, REL 278 provides tools for reflecting on the spiritual and theological dimension of texts written about the natural world.

REL 280/380 Special Topics in Religion 3 Semester Hours

Periodically religion faculty or visiting religion faculty will offer a special course on distinctive topics in religion. Students of junior standing or higher may pursue additional research assignments in order to take the course at the 380-level. The course may be taken for credit more than once, provided the topical focus differs each time.

REL 288/388 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. Students taking the course for upper level credit will do additional independent research.

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 Jewish and Hellenistic backgrounds is the main work of this course. The history of Jewish and Christian interpretations of Jesus is also included. Prerequisite: REL 101 or REL 102, or permission of instructor.

REL 316 St. Paul: Ancient Biography 3 Semester Hours

This course explores the biography and character of the Apostle Paul in light of ancient descriptions of personality and human identity. Drawing on primary sources from antiquity, as well as lessons from cultural anthropology, we seek to understand through Paul's story what ancient people expected in biography. Prerequisites: REL 101 or REL 102, or permission of instructor.

REL 320 Advanced Biblical Topics 3 Semester Hours

This upper level seminar explores select historical, literary, and theological aspects of the Bible. Topical foci vary according to the special interests of religious studies majors and faculty, and include such things as Prophetic Literature; Psalms, Canticles, and Hymns; Wisdom Literature; and Apocalypticism. The course may be taken for credit more than once, provided the topical focus differs each time. Prerequisite: REL 102 or REL 101.

REL 325 The Age of Reform: 1250-1550 3 Semester Hours

This course seeks to enter imaginatively into the intellectual, religious, and social world of late Medieval and Reformation Europe. Students discover that the Protestant Reformation was one of many different medieval reformations that preceded and followed great 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 certain aspects of medieval thought and protested against others. Prerequisite: A prior course in REL, PHI, or HIS, or permission of instructor.

REL 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 instructor.

REL 490 Senior Thesis 3 Semester Hours

Under consultation with the student's major advisor, each religion major writes a senior thesis. The nature of this thesis varies with the student's interests. Religious Studies majors may choose to write a research paper on a particular topic 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 3 Semester Hours

SCI 105L Lab 1 Semester Hour

A physics, astronomy, and geology course for non-science and teacher licensure students. Offered fall of even numbered years.

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 494 Senior Project I 3 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 twice weekly for progress reports, discussion, critical thinking, and problem solving. Prerequisites: Senior standing or permission of instructor.

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.

SOCIOLOGY (SOC)

SOC 201 **Principles of 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 classes, and social change. Prerequisite: sophomore standing or permission of instructor.

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. Includes topics of mate selection, separation, divorce, remarriage, and stepfamilies. Prerequisite: sophomore standing or permission of instructor.

SOC 210 **Social Science Research Methods** **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: SOC 201 or PSY 101.

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 introduced 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 201 or BCE 211/211L.

SOC 390/490 **Special Topics Seminars** **Variable Credit**
Special Topics Seminars encourage both reading of and reaction to interdisciplinary issues within the context of a major theme. Individual research and reports, team projects, and class discussions facilitate creativity and inquiry. Students engage in in-depth discussions, and a variety of perspectives is encouraged. Prerequisite: SOC 201 or permission of instructor.

SPANISH (SPA)

SPA 101 Elementary Spanish I 4 Semester Hours

The fundamentals of Spanish grammar are covered in this course, with an emphasis on oral communication. Note: No college credit is given toward graduation for SPA 101 if the student has had two semesters of high school Spanish with a C or better in the last semester.

SPA 102 Elementary Spanish 4 Semester Hours

Continues the study of the fundamentals of Spanish grammar. Prerequisite Spanish 101 or two semesters of high school Spanish. If students have been successful (C or better) in two or more years of Spanish in high school, they should take a higher level or have permission of instructor.

SPA 103 Culture and Civilization 3 Semester Hours

This course focuses on the geography, history, politics, and society of the Spanish-speaking world. The course is taught in English and does not involve the study of the Spanish language.

SPA 201/202 Intermediate Spanish 3 Semester Hours each

Students in SPA 201/202 continue to review Spanish grammar with an increasing amount of reading and composition. Prerequisite: SPA 101, SPA 102, placement, or permission of instructor.

SPA 301 Spanish Grammar and Composition 3 Semester Hours

This course is a thorough review of Spanish grammar by means of varied grammar and composition exercises. Though some of the material may be new to students, the majority of what is covered has been taught in Spanish 101, 102, 201, and 202. Prerequisite: Completion of Spanish 202 or placement.

SPA 302 Spanish Conversation 3 Semester Hours

Spanish 302 concentrates on oral expression. Students work in pairs to solve problems, practice new vocabulary, conduct interviews and create dialogs. Students also speak on selected topics before the whole class. Prerequisite: Completion of Spanish 202 or placement.

SPA 380 Topics in Spanish 3 Semester Hours

Spanish 380 is designated as a Special Topics course to allow for more advanced study of Spanish. The course is for those students who have completed four semesters of college Spanish or the equivalent in high school. The course may be taken for credit more than once, if topical focus is different. Courses offered in Costa Rica

SPA 401 Advanced Spanish Language in Costa Rica 3 Semester Hours

Through reading and discussion of relevant articles and essays, students practice grammar, vocabulary and conversation.

SPA 403 Cultural Studies of Costa Rica 3 Semester Hours

This course describes in detail the society and culture in Costa Rica from the Colonial period to the present. Students will take advantage of historic sites, museums, art centers, regional customs and foods, language enhancement opportunities, local universities, legislatures, etc.

SPA 468 Volunteer for Social Development Costa Rica 3 Semester Hours

This course requires students to examine differences in the way that Costa Ricans and Americans see the Volunteerism Experience. It explores in detail the definition of Volunteerism, kinds of Volunteerism, and the human and material factors involved in serving in a volunteer context.

SPA 469 Volunteer Project 3 Semester Hours

Students choose a volunteer project in medicine, education, community development or ecology, as part of their semester-long language and culture study in Costa Rica.

THEATRE ARTS (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. Not required of majors, but can be used to fulfill the Fine Arts General Education Requirement for non-majors.

THE 102 Voice and Movement for the Stage 3 Semester Hours

This course is a practical study for the actor. It concentrates on both the development of on-stage movement and the use of the voice for character development.

THE 104 Applied Theatre 1 Semester Hour

This course offers students at the freshman level the opportunity to participate as actors, technicians or musicians in the productions presented by the program. Requires 40 hours of work.

THE 121 Stage Crafts I: Scenery, Lighting, Sound 3 Semester Hours

Through practical assignments, students in the course study the problems and techniques of using scenery, lights and sound for a theatrical production.

THE 122 Stage Crafts II: Costumes and Makeup 3 Semester Hours

This course introduces students to basic stage, character, and special effects makeup and costume construction.

THE 200 Introduction to Acting 3 Semester Hours

This course concentrates on the techniques used by professional actors in preparation for developing acting skills. Emphasis will be on games, improvisation and method acting techniques.

THE 201 Acting I 3 Semester Hours

This course explores techniques through demonstrations, lab exercises, and performance. Emphasis will be on concentration, imagination, sensory awareness, observation and action through the medium of the monologue. Prerequisite: THE 200 or permission of instructor.

THE 204 Applied Theatre 1 Semester Hour

A continuation of the experiences offered in THE 104. Requires 40 hours of work. Prerequisite: THE 104 and sophomore status, or permission of instructor.

THE 213 Introduction to Directing 3 Semester Hours
A study of the selection, analysis, audition and casting, and blocking of a play for production. Prerequisite: THE 201 or permission of instructor.

THE 215 Script Analysis 3 Semester Hours
Script analysis introduces students to a system for analyzing plays for production purposes. It is intended for actors, designers, and directors.

THE 220 Drawing for the Theatre 3 Semester Hours
Students learn theatre graphics and drafting standards through demonstration and practical work. Prerequisite: Permission of instructor.

THE 221 Scene Design 3 Semester Hours
Practical work on the aesthetic and creative elements of scenic design with specific regards to research, script analysis, and theories and practices of scene design for the stage. Prerequisite: THE 121.

THE 231 Lighting Design 3 Semester Hours
An introduction to the fundamental mechanics and theories of lighting design including script analysis and research. Prerequisite: THE 121

THE 241 Costume Design 3 Semester Hours
Development of research, rendering skills and aesthetic decision making in designing and costumes for stage productions. Prerequisite: THE 122

THE 269/369/469 Internship 2-4 Semester Hours
The theatre studies internship supports related experience in the field. The internship must be a supervised application of learned skills in a functional area directly related to the courses of study selected by the student. The final grade is based on the professor's evaluation of the sponsor's report, an interview with the student, and a reflection on the internship, its contribution to the understanding the field of emphasis in the major, and its meaning to the student. Prerequisites: theatre studies major and permission of instructor.

THE 301 Acting II 3 Semester Hours
A continuation of the use of the skills learned in THE 201 with an emphasis on scene work. Focus is discovering an effective method of exploring and making active theatrical choices in character development. Prerequisite: THE 201 or permission of the instructor.

THE 304 Applied Theatre 1 Semester Hour
A continuation of the experiences offered in THE 104 and THE 204. Requires 40 hours of work. Prerequisites: THE 204 and junior status, or permission of instructor.

THE 311 Theatre History I 3 Semester Hours
The study of the history of theatre from pre-history to the end of the Shakespearean era.

THE 312 Theatre History II 3 Semester Hours
The study of the history of theatre from the Shakespearean era to the present.

- THE 313 Introduction to Playwriting 3 Semester Hours**
A course that introduces writing and analytical skills in the development of plot and character and the use of stage directions and terminology. Prerequisites: ENG 111 and ENG 112.
- THE 320 Computer Aided Drafting 3 Semester Hours**
A course using electronic technologies for drafting, illustration, and electronic presentation for use by the theatre artist. Prerequisite: THE 220.
- THE 321 Advanced Scene Design 3 Semester Hours**
Development of the fundamentals established in Scene Design I with emphasis on multi-set productions. Prerequisites: THE 220 and THE 221.
- THE 322 Scene Painting 3 Semester Hours**
Development of skills as a scenic artist covering various faux finishes, textures and reproduction of paint elevations. Prerequisite: THE 121.
- THE 331 Advanced Lighting Design 3 Semester Hours**
Development of fundamentals established in THE 211 with continued exploration and advanced problems in lighting design and theory. Prerequisites: THE 220 and THE 231.
- THE 351 Stage Management 3 Semester Hours**
This course provides concentrated stage management training. The student will study organizational models and strategies to aid the performance of stage management tasks, as well as the care and growth of the personnel and the production.
- THE 361 Theatre Methods (K-12) 3 Semester Hours**
In this course prospective theatre teachers acquire strategies, techniques, methods, and attitudes for instructing theatre K-12. Topics addressed include curriculum and materials, assessment, community involvement, and special populations issues.
- THE 389 Independent Studies 1-3 Semester Hours**
A directed program of reading and research and/or active participation in a project beyond the requirements of the program. Prerequisite: permission of instructor.
- THE 404 Applied Theatre 1 Semester Hours**
A continuation of the experiences offered in THE 104, THE 204, and THE 304. Requires 40 hours of work. Prerequisites: THE 304 and senior status, or permission of instructor.
- THE 420 Special Studies: Theatre Literature 3 Semester Hours**
The focus of this class will be either specific playwrights or pieces written specifically for the theatre.
- THE 450 Senior Project 4 Semester Hours**
In consultation with the advisor and committee, theatre studies majors will write a proposal for a senior project or paper. The length and breadth of the project/paper will vary according to the subject chosen. Prerequisites: senior status and theatre studies major.

THE 489 **Independent Studies** **1-3 Semester Hours**
A directed program of reading and research and/or active participation in a project beyond the requirements of the program. Prerequisite: permission of instructor.

WILDERNESS LEADERSHIP (WLEE)

WLEE 101 **Introduction to Outdoor Education** **3 Semester Hours**

This course explores the theories, principles and skills of wilderness leadership and experiential education, including the historical and philosophical foundations. Field experiences may include 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.

WLEE 151-159 **Wilderness Activities**

WLEE Skill courses (see page 186) Weekend trips required.

WLEE 200* **Leadership and Group Dynamics in Outdoor Pursuits** **3 Semester Hours**

This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going fashion. 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.*

WLEE 201 **Lifeguarding** **2 Semester Hours**

This course equips students with the lifeguarding skills and knowledge to prepare them as a professional rescuer in aquatic facilities. With successful completion of the course objectives, students earn American Red Cross certification in Lifeguard Training, First Aid and CPR for the Professional Rescuer. Course eligibility contingent upon Instructor's approval of student's competence in the basic essential skills unique to this course.

WLEE 202 **Water Safety Instructor (WSI)** **2 Semester Hours**

This course equips students to plan, conduct, teach, and evaluate swimming and water safety courses. With successful completion of the course objectives, students earn American Red Cross certification in Water Safety Instruction. The program covers skills and knowledge in a logical progression for aquatic skill development. Prerequisites: Minimum age of 17 years. Course eligibility contingent upon Instructor's approval of student's competence in the basic essential skills unique to this course.

WLEE 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. Prerequisite: WLEE 101.

WLEE 250* Wilderness First Aid 3 Semester Hours

This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going fashion. 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.*

WLEE 251 Canoe Instructor 2 Semester Hours

This 2 hour 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: Immersion Semester; Instructor's approval of student's competence in the basic essential skills unique to this course.

WLEE 252 Advanced Rock Climbing 2 Semester Hours

This 2-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. Prerequisites: Completion of Immersion Semester and WLEE Major. Course eligibility contingent upon Instructor's approval of student's competence in the basic essential skills unique to this course.

WLEE 255 Kayak Instructor 2 Semester Hours

This 2 hour 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: Immersion Semester; Course eligibility contingent upon Instructor's approval of student's competence in the basic essential skills unique to this course.

WLEE 256 Advanced Navigation 2 Semester Hours

This 2-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. Prerequisites: Completion of Immersion Semester and WLEE Major. 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.

WLEE 257* Environmental Ethics and Skills in Outdoor Pursuits 2 Semester Hours

This 2 credit advanced WLEE skills course is designed to develop understanding and appreciation for environmental philosophies and ethics related to outdoor pursuits. 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.*

WLEE 259 Coastal Sea Kayaking 2 Semester Hours

This 2-credit advance 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: Immersion Semester; Course eligibility contingent upon Instructor's approval of student's competence in the basic essential skills unique to this course.

WLEE 260 Challenge I: Group Games and Initiatives 2 Semester Hours

This 2-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: WLEE 101; Course eligibility contingent upon Instructor's approval of student's competence in the basic essential skills unique to this course.

WLEE 261 Challenge II: Ropes Course Facilitation 2 Semester Hours

This 2-credit advanced WLEE skills course is designed to introduce the student to basics of high challenge course facilitation skills. Emphasis will be on safety, program design, rescue skills, and processing. Students will become familiar with national standards regarding challenge course facilitation and administration. Administrative skills will also be covered. Prerequisites: Completion of Immersion Semester and WLEE 260: Challenge I. Course eligibility contingent upon Instructor's approval of student's competence in the basic essential skills unique to this course.

WLEE 265 Advanced Swiftwater Rescue 2 Semester Hours

This 2-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.

WLEE 301 Wilderness/Experiential Education Practicum 1-2 Semester Hours

This course provides students with practical work experience, either through a program offered by the College or in an existing outdoor or experientially based agency. The student's work program must be approved by the faculty. Prerequisite: junior level standing or permission of instructor.

WLEE 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 exercise programming. Topics covered include torts, legal duties, legal liability, the structure of the lawsuit, the notion of the prudent practitioner, the "reasonable man or woman standard," readings in relevant case law, and risk management from a legal perspective. Prerequisite: WLEE 101; junior level standing or permission of instructor.

WLEE 310* Outdoor Pursuits Education: Water-Based 3 Semester Hours

This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going 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.*

WLEE 320* Outdoor Pursuits Education: Land-Based 3 Semester Hours

This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going 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.*

WLEE 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 instructor.

WLEE 350* Wilderness Expedition 3 Semester Hours

This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going 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.

WLEE 391 Wilderness Leadership and Experiential Education: Internship Preparation 1 Semester Hour

This course is designed to prepare the student to search, apply, interview and prepare for a professional internship in the wilderness leadership and experiential education field. Subjects covered include: defining and setting learning objectives and goals for the internship experience, developing a professional resume, writing cover letters, applying for internships, interviewing skills, professionalism on the job, and other professional job seeking skills. Students will develop and finalize reporting procedures and schedules with their academic advisors for the internship experience. Prerequisite: WLEE major; junior level standing or permission of instructor.

WLEE 392 Wilderness Leadership and Experiential Education: Internship 6 Semester Hours

This course is comprised of the actual internship experience with an approved agency in outdoor and experiential education and approved broad-based job description for a minimum of 480 hours over a ten to twelve week period. It is supervised by the advisor of the student in the WLEE major and an on-site agency professional. 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. Prerequisite: WLEE 391, approval of site by student's faculty academic advisor, completion of Immersion Semester.

WLEE 402 Ethics of Wilderness Leadership and Experiential Education 3 Semester Hours

This course has a threefold focus: (1) students take a critical look at the complex ethical dilemmas and situations that arise within camps, wilderness and fitness programs, and other experiential settings; (2) students learn to use the tools of normative and analytic ethics from a philosophical perspective, consider various approaches to ethics in general, and apply these approaches to practical situations; (3) students examine their own personal ethical perspectives as these influence their work within professional contexts. Prerequisite: WLEE 101; senior level standing or permission of instructor.

WLEE 405 Senior Seminar in Wilderness Leadership and Experiential Education 3 Semester Hours

Students majoring in wilderness leadership and experiential education will have the opportunity to explore topics that may not be covered within existing courses or further explore professional issues and trends. The open topics seminar will be either faculty- and student-generated and will have as its reason-for-being the establishment of an open-ended format that can meet emerging student and faculty interests. Prerequisite: WLEE major, senior level standing or permission of instructor.

WLEE 490/390/ 290 Special Topics Seminar in 1-3 Semester Hours
Wilderness Leadership and Experiential Education

Special Topics Seminars encourage both reading of and reaction to interdisciplinary issues within the context of a major theme in wilderness leadership and experiential education. Individual research and reports, team projects, and class discussions facilitate creativity and inquiry. Students engage in in depth discussions, and a variety of perspective is encouraged. Prerequisites: may vary based on topic and course level; WLEE 101 or permission of instructor.

FACULTY

Initial dates of full-time faculty employment with the College are found in parentheses.

Cameron Austin (2003)

Assistant Professor of Information Technology and Business & Organizational Leadership. B.A., Georgia State University; M.S., Georgia State University

Andrew Baker (2008)

Assistant Professor of Business and Organizational Leadership. B.A., Dartmouth College; M.B.A., University of Chicago

Robert A. Bauslaugh (1998)

Professor of Ancient History and Classics. Director of the Honors Program. B.A., University of California, Riverside; M.A., Ph.D., University of California, Berkeley; postgraduate Society of Fellows, Columbia University

Kasendra Bell (2008)

Assistant Professor of Theatre Studies. B.F.A., Southwest Missouri State University; M.F.A., University of North Carolina–Greensboro

Thomas J. Bell (1996)

Associate Professor of Religion and Sacred Music. Coordinator of Religious Studies Major B.A., University of Georgia; M.A., University of North Carolina–Chapel Hill; M.T.S., Duke University Divinity School; Ph.D., Emory University

B. Barbara Boerner (1998)

Associate Professor of Business & Organizational Leadership. B.A., University of North Carolina–Greensboro; M.Ed., The American University; M.B.A., Loyola University; Klingenstein Fellow, Columbia University; Ph.D. Candidate, Argosy University

Mary Louise Bringle (2000)

Professor of Religious Studies. Chair of the Division of Humanities. A.B., Guilford College; Ph.D., Emory University

Janie Sue Brooks (2000)

Associate Professor of Biology. B.S., Cumberland College; Ph.D. Cornell University

S. Carroll Brooks III (2001)

Associate Professor of Chemistry. Coordinator of the General Science Major. B.A., Wayne State University; Ph.D., Cornell University

Margaret L. Brown (1996)

Associate Professor of History. Coordinator of History Major. B.S., University of Minnesota; M.A., Ph.D., University of Kentucky

Anita M. Bryant (1988)

Associate Professor of Chemistry. B.S., North Carolina State University; M.S., Western Carolina University

Betsy D. Burrows (1992)

Assistant Professor of English. B.A., Wake Forest University; M.A., University of North Carolina–Chapel Hill; Ed.D., Western Carolina University

William B. Byers (1986)

Professor of Art. Coordinator of Art Major. B.A., Atlantic Christian College; M.F.A. and postgraduate study, East Carolina University

Robert J. Cabin (2005)

Associate Professor of Ecology and Environmental Studies. Coordinator of Ecology and Environmental Science Majors. B.A., Marlboro College; Ph.D., University of New Mexico

Clyde W. Carter (1989)

Associate Professor of Recreation, Wilderness Leadership and Experiential Education. A.S., Montreat College; B.A., Clemson University; M.S., Mankato State University

Kenneth D. Chamlee (1978)

Iva Buch Seese Distinguished Professor of English. Johnnie H. Jones Distinguished Professor in Teaching (1998–2000). B.A., Mars Hill College; M.A., Colorado State University; Ph.D., University of North Carolina–Greensboro

Resa M. Chandler (2007)

Assistant Professor of Exercise Science and Physiology. Coordinator of the Exercise Science Major. B.S., University of North Carolina-Charlotte; M.S., University of North Carolina-Charlotte; M.A., University of Texas; Ph.D., University of Texas

Anne P. Chapin (1998)

Associate Professor of Art History and Archaeology. B.A., Duke University; M.A., Ph.D., University of North Carolina–Chapel Hill

Patricia L. Clow (2003)

Professor of Teacher Education. Director of the Teacher Education Program. B.S., University of Wisconsin-LaCrosse; M.S., Winona State University; Ph.D., University of Wisconsin-Madison

Kenneth M. Duke (1997)

Dalton Professor of Environmental Studies and Ecology. Chair of the Division of Science and Mathematics. Coordinator of the Environmental Studies Major. B.S., M.S., Brigham Young University; Ph.D., University of Georgia

Robert W. Dye (1999)

Assistant Professor of Wilderness Leadership and Experiential Education. B.S., Western Carolina University; M.A., Radford University

Laura L. Franklin (1998)

Associate Professor of Music. B.M., Texas Tech University; M.M., New England Conservatory of Music; D.M.A., University of North Carolina–Greensboro

Jennifer E. Frick-Ruppert (1997)

Associate Professor of Ecology and Environmental Studies. Executive Director of the Appalachian Center for Environmental Education. B.S., Ph.D., Clemson University

Helen C. Gift (1997)

Ruth Stafford Conabear Distinguished Service Professor of Sociology and Organizational Systems. Chair of the Division of Social Sciences. Coordinator of Academic Advising. Coordinator of Integrated Studies Major. B.A., M.A., Ph.D., Emory University

Kelly C. Gordon (2008)

Assistant Professor of Theatre Studies. Coordinator of Theatre Studies Major. B.A., Ohio Wesleyan University; M.A., Emerson College; Ph.D., University of Georgia

David A. Gresham (2008)

Visiting Assistant Professor of Music. B.M., Wingate University; M.M., University of Colorado; D.M.A., University of Georgia

Kathryn B. Gresham (2005)

Assistant Professor of Music. A.B., Stanford University; M.M., Boston University; D.Mus.A., University of Colorado

Ralph A. Hamlett (1999)

Associate Professor of Political Communications. B.A., Western Carolina University; M.A., University of North Carolina–Greensboro; Ph.D., Louisiana State University

J. Belton Hammond (1980)

Associate Professor of English. Coordinator of English Major. B.A., Presbyterian College; M.A., Clemson University

John S. Hardt (2002)

Professor of English. Vice President for Academic Affairs and Dean of Faculty. B.A., Centenary College of Louisiana; M.A., Texas Tech University; Ph.D., University of Missouri-Columbia

Kristina Holland (1987)

Assistant Professor of English. Director of the Writing Center. A.A., Brevard College; B.A., Wake Forest University; M.A., Western Carolina University; Ph.D., Indiana University of Pennsylvania

Judy P. Hoxit (1987)

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 of North Carolina–Greensboro

Lisa M. Jordan (2005)

Associate Professor of Economics and Business & Organizational Leadership. B.A., Emory & Henry College; M.A., Ph.D., University of Notre Dame

Jennifer L. Kafsky (2000)

Associate Professor of Wilderness Leadership and Experiential Education. Coordinator of Wilderness Leadership and Experiential Education Major. B.S., M.S., Ohio University; Ph.D., Clemson University

Ron J. Kiviniemi (2005)

Associate Professor of Teacher Education. B.A., Berea College; M.A., Western Carolina University

Jeffrey B. Llewellyn (1990)

Mary Emma Thornton Distinguished Service Professor of Ecology, Professor of Biology. Coordinator of Health Science Studies Major. B.A., M.A., University of Northern Iowa; Ph.D., University of Nevada–Reno

Kyle Van Lusk (2005)

Assistant Professor of Art. A.F.A., Brevard College, B.F.A., M.F.A., East Carolina University

Laura P. McDowell (1976)

Professor of Music. Coordinator of Music Major. B.M., Converse College; M.A., Columbia University; Ph.D., Florida State University; postgraduate study, Goethe Institute, Salzburg; Zertificat Deutsche als Fremdsprache

Stephen J. Martin (1988)

Assistant Professor of Psychology. A.B.J., University of Georgia; M.S.W., University of North Carolina–Chapel Hill; doctoral study, North Central University

Danny S. Moore (2003)

Associate Professor of Psychology. Coordinator of Psychology Major. B.A., University of North Carolina–Asheville; M.A., Ph.D., University of Tennessee

Michael L. Oliphant (2008)

Assistant Professor of Business and Organizational Leadership. B.S., Georgia Institute of Technology; M.B.A., Georgia State University; M.S., Georgia State University

John B. Padgett (2004)

Assistant Professor of English. B.A., M.A., Clemson University; Ph.D., University of Mississippi

C. Michael Porter (2004)

Assistant Professor of Music. Director of Choral Activities. B.A., M.A., Truman State University; D.M.A., University of Iowa

M. Jo Pumphrey (1987)

Professor of Art, 2008-2009 Interim Chair of the Fine Arts Division. B.S., Florida State University; M.F.A., East Carolina University

Kathryn E. Rasmussen (2007)

Assistant Professor of Mathematics. B.S., Siena College; M.S., Rensselaer Polytechnic Institute; Ph.D. candidate, Rensselaer Polytechnic Institute

James H. Reynolds (1999)

Associate Professor of Geology. A.B., M.A., Ph.D., Dartmouth College

Amie Scheidegger (2006)

Associate Professor of Criminal Justice. Coordinator of Criminal Justice Major. B.S., Illinois State University; M.S., Ph.D., Florida State University

R. Scott Sheffield (1993)

Associate Professor of History. B.A., Emory University; M.A., Georgia State University; Ph.D., University of Florida

Eva Marie Smith (2009)

Assistant Professor of Business and Organizational Leadership. B.A., Wofford College; M.S., University of South Carolina; Ph. D. candidate, University of Tennessee

Jubal Tiner (2006)

Assistant Professor of English. B.A., Southwestern College (Kansas); M.A., Iowa State University; Ph.D., Oklahoma State University

Charles K. Wallis (2006)

Associate Professor of Mathematics. Coordinator of Mathematics Major. B.S., North Carolina State University; M.S., Clemson University; Ph.D., Clemson University

C. Clarke Wellborn (1976)

Edwin L. Schmidt Distinguished Service Professor of Physics and Mathematics. B.S., Ph.D., Tulane University

Mary Kay White (2000)

Associate Professor of Exercise Science and Physiology. Director of Fitness Appraisal Lab. A.B., Fairmont State College; M.S., Ed.D., West Virginia University

Stephen K. Wilson (2006)

Assistant Professor of Music. B.A., California State University-Hayward; M.M., University of South Carolina

Norman L. Witek (1967)

Professor of Health and Exercise Science. B.S., M.S., University of Tennessee

Scott K. Yager (1992)

Instructor in Physics. A.A., Seminole Community College; B.S., M.S., University of Central Florida

Benjamin E. Zeller (2007)

Assistant Professor of Religious Studies. B.A., University of Rochester; M.S., Harvard Divinity School; Ph.D., University of North Carolina-Chapel Hill

CASTLE ROCK INSTITUTE

Jeffrey Carter (1999)

Visiting Assistant Professor of Religion. B.A., Davidson College; M.T.S., Harvard University; Ph.D. The University of Chicago

Deborah Fitzgerald (2000)

Instructor in Philosophy. B.A., Northwestern University; M.A., University of Iowa; Ph.D., University of Iowa

PISGAH FOREST INSTITUTE

Jennifer E. Frick-Ruppert (1997)

Executive Director of the Appalachian Center for Environmental Education. Associate Professor of Ecology and Environmental Studies. B.S., Ph.D., Clemson University

Kevin Fischer (2006)

Operations Manager. B.S., College of Charleston; MAT, National-Louis University

FACULTY EMERITI

J. Patricia Batcher (1988–1998)

Assistant Professor of Music, Piano, and Theory. B.M., Seton Hill College; M.M., Florida State University; postgraduate study, Catholic University, Laval University, Juilliard School of Music, Aspen School of Music, Westminster Choir College, Florida State University, and Fontainebleau, France

Peter E. Burger (1973–1996)

Professor of History. B.A., M.A., Mississippi State University; graduate study, University of Alabama

Carl A. Carlson (1991–1999)

Assistant Professor of Mathematics. B.S., Bradley University; M.S., M.S., New York University

Clara Coleman-West (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

C. Ray Fisher (1959–1999)

Ruth Stafford Conabear Distinguished Service Professor of Business and Economics. Chair, Division of Social Sciences. B.S., Western Carolina University; M.B.A., University of Georgia

Robert A. Foster (1994-2001)

Instructor in English as a Second Language. B.A., Wheaton College; Tokyo

Robert R. Glesener (1979-2005)

Associate Professor of Biology. B.S., University of Maryland; M.S., Ph.D., University of Michigan

Susan L. Horn (1977-2004)

Associate Professor of Mathematics. B.S., M.S., Louisiana Technical University

Donnald H. Lander (1979-2007)

Associate Professor of Mathematics. B.S., M.S., Florida State University; D.A., Idaho State University

S. Eugene Lovely (1969–1996)

Professor of History. Chair of 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

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

S. Rhuemma Miller (1968–78, 1985)

Assistant Professor of English and Communications. A.A., Mars Hill College; B.A., Furman University; M.A., Appalachian State University; postgraduate study, University of South Carolina

Timothy G. Murray (1963-2004)

Edward W. Seese Distinguished Service Professor. Johnie H. Jones Distinguished Professor in Teaching (2000-2002). A.A., Mars Hill College; B.A., M.A.C.A., University of North Carolina–Chapel Hill; postgraduate study, Archie Bray Foundation, Helena, Montana; University of Tennessee–Gatlinburg; Arrowmont;

Clemson University; Arts Management Diploma, University of North Carolina-Chapel Hill

Viola C. Perez (1961–1982)

Professor of Spanish. Bachiller en Ciencias y Letras, Instituto de Santa Clara, Cuba; Doctor en Pedagogía, Universidad de la Habana, Cuba; graduate study, Spain

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

Patricia L. Robinson (1976-2001)

Associate Professor of Music. B.M., Greensboro College; M.M., University of North Carolina–Chapel Hill; postgraduate study, Juilliard School of Music; Teacher's Certificate, University of North Carolina–Greensboro

C. Edward Roy (1944–1984)

Professor of Religion and Chaplain of the College. A.B., Piedmont College; M.Div., Emory University; M.A., graduate study, George Peabody College for Teachers; D.D. Greensboro College

Grace Munro Roy (1940–1945, 1956–1987)

Professor of Business Administration. B.S., Winthrop College; M.S., University of Tennessee

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

William L. Suder (1988–1998)

Professor of Biology. B.S., Montana State University; M.S., University of Montana; postgraduate study, South Dakota School of Mines, Central State University in Ohio, Grand Valley State University in Michigan, University of North Carolina–Chapel Hill

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

L. Virginia Tillotson (1966–1999)

Mary Emma Thornton Distinguished Service Professor of Music. Chair of the Division of Fine Arts. Coordinator of the Music Major. Artistic Director and Conductor, Brevard Chamber Orchestra. B.M., Baylor University; M.M., University of Illinois; postgraduate study, University of North Carolina–Chapel Hill, Northwestern University, Frostburg State 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

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

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 dates of employment with the College are found in parentheses.

OFFICE of the PRESIDENT

Drew L. Van Horn, President (2002) B.A., Elon College; M. Ed., Campbell University; Ph.D., University of South Carolina

Cheryl K. Tinsley, Executive Administrative Assistant to the President (2004) A.A., Brevard College; B.A., University of North Carolina at Chapel Hill

OFFICE of ACADEMIC AFFAIRS

John S. Hardt, Vice President for Academic Affairs, Dean of the Faculty and Professor of English (2002) B.A., Centenary College of Louisiana; M.A., Texas Tech University; Ph.D., University of Missouri-Columbia

Judy W. Jones, Administrative Assistant to the Vice President for Academic Affairs (1997)

Academic Enrichment Center

Shirley E. Arnold, Director of the Academic Enrichment Center (2004) B.A., Centenary College of Louisiana; M.A., University of Phoenix

Susan R. Kuehn, Director of the Office for Students with Special Needs and Disabilities and Instructor in Reading (1995) B.A., Clarke College; M.A., Northeastern Illinois University

Tommasanne Lambert, Director of the Office for Career Exploration and Development (2007) B.S., Appalachian State University; M.S., Western Carolina University

Office of the Registrar

Alyse W. Hollingsworth (1984) Registrar (2008) B.S., Mars Hill College; M.A., Western Carolina University; postgraduate study, Western Carolina University

Bobbie Jean Whitmire, Assistant to the Registrar (1977) J.C.D., Blanton's Business College

Library

Michael M. McCabe, Director of the Library (1982) B.S., Edinboro University of Pennsylvania; M.A., East Tennessee State University; M.L.I.S., University of South Carolina

Sherry V. Fransioli, Catalog Librarian (2006) B.A., Elmhurst College; M.L.I.S., Dominican University

June N. Greenberg, Circulation/Reference Clerk (1998)

Peggy Higgins, User Services/Reference Librarian (1999) B.A., East Carolina University; M.A., Winthrop University; M.L.I.S., University of North Carolina-Greensboro

Brenda G. Spillman, Librarian (1995) B.A., Berea College; M.L.I.S., University of North Carolina-Greensboro

George E. Stahlberg, Library Technical Assistant (1988)

Kathy A. Wilson, Library Resources Technician (2004) A.A. Blue Ridge Community College; B.S. Ed., Western Carolina University

ACADEMIC SUPPORT PERSONNEL

Nancy G. Ballinger (1999) Instructor in Physical Education and Health. B.A., University of South Florida

Ryan Donovan, WLEE Operations Manager (2004) B.A., Brevard College

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