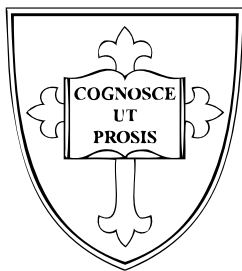


BREVARD COLLEGE



2013 – 2014
Catalog



BREVARD COLLEGE CATALOG 2013-2014

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

EQUAL OPPORTUNITY POLICY

Brevard College does not discriminate in admissions, educational programs, or employment on the basis of race, color, religion, sex, national origin, sexual orientation, age, disability, or veteran'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 2013. 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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MISSION

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

Our Vision for Brevard College

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

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

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

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

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

¹ Association for Experiential Education (AEE)

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; Biology; Business and Organizational Leadership; Criminal Justice; English; 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 Licensure.
Special Programs, Opportunities	Honors Program; honor societies; Institute for Women in Leadership; 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	52 full-time faculty; 82 percent hold the terminal academic degree in their field; 67 percent hold tenure; student-faculty ratio is 12:1.
Student Profile (2012-2013)	633 students from 30 states and 17 foreign countries; 98 percent full-time; 76 percent residential; 59 percent male, 41 percent female; 53 percent in-state students, 4 percent out-of-state and international students.
Library	Combined institutionally-owned and consortia collections include over 58,000 print volumes, 4,500 audiovisual materials,

and over 200,000 electronic resources, including e-books, e-journals, online art and music, and streaming media. Internet-accessible databases containing indexes, abstracts, and thousands of full-text and digital resources are available 24/7 from ARTstor, JSTOR, EBSCO, Gale, NC LIVE, and other online database providers. Wireless Internet access is readily available in the library. Resource sharing is obtainable 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, Lyrasis, and North Carolina Independent Colleges and Universities.

Financial Aid

Approximately 95 percent of students receive merit-based and/or need-based scholarships, grants, and loans; approximately \$14.6 million in aid was coordinated for Brevard College students in 2012-2013 for 633 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. Wireless access is also available in all residence halls and at several public campus locations. 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 and MEMBERSHIPS

Official Accreditations

Brevard College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Brevard College. The University Senate of the United Methodist Church accredits Brevard College to award degrees at the baccalaureate level, and Brevard College is an accredited institutional member of the National Association of Schools of Music and the Teacher Education Accrediting Council.

Memberships

American Association of Collegiate Registrars and Admissions Officers
American Association of University Women
American College Testing Program
American Counseling Association
American Library Association
Appalachian College Association
Association of Governing Boards of Universities and Colleges
Carolina Consortium
Carolinas Association of Collegiate Registrars and Admissions Officers
College Art Association
College Entrance Examination Board
Council for Higher Education, The United Methodist Church
Council for Higher Education, Western North Carolina Conference
Council of Independent Colleges
Foundations in Art: Theory and Education
Independent College Fund of North Carolina
Lyrasis
Mathematical Association of America
Mid Atlantic Library Alliance
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
North Carolina Academy of Science
North Carolina Association of Colleges and Universities
North Carolina Association of Student Financial Aid Administrators
North Carolina Center for Independent Higher Education
North Carolina Independent Colleges and Universities
North Carolina Libraries for Virtual Information (NC LIVE)
Reacting Consortium
South Atlantic Conference
Southeastern Association of Housing Officers
Southeastern College Art Conference
Southeastern Theatre Conference
Southern Association of College Admissions Counselors
Southern Association of Colleges and Schools Commission on Colleges
Southern Association of Collegiate Registrars and Admissions Officers
Southern Association of Student Financial Aid Administrators

ACADEMIC CALENDAR

FALL SEMESTER 2013

August 21, 2013 Wednesday	Classes Begin
August 27, 2013 Tuesday	Last day to add courses
September 3, 2013 Tuesday	Last day to withdraw from a course without a record
September 18, 2013 Wednesday	Last day to remove grade of Incomplete from preceding semester
September 20, 2013 Friday	Deadline for faculty submission of Early Progress Reports
September 27-29, 2013 Friday-Sunday	Family Weekend
September 30, 2013 Monday	Graduation application for May 2014 and Summer 2014 due in the Office of the Registrar
October 9, 2013 Wednesday	Mid-term Grades due
October 12-20, 2013 Saturday-Sunday	Fall Break
October 25- 27, 2013 Friday-Sunday	Homecoming
October 28- Nov. 1, 2013 Monday-Friday	Pre-registration for Spring 2014 Semester
November 1, 2013 Friday	Last day to withdraw from a course with a grade of W (no withdrawal from a course is permitted after this deadline)
November 27-Dec. 1, 2013 Wednesday-Sunday	Thanksgiving Break
December 6, 2013 Friday	Last day of classes
December 7, 2013 Saturday	Reading Day
December 9-13, 2013 Monday-Friday	Final Exams

SPRING SEMESTER 2014

January 8, 2014 Wednesday	Classes Begin
January 14, 2014 Tuesday	Last day to add courses
January 21, 2014 Tuesday	Last day to withdraw from a course without a record
February 5, 2014 Wednesday	Last day to remove grade of Incomplete from preceding semester
February 7, 2014 Friday	Deadline for faculty submission of Early Progress Reports
February 10, 2014 Monday	Graduation applications for December 2013 due in the Office of the Registrar
February 26, 2014 Wednesday	Mid-term Grades due
March 1-9, 2014 Saturday-Sunday	Spring Break
April 9, 2014 Wednesday	Honors and Awards Day
April 18-20, 2014 Friday-Sunday	Easter Break
April 25, 2014 Friday	Last day of classes
April 26, 2014 Saturday	Reading Day
April 28-May 1, 2014 Monday-Thursday	Final Exams
May 2-3, 2014 Friday-Saturday	Commencement Weekend

TENTATIVE ACADEMIC CALENDAR, 2014-2015

FALL SEMESTER 2014

August 20, 2014 Wednesday	Classes Begin
August 26, 2014 Tuesday	Last day to add courses
September 2, 2014 Tuesday	Last day to withdraw from a course without a record
September 17, 2014 Wednesday	Last day to remove grade of Incomplete from preceding semester
September 19, 2014 Friday	Deadline for faculty submission of Early Progress Reports
September 19-21, 2014 Friday-Sunday	Family Weekend
September 29, 2014 Monday	Graduation application for May 2015 and Summer 2015 due in the Office of the Registrar
October 3-5, 2014 Friday-Sunday	Homecoming
October 8, 2014 Wednesday	Mid-term Grades due
October 11-19, 2014 Saturday-Sunday	Fall Break
October 27- 31, 2014 Monday-Friday	Pre-registration for Spring 2015 Semester
October 31, 2014 Friday	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, 2014 Wednesday-Sunday	Thanksgiving Break
December 5, 2014 Friday	Last day of classes
December 6, 2014 Saturday	Reading Day
December 8-12, 2014 Monday-Friday	Final Exams

SPRING SEMESTER 2015

January 7, 2015 Wednesday	Classes Begin
January 13, 2015 Tuesday	Last day to add courses
January 20, 2015 Tuesday	Last day to withdraw from a course without a record
February 4, 2015 Wednesday	Last day to remove grade of Incomplete from preceding semester
February 6, 2015 Friday	Deadline for faculty submission of Early Progress Reports
February 9 2015 Monday	Graduation applications for December 2014 due in the Office of the Registrar
February 25, 2015 Wednesday	Mid-term Grades due
February 28- March 8, 2015 Saturday-Sunday	Spring Break
March 23-27, 2015	Pre-registration for Fall 2015 Semester
April 3-5, 2015 Friday-Sunday	Easter Break
April 8, 2015 Wednesday	Honors and Awards Day
April 24, 2015 Friday	Last day of classes
April 25, 2015 Saturday	Reading Day
April 27-30, 2015 Monday-Thursday	Final Exams
May 1-2, 2015 Friday-Saturday	Commencement Weekend

ADMISSIONS

Brevard College admits students who give proof of academic ability and institutional fit. The Admissions Office considers applicants for admission to Brevard College without regard to race, color, religion, sex, national origin, sexual orientation, 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.

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

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

Send information electronically to admissions@brevard.edu or call 828.884.8332.

First Year

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

1. Completed application for admission available at www.brevard.edu.
2. SAT or ACT score.
3. High school transcript. Students who enroll at Brevard College must submit a final, official high school transcript certifying high school graduation. GED scores are acceptable.
4. A campus visit is strongly encouraged. Schedule your campus visit at www.brevard.edu.

All offers of admission are contingent upon completion of all coursework attempted or pending at the time an offer of admission is made. Applicants who have less than 24 transferable college level hours must follow first year admissions procedures and must also submit official transcripts from all colleges and universities attended. Applicants who have completed more than 24 transferable college level hours must follow transfer applicant admissions policies and procedures.

The college strongly suggests that first year applicants successfully complete the following Minimum Course Requirements (MCR) with a C average or higher:

Course	Requirements
English	4 courses; college preparatory
Mathematics	3 courses: Algebra I, Algebra II and Geometry; Advanced Math beyond Geometry strongly recommended
Laboratory Science	2 courses, 1 must be a lab science; Physics is recommended
Social Studies	2 courses, 1 course in US history is required

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

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 of Admissions and Financial Aid along with the application.

Transfer

Students who have attended another institution for one or more semesters are considered transfer applicants. Transfer applicants who wish to attend Brevard College submit the following:

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

Transfer students with less than 24 hours of transferable college level coursework in a degree transfer program may be required to submit SAT or ACT test scores. Applicants with less than 24 transferable hours must follow first year admissions procedures.

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

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

International

International students are required to submit the following:

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

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

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

Home School

Home school students should submit:

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

Dual Enrollment

High school or home school students with exceptional academic ability may enroll in Brevard College courses while in high school. Students should submit:

1. Completed application for admission available at www.brevard.edu.
2. SAT or ACT score (if available).
3. Recommendation from their high school principal or guidance counselor. Home school students may submit a recommendation from a person familiar with the student's academic ability and maturity.
4. A campus visit is strongly encouraged. Schedule your campus visit at www.brevard.edu.

Early Admission

High school seniors may be granted early admission as a regular, full-time student at Brevard College if the applicant demonstrates outstanding academic ability. Students interested in early admission submit:

1. Completed application for admission available at www.brevard.edu.
2. SAT or ACT score (if available).
3. Recommendation from their high school principal or guidance counselor.
4. A campus visit is strongly encouraged. Schedule your campus visit at www.brevard.edu.

Part-time or Special Status

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

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

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

Readmission of Former Students

A former Brevard College student may gain readmission. These students must submit:

1. Completed application for admission available at www.brevard.edu.
2. If the applicant has completed courses at another institution after withdrawing from Brevard College, the applicant must submit official transcripts from all colleges and universities attended, and submit a Transfer Student Questionnaire Form, if required by the Transfer Student Policy.

Teacher Licensure

To apply for teacher licensure, students must submit:

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

These students are strongly encouraged to visit campus and meet with a faculty member from the teacher education program to discuss licensure requirements. Contact the Admissions Office at admissions@brevard.edu or 828.884.8332 to arrange this appointment.

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

STUDENT ORIENTATION ADVISING AND REGISTRATION (SOAR)

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

ENROLLMENT FEE

Students wanting to reserve a space in the residence halls and in the incoming new student class pay an enrollment fee. Brevard's growth and limited residence hall space encourages students to submit the enrollment fee as early as possible.

Enrollment fees are refundable until May 1st for fall semester applicants and December 1st for spring semester applicants. To receive a refund, the student must notify the Admissions Office in writing by the above dates.

IMMUNIZATION REQUIREMENT

North Carolina State Law GS130-A-155.1 requires all college students to have a Certificate of Immunization. The student must provide the dates for all required immunizations and a physician or health department official must sign the certificate. A physical examination is required of all student athletes. These required forms are available at www.brevard.edu and must be returned to Admissions prior to the first day of classes.

TRANSCRIPT REQUIREMENT

During the application process, all students must submit official transcripts from all high schools prior to enrollment; two-year and four-year institutions where they have previously been enrolled.

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

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

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

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.

2013-2014 TUITION AND FEE SCHEDULE FOR FULL-TIME STUDENTS (Fall and Spring Semesters Combined)

	Commuting	Residential
Tuition	\$25,000	\$25,000
Room/Board*	\$0	\$8,800
Parking Fee	\$180	\$180
Activity Fee	\$200	\$200
Total Cost**	\$25,380	\$34,180

*The room and board quote above is for East Jones and Beam Residence Halls. Room and board for the Residential Village and West Jones Residence Hall is \$9,200 per year. Room and board for Green Residence Hall is \$8,700 per year.

Summer 2014 Rates

Tuition (Internship/Practicum) \$340/credit hour

Tuition (Summer Classes/Directed Study) \$490/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 2013-2014 academic year, the overload fee is \$485 per credit hour for each additional hour. Please note that refunds will not be granted for overload fees or other special charges or class fees after the last day to drop a class. Music ensembles, athletic and other specified 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 2013-2014 academic year, the fee is \$485 per credit hour for the first 1-5 hours, and \$875 per credit hour for 6-11 hours. When a student reaches 6 or more hours, all hours are charged at \$875 per hour.

Part-time students are allowed the opportunity to drop a course during the first week of class without penalties. Part-time students dropping a course past the first week will be refunded at the same rate as the refund policy on page 19.

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 2013-2014 academic year, the fee is \$245 per credit hour for 1-5 hours. When a student reaches 6 or more hours, all hours are charged at \$875 per hour. For dual enrollment students, if the seventh hour is a lab, hours 1-5 will be charged at \$245 per credit hour and only the seventh hour will be charged at \$875.

Room

Each residential student signs a housing contract that obligates the student for a full academic year of housing, even if the room is vacated. A signed contract is required before any student may occupy a room. Any student wishing to break his or her contract must contact the Director of Residence Life in Campus Life to appeal their housing contract. Certain exceptions are automatically made (such as early graduation, study abroad, etc.) and are outlined in the housing contract.

Private rooms are available on a limited basis and additional charges will apply. For 2013-2014 the private room charge for Green Residence Hall is \$1,950 for the academic year. For 2013-2014 the private room charge for all other residence halls is \$2,450 for the academic year. The complete list of residential charges can be found on the Brevard College website or by contacting the Finance Office.

Board

All students living on campus are required to purchase a meal plan. For 2013-2014 residential students can choose between an unlimited plan with \$100 in flex dollars per semester or a 14-meal-per-week plan with \$200 in flex dollars per semester. Flex dollars can

be used at the Coltrane Commons Food Court. Commuters may purchase a 65-meal plan with \$50 in dining dollars at \$450. Additional money can be added during the semester. Unused flex dollars will expire at the end of the semester.

Students who have special dietary considerations, should contact Dining Services at 828.884.8362.

Parking Fee

Parking at Brevard College is a privilege, and all students who park on campus must have their vehicle registered through Campus Security in Campus Life. All students will be charged \$90 a semester to park their vehicle on campus. Students may pick up their decal in the Campus Life Office. A student may opt out of this charge by visiting Campus Life and filling out a form verifying that he/she will not have a vehicle on campus. Any student who has opted out and is found to have a vehicle on campus will be charged a \$300 fine. Parking regulations are strictly enforced, and vehicles that receive multiple tickets will be towed at the owner's expense. Parking fees are non-refundable. All parking regulations may be found in the Student Handbook and/or by contacting Campus Security. Note: Persons who are on campus only to audit classes will not be charged a parking fee.

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 or pre-ordered at www.efollett.com and may cost as much as \$350-\$400 per semester. Textbooks may also be rented. You may contact King's Creek Books by email at brevard@bkstr.com for more information.

Special Charges

Enrollment Deposit	\$250	Re-admittance	\$50
Graduation Fee*	\$80	Late Registration Fee	\$50
Audit, per hour	\$85	Athletic Fee	\$100/semester
Credit by Examination	\$350		

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

Damages

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

Payment of Tuition and 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 and MasterCard 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 \$75 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 1.888.285.3052, or visit the TMS website 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, or financial aid processing. 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 Discover 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 23.

Refunds apply to tuition, class fees, room and board charges. Private room charges 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%

Setting of Student Charges

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

Class Fees

Class fees are calculated on class enrollment as of the close of the last day to withdraw from a course without a record 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 refer to the financial aid refund policy on page 23.

FINANCIAL AID

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

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

Merit Scholarships

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

Leadership Scholarships

Scholarships awarded annually to new incoming freshmen and transfers students. An interview, essay, and attendance at Leadership Scholarship Day are required. Amounts vary and require a service hour component in order to renew the award.

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. For more information about Brevard College athletics visit www.brevard.edu.

Talent Scholarships

Talent scholarships are granted to students displaying outstanding ability in music, theatre, and the visual arts as well as in academic major areas. Qualifying students may be required to arrange an audition, tryout, or interview with the chairperson of the respective division. Art awards are granted based upon the evaluation of a portfolio of ten slides of the student's work. Music and theatre awards are based on an audition. Amounts may vary. Renewal is not automatic.

Methodist Scholarship Awards

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

Benefits for Veterans

Brevard College is approved for the education of veterans and their qualifying dependents including Yellow Ribbon benefits. Upon registration, the veteran or qualifying dependent must 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 below).

Tuition Exchange Scholarships

A limited number of tuition scholarships are available until April 1 to students whose parents work at participating institutions, through the Council of Independent Colleges (CIC) and the NC Independent Colleges & Universities (NCICU) Tuition Exchange programs. Receipt of this scholarship supplements all other aid for which the student qualifies from the institution, not to exceed cost of tuition. For a list of participating institutions, go online to 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 are contingent upon legislative enactment, appropriation, and actual receipt of funds by Brevard College.

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

Federal Financial Aid Programs

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

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

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

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. A student failing to meet the requirements for Good Standing will be placed on Academic Warning, Academic Probation, or Academic Suspension. For the category of Academic Warning a student will not be asked to write an appeal. For the categories of Academic Probation and Academic Suspension a student will be asked to submit a written appeal to the Financial Aid Office in order to be granted financial aid for the upcoming semester. For further information on the academic portion of this policy please refer to the policy as listed on page 47.

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%

Setting of Student Charges

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

Class Fees

Class Fees are calculated on class enrollment as of the close of the last day to withdraw from a course without a record 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, 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.

SCHOLARSHIPS

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 endowed scholarships:

- | | |
|---|---|
| Nelson Adams Organ Scholarship | Fred B. Bunch, Jr., Scholarship |
| Richard A. Adams Memorial Scholarship | Wilmar Shurford Byers Scholarship |
| Lillie McConnell Angel Scholarship | Lucille Siniard Cain Memorial Scholarship
in Organizational Leadership |
| Clegg Avett Memorial Scholarship | Carl Carlson Memorial Scholarship in
Mathematics |
| Ira M. Baldwin Scholarship | Cornelius Oliver, Albert M., and Nancy
McCauley Cathey Scholarship |
| Lillian Clayton Baldwin Memorial
Scholarship | Richard and Mildred Cherry Scholarship |
| Olivia Allison Ball Memorial Scholarship | Coach John B. Christenbury Memorial
Scholarship |
| C. Grier and Lena Sue Beam Scholarship | Class of 1938 Scholarship |
| Julia P. and Jesse F. Beatty Scholarship | Class of 1953 Scholarship |
| J. A. Belcher Scholarship | Class of 1957 Scholarship |
| Belk-Simpson Scholarship | Robert Hunt Clayton Memorial Golf
Scholarship |
| Nancy Simpson Benfield Scholarship | George B. and Clara N. Clemmer
Scholarship |
| John B. and Rosanelle C. Bennett
Scholarship | Dott Ingram Cofer Theatre Scholarship |
| Stuart and Margaret Wright Black Music
Scholarship | Mr. and Mrs. Robert D. Coleman, Jr.
Scholarship |
| Dr. Embree Blackard Scholarship | Eugene Jarvis and Isabelle Doub Coltrane
Memorial Scholarship |
| Addie and Don Blake Scholarship in Music | Marion and George Craig Scholarship |
| John S. Boggs Scholarship | Marjorie Craig Scholarship |
| Tom and Frances Breeden Scholarship | Janet Cushman Scholarship in Music |
| Leo and Eleanor Brevard Scholarship | Rachel Cathey Daniels Scholarship |
| Brewer Family Scholarship | C. Glenn Davis Scholarship |
| James Zachary Brookshire Memorial
Scholarship | Norah Davis Scholarship in Environmental
Sciences |
| Gertrude Brown and Vandalyne Brown
Barbee Memorial Scholarship | Kate Pickens Day Scholarship |
| Mrs. Sara Lois Wolcott Brown Memorial
Scholarship | Margaret Mizell Dean Scholarship |
| The Caney Edward Buckner and Bess Reap
Buckner Scholarship | John H. Dellinger Scholarship |
| Evelyn Sherrill Bunch Scholarship | |

- Meta M. Dings Scholarship
 J. Robert and Hazel F. Dixon Scholarship
 Angier B. Duke Memorial Scholarship
 Jeffrey W. Duncan Memorial Scholarship
 Grace B. Etheredge Scholarship
 A. Mitchell and Eunice Arnold Faulkner
 Scholarship
 Louise Yandell Ferguson Scholarship in
 Music
 Fincher Family Memorial Scholarship
 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
 Maria E. Frank Scholarship
 Sara Barkley Futral Scholarship
 Clara C. Gift English Scholarship
 W. Edgar Gift Science and Mathematics
 Scholarship
 Stella Mae Brinkley Gilbert Scholarship
 Joseph E. and Eloise K. Glass Memorial
 Scholarship
 Sarah S. Godfrey Scholarship
 Donald Lee Greene Scholarship
 Ottis Green Scholarship
 Groce Memorial Scholarship
 Bill and Geri Hambley Scholarship in Music
 Sonny and Nell Harrelson Scholarship
 John M. Hawkins Scholarship
 Juanita Wells Hearn Scholarship
 Cecil and Jane Bailey Hefner Scholarship
 Charles F. Himes Scholarship
 J.P. and Ida C. Horton Scholarship
 Gladys and Gene Houck Scholarship
 Mary Helen Huggins Scholarship
 Dr. Evelyn Spache Huntington Scholarship
 in Education
 Hunter-Weaver Scholarship
 George P. Ivey Memorial Scholarship
 Jerry Hart Jerome Scholarship for
 Organizational Leadership
 Brian Johnson Basketball Scholarship
 William and Marcella Johnson Scholarship
 Eva H. Jolley Scholarship
 Edwin L. and Annabel Jones Scholarship
 Irene and David Jones Golf Scholarship
 Nora Avahelene Jones Memorial Scholarship
 Mary Louise Jones Scholarship
 Henry Watson Jordan Scholarship
 Kale Family Scholarship
 Lake Toxaway Charities Scholarship
 Lake Toxaway Scholarship for Women
 LeGere Family Scholarship in Music
 Leon Levine Foundation Scholarship
 Lola Allison Lonon Memorial Scholarship
 Elizabeth Price Lothery Basketball
 Scholarship for Women
 Alice A. Lovin Scholarship
 Mark Houston Lowdermilk Memorial
 Scholarship
 Randal J. Lyday Memorial Scholarship
 Jack M. and Jean C. McCauley Scholarship
 Elaine Walker McDonald and Henry C.
 McDonald Jr. Memorial Scholarship
 Drs. Charles and Kathleen R. McGrady
 Scholarship
 Margaret K. McKinney Scholarship
 E. K. McLarty, Jr., Scholarship
 Bree McMahan Scholarship in Soccer
 Chick and Ruth Martin Scholarship in
 Athletics
 Leota Mathews Scholarship for Physical
 Sciences
 Josephine Young Miller Scholarship
 Louise P. Miller Memorial Music Scholarship
 Ruth Waggoner Miller Scholarship
 J. William Moncrief Scholarship
 Carol Tompkins Montgomery Scholarship
 Ben R. Morris Scholarship
 Colonel and Mrs. J. Edgar Morris
 Scholarship
 Wanda Woosley Moser Scholarship
 Grace Munro Scholarship
 Albert G. Myers, Jr., Scholarship
 Elizabeth S. Neale Memorial Scholarship
 Omicron Delta Kappa (ODK) Leadership
 Scholarship
 John P. Odom Scholarship
 Oliver and Jennie Taylor Orr Scholarship
 Padrick Scholarship
 E. K. Partin Scholarship
 Wilma and K. W. Partin Scholarship
 Patton Scholarship
 Thomas O. Porter Memorial Scholarship
 Rev. Hubert and Margaret Hague Powell
 Family Scholarship
 Dr. Lewis C. Powell Memorial Music
 Scholarship
 Pryor-Lewis Scholarship
 H. Cotton Ray Leadership Scholarship
 Ruth and Henry Ridenhour Scholarship

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
 Donald and Jean Scott Scholarship
 Richard and Betty Scott Scholarship
 Flake Sherrill Memorial Scholarship
 Kurt Morgan Shuler Memorial Scholarship
 Dimps and Ray Simmons Golf Scholarship
 Allen H. Sims Scholarship
 Vance A. Smathers Memorial Scholarship
 Bernon and Irene Smith Scholarship
 Lucile Smith Scholarship
 Henry C. and Annie Call Sprinkle
Scholarship
 Mary Frances Stamey Memorial Scholarship
 Clyde L. Stutts Memorial Scholarship
 Ina Stutts Fine Arts Scholarship

Jane M. Summey Scholarship
 Caroline A. Sweeney Fine Arts Scholarship
 Rosa B. Taylor 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
 The Reverend and Mrs. Robert E. Ward
Scholarship
 Lillian B. and T. Max Watson Scholarship
 Weaver College Scholarship
 Robert H. Welch Scholarship
 Daisy Justus Wells Memorial Scholarship
 Adele Margaret Weston Music Scholarship
 Robert Allwyn White Scholarship for
Theater Studies
 Wilderness Leadership Scholarship
 Willingham Family Scholarship
 Orville and Edith Woodyard Scholarship
 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 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.

Campus Life is staffed by professional staff and student residents who serve in the following areas: Student Engagement, Community and Personal Development and Wellness. Student Engagement focuses on the development of an active student community through activities, programs, service, housing, leadership development, and security. Personal Development and Wellness focuses on the individual student issues that may arise in a student's developmental growth during college in areas of medical, counseling, and health education. Throughout our services, we emphasize social consciousness and encourage students to become healthy, responsible, educated, contributing members of the community in which they live.

COMMUNITY DEVELOPMENT

Community Development consists of the following areas: Office for Service and Volunteer Initiatives, and Residential Life. With the help of student leaders, professional staff members in each area work to intentionally engage students and enhance learning through community involvement.

Office for Service and Volunteer Initiatives

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

The office is supported by student leaders called Service Coordinators as well as student groups such as Brevard College Serves (BC Serves) and other student clubs and organizations. These groups of students are motivated to serve their community and to get others involved.

One of the major events, and a great tradition at Brevard College, is Move-A-Mountain Day. This day of service unites new students, faculty, and staff with the community in the spirit of fellowship and volunteerism. As part of fall and spring welcome week, faculty and staff help with community service projects at various locations around the city of Brevard

and Western North Carolina. Service sites are carefully chosen so that students are exposed to a diversity of experiences and citizens in the Brevard area.

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

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

Residence Life and Student Involvement

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

Residence Life

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

Student Clubs and Organizations

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

Student Government Association (SGA)

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

Campus Activities Board (CAB)

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

Intramural and Outdoor Recreation

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

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

Several student organizations involving club sports work to provide activities for students to pursue interests in disc golf, rock climbing, paddling, and other outdoor experiences.

Outdoor Recreation offerings encourage students to interact within the natural environment of Western North Carolina. Students can learn new skills and enhance their current skills at regularly scheduled skills clinics. Weekend trips provide opportunities for students to explore the local mountains, rivers, and caves. A gear rental program also allows students to check out necessary equipment for use on weekend excursions.

Student Publications

Brevard College provides students with several opportunities to apply both research and creative writing skills through campus publications. Each publication team has a faculty advisor who 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. In addition, guest performers and scholars in jazz and classical music are invited to campus to give master classes and to lead workshops. Many music ensembles are open to all Brevard College students.

The Department of Theatre Studies offers three to 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 to the performing arts by providing an acoustically superb concert hall for students, faculty, and nationally known performers, many of whom work with our students in demonstrations and master classes. The Morrison Playhouse is located in this building along with faculty/staff offices.

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

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, and rides to SGA's wacky games competition, "Bizarre Wars."

PERSONAL DEVELOPMENT AND WELLNESS

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

Housing Services and Campus Security

Brevard College is committed to being a residential college and our residence halls provide the atmosphere for some of the most important learning experiences students have at Brevard College. Our goal is to provide the most appropriate housing for each student.

Brevard College has a general expectation that all students participate in the residential experience by living on campus while allowing for certain qualifying exceptions and appeals procedures. Therefore, Brevard College assumes that all students will live on campus, and those who do not wish to do so must either meet a policy or appeal to move off campus. For details about such exemptions and appeal procedures, please refer to the Student Handbook.

Student Conduct Off Campus

Students who live off campus are expected to be good citizens. Students who violate College policy or local ordinances will be subject to the Social Code Review Process as outlined in the student handbook. Throughout the semester, Campus Life will review the behaviors of students residing off-campus. Police reports generated by Brevard Police Department will be forwarded to the Dean of Students who will follow up with the students involved.

Policy to Live Off Campus

Current students who wish to move off campus must submit a form by April 1st for the following academic year.

For more information on the appeal to live-off campus please review the complete policy to live off-campus (below), or stop by the Campus Life Office in Coltrane Commons.

Policy Philosophy

Brevard College has a general expectation that all students participate in the residential experience by living on campus while allowing for certain qualifying exceptions and appeals procedures. Therefore, Brevard College assumes that all students will live on campus, and those who do not wish to do so, must either meet a policy (as outlined in the next section) or appeal to move off campus (see section and sections). Please note that any appeal submitted is merely a request, and students should not make plans to live off campus until the approval of the appeal is granted.

Exemptions to Live Off Campus

Every Brevard College student is **required to live in campus residence** unless he/she meets one of the following exemptions:

- Student is legally married and has a marriage certificate.
- Student is legally responsible for someone else (caregiver, parent, guardian, etc.) and has documentation demonstrating this responsibility (through a court order, power of attorney, etc.).
- Student resides with a legal guardian (verified by Campus Life).

Policy Appeal

If a student does not meet one of the qualifications listed above, he/she can appeal to live off campus based on either of the following:

- Student is at least 21 years of age at the beginning of the academic year the student wishes to live off-campus **and must**:
 - Have at least a 2.5 cumulative GPA and not be on Academic Probation/Suspension.
 - Have no significant judicial history (verified by Dean of Students).
 - Have the approval of the Athletics Department (if the student is an athlete).
- Student has a documented medical exemption. Appeals to live off campus on the basis of a medical need must meet the following criteria:
 - The medical need must be compelling, such as post-hospitalization with ongoing care.
 - Requirements for special medical equipment which cannot be met in campus housing.
 - The need for special care attendants to help the student.

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

*Note—all students who are approved to live off campus may have their financial aid readjusted. In general, this may mean that the student will see a decrease in financial aid (conditions will vary by student and all students are encouraged to talk to personnel in the Financial Aid Office before submitting an appeal).

Policy Process

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

will not be reviewed. Additionally, **all students who do not meet the exemptions to live off campus will need to submit form each year for review.** In other words, just because a student is approved to live off campus one year does not give him/her approval to live off campus in subsequent years. Any student who fails to gain official approval to live off campus will be charged for housing and a meal plan regardless of whether he/she actually resides in an on-campus housing facility.

To appeal to live off campus a student must print the form; complete it; and turn it in to Campus Life. Students who cannot access this form online can stop in to the Campus Life office to pick up a form. An appeal form is only completed if all supporting documents are attached, signatures gathered, and is turned in on time. **Appeals submitted after the deadline will not be reviewed.**

Once the appeal is reviewed, Campus Life will notify the student, via email, on the status of his/her appeal. Appeals will be approved, denied, or denied for need of further information. Those needing further information will outline the information needed for completion. Students will then be given a new deadline to submit the appeal. Appeals that do not meet this new deadline will be denied.

Change of Residency Once Approved to Live Off Campus

Any student who has been approved to reside off campus may not change location of residency until written approval has been received from Campus Life. **To request approval to change residence, a student must update Campus Life with the new residence information. If the change is approved, the student must report the change of address to the College Registrar's Office as outlined in the Student Handbook.**

Once a student has been approved to reside off campus, the address that is provided to Campus Life is valid for one year only. Continuing enrolled students who do not submit an appeal to continue to reside off campus will have a hold placed on future class registration processes until approval is received (or may risk having their registration canceled).

Campus Security

Brevard College Campus Security Officers are here to educate the students, faculty, and staff about protecting themselves and their property. Campus Security Officers also respond to campus emergencies. Campus Security works closely with the Brevard Police Department and the Transylvania County Sheriff's Office to promote a safe campus community.

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

All student, faculty and staff vehicles parked on campus must be registered with Campus Security.

Counseling Services

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

Other supportive services are provided by a variety of campus personnel. Student Resident Advisors (RAs) work with Hall Directors (HDs) 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.

Medical Services

Perhaps for the first time in their lives, students will be making their own decisions about personal health. Our medical services staff helps students learn what they need to know to become effective managers of their own 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.

An experienced registered nurse is on duty from 9 a.m. to 3 p.m. Tuesday and Thursday. The services are being provided by Sisters of Mercy Healthcare.

If a student needs additional medical services, he or she will be referred to community physicians and these charges will be the responsibility of the student. For serious emergencies, students have access to the fully staffed emergency room of Transylvania Regional Hospital. Mission/St. Joseph's Hospital in Asheville is only 45 minutes away by car and less by emergency helicopter.

Students must have a primary health provider, and Brevard College provides a primary insurance policy that covers students for most cases (please contact the Stamey Wellness Center or visit the Brevard College website for more information). Medical Services provides routine services without charge, but students must pay for such services as x-rays, lab tests, prescription medicines, and other procedures.

Student Code of Conduct

The College has clearly stated standards for behavior in the community. These are set out in the "Social Code" 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 Social Code 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 Social Code can be addressed to the Dean of Students' Office.

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.

ATHLETICS

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. After completing the transition to a four-year institution in 2000, the College became an active member of the Appalachian Athletic Conference (AAC) of the National Association of Intercollegiate Athletics (NAIA). Over the next eight years, Brevard athletic teams earned 10 conference titles and made nine national tournament appearances.

A new era of BC Athletics began in 2008 as the Tornados became full active members of the NCAA Division II and the South Atlantic Conference. In the five years since, every BC Athletic team has either recorded a South Atlantic Conference win or has received a berth to the postseason South Atlantic Conference tournament. The men's basketball team won Brevard's first South Atlantic Conference Championship in 2010, and was the first BC program to participate in the NCAA Regional tournament. The Cycling team has won three Mountain Bike National Championships, one Cyclo-cross National Championship along with several individual national titles. Brevard has also seen multiple athletes and coaches receive both All-Conference, All-Region and National recognition as the Tornados look to continue their success both in the NCAA and the South Atlantic Conference.

Brevard College Varsity Sports

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

OTHER STUDENT SERVICES

Food Services

Everything from full meals to light snacks is offered daily in A.G. Myers Dining Hall operated by Pioneer College Caterers. Pioneer offers a wide variety of selections including M-Y-O omelets for breakfast, fresh baked subs and pizzas, vegetarian and gluten-free options, carved and rotisserie meats.

Residential students have unlimited access to the dining hall, from 7:30 a.m. until 7:30 p.m. Monday through Friday, and from 8:30 a.m. until 7 p.m. on weekends. Commuting students may pay at the door or purchase declining balance dollars which provide a discounted rate for meals and allow access to the dining hall throughout the semester. More information on operating hours, dining options, and menus is available by calling 828.883.8180.

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 Thursday from 9 a.m. until 5 p.m., Friday from 9 a.m. until 4 p.m., and Saturday from 10 a.m. until 3 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 art supplies, and postage stamps. Services include 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 buy-back.

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 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 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 Career Exploration and Development, Disability Services, First Year Program, and 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.

Career Exploration and Development (CED) offers 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 CED is an additional source for current job and internship postings on campus.

Disability Services works to assure that students with disabilities have access to Brevard College and its programs, courses, activities, and facilities. The Disability Specialist 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, and the ADA Amendments Act. The Disability Specialist serves qualified students with disabilities by providing reasonable accommodations, fostering an accessible and hospitable learning environment, and promoting student responsibility and self-advocacy. **Students need to be involved in service decisions and request accommodations, as this is a critical difference between high school and college.** The Disability Specialist collaborates with faculty, staff, and administrators in delivering effective access.

Student Responsibilities

To be eligible for services and accommodations, students must provide the Disability Specialist current, valid documentation of a disability from an appropriate licensed professional. More specific information about documentation requirements is posted on www.brevard.edu. The Disability Specialist will maintain appropriate confidentiality of records and communication, except where permitted or required by law. Reasonable accommodations include a range of services, equipment, and course alterations which modify or adjust a course, program, or activity, to ensure equal educational opportunities for all students regardless of disability. These are based on how a student's documented disability currently affects him or her, and may include such things as use of a digital recorder in class, having extended time, or making field trips wheelchair accessible. Accommodations should not fundamentally alter courses, programs, and activities, or impose undue hardship to the College.

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 experiential, 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 satisfactory progress for enrollment purposes. The developmental courses

available are LSK 100, MAT 100, and REA 089 and 099. For descriptions of the focus and content of these courses, see Academic Support Courses (page 125). 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, the Academic Enrichment Center, and the Fitness Appraisal Lab which are 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. 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 James Addison Jones Library is a vital member of the academic community and promotes the mission of Brevard College through its provision of high-caliber resources, flexible services and a friendly and knowledgeable staff. In support of the College's experiential liberal arts educational mission, the library carefully selects, maintains and provides:

- Easily accessible print and digital learning resources that fulfill the general, instructional, research and recreational needs of the Brevard College community.
- Electronic research materials available 24/7, on and off campus.
- Wireless Internet connection.
- Cooperative borrowing privileges for materials not owned by the library, through Interlibrary Loan.
- A library website that leads information seekers to the discovery of information literacy tools such as the online catalog; databases; resources for majors; and research guides and tutorials.

The library is a member of the American Library Association, Appalachian College Association, Carolina Consortium, Lyrasis, and North Carolina Independent Colleges and Universities and is also a participating member of NC LIVE (North Carolina Libraries in Virtual Education). Our combined institutionally-owned and consortia collections include over 58,000 volumes, 158,000 eBooks, 4,500 audiovisual materials, and links to over 30,000 electronic journals. Access is available to a substantial number of online databases containing indexes, abstracts, digital images, and thousands of full-text resources.

An approachable and qualified library staff is available to help students find, select, evaluate, and use information resources. Instruction opportunities in Information Literacy are available through learning partnerships with faculty and staff and may take place in the classroom or through class visits to the library.

The library strives to create a welcoming and pleasant learning environment open 76 hours per week, including nights and Sundays during the academic year. Extended hours are available during exams.

Fitness Appraisal Laboratory

The Fitness Appraisal Laboratory (located in MS 110) 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 single catalog of choice that is in effect from the year they re-enroll at the College to the time of their graduation.

Residence Requirements

The unit of credit at Brevard College is the semester hour, with most courses carrying three or four credit hours. In order to earn a baccalaureate degree at Brevard College, a student must complete a minimum of 124 semester hours in courses numbered 101 and above. Of the required 124 semester hours, transfer students must earn at least 32 semester hours and at least one-half of the hours required for each major and minor field of study in residence at Brevard College.

Major and Minor Requirements

A major is a student's primary area of study. In some major programs students may focus on an emphasis area that consists of a core area of study in the discipline plus selected topical courses related to the emphasis area. A major normally consists of a minimum of 33 and a maximum of 55 credits that do not overlap the general education core. To complete a major program, students must formally designate a program of study by the end of the sophomore year. The Division Chairs and the Vice President for Academic Affairs reserve the right to judge the advisability of an applicant's admission to any particular major. Each student's major program must be arranged under the direction and with the approval of a faculty advisor and must be planned with a view toward obtaining reasonable

mastery of a chosen field, with due provisions for work outside the field. To graduate, students must complete the requirements of at least one major program as described in the section entitled “Academic Programs” beginning on page 68. Major programs may specify whether or which general education courses can count as part of the major. Only 12 credits in one declared major may count toward a second declared major.

Minors are also available in many fields. A minor normally consists of 17-21 credits and is recorded on student transcripts. A student may not major and minor in the same discipline. A minor contains at least 9 credits not duplicated in the student’s major or in any other minor(s) that the student is pursuing. A student may duplicate hours between the minor and the general education core, unless otherwise stated in the specific minor. Requirements for minors begin on page 108.

Grade Point Requirements

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

Demonstration of Competency

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

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

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

Graduation Application

Two semesters prior to the planned graduation, all students must officially apply for graduation by completing a graduation application. The completed application 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 notify and make alternate arrangements with the Office of the Registrar.

Diplomas

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

Graduation Attendance

Attendance is required at the spring semester commencement exercises unless the student is officially excused by completing a request with the Office of the Registrar. A student who completes all graduation requirements by the end of the previous fall semester, by the end of the spring semester, 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 in all hours earned at Brevard College and all courses required for each major and minor field of study at Brevard College at the time of the commencement exercises.

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

Faculty Approval

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

TRANSFER CREDIT

Brevard College accepts transfer credit for parallel coursework from 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). Transcripts of readmitted students are evaluated on a case-by-case basis to determine that prior-earned credits continue to meet current disciplinary standards. Greater scrutiny is given to courses more than ten years old. Students may be asked to supply a syllabus from the courses for which they have earned credit and a catalog from the institution. Those courses may be validated by examination and must be considered college level courses by the appropriate Division Chair. Documentation must be provided and approved in order for students to receive credit for job-related experiences, the military, and for expertise in a subject area.

Transfer Students

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

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

- Credit will be accepted from colleges and universities 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 at least 50 percent of course requirements in each chosen major and minor at Brevard College including specific courses or requirements designated within the major. The designated courses or requirements required by each major are determined by each respective major.
- Transfer students enrolling at Brevard College for the purpose of earning a baccalaureate degree must adhere to College policies governing 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 registrar’s page of the Brevard College website.
- 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 coordinator
 - 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. Courses with a grade of “P” are not transferrable.

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 or has at least one full-time semester as a residential college student.
 - 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, at which time they may seek a waiver. Students who wish to waive BCE 102 must do so by the last day to withdraw from a course without a record.

(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.)

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.

Transfer Procedure

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

A preliminary evaluation of official transcripts is done by the Transfer Counselor in coordination with the Registrar. The final evaluation of all 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 institution's registrar or course instructor at the institution may be contacted.
- "XEC" after a course code means that the course does not have an equivalent course at Brevard College (ex. 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 for a major other than as an elective is to be determined by the Division Chair. An XEC course is approved to fulfill a general education requirement rather than an elective by the Registrar in consultation with administrative faculty. A course substitution form is then completed and will be kept in the student's academic record and will be used when determining fulfillment of graduation requirements.

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

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

ACADEMIC PROGRESS

Grading System

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

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

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

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

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

Letter	Interpretation
AU	Audit
CR	Credit (Satisfactory completion of a course; counts only as hours earned.)
E	Conditional failure (Student is entitled to reexamination within 30 days otherwise, the E converts to an F.)
EX	Experiential Learning (See page 55)
I	Incomplete (See description on page 52)
IP	In Progress (Course in which student is currently enrolled during semester.)
K	Credit by examination (See page 54)
NC	No Credit (Unsatisfactory completion of a course.)
P	Pass (Satisfactory completion of a course; counts only as hours earned.)
W	Withdrawal (no grade assigned)
WV	Waived credit (Credit awarded with appropriate documentation.)

Pass/Fail Option

With the exception of courses that are only offered on a pass/fail basis, students of junior or senior standing may select a total of two elective courses to be graded pass/fail. Courses in the General Education Requirements curriculum and/or in the student's academic major, minor or emphasis may not be selected for this option. Students who wish to

designate a course for pass/fail grading must initiate this process with their academic advisors between the date of receiving mid-term grades and the final date to withdraw from a course with a grade of W (see academic calendar). A grade of P does not affect a student's grade point average, but the course credits do count toward graduation.

Computation of Grade Point Average

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

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

Table 1
Minimum Academic Requirements for Satisfactory Progress at Brevard College:
(Five year Graduation Track)

<i>At the End of the Completion of semester</i>	1	2	3	4	5	6	7	8	9	10
<i>Earned semester hours towards graduation</i>	9	24	36	48	60	73	86	99	111	124
<i>Earned cumulative GPA</i>	1.70	1.80	1.90	2.00	2.00	2.00	2.00	2.00	2.00	2.00

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 58) 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.

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

Table 2
Classification of Students

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

Academic Warning

A student failing to meet the requirements for Satisfactory Progress (Table 1) by semester's end will be placed on Academic Warning. Exceptions may be made for students who have earned the required cumulative grade point average but are slightly deficient in earned hours. These students will receive notice of their deficiency but will not be placed on Academic Warning.

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

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

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

Academic Probation

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

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

1. Attend a mandatory meeting at the beginning of the semester. Students are informed 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 Associate Dean for Student Success.
 - c. Use of academic/campus resources and services.
3. Agree to other conditions as designated by the Associate Dean for Student Success in consultation with the Academic Advisor and other appropriate advisors.
4. Achieve satisfactory academic progress as determined by the GPA.

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

At the end of a semester on Academic Probation, if a student fails to meet the standards of Satisfactory 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 a student on Academic Probation fails to meet the standards of Satisfactory Progress (Table 1) but earned at least a 2.0 semester GPA with passing grades (D- or higher) for all completed course work (12 or more hours) during the most recent semester, the student will normally remain on academic probation for the next semester and continue working towards Good Academic Standing.

Academic Suspension

Academic Suspension means that a student may not continue at Brevard College for a minimum of one semester. Academic Suspension may result from an unsuccessful semester on probation (as described in the preceding paragraph) or **from an unsuccessful semester in Good Academic Standing** based on academic performance (as described below).

Students will be automatically placed on Academic Suspension at the end of any semester when they meet either of the following conditions:

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

Appeal Process for Academic Suspension

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

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

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

Voluntary Withdrawal from the College

Students will be allowed to withdraw officially from the College (see Academic Calendar for deadlines, page 6) 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 officially begins 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 receiving scholarships, grants, or loans to pay for educational expenses, may have to repay some or all of those funds received for that semester, based on federal and state guidelines for that semester. Students withdrawing from the College must leave the campus within 12 hours of withdrawal.

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.

POLICIES AND PROCEDURES

Semester Confirmation and Class Registration

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

Student Course Loads

A full-time semester course load is 12-19 hours. Normally, students should expect to devote two hours, on average, to class work outside of class a week for every one hour in class. Registering for more than 19 credit hours in a semester produces an overload. Overloads are permitted only in exceptional situations. In addition to an overload fee (\$485 per credit hour in excess of 19 in a semester during the 2013-2014 academic year), the student must obtain the approval of the faculty advisor. If the advisor does not approve, the student may seek approval from the chair of the advisor's division.

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 6). No withdrawal from a course is permitted beyond this deadline. Withdrawal from a course during the permitted period of the semester is initiated by requesting a Course Withdrawal form from the Office of the Registrar. Students meet with both their advisor and the course professor to discuss the implications of the withdrawal and to complete the form. After receiving signatures from the advisor, course professor, and in the case of varsity athletes, the Director of Compliance, the student returns the completed form to the Office of the Registrar. Students who withdraw from a course at Brevard College during the Withdrawal period will receive a W which will be recorded on the student's official transcript. After the withdrawal period, the student will receive the grade earned for the course. (Note: Because 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.)

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, page 6). 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 BCE, to the coordinator for the BCE course in question. 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 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 excessive absences or tardies; side conversations or other rude, distractive, or disruptive behaviors; lack of effort; fighting; threatening behaviors; profanity; verbal abuse; direct defiance of the teacher's authority; or other verbal or non-verbal behaviors that are negative influences upon others in the class. The type of exclusion is dependent on the nature of the conduct. Outcomes associated with such conduct include warnings; a grade of F for the days (e.g., tests, papers) absent from class; or a grade of F or W for the entire course. The grade assigned when a student is removed from a class depends on the results of arbitration and/or appeal as well as the time during the semester and the student's work to that point in the course. When an instructor excludes a student from class, the instructor will send a written statement of the reasons to the Division Chair. 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 58)

Credit by Examination

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

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

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

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

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

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 outcomes specified by courses in an approved degree program.
- Credit will be awarded only to matriculated students.
- When credit is awarded, it will be identified on the student’s transcript as credit for prior experiential 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 for the study of practical Spanish language and culture in Costa Rica 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 66.)

Students must be in good academic standing to participate in a study abroad program.

Access to Educational Records

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

Official College Communications

Brevard College has established electronic mail as a primary medium for official communication with students, faculty and staff. Each registered student and active faculty and staff member is assigned an official Brevard College e-mail address by the IT department according to a naming convention established by the department. All official College information (e.g., academic notices, campus calendars, policy updates, registration and financial information, etc.) will be sent to the individual’s Brevard (@brevard.edu) e-mail address. No official College information will be sent to any other e-mail address.

The College expects that students will receive and read e-mail in a timely manner. Failure to receive and read College communications delivered to official Brevard College e-mail address in a timely manner does not absolve recipients from knowing and complying with the content of such communications. It is recommended that e-mail be checked daily, but at a minimum, twice per week. In addition, Brevard College students should regularly access personal information (grades, account information, etc.) through WebTwister (following instructions provided by the IT department) and should also access general College information at the BC student www2.brevard.edu.

Transcripts

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

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

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

Requests for official transcripts may also be made in 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. There is a charge of \$5.00 per transcript ordered.

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.

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.

- 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.

Repeating Courses

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

If a course is repeated at Brevard College:

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

If a course is repeated outside Brevard College:

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

LINC Repeat Policy

Students who fail one, but not both, of the classes in a LINC do not have to repeat the LINC general education requirement if they had a final participation grade of C - or better for the failed class, documented by the LINC instructors at the end of the semester when the LINC was taken.

Academic Forgiveness Policy

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

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. (Note: This can result in a loss of credit hours.)
2. A readmitted student may elect to use the Academic Forgiveness Policy only once.

Assignment of Credit Hours for Courses

A credit hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that approximates not less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as required in (1) for other academic activities such as lab work, internships, practical, studio work, and other academic work leading to the award of credit hours.

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

Recurring and Variable Credit Courses

Certain courses in the catalog (e.g., special topics seminars, if on different topics, practicums/internships, independent studies) may be taken for credit more than once. Also, some courses may be taken for variable credit (e.g., 1–3 credits), as designated in the course offerings for a given semester.

Exceptions to Academic Standards

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

HONORS & AWARDS

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

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 who is the hallmark of a liberal arts education. Entering students may apply after admission to the college or after matriculating. Students are accepted 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 a Brevard College cumulative grade point average detailed below receive special recognition at graduation:

summa cum laude	3.9
magna cum laude	3.7
cum laude	3.5

Honor Societies

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

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

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

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

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

The Presidential Award for Scholarship

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

The C. Edward and Brona N. Roy Citizenship Award

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

Presidential Awards

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

Division and Organization

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

Student Marshals

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

SPECIAL PROGRAMS & OPPORTUNITIES

Appalachian Center for Environmental Education

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

The Institute for Women in Leadership

To help young women gain confidence in accepting leadership opportunities, the College offers a special residential and co-curricular learning program called IWIL. Incoming students are selected 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. 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.

Participants in the IWIL program may choose to pursue a Certificate in Women's Leadership that requires the completion of four IWIL 121 workshops as well as 9 semester hours of advanced courses in women's studies and leadership topics. IWIL credits can also be used toward the Gender and Leadership minor. For complete details of certificate requirements, interested IWIL students should consult with the coordinator of the IWIL program.

Porter Center for Performing Arts

The Porter Center for Performing Arts is the symbol of Brevard College's commitment to excellence in fine arts instruction and performance. The Center is named for the late Paul Porter, a Shelby, North Carolina, businessman and lifetime trustee of the College, who

made the lead gift for the building. Mr. Porter and his wife, Margaret, have also taken steps to ensure continuing support for the operation of the Center in future years.

The Center contains several 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. Music concerts, College convocations and numerous special events take place throughout the year. In addition, the Brevard Music Center presents a variety of summer performances at the Porter Center.

Voice of the Rivers

The “Voice of the Rivers” program embodies the College’s commitment to liberal arts education that is interdisciplinary and experiential. 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.

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.

CURRICULUM

Brevard College offers an innovative, experiential, interdisciplinary curriculum leading to the bachelor's degree with nineteen majors, twenty-five 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 advantages of a comprehensive liberal arts education

- 0.1 Explore topics from multiple perspectives
- 0.2 Demonstrate research skills
- 0.3 Collaborate across disciplines
- 0.4 Participate in service to others
- 0.5 Understand the implications of environmental issues

DISTRIBUTION REQUIREMENTS

Area I Read, write and speak clearly and critically

- 1.1 Generate organized, coherent, thoughtful prose
- 1.2 Listen actively and respond analytically
- 1.3 Speak with clarity, order, and professionalism
- 1.4 Analyze texts for structure and meaning
- 1.5 Demonstrate critical thinking

Area II Demonstrate scientific and mathematical reasoning and technological literacy

- 2.1 Interpret and apply quantitative information
- 2.2 Understand the scientific method and the use of evidence in problem solving
- 2.3 Apply information technology appropriately in academic endeavors

Area III Develop critical understanding of society within a global context

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

Area IV Develop awareness and understanding of the fine arts and literature

- 4.1 Analyze and interpret the fine arts, and express their value for the individual and society
- 4.2 Create or experience the arts in a live setting
- 4.3 Analyze and interpret literature, and express its value for the individual and society

Area V Understand the relationship between healthy lifestyles and wellness

- 5.1 Learn behaviors that contribute to lifelong physical activity and wellness
- 5.2 Understand major health concerns in our society

GENERAL EDUCATION REQUIREMENTS

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 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 or (BCE 102 Transfer Student Forum*) *for students entering the college with 28 or more transfer credits	(3) (1)
II. BCE 211 Environmental Perspectives	(4)
III. Learning IN Community (LINC) **The two courses taken with LINC designations may also be used to meet Distribution Area Requirements ***Participation in the Costa Rica program fulfills the requirement for a LINC.	(6-7)
IV. BCE 411 BC and Beyond	(3)

DISTRIBUTION AREA REQUIREMENTS	(39-42 semester hours)
I. Communication and Critical Thinking Skills	9
A. ENG 111 or 111H, Rhetoric & Composition	(3)
B. ENG 112 or 112H, Critical Inquiry & Communication	(3)
C. COM 105, 110, 212, 380; ENG 351; HIS 312; MAT 200; ORG 103, 205; PHI 105, 261, 262, 282; PHYS 204; REL 268; THE 115	(3)
II. Mathematical & Scientific Reasoning	10-11
A. MAT 111 or above	(3-4)
B. Science course with accompanying lab: (BIO 105, 110, 120; CHE 101,102,103; GEOL 101,105; PHYS 102, 103, 201; SCI 105)	(4)
C. IT course: 200-level or above; ART 230, MAT 251, MUS 230, ORG 307, 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, 215, 224, 225, 250, 251,254, 255, 261, 295; REL 221, 241, 242; THE 311, 312	(3)
B. REL 101, 102, 111, 153, 210, 221, 241, 242, 256, 268, 270, 278, 288	(3)
C. COM 212; CRJ 101; ECON 201, 202; ORG 110, PLSC 210; PSY 101; SOC 201	(3)
D. AH 210, 321, 322, 323, 324; ANTH 201, 230; MUS 202,209; REL 153, 256; SOC 325; SPA 101, 102, 201, 202, 301, 302; or an approved Study Abroad program/experience	(3-4)

- 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, 125, 126, 201, 202;
 THE 101, 103, 104, 121, 122, 204
- B. ENG 205, 206, 208, 217, 220, 240, 241, 243;
 PHI 282; REL 268; HUM 295 (3)
- V. Health and Wellness** 2-4*
- Any ATH course (maximum one semester hour of credit; graded P/F);
 EXSC 110, 202, 203, 204, 205, 212, 213
 HLT 201, 202
 Any PE Course
 WLEE 151, 152, 154, 155, 157, 158, 159, 201, 202

*At least one credit must be from a course involving physical activity (any of the courses above except HLT 201 and 202; EXSC 110, 212, and 213).

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

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. A course is the same in the Distribution with or without the LNC designation, e.g. HIS 103 and HIS 103LNC.
2. With the exception of the two courses taken to fulfill the Distribution Area requirements I.A. and I.B., a student may use no more than two courses (3-4 s.h. each) with the same course prefix to meet the General Education Distribution requirements.
3. To fulfill Area III.D. on the basis of experience, a student must normally:
 - a. receive approval in advance for the intent to use the experience in satisfaction of a distribution requirement (if student wishes to receive academic credit, prior approval must include registration for an independent study or other approved course);
 - b. participate in an experience of two weeks' duration or longer.
 - c. 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

Dr. Laura Franklin, Chair

Major Programs

Art (p. 70)
 Music (p. 91) (B.A. or B.M.)
 Music Education (p. 93)
 Theatre Studies (p. 105)

Minor Programs

Art (p. 108)
 Art History (p. 109)
 Music (p. 116)
 Theatre (p. 120)

DIVISION OF HUMANITIES

Dr. Mel Bringle, Chair

Major Programs

English (p. 75)
 History (p. 84)
 Integrated Studies (p. 86)
 Religious Studies (p. 97)

Minor Programs

English (p. 113)
 Gender Studies & Leadership (p. 114)
 History (p. 115)
 Religious Studies (p. 118)
 Spanish Language & Culture (p. 119)

DIVISION OF SCIENCE AND MATHEMATICS

Dr. Ken Duke, Chair

Major Programs

Biology (p. 72) (B.S.)
 Environmental Studies (p. 77)
 (B.A. or B.S.)
 Exercise Science (p. 80) (B.A. or B.S.)
 General Science (p. 82)
 Health Science Studies (p. 83)
 Mathematics (p. 90)

Minor Programs

Biology (p. 109)
 Chemistry (p. 110)
 Coaching (p. 110)
 Ecology (p. 112)
 Environmental Studies (p. 113)
 Geology (p. 115)
 Mathematics (p. 115)
 Natural History (p. 116)

DIVISION OF SOCIAL SCIENCES

Dr. Helen Gift, Chair

Major Programs

Business and Organizational
 Leadership (p. 73)
 Criminal Justice (p. 74)
 Elementary Education (p. 88)
 Psychology (p. 96)
 Wilderness Leadership and
 Experiential Education (p. 106)

Minor Programs

Business and Organizational
 Leadership (p. 110)
 Criminal Justice (p. 111)
 Education (p. 112)
 Pre-Law (p. 117)
 Psychology (p. 118)
 Social Sciences (p. 119)
 Wilderness Leadership and
 Experiential Education (p. 120)

TEACHER LICENSURE PROGRAMS

Dr. Betsy Burrows, Director

Licensure Area	Brevard College Major	Licensure Area Coordinator
Elementary grades K-6	Integrated Studies (p. 86)	Dr. Megan Keiser
English grades 9-12	English (p. 75)	Dr. Betsy Burrows
Mathematics grades 9-12	Mathematics (p. 90)	Dr. Charles Wallis
Science grades 9-12	General Science (p. 82)	Dr. Melanie Heying
Social Studies grades 9-12	History (with Social Science Minor) (p. 84)	Dr. Margaret Brown
Art grades K-12	Art (p. 70)	Professor William Byers
Music grades K-12	Music Education (p. 93)	Dr. Miller Asbill
Health and Physical Education grades K-12	Exercise Science (p. 80)	Professor Norm Witek
Theatre grades K-12	Theatre Studies (p. 105)	Professor Brandon Smith

Brevard College has received approval from the North Carolina State Board of Education to offer licensure in the above areas. Brevard College's Teacher Preparation Program, which is designed to prepare educators to lead future generations of learning communities in a diverse and dynamic world, has been granted Initial Accreditation by the Teacher Education Accreditation Council (TEAC) for a period of five years, from June 22, 2009 to June 22, 2014.

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

A major is a student's primary area of study and may include an emphasis area that consists of a core area of study plus selected topical courses related to the emphasis area. Each major is designed to enable a student to develop competence in a specific academic field of interest and builds on the knowledge and skills developed in the general education courses required of all students. General education courses may or may not count as part of the major as indicated within each major's requirements. Only 12 credits in one declared major may count toward a second declared major.

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 230	Computer Graphics I	3

Select one course:

ART 121	Drawing II	3
ART 125	Life Drawing I	

RESTRICTED ART HISTORY ELECTIVES

6 Semester Hours

Beyond AH 201 and AH 202

RESTRICTED STUDIO ELECTIVES

12 Semester Hours

Outside the required concentration area. May be fulfilled with a second concentration area.

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

REQUIRED CONCENTRATION

15-18 Semester Hours

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

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

Art History Concentration

18 Semester Hours

Required course:

AH 410 Senior Project	3
Any additional five AH courses	15

Graphic Design Concentration

15 Semester Hours

Required courses:

ART 231	Computer Graphics II	3
ART 330	Graphic Design I	3
ART 331	Graphic Design II	3
ART 430	Graphic Design III	3
ART 410d or ART 435	Senior Exhibition or Design Methods and Portfolio Development	3

Painting Concentration

18 Semester Hours

Required courses:

ART 240	Painting I	3
ART 241	Painting II	3
ART 340	Painting III	3
ART 341	Painting IV	3
ART 405a	Studio Research and Development	3
ART 410a	Senior Exhibition	3

Photography Concentration

18 Semester Hours

Required courses:

ART 260	Photography I	3
ART 261	Photography II	3
ART 360	Photography III	3
ART 361	Photography IV	3
ART 405b	Studio Research and Development	3
ART 410b	Senior Exhibition	3

Sculpture Concentration

18 Semester Hours

Required courses:

ART 250	Sculpture I	3
ART 251	Sculpture II	3

ART 350	Sculpture III	3
ART 351	Sculpture IV	3
ART 405c	Studio Research and Development	3
ART 410c	Senior Exhibition	3

TOTAL HOURS REQUIRED

MINIMUM 55-58 SEMESTER HOURS

TEACHER LICENSURE IN ART (K-12)

12 Semester Hours

Teacher licensure will normally require an additional (9th) semester. Art majors who wish to earn teacher licensure must take the following specific courses:

ART 240	Painting I	3
ART 250	Sculpture I	3
or ART 270	Ceramics I	
AR 260	Photography I	3
ART 312	Pedagogy of Art K-12	3

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

Students must also complete the appropriate professional studies component of teacher licensure on Page 101 of the catalog.

BIOLOGY*

The Biology major is a comprehensive program that studies how life operates at the cellular, organismal, and ecological levels of organization. Our instruction focuses on experiential activities in lecture, lab, and field where students are engaged in the learning process. It involves not only collecting data from the natural world, but reflecting, interpreting, and presenting results so society can make informed choices about organisms and ecosystems. We strive to produce graduates who are prepared to enter graduate or professional school, immediate technical employment, or other science-based careers.

Students interested in pursuing advanced degrees in medicine, dentistry, pharmacy, nursing, or veterinary medicine should complete 1 full year of English, biology, chemistry, organic chemistry, and physics, as per the Association of American Medical Colleges, and should check with their schools of choice for any other required undergraduate courses.

REQUIRED BIOLOGY COURSES

33 Semester Hours

BIO 110	General Biology I: Ecology and Evolutionary Biology	4
BIO 120	General Biology II: Cellular and Molecular Biology	4
BIO 240	Biodiversity	4
SCI 494 or 469	Senior Project I or Senior Internship	2
SCI 495	Senior Project II	2
<i>Select 8 hours from cellular level courses:</i>		
BIO 310	Developmental Biology	4
BIO 320	Genetics	4
CHE 301	Biochemistry	4

Select 9 hours from organismal and ecological level courses:

BIO 281	Animals & Plants of the Southern Appalachians, Fall	3
BIO 282	Animals & Plants of the Southern Appalachians, Spring	3
BIO 330	Evolutionary Biology	3
BIO 340	Conservation Biology	3
ECOL 245	General Ecology	4
ECOL 355	Agroecology	3

REQUIRED MATHEMATICS & NATURAL SCIENCE COURSES **23-24 Semester Hours**

Select one MAT course above MAT 111 (MAT 141 or MAT 211 and 221 recommended)	3-4
CHE (Select four lab-based courses above CHE 102; note that professional schools require CHE 103, 104, 201, 202 with labs; CHE 301 may not count both here and in Required Biology courses)	16
Select a physical science, lab-based course: GEOL or PHYS (Note that professional schools require PHYS 103 <i>and</i> 104 with labs)	4

TOTAL HOURS REQUIRED **MINIMUM 56-57 SEMESTER HOURS**

*A student may not earn a B.S. degree in both Environmental Studies and Biology.

BUSINESS and ORGANIZATIONAL LEADERSHIP

The Brevard College Business and Organizational Leadership program provides a solid foundation of business principles such as management, economics, information technology, accounting, and marketing and challenges students to apply these principles and integrate leadership concepts experientially through case studies, team projects, field experiences, and internships. The rich core of required courses leads students well beyond traditional business disciplines. With the many challenges that local and global business now face, the program emphasizes leadership, strategic planning, ethics, communications, critical and practical reasoning, total quality management, and sustainability. Special area topics offered include tourism, international business, international ecotourism, entrepreneurship, sport and event management, and not-for-profit management. The program strives to graduate business-ready professionals by emphasizing development of interpersonal communications, team work, business writing, public speaking, presentations, office technology, resume preparation, interviewing, and networking.

Majors in Business and Organizational Leadership must complete all courses on the required list and then complete 15 semester hours of restricted elective courses and internship opportunities for a customized focus created in consultation with a faculty advisor. Internship(s) may not exceed 9 semester hours in the focus.

REQUIRED MAJOR COURSES **47 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
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 301	Principles of Finance	3
ORG 302	Principles of Marketing	3
ORG 304	Legal Environment of Business	3
ORG 307	Management Information Systems	3
ORG 405	Business Ethics	3
ORG 450	Strategic Planning and Sustainable Enterprise	3

Select one course: 3

MAT 141	Probability and Statistics	
PSY 210	Social Science Research Methods	
<i>Take two</i>		2 Semester Hours
ORG 209	Business Colloquium	1 each

RESTRICTED ELECTIVES

15 Semester Hours

Select five courses from courses with these prefixes: ORG, ACC, ECON in consultation with advisor.

**Note: A maximum of 9 hours can be from an internship; a minimum of 9 hours must be at the 300-400 level.*

TOTAL HOURS REQUIRED

MINIMUM 62 SEMESTER HOURS

CRIMINAL JUSTICE

The focus of the Criminal Justice Program is to empower students with the knowledge and ability to critically evaluate the criminal justice system, as a dynamic and ever-changing field of study, from scientific and interdisciplinary perspectives. Students will acquire well-rounded exposure to all of the components of the criminal justice system and gain a deeper understand of the impact the system has on the individual and society as a whole. Through hands-on and experiential learning techniques, Criminal Justice majors are encouraged to develop oral and written communication skills, as well as, critical thinking and researching skills to better prepare for a career in their chosen field. Students, who meet the requirements, are encouraged to take part in internship opportunities to experience the daily operations of a criminal justice agency. Students interested in pursuing graduate education are strongly encouraged to engage in 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 (CRI 290/390/490) may be taken multiple times as their subject matter changes.

TOTAL HOURS REQUIRED

MINIMUM 36 SEMESTER HOURS

EARLY CHILDHOOD EDUCATION: (See Integrated Studies, Early Childhood Education, Page 88)

ELEMENTARY EDUCATION: (See Integrated Studies, Elementary Education, Pages 88-89)

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 journalism/professional communication emphasis prepares students for a variety of career opportunities in technical writing, editing, or mass communications.
- The literary studies 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 to become teachers of literature and to pursue graduate study.
- 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.

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

REQUIRED MAJOR COURSES 26 Semester Hours

Select one: 3

200-level literature course (*excluding* ENG 207 and ENG 211)

(Note: in addition to the General Education Requirement Area IV.B.)

Select one *applied communications laboratory*: 1

COM 106 or 306

Select one *oral communications course*: 3

COM 110, COM 380, selected courses in THE

Select two: 6

300- or 400-level literature courses

Introduction to English Studies (ENG 250) 1

Language studies (ENG 350) 3

Literary criticism (ENG 351) 3

Humanities Research Methodologies (HUM 461) 3

Senior project (ENG 495) 3

(Teacher licensure candidates take English 495 the semester before student teaching.)

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

CREATIVE WRITING EMPHASIS 15 Semester Hours

ENG 207 3

200-level literature course in addition to the required major courses. 3

300- or 400-level literature course in addition to the required major courses. 3

Select two: 6

ENG 308, ENG 309, ENG 310, THE 313

JOURNALISM AND PROFESSIONAL COMMUNICATION EMPHASIS 15 Semester Hours

COM 105 3

Select two: 6

COM 212, 380

PLSC 330, 340

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

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.

TEACHER LICENSURE IN ENGLISH

Students intending to teach English at the high school level may pursue the emphasis area of their choice. However, in places (required major courses, general education or emphasis areas) 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 243, ENG 305, ENG 322, ENG 353. Students must also complete the professional studies component of teacher licensure at the high school level, defined on page 101 of the Catalog.

TOTAL HOURS REQUIRED **MINIMUM 41 SEMESTER HOURS**

ENVIRONMENTAL STUDIES*

The Environmental Studies major is designed for students interested in understanding and managing the interactions between the natural environment and human societies. Two degrees are offered. The Bachelor of Science (B.S.) degree emphasizes coursework in environmental science, biology, chemistry, and geology as well as additional courses in ecology, math, and physics. The Bachelor of Arts (B.A.) degree includes courses in the sciences and math as well as those in the social sciences, humanities, and fine arts. Both degrees incorporate experiential education principles and practices such as real-world problem-solving, labs, field trips, internships, and original research projects. Our graduates

develop a strong environmental ethic and are prepared for a wide variety of careers in environmental management and protection as well as graduate and professional programs.

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

B.S. IN ENVIRONMENTAL STUDIES**

REQUIRED MAJOR COURSES		35 Semester Hours
BIO 110	General Biology I: Ecology & Evolutionary Biology	4
BIO 120	General Biology II: Cellular and Molecular Biology	4
CHE 103	Principles of Chemistry I	4
ENV 220	Environmental Assessment	3
ENV 301	Environmental Policy	3
ENV 380	Environmental Seminar	3
ENV 394	Internship I	2
GEOL 101	Physical Geology or Historical Geology	4
or GEOL 105	Historical Geology	
PHYS 103	General Physics I	4
SCI 494 or 469	Senior Project I or Senior Internship	2
SCI 495	Senior Project II	2

B.S. RESTRICTED ELECTIVES 22-24 Semester Hours

Choose from at least 2 prefixes:

BIO 240 or higher	Biodiversity
CHE 104 or higher	Principles of Chemistry II
ECOL 245 or higher	General Ecology
GEOL 201 or higher	Environmental Geology
MAT 121 or higher	Elementary Functions with Trigonometry
PHYS 104 or higher	General Physics II

TOTAL HOURS FOR B.S. DEGREE MINIMUM 57 SEMESTER HOURS

**A student may not earn a B.S. degree in both Environmental Studies and Biology

B.A. IN ENVIRONMENTAL STUDIES

REQUIRED MAJOR COURSES		48 Semester Hours
ART 120	Drawing I	3
or ART 150	3-D Design	
or ART 260	Photography I	
BIO 110	General Biology I: Ecology & Evolutionary Biology	4
CHE 101	General Chemistry I	4
or CHE 102	General Chemistry II	
or CHE 103	Principles of Chemistry I	
ECON 201	Macroeconomics	3
ENV 220	Environmental Assessment	3

ENV 301	Environmental Policy	3
ENV 380	Environmental Seminar	3
ENV 394	Internship I	2
ENV 395	Internship II	2
GEOL 101 or GEOL 105	Physical Geology or Historical Geology	4
GEOL 201	Environmental Geology	4
MAT 141	Probability and Statistics	3
HIS 302	Environmental History	3
or 303	History of Modern Science to 1800	
or 304	History of Modern Science 1800 to Present	
or 313	History of the Environment in Antiquity	
PSY 240 or PSY 365	Social Psychology or Social & Group Environments	3
SCI 494 or 469	Senior Project I or Senior Internship	2
SCI 495	Senior Project II	2

B.A. RESTRICTED ELECTIVES

12-13 Semester Hours

Select at least one course per group; courses listed in both Required and Restricted Electives areas can count only in one of the two

1. Environmental Studies:		3-4
ENG 217	Studies in Environmental Literature	
REL 278	Environmental Theology	
WLEE 101	Introduction to Outdoor Education	
2. Social Sciences:		3
ECON 202	Microeconomics	
ORG 304	Legal Environment of Business	
PSY 210	Social Science Research Methods	
PSY 240	Social Psychology	
PSY 365	Personal and Group Environments	
SOC 201	Principles of Sociology	
SOC 325	Population and Contemporary Social Issues	
3. Science and Mathematics:		3-4
BIO 120	General Biology: Cellular & Molecular Biology or higher, except BIO 210 and BIO 220	
CHE 104	Principles of Chemistry II	
or higher		
GEOL 101	Physical Geology	
GEOL 105	Historical Geology	
GEOL 210 or higher	Mineralogy	
MAT 121	Elementary Functions with Trigonometry	3-4
or 200 or higher		
PHYS 103 or higher	General Physics I	

4. Humanities:

3

ANTH 201	Principles of Anthropology
HIS 110	Global History
HIS 302	Environmental History
HIS 303	History of Modern Science to 1800
HIS 304	History of Modern Science 1800 to Present
HIS 313	Humans and the Environment in Antiquity
HIS 323	History of Southeastern Native Americans

TOTAL HOURS FOR B.A. DEGREE

MINIMUM 57 SEMESTER HOURS

EXERCISE SCIENCE

The Exercise Science majors are immersed in an experiential liberal arts curriculum designed to challenge its graduates to be leaders in disciplines relating to movement and the science of the human body. Exercise Science students develop their expertise through a variety of inquiry-based, interdisciplinary, engaging pedagogies including but not limited to fieldwork, laboratory experiences, practical on-site internships, student teaching, and undergraduate research. Students choose from two rigorous academic options, a B.S. or a B.A. The Exercise Science B.S. student develops a strong basis in laboratory sciences leading to successful employment or post graduate studies in the fitness industry, sport performance coaching, cardiac and respiratory rehabilitation, physical therapy, athletic training, exercise physiology, biomechanics, nutrition, and other allied health or medical fields. The B.A. degree is a more liberal-arts approach to preparing students for careers in fitness training, coaching, and adapted education. The B.A. in Exercise Science will also prepare the student for teacher licensure in Health and Physical Education grades K-12. See Teacher Education Licensure Program (pages 100-104) for full details of required education courses.

B.S. IN EXERCISE SCIENCE

REQUIRED MAJOR COURSES

38-41 Semester Hours

MAT 141	Probability and Statistics	3-4
or MAT 211	Analytical Geometry and Calculus I	
BIO 120	General Biology II: Cellular and Molecular Biology	4
BIO 210	Human Anatomy and Physiology I	4
BIO 220	Human Anatomy and Physiology II	4
EXSC 110	Introduction to Exercise Science	3
EXSC 213	Principles of Nutrition	3
EXSC 310	Exercise Physiology	4
EXSC 311	Fitness Appraisal	3
EXSC 320	Biomechanics in Exercise and Sport	3
HLT 202*	First Aid and CPR	2
or WLEE 201	Lifeguarding	

Choose Option 1 or 2 5-7 Semester Hours

Option 1

EXSC 410	Preparation for Senior Internship	1
EXSC 415	Senior Internship	6

Option 2

SCI 391	Research Methods in Science or Another approved research course	1-3
SCI 494	Senior Project I	2
SCI 495	Senior Project II	2

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

Restricted Electives (15 hours)**15 Semester Hours**

(at least 12 hours must be laboratory courses)

CHE 103	Principles of Chemistry I	
CHE 104	Principles of Chemistry II	4
CHE 201	Organic Chemistry I	4
CHE 202	Organic Chemistry II	4
CHE 301	Biochemistry	4
EXSC 290/390/490	Approved Special Topics	3
PHYS 103	General Physics I	4
PHYS 104	General Physics II	4

TOTAL HOURS REQUIRED**MINIMUM 53-56 SEMESTER HOURS****B.A. IN EXERCISE SCIENCE****REQUIRED MAJOR COURSES****30 Semester Hours**

BIO 105 or BIO 120	Concepts in Biology or General Biology Cellular and Molecular Biology	4
EXSC 110	Introduction to Exercise Science	3
EXSC 210	Foundations of Anatomy and Physiology	4
EXSC 212	Sports Nutrition and Wellness Issues	3
EXSC 301	Applied Sport Physiology	4
EXSC 302	Kinesiology in Sport	3
HLT 202* or WLEE 201	First Aid and CPR Lifeguarding	2
EXSC 410**	Preparation for Senior Internship	1
EXSC 415**	Senior Internship	6

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

**Students pursuing teacher licensure in Health and Physical Education must complete EDU 410 in lieu of EXSC 410 and EXSC 415 (see other requirements in Teacher Education Licensure Program on page 101 of this catalog)

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

Choose 20 hours with a maximum of 5 hours semester hours from EXSC 202-205, PE and WLEE courses and a maximum of 3 semester hours of academic internship:

BIO 220	Human Anatomy and Physiology II	4
EXSC 240	Intro to Theories & Techniques of Coaching	3

EXSC 280	Adapted Physical Education	3
EXSC 269, 369	Academic Internship	1-3
EXSC 290, 390, 490	Special Topics	1-3
EXSC 311	Fitness Appraisal	3
EXSC 340	Teaching/Coaching Methods	3
HLT 201	Health	2
HLT 341	Health Education Methods and Applications	3
ORG 150	Prin. of Sport, Event, and Tourism Management	3
ORG 250	Facility and Event Management	3
PSY 230	Lifespan Development	3
PSY 355	Sports Psychology	3
WLEE 260	Facilitation of Group Games and Initiatives	2
EXSC 202-205	Methods & Teaching Analysis	1 each
PE 101-191	Physical Education Activity Courses	1 each
WLEE 151-159	Wilderness Leadership Activity Courses	1 each
any courses in the restricted electives in the B.S. EXSC major		var

RESTRICTED ELECTIVES (TEACHER LICENSURE*) **19 Semester Hours**

*Students pursuing teacher licensure in Physical Education must complete these courses as their restricted electives (see other requirements in Teacher Education Licensure Program on page 98 of this catalog)

EXSC 240	Introduction to Theories & Techniques of Coaching	3
EXSC 280	Adapted Physical Education	3
EXSC 340	Teaching/Coaching Methods	3
HLT 201	Health	2
HLT 341	Health Education Methods and Applications	3

And Choose 5 semester hours (3 hours must be from EXSC 202-205):

EXSC 202-205	Methods & Teaching Analysis	1 each
PE101-191	Physical Education Activity Courses	1 each
WLEE 151-159	Wilderness Leadership Activity Courses	1 each

TOTAL HOURS REQUIRED **MINIMUM 49-50 SEMESTER HOURS**

GENERAL SCIENCE

The General Science major offers a Bachelor of Arts to students interested in a broad spectrum of scientific disciplines. A strong base of knowledge is developed from courses in chemistry, biology, physics, biology, and geology. Through experiential activities in lecture, lab, and field activities, students are engaged in learning and applying scientific concepts. This major, coupled with our Teacher Education Licensure Program is especially suited to students who wish to become science teachers. It provides the foundation to teach the broad range of science courses offered in high school. Other careers that may be pursued

with a degree in General Science include medicine, dentistry, veterinary science, science journalism, pharmaceutical and technical sales, and graduate studies.

REQUIRED MAJOR COURSES

51 Semester Hours

Required courses:

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

PHYS 103	General Physics I
PHYS 201	Physics

Select one course: 4

PHYS 104	General Physics II
PHYS 202	Physics II

Required courses:

SCI 494 or 469	Senior Project or Senior Internship	2
SCI 495	Senior Project II	2

TOTAL HOURS REQUIRED

MINIMUM 51 SEMESTER HOURS

HEALTH SCIENCE STUDIES

The Health Science Studies (HSS) major is designed for students planning to enter programs in a variety of health-care professions including dentistry, medicine, pharmacy, public health, physician assistant, physical therapy, sports medicine, and veterinary medicine. The goal of the HSS 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, plus opportunities for research, internships, and other forms of experiential learning.

REQUIRED MAJOR COURSES

50 Semester Hours

Required courses:

BIO 110	General Biology: Ecology and Evolutionary Biology	4
BIO 120	General Biology: Cellular and Molecular Biology	4
BIO 210	Human Anatomy and Physiology I	4

BIO 220	Human Anatomy and Physiology II	4
CHE 103	Principles of Chemistry I	4
CHE 104	Principles of Chemistry II	4
CHE 201	Organic Chemistry I	4
CHE 202	Organic Chemistry II	4
MAT 211	Analytic Geometry and Calculus I	4
	MAT 121 may be needed as a prerequisite	

<i>Select either option:</i>		8
PHYS 103	General Physics I	
and PHYS 104	General Physics II	
or		
PHYS 201	Physics I	
and PHYS 202	Physics II	

<i>Select one ethics course:</i>		3
ORG 405	Business Ethics	
PHI 262	Introduction to Ethics	

<i>Required courses:</i>		
PSY 101	General Psychology	3

RESTRICTED ELECTIVES		10 Semester Hours
BIO 207	Medical Terminology	3
BIO 310	Developmental Biology	4
BIO 320	Genetics	4
CHE 301	Biochemistry	4
EXSC 310	Exercise Physiology	4
HSS 395	Health Science Studies Internship	2
MAT 141	Probability and Statistics	3
or MAT 221	Analytic Geometry and Calculus II	4
SCI 494 or 469	Senior Project I or Senior Internship	2
and SCI 495	Senior Project II	2

TOTAL HOURS REQUIRED

MINIMUM 60 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**

NOTE: In completing required area courses and restricted electives, students must take at least two 300 level courses. Depending upon the focus, Special Topics Courses (HIS 290, 390, 490) may be used to fulfill area requirements, with approval of the major coordinator.

United States History Area **3**

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 323	History of Southeastern Native Americans
HIS 353	United States Women's History

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

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

Modern European History Area **3**

Select one course:

HIS 215	The History of 18th and 19th Century Europe
HIS 295	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

RESTRICTED ELECTIVES

12 Semester Hours

In completing required area courses and restricted 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 two restricted electives must have HIS prefixes.

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
HIS 402	Historical Methodology (Senior Project)	3

As one requirement of HIS 402, all students complete a portfolio demonstrating their success in achieving the goals of the major. Teacher Licensure students will complete a portfolio as part of their Teacher Education Program instead of History 402. Teacher Licensure students are required to take History 402. However, they must complete their Senior Project Assignments in History 401. Students should consult with their History Program Social Studies Teacher Licensure Coordinator about the process for completing their Senior Project in History 401.

TOTAL HOURS REQUIRED

MINIMUM 43 SEMESTER HOURS

SECONDARY TEACHER LICENSURE IN SOCIAL STUDIES

Students wishing to earn teaching licensure in Social Studies must complete a **major in History and minor in Social Sciences**. Within the Social Sciences Minor, students must take HIS 255, North Carolina History. Students must also complete the professional studies component for teacher licensure at the high school level. (See page 101)

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

INTEGRATED STUDIES

The Brevard College program in Integrated Studies empowers students to design distinctive, interdisciplinary educational programs to advance their personal and vocational goals. Four tracks exist within the major. The "two emphasis" track enables students to create personalized courses of study combining work from two different disciplines (for example, Business and Wilderness Leadership; Psychology and Religion; Art and Communications). The "liberal studies" emphasis samples even more broadly, combining

study from four different disciplines. Each of these programs includes a senior project requirement that provides an opportunity for students to synthesize insights from their chosen fields of study.

Students interested in teaching may pursue an Integrated Studies major with Elementary Education track for licensure, or an Early Childhood Education track to acquire the array of skills necessary for working with very young children.

Whichever track is chosen, the goals of the major include the following:

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

MAJOR REQUIREMENTS

TWO EMPHASIS TRACK		36 Semester Hours
Topic 1. Emphasis in (e.g. Business)		18
Select six courses; at least 9 credits must be at the 300/400 level.		
Topic 2. Emphasis in (e.g. Wilderness Leadership)		18
Select six courses; at least 9 credits must be at the 300/400 level.		
 LIBERAL STUDIES TRACK		 36 Semester Hours
Program Area 1. Select a minimum of 3 courses		
Program Area 2. Select a minimum of 3 courses		
Program Area 3. Select a minimum of 3 courses		
Program Area 4. Select a minimum of 3 courses		
At least 18 of the above credits must be at the 300/400 level		
 SENIOR PROJECT AND EXPERIENTIAL REQUIREMENTS		 8-10 Semester Hours
INT 369/469 or (with permission of major coordinator) 379/479		1-3
<i>*NOTE: The practicum/internship or teaching assistantship may be in any discipline appropriate to the student's emphasis areas (e.g. ORG 369, WLEE 379) and carry some prefix other than INT</i>		
INT 460	Senior Project Preparation*	1
<i>*NOTE: With permission of the major coordinator, the student may substitute a program-specific project preparation seminar (e.g. HUM 461)</i>		
INT 461	Senior Project Seminar	1
INT 480	Senior Project	3
 TOTAL HOURS REQUIRED	 MINIMUM 44-46 SEMESTER HOURS	

EARLY CHILDHOOD EDUCATION TRACK**50 Semester Hours**

This curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students studying this curriculum will be prepared to meet the needs of these children and work with parents and other adults to nurture the children’s intellectual, physical, social and emotional growth. At the end of this course of study, students will be prepared to apply for the Child Development Associate (CDA) Credential, the requirement to be a teacher in Early Head Start programs and to be a teaching assistant in Head Start and More at Four programs in many states.

EDU 205	21 st Century Teacher and Learner	3
EDU 269	Practicum	1
<i>(Note: EDU 269 is the experiential component of EDU 312)</i>		
EDU 303	Diverse and Exceptional Learners	3
EDU 312	Early Childhood Development	3
EDU 313	Methods in Teaching Reading	3
EDU 314	Methods in Teaching of Elementary Language Arts and the Arts	3
EDU 320	Children’s Literature	3
EDU 469	Practicum	6
WLEE 220	Theory and Practice of Experiential Education	3
HLT 201	Health	3
HLT 202	First Aid and CPR	2
INT 460	Senior Project Preparation	1
INT 461	Senior Project Seminar	1
INT 480	Senior Project (Child Development Associate Resource File)	3
MUS 202	World Music and Culture	3
PSY 101	General Psychology	3
PSY 230	Life-Span Development	3
PSY 250	Introduction to Basic Counseling Skills	3

TOTAL HOURS REQUIRED**50 SEMESTER HOURS****ELEMENTARY EDUCATION TRACK
(TEACHER LICENSURE K-6)****54-55 Semester Hours**

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, except SOC 325, 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 the Director of Teacher Education.

Humanities		9 Semester Hours
Any 200 level Literature Course		3
REL 153	World Religions or	3
or REL 256	Hinduism & Buddhism	
ENG 243	Young Adult Literature	3

Fine Arts:		3 Semester Hours
<i>Select one course:</i>		
AH 201 or AH 202	Art History	3
MUS 101	Music Appreciation or	
MUS 202	World Music and Culture	3
THE 101	Introduction to Theatre	3
THE 103	Introduction to Acting	3
THE 115	Script Analysis	3

Health and Physical Education		4-5 Semester Hours
WLEE 260	Facilitation of Group Games and Initiatives	2
<i>Select one course:</i>		
HLT 201	Health	2
EXSC 212	Sports Nutrition and Wellness Issues	3
EXSC 213	Principles of Nutrition	3

Mathematics		9 Semester Hours
MAT 141	Probability and Statistics	3
MAT 200	Discrete Mathematics	3
MAT 210	Math for Elementary Teachers	3

Natural Sciences		11 Semester Hours
BIO 105	Concepts of Biology	4
or BIO 110	General Biology	
or BIO 120	General Biology	
SCI 105	Physical Science	4
ENV 360	Earth/Environmental Science: Pedagogy	3

Social Sciences		18 Semester Hours
HIS 103	United States History to 1865	3
HIS 104	United States History from 1865	3
HIS 110	Global History	3
HIS 255	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 101 of the Catalog.

TOTAL HOURS REQUIRED

54-55 SEMESTER HOURS

MATHEMATICS

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

REQUIRED MAJOR COURSES

34 Semester Hours

Required courses:

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

RESTRICTED ELECTIVES

9 Semester Hours

Select from any 300 or 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 Teacher Licensure.

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 410	Euclidian Geometry	3
MAT 412	Complex Variables	3

Select one course:

3-4

A 300- or 400-level MAT course, a 200-level PHYS course, or a 200-level IT course.

Students must also complete the professional studies component of teacher licensure at the high school level listed on page 101 of the Catalog.

MUSIC

The Music Department at Brevard College is committed to the study of music in a liberal arts context that encourages the passionate, lifelong pursuit of artistic and intellectual excellence. Our goals for every music student are to develop technical facility, musicality and professionalism in performance; to become familiar with a wide selection of musical literature; and to communicate effectively and appropriately about written or performed music.

BACHELOR OF ARTS IN MUSIC

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

REQUIRED MAJOR COURSES

39 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 203	Harmony III	3
MUS 205	Sight-Singing/Dictation III	1
MUS 301	Music History I	3
MUS 302	Music History II	3
ENS-Ensembles (see Note 4)		6
APM-Applied Music (see Note 5)		12
APM 131, 133, 231, 233, 331, 333		
RCT 100	Music Colloquium (see Note 6)	0
MUS 405/410	Senior Project or	3
MUS 334	Half Recital or	
MUS 434	Full Recital (see Note 7)	

RESTRICTED ELECTIVES

6 Semester Hours

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

List A

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

List B

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

TOTAL HOURS REQUIRED

MINIMUM 45 SEMESTER HOURS

Notes:

- 1) Music majors must fulfill General Education Area IV.A. with a course outside of music.
- 2) Voice majors must take MUS 215 and MUS 216 (Vocal Diction I and II) (2)
- 3) All non-keyboard principals must show proficiency in keyboard skills by passing the piano proficiency exam.
- 4) **Ensemble Requirements:** Ensemble participation will normally run concurrently with the student's APM studies. Required Ensembles are as follows:

Voice - ENS 199 (6)

Brass, Woodwind, Percussion - ENS 193 (6)

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

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

Strings - ENS 195 (6)

* no more than 2 credits may be filled with ENS 194.

The following additional ensembles are strongly recommended:

Voice - ENS 191

Brass, Woodwind - ENS 194, ENS 196

Percussion - ENS 198, ENS 194

Strings - ENS 196

5) **Applied Music Study (APM):** Students majoring in music are required to be accepted on one principal instrument (their principal instrument). The sequence of applied study must begin by the sophomore year to achieve a minimum of 12 hours prior to graduation.

6) **Music Colloquium:** 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 80% of music department events per semester will be required in order to receive credit for RCT 100.

7) **MUS 405/MUS 410 Senior Project OR MUS 334 Half Recital OR MUS 434 Full Recital:** Students must complete a culminating project in music prior to graduation. As their culminating project, music majors may elect to perform a Half or Full Recital or complete a Senior Project. All recitals are planned in consultation with the applied instructor. The student is responsible for program preparation, publicity, and technical support under the supervision of the applied instructor(s). The procedure for recitals is outlined in the Music Student Handbook available in the Music Office.

Any student not presenting a recital is required to complete a senior project. The senior project is a substantial research or creative project with a presentation component prepared in consultation with and under the supervision of a faculty member. The student is responsible for program preparation, publicity, and technical support under the supervision of the primary instructor(s). Those choosing to complete a Senior Project must register for MUS 405 – Senior Project Preparation, in the semester prior to completion of the Senior Project.

BACHELOR OF ARTS IN MUSIC EDUCATION (K-12)

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

REQUIRED COURSES

Professional Studies in Teacher Education Licensure **28 Semester Hours**
 (Please refer to the Teacher Licensure section in the Brevard College Catalog for specific course and program requirements.)

Music Foundational Courses **43 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 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 (see Note 6)		8
APM-Applied Music (See Note 7)		12
	APM 131, 133, 231, 233, 331, 333	
RCT 100	Music Colloquium (<i>see Note 8</i>)	0
MUS 334	Half Recital or	1
MUS 434	Full Recital (<i>see Note 9</i>)	

Music Education Courses **24 Semester Hours**

MUS 202	World Music and Culture	3
MUS 210	Brass Methods	1
MUS 211	Woodwind Methods	1
MUS 212	Percussion Methods	1
MUS 213	String Methods	1
MUS 214	Vocal/Choral Methods	1
MUS 217	Marching Band Methods (<i>see Note 10</i>)	1
MUS 306	Orchestration	3
MUS 330	Conducting	3
MUS 331	Advanced Conducting (Choral or Instrumental)	3
MUS 310	Materials and Methods for Teaching Music in the Elementary Schools	3
MUS 311	Materials and Methods for Teaching Music in the Middle/Secondary Schools	3

TOTAL HOURS REQUIRED

MINIMUM 95 SEMESTER HOURS

Notes:

- 1) All music majors must fulfill General Education Area IV.A. with a course outside of music.
- 2) All Music Education majors are required to fulfill General Education Area II.C. through MUS 230: Music and Technology.
- 3) Voice majors must take MUS 215 and MUS 216 (Vocal Diction I and II) (2)
- 4) All non-keyboard principals must show proficiency in keyboard skills by passing the piano proficiency exam.
- 5) Students must earn a grade of C or better in all MUS, ENS, APM and Teacher Licensure Professional Studies courses in order to qualify for teacher licensure. For additional stipulations and requirements for formal admission to the Teacher Education Program, please refer to the Teacher Licensure Program Requirements in the Brevard College catalog.
- 6) Ensemble Requirements: Ensemble participation will normally run concurrently with the student's APM studies. Required Ensembles are as follows:

Voice - ENS 199 (6)

Brass, Woodwind, Percussion - ENS 193 (6)

Strings - ENS 195 (6)

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

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

* no more than 2 credits may be filled with ENS 194.

The following additional ensembles are strongly recommended:

Voice - ENS 191

Brass, Woodwind - ENS 194, ENS 196

Percussion - ENS 198, ENS 194

Strings - ENS 196

Students must elect two additional ensembles for a total of at least 8 ENS courses.

- 7) Applied Music Study (APM): Students majoring in music are required to be accepted on one principal instrument (their principal instrument). The sequence of applied study must begin by the sophomore year to achieve a minimum of 12 hours prior to graduation.
- 8) Music Colloquium: 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 80% of fine arts division events per semester will be required in order to receive credit for RCT 100.
- 9) MUS 334 Half Recital or 434 Full Recital: A recital is required to show depth of content knowledge as required by the State of North Carolina for those seeking Teaching Licensure. All recitals are planned in consultation with the applied instructor. The student is responsible for program preparation, publicity, and technical support under the supervision of the primary instructor. The procedure for recitals is outlined in the Music Student Handbook available in the Music Office.
- 10) MUS 217: Marching Band Methods, is required for instrumental principals and encouraged for all others.

BACHELOR OF MUSIC IN PERFORMANCE

The Bachelor of Music in Performance is a professional degree providing intensive study in music for students preparing for performance careers or for study at the graduate level.

REQUIRED MAJOR COURSES

74 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 202	World Music	3
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 308	Topics in Music Literature	3
MUS 312	Pedagogy of Applied Music	1
MUS 330	Conducting	3
APM Applied Music (<i>see Note 5</i>)		16
APM 131, 133, 231, 233, 331, 333, 431, 433		
ENS Ensembles (<i>See Note 6</i>)		16
RCT 100	Music Colloquium (<i>see Note 7</i>)	0
MUS 434	Full Recital (<i>see Note 8</i>)	1
RESTRICTED ELECTIVES		5-6 Semester Hours
<i>Select two:</i>		
MUS 230	Music Technology	3
MUS 284 or MUS 285 or MUS 384 or MUS 385	Composition	2
MUS 306	Orchestration	3
MUS 331	Advanced Conducting (Choral or Instrumental)	3
TOTAL HOURS REQUIRED		MINIMUM 79-80 SEMESTER HOURS

Notes:

- 1) Music majors wishing to pursue the B.M. in Performance degree must maintain a 3.0 GPA in all music courses. Acceptance into the program requires an application, a recommendation from the student's applied instructor, and a successful audition during the APM 231 jury. More information and application materials can be found in the Music Department handbook.
- 2) Voice principals must take MUS 215 and MUS 216 (Vocal Diction I and II). In addition, all vocal principals must fulfill General Education area III.D. through study of a foreign language.
- 3) All non-keyboard principals must show proficiency in keyboard skills through passing the piano proficiency exam.
- 4) All music majors must fulfill General Education Area IV.A. with a course outside of music.
- 5) Applied Music Study (APM): Students majoring in music are required to be accepted on one principal instrument.
- 6) Ensemble Requirements: All performance majors must enroll in ensembles specific to the principal instrument as follows:
 - Guitar: ENS 188 (8); ENS 193 OR ENS 199 (4)
 - Piano/Organ: ENS 184/384 (4); ENS 193 OR ENS 199 (4)
 - Percussion: ENS 198 (8); ENS 193 (8)

Woodwind/Brass: ENS 193 (8); 1 additional ENS (8)
Voice: ENS 199 (8); 1 additional ENS (8)

Other ensembles should be elected for a total of 16 hours. Students receiving music scholarship awards should refer to the music award letter for additional information about ensemble participation requirements.

7) Music Colloquium: 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 80% of music department events per semester will be required in order to receive credit for RCT 100.

8) MUS 434 Full Recital: All recitals are planned in consultation with the applied instructor. The student is responsible for program preparation, publicity, and technical support under the supervision of the primary instructor. The procedure for recitals is outlined in the Music Student Handbook available in the Music Office.

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, including 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

9 Semester Hours

Required courses:

MAT 141	Probability and Statistics	3
PSY 101	General Psychology	3
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 270	Cognitive Psychology	3
PSY 280	Psychology of Learning	

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

TOTAL HOURS REQUIRED

MINIMUM 45 SEMESTER HOURS

RELIGIOUS STUDIES

In keeping with the mission of Brevard College, the Religious Studies major offers a broad experiential curriculum that equips students with a range of academic and practical skills and knowledge necessary for graduate school and today’s competitive professional world. The Religious Studies faculty is committed to the liberal arts goal of educating the whole person; to that end, Religious Studies students learn through work in and outside of the classroom to understand the nature and significance of the beliefs and practices of various religious traditions. Students achieve this goal through a range of experiential opportunities, including:

- reading and analyzing primary source materials from many different philosophical and religious traditions;
- thinking constructively about their personal positions on major questions of meaning and value, informed by insights from philosophical and religious traditions;
- observing and analyzing the practices and beliefs of actual religious groups through field work at churches, synagogues, mosques, and other places of religious life;
- studying the importance of religion in past and present human lives and the challenges that religious belief and practice face in today’s world;
- learning how to report in both oral and written form the results of their textual and field work, using appropriate discipline-related documentation and source materials.

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 (scriptural analysis; historical studies; philosophy, theology, and ethics; studies in religious diversity).

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 culminate their major through the deeply experiential learning of participating in a senior research methodologies seminar, completing a major

portfolio, and crafting a senior project or thesis that is presented and defended before faculty members and student peers in the Humanities Division.

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: *

Introductory Course in Religious Studies	3
Scriptural Analysis	3
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 290/390/490), internships (REL 360/469), and independent studies (REL 289/389/489) may be applied under various ones of these rubrics, depending upon their thematic focus.

REQUIRED MAJOR COURSES 21 Semester Hours

Introductory Course in Religious Studies 3 Semester Hours

Select one course:

REL 101	The Old Testament
REL 102	The New Testament
REL 111	Introduction to Religious Studies
REL 153	World Religions

Scriptural Analysis 3 Semester Hours

Select one course:

REL 210	Israelite and Christian Writings Outside the Bible
REL 256	Hinduism and Buddhism
REL 312	Jesus in the Gospels
REL 316	St. Paul

Historical Studies 3 Semester Hours

Select one course:

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:

PHI 261	Introduction to Philosophy
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PHI 262	Introduction to Ethics
PHI 282	Existential Literature
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:

REL 153	World Religions
REL 256	Hinduism and Buddhism
REL 270	New Religious Movements
REL 278	Environmental Theology
REL 288	Women and Religion
HIS 323	History of Southeastern Native Americans

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

6 Semester Hours

All majors in Religious Studies must complete a senior project or thesis which can be either research or service in nature. 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.

Required courses:

HUM 461	Humanities Research Methodologies	3
REL 495	Senior Thesis	3

RESTRICTED ELECTIVES

18 Semester Hours

Choose six courses:

Any PHI course not already being used to fulfill a required major area	
Any REL course not already being used to fulfill a required major area	
HIS 304	History of Modern Science
HUM 295	Classical Mythology

At least 6 of the 18 hours for restricted electives must be at the 300/400 level.

TOTAL HOURS REQUIRED

MINIMUM 39 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 39 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 pursue a double major in Religious Studies and Psychology or a minor in Psychology.

TEACHER EDUCATION LICENSURE

In keeping with the mission of Brevard College, the Teacher Education Program's goal is to prepare educators to lead the next generation of learning communities in a diverse and dynamic world. The course work in this program provides modeling of best practices and features a strong experiential base that includes classroom observation and experiences attached to numerous courses. The program emphasizes reflection and active learning; students apply what they have learned in their college classrooms to help facilitate their activities in the public schools. The program enables students to earn licensure in one of the following areas: English, Mathematics, 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 meet North Carolina requirements for initial licensure in each area. Applied practice includes early field experiences assigned as part of the professional course sequence and Student Teaching. Brevard College has received approval from the North Carolina State Board of Education to offer licensure in the areas below.

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

Licensure Area	Brevard College Major	Licensure Area Coordinator
Elementary grades K-6	Integrated Studies (p. 86)	Dr. Megan Keiser
English grades 9-12	English (p. 75)	Dr. Betsy Burrows
Mathematics grades 9-12	Mathematics (p. 90)	Dr. Charles Wallis
Science grades 9-12	General Science (p. 82)	Dr. Melanie Heying
Social Studies grades 9-12	History (p. 84)	Dr. Margaret Brown
Art grades K-12	Art (p. 70)	Professor William Byers
Music grades K-12	Music Education (p. 93)	Dr. Miller Asbill
Health and Physical Education grades K-12	Exercise Science (p. 80)	Professor Norm Witek
Theatre grades K-12	Theatre Studies (p. 105)	Professor Brandon Smith

PROFESSIONAL STUDIES REQUIREMENTS

Core Courses required of all licensure areas:

EDU 205	21 st Century Teacher and Learner (3)
EDU 303	Diverse and Exceptional Learners (3)
EDU 304	Educational Technology: Teaching the Digital Age (2)
EDU 305	Facilitation of Learning (3)
EDU 401	Student Teaching Seminar (2)
PSY 101	General Psychology (3)
PSY 230	Life-span Development (3)
or PSY 240	Social Psychology (3)

Elementary Licensure:

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

High School Licensure:

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

K-12 Licensure:

EDU 410	Methods courses: see major requirements and K-12 Student Teaching (14)	Fall, Spring
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Note: EDU 340 and WLEE 220 are not required, but are strongly recommended.

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 205 and either PSY 240 or PSY 230 by achieving a grade of C (2.0) or higher.
4. Demonstrated proficiency in speaking and listening (Program Interview).
5. Satisfactory evaluations in field experiences prior to student teaching.
6. Progress in the education standards as evidenced by the professional e-portfolio.
7. Passing scores as established by the North Carolina State Department of Public Instruction on the 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 205 and must have passed this test before

enrolling in EDU 305. 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 combined verbal and mathematics cumulative score of 1100 or ACT cumulative score of 24 will be able to waive all parts of the PRAXIS I. Students who have scores less than 1100, 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 205 and PSY 230 or PSY 240 may apply early in the fall semester of their junior year. Post-baccalaureate candidates should apply after completion of EDU 205 and PSY 230 or PSY 240. Applications may be obtained from the office of the Director of Teacher Education. At the time the application is returned, a candidate will be given the scheduled time to meet with the Program Interview Committee.

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

CONTINUANCE IN THE TEACHER EDUCATION PROGRAM

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

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
 - e. oral communication skills

6. Candidates must provide evidences that meet proficiency for all Teacher Education Standards.

LICENSURE ONLY

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

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

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

REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING

1. Fulfillment of the requirements for continuance in the Teacher Education Program as listed in the above section.
2. Successful completion of the College's core requirements.
3. Fulfillment of the requirements for a major in an approved discipline.
4. Successful completion of all required education and cognate courses.
5. Achievement of a cumulative grade point average of 2.5 or better for all education and cognate courses.

APPLICATION PROCESS

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

WITHDRAWAL FROM STUDENT TEACHING

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

PROCESS OF WITHDRAWAL

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

RECOMMENDATION FOR LICENSURE REQUIREMENTS

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

1. Successful completion of 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 (e) oral and written presentations.
6. Completion of PRAXIS series as required by the North Carolina State Board of Education.
7. Completion of all Electronic Evidences as required by the Teacher Education Program and North Carolina Department of Instruction.

THEATRE STUDIES

The Bachelor of Arts in Theatre Studies provides a broad-based and cross-disciplined approach to the study of theatre. We strive to promote cooperative work and study experiences, creative expression, communication skills, and leadership training 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, technicians, house managers, publicists, directors and dramaturges, students gain a thorough understanding of theatre as a collaborative art form. The Department of Theatre Studies offers students a serious and challenging beginning to their studies in theatre that prepares students for graduate study and careers in the field of theatre and beyond.

The Department of Theatre Studies at Brevard College seeks to foster the creative, intellectual, and spiritual growth of students 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 electives that offer more specialized training in specific areas. The program for Teacher Licensure prepares students to teach K-12 and meets the North Carolina requirements for initial licensure.

REQUIRED COURSES

48-50 Semester Hours

Required courses:

THE 103	Introduction to Acting	3
THE 104	Applied Theatre (2 productions; 1 semester hour each)	2
THE 115	Script Analysis	3
THE 121	Stage Crafts I: Scenery, Lighting, Sound	3
THE 122	Stage Crafts II: Costumes and Make-Up	3
THE 203	Scene Study	3
THE 204	Applied Theatre (2 productions; 1 semester hour each)	2
THE 213	Introduction to Directing	3
THE 290/390/490	Special Topics in Theatre	3
THE 304	Applied Theatre (1 production, 1 semester hour)	1
THE 311	Theatre History I	3
THE 312	Theatre History II	3
THE 330	Seminar in Dramatic Theory	3
THE 351	Stage Management	3
THE 404	Applied Theatre (1 production, 1 semester hour)	1
THE 450	Senior Project	4
<i>Select one course:</i>		3
THE 221	Scene Design (3)	
THE 241	Costume Design (3)	
THE 331	Lighting Design (3)	

Select one course:

THE 220	Drafting for the Theatre (3)
THE 269/369/469	Internship (2-4)
THE 289/389/489	Independent Study in Theatre (3)
THE 303	Audition Technique (3)
THE 313	Introduction of Playwriting (3)
THE 320	Computer Aided Drafting (3)
ENG 322	Shakespeare (3)
THE 403	Voice and Movement for the Stage (3)

TOTAL HOURS REQUIRED

MINIMUM OF 48-50 SEMESTER HOURS

TEACHER LICENSURE IN THEATRE STUDIES

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

Required courses:

ENG 322	Shakespeare	3
THE 361	Theatre Methods	3
THE 403	Voice and Movement for the Stage	3

Theatre Studies majors pursuing teacher licensure must also complete the professional studies component of teacher licensure at the K-12 level. Please refer to the Teacher Licensure section in the Brevard College Catalog for specific course and program requirements, Pages 100-104.

WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION

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

The Immersion Semester

One of the 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 educators 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 **35 Semester Hours**

Required courses:

PSY 101	General Psychology	3
PSY 240	Social Psychology	3
WLEE 101	Introduction to Outdoor Education	4
WLEE 220	Theory and Practice of Experiential Education	3
WLEE 291	Wilderness Leadership and Experiential Education: Internship Preparation	3
WLEE 301	Wilderness Leadership/Experiential Education Practicum	1
or		
WLEE 379, 279	Teaching Assistantship	
WLEE 305	Risk Management and Legal Liability in Outdoor Programs	3
WLEE 340	Outdoor Program Administration	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

Wilderness Activity Classes: **2 Semester Hours**

Two 1-hour activity courses are to be completed prior to the Immersion Semester, however, students may take additional optional courses to further broaden their skill base.

WLEE 152	Rock Climbing
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Select One:

WLEE 151	Whitewater Canoeing
WLEE 155	Whitewater Kayaking

Additional Optional Courses:

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

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

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	Facilitation of Group Games and Initiatives
WLEE 261	Ropes Course Facilitation
WLEE 265	Advanced Swiftwater Rescue

TOTAL HOURS REQUIRED**MINIMUM 58 SEMESTER HOURS**

MINOR PROGRAMS

A minor normally consists of 17-21 credits, and is recorded on student transcripts. A student may not major and minor in the same discipline. A minor contains at least 9 credits not duplicated in the student's major or in any other minor(s) that the student is pursuing. A student may duplicate hours between the minor and the general education core, unless otherwise stated in the specific minor.

ART

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

REQUIRED MINOR COURSES

Art 112	Introduction to the Visual Arts	3
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Select one course:

AH 201	Art History I	3
AH 202	Art History II	

<i>Select one course:</i>		3
ART 120	Drawing I	
ART 125	Life Drawing I	

<i>Select one course:</i>		3
ART 130	2-D Design	
ART 150	3-D Design	

ELECTIVES **12 Semester Hours**

<i>Select:</i>		
Introductory Studio Class		3
AH or ART Class		9

TOTAL HOURS REQUIRED **MINIMUM 22 SEMESTER HOURS**

ART HISTORY

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

REQUIRED MINOR COURSES

<i>Required courses:</i>		
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.

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

TOTAL HOURS REQUIRED **MINIMUM 21 SEMESTER HOURS**

BIOLOGY

REQUIRED MINOR COURSES

<i>Required courses:</i>		
BIO 110	General Biology I: Ecology and Evolutionary Biology	4
BIO 120	General Biology II: Cellular and Molecular Biology	4

ELECTIVES **13 Semester Hours**

BIO courses, 200/300/400 level

TOTAL HOURS REQUIRED **MINIMUM 21 SEMESTER HOURS**

BUSINESS AND ORGANIZATIONAL LEADERSHIP

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

REQUIRED MINOR COURSES

Required courses:

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

Electives

15 Semester Hours

Select 5 additional courses from among these prefixes: ORG, ACC, ECON.

*Note: At least 3 courses must be at the 300/400 level.

TOTAL HOURS REQUIRED

MINIMUM 21 SEMESTER HOURS

CHEMISTRY

REQUIRED MINOR COURSES

Required courses:

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

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	Environmental Chemistry	4
CHE 250	Chemical Analysis	4
CHE 301	Biochemistry	4

TOTAL HOURS REQUIRED

MINIMUM 23-24 SEMESTER HOURS

COACHING

REQUIRED MINOR COURSES

Required courses:

15 Semester Hours

EXSC 110	Introduction to Exercise Science	3
EXSC 202, 203, 204, 205	Methods & Teaching Analysis (choose two)	2
EXSC 240	Introduction to Theories & Techniques of Coaching	3
EXSC 340	Teaching/Coaching Methods	3

EXSC 369	Academic Internship	2
HLT 202*	Health, First Aid/CPR	2

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

Select two courses:		6-7 Semester Hours
EXSC 212	Sports Nutrition & Wellness Issues	3
EXSC 280	Adapted Physical Education	3
EXSC 301*	Applied Sport Physiology	4
or EXSC 310*	Exercise Physiology	
EXSC 302*	Kinesiology in Sport	3
or EXSC 320*	Biomechanics in Exercise and Sport	
EXSC 290/390	Approved Special Topics	3
PSY 355	Sports Psychology	3

*Note: This course requires additional prerequisite.

TOTAL HOURS REQUIRED **MINIMUM 21-22 SEMESTER HOURS**

CRIMINAL JUSTICE

REQUIRED MINOR COURSES

Required course:		3 Semester Hours
CRJ 101	Introduction to Criminal Justice	

Select 3 courses:		9 Semester Hours
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**

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	General Biology I: Ecology and Population Biology	4
BIO 120	General Biology II: Cellular and Molecular Biology	4
BIO 240	Biodiversity	4
ECOL 245	General Ecology	4
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 22 SEMESTER HOURS

EDUCATION

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

REQUIRED MINOR COURSES

Required courses:

EDU 205	21 st Century Teacher	3
EDU 303	Differentiated Instruction	3
EDU 305	Facilitation of Learning	3
PSY 101	General Psychology	3
PSY 230	Life-span Development	3

ELECTIVES

Select two courses:

CRJ 315	Juvenile Justice System	3
EDU 320	Children's Literature	3
EDU 369	Internship	3-6
ENG 243	Adolescent Literature	3
ORG 103	Critical and Practical Reasoning	3
PSY 270	Cognitive Psychology	3
PSY 280	Psychology of Learning	3
WLEE 220	Theory and Practice of Experiential Education	3

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

ENG 305 Advanced Grammar and Editing

ENG 308 Creative Nonfiction

ENG 309 Poetry Writing

ENG 310 Fiction Writing

ENG 353 Writing Assessment

Select one 200-level literature or film course 3

Select one 300- or 400-level literature course 3

Select one critical theory/analysis course: 3

ENG 350 Language Studies

ENG 351 Literary Criticism

NOTE: The one-credit course ENG 250, Introduction to English Studies, is strongly recommended for all minors.

TOTAL HOURS REQUIRED

MINIMUM 19 SEMESTER HOURS

ENVIRONMENTAL STUDIES

REQUIRED MINOR COURSES

11 SEMESTER HOURS

Required courses:

BIO 110 General Biology I: Ecology and Evolutionary Biology 4

ENG 217 Studies in Environmental Literature 3

Select one course: 4

GEOL 101 Physical Geology

GEOL 105 Historical Geology

RESTRICTED MINOR COURSES

9–12 Semester Hours

Select three courses:

ANTH 201 Principles of Anthropology 3

BIO 240	Biodiversity	4
Any CHE course		4
ECOL 245	General Ecology	3
ENV 220	Environmental Assessment	3
ENV 301	Environmental Policy	3
ENV 380	Environmental Seminar	3
GEOL 201	Environmental Geology or higher numbered GEOL course	4
HIS 110	Global History	3
HIS 302	Environmental History	3
HIS 303	History of Modern Science to 1800	3
HIS 304	History of Modern Science 1800 to the Present	3
HIS 323	History of Southeastern Native Americans	3
PSY 210	Social Science Research Methods	3
PSY 365	Personal and Group Environments	3
SCI 105	Physical Science	4
SOC 201	Principles of Sociology	3

TOTAL HOURS REQUIRED

MINIMUM 20-23 SEMESTER HOURS

GENDER STUDIES & LEADERSHIP

No more than one course selected for this minor may meet a General Education requirement or a requirement for the declared major.

REQUIRED MINOR COURSES

<i>Required Course:</i>		3 Semester Hours
HUM 210	Introduction to Gender Studies	3

Gender Studies

<i>Choose 3 courses:</i>		9 Semester Hours
ENG 241	Women in Literature	3
HIS 353	United States Women's History	3
PSY 204	Marriage and the Family	3
PSY 345	Psychology of Gender	3
REL 288	Women and Religion	3

Note: Special topics courses (290/390/490), internships (369/469), and independent studies (289/389/489) may apply, with permission of the IWIL coordinator.

Leadership Studies

<i>Choose courses to total 9 credits:</i>		9 Semester Hours
IWIL 121	IWIL Workshop	1
<i>Note: IWIL 121 is open only to participants in the IWIL program and is typically taken in the freshman & sophomore years. The one-hour course may be taken four times under different workshop titles.)</i>		
COM 306	Publication Production	1-3
THE 351	Stage Management	3
ORG 355	Not-for-Profit Management	3
PSY 365	Personal and Group Environments	3
WLEE 220	Theory and Practice of Experiential Education	3

Academic Practicum/Internship experiences (269, 369/469) and Teaching Assistantships (279/379/479) also apply. 3
(variable credit)

TOTAL HOURS REQUIRED **MINIMUM 21 SEMESTER HOURS**

GEOLOGY

REQUIRED MINOR COURSES **12 SEMESTER HOURS**

Required courses:

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

Select two courses:

		8 Semester Hours
GEOL 201	Environmental Geology	4
GEOL 310	Structural Geology	4
GEOL 312	Geomorphology	4

TOTAL HOURS REQUIRED **MINIMUM 20 SEMESTER HOURS**

HISTORY

REQUIRED MINOR COURSES

Required courses:

HIS courses, any level	9 Semester Hours
<i>Select four courses (at least two courses must be at the 300/400 level):</i>	12 Semester Hours

AH courses, 200/300/400 level

HIS courses, 200/300/400 level

MUS 201, 301, 302

REL 153, 221, 241, 242, 256, 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**

MATHEMATICS

REQUIRED MINOR COURSES

Required courses:

MAT 211	Analytic Geometry and Calculus I	4
MAT 221	Analytic Geometry and Calculus II	4
MAT 341	Linear Algebra	3

3 more courses selected from:

MAT 141, any 200/300/400 level MAT courses, with the exception of MAT 210.	9
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Note: MAT 111, 121 and 210 cannot be counted toward the Mathematics Minor.

TOTAL HOURS REQUIRED **MINIMUM 20 SEMESTER HOURS**

MUSIC

Students other than Music majors may earn a minor in Music by completing a successful audition/interview on an instrument or in voice and by fulfilling the following requirements.

REQUIRED MINOR COURSES		20 SEMESTER HOURS
MUS 101	Music Appreciation	3
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
APM –Applied Music*	APM 121, 123, 221, 223	4
MUS 121 Class Piano I		1
<i>Placement test required. Possible credit by examination. Non-keyboard principals only.</i>		
ENS-Ensembles*		4
RCT 100**	Music Colloquium (required for two semesters)	0

*APM and ENS to be taken concurrently.

**Recital Attendance

ELECTIVES:

6 Semester Hours

Select any combination for a minimum total of 6 semester hours:

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		8 SEMESTER HOURS
BIO 240	Biodiversity	4
<i>Select one course:</i>		
BIO 110	General Biology I: Ecology and Evolutionary Biology	4
BIO 120	General Biology II: Cellular and Molecular Biology	

<i>Select 12 hours from the following:</i>		12-13 Semester Hours
BIO 281	Animals & Plants of the Southern Appalachians, Fall	3
BIO 282	Animals & Plants of the Southern Appalachians, Spring	3
ENG 217	Studies in Environmental Literature	3
GEOL 105	Historical Geography	4
HIS 302	Environmental History	3
or HIS 323	History of Southeastern Native Americans	

TOTAL HOURS REQUIRED

MINIMUM 20-21 SEMESTER HOURS

PRE-LAW

Graduates of Brevard College majoring in criminal justice, 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 or teaching assistantship is required during the junior year, and an LSAT preparation course (taken online or through another sponsoring institution) is recommended during the senior year.

REQUIRED MINOR COURSES

10 SEMESTER HOURS

Required courses:

COM 380	Argumentation and Debate	3
PLSC 210	American Government	3

Select one course:

ECON 201	Macroeconomics	3
or		
ECON 202	Microeconomics or Macroeconomics	3

Select one course:

ECON, HIS, or PLSC 269		1
ECON, HIS or PLSC 279		1

RESTRICTED ELECTIVES

18 Semester Hours

Communication

Select one course:

COM 110	Introduction to Communications	3
ORG 205	Business Communications	3

Legal History & Law

Select one course:

HIS 252	Greek and Roman Law	3
PLSC 220	Constitutional Law	3
PLSC 340	First Amendment Freedoms	3

Diversity

Select one course:

3 Semester Hours

HIS 224	United States History Since 1945	3
HIS 225	United States African-American History	3
HIS 323	History of Southeastern Native Americans	3
HIS 353	United States Women's History	3
PLSC 320	Contemporary Political Movements	3

Policy & Politics

Select one course:

3 Semester Hours

ENV 301	Environmental Policy	3
HIS 311	The Social and Political History of Twentieth Century Europe	3
PLSC 310	American Foreign Policy	3

Critical Thinking

Select one course:

3 Semester Hours

ORG 103	Critical and Practical Reasoning	3
PHI 105	Introduction to Symbolic Logic	3

Ethics

Select one course:

3 Semester Hours

CRJ 405	Ethical Issues in Criminal Justice	3
ORG 405	Business Ethics	3
PHI 262	Introduction to Ethics	3
WLEE 402	Ethics of Wilderness Leadership	3

TOTAL HOURS REQUIRED

MINIMUM 28 SEMESTER HOURS

PSYCHOLOGY

REQUIRED MINOR COURSES

Required courses:

PSY 101	General Psychology	3
MAT 141	Probability and Statistics	3
PSY/SOC 210	Social Sciences Research Methods	3

Select four courses:

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 Philosophy, Religion and related disciplines. At least 9 of the semester hours must be at the 300/400 level. No more than 6 credits may come from disciplines other than REL or PHI.

REQUIRED MINOR COURSES

21 SEMESTER HOURS

Select courses with these prefixes:

REL or PHI courses

Up to six semester hours may be chosen from these approved courses in related disciplines:

HIS 261	European Renaissance and Reformation History
HIS 304	History of Modern Science 1800 to present
HIS 312	Twentieth Century European Cultural and Intellectual History
HIS 323	History of Southeastern Native Americans
HUM 295	Classical Mythology

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

ELECTIVES

Select four courses:

Select courses with these prefixes: 12
ANTH, CRJ, ECON, PLSC, PSY or SOC courses *

* Note: At least 3 courses must be at the 300/400 level. History, Integrated Studies, psychology, or Business and Organizational Leadership majors must take courses not counting in their majors. Secondary Social Studies Teacher Licensure students must take HIS 255, North Carolina History, and may take additional 300-level History courses to gain the minor.

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 in Costa Rica. A student must earn a C- or better in the two 300-level Spanish courses taught at Brevard College in order to complete a minor in Spanish language and culture.

REQUIRED MINOR COURSES

6 SEMESTER HOURS

Normally must be completed at Brevard College with a grade of C- or better prior to the semester of study abroad:

SPA 301	Grammar and Composition	3
SPA 302	Conversation	3

To be completed in Costa Rica:

14 SEMESTER HOURS

HUM 403	Cultural Studies of Costa Rica	3
SPA 401	Advanced Spanish Language in Costa Rica	6
SPA 467	Costa Rican Spanish	3

SPA 469 Volunteer and Experiential Learning Project* 2

* 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)

Note: Participation in the Costa Rica program fulfills the requirement for a LINC (Common-Experience III).

TOTAL HOURS REQUIRED **MINIMUM 20 SEMESTER HOURS**

THEATRE

Students other than Theatre Studies majors may earn a minor in Theatre Studies. It is recommended that the minor in Theatre Studies be declared by the end of sophomore year in order to complete the requirements below.

REQUIRED MINOR COURSES **11 SEMESTER HOURS**

Required courses:

THE 103 Introduction to Acting 3

THE 104 Applied Theatre 2
(2 productions; 1 semester hour each)

THE 115 Script Analysis 3

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

Select one course:

3 Semester Hours

THE 311 Theatre History I 3

THE 312 Theatre History II 3

Select:

3-5 credit hours from any remaining Theatre Performance courses. **3-5 Semester Hours**

Select:

3-5 credit hours from any remaining Technical Theatre courses. **3-5 Semester Hours**

TOTAL HOURS REQUIRED **MINIMUM 20-24 SEMESTER HOURS**

WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION

Students other than Wilderness Leadership and Experiential Education majors may earn a minor in Wilderness Leadership and Experiential Education.

REQUIRED MINOR COURSES – CHOOSE ONE OPTION

OPTION 1 **26 Semester Hours**

Required courses:

WLEE 101 Introduction to Outdoor Education 4

WLEE 220 Theory and Practice of Experiential Education 3

Two 1-hour activity courses are to be completed prior to the Immersion Semester, however, students may take additional optional courses to further broaden their skill base.

WLEE 152	Rockclimbing
Select One:	
WLEE 151	Whitewater Canoeing
WLEE 155	Whitewater Kayaking

Additional Optional Courses:

WLEE157	Backpacking
WLEE 158	Mountain Biking
WLEE 159	Sea Kayak Touring

Immersion Semester Block:

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

OPTION 2

23 Semester Hours

Required courses:

PSY 101	General Psychology	3
PSY 240	Social Psychology	3
WLEE 101	Introduction to Outdoor Education	4
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 158	Mountain Biking
WLEE 155	Kayaking
WLEE 157	Backpacking
WLEE 159	Sea Kayaking

**Note: Voice of the Rivers may count as a substitute for WLEE 151 or 159, as appropriate.*

TOTAL HOURS REQUIRED

MINIMUM 23-26 SEMESTER HOURS

COURSE DESCRIPTIONS

SPECIALIZED LEARNING OPPORTUNITIES

Many academic disciplines across the college offer students the option of pursuing specialized learning opportunities through directed studies, independent studies, internships, special topic seminars, and teaching assistantships. For more information about provisions governing such options in particular programs, consult the appropriate Division Chair or major coordinator.

Directed Study (variable course number)

1-4 credit hours

Directed Study is the teaching of a catalog course when issues of scheduling prevent a student from taking the course as a regular, classroom offering. The Directed Study option should be taken on those rare occasions when a catalog course needed for the student's major is not being offered in time for the student to graduate. The course carries the same designation as the regular course (e.g., PSY 101). The faculty member and student work together to complete the same subject matter covered in the course during the regular term, governed by the following conditions:

- **Student Eligibility:** 1) 48 or more completed semester hours; 2) completed at least one semester at Brevard College; 3) a cumulative GPA of 2.00 or higher; and 4) course will not be offered in schedule in time to prevent postponement of the student's degree requirements, or there is a time conflict between two courses specifically required for the degree, neither of which may be postponed without a delay in the completion of degree requirements.
- **Planning and Approval:** The faculty member confers with the Division Chair about the work load implications of offering a directed study during the semester in question. Upon receiving Division Chair approval the faculty member and student complete an application and arrange the syllabus and expectations for the course.
- **Registration:** The student submits a completed application to the Office of the Registrar for processing no later than the end of the add period for the semester in which the course is to be taken.
- **Minimum Student Contact:** Minimum student contact with the faculty member directing the study will be five hours per semester, per hour of credit awarded.
- **Limitations:** Faculty members may direct a total of 3-4 credit hours of Directed Study and/or Independent Study per semester.
- **Recording:** Any course taken by Directed Study will be listed on the student's official transcript by the prefix, course number, and title used in the catalog.
- **Credits toward Graduation:** Students may register for a maximum of ten credits of Directed Study and/or Independent Study, with no more than four credits being undertaken in any given registration period, without the prior approval of the Vice-President for Academic Affairs.
- **Grades:** The faculty member evaluates the student's academic progress and records a grade as for other courses.

Independent Study 289/389/489

1-4 credit hours

Students may seek approval to pursue specially designed independent study courses. Independent study courses provide the student with an opportunity to pursue/research a subject in more depth and in a more independent manner than would be possible in a traditional course. Courses are developed in concert with faculty interests and specialties and carry variable credits (normally one to three semester hours). The following conditions govern independent studies:

- **Student Eligibility:** 1) 48 or more completed semester hours; 2) completed at least one semester at Brevard College; and 3) a cumulative GPA of 2.00 or higher.

- **Planning and Approval:** The faculty member confers with Division Chair about the work load implications of directing an independent study during the semester in question. Upon receiving Division Chair approval, the faculty member and student complete an application and prepare detailed learning objectives, expectations, and deliverables for the course.
- **Registration:** The student submits a completed application to the Office of the Registrar for processing no later than the end of the add period for the semester in which the course is to be taken.
- **Minimum Student Contact:** Minimum student contact with the faculty member directing the study will be five hours per semester, per hour of credit awarded.
- **Limitations:** A faculty member may direct a total of 3-4 credit hours of independent studies and/or directed studies.
- **Time frame:** One semester only. (The faculty member and the appropriate Division Chair must approve any extension of time.)
- **Credits toward Graduation:** Students may register for a maximum of ten credits of Independent Study and/or Directed Study, with no more than four credits being undertaken in any given registration period, without the prior approval of the Vice-President for Academic Affairs.
- **Grading:** The contract for the independent study will clearly stipulate the basis on which the student's final grade is to be determined.
- **Recording:** Independent study will be listed on the student's class schedule and official transcript by the prefix of the subject area and one of the following numbers: 289, 389, or 489.

Academic Internship 269/369/469

1-12 hours

In order to strengthen their academic experience, students may participate in an academic internship. Such an experience can be invaluable in helping students assess career goals by providing on-the-job experiences. Each such experience consists of academic requirements as well as working at a selected job site. This experience has been shown to be of great assistance to those seeking full-time employment or admission to graduate school. The academic internship program is supervised by the student's academic advisor or program-area faculty member and involves 45 hours on the job site hours per hour of academic credit awarded. Students should contact the major coordinator or their academic advisor for more information.

Note: Certain majors have their own distinctive internship programs with discipline-specific prerequisites and expectations. These are included with their individual course numbers in the listing of course offerings by program.

The following conditions govern internships:

- **Eligibility:** 1) 48 or more completed semester hours; 2) completed at least one semester at Brevard College; and 3) a cumulative GPA of 2.00 or higher, or meet specific requirements in a major.
- **Planning and Approval:** The faculty member confers with Division Chair about the work load implications of supervising an internship during the semester in question. Upon receiving Division Chair approval, the supervising faculty member and student will complete the college internship application/contract or if applicable the academic major application/contract and prepare detailed learning objectives, expectations, and deliverables for the course.
- **Registration:** The student submits a completed application to the Office of the Registrar for processing no later than the end of the add period for the semester in which the course is to be taken. Registration must be completed prior to the beginning of the internship.
- **Minimum Student Contact:** Student contact with the faculty member supervising the internship will be a minimum of ten hours per internship.

- **Credits toward Graduation:** No more than 12 credits of Internship can be applied toward graduation, with no more than 12 credits being undertaken in any given registration period, without the prior approval of the Vice-President for Academic Affairs.
- **Grading:** The application/contract for the internship will clearly stipulate the basis on which the student's final grade is to be determined.
- **Recording:** Internships will be listed on the student's class schedule and official transcript by the prefix of the subject area and one of the following numbers: 269, 369, or 469 or the academic major's course number.

Special Topics 190/290/390/490

Variable Credit

Special Topics are varying-emphasis courses and are intended to enhance student learning by providing academic opportunities beyond what the College offers in its formally approved curriculum. These courses encourage both in-depth reading of and reaction to topical issues. Individual research and reports, team projects, and class discussion facilitate creativity, inquiry, and a variety of perspectives. Many academic disciplines offer these seminars, and a student may take more than one special topic seminar if the topic is not duplicated.

Teaching Assistantship 279/379/479

1-2 Semester Hours

Teaching assistantships provide students 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. Each hour of academic credit for a teaching assistantship entails 45 hours of documented work (generally 3-4 hours per week).

- **Requirements:** Students interested in pursuing such teaching/learning opportunities should consult the appropriate major or minor coordinator, instructor, or Division Chair and in consultation with the supervising faculty member prepare a statement of learning goals to accomplish through their mentorship. Students should normally receive weekly briefings and assignments from their professor, and assist in activities such as class or lab preparation, teaching and grading.
- **Student Eligibility:** Invitation only; normally students will be of junior/senior standing and will have taken in a prior semester the course(s) for which they are serving as teaching assistants.
- **Registration:** Submit completed paperwork to the Office of the Registrar for processing no later than the end of the add period for the semester in which the course is to be taken.
- **Credits toward Graduation:** No more than four credits of assistantships can be applied toward graduation.
- **Grading:** The contract for the assistantship will clearly stipulate the basis on which the student's final grade to be determined.
- **Recording:** Assistantships will be listed on the student's class schedule and official transcripts by the prefix of the subject area and one of the following numbers: 279, 379, or 479.

Upper-Level Course Requirement 359

Variable Credit

With the approval of the instructor and Division Chair, a student may take a 200-level course at the 300-level to meet major requirements. Using this mechanism, a student identifies a 200-level major-area course, not previously taken, and arranges with the instructor to adapt the existing syllabus in such a way as to warrant receiving upper-level credit for the course: e.g. by incorporating additional readings, papers, research, projects, and/or leadership opportunities.

- **Requirements:** An adapted syllabus is provided to student and filed within the appropriate division. The student is expected to attend the 200-level class and meet all requirements for that course in addition to those identified for the 300-level course.
- **Registration:** The student submits completed paperwork to the Office of the Registrar for processing no later than the end of the add period for the semester in which the course is to be taken.

COURSES

ACCOUNTING (ACC)

ACC 201 Principles of Accounting I 3 Semester Hours

This financial accounting course presents accounting principles and applications to various businesses. Students learn the principles of the accounting cycle, financial reporting, accounting for merchandise, inventories, receivables, assets, liabilities, payroll, and partnerships. Generally accepted accounting principles and accounting information systems are also covered.

ACC 202 Principles of Accounting II 3 Semester Hours

This course covers the concepts and principles of managerial accounting including costing and budgeting. Analysis of cash flows, investments and financial statements are also covered. Students develop decision making skills and engage in using the tools of managerial accounting. Prerequisite: ACC 201 (with grade of C- or higher).

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: Sophomore status or permission. Meets General Education Distribution Area III.D.

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: Sophomore status or permission. Meets General Education Distribution Area III.D.

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. Meets General Education Distribution Area II.C. or Area IV.A.

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 125 Life Drawing I 3 Semester Hours

An introductory course in figure drawing with emphasis on skeletal and muscular structure, as well as volumetric and proportional drawing, and composition. Prerequisite: ART 120 or permission of instructor.

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: ART 405 and permission of instructor. Students will register for the course that corresponds to the selected concentration area: ART 410a Senior Exhibition in Painting; ART 410b Senior Exhibition in Photography; ART 410c Senior Exhibition in Sculpture; ART 410d Senior Exhibition in Graphic Design

ART 430 Graphic Design III 3 Semester Hours
 This course presents students with an increasingly complex sequence of graphic design and visual communication problems. 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, 330, and 331.

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. Meets General Education Distribution Area III.A. or Area IV.A.

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. Meets General Education Distribution Area III.A. or Area IV.A.

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. Meets General Education Distribution Area III.A. or Area III.D. or Area IV.A.

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. Meets General Education Distribution Area III.D.

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. Meets General Education Distribution Area III.D.

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. Meets General Education Distribution Area III.D.

AH 324 Art and Archaeology of Ancient Rome 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. Meets General Education Distribution Area III.D.

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 Contemporary Art 3 Semester Hours

This course examines visual art produced after World War II. It covers major artists and art movements that shaped the character of contemporary art within sociopolitical, cultural, and theoretical contexts. The course explores the major artistic, cultural and intellectual trends that shape contemporary art, with attention to post-modernism, post-colonialism, globalization, internationalism, and multiculturalism.

AH 410 Senior Project 3 Semester Hours

In consultation with advisors, Art majors with a concentration in Art History will write a senior paper or present a project. The length and breadth of the project/paper will vary according to the subject chosen. Prerequisite: senior status and Art major with Art History emphasis.

BCE See Brevard Common Experience (p. 133)

BIOLOGY (BIO)**BIO 105 Concepts in Biology 4 Semester Hours**

This course, intended for the liberal arts student, provides an introduction to concepts in biology. Topics include cellular biology (structure and function, cellular respiration, photosynthesis), genetics (Mendelian, population, molecular), evolution (natural selection, adaptation, microevolution), and

ecology (population, community, ecosystem). A student may not enroll in this course if he/she previously received credit for BIO 110 or BIO 120. Three hours of lecture and two hours of lab. Offered every fall and spring. Meets General Education Distribution Area II.B.

BIO 110 General Biology I: Ecology and Evolutionary Biology 4 Semester Hours

This course introduces students to the unifying principles of biology. Topics include ecology, Mendelian and population genetics, evolution, animal behavior. Three hours of lecture and two hours of lab. Offered every fall and spring. Meets General Education Distribution Area II.B

BIO 120 General Biology II: Cellular and Molecular Biology 4 Semester Hours

Students in this course learn the unifying principles of biology. Topics include biochemistry, cell structure and function, bio-energetics, and molecular genetics. Three hours of lecture and two hours of lab. Offered every fall and spring. Meets General Education Distribution Area II.B

BIO 207 Medical Terminology 3 Semester Hours

Introducing students to the specialized language used in medicine and health, this course provides students with a foundation to succeed in a chosen allied medical field. Students study the formation of words and various aspects related to their use in diagnostic, medical, and health-related fields. Offered every other year.

BIO 210 Human Anatomy and Physiology I 4 Semester Hours

The first course in a two-semester sequence, BIO 210 is designed for Exercise Science and Health Science Studies majors, and students interested in allied health and nursing. Lecture and laboratory topics include the structure and function of the integumentary, skeletal, muscular, and nervous systems. Offered fall semester. Three hours of lecture and two hours of lab. Prerequisite BIO 120 or CHE 103. *Note: Students may not receive credit for both EXSC 210 Foundations in Anatomy & Physiology and this course.*

BIO 220 Human Anatomy and Physiology II 4 Semester Hours

A continuation of BIO 210, this course examines the structure and function of the cardiovascular, respiratory, digestive, lymphatic, endocrine, and urogenital systems through laboratory and lecture. Emphasis is on normal regulatory mechanisms and homeostatic processes. Offered spring semester. Three hours of lecture and two hours of lab. Prerequisite: BIO 210.

BIO 240 Biodiversity 4 Semester Hours

A study of the diversity of life on earth, BIO 240 examines the structure and function, development, natural and geologic history, classification, and ecological role of various organismal groups, including the plants, animals, bacteria, protists, and fungi. Three hours of lecture and two hours of lab. Prerequisites: BIO 105, BIO 110 or BIO 120. Offered fall semester.

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 310 **Developmental Biology** **4 Semester Hours**
 Developmental biology examines the initiation and construction of organisms, from fertilization through hatching or birth. Evolutionary change via developmental processes will be explored. Offered every other spring semester (odd years). Three hours of lecture and two hours of lab. Prerequisite: BIO 110.

BIO 320 **Genetics** **4 Semester Hours**
 Students learn the principles and mechanisms of heredity and gene expression. Topics studied include transmission genetics, molecular genetics, population genetics, and quantitative genetics. The laboratory section focuses on the experience of genetics—the planning, performance, observation, evaluation, and reporting of genetic experiments. Three hours of lecture and two hours of lab. Prerequisites: BIO 110 and BIO 120.

BIO 330 **Evolutionary Biology** **3 Semester Hours**
 Students learn the mechanisms of change, both micro and macro, in population characteristics. Topics include sources of variation, types of selection, cultural inheritance, speciation, and population genetics. Prerequisites: BIO 110/110L and BIO 120/120L.

BIO 340 **Conservation Biology** **3 Semester Hours**
 Conservation biology is the science of preserving biodiversity and sustaining the health and integrity of our planet. The three major goals of the discipline are to (1) Document the Earth's biological diversity; (2) Investigate the effects of humans on the Earth's species and ecosystems; and (3) Develop scientifically-based approaches to preserve and restore these species and ecosystems. Topics include conservation ethics and values, biodiversity, restoration ecology, and sustainable development. Offered fall semester odd years. Prerequisites: BIO 110/110L, BCE 211/211L, and Junior or Senior standing.

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 ensure that their academic and social transitions into the College community are successful. Normally, the course meets twice weekly until 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 BC and Beyond). (*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.*)

BCE 211 Environmental Perspectives 4 Semester Hours

This course 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, guest speakers, and labs. Three hours of lecture and two hours of lab. Prerequisite: BCE 111.

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). The primary goals of connecting the two courses with each other are to (1) engage students in communal learning and cross-disciplinary analysis, (2) foster students' abilities to apply humanistic study and analysis to significant 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, and one LINC.

BUSINESS AND ORGANIZATIONAL LEADERSHIP

See Organizational Leadership (p. 164)

CHEMISTRY (CHE)**CHE 101 General Chemistry I: An Environmental Approach 4 Semester Hours**

This course, intended for environmental studies or liberal arts students, introduces students to concepts and theories of chemistry as they apply to environmental issues. Students should gain an understanding of the underlying chemical causes of selected environmental issues, and an understanding of the meaning of data presented. Critical thinking will also be used to analyze risks versus benefits for a given situation. A student may not receive credit for both CHE 101 and CHE 102. Three hours of lecture and two hours of lab. Offered every spring semester. Meets General Education Distribution Area II.B

CHE 102 General Chemistry II: A Forensic Approach 4 Semester Hours

This course, intended for non-science majors, will introduce students to concepts and theories of chemistry as they apply to the practicing criminalist. The material studied will focus on real world forensic issues. Chemical concepts will be introduced on a need to know basis. Lab will involve analysis of substances such as glass, soil, hair, ink, bullets, and drugs. A student may not receive credit for both CHE 101 and CHE 102. Three hours of lecture and two hours of lab. Offered every fall semester. Meets General Education Distribution Area II.B

CHE 103 Principles of Chemistry I 4 Semester Hours

Designed for science majors, lecture and laboratory topics include atomic structure, chemical reactions and stoichiometry, thermochemistry, electronic structure and the periodic table, bonding, structure and nomenclature of molecules. Three hours of lecture and two hours of lab. Prerequisite: MAT 100 or placement. Offered every fall semester. Meets General Education Distribution Area II.B

CHE 104 Principles of Chemistry II 4 Semester Hours
A continuation of CHE 103. This course examines solids and liquids, oxidation-reduction reactions, electrochemistry, kinetics, chemical equilibrium, theories of acids and bases, and thermodynamics. Three hours of lecture and two hours of lab. Prerequisite: CHE 103. Offered every spring semester.

CHE 201 Organic Chemistry I 4 Semester Hours
This course focuses on the study of organic matter and the changes it undergoes. General topics include chemical properties, reaction mechanisms; and theories behind the reactivity of carbon containing compounds are investigated. The laboratory section focuses on the experience of organic chemistry the planning, performance, observation, evaluation, and reporting of organic chemical reactions. The labs will introduce the safe performance, glassware, instrumentation, and operations of organic chemical reactions. Three hours of lecture and three hours of lab. Prerequisite: CHE 104 or permission of instructor. Offered every fall semester.

CHE 202 Organic Chemistry II 4 Semester Hours
This course represents a continuation of CHE 201 which together completes the organic chemistry series. The lecture and laboratory sections begin where CHE 201 ended the previous semester. Three hours of lecture and three hours of lab. Prerequisite: CHE 201. Offered every spring semester.

CHE 210 Environmental Chemistry 4 Semester Hours
This course focuses on the chemistry of the Earth's natural processes in air, water and soil, as well as the chemical aspects of problems that human beings have created in the natural environment. General topics include the major concepts and principles of atmospheric chemistry, hydrochemistry, and soil chemistry with the materials-oriented physiochemical, and bio-ecological and special chemical-technical processes. The laboratory section focuses on the experience of environmental chemistry- the planning, performance, observation, evaluation, and reporting of environmental chemical experiments. The labs will introduce the safe performance, instrumentation, and operations of environmental chemical reactions. Three hours of lecture and two hours of lab. Prerequisites: CHE 104 or CHE 201, or permission of instructor.

CHE 250 Quantitative Analysis 4 Semester Hours
This course introduces students to various methods of chemical analysis including classical volumetric and gravimetric methods and selected instrumental techniques. Discussion of error, uncertainty and elementary statistics are also included. Three hours of lecture and two hours of lab. Prerequisite: CHE 104 and MAT 141.

CHE 301 Biochemistry 4 Semester Hours
This course focuses on the chemistry of biological organisms and the structures of the most important classes of biological molecules. General topics include biochemistry's response to the three major evolutionary challenges-the interconversion of different forms of energy, molecular reproduction, and the adaptation of cells and organisms to changing environments. The laboratory section focuses on the experience of bio-chemistry - the planning, performance, observation, evaluation, and reporting of biochemical experiments. The labs will introduce the safe performance, instrumentation, and operations of biochemical reaction. Three hours of lecture and three hours of lab. Prerequisite: CHE 201.

COMMUNICATIONS (COM)

COM 105 Introduction to Journalism 3 Semester Hours
This course offers an introduction to the elements of contemporary journalism concentrating on the writing of various types of news stories according to professional journalism standards. Participation on the staff of the *Clarion* is required. Meets General Education Distribution Area I.C.

COM 106 Publication Laboratory 1 Semester Hour
 The journalism laboratory gives practical experience in publishing through work on the *Clarion* or *Chiaroscuro* staff. It cannot be taken concurrently with COM 105 unless the COM 105 instructor and the Humanities Division Chair grant permission. Satisfies the publication lab requirement for the English major and minor.

COM 110 Introduction to Communications 3 Semester Hours
 This course offers a survey of the basic principles and theories of human communication and their practical applications to various discursive contexts such as relationships, job performance, and public communication. Meets General Education Distribution Area I.C.

COM 212 Mass Media and Society 3 Semester Hours
 Mass Media and Society explores both the social and personal impact mass media have on public policy, behavior, consumption, and other cultural phenomena. The course offers an overview of the major fields within mass media such as advertising, telecommunications, newspapers, magazines, books, and film, as well as a closer examination of current topics, issues, and controversies pertaining to mass media. Meets General Education Distribution Area III.C.

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 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. Meets General Education Distribution Area I.C.

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. Meets General Education Distribution Area III.C.

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
 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. (*Note: This is the same course as PSY 210 and SOC 210.*)

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. (*Note: This is the same course as PLSC 220.*)

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 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 gained. Prerequisite: CRJ 101.

CRJ 310 Victimology 3 Semester Hours

Through study of crime victims and their roles within the criminal justice system, the course will focus on physical, psychological, and financial impacts victimization has on individuals and society. The legal rights of victims throughout the justice process will also be discussed. Student will learn about the overreaching impact crime has on the lives of victims and on society as a whole. Prerequisite: CRJ 101.

CRJ 315 Juvenile Justice System 3 Semester Hours

This course offers students an examination of the historical development and contemporary status of the juvenile justice system in the United States. Critical evaluations of current juvenile justice policies and programs will be explored. Prerequisite: CRJ 101.

CRJ 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 independent 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.

EARLY CHILDHOOD EDUCATION (See Education [EDU])

ECOLOGY (ECOL)

ECOL 245 General Ecology 4 Semester Hours
 Ecology involves the discovery of the principles that govern survival, growth, distribution, and abundance of organisms; interactions and relationships among populations in ecological communities; and the interactions of communities with the abiotic environment to form ecosystems. Quantitative and qualitative sampling techniques will be used in the field and laboratory to obtain population and community data. Written lab reports and a formal oral presentation are required. Three hours of lecture and two hours of lab. Prerequisites: BIO 110 and BIO 120 Offered every spring semester.

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.

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. Meets General Education Distribution Area III.C.

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. Meets General Education Distribution Area III.C.

EDUCATION (EDU)

- EDU 205** **21st Century Teacher and Learner** **3 Semester Hours**
 This course will introduce students to 21st century knowledge, skills, and dispositions (i.e. creativity and innovation, problem solving, communication, collaboration, media literacy, informational literacy, flexibility and adaptability, social and cross-cultural skills) in the context of teaching and learning. Students will also learn about the importance of research, collaboration, reflection and leadership in the teaching profession. A field experience in the public schools is required. (*This course replaces EDU 202.*)
- EDU 303** **Diverse and Exceptional Learners** **3 Semester Hours**
 This course helps the pre-service teacher identify, refer, and work effectively in the classroom with diverse learners; the gifted and talented, special needs, and ESL. A 10-hour practicum will accompany this course. Prerequisites: EDU 202 or EDU 205; PSY 230; acceptance to Teacher Education Program or permission of Program Director.
- EDU 304** **Educational Technology: Teaching in the Digital Age** **2 Semester Hours**
 In this course, students will explore technologies and applications as they relate to the teaching and learning process. Activities in this course will focus on technology as a tool for communication, presentation, assessment, data management and analysis, and instructional decision-making. Critical thinking skills will be emphasized as students are taught to analyze and evaluate available classroom technologies. Students will also be exposed to new and emerging technologies that have merit for effective classroom use, as well as sound instructional design in the technology-rich learning environment. Pre-requisites: EDU 205; IT 200-level, ART 230, MUS 230, THE 320, or permission of the instructor.
- EDU 305** **Facilitation of Learning** **3 Semester Hours**
 With its focus on pedagogical theory and practice, this course fits in the middle of the Education Professional Program sequence. It takes the development learning theories introduced in the required psychology courses and asks students to reflect upon their application in the classroom context. Students will develop curriculum, differentiate instruction, and implement authentic assessment strategies. Skills discussed and practiced in this course include planning units and lessons effectively, utilizing technology and instructional applications to help all students learn, and managing a classroom environment conducive to learning. (*This course replaces EDU 301.*)
 Prerequisites: EDU 205 and PSY 230.
- EDU 312** **Early Childhood Education** **3 Semester Hours**
 This course will introduce student to the theories of Early Childhood development and learning. Class activities and field experiences will allow students to develop a more in-depth understanding of the role of the Early Childhood Educator, the relationship between theory and developmentally appropriate practices and the important role of the family. Readings, discussion, guided classroom observation, and applied activities will also support students in the development of a professional teaching portfolio. Pre-requisite: EDU 205 or permission of the instructor.
- EDU 313** **Methods in Teaching of Reading** **3 Semester Hours**
 The purpose of this course is to introduce the pre-service teacher candidate to the teaching and learning processes associated with comprehensive literacy instruction in the elementary school. Developmental stages of learning to read and write, interactive teaching strategies, and instructional methods and materials will be presented. Supervised clinical experiences will provide opportunities for students to connect teaching theory with classroom practice. Prerequisite: EDU 301 or 305.
 (*Note: EDU 313 and EDU 314 together replace EDU 315 in the former Education Curriculum.*)

- EDU 314** **Methods in Teaching of Elementary Language Arts and the Arts** **3 Semester Hours**
- The purpose of this course is to introduce the pre-service teacher candidate practices that promote understanding of concepts, principles, and themes of language arts and the arts. Students will learn interdisciplinary strategies for classroom engagement and learn how to more effectively use technology with young learners. Prerequisite: EDU 301 or 305. (Note: EDU 313 and EDU 314 together replace EDU 315 in the former Education Curriculum.)
- EDU 316** **Methods in Teaching Math 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. Prerequisite: MAT 210; EDU 301 or 305.
- EDU 318** **Methods in Teaching Science and Social Studies** **3 Semester Hours**
- The purpose of this course is to study the teaching practices that promote understanding of concepts, principles, and themes of science and social studies. Supervised field experiences will provide opportunities for students to connect teaching theory with classroom practice. Prerequisite: EDU 301 or 305. (Note: This course combines and replaces EDU 310 and EDU 311 in the former Education Curriculum.)
- EDU 320** **Children's Literature** **3 Semester Hours**
- This course is an overview of the history and development of literature for children. Different types of literature will be explored. Book selection, evaluation, and resources will be included. Students will engage in learning experiences which involve literary criticism, relationships between principles of human development and test interpretation, and application of course content to teaching practices and curriculum organization. Prerequisite: ENG 112.
- EDU 340** **Secondary and K-12 Methods** **3 Semester Hours**
- In this course, students will practice the knowledge and skills introduced in EDU 305: Facilitation of Learning, focusing on specific content pedagogy. One major emphasis will be reading and writing and informational literacy across all content areas. A major part of this class (at least 15 hours) will be a practicum where students are learning and practicing content pedagogical methods in the actual classroom setting. Prerequisites: EDU 301 or EDU 305 and admittance to student teaching program. (Note: This course combines with EDU 402 to replace EDU 400 in the former Education Curriculum.)
- EDU 401** **Student Teaching Seminar** **2 Semester Hours**
- This seminar is to be taken concurrently with student teaching. It meets on a scheduled basis in order to provide ongoing support during the 15-week student teaching experience, and a final portfolio assessment will be made during this class.
- EDU 402** **Student Teaching (Secondary)** **14 Semester Hours**
- The 15-week full-day student teaching will be based on the public school calendar under the direct supervision of a mentor teacher. Prerequisites: Completion of all required courses and admittance to student teaching program. (Note: This class combines with EDU 340 to replace EDU 400 in the former Education Curriculum.)
- EDU 405** **Student Teaching 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 admitted to student teaching program.

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 admitted to student teaching program.

ELEMENTARY EDUCATION (See Education [EDU])

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. Meets General Education Distribution Area I.A.

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. Meets General Education Distribution Area I.A.

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 argumentative, persuasive, and critical thinking skills, 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. Meets General Education Distribution Area I.B.

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. Meets General Education Distribution Area I.B.

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. Meets General Education Distribution Area IV.B.

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. Meets General Education Distribution Area IV.B.

ENG 207 Creative Writing 3 Semester Hours

An introductory class, creative writing allows students to explore imaginative resources, develop descriptive power, and experiment with original poetry, fiction, and creative nonfiction. Prerequisite: ENG 112 or 112H. Meets General Education Distribution Area IV.A.

ENG 208 World Literature 3 Semester Hours

A selected study of 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. Meets General Education Distribution Area IV.B.

ENG 211 Introduction to Film 3 Semester Hours

A historical survey of the development of the film industry as a distinctive art form, this course promotes critical analysis through discussion and individual projects. Students view films from the silent era through modern times. Prerequisite: ENG 111 or 111H or permission of instructor. Meets General Education Distribution Area IV.A.

ENG 217 Studies in Environmental Literature 3 Semester Hours

Environmental literature reflects our historical ties to the land and begins with the premise that humans both affect and are affected by the natural world. In this course, students encounter poetry, fiction, memoirs, and other nonfiction works 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. Meets General Education Distribution Area IV.B.

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 taken for credit more than once if the topic changes. Meets General Education Distribution Area IV.B.

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. Meets General Education Distribution Area IV.B.

ENG 241 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. Prerequisite: ENG 112 or ENG 112H. Meets General Education Distribution Area IV.B.

- ENG 243** **Young Adult Literature** **3 Semester Hours**
A study of literature for students grades six through twelve, including genres, themes, authors, and history. The course will emphasize various teaching methods for engaging young adult readers and developing their love of reading. Prerequisite: ENG 112 or 112H. Meets General Education Distribution Area IV.B.
- ENG 250** **Introduction to English Studies** **1 Semester Hour**
This team-taught course prepares students to study as English majors, to make informed decisions about pursuing a degree in English, to understand the various co-curricular opportunities within the department, and to explore career options within the discipline. Open to all interested students, but required of all English majors and recommended for English minors.
- ENG 305** **Advanced Grammar and Editing** **3 Semester Hours**
Descriptive overview and analysis of present day English grammar and usage, particularly those aspects that are relevant to the use of English in formal situations and to what is generally referred to as the “standard” American English dialect. Extensive editing opportunities will serve to enhance students’ knowledge of the subject matter. This course is especially useful for those who intend to teach English or language arts. Prerequisite: ENG 112 or ENG 112H
- ENG 308** **Creative Nonfiction** **3 Semester Hours**
An advanced writing class, Creative Nonfiction fuses attention to style and form with concern for fact, often using powerful setting and characterization. Essays are enhanced by personal reflection, honed by careful crafting, and may inform, persuade, or amuse. Prerequisite: 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 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: a 200-level ENG course other than ENG 207, or permission of instructor.

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, feminism, and Marxism. Students will write practical criticism on a variety of genres. Prerequisite: a 200-level ENG course other than ENG 207, or permission of instructor. Meets General Education Distribution Area I.C.

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 AEC and/or work as a teaching assistant in a section of ENG 111 or ENG 112 is a key element of the course. Prerequisite: a 200-level ENG course other than ENG 207, or permission of instructor. ENG 305 is highly recommended. Students not in the teacher licensure program for secondary English certification must have permission of the English major coordinator to enroll.

ENG 495 Senior 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: HUM 461, 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 and cultural themes as these reflect on the students’ 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 may 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 the research process including the steps and procedures used. Students select a research topic, develop a question, hypothesis and method of data collection, gather and analyze the data, come to a conclusion, prepare a bibliography of pertinent literature sources, and report the work in a public forum. Grade: Pass/Fail.

ENR 395H **Enrichment Seminar: Preparation for Honors Senior Project** **1 Semester Hour**

Normally taken the second semester of an honors student's junior year, this enrichment seminar prepares students for their Honors Senior Projects. Students will consider what "honors" means in the context of their chosen major, and formulate a suitable idea for their honors senior project. Members of the class will discuss the nature of mentorship, interdisciplinary scholarship, and means of assessing honors caliber work. 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 211 or permission of instructor. Offered fall semester.

ENV 250 **Skills for Sustainable Living** **3 Semester Hours**

Students will learn basic life skills to enable a more self-sufficient lifestyle. These skills include planting and harvesting vegetable crops, preservation of vegetables and fruits, cider-making from local fruits, tanning skins, and soap-making. A course fee will be required to produce some products. Some Saturday field trips may be required. Taught fall semesters of odd 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. 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.

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.

ENV 362 **Environmental Science Pedagogy** **3 Semester Hours**

This course employs a hands-on, inquiry-based approach to assist all K-12 educators to more effectively convey environmental knowledge to their students. Students will participate in at least five

different recognized workshops such as Project Wild, Project Learning Tree, Methods in Environmental Education, and others. Science, environmental, and WLEE majors as well as non-majors will benefit because it will train and provide them with materials to teach lessons in environmental education. It provides a basis for certification by the North Carolina Office of Environmental Education. Offered spring semester.

ENV 380 Environmental Seminar 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 major, completion of all required 100/200 level courses, or permission of instructor. Offered spring semester.

ENV 394 Environmental Internship I 2 Semester Hours
Career-related, non-classroom work experience, in or with an environmental-related agency or facility. The agency or facility is selected by the student in consultation with the faculty supervisor. A minimum of 90 contact or work hours must be completed. Students will keep a journal of daily activities, and complete a final written paper describing all aspects of the internship. Prerequisite: Environmental Studies major, junior standing, and permission of the faculty supervisor. Offered every fall and spring.

ENV 395 Environmental Internship II Semester Hours
Career-related, non-classroom work experience, in or with an environmental-related agency or facility. The agency or facility is selected by the student in consultation with the faculty supervisor. A minimum of 90 contact or work hours must be completed. Students will keep a journal of daily activities, and complete a final written paper describing all aspects of the internship. Prerequisite: Environmental Studies major, junior standing, permission of the faculty supervisor. Offered every fall and spring.

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. This course meets General Education Distribution Area V.

EXSC 202 Methods & Teaching Analysis: Golf and Basketball 1 Semester Hour
This course is designed to introduce students to teaching theory, officiating, rules, offense/defense, and motor skills of golf and basketball. This course meets General Education Distribution Area V.

EXSC 203 Methods & Teaching Analysis: Football and Track/Field 1 Semester Hour
This course is designed to introduce students to teaching theory, officiating, rules, offense/defense, and motor skills of football, and track and field. This course meets General Education Distribution Area V.

EXSC 204 Methods & Teaching Analysis: Softball/ Baseball and Tennis 1 Semester Hour
This course is designed to introduce students to teaching theory, officiating, rules, offense/defense, and motor skills of softball/baseball and tennis. Meets General Education Distribution Area V.

EXSC 205 Methods & Teaching Analysis: Soccer and Weightlifting 1 Semester Hour
This course is designed to introduce students to teaching theory, officiating, rules, offense/defense,

and motor skills of soccer and proper weightlifting technique. Meets General Education Distribution Area V.

EXSC 210 Foundations of Anatomy and Physiology 4 Semester Hours

This course will cover basic principles of Anatomy and Physiology of the body. It will include lectures and laboratory activities dealing with structures and functions of the entire body, with particular emphasis on the muscular and skeletal systems, as well as the cardiovascular, respiratory and nervous systems. It will include dissection, as well as computer labs. This course is not acceptable for programs requiring two semesters of Anatomy and Physiology. Those students should take BIO 210 and 220 Human Anatomy and Physiology I and II. Three hours of lecture and two hours of lab. Prerequisite: BIO 105, 120 or CHE 103.

EXSC 212 Sports Nutrition and Wellness Issues 3 Semester Hours

This course deals with current issues related to fitness, wellness, and sports performance from the standpoint of nutrition and lifestyle choices. Meets General Education Distribution Area V.

EXSC 213 Principles of Nutrition 3 Semester Hours

This course is designed to introduce the student to the principles of nutrition as they apply to macronutrients. Economic, cultural, and psychological influences are considered. Nutrition over the human life span is examined. Offered fall semester odd numbered years. Meets General Education Distribution Area V.

EXSC 240 Introduction to Theories and Techniques of Coaching 3 Semester Hours

Through various in-class and out-of-class experiences, students explore the integration of the practical and theoretical knowledge necessary for effective coaching, including administrative and legal issues.

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. Sophomore standing required.

EXSC 301 Applied Sport Physiology 4 Semester Hours

This course will cover the physiological mechanisms, including metabolism, cardiovascular, muscle, and respiratory physiology, underlying sport and exercise performance and prescription. Professionals in the area of physical education, coaching and other exercise professionals need to use scientifically based information to develop appropriate unit plans in PE, organize effective practice sessions for athletes, and prescribe safe and effective training programs. It will include lectures in principles of sport physiology and laboratory activities with an emphasis on application of physiological theory to sport and exercise. Three hours of lecture and two hours of lab. Offered fall semester even years. Prerequisite: EXSC 110 and EXSC 210.

EXSC 302 Kinesiology in Sport 3 Semester Hours

This course is designed to introduce the student to basic mechanical principles of human movement and be able to apply these principles to sport and exercise specific movements and human performance. Topics covered will include muscle and joint movement mechanics, kinetics, kinematics, levers, and joint injuries. Offered spring semester odd years. Prerequisite: EXSC 110 and EXSC 210.

EXSC 310 Exercise Physiology 4 Semester Hours

The purpose of this course is to learn how the metabolism and the physiological systems, including the muscular, cardiovascular, and respiratory systems, integrate during acute and chronic exercise.

of life as revealed by the fossil record. Course activities include lecture, lab, and 2 Saturday field trips. Three hours of lecture and two hours of lab. (Offered every spring). Meets General Education Distribution Area II.B

GEOL 201 Environmental Geology 4 Semester Hours

Geologic processes shape our environment. Environmental Geology addresses the many facets of human interaction with the geologic processes active in our lives. Using lecture, laboratory, and field trips, students will explore geological hazards, water resources, mineral and energy resources, waste disposal, water and air pollution, and land-use planning. Three hours of lecture and two hours of lab. Prerequisite: GEOL 101 or GEOL 105. (Offered in spring odd year).

GEOL 210 Mineralogy 4 Semester Hours

Students learn the chemistry, structure, and diagnostic properties of the major rock-forming and economic minerals as well as hand-specimen identification of rocks. Analytical techniques used in mineral identification and the application of specific minerals toward the resolution of geological problems are covered in detail. Field trips to important mineral localities will supplement the lecture and laboratory. Fall Break field trip. Three hours of lecture and two hours of lab. Prerequisite: GEOL 101. (Offered in fall even year).

GEOL 270 Field Study in Geology 4 Semester Hours

Students will investigate a specific topic in Geology that will be enhanced by a field excursion to a classic locality that exemplifies the topic. Weekly, 2-hour seminar meetings will prepare students for an extended field trip that will normally take place over Spring Break or after Commencement. Students will make individual Power Point presentations about their research pertaining to the topic. Upon return from the field study, students will prepare a web page about their experiences on the trip particular to their area of interest(s) in the study topic. This course may be taken more than once provided the area of study is different. GEO 270 will satisfy the Area IIB General Education requirement. Prerequisites: MAT 101 or above, or placement, or permission of instructor. (Offered every spring)

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 4 Semester Hours

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. Course activities include lecture, lab, and a Fall Break field trip. Three hours of lecture and two hours of lab. Prerequisite: GEOL 101 or GEOL 105. (Offered in fall every even year).

GEOL 312 Geomorphology 4 Semester Hours

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. Course activities include lecture, lab, and weekend field

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. Meets General Education Distribution Area III.A.

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. Meets General Education Distribution Area III.A.

HIS 110 Global History 3 Semester Hours

This course introduces students to a global perspective on history by: (1) examining the role of culture in individual and social behavior in various world civilizations; (2) comparing major civilizations as a whole and with regard to key features such as government, economic institutions, and culture; and (3) describing how the major civilizations have changed and interacted, particularly in the past few centuries. Meets General Education Distribution Area III.A.

HIS 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. Meets General Education Distribution Area III.A.

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 studies play major roles in this course. Meets General Education Distribution Area III.A.

HIS 225 United States African American History 3 Semester Hours

A study of the major themes in African-American history from 1607 to the present, this course utilizes race as a tool for analysis. Topics covered include major themes, such as slavery, the Civil War, the Harlem Renaissance, and the Civil Rights movement, as well as prominent biographies, such as Sojourner Truth, Ida B. Wells-Barnett, W.E.B. Dubois, Malcolm X, Martin Luther King, and Fannie Lou Hamer. Meets General Education Distribution Area III.A.

HIS 250 History of Ancient Greece 3 Semester Hours

This course provides an introduction to ancient Greek history and culture. 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. Meets General Education Distribution Area III.A.

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. Meets General Education Distribution Area III.A.

HIS 254 History of the New South 3 Semester Hours

This course takes a probing look at the myths and realities of the New South. 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. Meets General Education Distribution Area III.A.

HIS 255 North Carolina History 3 Semester Hours

Required for teacher licensure, this course surveys state history from the colonial period to the present. Students explore the tensions within the New South, Old South and Sunbelt through such topics as the Catawba Indians, the Roanoke Colony, the Regulator movement, Battle of Kings Mountain, slavery, Zebulon Vance, segregation, the tobacco empire, cotton mills, the Greensboro Sit-ins, Jesse Helms, Harvey Gantt, and Grandfather Mountain. Meets General Education Distribution Area III.A.

HIS 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. Meets General Education Distribution Area III.A.

HIS 295 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. Meets General Education Distribution Area III.A.

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 Europe: The Emergence of a Unified Europe** **3 Semester Hours**
 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 under the auspices of the European Union (EU). Prerequisite: HIS 102 or permission of instructor.
- HIS 312** **20th Century European Cultural and Intellectual History: The Emergence of a Postmodern Culture** **3 Semester Hours**
 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 the works of noted philosophers and novelists. Prerequisite: HIS 102 or permission of instructor. Meets General Education Distribution Area I.C.
- 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 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. Prerequisite: HIS 101, HIS 102, or permission of instructor.
- HIS 353** **United States Women's History** **3 Semester Hours**
 This class explores the gender issues that have shaped American history, from Native American women in the pre-colonial era to the modern feminist movement. Students will discuss the shifting nature of gender from Pocahontas and Abigail Adams to Margaret Sanger and Rosie the Riveter.

This is a reading and discussion seminar, which includes substantial exploration of primary documents. Prerequisite: HIS 103, HIS 104, or permission of 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 210 Introduction to Gender Studies 3 Semester Hours

This course is designed as an introduction to the interdisciplinary field of Women's and Gender Studies, an academic area of study focused on the ways that sex and gender manifest themselves in social, cultural, and political contexts. The primary goal of this course is to familiarize students with key issues, questions, and debates in this scholarship. In this course students will learn to "read" and analyze gender, exploring how it impacts our understanding of the world.

HUM 295 Classical Mythology 3 Semester Hours

This course studies myths of ancient Greece and Rome, exploring the position and importance of the various Greek and Roman divinities in their respective cultures as well as in relation to the art, literature, and religion of the West from the Renaissance to the present, including film.

HUM 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 take advantage of historic sites, museums, art centers, regional customs and foods, language enhancement opportunities, local universities, legislatures, etc. Offered only as part of the Costa Rica semester abroad program.

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 expands information technology and Internet literacy by encouraging multiple applications of the Internet as tools for promoting communication, data sharing, discussion, and research. It provides a framework for understanding 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.

They will 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. Meets General Education Distribution Area I.I.C.

IT 210 Advanced Computing Applications 3 Semester Hours
 This course provides 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. Meets General Education Distribution Area I.I.C.

INTEGRATED STUDIES (INT)

INT 460 Senior Project Preparation 1 Semester Hour
 This course is taken during the semester *prior* to completing the Integrated Studies senior project. During this semester, the student defines the project topic, assembles a working bibliography and research strategy, contacts faculty members to serve as mentors for the project, and establishes timelines for the project's completion. With approval of the major coordinator, a student may substitute another senior project preparation course (e.g. HUM 461) for INT 460.

INT 461 Senior Project Seminar 1 Semester Hour
 This course is taken during the semester in which the student is also registered for INT 480, the Integrated Studies senior project. Students in INT 461 serve as a support group for one another, providing regular progress reports on their projects, presenting drafts of their writing for discussion, and practicing their final oral presentations before a responsive audience.

INT 480 Senior Project 3 Semester Hours
 In consultation with advisors, integrated studies majors complete a senior paper or project. The length and breadth of the project/paper will vary according to the subject chosen. The project/paper also will be presented in a seminar format (INT 460). Prerequisite: senior status and integrated.

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 (see page 125).

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 may include: probability, cryptography, logic, graph theory, voting and apportionment methods, history of mathematics, and others. Prerequisite: MAT 100 (with a grade of C - or higher) or placement. Offered every fall and spring. Meets General Education Distribution Area Requirement I.I.A.

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 211. Algebraic and pictorial points of view are stressed simultaneously. Prerequisite: MAT 100 (with grade of C - or higher), or placement. Offered every fall and spring. Meets General Education Distribution Area Requirement II.A.

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 (with grade of C - or higher) or placement. Offered every fall and spring. Meets General Education Distribution Area Requirement II.A.

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. Prerequisite: MAT 111 or above. Offered fall semester. Meets General Education Distribution Area Requirement I.C. or II.A.

MAT 210 Math for Elementary Teachers 3 Semester Hours

Properties and algorithm of the real numbers are emphasized in this course. A course designed to enhance conceptual understanding of elementary mathematics. Pre-requisite: MAT 141 with grade of C- or higher. Offered fall semester. Meets General Education Distribution Area Requirement I.C. or II.A.

MAT 211 Analytic Geometry and Calculus I 4 Semester Hours

A study of functions, limits and continuity, differentiation of algebraic and trigonometric functions, 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. Offered every fall and spring. Meets General Education Distribution Area Requirement II.A.

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. Offered fall semester. Meets General Education Distribution Area Requirement II.A.

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). Offered spring semester.

MAT 251 Introduction to Scientific Computing 3 Semester Hours

An introduction to computer programming and problem-solving using a high-level programming language. Standard scientific programming applications (e.g., techniques for numeric integration and finding roots of functions) will serve as motivating examples in the understanding of program design and algorithm development. Prerequisite: MAT 211 (with a grade of C- or higher). Offered fall semesters of odd-numbered years. Meets General Education Distribution Area Requirements II.A. or II.C.

- MUS 105** **Sight-Singing and Dictation I** **1 Semester Hour**
 Sight Singing and Dictation I provides students with methodology and basic skills for learning sight singing and musicianship skills. Using solfege as an instructional vehicle, the students sing major and minor scales, and melodies with intervals up to a fourth in treble and bass clef. Basic harmonic progressions focus on simple cadential formulae, and the student performs basic two-part sing-play exercises. Rhythmic subdivision up to 16th notes and 8th note triples are explored. Memorization and note-name transposition of melodies is begun. Dictation as a regular drill is done in the computer lab. Corequisite: MUS 103. Offered each fall.
- MUS 106** **Sight-Singing and Dictation II** **3 Semester Hours**
 Sight Singing and Dictation II extends the initial concepts through modal scales, extended harmonic progressions, chordal inversions, melodic singing with intervals up to a sixth, further work in bass and treble clef, transposition, two-part sing-play exercises, and compound rhythms. Corequisite: MUS 104. Offered each spring.
- MUS 120** **Preliminary Piano Class** **1 Semester Hour**
 Exposure to and practice in keyboard technique, theory, sight reading, transposition and repertoire. Designed for music majors whose primary instrument is not piano or organ.
- MUS 121** **Class Piano I** **1 Semester Hour**
 Continued exposure to and practice in the keyboard technique, theory, sight reading, transposition, and repertoire. Designed for music majors whose primary instrument is not piano or organ. Prerequisite: MUS 120, placement, or permission of Director of Keyboard Studies.
- MUS 123** **Class Piano II** **1 Semester Hour**
 Continued exposure to and practice in keyboard technique, theory, sight reading, transposition and repertoire, culminating in the Piano Proficiency Exam. Successful passing of the Piano Proficiency Exam is required of all music majors. Prerequisite: MUS 121, or permission of Director of Keyboard Studies.
- MUS 125** **Class Guitar** **1 Semester Hour**
 Class instruction in beginning classical guitar techniques. Open to all students. No prerequisite or corequisite. Meets General Education Distribution Area IV.A.
- MUS 126** **Class Voice** **1 Semester Hour**
 Designed for the non-music major with an interesting in solo singing, this course gives group instruction in basic vocal technique, mechanics of the voice, and rudiments of music. Students will learn music together and perform solos for the class in a workshop format. The semester culminates in a public performance.
- 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. Meets General Education Distribution Area IV.A.
- 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. 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. Meets General Education Distribution Area III.D. or Area IV.A.

- MUS 303 Contemporary Music 3 Semester Hours**
A survey of compositional techniques and musical styles of the 20th century. Score study, analysis, primary source readings, listening, and performance are emphasized. Prerequisite: MUS 203 or permission of 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 203 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 203 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 203 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 203 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 205.
- MUS 311 Materials and Methods for Teaching Music in the Middle and Secondary Schools 3 Semester Hours**
MUS 311 covers the procedures for teaching music in the middle and secondary schools, as well as philosophy and principles of both middle and secondary school music curriculum design, emphasizing organization, administration, and pedagogy for vocal and instrumental instruction. The class includes field experiences. Prerequisite: EDU 205.
- MUS 312 Pedagogy of Applied Music 1 Semester Hour**
This course offers class instruction, which includes study of applied studio techniques, discussion of pedagogical concepts, and observation of lessons and classes. The course also includes student teaching observed by the instructor. Offered as needed.
- MUS 330 Conducting 3 Semester Hours**
In MUS 330 students learn instrumental and choral conducting techniques, theory and practice, including score preparation, musical styles, baton techniques, rehearsal methods, and repertoire selection. Prerequisite: MUS 203 and MUS 205.
- MUS 331 Advanced Conducting 3 Semester Hours**
This advanced course in conducting is designed as an extension of the basic conducting course (MUS 330). The course will cover conducting movements and non-verbal communication, with a significant

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)

Students in applied music work closely with a private teacher to learn a variety of repertoire, cultivate their technique, and perform in public. Open to all students. Please contact the Administrative Assistant to the Division of Fine Arts for enrollment. Partially fulfills General Education Area IV.A.

APM 131, 133, 231, 233, 331, 333, 431, 433
2 semester-hours' credit each semester; 12 one-hour lessons per semester

Secondary/Non-Major Sequence:

APM 121, 123, 221, 223, 321, 323, 421, 423

May be taken for one or two semester hours' credit each semester 12 half-hour or one-hour lessons per semester. 12 lessons per semester.

APM 124: Private instruction for students preparing for the keyboard competency exam. Elective. 12 half-hour lessons per semester.

MUSIC: ENSEMBLES (ENS)

All ensembles may be repeated for credit and are open to all interested performers in the campus community. Please read individual course descriptions to see whether an audition or permission of the instructor is required. Only 16 semester hours of ENS will be counted toward graduation for the B.A. degree.

ENS 184/384 **Accompanying** **1 Semester Hour**
This course aims to develop ability in ensemble playing through the study of its component skills (e.g., sight reading, score reduction, listening, style recognition) and representative repertoire (e.g., vocal and instrumental accompaniment, various types of chamber music). Experience in class will culminate in performance with other students, in class, in juries, and/or in recital. To be taken concurrently with APM study.

ENS 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 stipend.

ENS 186 **Jazz Combo** **1 Semester Hour**
This small ensemble allows for more concentration on improvisation. Repertory is mostly drawn from the common practice period of jazz, including jazz standards and tunes from the American Songbook. Audition and/or permission of instructor required.

ENS 188 **Guitar Ensemble** **1 Semester Hour**
Rehearsal and performance of chamber music with guitar and guitar ensemble literature; students are also coached on playing accompaniments. Open to all students with permission of the instructor.

ENS 191 **Chamber Chorale** **1 Semester Hour**
Rehearsal and performance of chamber vocal music from the past five centuries with an emphasis on music of the Renaissance and the 20th century. Audition or permission of instructor required.

- ENS 192** **Vocal/Theatrical Repertory and Production** **1 Semester Hour**
A performance practicum primarily for music and theater students but open to students campus-wide. Exploration of the music and theater repertoire in a staged performance setting offered during the spring semester. Repertoire may include, but not be limited to: opera, operetta, musical theater. Performance format may be fully staged works, excerpts or a review. Permission of instructor and/or audition required.
- ENS 193** **Symphonic Winds** **1 Semester Hour**
Rehearsal and performance of standard wind and percussion music. Standard band instrumentation. Open to all students.
- ENS 194** **Jazz Ensemble** **1 Semester Hour**
Rehearsal and performance of standard big band, jazz, and jazz-rock music. Audition or permission of instructor is required.
- ENS 195** **Orchestra** **1 Semester Hour**
Students may apply for regular positions with the Brevard Philharmonic, the Asheville Symphony, the Hendersonville Symphony, or other area orchestras and will receive credit for active participation. Auditions must be arranged in cooperation with the respective orchestras. Consult the Music Major Coordinator for more information.
- ENS 196** **Instrumental Chamber Music** **1 Semester Hour**
Students participate in rehearsal, coaching and performance of chamber music literature. Instrumentation may vary each semester. Open to all students with permission of the instructor.
- ENS 198** **Percussion Ensemble** **1 Semester Hour**
ENS 198 offers credit for rehearsal and performance of music for the percussion ensemble. Open to all students with permission of instructor.
- ENS 199** **Concert Choir** **1 Semester Hour**
Rehearsal and performance of exemplary choral literature from the Renaissance to the present day. Three to four concerts per year, concert tours, and appearances in local churches. Open to all students.

ORGANIZATIONAL LEADERSHIP (ORG)

- ORG 103** **Critical and Practical Reasoning** **3 Semester Hours**
An introduction to the meaning of deductive and inductive reasoning, the various forms of fallacy and an application of reasoning to a variety of areas in social, political and economic life and world view are presented in this course. The importance of critical thinking and creativity to effective leadership is thoroughly explored. Students will be required to demonstrate skills utilizing software applications found in an integrated software program and video in presentations. Meets General Education Distribution Area I.C.
- ORG 110** **Business in a Global Context** **3 Semester Hours**
This is a foundations of business course set in a global context. In addition to providing students opportunity to explore profit and loss, investment opportunities and risks, marketing and advertising, and management principles, students will be challenged to consider ethical issues including the role of business in creating sustainable communities. A final team project requires students to present for potential investment a business plan to a group of hypothetical investors invited from the local business community. Students will be required to demonstrate skills utilizing software applications found in an integrated software program. Meets General Education Distribution Area III.C.

ORG 150 Principles of Sport, Event and Tourism Management 3 Semester Hours

This course is an overview of management principles as they apply to the sport, event, and/or tourism industries. Areas emphasized include program evaluation, competencies, ethics, historical foundation, current industry trends, and career opportunities. Students will be required to demonstrate skills utilizing software applications found in an integrated software program and video in presentations.

ORG 203 Principles of Management 3 Semester Hours

In ORG 203 students learn about coordination of human and other resources to achieve organizational goals, as well as functions of planning, organizing, leading, and controlling. The focus is on effective management practices that can be applied to business, government, health care, service, and social organizations. The use of various Information Technology processes is emphasized, and case studies and role playing are used. Prerequisite: ORG 110, ORG 103, or permission of instructor.

ORG 205 Business Communications 3 Semester Hours

This course focuses on the power and politics of effective communication, both verbal and nonverbal, within organizations. Each student will participate as a member of a hypothetical management group and will study techniques of communicating both good news and bad news through written memoranda, reports, executive summaries, email, resumes, letters; and oral presentations. Students explore the use and effectiveness of web-based resumes and job searches. Understanding of audience sensitivity, group communication and active listening will be demonstrated through simulations and direct experiences. Students demonstrate responsible use of presentation computer software. Prerequisite: ORG 103, or ORG 110 or permission of instructor. Meets General Education Distribution Area I.C.

ORG 209 Business and Organizational Leadership Colloquium 1 Semester Hour

This topic-based course focuses on timely issues confronting business and organizational leadership. Topics may include innovation, competition in a regulatory environment, manipulating communication, professional planning and development, self-promotion and marketing, and virtual business practices. Course is offered each semester, and topics change or rotate. Course can be repeated for credit, under different topic titles. Prerequisite: declared BORG major or minor, 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. Web-based research and presentations are required. Prerequisite: ORG 103, or ORG 110 or permission of instructor.

ORG 250 Facility and Event Management 3 Semester Hours

Planning, design, financing, administration, and risk-management functions associated with managing facilities and events are examined. How to use System Analysis and Design as well as other Information Technology processes is emphasized.

ORG 301 Principles of Finance 3 Semester Hours

This course covers the principles and practices of the Corporate Finance function and its importance to overall organizational success. Emphasis will be placed on financial statement analysis, cash flow

analysis, capital budgeting, and capital structure. Students will also learn how to use spreadsheet technology to perform financial calculations. Prerequisite: ACC 201, ACC 202.

ORG 302 Principles of Marketing 3 Semester Hours

This course thoroughly reviews the basic concepts and practices of marketing. Students will learn how to identify market opportunities and develop and implement strategies to reach target markets through a mix of product, distribution, promotion, and pricing. Students will also be given an opportunity to test and refine their skills through various group projects. Prerequisite: 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, contract laws, antitrust law, consumer protection laws, 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 307 Management Information Systems 3 Semester Hours

This course introduces students to the concepts, tools, and terminology of corporate information technology. The course studies how critical IT is to achieving business success in a global market and how to communicate and work effectively with information technology professionals. Topics covered in this course include how to structure and manage information, how IT can be used to enhance business decision making, and how to use IT to create collaborative business partnerships. A significant component of the class involves actually building a database application and decision support spreadsheet. Prerequisite: IT 210 or permission of instructor. Meets General Education Distribution Area II.C.

ORG 310 Organizational Theory and Behavior 3 Semester Hours

This course will explore the concepts, theories, and research in organizational behavior and theory in order to develop a comprehensive framework for understanding the importance of effective leadership in promoting an organization's mission. An understanding of the complexities of personal interaction in formal organizations will be addressed through discussions, case materials, web-based simulations, student created cases, and direct experiences. Prerequisites: junior status or permission of instructor.

ORG 320 International Business 3 Semester Hours

This course focuses on the global scale of business and the dynamics of cultural and social interactions in the international arena. Cultural aspects and dimensions, virtual management and meeting techniques, ethical implications, legalities, and marketing procedures on a global scale are studied. Students will work on semester-long projects that include marketing, supply chain, and financial planning of an international venture. Prerequisite: junior status or permission of instructor

- ORG 340 Principles of Total Quality 3 Semester Hours**
This course explores the techniques and tools managers use to make quality happen and to ensure that it keeps happening. Students will learn about the different philosophies of quality, system thinking, customer focus, process management, Six Sigma, and the process improvement toolkit. Students will be required to apply these concepts and tools through a semester-long process improvement project. Prerequisite: Junior status or permission of instructor.
- ORG 350 Public Relations and Marketing 3 Semester Hours**
in Sport, Event and Tourism Management
This course emphasizes the building and management of positive relationships with the community and the media. It examines public opinion and research, management of public relation tools and resources, and ethics. Prerequisite: Junior status.
- ORG 351 Human Resource Management 3 Semester Hours**
This course introduces the role of the human resource function as a strategic partner in achieving an organization's goals. The course considers the importance of labor markets, recruitment, selection, training, compensation, labor relations, and performance management. The evolving nature of work, discrimination in employment, work performance and its rewards, and effects of changing technology are addressed. Web-based research and presentations are required. Prerequisite: junior status or permission of instructor.
- ORG 353 Employment Law 3 Semester Hours**
This course explores the laws, regulations, and legal cases influencing 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). 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 leaders in nonprofit organizations. Topics include managing volunteers, public and client relations, grant writing, budget management, accounting and reporting requirements, staff motivation and performance, mission development, strategic planning and staffing. This course requires case studies and completion of a project with a nonprofit organization. Prerequisite: Junior status or permission of instructor. ORG 203 recommended.
- ORG 380 Internship/Career Preparation Seminar 1.5 Semester Hours**
This course is designed to prepare the student to search, apply, interview, and plan for a professional internship or full-time job. Subjects covered include developing a personal career plan, 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 networking. Prerequisite: Business and Organizational Leadership major and junior status or permission of instructor.
- ORG 405 Business Ethics 3 Semester Hours**
This course emphasizes theory of ethics from different philosophical schools of thought and how ethics applies to organizational decisions. Ethical dilemmas, values, and traditions are examined through questioning and determining solutions. Case studies are emphasized and individual research is required. A final group or individual project using presentation, web-based, and/or video software is required. Prerequisite: senior status or permission of instructor.

ORG 430 Innovation and Sustainability in Entrepreneurship 3 Semester Hours
 In this course, each student will have an opportunity to further study and apply the full array of business principles by planning an entrepreneurial venture. Students will explore the rapid changes taking place in the business environment and identify the entrepreneurial opportunities for innovation that these changes present. Students will identify the best practices in managing the social, environmental, and economic impacts of entrepreneurship, as well as the financial pitfalls and paybacks. A comprehensive business plan, with financial sources and projected profits and losses is required of each student. Students will use information technology tools applicable to entrepreneurship and small business development. Prerequisite: Junior status or permission of instructor.

ORG 450 Strategic Management and Leadership 3 Semester Hours
 This is a capstone course for seniors that emphasizes the importance of professionalism, leadership and strategic planning. By building on the concepts studied throughout the major program students, working in consulting teams, will analyze strategic planning for individual professional development and corporate continuity. Prerequisites: Business and Organizational Leadership major and 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. Prerequisite: Organization Leadership major, Senior status, or 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. Meets General Education Distribution Area I.C.

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. Meets General Education Distribution Area I.C.

PHI 262 Introduction to Ethics 3 Semester Hours
 This course focuses on the origin, shape, and content of 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. Meets General Education Distribution Area I.C.

PHI 282 Existential Literature 3 Semester Hours
 This course explores a major movement in twentieth century continental philosophy. The existentialists' focus on "lived experience" makes literature a particularly conducive medium for addressing major questions of freedom, responsibility and meaning. Course readings therefore include both philosophical writings (by Kierkegaard, Nietzsche, Sartre and others) and works of fiction (by Camus, Sartre, Kafka, Hesse and others). Meets General Education Distribution Area I.C. or IV.B.

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. Meets General Education Distribution Area III.C.

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, as well as topics of mate selection, separation, divorce, remarriage, and stepfamilies. Prerequisite: SOC 201 or PSY 101. (*Note: This is the same course as SOC 204.*)

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: CRJ 101, PSY 101, or SOC 201. (*Note: This is the same course as CRJ 210 and SOC 210.*)

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**
 This course is a survey of the major areas in human development from conception to death. The course is presented in a topical rather than chronological format, with equal emphasis on all stages of life. Topics include theories of development; research methods specific to the field; and examination of biological, cognitive, social, personality, language emotional and moral development. 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 is the focus of this course. The course emphasizes theory, research, and applications. Topics include the self in relation to the environment, perceptions and attributions regarding others, stereotypes and prejudice, group processes, attitude formation and maintenance, conformity, attraction and close relationships, helping, and aggression. Prerequisite: PSY 101; PSY 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 270** **Cognitive Psychology** **3 Semester Hours**
 A study of the research methods and findings related to cognitive functioning is the focus of this course. Topics include memory and its associated processes, thought, perception, language, reasoning, problem solving, creativity and concept formation. Prerequisites: PSY 101; PSY 210 is recommended.
- PSY 280** **Psychology of Learning** **3 Semester Hours**
 This course addresses the historical and current research, theory and conceptual foundations involved in the study of learning. Topics include classical conditioning, operant conditioning, reinforcement and related processes. Prerequisites: PSY 101; PSY 210 is recommended.
- PSY 320** **Therapeutic Principles and Practices** **3 Semester Hours**
 This course provides a study of the theories and perspectives frequently applied to counseling and therapy. Topics include individual and group counseling, institutional settings, populations, and legal and ethical issues. Prerequisites: PSY 101, PSY 210, and PSY 220; or permission of instructor.
- 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, PSY 210; or permission of instructor.
- PSY 345** **Psychology of Gender** **3 Semester Hours**
 This course is 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, PSY 210 and PSY 240 or permission of instructor.

- PSY 350 Human Sexuality 3 Semester Hours**
This course is a survey of the major areas of human sexuality. Topics include sexual and reproductive anatomy, the sexual response, sexually transmitted diseases, pregnancy, birth control and childbirth, gender identity and gender roles, sexual development, sexual behaviors and attitudes, love and relationships, sexual dysfunction, sexual disorders and sex therapy, sexual values, religion and sex, and effective communication about sex. Prerequisites: PSY 101, PSY 210, and PSY 230 or permission of instructor.
- 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 alters the experience of sporting. Prerequisite: PSY 101, PSY 210; or permission of instructor.
- 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 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 ecosystem 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, PSY 210, and junior status; or permission of instructor.
- PSY 375 Industrial/Organizational Psychology 3 Semester Hours**
This course is 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; or permission of instructor.
- 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 12 Semester Hours**
This is a faculty supervised field experience. Interns meet weekly with their faculty supervisor. 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, senior standing, and approval through application.
- 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 in current professional publications of the American Psychological Association. Students become student affiliates of APA (a fee is required), and read, discuss and present materials concerning the state of the science and future directions. A public presentation of prior research or other work is required. Prerequisites: PSY 101, PSY 210, and senior standing.

- 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. Meets General Education Distribution Area III.A. or III.B.
- REL 256** **Hinduism and Buddhism** **3 Semester Hours**
This course focuses on two of the world's most populous—and, increasingly, popular—religions, Hinduism and Buddhism. From shared roots in an ancient Indian Vedic worldview, both spread well beyond their original confines and today reach from Japan to Indonesia to Guyana to North Carolina. This course considers the textual, cultural, ritual, and philosophical foundations of these religions as well as how they have influenced contemporary society. Meets General Education Distribution Area III.B. or III.D.
- 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 may include: 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. Meets General Education Distribution Area I.C., III.B. or IV.B.
- 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. Meets General Education Distribution Area III.B.
- 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. Meets General Education Distribution Area III.B.
- REL 288** **Women and Religion** **3 Semester Hours**
From the roles of women in various world religions, to the relationship between sexuality and spirituality, to the impact of feminist theories upon theological reflection, this course examines a range of issues pertinent to the intersection of gender and religious studies. Meets General Education Distribution Area III.B.
- REL 312** **Jesus in the Gospels** **3 Semester Hours**
Each of the four Gospels of the New Testament contains a different portrait of Jesus. Comparing these portraits and placing them in both Jewish and Hellenistic backgrounds is the main work of this

for the written paper and presentation in SCI 495 to complete the project. Prerequisite: science major, junior standing, and permission of faculty advisor. Offered every fall and spring.

SCI 494 Senior Project I 2 Semester Hours

Students begin a faculty approved project such as a senior thesis or research project. In this course, students propose a project question, develop a plan to resolve it, create a bibliography, and complete one chapter of writing. Class meets weekly for progress reports, discussion, critical thinking, and problem solving. Prerequisites: Senior standing or permission of instructor. Offered every fall and spring.

SCI 495 Senior Project II 2 Semester Hours

Students complete senior projects begun in SCI 494. Class meetings continue with discussion, critical thinking, and problem solving. Students also meet privately with their course advisor to review their papers or projects. The one-on-one reviews are used by the student to improve the writing, content, logic, and organization of the paper or project. Requirements include the final written paper and a formal oral public presentation summarizing the paper. Prerequisite: SCI 494 or SCI 469. Offered every fall and spring.

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 stratification, social classes, and social change. Prerequisite: sophomore standing or permission of instructor. Meets General Education Distribution Area III.C.

SOC 204 Marriage and the Family 3 Semester Hours

A cross-cultural examination of contemporary family structures, SOC 204 emphasizes the relationships between husband-wife and parents-children. Students study various aspects of the family, including gender roles, values, religious influences, child-rearing practices, power structures, conflict within families, and the future of the family, as well as topics of mate selection, separation, divorce, remarriage, and stepfamilies. Prerequisite: sophomore standing or permission of instructor. *(Note: This is the same course as PSY 204.)*

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: CRJ 101, SOC 201 or PSY 101. *(Note: This is the same course as CRJ 210 and PSY 210.)*

SOC 325 Population and Contemporary Social Issues 3 Semester Hours

The basic principles of demography and geography at the global, national, and local levels, with emphases on conditions that influence population change and impacts of human populations on the environment, are addressed in SOC 325. Through detailed comparisons of countries, states, and cities throughout the world, students explore population characteristics and life chances; factors affecting trends in population structure and characteristics; population change associated with diseases; aging; urbanization; economic development; and environmental alterations. Trends in population structure and characteristics are examined in terms of geography and public policies. Prerequisite: SOC 201, BCE 211/211Lor permission. Meets General Education Distribution Area III.D.

SPA 469 **Volunteer and Experiential Learning Project** **2 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. Only offered as part of the Costa Rica semester abroad program.

THEATRE STUDIES (THE)

THE 101 **Introduction to Theatre** **3 Semester Hours**
 Designed for non-majors, this course explores the history and growth of the art and craft of theatre, including a study of representative playwrights and plays. Meets General Education Distribution Area IV.A.

THE 103 **Introduction to Acting** **3 Semester Hours**
 In this course, students are provided with an opportunity to develop imagination, concentration and acting skills through the disciplines of improvisation and scene study. Improvisation is employed as a means of structuring original ideas in order to create satire, as a method of confronting and solving acting problems, as a way to inspire social change, and as a means of theatricalizing non-dramatic sources such as folktales and dreams. Meets General Education Distribution Area IV.A.

THE 104 **Applied Theatre** **1 Semester Hour**
 This course offers first year students the opportunity to receive academic credit for production work within the Department of Theatre Studies. Forty hours of work is required. Prerequisite: permission of instructor. Meets General Education Distribution Area IV.A.

THE 115 **Script Analysis** **3 Semester Hours**
 In this foundation course, students will develop skills in examining scripts for production. Each student will be provided with a method of playscript analysis based upon attention to fundamentals of action, structure, and character. Meets General Education Distribution Area I.C.

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, gaining a better understanding of how technical theatre influences a production and reflects society. Meets General Education Distribution Area IV.A.

THE 122 **Stage Crafts II: Costumes and Makeup** **3 Semester Hours**
 Through practical assignments, students in the course study the problems and techniques of using costumes and makeup for a theatrical production, gaining a better understanding of how technical theatre influences a production and reflects society. Meets General Education Distribution Area IV.A.

THE 203 **Scene Study** **3 Semester Hours**
 This studio offers a continuation of skills learned in THE 101, with an emphasis on scene work. Students learn methods of making active theatrical choices in character development and relationships between characters. Prerequisite: THE 103 or permission of the instructor.

THE 204 **Applied Theatre** **1 Semester Hour**
 This course offers sophomores the opportunity to receive academic credit for production work within the Department of Theatre Studies. Forty hours of work is required. Prerequisite: THE 104, sophomore status, and permission of the instructor. Meets General Education Distribution Area IV.A.

- THE 213 Introduction to Directing 3 Semester Hours**
 In this class, students will explore the principles and practice of play directing for beginning directors. Class discussion of the collaborative components of the theatre, the director's approach to the script, the actors, and the theatre space, and laboratory experience in directing scenes form the core experiences of this course. Prerequisite: THE 203 and THE 115 or permission of the instructor.
- THE 220 Drawing for the Theatre 3 Semester Hours**
 This course provides fundamentals in hand drafting techniques. Students will gain the ability to communicate 3-D graphics in a two dimensional fashion, utilizing theatrical industry standards.
- THE 221 Scene Design 3 Semester Hours**
 This course introduces a text driven design process in which emphasis is placed on the process of design. Students will learn proper research and presentation techniques as well as basic design fundamentals. Prerequisite: THE 121 and THE 115.
- THE 231 Lighting Design 3 Semester Hours**
 In this class, students will gain a greater understanding of lighting theories, methods, and practices; while furthering their understanding of lighting design in relation to the script. Prerequisite: THE 121 and THE 115.
- THE 241 Costume Design 3 Semester Hours**
 This course fosters a greater understanding of the use of dress and its influence on character. Students will learn basic costume design principles, rendering and presentation skills as well as basic construction techniques. Prerequisite: THE 122 and THE 115.
- THE 303 Audition Technique 3 Semester Hours**
 In this studio, students will develop a dependable set of tools to prepare them for auditions. Each student will be provided with a method of character analysis based upon physical action and the truth of the moment. Prerequisites: THE 203 or permission of the instructor
- THE 304 Applied Theatre 1 Semester Hour**
 This course offers students at the junior level the opportunity to receive academic credit for production work within the Department of Theatre Studies. Forty hours of work is required. Prerequisite: THE 204, junior status, and permission of the instructor
- THE 311 Theatre History I 3 Semester Hours**
 This course investigates the development of world theatre from ancient Egypt to the early 19th century. Our study will include an investigation of playwrights, actors, audiences, critics, theatre spaces, design, performance, and production practices. Throughout the semester, theatre history will be linked to larger social, intellectual, political, and cultural developments around the world. Meets General Education Distribution Area III.A.
- THE 312 Theatre History II 3 Semester Hours**
 This course investigates the development of world theatre from the early 19th century to today. Our study will include an investigation of playwrights, actors, audiences, critics, theatre spaces, design, performance, and production practices. Throughout the semester, theatre history will be linked to larger social, intellectual, political, and cultural developments around the world. Meets General Education Distribution Area III.A.
- THE 313 Introduction to Playwriting 3 Semester Hours**
 This course introduces the fundamentals of the craft of playwriting. Students will learn to work with the basic building blocks of dramatic structure, to write with action and conflict in mind, and to develop character through dialogue. Prerequisites: ENG 111, ENG 112, and THE 115.

THE 320 Computer Aided Drafting 3 Semester Hours
 This course introduces electronic technologies for drafting for use by the theatre artist. Prerequisite: THE 220 and permission of the instructor. Meets General Education Distribution Area II.C.

THE 330 Seminar in Dramatic Theory 3 Semester Hours
 The seminar takes an in-depth look at dramatic theory, from Aristotle through today, and culminates in each student's completion of a personal aesthetic of theatre. Prerequisites: junior or senior status and permission of instructor.

THE 351 Stage Management 3 Semester Hours
 This course is intended to teach students the basics of Stage Management in order to foster a better understanding and appreciation of this pivotal role in theatre production. Prerequisite: THE 115 and THE 121.

THE 361 Theatre Methods (K-12) 3 Semester Hours
 In this course, prospective theatre teachers acquire strategies and techniques for instructing theatre K-12. Topics addressed include curriculum and materials, assessment, and community.

THE 403 Voice and Movement for the Stage 3 Semester Hours
 This course concentrates on the use of body and voice for character development. Prerequisite: THE 203 or permission of the instructor.

THE 404 Applied Theatre 1 Semester Hour
 This course offers students at the senior level the opportunity to receive academic credit for production work within the Department of Theatre Studies. Forty hours of work is required. Prerequisite: THE 304 and senior status, or permission of the instructor.

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. Prerequisites: senior status and theatre studies major.

WILDERNESS LEADERSHIP (WLEE)

WLEE 101 Introduction to Outdoor Education 4 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 169). Weekend trips required. Meets General Education Distribution Area V.

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 or permission of the instructor.
- 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-credit advanced WLEE skills course is designed for those involved in teaching river skills, including among other things paddling technique and the necessary skills for safe craft handling on rivers. These programs are designed for moving water and whitewater environments. This instructor program track is based on the American Canoe Association River Canoe Instructor Curriculum and offers instructor ACA certification at differing levels based on an individual candidate's personal skills and teaching ability, however, participation in the course does not guarantee certification. There are two weekend trips required. Prerequisites: Completion of Immersion Semester; Instructor's approval of student's competence in the basic essential skills unique to this course.
- 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. 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-credit advanced WLEE skills course is designed for those involved in teaching river skills, including among other things paddling technique and the necessary skills for safe craft handling on

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 291 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; sophomore level standing or permission of instructor.

WLEE 301 Wilderness/Experiential Education Practicum 1-6 Semester Hours

This course provides students with practical work experience, professional development, or other approved experiences aligned with the student's professional goals. Experiences may be either through a program offered by the College or through an existing outdoor or experiential education agency or professional association. The student's practicum development program must be approved by the faculty. Only 1 hour is required; however, students may take up to 6 practicum hours. Prerequisite: WLEE major; junior level standing or permission of the 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 outdoor programming. Topics covered include torts, legal duties, legal liability, the structure of the lawsuit, the reasonable and prudent professional, industry standards, practical risk management and readings in relevant case law. Emphasis is placed on understanding how case studies and case law impact field practices. 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 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 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.

FACULTY

Initial date of full-time faculty employment with the College is indicated in parentheses.

M. Miller Asbill (2012)

Assistant Professor of Music. B.M., Arizona State University; M.M., D.M.A., University of Michigan

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. B.A., University of California, Riverside; M.A., Ph.D., University of California, Berkeley; postgraduate Society of Fellows, Columbia University

Thomas J. Bell (1996)

Associate Professor of Religion and Sacred Music. Coordinator of the Religious Studies Major. B.M., University of Georgia; M.A., University of North Carolina–Chapel Hill; M.T.S., Duke University Divinity School; Ph.D., Emory University

Andrea Boccanfuso (2013)

Visiting Assistant Professor of Theatre Studies. B.A., The University of West Florida; M.F.A., State University of New York Purchase College

B. Barbara Boerner (1998)

Professor of Business & Organizational Leadership. Coordinator of the Business & Organizational Leadership Major. B.A., University of North Carolina–Greensboro; M.Ed., The American University; M.B.A., Loyola University; Klingenstein Fellow, Columbia University; D.B.A. Argosy University

Mary Louise Bringle (2000)

Professor of Religious Studies. Chair of the Division of Humanities. Coordinator of Integrated Studies Major. A.B., Guilford College; Ph.D., Emory University

Margaret L. Brown (1996)

Associate Professor of History. Coordinator of the IWIL Program. 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

John F. Buford (2009)

Assistant Professor of Wilderness Leadership and Experiential Education. B.S., Southern Illinois University; M.S., Marine Corps University; Ph.D. Capella University

Betsy D. Burrows (1992)

Associate Professor of Teacher Education. Director of the Teacher Education Program. B.A., Wake Forest University; M.A., University of North Carolina–Chapel Hill; Ed.D., Western Carolina University

William B. Byers (1986)

Professor of Art. 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 the Environmental Science Major. B.A., Marlboro College; Ph.D., University of New Mexico

Clyde W. Carter (1989)

Associate Professor of Wilderness Leadership and Experiential Education. A.S., Montreat College; B.A., Clemson University; M.S., Mankato State University

Kenneth D. Chamlee (1978)

Iva Buch Seese Distinguished Professor of English. B.A., Mars Hill College; M.A., Colorado State University; Ph.D., University of North Carolina-Greensboro

Resa M. Chandler (2007)

Associate Professor of Exercise Science and Physiology. Coordinator of the Exercise Science Major. B.S., M.S., University of North Carolina-Charlotte; M.A., Ph.D., University of Texas

Anne P. Chapin (1998)

Professor of Art History and Archaeology. Coordinator of the Art Major. A.B., Duke University; M.A., Ph.D., University of North Carolina-Chapel Hill

Kenneth M. Duke (1997)

Dalton Professor of Environmental Studies and Ecology. Chair of the Division of Science and Mathematics. Coordinator of the Environmental Science; General Science Studies; Major. B.S., M.S., Brigham Young University; Ph.D., University of Georgia

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)

Professor of Music. Chair of the Division of Fine Arts. 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)

Professor of Biology and Environmental Science. Coordinator of the Biology Major. Executive Director of the Appalachian Center for Environmental Education. B.S., Ph.D., Clemson University

Helen C. Gift (1997)

Ruth Stafford Conabeer Distinguished Service Professor of Sociology and Organizational Systems. Chair of the Division of Social Sciences. Coordinator of Academic Advising. B.A., M.A., Ph.D., Emory University

David A. Gresham (2008)

Assistant Professor of Music. B.M., Wingate University; M.M., University of Colorado; D.M.A., University of Georgia

Kathryn B. Gresham (2005)

Associate Professor of Music. Coordinator of the Music Major. A.B., Stanford University; M.M., Boston University; D.M.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. B.A., Presbyterian College; M.A., Clemson University

John S. Hardt (2002)

Professor of English. B.A., Centenary College of Louisiana; M.A., Texas Tech University; Ph.D., University of Missouri-Columbia

Melanie J. Heying (2011)

Assistant Professor of Chemistry. B.A., Albion College; Ph.D., Iowa State University

Kristina Holland (1987)

Associate Professor of English. Director of the Writing Center; Coordinator of the English Major. 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

David C. Joyce, President (2012)

Professor of Business and Organizational Leadership. B.A., Pfeiffer College; M.Div., Yale Divinity School; M.S., North Carolina State University; EdD, Vanderbilt University

Jennifer L. Kafsky (2000)

Associate Professor of Wilderness Leadership and Experiential Education. Coordinator of the Wilderness Leadership and Experiential Education Major. B.S., M.S., Ohio University; Ph.D., Clemson University

Megan Keiser (2010)

Assistant Professor of Elementary Education. B.A., Guilford College; M.S., Western Carolina University; Elementary Teaching Certificate, University of North Carolina; Ed.D., Western Carolina University

Jeffrey B. Llewellyn (1990)

Mary Emma Thornton Distinguished Service Professor of Ecology and Biology. Coordinator of the Health Science Studies Major. B.A., M.A., University of Northern Iowa; Ph.D., University of Nevada-Reno

Kyle Van Lusk (2005)

Associate Professor of Art. A.F.A., Brevard College, B.F.A., M.F.A., East Carolina University

Caroline E. Mann (2013)

Assistant Professor of Psychology. B.A., University of North Carolina-Asheville; Ph.D., University of Tennessee

Laura P. McDowell (1976)

Professor of Music. B.M., Converse College; M.A., Columbia University; Ph.D., Florida State University; postgraduate study, Goethe Institute, Salzburg; Zertificat Deutsche als Fremdsprache

Danny S. Moore (2003)

Associate Professor of Psychology. Coordinator of the 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)

Associate Professor of English. B.A., M.A., Clemson University; Ph.D., University of Mississippi

M. Jo Pumphrey (1987)

Professor of Art. B.S., Florida State University; M.F.A., East Carolina University

Kathryn E. Rasmussen (2007)

Associate Professor of Mathematics. B.S., Siena College; M.S., Ph.D., Rensselaer Polytechnic Institute

James H. Reynolds (1999)

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. Vice President for Academic Affairs and Dean of Faculty. B.A., Emory University; M.A., Georgia State University; Ph.D., University of Florida

Brandon M. Smith (2012)

Assistant Professor of Theatre Studies. Coordinator of Theatre Studies Major. B.F.A., Midwestern State University; M.F.A., University of North Carolina-Chapel Hill

Eva Marie Smith (2009)

Assistant Professor of Business and Organizational Leadership. B.A., Wofford College; M.S., University of South Carolina; Ph. D., University of Tennessee

Jubal Tiner (2006)

Associate 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 the Mathematics Major. B.S., North Carolina State University; M.S., 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

Norman L. Witek (1967)

Professor of Health and Exercise Science. B.S., M.S., University of Tennessee

Scott K. Yager (1992)

Instructor of Physics. A.A., Seminole Community College; B.S., M.S., University of Central Florida

FACULTY EMERITI

Patricia L. Clow (2003-2010)

Professor and Director of Teacher Education. B.S. Ed., University of Wisconsin-LaCrosse; M.S., Winona State University; Ph.D., University of Wisconsin-Madison.

Clara Coleman (1976-2001)

Lora Lee Schmidt Distinguished Service Professor of American Literature. Professor of English. B.A., Randolph-Macon Woman's College; M.A., Ph.D., University of North Carolina-Chapel Hill

Samuel L. Cope (1969-1997)

Iva Buch Seese Distinguished Service Professor of Theatre. B.A., Catawba College; M.A., University of North Carolina-Chapel Hill; M.A., University of Tennessee; graduate study, Indiana University

Rachel Cathey Daniels (1960-1996)

Professor in Mathematics. A.A., Biltmore College (now UNC -A); B.A., Meredith College; M.A., Western Carolina University; graduate studies at North Carolina State University, Furman University

C. Ray Fisher (1959-1999)

Ruth Stafford Conabeer Distinguished Service Professor of Business and Economics. Chair, Division of Social Sciences. B.S., Western Carolina University; M.B.A., University of Georgia

Robert A. Foster (1994-2001)

Instructor in English as a Second Language. B.A., Wheaton College; M.S. Syracuse University

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

Stephen J. Martin (1988-2013)

Assistant Professor of Psychology. A.B.J., University of Georgia; M.S.W., University of North Carolina-Chapel Hill; doctoral study, North Central University.

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, 1985-2001)

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. Johnnie 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

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

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 date of current employment with the College is found in parentheses.

OFFICE of the PRESIDENT

David C. Joyce, President (2012) B.A., Pfeiffer College; M.Div., Yale Divinity School; M.S., North Carolina State University; EdD., Vanderbilt University

Julie McCay, Executive Administrative Assistant to the President (2011) B.S., University of North Carolina

OFFICE of ACADEMIC AFFAIRS

R. Scott Sheffield, Vice President for Academic Affairs and Dean of Faculty, Associate Professor of History, (1993) B.A., Emory University; M.A., Georgia State University; Ph.D., University of Florida

Jean M. Martin, Administrative Assistant (2008) A.A., Brevard College; A.A.S., Haywood Community College

Academic Enrichment Center

Shirley E. Arnold, Associate Dean for Student Success and Director of the Academic Enrichment Center (2005) B.A., Centenary College of Louisiana; M.A., University of Phoenix

Nacole Potts, Curriculum Enrichment Coordinator and Director for the Office of Career Exploration & Development (2006) B.A. and M.Ed., Lindsey Wilson College

Debbie L. Roberts, Disability Specialist (2013) B.S., University of North Carolina at Greensboro; M.Ed., North Carolina State University

Office of the Registrar

Amy E. Hertz, Registrar (2005) B.A., Brevard College

Cindy Bryson, Assistant to the Registrar (2010) A. of M., Ministry international Institute

Martha Tonissen Mayberry, Office Assistant (2012) B.A., Converse 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

Melodie Farnham, Catalog Librarian (2013) B.A., University of North Carolina; M.L.I.S., University of North Carolina-Greensboro

June N. Greenberg, Circulation/Reference Clerk (1998)

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

Elizabeth Banks, Laboratory Manager, Division of Science and Mathematics (1999) A.S., Brevard College, B.S., Northland College

Laura H. Rain Tree, Administrative Assistant to the Division of Science and Mathematics, (2013) B.A., Brevard College

Ryan Donovan, WLEE Operations Manager (2004) B.A., Brevard College

Diane Pomphrey, Art Department Office Manager (2006) A.A., Art Institute of Ft. Lauderdale

Ralphene Rathbone, Laboratory Instructor, Division of Science and Mathematics (2006) B.A., Brevard College; M.A., California Institute of Integral Studies

Patricia Shores, Secretary to the Divisions of Humanities and Social Sciences (1995)

Mary Wellborn, Administrative Assistant to the Division of Fine Arts (2005) Certificate in Art, The Pennsylvania Academy of Fine Arts

DIVISION OF CAMPUS LIFE

Debbie D’Anna, Vice President and Dean for Students (2012) B.A., Berea College; M.A., Eastern Kentucky University, Ph.D, Capella University

Beth Abrams, Director of Housing Operations and Central Scheduling (2007) B.A., Brevard College

Chantel Azevedo, Assistant to the Director of Conferences and Continuing Education (2013), BA, Brevard College

Michael Cohen, Director of Residence Life; Director of Conferences and Continuing Education (2012) B.A., Brevard College; J.D., University of California Berkeley School of Law

Dee Dasburg, Coordinator for Counseling Services (1994) B.A., The King’s College; M.S., Western Carolina University

Margaret Dellinger, Assistant to the Vice President for Campus Life (2008)

Gabrielle Mellendorf, Director of Service Initiatives (2012) B.A., Union College

Alessandra Tavoloni, Director of Student Engagement and Leadership (2012), B.S. and M.A., Union College

OFFICE of ADMISSIONS AND FINANCIAL AID

Chad Holt, Vice President of Admissions and Financial Aid (2012) B.A., Carson-Newman College; M.A.R., Gordon-Conwell Theological Seminary

Office of Admission

Shane Apps, Campus Visit and Event Coordinator (2011) B.A., Brevard College

Jessica Burke, Admissions Counselor (2012) B.A., Union College

Cindy C. McCall, Applications and Data Processing (1988)

Marcus Roberson, Admissions Counselor (2012) B.A., Brevard College

Elizabeth Thompson, Admissions Counselor (2013) B.S., Brevard College

David Volrath, Associate Director for Recruitment Operations (2009) B.A., Brevard College

Marcus Webb, Associate Director of Admissions and Financial Aid (2011) B.A., Brevard College

Kimberly Williams, Admissions Counselor (2012) B.A., Brevard College

Ashley Wilson, Coordinator of Office Services (2013) B.A., Brevard College

Office of Financial Aid

Caron O. Surrentt, Director of Financial Aid (1990)

Jeni Smith, Financial Aid Counselor (2010)

Elizabeth Glas, Administrative Assistant (2013) B.A., Brevard College

DEPARTMENT of INTERCOLLEGIATE ATHLETICS

Juan Mascaro, Director of Athletics (2011) Men’s Soccer Coach (2007) A.A., Montgomery College; B.S., University of Central Florida; M.A.A.E., University of Central Florida

Mike Adleman, Director of Sports Information (2012) B.A., Marquette University

Kevin Allingham, Assistant Baseball Coach (2010) M.S., Virginia Commonwealth University

Kevin Anderson, Director of Lacrosse/ Head Men’s Lacrosse Coach (2013) B.S., Pfeiffer University

Jamie Atkinson, Assistant to the Athletic Director (2013) B.A., Brevard College

Chris Bland, Assistant Football Coach/Defensive Backs (2012) B.S., Elon University

Nicole Bumgarner, Men’s and Women’s Tennis Coach (2010) B.S., Appalachian State University

Kelly Burdeau, Head Volleyball Coach (2013) B.S., Catawba College

Lee Burgess, Head Men’s Basketball Coach (2012) B.S., Samford University

Ali Bush, Assistant Athletic Trainer (2012) B.S., Florida State University; M.S., Tennessee Technical University

Taylor Cornett, Assistant Football Coach/Wide Receivers & Tight Ends (2013) B.S., The Citadel

Colin Covelli, Head Athletic Trainer (2012) B.S. Western Carolina University; M. S., Virginia Technical University

Jerel Drew, Assistant Football Coach/Fullbacks (2012) B.S., Brevard College

Rob Fiedler, Assistant Athletic Director for Compliance and Academic Services (2009) B.A., Edinboro University; M.S., Slippery Rock University

Paul Hamilton, Head Football Coach (2007) B.S., Appalachian State University; M.A.Ed., The Citadel

Blaise Haubert, Athletic Marketing and Fundraising (2012) B.S., B.A., University of North Carolina- Chapel Hill

Charlie Hopkins, Assistant Football Coach/Offensive Line (2013) B.S., Georgia Southern

Donald Hudson, Women's Assistant Basketball Coach (2011) B.S., Brevard College

Reva Jarrett, Cheerleading Coach & Dance Team (2010) B.S., Appalachian State University

Justin Jefferson, Assistant Football Coach/Defensive Line (2011) B.S., Brevard College

Kaylin Johnson, Assistant Men's Basketball Coach (2012) B.S., Samford University

Amanda Kamekona, Head Softball Coach (2012) B.S., UCLA

Lauren Locklear, Assistant Softball Coach (2012) B.A., University of South Carolina-Aiken

Adam Malloy, Head Coach Cross Country and Track Coach (2013) B.S., Millersville University; M.S., James Madison University

Matthew McCay, Head Baseball Coach, (2010) B.A., University of North Carolina

Marisa Muller, Assistant Women's Soccer Coach (2012) B.S., Campbell University

Myranda Nash, Director of Internal Operations/ Senior Woman Administrator (2010) B.S., MBA, Western Carolina University

David Nelson, Head Men's Golf Coach (2011) B.S., Covenant College; M.A.Ed., San Diego State University

Chris Parker, Assistant Sports Information Director (2013) B.A., University of North Carolina at Greensboro

Brad Perley, Assistant Cycling Coach (2012) B.S., Lees-McRae College

Brock Pursley, Assistant Football Coach/Running Backs (2009) B.S., University of North Carolina- Chapel Hill

Shannon Reid, Head Women's Basketball Coach/Head Women's Golf Coach (2009) B.A., Pfeiffer University

Frank Rogers, Head Women's Lacrosse Coach (2013) B.S., Eisenhower College

Yu-Jin Shim, Assistant Athletic Trainer (2012) B.S., University of North Carolina at Greensboro

Brian Sheedy, Head Cycling Coach (2011)

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