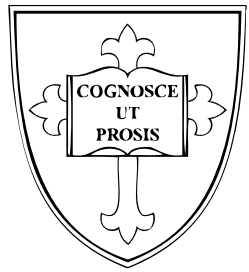
# Brevard College




## 2026 – 2027

## Catalog




# BREVARD COLLEGE CATALOG
# 2026-2027

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

## EQUAL OPPORTUNITY POLICY

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

## NOTICE: INFORMATION IS SUBJECT TO REVISION

Information in this catalog is current through June 2026. 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.

*The Brevard College Catalog is published by the Office of Academic Affairs, One Brevard College Drive, Brevard, NC 28712.* *Copyright Brevard College 2026.*

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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 reflection in order to increase knowledge, develop skills, and clarify values,"[1] Brevard College will seek innovation in classrooms connected to the world so that our academic programs achieve regional and national recognition.

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

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

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

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

## Our Values

**People, Place, Purpose**
Commit to your community. Learn in order to serve society and the world.

**Embrace Your Experiences**
Take advantage of every opportunity to learn, reflect, and grow from your experiences.

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

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

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

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

# FACTS ABOUT THE COLLEGE

| | |
|---|---|
| **Date Founded** | 1853; Oldest college or university in the mountains of North Carolina. |
| **Type of College** | Four-year private, coeducational, comprehensive liberal arts college; affiliated with the Western North Carolina Conference of The United Methodist Church. |
| **Calendar** | Three semesters—fall, spring, summer. |
| **Campus & Location** | 120-acre campus within the city of Brevard, North Carolina; close to the Pisgah National Forest, DuPont State Forest, Blue Ridge Parkway, the Great Smoky Mountains National Park, the city of Asheville, the Asheville Regional Airport and the Greenville-Spartanburg Airport. |
| **Consumer Disclosure** | Disclosure of Consumer Information may be found at: my.brevard.edu/ICS/Consumer_Information. |
| **Degree Programs** | Bachelor of Arts; Bachelor of Science; Master of Arts; Master of Business Administration; Master of Science |
| **Majors** | Applied Physics; Art; Artificial Intelligence Management, Biology; Business; Chemistry; Communication; Computer Science; Criminal Justice; Elementary Education; English; Environmental Studies; Exercise Science; Health and Physical Education; Health Science; History; Integrated Studies; Mathematics; Music; Music Education; Organizational Leadership; Outdoor Leadership and Experiential Education; Psychology; Theatre. |
| **Pre-Professional** | Pre-Law; Pre-Dentistry; Pre-Medicine; Pre-Nursing; Pre-Veterinary;Teacher Licensure. |
| **Graduate Programs** | Master of Business Administration; Master of Arts in Strategic Communication, Master of Science in Health and Human Performance: Sports Coaching; Master of Science in Public Safety Management. |
| **Special Programs** | Brevard Career Advantage; double major; dual enrollment; honor societies; Honors Program; independent study; Institute for Women in Leadership; interdisciplinary studies; internships; study abroad; teacher licensure program; Voice of the Rivers Program. |

| | |
|---|---|
| **Faculty** | 56 full-time faculty; 83 percent hold the terminal academic degree in their field; 40 percent hold tenure; approximate student-faculty ratio (FTE) is 11:1. |
| **Student Profile** | (Fall 2025 undergraduate and graduate) 871 students from 39 states and 18 foreign countries; 63% male, 36% female, 1% nonbinary; 47% in-state students, 53% out-of-state and international students; 30% first-generation college students. |
| **Library** | Available resources include nearly 1 million ebooks, 65,000 print volumes, and 30,000 streaming media items. Over 100 databases provide access to hundreds of thousands of full-text articles, images, and citations. Interlibrary loan provides global access to materials from other libraries. The services of the Experiential Learning Commons are housed in the J.A. Jones Library building. The library is a member of the Carolina Consortium and North Carolina Independent Colleges and Universities. |
| **Financial Aid** | 100 percent of students receive merit-based and/or need-based scholarships, grants, and loans; approximately $30 million in aid was coordinated for approximately 845 Brevard College students in 2025-2026. |
| **Residence Halls** | Six on-campus options: one traditional-style residence hall with community bathroom facilities, four suite-style halls, and one apartment-style facility. |
| **Information Technology** | High-speed internet access is available throughout all academic, administrative and residential buildings, with each student dorm room equipped with dedicated internet access. Secure access to dorms, meal plans, and other services is available via a mobile app. The campus features multiple computer labs and designated print release stations. The McLarty-Goodson Building houses a large computer lab near the rear entrance on the first floor (MG 102), while the Moore Science Building has a computer lab on the first floor (MS 109). The Sims Art Center includes a Design Lab on the second floor (Sims 215), and the Dunham Music Center contains a Music Lab on the lower floor (Dunham 018). All labs are open for general student use during posted hours and are accessible when not in use for classes. They also offer both black-and-white and color printing services. |

# ACCREDITATIONS AND MEMBERSHIPS



## Official Accreditations

Brevard College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Brevard College. The University Senate of The United Methodist Church accredits Brevard College to award degrees at the baccalaureate level, and Brevard College is an accredited institutional member of the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, Virginia 20190-5248. Brevard College is a participating member in the National Council for State Authorization Reciprocity Agreements. All teacher education programs are accredited by the North Carolina Department of Public Instruction, and the Music Department is accredited by the National Association of Schools of Music.

## Memberships

Acadeum.org
American Association of Collegiate Registrars and Admissions Officers
American Association of University Women
American Canoe Association
American College Health Association
American College Testing Program
American Mountain Guides Association
Appalachian College Association
Association of Governing Boards of Universities and Colleges
Association for Experiential Education
Association of Outdoor Recreation and Education
Association of Title IX Administrators
Carolina Consortium
Carolinas Association of Collegiate Registrars and Admissions Officers
College Art Association
College Entrance Examination Board
College Sports Communicators
Council for Higher Education, The United Methodist Church
Council for Higher Education, Western North Carolina Conference
Council of Independent Colleges
Independent College Fund of North Carolina
International Mountain Bike Association
Mathematical Association of America
Mid Atlantic Library Alliance
Midwestern State University Study Abroad Consortium
National Association for Campus Activities
National Association for College Admissions Counseling
National Association of College and University Business Officers
National Association of Collegiate Directors of Athletics
National Association of Independent Colleges and Universities
National Association of Schools and Colleges of The United Methodist Church
National Association of Schools of Music
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Collegiate Athletic Association
National Council for State Authorization Reciprocity Agreements
Network for Vocation in Undergraduate Education
North Carolina Academy of Science
North Carolina Association of Colleges and Employers
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
Reacting to the Past Consortium
Release Peace
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
The Sports Health Institute
State Authorization Reciprocity Agreement North Carolina
USA Cycling
USA South Conference
Wilderness Education Association

# ACADEMIC CALENDAR

**FALL SEMESTER 2026**

| | |
|---|---|
| August 11-13<br>Tuesday-Thursday | Faculty Development |
| August 17<br>Monday | Classes Begin; Convocation |
| August 24<br>Monday | Last Day to Add Courses; Last Day to Drop Courses Without a Record |
| September 7<br>Monday | Labor Day (No Classes) |
| September 14<br>Monday | Last Day to Remove Grade of Incomplete from the Preceding Semester |
| September 21<br>Monday | Graduation Application for May 2027 and Summer 2027 Due in the Office of the Registrar |
| October 7<br>Wednesday | Mid-Term Grades Due |
| October 9-12<br>Friday-Monday | Fall Break (No classes) |
| October 16-18<br>Friday-Sunday | Homecoming |
| October 26<br>Monday | Last Day to Withdraw from a Course with a Grade of W<br>(No withdrawal from a course is permitted after this deadline.) |
| October 27<br>Tuesday | Advising Day (No classes) |
| November 2-5<br>Monday-Thursday | Registration for Spring 2027 Semester |
| November 21-29<br>Saturday-Sunday | Thanksgiving Break (No classes) |
| December 4<br>Friday | Last Day of Regular Class Schedule; Finals Next Week |
| December 6-9<br>Sunday-Wednesday | Final Reflection and Assessments |

**SPRING SEMESTER 2027**

| | |
|---|---|
| January 6-7<br>Wednesday-Thursday | Faculty Development |
| January 11<br>Monday | Classes Begin |
| January 18<br>Monday | Martin Luther King, Jr. Day (No classes); Last Day to Add Courses; Last Day to Drop Courses Without a Record |
| February 1<br>Monday | Last Day to Remove Grade of Incomplete from the Preceding Semester |
| February 15<br>Monday | Graduation Application for December 2027 Due in the Office of the Registrar |
| March 3<br>Wednesday | Mid-Term Grades Due |
| March 6-14<br>Saturday-Sunday | Spring Break (No Classes) |
| March 16<br>Tuesday | Advising Day (No Classes) |
| March 22-25<br>Monday -Thursday | Registration for Fall 2027 Semester |
| March 26-29<br>Friday-Monday | Easter Break (No Classes) |
| March 30<br>Tuesday | Last Day to Withdraw from a Course with a Grade of W<br>(No withdrawal from a course is permitted after this deadline.) |
| April 30<br>Friday | Last Day of Regular Class Schedule; Finals Next Week |
| May 2-5<br>Sunday-Wednesday | Final Reflection and Assessments |
| May 7-8<br>Friday-Saturday | Commencement Weekend |
| May 11-13<br>Tuesday-Thursday | Faculty Development |

**SUMMER SEMESTER 2027**

**Summer Term A: Internships, Practicums, Directed Studies**

| | |
|---|---|
| May 10<br>Monday | Summer Term A Begins |
| May 17<br>Monday | Last Day to Add Courses; Last Day to Drop Courses Without a Record |
| July 30<br>Friday | Last Day to Withdraw from Courses with Grade of W<br>(No withdrawal from a course is permitted after this deadline.) |
| August 16<br>Monday | Last Day of Summer Term A |
| September 17<br>Friday | Grades for Summer Term A Due |

**Summer Term B: Three-week courses**

| | |
|---|---|
| May 10<br>Monday | Summer Term B Classes Begin |
| May 11<br>Tuesday | Last Day to Add Courses; Last Day to Drop Courses Without a Record |
| May 17<br>Monday | Last Day to Withdraw from Courses with Grade of W<br>(No withdrawal from a course is permitted after this deadline.) |
| May 28<br>Friday | Last Day of Classes for Summer Term B |
| June 11<br>Friday | Grades for Summer Term B Due |

**Summer Term C: Eight-week online courses**

| | |
|---|---|
| June 7<br>Monday | Summer Term C Classes Begin |
| June 9<br>Wednesday | Last Day to Add Courses; Last Day to Drop Courses Without a Record |
| June 28<br>Monday | Last Day to Withdraw from Courses with Grade of W<br>(No withdrawal from a course is permitted after this deadline.) |
| August 1<br>Sunday | Last Day of Classes for Summer Term C |
| August 9<br>Monday | Grades for Summer Term C Due |

# ADMISSIONS

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

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

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

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

Send information electronically to admissions@brevard.edu or call 828.641.0641

## First Year Students

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

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

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

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

**College preparatory curriculum with the following requirements:**

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

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

## Test Optional

Test Optional Admission is for prospective students who decide that their standardized test scores are not a true representation of their academic potential; and therefore, opt for their scores to not be considered as part of their application for admission to Brevard College.

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

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

## Transfer Students

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

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

Transfer students with less than 15 hours of transferable college-level coursework in a degree transfer program may be required to submit SAT or ACT test scores.

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

## International Students

All first-year, international applications submit:

1. A completed application for admission. There's no application fee.
2. Official high school transcript translated into English and evaluated by a transcript evaluation service
3. SAT or ACT scores, if you choose to not apply Test Optional
4. TOEFL, IELTS , or Duolingo scores
5. Interview

You may submit the above documents to the Admissions Office at admissions@brevard.edu.

**OFFICIAL HIGH SCHOOL TRANSCRIPT:**
You must have your transcripts translated into English and evaluated by a transcript evaluation service. The Admissions Office recommends one of the organizations below:

- SpanTran
- INCRED
- World Education Services

This process requires a fee and normally takes 10 business days.

If you are currently in progress with your academic work, please submit an official and sealed copy of your transcript with the transcript evaluation that includes all completed coursework. You must submit these documents prior to your enrollment at Brevard College.

**TEST SCORES:**
You may submit (or not submit) your SAT or ACT scores. These scores can determine your admission to Brevard College and can also determine your English proficiency. You may apply for admission to Brevard without submitting SAT or ACT scores, if you apply Test Optional Admission. If you apply Test Optional admission, you must submit your TOEFL, IELTS, or Duolingo score. The minimum TOEFL score for admissions is 75 (internet based test). The minimum IELTS for admission is 6. The minimum Duolingo score is 100.

**INTERNATIONAL TRANSFER STUDENTS:**
International Transfer Students follow Transfer admissions policies and procedures. The International Student Coordinator may also require an interview. You are also required to follow the Visa process below.

**INTERVIEW:**
Non-native English speakers complete an interview with the International Students Admissions Coordinator. The interview, typically held over Zoom, further evaluates English proficiency.

**SCHOLARSHIPS AND GRANTS:**
The International Student Admissions Counselor will evaluate your academic transcript, test score (or test optional responses), and award you a Merit Scholarship that is renewable for 4 years. Early applicants may also be eligible for Scholarship Competition awards, which requires an interview.

**VISA PROCESS:**
If you have received an offer of admission and paid your enrollment fee, you must submit an original bank statement or letter from the bank issued within the last 6 months. The bank statement or letter must reflect a balance that is equal to tuition, room, board, and fees less scholarships and grants awarded. You may email this document to admissions@brevard.edu. This document must come from the bank or a bank official. Brevard College will use this information to process your I-20, which is needed to obtain your F-1 student visa.

## Home School Students

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

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

## Dual Enrollment

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

1. Completed online application for admission available at brevard.edu.
2. SAT or ACT score or Test Optional essay.
3. Dual enrolled students will be registered on a space-available basis after August 1 or January 1.
4. A campus visit is strongly encouraged. Schedule your campus visit at brevard.edu.

## Part-Time or Special Status

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

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

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

## Readmission of Former Students*

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

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

*Students who were suspended must follow the Readmission Application Process Following Suspension section of the catalog on page 54.

## Teacher Licensure (Licensure Only or Post-Baccalaureate)

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

1. Completed application for admission available at brevard.edu
2. Official transcripts from each college previously attended.

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

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

## Conditional Admission

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

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

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

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

### Deferred Admission

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

## STUDENT ORIENTATION, ADVISING AND REGISTRATION (SOAR)

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

## ENROLLMENT FEE

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

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

## IMMUNIZATION REQUIREMENT

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

## TRANSCRIPT REQUIREMENT

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

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

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

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

# FINANCIAL INFORMATION

## EXPENSES

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

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

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

## 2026-2027
## TUITION AND FEE SCHEDULE FOR FULL-TIME STUDENTS

(Fall and Spring Semesters Combined)

| | Commuting | Residential |
|---|---|---|
| Tuition | $32,450 | $32,450 |
| Room/Board | $0 | $15,800 |
| General Fee | $2,250 | $2,250 |
| Total Cost* | $34,700 | $50,500 |

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

Summer 2027 Rates

| | |
|---|---|
| Tuition (Internship/Practicum) | $400/credit hour |
| Tuition (Summer Classes/Directed Study) | $400/credit hour |
| Tuition (Summer Online Classes) | $400/credit hour |

All summer programs are non-residential.

# EXPLANATION OF FEES

## Full-Time Student Tuition

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

## Part-Time Student Tuition

Students taking 11 or fewer credit hours pay a credit hour rate for the number of enrolled credit hours. For the 2026-2027 academic year, the fee is $700 per credit hour for the first 1-5 hours, and when a student reaches 6 -11 hours, all hours are charged at $1,260 per credit hour. A General Fee of $300 per semester will be assessed to all part-time students.

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

## Special Tuition

Individuals 55 years or over and dual enrollment students, enrolled with permission of the instructor, are eligible to request a discount for credit coursework. For the 2026-2027 academic year, the fee is $285 per credit hour for 1-5 hours. When a student reaches six or more hours, all hours are charged at $1,035 per hour. For dual enrollment students, the charge is $100 per course.

## Room

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

Private rooms are available on a limited basis. Additional charges for the privilege of living in a private room will apply. For 2026-2027 the private room charge is an additional $3,000 for the academic year.

## Board

All students living on campus are required to purchase a non-refundable meal plan. For 2026-2027, a residential student can choose between a 19-meal-per-week plan with $100 in flex dollars or a 14-meal-per-week plan with $200 in flex dollars per semester. Flex dollars can be used at the Coltrane Commons Food Court. Commuters may purchase a 85-meal plan for $800. Additional money can be added during the semester to your meal plan by contacting the Finance Office. Unused dollars will expire at the end of each semester (non-refundable). Students who have special dietary considerations should contact Dining Services.

*Note: Board charge includes North Carolina sales tax.*

## Additional Costs and Fees

Books, special charges for instruction in music, supplies for art, special tutoring, and incidentals are not included in the previous fees on page 17.

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

## Special Charges

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

*Special charges are subject to change as needed.

## Damages

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

## Payment of Tuition and Fees

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

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

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

## Financial Obligations to the College

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

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

# WITHDRAWAL AND REFUND POLICY

Students may elect to voluntarily withdraw from the College before the semester's deadline for withdrawal (indicated on the Academic Calendar, page 7, as the last day to withdraw with a grade of "W.") Students will be allowed to withdraw officially from the College (see Academic Calendar for deadlines, page 7) only after they have completed the appropriate Electronic Withdrawal Process through the Office of Academic Affairs.

In order to initiate a withdrawal, students must contact the Office of Academic Affairs to request to begin the voluntary withdrawal process. The student must complete the College's Electronic Withdrawal Form via the link the Office of Academic Affairs will provide when the student indicates a desire to voluntarily withdraw from the College.

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.

Refunds apply to tuition, class fees, room, and board charges. Private room charges are not refundable. Refunds will be processed within 14 days from the date of the withdrawal.

The charge refund amount will be determined based on the federal guidelines for withdrawals, based on number of days completed in the semester, less breaks of five days. For example, a student withdrew on day 52 of the semester (108 days), the student would have completed 48.14% of the semester. This will be the amount remaining billed and 51.86% will be refunded. Brevard College aid cannot create a refund during the withdrawal process. These aid elements will be reduced to eliminate a refund upon withdrawal.

Once the 60% point of a semester is reached in attendance, there is no refund of charges.

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

Students utilizing Title IV financial aid will be subject the Return to Title IV process and procedures outlined in the Federal Student Aid Handbook, Volume 5. Funds will be returned as soon as possible, but will be no later than 45 days from the student's date of withdrawal. Funds will be returned based on the federal calculation and will be returned in the following order:

1. Unsubsidized Direct Loans
2. Subsidized Direct Loans
3. Direct PLUS Loans
4. Federal Pell Grants
5. Iraq and Afghanistan Service Grants
6. FSEOG

Student who are eligible for post-withdrawal disbursements of Title IV funds will have grants disbursed within 45 days of withdrawal. Loans will be offered within 30 days of withdrawal, and the student will have 14 days to decline the loan should they wish to do so.

**Summer Term Refunds:**
A student may withdraw from summer term through the last day to drop a course and receive a full refund. Because Summer term is optional, students may withdraw from all summer courses and remain registered for Fall semester at the institution.

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

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

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

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

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

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

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

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

### Merit 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.

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

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

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

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

All persons receiving veterans' benefits are required to attend class on a regular basis. The Veterans Administration will be notified should a student cease to attend classes, and this could result in the termination of educational benefits. Records of progress are kept by this institution on all students and are furnished to students, veterans and non-veterans alike, at the end of each scheduled school term (see Satisfactory Academic Progress Policy on page 51). A student's program of study will not be automatically renewed for the following semester, and all students must register for courses in which they wish to enroll.

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

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

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

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

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

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

# FINANCIAL AID POLICIES

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

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

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

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

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

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

## Credits*

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

## Grade Point Average

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

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

## Attempted vs. Passed Credits

For FA-SAP standards and the 150% regulation, grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, K, EX and CR are counted as attempted and passed hours (AP, IB, and AICE credits are assigned grades of K, while experiential and CLEP credits are assigned grades of EX and

CR – since these credits are not completed while enrolled at Brevard College, they are not assigned numerical grade values). Grades of W, I, F, NC, and WV are counted as attempted hours, but not passed. Grades of P given by the institution will be counted numerically as a 4.0 when calculating FA-SAP GPA. FA-SAP standards apply to all terms regardless of whether or not financial aid is received.

## Incomplete Grades

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

## Repeated Courses

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

## Transfer Credits

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

## Mid-Year Transfers

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

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

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

## Second Undergraduate Degree Students/Teacher Licensure

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

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

## Consortium Agreement Coursework
Students who are enrolled in two colleges during the same term or who are attending another program under a consortium agreement will have FA-SAP calculated by Brevard College as the home institution, with the calculation based on hours attempted at both institutions and the GPA from Brevard College coursework only.

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

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

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

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

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

## Reestablishing Aid Eligibility
Students may regain eligibility for Financial Aid by appealing their Financial Aid Suspension and completing an academic plan while on Financial Aid Probation or by making enough quantitative and qualitative progress without financial aid to be reinstated into Financial Aid Good Standing as outlined in the table above. For more on the Academic SAP policy, refer to page 51.

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

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

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

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

> If a student's total number of hours enrolled for a term are less than 12 the tuition charges will be based on the appropriate per hour charge as shown on the approved Schedule of Tuition and Fees, page 17.
>
> If a student is enrolled full-time (12 hours or greater) but the degree applicable hours are less than 12, the per hour tuition charge to determine the COA will be calculated. This will establish the per hour charge used by the Financial Aid Office to build the student budget.

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

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

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

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

## Housing for Less Than Full-Time Enrollment

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

## Refund Policy

Please refer to page 20 in the Finance Section for a detailed description of the withdrawal and refund process for students receiving financial aid.

# SCHOLARSHIPS

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

Abernethy Endowed Scholarship
The American Association of University Women (AAUW) STEM Endowed Scholarship
Nelson Adams Endowed Organ Scholarship
Clegg and Martha Avett Endowed Scholarship
Ira M. Baldwin Endowed Scholarship
Lillian Clayton Baldwin Endowed Memorial Scholarship
Olivia Allison Ball Endowed Memorial Scholarship
C. Grier and Lena Sue Beam Endowed Scholarship
Julia P. and Jesse Franklin Beatty Endowed Scholarship
J. A. Belcher Endowed Scholarship
Belk-Simpson Endowed Scholarship
Nancy Simpson Benfield Endowed Memorial Scholarship
Margaret Wright Black Endowed Scholarship in Music
Embree Blackard Endowed Scholarship
Addie and Don Blake Endowed Scholarship in Music
John S. Boggs Endowed Scholarship
Daniel H. Boyd Endowed Scholarship
Leo and Eleanor Brevard Endowed Scholarship in Math and Science
Brevard College Class of 2001 Endowed Scholarship
Brewer Family Endowed Scholarship
James Brookshire Memorial Scholarship
Gertrude Brown and Vandalyn Brown Barbee Endowed Memorial Scholarship
Mrs. Sara Lois Wolcott Brown Memorial Scholarship
The Caney Edward Buckner and Bess Reap Buckner Endowed Scholarship
Evelyn Sherrill Bunch Endowed Scholarship
Fred B. Bunch, Jr. Endowed Scholarship
Wilmar Shuford Byers Memorial Scholarship in Music
Lucille Siniard Cain Memorial Scholarship in Organizational Leadership
Arthur B. Campbell, Jr. Endowed Scholarship
Carl Carlson Memorial Scholarship in Mathematics
Anne P. Chapin Endowed Traveling Fund
Cornelius Oliver, Albert M., and Nancy McCauley Cathey Scholarship
Richard and Mildred Cherry Endowed Scholarship
Coach John B. Christenbury Scholarship
Class of 1938 Scholarship
Class of 1953 Scholarship
Class of 1957 Scholarship
Class of 1967 Scholarship
Class of 1968 Scholarship
Robert Hunt Clayton Memorial Scholarship
George B. Clemmer Scholarship
Dott Ingram Cofer Endowed Scholarship in Theatre Studies
Mr. and Mrs. Robert D. Coleman, Jr. Memorial Scholarship

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

Jerry Hart Jerome Endowed Scholarship for Organizational Leadership
R. Brian Johnson Endowed Scholarship
William and Marcella Johnson Endowed Memorial Scholarship
Eva H. Jolley Endowed Scholarship
Edwin L. and Annabel Jones Endowed Scholarship
Irene and David Jones Endowed Scholarship
Nora Avahelene Jones Memorial Scholarship
Mary Louise "Marlu" Jones Endowed Scholarship
Henry Watson Jordan Endowed Scholarship
Rev. Dr. David C. and Lynne C. Joyce Endowed Scholarship
Kale Family Scholarship
Kirkman Family Scholarship for Teacher Education
Lin Kolb Endowed Scholarship
Lake Toxaway Charities Scholarship
The Toxaway Endowed Scholarship for Women
LeGere Family Endowed Scholarship in Music
Leon Levine Foundation Endowed Scholarship
Whitman P. Loflin Endowed Scholarship
Lola Allison Lonon Memorial Scholarship
Elizabeth Price Lothery Endowed Memorial Scholarship
Alice A. Lovin Endowed Scholarship
Mark Houston Lowdermilk Memorial Scholarship
Randal J. Lyday Memorial Scholarship
Leighton (Chick) and Ruth Martin Scholarship
Leota Mathews Scholarship for Physical Sciences
Jack M. and Jean C. McCauley Endowed Scholarship
Elaine Walker McDonald and Henry C. McDonald, Jr. Memorial Scholarship in Music
Drs. Charles and Kathleen R. McGrady Scholarship
Margaret K. McKinney Endowed Scholarship
Emmett and Peg McLarty Scholarship
Breanna "Bree" McMahon Leadership Scholarship
Dr. Louis Miles Memorial Scholarship
Coach John Meyerhoff Endowed Scholarship
Josephine Young Miller Endowed Memorial Scholarship
Louise P. Miller Memorial Music Scholarship
Ruth Waggoner Miller Endowed Scholarship
J. William Moncrief Endowed Memorial Scholarship
Carol Tompkins Montgomery Memorial Scholarship in Fine Arts
Paul Morgan Endowed Scholarship
Mr. and Mrs. Donald L. Moore, Jr. Scholarship
Ben R. Morris Endowed Scholarship
Colonel and Mrs. J. Edgar Morris Endowed Scholarship
Wanda Woosley Moser Endowed Scholarship
Grace Munro Endowed Scholarship
Jenny Munro Endowed Scholarship
Albert G. Myers, Jr. Endowed Scholarship
Omicron Delta Kappa (ODK) Leadership Scholarship
John P. Odom Endowed Scholarship

Oliver and Jennie Taylor Orr Endowed Memorial Scholarship
Padrick Endowed Scholarship
E. K. Partin Endowed Scholarship
Wilma and K. W. Partin Endowed Scholarship
Patton Endowed Scholarship
Carlos and Sharon Perez Endowed Scholarship
Thomas O. Porter Memorial Scholarship
Rev. Hubert and Margaret Hague Powell Family Scholarship
Dr. Lewis C. Powell Memorial Music Scholarship
Pamela Bowser Powell Endowed Scholarship
Pryor-Lewis Endowed Scholarship
Quigley/Taylor Endowed Scholarship
H. Cotton Ray Leadership Scholarship
Carol Earle Regier Endowed Scholarship for African American Students
Carol Earle Regier Endowed Scholarship in Music
Ruth and Henry Ridenhour Endowed Scholarship
Lillian and Ivon L. Roberts Memorial Scholarship
Patricia and B. D. Rodgers Endowed Scholarship
Dr. Edwin O. Roland Endowed Scholarship
C. Edward and Brona Roy Endowed Scholarship
C. Edward and Grace Munro Roy Endowed Scholarship
Rutherford College Scholarship
J. Carlyle Rutledge Endowed Scholarship
Donald A. and Jean E. Scott Endowed Scholarship
Richard and Betty Scott Endowed Scholarship
Dimps and Ray Simmons Endowed Scholarship
Allen H. Sims Memorial Scholarship
Vance Alva Smathers Memorial Scholarship
Bernon M. and Irene Smith Endowed Scholarship
Lucile Smith Endowed Scholarship
Henry C. and Annie Call Sprinkle Endowed Scholarship
Mary Frances Stamey Memorial Scholarship
James Walter (Jim) Starnes Endowed Scholarship
Clyde L. Stutts Memorial Scholarship
Ina Stutts Endowed Fine Arts Scholarship
Jane M. Summey Memorial Scholarship
Caroline A. Sweeney Endowed Scholarship for the Fine Arts
Rosa B. Taylor Endowed Scholarship
Catherine and William B. Townsend Endowed Scholarship
Mildred Williams Townsend Scholarship
Dr. Robert G. Tuttle Endowed Scholarship
Estelle and James M. Underwood Endowed Scholarship
Dona D. Vaughn Endowed Scholarship in the Fine Arts
Donald and Max Walser Endowed Scholarship
The Reverend and Mrs. Robert E. Ward Endowed Scholarship
Lillian B. and T. Max Watson Endowed Scholarship
Weaver College Scholarship
Robert Hiram Welch Endowed Scholarship

Daisy Justus Wells Memorial Scholarship
Adele Margaret Weston Endowed Music Scholarship
Robert Allwyn White Endowed Scholarship for Theatre Studies
Elizabeth "Bibba" Whisenant Whitener Endowed Scholarship in Music
Willingham Family Endowed Scholarship
Orville and Edith Woodyard Endowed Scholarship
Joel W. Wright Endowed Scholarship
Zillioux Family Endowed Scholarship

# CAMPUS LIFE

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

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

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

## Service and Volunteer Initiatives

In support of the Brevard College motto "Learn in Order to Serve," the mission of the Office for Service Volunteer Initiatives is to create opportunities for and to inspire students, faculty, staff, alumni, and community to engage in mutually beneficial service partnerships while raising awareness to various cultural 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 and multicultural awareness. In addition to advertising opportunities, we will celebrate the impact made through community service and service learning. The Office is supported by student groups such as BC Serves and other student clubs and organizations. These groups of students serve their community and develop outreach programs.

## Religious and Spiritual Life Program

Seeking to respond to the rich diversity of religious traditions and spiritual practices represented among community members, the College has created a Religious and Spiritual Life Program while maintaining its affiliation with the United Methodist Church. The Religious and Spiritual Life Program is coordinated through the Dean for Spiritual Life and Community Outreach and supported by various Campus Life staff, students, and faculty.

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

# RESIDENCE LIFE AND STUDENT ENGAGEMENT

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

## Residence Life

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

## Student Clubs and Organizations

Student clubs and organizations reflect the energy and interests of a vibrant, involved, creative student body. Campus organizations and activities are open and available to all students regardless of race, color, religion, sex, national origin, sexual orientation, age, disability, or veteran status. Each organization, however, has the right to establish its own standards, including a minimum grade point average, as long as the "Equal Opportunity Policy" is not violated. It is the responsibility of each student to balance participation in activities with academic responsibilities to succeed at Brevard College. The SGA and the Office of Campus Life approve student organizations.

## Student Government Association (SGA)

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

## Campus Activities Board (CAB)

CAB is comprised of a diverse group of students responsible for providing various 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

Intramural and Outdoor Recreation Education provides students with a number of ways to get involved with life on and off campus through hands-on educational opportunities encompassing intramurals, club sports, and outdoor offerings. Intramurals provide opportunities for athletes and non-athletes to engage in friendly competition and enhance skills through various events.

## Student Publications

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

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

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

### Curricular and Co-Curricular Traditions

The College makes a special effort to provide various special events for the campus community.

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

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

**C.R.E.E.K. Week: C**ollege **R**eadiness and **E**xperiential **E**ducation **W**eek is a time for first-time, full-time students to adjust to college life. Campus Life will conduct workshops and activities to assist new students with this transition phase of college.

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

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

**Spring Fest:** A weekend late in the spring semester is set aside for Spring Fest events ranging from live bands, games, and rides, to SGA candidates campaigning for the following year

## PERSONAL DEVELOPMENT AND WELLNESS

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

### Campus Security

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

### Student Conduct Off Campus

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

### Policy to Live Off Campus

Brevard College expects all students to participate in the residential experience by living on

campus while allowing for certain qualifying exceptions and appeals procedures. Therefore, Brevard College assumes that all students will live on campus and those who do not must either meet a policy or appeal to live off campus. To live off campus, students must submit a form by the deadlines communicated by the Department of Housing and Residence Life for each semester. For more information on the appeal to live off campus, please stop by the Campus Life Office in Tornado Alley or visit my.brevard.edu/ICS/Offices/Campus_Life/Student_Handbook/.

## Counseling Services

The Vision of the Brevard College Counseling Center is to create a safe, holistically healthy, and growth-oriented campus community where students, staff, and faculty are able to care for themselves and each other in order to contribute to the overall Mission of Brevard College and its motto, "Cognosce ut Prosis". (Learn in order to Serve)

The Mission of the Brevard College Counseling Center is to provide exceptional mental health counseling, education, and consultation services for the Brevard College Campus and Community in an inclusive and person-centered framework.

We provide presence and a safe therapeutic relational space that allows clients to access their innate ability to grow. We attend to each client's unique needs as it relates to their story and their hope for what they wish for in their life by providing opportunities for healing, learning, and development toward a healthy relationship with themselves and others. We meet the holistic needs of our community by providing education and programs that are relevant, timely, and responsive.

Values: Compassion, Curiosity, Empathy, Non-judgment, Connection, Inclusion

Services Offered:

Individual Counseling and Psychotherapy
Group Counseling
Individual Coaching
Consultation
Mental Health and Wellness workshops for multiple settings and groups

## Medical Services

Brevard College medical services are provided through UWILL Telehealth. UWILL provides medical and counseling services. These services are free of charge for all enrolled students. If a student has the need to be seen in a medical office, Campus Life staff can assist the student in securing an appointment with Pardee. Students have access to the fully staffed emergency room of Transylvania Regional Hospital for serious emergencies and Pardee Urgent Care for less serious issues. Students seeking care from local physicians, urgent care, or the emergency room are responsible for the cost of that care.

## Student Code of Conduct

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

Student Handbook, or any other locations, can be addressed to the Office of the Dean for Students.

## ATHLETICS

In 2020, the Brevard College Tornados became full members of the NCAA Division III and the USA South Conference. The ten-time national champion Brevard College Cycling team joined the USA Cycling Collegiate Division I in 2015 and has continued to lead the nation annually in Mountain Bike competition.
Varsity recognized sports offered at Brevard College are as follows:

| Men's | Women's |
|---|---|
| Baseball | Basketball |
| Basketball | Cheerleading |
| Cheerleading | Cross Country |
| Cross Country | Cycling |
| Cycling | Dance |
| Football | Lacrosse |
| Lacrosse | Soccer |
| Soccer | Softball |
| Tennis | Tennis |
| Track & Field | Track & Field |
| | Volleyball |

## OTHER STUDENT SERVICES

### Food Services

Everything from full meals to light snacks is offered daily in the Auxiliary Gym, Bill's Boiler House, and/or Late Night Snack Bar operated by Brevard College Dining Services. Dining Services offers various selections, including made-to-order omelets for breakfast, freshly baked pizzas, a subs station, vegetarian and gluten-free options, and carved meats. Students with special food needs are encouraged to contact the Director of Dining Services. Meal plans are all you can eat while in the Auxiliary Gym. To-go boxes are available for special circumstances.

### BC Outfitters

BC Outfitters, operated by Brevard College, is located in Tornado Alley. Hours of operation are Monday - Friday: 9 am - 4:30 pm. During special events, such as Family Weekend and Homecoming, the bookstore has extended hours. Students will order textbooks online at www.ecampus.com. The books can be shipped to Brevard College for pick up in the mailroom.

## STUDENT SUCCESS

### Student Success Center in Coltrane

A variety of services meant to improve student success are housed on the main floor of Coltrane. Services include advising, student success coaching, First Year Experience, academic support including tutoring and supplemental instruction, Career Exploration and Development, and the Academic Progress Program for Students.

### Advising & Success Coaching

All first-year students are assigned a professional advisor who will guide them through their first year of college. These professional advisors advise students during SOAR, the College's orientation experience, and continue to serve as both the student's advisor and their First Year Experience instructor throughout their first year at the College. Advisors help students

discern vocation, choose a major, create a class schedule that accomplishes their goals, and connect with appropriate resources to thrive in college.

## SOAR: Student Orientation, Advising, and Registration

Brevard College's Student Orientation, Advising, and Registration (SOAR) event prepares students to begin their educational journey. This comprehensive full-day event introduces incoming first-time freshmen and transfer students to the institution's academic expectations and co-curricular environment. Students attend a session led by a faculty member to experience what experiential education and hands-on learning are about. They gain access to their Brevard College accounts and practice navigating through the Learning Management System (LMS) so they are prepared to start their fall classes. Students also learn about how to get involved and the importance of building connections through a housing and campus life session. A critical component of SOAR is the establishment of early academic mentorship; students are formally introduced to their First-Year Advisor (FYA), who provides continuous guidance throughout their initial academic year. During dedicated individual advising sessions, FYAs collaborate with students to evaluate their academic goals and construct a balanced, individualized course schedule tailored to their interests. Similarly, transfer students receive targeted support through individual consultations with a specialized transfer advisor, who develops their initial schedules and facilitates a seamless transition to a faculty advisor within their chosen discipline. Students who attend in-person SOAR arrive on campus feeling confident to begin their Brevard College experience. Multiple events are held during the spring and summer so that students can select the date that best fits their schedule.

## First Year Experience

The Brevard College First Year Experience (FYE) is designed to facilitate a successful transition to college life and to introduce students to the distinctiveness of Brevard College. FYE begins with intensive programming during C.R.E.E.K. Week (see page 33) and continues with weekly class meetings throughout the first academic year. The curriculum is designed to help students develop connections with fellow students, the campus and surrounding area; to familiarize them with campus resources and opportunities; and to build academic success skills. Students in FYE become an active part of the Brevard College community, and are empowered to take active responsibility for their own education.

## Academic Support

Students have access to free tutoring services for most classes taught at the College. Students can access tutoring by visiting the Student Success Center in Coltrane. Schedules for tutoring are available via my.Brevard.edu. In addition to subject-specific tutoring, students can also get help learning the study and organizational skills necessary to succeed in college.

## Career Exploration & Development

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

## Academic Progress Program for Students (APPS)

The Academic Progress Program for Students (APPS) is designed to help students at risk of performing unsatisfactorily in academics. Students on academic warning or probation are required to participate in APPS for an entire semester. Students will work one-on-one with a success coach and meet weekly throughout the semester to ensure that they have a strategy for remaining on track for academic success.

# ACADEMIC SUPPORT

## J.A. Jones Library

Front and center at the campus' entrance, the Jones Library is a vibrant and active learning center where students collaborate or work independently, discovering new ideas and building a deeper understanding of classroom content, with supportive staff to help them achieve their goals. Included in the library are Education Technology Services, the Center for Teaching and Learning, and Student Accessibility and Disability Services.

The Jones Library was renovated for its 50 th anniversary in 2017, and then again in 2025 to create the expanded Center for Teaching and Learning. Open 86 hours per week during the school year, with extended study hours at the end of each semester, large and inviting library spaces encourage collaboration while smaller individualized rooms foster intense concentration. Students who are most successful in college take ownership of their learning and use a variety of resources to help them attain their academic and career goals.

Librarians are available for help in locating, evaluating, and using information, and they offer a variety of enrichment workshops. Library collections consist of both traditional books and electronic resources, which librarians are conversant with and can assist patrons in locating and using. These resources include nearly 1 million ebooks, 40,000 print volumes, and 30,000 streaming media items. Over 100 databases provide access to additional full-text articles, images and citation. If Brevard College does not own an item, staff can guide you through the interlibrary loan process to acquire the resource from another library. Online resources are available 24/7, on or off campus.

Education Technology staff assist students, faculty, and staff with Canvas, our Learning Management System used in all coursework. Staff provide workshops and training for a variety of technology initiatives that support teaching and learning in the classroom, and they collaborate with other staff in Information Technology to assist students and faculty with their technology needs.

The Center for Teaching and Learning has a variety of materials available for students and faculty to utilize in their coursework, and staff are available to help locate, evaluate, and use these materials. The Center for Teaching and Learning focuses on continual improvement in faculty instruction through regular professional development programming and workshops.

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

## Brevard Career Advantage

Brevard Career Advantage is a four-year program through which we provide all students with a personalized, relationship-rich set of opportunities and experiences to build knowledge, skills, and evidence related to their purpose and pathway at Brevard College, and beyond. The program builds upon the College's strengths and excellence in teaching and learning and provides each student with a clear and attainable plan that links their educational experiences to the career and post-college life to which they aspire.

Faculty and staff collaborate to help each student create a customized, flexible roadmap that supports each student's fulfillment of their purpose and achievement of their goals, moving the students towards their post-graduate employment, experience, or education. We additionally help students maintain portfolios of evidence related to their skills, knowledge, and experiences that can be shared with potential employers and/or graduate schools. Our entire campus community looks for opportunities to connect with students related to their roadmap and actively seeks out ways to support the growth of BC students.

### Mathematics Academic Support Course

Brevard College offers a developmental course in mathematics, MAT 100, aimed at assisting students whose academic preparation in this subject area has not been adequate to begin college-level coursework. This intensive course does not count toward graduation, but does count toward maintaining satisfactory progress for enrollment purposes. For a description of the focus and content of this course, see Mathematics Academic Support Course (page 176). Students' high school performance, SAT scores, and subject area placement test scores are used to determine enrollment into this course.

## 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 behavior is unsatisfactory or who, for any other reason, fails to uphold the standards, ideals, or regulations of the College.

### Student Freedom, Responsibility and Accountability

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

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

The College views student conduct as a developmental process and learning experience that can result in growth, behavioral changes, and personal understanding of one's responsibilities and privileges within the College's environment. To this end, the student conduct policies attempt to balance an understanding and knowledge of students and their needs and rights with the needs and expectations of the College and the larger community. The College student conduct policies utilize a comprehensive array of approaches to support Brevard College values and honor community standards.

Students are treated with care, fairness, tolerance and respect, with decisions made relative to the needs and circumstances of all concerned. The needs of respondents charged with violations, person(s) who report being the victim of another student's actions, and the

community, at large, are judged to be equally important. Students at Brevard College may take advantage of the various resources of the College to further their development.

### Academic Rights of Students

Every student at Brevard College has the following academic rights:

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

## ACADEMIC EXPECTATIONS OF STUDENTS

### Class Attendance Policy

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

Faculty will record attendance in the College's Learning Management System. These data will be used by the Office of Academic Affairs to guide the Student Success Team in offering support to and making decisions about a student's continued enrollment at the College, financial aid, and access to Campus Life resources, including but not limited to campus housing and dining services.

Students who fail to attend any courses for which they are registered within the first three weeks of class will be subject to an adjustment of their financial aid award to reflect financial aid eligibility for only those courses they are attending. The College is required by federal regulations to ensure that students receive financial aid only for those courses that they attend and complete. Brevard College will accommodate short absences for services in the Armed Forces.

### Excused Absences for School-Sponsored Events

Students may not be penalized for missing class due to official school-sponsored events, including official athletic travel, fine arts performances, field trips, or other special events that require students to miss regularly-scheduled classes. For athletic travel, faculty will be notified in advance of the anticipated absence by the Director of Compliance and Academic Services or their designee. For absences arising from participation in Campus Life programming, academic events, or other school-sponsored activities, the appropriate faculty or staff member leading the program or event will notify faculty of the anticipated absence in

advance. Students will also be responsible for informing their faculty members of expected school-sponsored absences in advance.

For absences arising from official school-sponsored events, faculty members should mark the students as Absent and Excused in the Learning Management System. Students who are absent under these circumstances should not be marked as Present as students are still required to attend at least 70% of the meetings of any course in order to earn credit, and the College must be able to track all absences, excused or unexcused.

## Absences from Campus for Professional Competitions

Students who participate in professional competitions (athletes, artists, etc.) and anticipate needing to be absent from their classes for more than one week must first seek approval from the Office of Academic Affairs, at least three weeks in advance of the expected absence. This includes students who expect to arrive on campus after the start date of a semester because of participation in professional athletics events and competitions.

Before approving an absence or late arrival for students, the Office of Academic Affairs or their designee will first consult with the student's professors to determine whether or not the requested absences will cause the student to be unable to satisfactorily complete all requirements of their course. Faculty members will also be asked to indicate alternative learning plans for these students in the event their absence from campus is approved. The Vice President of Academic Affairs will make a final determination about the student's request for an absence from campus for participation in professional athletics events.

Under no circumstances may a student miss more than 30% of scheduled class meetings for any course. Students who are approved for an extended absence from classes under this policy will still be required to attend at least 70% of all class meetings for each of their classes in order to earn credit, and approved absences will still count toward the 30% absence calculation.

Because these absences are not for school-sponsored events, faculty members are not obligated to excuse them even if they approve a student's absence from their classes for school-sponsored athletics events. Faculty may count these approved absences toward their regular absence policy in their course so long as they inform the student of the potential consequences for these absences.

## Remote Learning Policy

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

Requests for remote learning beyond one calendar week (two consecutive M/Th or T/F classes or one Wednesday course, for example) must be approved through the Office of Academic Affairs. To make a request, students should contact the Vice President of Academic Affairs (VPAA) and provide documentation of medical or other circumstances that prevent in-class attendance. The VPAA or their designee will work with faculty members to determine whether or not it is possible for the student to satisfactorily complete all course requirements via an alternative learning plan without fundamentally altering instructional delivery and course requirements. If all the student's faculty members agree that an alternative learning plan is possible and appropriate, the VPAA will review the plans and make the final decision on the student's request for remote learning. As part of the approval process, the VPAA will make a determination about how the alternative learning plan will impact compliance with the requirement for students to attend at least 70% of course meetings, and this will be communicated to students and professors when the VPAA communicates their decision about the request.

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

## Field Trip Notification Policy

All required class field trips outside the normal class meeting time must be approved by the appropriate division chair. The date and time of a required field trip should be listed in the course syllabus whenever possible so that students can plan appropriately and discuss any missed class time with their other instructors well in advance of the field trip. If a course has a required weekend field trip, then it must be listed in the course schedule for registration.

If a required field trip is not listed in the syllabus, then it must be approved by the division chair and notification must be given to students in the class at least four weeks in advance of the trip. If a field trip is not included in the course syllabus and the faculty member does not give at least four weeks' notice to students, the field trip cannot be required.

Faculty must provide at least four weeks' notification of the field trip to the faculty as a whole. At least four weeks prior to the trip, instructors must send a general email to the faculty listing the students who will be attending the field trip, and the date, time, and nature of the field trip. Notification of field trips that will occur during the first four weeks of the semester should be sent by the first day of the semester. A follow-up reminder must be sent to faculty one week before the trip.

As a professional courtesy and to encourage field-related experiential education opportunities across the curriculum, faculty should make every effort to accommodate a student absences from their classes for field trips in other classes, so long as the student's absence from their class for the field trip does not lead to an excessive number of class absences or adversely affect a student's grade. In addition, instructors scheduling field trips should minimize recurring conflicts with other classes, especially those courses that meet only once per week.

## Absences for Co-Curricular Participation

It is expected that students who participate in College-sponsored activities will miss as few classes as possible. Coaches and others responsible for scheduled activities requiring students to be absent from classes must try to keep such to a minimum by using the following strategies: Absences should be scattered throughout the week so that they do not always occur on the same day of the week; activities requiring students to be absent for sequential days should, whenever possible, be scheduled to coincide with College breaks.

Students should be notified at the beginning of any activity of all probable absences from classes. Faculty members should be notified of planned absences as far in advance as possible, either four weeks before the expected absence, or as soon as the expected absence is scheduled. This notification should be in the form of an email to all faculty that includes the names of students who are participating, and the date, time, and nature of the planned absence. Students should be reminded of their responsibility to initiate conversations with their faculty members about planned absences and their make up work plans prior to the absence.

## Athletic Activities Scheduling

Class offerings will be restricted during the Athletic Window, which is between 4:00 and 7:00 PM Monday through Friday. Few classes will be scheduled during this time period, and any that are scheduled will require prior approval by the Vice President of Academic Affairs. Exceptions to this scheduling policy will be granted for courses with multiple sections, small musical ensembles, and a small number of classes and labs that meet during the athleticwindow only once a week. Evening classes will be scheduled to begin at 7:00 PM or later.

Student athletes will be able to register for classes at all times outside this window and will not be allowed to miss classes outside this window for athletic responsibilities except for primary season intercollegiate competitions. Responsibilities of student athletes outside the designated Athletic Window (practices, team meetings, etc.) may be scheduled after students register for classes, based on student class schedules, but not before. Student athletes should not be discouraged to attend certain class meeting times (the 2:00 - 3:15 PM course meeting time, for example) in order to facilitate athletic meetings outside the designated Athletic Window. Any early morning athletic activities must end by 7:30 AM.

## ACADEMIC EXPECTATIONS OF STUDENTS

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

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

### Academic Integrity and Class Conduct Policy

Dishonesty in any form undermines the efforts to create and maintain an atmosphere in which students can develop a sense of self-worth and establish patterns of personal integrity. Academic dishonesty can take a variety of forms. Violations include, but are not limited to, the following examples:

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

## Class Conduct Expectations

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
- Exhibiting conduct during class that displays self-respect and respect for others.

Any conduct by a student that is detrimental to that student's success or best performance or to the success or best interests of the class may result in the temporary or permanent removal of the student from the class. Detrimental activities include:

- Excessive absences or tardies
- Side conversations or other rude, distractive, or disruptive behaviors
- Lack of effort
- Fighting
- Threatening behaviors
- Profanity
- Verbal abuse
- Direct defiance of the teacher's authority
- Other verbal or non-verbal behaviors that are negative influences upon others

## Disciplinary Process for Infractions

In the event of academic dishonesty or detrimental class conduct by a student, the instructor must provide the student with written and dated documentation describing the incident and outlining the penalties imposed. In general, penalties should range from a grade of zero on the assignment to exclusion from the class for a time, up to the rest of the semester for egregious violations, and/or a final grade of F for the course. If a student wishes to appeal the decision of an instructor regarding incidents of academic dishonesty or class conduct, the student should consult with the appropriate Division Chair, normally within five class days of receiving notification from the instructor. If resolution at that level is not achieved, the student may appeal in writing to the Vice President of Academic Affairs (VPAA), whose decision is final.

Faculty members should submit documentation of all incidents of academic dishonesty and class conduct violations to the VPAA by emailing the written and dated documentation that was provided to the student to the VPAA. Such documentation will be kept on file until the student graduates from Brevard College or until such time as the student has not been enrolled at the College for at least three semesters. In determining the severity of sanctions for students who engage in academic dishonesty or detrimental class conduct, faculty members who have reason to suspect a pattern of infractions may consult with the VPAA to determine whether or not there is documentation of prior incidents for the student in question.

Any student who is involved in more than one incident of academic dishonesty or detrimental class conduct is subject to Directed Withdrawal from the College and may be placed on Academic Suspension for one semester. Directed Withdrawal from the College and/or Academic Suspension will be initiated by the VPAA if the VPAA determines that the student's pattern of behavior justifies one of these actions. Please refer to page 56 of the catalog for directed withdrawal.

### Student Academic Complaints, Grievances, and Grade Appeals

Students who believe their academic rights have been violated may submit an academic complaint. Refer to page 39 for listed student academic rights. Academic complains fall into the following general categories:

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

### Academic Complaint, Grievance and Grade Appeals Procedure

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

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

If students are unable to satisfactorily resolve the matter through discussing it with their course instructor, the next step is to formally submit the complaint, grievance, or grade appeal in writing using the Brevard College On-Campus Course Education Grievance Form which is available via the Registrar's webpage on my.brevard.edu to the appropriate division chair. (If you are unsure of who the appropriate division chair is, please check with the Registrar's Office.) The division chair will make a decision about the grievance within five days of submission of the Grievance Form.

If the student remains unsatisfied after the division chair makes a decision about the grievance, the student may make a final appeal to the Vice President of Academic Affairs (VPAA). In order to submit a final appeal, the student should submit the Education Grievance Form and a copy of all communication about the grievance between the student, course instructor, and division chair to the VPAA via email (vp-aa@brevard.edu.) The VPAA will contact the parties involved if additional information is needed. The VPAA will make a final decision, and the student, course instructor, and division chair will be notified in writing of this decision. The decision made by the VPAA is final.

## 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 are re-admitted to the College to the time of their graduation. Candidates for graduation who wish to transfer credit back to Brevard College to complete a degree must use the catalog they listed on their graduation application.

## 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.

## General Education Requirements

Students must satisfy all General Education Requirements. Transfer students should refer to the Transfer Credit section on page 46.

## 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 of Academic Affairs reserve the right to judge the advisability of an applicant's admission to any particular major. Each student's major program must be arranged under the direction and with the approval of a faculty advisor and must be planned with a view toward obtaining reasonable mastery of a chosen field, with due provisions for work outside the field. To graduate, students must complete the requirements of at least one major program as described in the section entitled "Academic Programs" beginning on page 72. Major programs may specify whether or which General Education courses can count as part of the major. Students who pursue more than one major must complete at least 15 credits in each major that are not duplicated in the other major(s). A student may select a maximum of three majors, three minors and three concentrations. Students must finish their degree, regardless of number of majors, minor or concentrations, within the Maximum Attempted Credits Allowed (150% Requirements) (page 24). Students wishing to declare more than one major, minor or concentrations must submit an academic plan at the time of declaration that outlines how they will complete their degree within the 150% requirements.

Minors are also available in many fields. A minor normally consists of 17-21 credits and is recorded on student transcripts. A student may not major and minor in the same discipline. A minor contains at least nine credits not duplicated in the student's major(s) or in any other minor(s) that the student is pursuing. A student may duplicate hours between the minor and the General Education Requirements, unless otherwise stated in the specific minor. Requirements for minors begin on page 115.

## Grade Point Requirements

Candidates for graduation must have earned a minimum cumulative overall grade point average of at least 2.000 in all coursework at Brevard College, and a minimum cumulative grade point average of at least 2.000 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.

## Graduation Application

Two semesters prior to the planned graduation, all students must officially apply for graduation by completing a graduation application. The completed application is required and necessary for processing the degree audit and for ordering diplomas. Students who do

not graduate in the semester for which they file the graduation application must notify and make alternate arrangements with the Office of the Registrar.

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

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

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

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

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

Appeals to this policy should be directed to the Vice President 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 regionally accredited colleges and universities. To receive credit, a student must have an official transcript sent to Brevard College from each institution attended and from each testing agency – Advanced Placement (AP), the College Level Examination Program (CLEP), Cambridge International Exam (AICE), and the International Baccalaureate (IB). Transcripts of readmitted students

are evaluated on a case-by-case basis to determine that prior-earned credits continue to meet current disciplinary standards. Greater scrutiny is given to courses more than 10 years old. Students may be asked to supply a syllabus from the courses for which they have earned credit and a catalog from the institution. Those courses may be validated by examination and must be considered college level-courses by the appropriate Division Chair. Documentation must be provided and approved in order for students to receive credit for job-related experiences, the military, and for expertise in a subject area.

## Transfer Students

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

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

- No credit shall be recorded until an official transcript has been received.
- Credit will be accepted from colleges and universities that are approved as university-parallel institutions.
- A student may receive a cumulative maximum of 92 semester hours of transfer credit for courses from colleges and universities that were earned with a grade of "C –" or above, AP, CLEP, ACE, and IB credit, and documented experiential credit.
- Equivalent credit will be awarded for courses similar in content to courses offered at Brevard College.
- A student must complete a minimum of 32 semester hours at Brevard College in order to graduate from Brevard College.
- Students seeking a baccalaureate degree from Brevard College must complete at least 50 percent of course requirements in each chosen major and minor at Brevard College including specific courses or requirements designated within the major. The designated courses or requirements required by each major are determined by each respective major.
- Transfer students enrolling at Brevard College for the purpose of earning a baccalaureate degree must adhere to College policies governing core distribution requirements while enrolled at Brevard College.
- After the student's last enrollment at Brevard College, no more than 11 hours may be transferred back to Brevard College to complete a degree. This may be done with the understanding that the College accepts a maximum of 92 total transfer hours.
- All courses submitted for transfer credit that have been earned with a "C–" or above will be given consideration for fulfillment of General Education, major, and/or minor requirements, and elective credit.
- Credit is granted for the subject examinations that meet the required scores from AP, CLEP, AICE, and IB. An official transcript from these agencies must be sent to Brevard College for evaluation. A list of approved courses and the required scores may be obtained from the Office of the Registrar or from the Registrar's page of the Brevard College website.
- Credit for job-related experience, military service, and expertise in a subject area is

subject to the Prior Learning Credit policy found on page 60.
- Proficiency credit, placement credit, credit by examination, or credit for non-college-level courses awarded by another institution does not transfer.
- Grades and the grade point average earned at another college or university do not transfer to Brevard College. Semester hours for courses earned with a "C–" or higher will transfer and are counted in the total hours and for courses required for graduation credit. Courses with a grade of "P" are not transferable.

## Policies Governing Transfer Credits

1. All degree-seeking students must enroll in an First Year Experience (FYE) course their first two semesters at Brevard College. Any entering transfer student with fewer than 28 credits is classified as a freshman and must take FYE 101 or HON 101. A first-time freshmen with dual-enrollment credits, regardless of credits transferred, will take FYE 101 and 149. (Note: No grade of W will be given for FYE 101 or 149).

2. 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.

## Transfer Procedure

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

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

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

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

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.

## Acadeum Courses

Brevard College offers students the opportunity to take online courses through our partnership with Acadeum. These courses from accredited institutions within the consortium are reviewed and pre-approved by the appropriate Division Chair. If a course is taken by a student through Acadeum, it will be noted as an Acadeum course and both the course credit and the grade will be recorded on the student's transcript. The grade will also be included in the student's GPA calculation.

# ACADEMIC PROGRESS

## Grading System

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

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

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

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

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

| Letter | Interpretation |
|---|---|
| AU | Audit |
| CR | Credit (Satisfactory completion of a course; counts only as hours earned.) |
| E | Conditional failure (Student is entitled to reexamination within 30 days otherwise, the E converts to an F.) |
| EX | Prior Learning Credit (See page 60.) |
| I | Incomplete (See description on page 59.) |
| IP | In Progress (Course in which student is currently enrolled during semester.) |
| K | Credit by examination (See page 60) |
| 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, page 7). 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 quality hours attempted.
5. The result is the grade point average.

## SATISFACTORY ACADEMIC PROGRESS POLICY (SAP)

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

### Good Standing

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

Table 1
Minimum Academic Requirements for Satisfactory Academic Progress at Brevard College

| *Completed Semester Hours* | *0-27* | *28-59* | *60 or More* |
|---|---|---|---|
| *Earned Cumulative GPA* | *1.60* | *1.80* | *2.00* |

Transfer students will base their completed hours on the total number of hours transferred into the College plus the number of hours completed at Brevard College.

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

Table 2
Classification of Students

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

## Academic Warning

A student failing to meet the requirements for Satisfactory Academic Progress (Table 1) by semester's end will be placed on Academic Warning. In addition, a student with a semester GPA below 1.0 but otherwise satisfactory cumulative GPA will be placed on Academic Warning. Exceptions may be made for students who have earned the required cumulative grade point average but are slightly deficient in earned hours.

Academic Warning is a subcategory of Academic Good Standing, differing only in the following study conditions coordinated by the Vice President of Academic Affairs. Students on Academic Warning must meet the following conditions:

1. Meet with the Associate Dean for Student Success on the first Wednesday of the semester to begin participation in the Academic Progress Program for Students (APPS-see description below).

2. At this first meeting, the student establishes and agrees to an Academic Success Plan for the semester. Students must agree to the terms of the Academic Success Plan or the student will not be able to continue at Brevard College and will be immediately suspended. Failure to adhere to the conditions of the student plan during the semester could result in immediate suspension.

3. Student must enroll in at least 12 and no more than 15 hours (without prior permission).

4. Student must work to maintain satisfactory progress toward good academic standing by semester's end. (In some situations, students find it desirable to repeat courses in which they have earned low grades previously. Students enrolled in the APPS program should keep in mind the possibility of replacing low grades in up to four courses by repeating those courses. The initial grades will remain on the student's transcript but only the new grades will be calculated in the cumulative grade point average.)

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

## Academic Probation

A student who was on Academic Warning the previous semester and failed to meet the requirements for Satisfactory Academic Progress (Table 1) by semester's end will be placed on Academic Probation. Students who were placed on Academic Suspension but whose appeals were granted will also have a status of Academic Probation. In addition, any student who returns to Brevard College after serving an Academic Suspension will be placed on Academic

Probation if the student does not meet the requirements of Satisfactory Academic Progress (Table 1). In addition, first semester freshmen who are considered for Academic Suspension may instead be placed on Academic Probation if warranted.

Students on Academic Probation are not considered to be in Academic Good Standing at Brevard College. Students on Academic Probation are not eligible to participate in athletic events as per SAC-NCAA policy. Students on Academic Probation must meet the following conditions:

1. Meet with the Associate Dean for Student Success on the first Wednesday of the semester to begin participation in the Academic Progress Program for Students (APPS-see description below).

2. At this first meeting, the student establishes and agrees to an Academic Success Plan for the semester. Students must agree to the terms of the Academic Success Plan or the student will not be able to continue at Brevard College and will be immediately suspended. Failure to adhere to the conditions of the student plan during the semester could result in immediate suspension.

3. Student must enroll in at least 12 and no more than 15 hours (without prior permission).

4. Student must work to maintain satisfactory progress toward good academic standing by semester's end. (In some situations, students find it desirable to repeat courses in which they have earned low grades previously. Students enrolled in the APPS program should keep in mind the possibility of replacing low grades in up to four courses by repeating those courses. The initial grades will remain on the student's transcript but only the new grades will be calculated in the cumulative grade point average.)

5. In some cases, students may be encouraged to complete coursework over summer months. If successful in these summer courses, grades will be evaluated and satisfactory academic progress will be reviewed prior to the start of the next semester.

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

At the end of a semester on Academic Probation, if a student fails to meet the standards of Satisfactory Academic Progress (Table 1), 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.

## Academic Progress Program for Students (APPS)

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

## Academic Suspension

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

**Academic Good Standing** based on academic performance **(as described below)**. Students will be automatically placed on Academic Suspension at the end of any semester when they meet either of the following conditions:

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

Students who are in their first semester at Brevard College and who earn a semester GPA of below 1.0 may not be subject to Academic Suspension upon completion of their first semester. Instead, these students will be placed on Academic Probation and subject to the requirements outlined above related to the status of Academic Probation. However, students classified as freshmen but in their second semester may be suspended.

## 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 Vice President 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. Students placed on Academic Warning or Academic Probation may not appeal, but successful completion of additional courses, especially over summer months, may contribute toward regaining Academic Good Standing.

## Readmission Application Process Following Suspension

Students who are suspended may apply to return to the College after a minimum of one semester of suspension. Readmission to the College following Academic Suspension must be approved by the Vice President of Academic Affairs. The readmissions process requires former Brevard College students who were suspended to submit to the Admissions Office:

- Completed application for admission available at brevard.edu.

- Official transcripts from each college previously attended after suspension from Brevard College.

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

## Voluntary Withdrawal from the College

Students may elect to voluntarily withdraw from the College before the semester's deadline for withdrawal (indicated on the Academic Calendar, page 7, as the last day to withdraw with a grade of "W.") Students will be allowed to withdraw officially from the College (see Academic Calendar for deadlines, page 7) only after they have completed the appropriate Electronic Withdrawal Process through the Office of Academic Affairs.

In order to initiate a withdrawal, students must contact the Office of Academic Affairs to request to begin the voluntary withdrawal process. The student must complete the College's Electronic Withdrawal Form via the link provided when the student indicates a desire to voluntarily withdraw from the College.

Once the student has completed the Electronic Withdrawal Form, the Office of Academic Affairs will inform the student's faculty members and any appropriate campus offices of the student's desire to voluntarily withdraw. The student will be required to consult with the Assistant Vice President of Admissions and Financial Aid or their designee, as well as the Student Accounts Manager, in order to determine the financial aid and finance repercussions of voluntary withdrawal. The student may also be required to consult with the Vice President of Academic Affairs or their designee depending on the circumstances of the voluntary withdrawal. Students will be specifically informed about each required consultation, and the appropriate individuals will reach out to the student directly to initiate these consultations.

After all necessary consultations are complete, the Office of Academic Affairs will contact the student to confirm their intent to voluntarily withdraw from the College. The student must respond affirmatively to confirm their intent to withdraw from the College, after which time the Office of Academic Affairs will inform the student, their faculty, and appropriate campus offices that the student's voluntary withdrawal has been completed. In the event a student fails to respond affirmatively to this communication, the Vice President of Academic Affairs may approve proceeding with the withdrawal.

Any appropriate tuition refunds will be based on the date the student officially begins the withdrawal process by completing the Electronic Withdrawal Form. In general, the process will be completed within two business days after the student initiates the process. Refunds will only be considered if the student follows the official voluntary withdrawal process as outlined herein.

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 the semester during which the student withdraws. Such determinations will be based on federal and state guidelines and disclosed to the student during their consultations with the Office of Financial Aid and the Student Accounts Manager. Students who voluntarily withdraw from the College must leave the campus within 12 hours of completing the withdrawal process unless other arrangements are made with the Office of Academic Affairs.

Please refer to the Withdrawal Refund Policy on page 20 and page 207 of the Catalog.

## Summer Term Voluntary Withdrawal

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

Students who voluntarily withdraw from the College during the summer 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. Refer to the Academic Calendar for summer term dates on page 10.

## Withdrawal After Deadline

Students may only voluntarily withdraw from the College before the date indicated on the Academic Calendar as the last day to withdraw with a grade of "W." In the event it is

necessary for a student to withdraw from the College after this date, the grade assigned for the course will be the grade the student earns in the course, even if this grade is negatively affected by the student's early departure from the College.

## Health Crisis Withdrawal

Students who face a severe mental or physical health crisis after the last date to withdraw from courses during a given semester may appeal to the Office of Academic Affairs for a Health Crisis Withdrawal. In order to initiate this appeal, the student must contact the Office of Academic Affairs to inform them of the circumstances of the crisis. In considering the request, the Office of Academic Affairs reserves the right to request verification of the circumstances, which may take the form of communication with the student's healthcare providers and/or parents or guardians.

In the event College faculty or staff are made aware of a physical or mental health crisis which would cause the student to be unable to communicate with College officials about the situation, and which may lead to the student receiving poor or failing grades for most or all of their classes for the semester, faculty or staff members may communicate with the Office of Academic Affairs to make them aware of the situation so that the student can be considered for a Health Crisis Withdrawal. Staff in Campus Life should first consult with the Dean for Students to initiate the process.

The Office of Academic Affairs will consider the student's circumstances and issue a decision about whether or not the student will be granted a Health Crisis Withdrawal. The Office of Academic Affairs will communicate the decision about the Health Crisis Withdrawal to the student and, in the event the withdrawal is approved, to the Registrar, who will withdraw the student from their courses. The decision of the Vice President of Academic Affairs is final.

Students who are granted a Health Crisis Withdrawal will receive a grade of "W" for their courses for the semester regardless of the date the withdrawal was approved.

When the Office of Academic Affairs approves a Health Crisis Withdrawal, they or their designee will communicate this decision to the offices of Financial Aid and Student Accounts, the student's faculty, Student Success, and others who should be notified of withdrawal so that units outside of Academic Affairs are able to preserve their ordinary processes and records.

## Directed Withdrawal

The College reserves the right to require, after appropriate staff evaluation, the withdrawal, from the College as a whole or from individual courses, those students who have been placed on 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 and to the Academic Expectations of Students section of the College Catalog for additional information related to the types of attitudes/behaviors that would be considered detrimental to these ideals and standards. Directed withdrawal for disciplinary action will be initiated by the Dean for Students or their designee, who will notify the VPAA of the student's suspension. The decision of the Dean for Students about disciplinary directed withdrawal is final.

Additionally, students may be directed to withdraw if their academic performance is not at an acceptable level as determined by the Vice President of Academic Affairs.

Circumstances that would lead to an academic directed withdrawal include habitual failure to attend class or complete assigned coursework, or other circumstances that might lead to

the student earning grades of "F" for all or most of their coursework for a given semester. Academic directed withdrawal may also be initiated by the Vice President of Academic Affairs at any time for students who are on Academic Warning, Academic Probation, or Academic Suspension and who, after counseling from the Vice President of Academic Affairs or other academic or student success staff, fail to take necessary steps to return to Satisfactory Academic Progress. The decision of the Vice President of Academic Affairs regarding academic directed withdrawal is final.

Such evaluation for disciplinary or academic directed withdrawal may take place at any time. Students directed to withdraw must leave the campus immediately (unless exceptions are provided by the Vice President of Academic Affairs and the Dean for Students). Students placed on disciplinary suspension are subject to directed withdrawal. The Vice President of Academic Affairs will direct the Registrar's Office to withdraw the student from their courses, then provide appropriate notification of the directed withdrawal to the student, the student's faculty members, and other campus offices as appropriate.

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 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.

Please refer to the Withdrawal Refund Policy on page 20 and page 207 of the Catalog.

When the Vice President of Academic Affairs and/or the Dean for Students determines that a student will be subject to Directed Withdrawal, they or their designee will communicate this decision to the offices of Financial Aid and Student Accounts, the student's faculty, Student Success, and others who should be notified of withdrawal so that units outside of Academic Affairs are able to preserve their ordinary processes and records.

## Course Withdrawal

At any point during the first 5 class days of a semester, a student may drop any course in which they are enrolled without any record on their transcript. After the first 5 class days of a semester, a student may withdraw from a class with a grade of "W" at any point before the last date to withdraw from a course with a grade of "W," as indicated in the Academic Calendar (see page 7).

Withdrawal from a course during the permitted period of the semester should be initiated by the student, who should contact the Registrar's Office to request a Course Withdrawal Form. Students should meet with both their advisor and the course instructor to discuss potential repercussions of withdrawing from the course. In order to complete the process and be officially withdrawn from a course, the student must receive the signatures of the course instructor and their advisor on the Course Withdrawal Form. Student athletes are required to obtain the signature of the Director of Compliance and Academic Services.

Once the appropriate signatures are obtained on the Course Withdrawal Form, the student must submit the completed form to the Registrar's Office. Students are solely responsible for submitting the form to the Registrar's Office, and will not be withdrawn from the course until they submit the completed form. The completed form must be returned to the Registrar's

Office before the end of the business day on the date indicated on the Academic Calendar as the last day to withdraw from a course with a grade of "W."

Students who withdraw from a course at Brevard College during the withdrawal period will receive a "W", which will be recorded on the student's official transcript. After the withdrawal period, the student will receive the grade earned for the course. (Note: Because FYE 101 is required of all first-time, first-year students, no grade of "W" will be given for FYE 101; withdrawal from the course will result in a grade of "F".) For information on how withdrawals affect Financial Aid SAP refer to page 23. Any student having been found guilty of an Honor Code violation who withdraws from a course will receive a grade of "F" and forfeit the right to appeal the penalty of the Honor Code violation.

Enrollment in fewer than 12 semester hours does not constitute full-time enrollment, and may negatively impact Campus Housing, Athletics, and Financial Aid. Withdrawal from a course may jeopardize full-time enrollment.

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

### Leave of Absence

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

## POLICIES AND PROCEDURES

### Semester Confirmation and Class Registration

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

### Faculty Advisor

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

### Student Course Loads

A full-time semester course load is 12-19 hours. Normally, students should expect, during a normal class week, to devote, on average, two hours outside of class for every one hour in class. Registering for more than 19 credit hours in a semester produces an overload. Overloads are permitted only in exceptional situations. A student may schedule an overload

only if that student presents an overall GPA of at least a 2.50. Academic advisors may approve an overload of 20 hours; registration for more than 20 hours must be approved in advance by the Division Chair and notification must be sent to the Registrar's Office. Registration over 24 credit hours is not allowed.

## Adding and Dropping a Course

Students may add and drop a course in the first five class days of a semester. Students should discuss adding and/or dropping with their academic advisor.

## 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 7). When requesting a grade of Incomplete, the student must have a passing grade in the course.

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

## Auditing Courses

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

Students earning credit receive 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 must obtain permission from the course instructor before registering. Auditors will be registered on a space-available basis after August 1 or January 1. Online courses may not be audited.

## Courses Taken Elsewhere After Enrollment at Brevard College

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

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

## Credit by Examination

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

**College Level Examination Program (CLEP)**: Scores must meet Brevard College standards and will be treated as transfer credit. No CLEP credit may be received for a course a student has attempted and failed. In addition, a student cannot be registered for a class when taking a CLEP test for that class. Not passing a CLEP test requires a wait of six months to take it again. Although Brevard College does not administer CLEP testing, OPEN CLEP testing sites can be found at collegeboard.org. Credit will still be awarded as stated above.

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

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

**Pearson Edexcel:** Brevard College accepts applicable credits from Pearson Edexcel courses. Students must complete these courses before graduation from high school in order to receive credit. A transcript of scores must be sent directly to Brevard College from Pearson. When the scores are received, they will be evaluated to determine whether they meet the standards established at Brevard College for granting Pearson credit and how much credit may be awarded.

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

## Prior Learning Credit

Credit may be obtained for life learning experiences that take place prior to attending Brevard College. Students may apply for experiential life credit if all the conditions listed

below regarding such credit have been fulfilled. A student may receive no more than six credit hours of experiential life credit. Appeals for additional life credit must be approved by the Vice President of Academic Affairs.**The conditions are as follows:**

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

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

## Study Abroad

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

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

## Access to Educational Records

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

## Student Privacy of Records

Students enrolled in the College's distance education courses or programs are covered by the same privacy policy as all faculty, staff, and students of the College. The complete privacy policy can be found on the main webpage.

The privacy of student education records is governed by FERPA. Any method used by the College to verify student identity must protect the privacy of student information and be in compliance with FERPA and the College's privacy policy.

## Official College Communications

Brevard College has established electronic mail as a primary medium for official communication with students, faculty, and staff. Each registered student, active faculty, faculty emeritus 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. Any information sent by the College to the individual's Brevard e-mail address may contain legally privileged and confidential information intended only for the use of the individual.

If the reader of the message is not the intended recipient, any dissemination, distribution, response, or duplication is strictly prohibited. Intentional interception or dissemination of electronic mail not belonging to you may violate federal or state law.

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. In addition, Brevard College students should regularly access personal information (grades, account information, etc.) through my.brevard.edu (following instructions provided by the IT department), as well as general College information.

## Transcripts

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

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

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

Requests for official transcripts may also be made in person in the Office of the Registrar, Beam Administration Building, Room 105; mailed to the Office of the Registrar, Brevard College, One Brevard College Drive, Brevard, NC 28712; or faxed to ATTN: Office of the Registrar, 828.641.0390. There is a charge of $4.00 per transcript.

## Post Baccalaureate Studies (and Second Degrees)

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

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

## Additional Major

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

- Fill out an application for readmission to the college.
- Notify the Registrar of intent by filling out a Completion of Additional Major Form.
- Complete all requirements for the second major.
- A student who has completed an additional major will not take part in a second graduation ceremony nor receive a second diploma from Brevard College. A dated notation will be made on the transcript that an additional major was earned.
- If a student completes two majors that fall within different degrees, the degree conferred is determined by the first major as designated by the student.

## Repeating Courses

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

**If a course is repeated at Brevard College:**

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

**If a course is repeated outside Brevard College:**

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

- The semester hours earned on the final attempt of the course will contribute to the total hours earned by the student at Brevard College.
  *Note: Financial Aid can only be given one additional time for a course that is being repeated and was previously passed.*

## Academic Forgiveness Policy

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

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

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

## Assignment of Credit Hours for Courses

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

- One credit hour of work will equal at least one hour of classroom or direct faculty instruction plus a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester, or the equivalent amount of work over a different amount of time.

- Intensive, study-away, or primarily field-based courses may reach the total of direct faculty instruction plus out-of-class student work in different formats and time-frames, utilizing any combination of face-to-face instruction and outside-of-classroom work or activities.

- For other academic activities such as lab work, internships, practica, studio work, and courses that are entirely skill-based, one credit hour equates to a similar total of three hours of student work per week for approximately 15 weeks for one semester, or the equivalent amount of work over a different amount of time.

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

## Recurring and Variable Credit Courses

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

## Exceptions to Academic Standards

All requests for waivers of, exceptions to, or substitutions for policies and procedures must

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

# HONORS & AWARDS

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

## Dean's List

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

## Honor Roll

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

## Graduation With Honors

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

| | |
|---|---|
| **summa cum laude** | 3.9 |
| **magna cum laude** | 3.7 |
| **cum laude** | 3.5 |

## Honor Societies

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

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

**Beta Beta Beta:** The Rho Pi chapter of the Beta Beta Beta Biological Honor Society was installed in April 2002 at Brevard College with 17 charter members. Beta Beta Beta (TriBeta) is a national society for undergraduate students in the life sciences. TriBeta is dedicated to improving the understanding and appreciation of biological study through scientific research. Regular, lifetime membership into TriBeta is reserved for those students who achieve superior academic records and who indicate special aptitude for and major interest

in the life sciences. Associate membership is offered to any student who shows great interest in the life sciences but does not currently qualify for regular membership. 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.

**Lambda Pi Eta:** In January 2024, Brevard College installed a local chapter of this academic honor society for undergraduates. Lambda Pi Eta (LPE) is the official honor society of the National Communication Association (NCA). It recognizes outstanding academic achievement in communication studies and encourages professional development among students. LPE is an international organization with active chapters at four-year colleges and universities worldwide. The name Lambda Pi Eta represents the three rhetorical appeals of Aristotle, logos (Lambda), pathos (Pi), and ethos (Eta).

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

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

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

**Sigma Tau Delta:** The Brevard College chapter of Sigma Tau Delta was installed in November 2024. Sigma Tau Delta, International English Honor Society, was founded in 1924 at Dakota Wesleyan University. The Society strives to confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies; provide, through its local chapters, cultural stimulation on college campuses and promote interest in literature and the English language in surrounding communities; foster all aspects of the discipline of English, including literature, language, and writing; promote exemplary character and good fellowship among its members; exhibit high standards of academic excellence; and serve society by fostering literacy. With over 770 active chapters located in the United States and abroad, there are more than 1,400 Faculty Advisors, and approximately

7,500 members inducted annually. Sigma Tau Delta also recognizes the accomplishments of professional writers who have contributed to the fields of language and literature.

**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
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

### Brevard College Honors Program
**Overview of Program**
The purpose of the Brevard College Honors Program is to continually challenge students to reach their highest potential as a scholar, leader, community member, and human being. In addition to emphasizing self-exploration and outstanding individual academic work, the program is designed to cultivate in students good leadership, communication, and collaboration skills.

**Mission Statement**
The mission of the Brevard College Honors Program is to provide a community-centered, enhanced academic experience for students. The program strives to produce leaders who want to collaborate in the endeavor of transforming themselves and the world.

**Who is Eligible?**
Incoming students with a high school GPA (unweighted) above 3.5 are eligible to apply. Returning students and transfer students are eligible to apply if they have not exceeded 50 hours of academic credit at the time of application. Students who have exceeded that

threshold may still apply, but they will need to submit to the Honors Program coordinator a program admission exemption form. Additionally, returning and transfer students must have a cumulative career GPA above 3.6 in order to be eligible for admission. The admissions deadline each academic year is May 1. All applicants will apply via the application form on the Honors Program website. The Honors Program Committee will then review all applications. Upon acceptance, the student will need to begin to fulfill the checklist, beginning with the 100-level Honors Seminar sequence. In the case of an admitted transfer student with an associate degree, the student will be exempt from HON 101/102 and the six hours of Honors general education courses.

**Honors Program Scholarship**
Upon successful admission to the Honors Program, students (excluding non-resident Honors students) will automatically be eligible to receive the Honors Program Scholarship. The Honors Program coordinator and President and Vice President of Admissions and Financial Aid will collectively select recipients based on metrics of merit (i.e., strength of application) and financial need. The scholarship will be renewed each academic year as long as the student maintains good standing in the program.

**How to Maintain Good Standing**

- A student must maintain a cumulative GPA of 3.6 or higher.
- A student must actively participate in the program, accumulating at least 100 points of community involvement each year.

**How to Graduate with Honors**

- Maintain good standing in the program.
- Complete all required program coursework (see below).
- Fulfill at least 45 hours of mentoring or complete 45 hours of internship work. If a student wants an internship experience to count toward their academic major AND the Honors Program, then the student will be required to present an overview of their internship experience during Academic Program Presentations.
- Complete a senior capstone experience (e.g., project or internship linked to your major) AND present an overview of their work during Academic Program Presentations.

**Honors Program Checklist**

| REQUIRED COURSES | CREDIT HOURS |
|---|---|
| HON 101 | 1 |
| HON 102 | 1 |
| Gen Ed 1xxH/2xxH | 3 |
| Gen Ed 1xxH/2xxH | 3 |
| 399H Seminar | 3 |
| 399H Seminar | 3 |

**OTHER REQUIRED WORK**
45 hours of mentoring or internship work
Senior capstone experience and presentation

**TOTAL HOURS REQUIRED** **14 SEMESTER HOURS**

### Institute for Women in Leadership

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

### Voice of the Rivers

The Voice of the Rivers (VOR) Program embodies the College's commitment to liberal arts education that is interdisciplinary and experiential, fostering a holistic approach to understanding rivers and their significance. VOR engages students in a multi-week paddling exploration of a river with student membership that spans several disciplines. It integrates the study of outdoor leadership and another specialized subject area, and calls for extensive reflection, writing, and community engagement. The experience is designed to educate and raise awareness of activities that threaten rivers, highlight organizations addressing these threats, and cultivate a sense of stewardship among participants. VOR develops an understanding of and appreciation for rivers and inspires commitment to future environmental outreach and advocacy.

At the heart of a VOR expedition are the students' expedition journals and community experience. The participants write daily to reflect on the academic content and on experiences of traveling along a river and immersing themselves in the natural world. Excerpts of their writing will be posted on an Internet Journal to share their experiences and learning and to help provide a resource that brings awareness to environmental issues facing America's rivers.

VOR is facilitated by the Outdoor Leadership and Experiential Education program each May and is open to students from all majors, with no prior outdoor experience required. Invitations for applications are opened each fall and group participants are selected at the start of each spring semester with training experiences to follow. VOR is a Learning in Community course and will satisfy that requirement in the General Education Program.

## GENERAL EDUCATION CURRICULUM

The general education curriculum is mission-focused and centered on hallmarks of civic education: good thinking, clear communication, and active engagement with critical issues. These are embedded in five interwoven categories: Pathfinding, Ways of Communicating, Learning in Community, Ways of Thinking, and Exploring the Brevard College Mission. Pathfinding helps new students find connection to Brevard College and a major program. Ways of Communicating encompasses the communication skills that are essential to success in any field of endeavor. Learning in Community encourages a community of scholars to consider an issue through an interdisciplinary viewpoint. Ways of Thinking is centered on the array of thinking skills needed to study, work, and live in a complex world. And Exploring the Brevard College Mission houses courses that engage students in considering questions that both reflect the mission of Brevard College and prepare students for responsible citizenship in the 21st century.

**PATHFINDING** **3 Semester Hours**

**First Year Experience.** Develop learning skills and habits necessary for academic success.
- FYE 101 or HON 101

**Align Passion and Purpose.** Connect personal goals to a major program.
- FYE 149

**Planning Career Pathways.** Articulate the connection between your major program and post-graduate plans.
- BCA or major specific 249

**WAYS OF COMMUNICATING** **15 Semester Hours**

**Expository Writing.** Generate organized, coherent, thoughtful prose.
- WRI 111

**Argumentative Writing.** Research, analyze, and synthesize texts and topics for structure and meaning.
- WRI 112

**Intensive Writing.** Demonstrate the ability to use the iterative writing process and feedback to complete a major writing project or series of writing assignments.
- ENG 205, 206, 207, 208, 217, 220, 240, 241, 242, 251, 311, 322, 330, 332, 342, 362, 461; any 200-level or 300-level HIS; THE 313; or designated course within major curriculum (CHE 450, CRJ 449, EDU 305, INT 460/461, MAT 450, MUS 302, PSY 311, THE 450)

**Presentational Speaking.** Make oral presentations with clarity, professionalism, and attention to audience, purpose and context.
- COM 110, 210, 220; HPE 280, THE 101, 235; or designated course within major curriculum (CHE 450, CRJ 400, EDU 402/405/410, ENG 461, EXS 469, HIS 401, INT 460/461, MAT 450, MUS 301, OLE 310, ORG 450, PSY 311, THE 405)

**Intragroup Communication.** Effectively exchange ideas and information in various group contexts.
- COM 105, 107, 108, 220, 307, 308; OLE 102, 260; ORG 170; THE 103, any 3 ENS courses; HON 102 or any X99H course, participation in VOR.

**LEARNING IN COMMUNITY** **6 Semester Hours**

**Interdisciplinary Learning** Apply multiple, interdisciplinary viewpoints to understand a problem or phenomenon.
- One LNK pair of courses or any two LNC courses

**WAYS OF THINKING** **25 Semester Hours**

**Analytical Thinking.** Break intricate problems into smaller components to discern patterns and arrive at informed conclusions.
- ACC 201; AIM 111; BUS 206; COM 150; CSC 111, 130, 140, 271; EDU 304; ENG 305; ENV 365; MAT 200, 310; MUS 102; PHI 105; THE 115

**Artistic Thinking.** Engage with the Fine Arts as a creator or informed audience member.
- ARH 201, 202, 210, 250; any (3) APM; ART 101, 102, 130, 150, 240, 242, 260, 261, 280; COM 280; ENG 207, 211, 251, 308, 309, 310; any (3) ENS except 187; MUS 101, 145, 202, 220; THE 101, 103, 121, 212, 224, 311, 312

**Historical Thinking.** Incorporate historical context into current perspectives.
- ARH 201, 202, 210, 250; COM 150, 250; any 100-, 200-, or 300-level HIS course; MUS 107; THE 212, 311, 312

**Literary Thinking.** Analyze and interpret texts for value and meaning.
- EDU 320; ENG 205, 206, 208, 211, 217, 220, 240, 241, 242, 243, 251, 295, 322, 330, 332, 342, 362; PHI 282; REL 152, 268; THE 115

**Mathematical Thinking.** Interpret and apply quantitative information.
- MAT 111 or above

**Scientific Thinking.** Apply the scientific method to analysis and problem-solving.
- BIO 105, 120; CHE 101, 102; GEO 101; PHY 102, 103; SCI 105

**Thinking about Meaning.** Demonstrate the ability to make informed judgments about religious and philosophical questions of cultural and personal significance.

- REL 151, 152, 153, 154, 155, 262, 268, 278, 288; PHI 261, 282

**Thinking about Human Behavior.** Demonstrate understanding of human behavior or social systems

- COM 110; CRJ 101; ECN 200, 201; PLS 110, 210, 220; PSY 101; SOC 101

**EXPLORING THE BC MISSION** **11 Semester Hours**

**Environmental Awareness.** Demonstrate an understanding of the connections between humans and the environment.

- ENG 217; ENV 101, 102, 105, 202, 260, 362; HIS 201, 256; OLE 102, 210; REL 278;

**Ethics, Justice, and Social Action.** Articulate how individuals, institutions, and communities can promote ethical norms.

- AIM 210, 240; CRJ 402, 405; ENV 102, 105, 220, 301; HIS 205; PSY 345; REL 155, 262, 288; SOC 101

**Global Awareness.** Articulate an informed understanding of global issues and diverse cultures.

- ANT 101; ARH 210; COM 125; ENV 260; HIS 110, 201, 202, 204, 305, 306; MUS 202; REL 153; approved Study Abroad program/experience; any college-level foreign-language course

**Health and Wellness.** Demonstrate an understanding of healthy behaviors, self care practices, and prevention strategies to improve health and well-being.

- EXS 213; HLT 201, 202, 203; HPE 215, 216; OLE 150, 151, 152, 153, 155, 157, 158, 159; any PHE course; THE 106, 107, 224
- Participation in VOR or athletics waives 1 credit of Health and Wellness Requirement

**GENERAL EDUCATION CURRICULUM** **60 SEMESTER HOURS**

**OPTIONAL GENERAL EDUCATION FOCUS AREA**

Students can opt to engage with the general education curriculum by choosing a General Education Focus area where they will examine a critical issue from an interdisciplinary perspective. Students can either select a predesigned general education focus (with a minimum of 12 credit hours) or design their own (with the approval of the general education coordinator).

- **Environmental Connections.** Enables students to understand the interdisciplinary nature and importance of environmental issues.
- **Global Studies.** Allows students to increase their interdisciplinary awareness of the world through diverse perspectives on culture or global issues.
- **Holistic Wellness.** Enables students to understand and practice various aspects of wellness that contribute to overall health.
- **Information Literacy.** Enhances a student's ability to locate, evaluate, and effectively use information while critically assessing source reliability and associated ethical issues.
- **Social Justice.** Develops students' interdisciplinary awareness of systemic inequalities and examines best practices to address them.
- **Gender, Race, and Class Studies.** Engages students in interdisciplinary study of gender, race, and class, exploring how they have shaped lived experiences in both the past and present.
- **Culture, Rhetoric, and Media.** Enables students to examine how cultures are represented in and shaped by narrative media (such as documentaries, television programs, video games).
- **Design your own Focus.** Allows students to develop an interdisciplinary focus with approval from the general education program coordinator.

*Stipulations:*

1. Courses may fulfill more than one General Education category thereby reducing the total number of credits in the General Education curriculum to fewer than 60.
   a. Individual courses may fulfill a maximum of three General Education categories.
   b. Faculty must stipulate the specific categories when a course is submitted to the Curriculum Development and Assessment Committee.
2. All students must take WRI 111 with the exception of those students who enter Brevard College with credit for WRI 112. In such cases, a waiver, but no academic credit, will be earned for Expository Writing.
3. Regarding the Interdisciplinary Learning requirement:
   a. Normally, students should take Interdisciplinary Learning courses after completing WRI 112.
   b. Learning in Community (LINC) Courses are of two types:
      • LINC courses (designated LNK) are a single experience of paired courses, usu ally totaling 6 hours. These paired courses from different academic disciplines are linked by a common subject and team-taught by two faculty.
      • Mini-LINCs (designated LNC) are singular 3-hour or 4-hour courses that are team-taught by faculty from two disciplines. Students may enroll in LNC courses in different semesters but must complete a total of 6 hours.

# 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 24 major programs listed below. Except where indicated, students earn a bachelor of arts (B.A.) through these programs. Graduate programs are listed on page 205.

## FINE ARTS

*Dr. Kathryn Gresham, Chair*

| **Major Programs** | **Minor Programs** |
|---|---|
| Art (p. 79) | Art (p. 115) |
| Music (p. 100) | Art History (p. 116) |
| Music Education (p. 104) | Music (p. 126) |
| Theatre (p. 110) | Theatre (p. 130) |

## HUMANITIES

*Dr. Jordan Kuck, Chair*

| **Major Programs** | **Minor Programs** |
|---|---|
| Artificial Intelligence Management (p. 81) | Communication (p. 118) |
| Communication (p. 85) | Creative Media (p. 118) |
| Elementary Education (p. 88) | Creative Writing (p. 118) |
| English (p. 90) | Education (p. 121) |
| History (p. 98) | English (p. 121) |
| Integrated Studies (p. 99) | Gender Studies and Leadership (p.124) |
| | History (p. 125) |
| | Philosophy and Religion (p. 128) |
| | Social Media (p. 129) |

## SCIENCE AND MATHEMATICS

*Dr. Sarah Maveety, Chair*

| **Major Programs** | **Minor Programs** |
|---|---|
| Applied Physics (p. 78) (B.S.) | Biology (p. 116) |
| Biology (p. 82) (B.S.) | Chemistry (p. 117) |
| Chemistry (p. 84) (B.S.) | Coaching (p. 117) |

Computer Science (p. 86) (B.S.)
Environmental Studies (p. 93) (B.S.)
Exercise Science (p. 94) (B.A. or B.S.)
Health Science (p. 97) (B.S.)
Mathematics (p. 100) (B.A.)

Computer Science (p. 117)
Data Analytics (p. 120)
Ecology (p. 120)
Environmental Education (p. 122)
Environmental Studies (p. 122)
Exercise Science (p. 123)
Health Science (p. 124)
Mathematics (p. 126)
Natural History (p. 127)
Physics (p. 128)

## SOCIAL SCIENCES

*Dr. Lisa Busche, Chair*

**Major Programs**
Business (p. 83)
Criminal Justice (p. 87)
Health & Physical Education (B.S) (p. 96)
Organizational Leadership (p. 106)
Outdoor Leadership
Experiential Education (p. 107)
Psychology (p. 109)

**Minor Programs**
Business (p. 116)
Criminal Justice (p. 87)
Experiential Education (p. 123)
Leadership Theory and Practice (p.125)
Outdoor Education (p. 127)
Pre-Law (p. 128)
Psychology (p. 129)
Social Sciences (p. 130)
Wilderness Leadership (p. 130)

## TEACHER LICENSURE PROGRAMS

*Professor Jessie Tucker, Director*

| Licensure Area | Brevard College Major | Licensure Area Coordinator |
|---|---|---|
| Art grades K-12 | Art (p.79) | Professor Ken McLeskey |
| Elementary grades K-6 | Elementary Education (p. 88) | Professor Courtney Morgan |
| English grades 9-12 | English (p. 90) | Professor Jessie Tucker |
| Health and Physical Education grades K-12 | Health and Physical Education (p. 96) | Dr. Taewoo Kim |
| Mathematics grades 9-12 | Mathematics (p. 100) | Dr. Charles Wallis |
| Music grades K-12 | Music Education (p. 104) | Dr. Cole Hairston |
| Science grades 9-12 | Applied Physics or Biology (p. 78/p. 82) | Dr. Rachel Hillyer |
| Social Studies grades 9-12 | History (p. 98) | Dr. Abby Whitaker |
| Theatre grades K-12 | Theatre (p. 110) | Professor Abbey Toot |

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

## PRE-PROFESSIONAL STUDIES

**Pre-Law**
Students may minor in Pre-Law or complete an emphasis in Pre-Law within a specified major (e.g. Integrated Studies, English).

**Pre-Dentistry, Pre-Medicine, Pre-Nursing, Pre-Veterinary**
While there are no specific degrees in these fields, students interested in pre-dentistry, pre-medicine, pre-nursing, pre-veterinary, and other pre-health professional school study may major in Biology or Health Science in the Division of Science and Mathematics or major in Integrated Studies with appropriate emphases. For acceptance to some professional schools, students may choose any major, taking courses required for the professional school in the Division of Science and Mathematics.

# 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 coursework in this program provides modeling of best practices and features a strong experiential base that includes classroom observation and experiences attached to numerous courses. The program emphasizes reflection and active learning; students apply what they have learned in their college classrooms to help facilitate their activities in the public schools. The program enables students to earn licensure in one of the following areas: (1) English, Mathematics, Social Studies, and Science in grades 9-12; (2) Art, Music, Health and Physical Education, and Theatre in grades K-12; (3) 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 above.

**PROFESSIONAL STUDIES REQUIREMENTS**

| **Core Courses required of all licensure areas** | | **20 Semester Hours** |
|---|---|---|
| EDU 205 | 21st Century Teacher & Learner | 3 |
| EDU 220 | Educational Psychology | 3 |
| EDU 303 | Diverse and Exceptional Learners | 3 |
| EDU 304 | Educational Technology: Teaching in the Digital Age | 3 |
| EDU 305 | Facilitation of Learning | 3 |
| EDU 401 | Student Teaching Seminar | 2 |
| PSY 101 | Introduction to Psychology | 3 |

| **Elementary Licensure** | | **35 Semester Hours** |
|---|---|---|
| EDU 310 | Structured Literacy 1: Methods of Teaching Word Recognition (3) | Fall |
| EDU 313 | Structured Literacy 2: Language Comprehension and Integrated Writing (3) | Spring |
| EDU 314 | Structured Literacy 3: Differentiation, Assessment,: and Intervention for Diverse Learners (3) | Fall |
| EDU 316 | Methods in Teaching Math: Elementary (3) | Fall |
| EDU 318 | Methods in Teaching Science & Social Science: Elementary (3) | Fall |
| EDU 320 | Children's Literature (3) | Spring |
| EDU 349 | Clarifying Education Career Pathways | Fall |
| EDU 405 | Student Teaching: Elementary (14) | Fall, Spring |
| OLE 220 | Theory & Practice of Experiential Education (3) | Fall, Spring |
| **High School Licensure** | | **21 Semester Hours** |
| EDU 340 | Secondary and K-12 Methods (3) | Fall, Spring |
| EDU 349 | Clarifying Education Career Pathways (1) | Spring |
| EDU 402 | Student Teaching - Secondary (14) | Fall, Spring |
| OLE 220 | Theory and Practice of Experiential Education (3) | Fall, Spring |
| **K-12 Licensure** | | **15 Semester Hours** |
| EDU 349 | Clarifying Education Career Pathways (1) | Fall |
| EDU 410 | K-12 Student Teaching (14) | Fall, Spring |

*Note: K-12 methods courses are taught within major, and EDU 340 and OLE 220 are not required,*

*but are strongly recommended.*

**FORMAL ADMISSION TO THE TEACHER EDUCATION PROGRAM REQUIREMENTS**

1. A cumulative grade point average of 2.75 or higher for all coursework.
2. Junior standing or higher.
3. Successful completion of EDU 205 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. Passing scores as established by the North Carolina State Department of Public Instruction for entrance and exit of the program.
7. Background check.
8. Essay or personal statement.
9. Teacher Education Application.
10. Satisfactory Disposition Checklists from Field Placements prior to admission to program.

**APPLICATION PROCESS**

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

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

**CONTINUANCE IN THE TEACHER EDUCATION PROGRAM**

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

Coursework:

1. At least 50% of the required education courses must be completed at Brevard College including the student teaching semester.
2. Post graduates and transfer students who have a grade of less than "C" in any courses required for their area(s) of licensure prior to coming to Brevard College may be required to retake the appropriate course(s).
3. Candidates receiving less than a "C" in a course (academic major, psychology, or education) relevant to their area of licensure may be required to retake the course.
4. Candidates receiving a below-average evaluation in any field experience are required to complete additional field experience.
5. Candidates manifesting below average standards in any of the following elements of professionalism will be required to remedy the deficiency through additional course work, field experiences, or counseling:
    a. teaching strategies
    b. classroom management
    c. expertise in the area of human development and relationships
    d. personal and professional attributes and dispositions
    e. oral communication skills

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

**LICENSURE ONLY**

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

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

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

**REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING**

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

**APPLICATION PROCESS**

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

**WITHDRAWAL FROM STUDENT TEACHING**

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

also withdraw from their placement at their own request. Directed withdrawal from student teaching may result in an assignment of "F" for all coursework and Academic Suspension from Brevard College.

**PROCESS OF WITHDRAWAL**

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

**RECOMMENDATION FOR LICENSURE REQUIREMENTS**

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

1. Successful completion of Brevard College's General Education program requirements or their equivalents.
2. Fulfillment of the requirements for a major in an approved discipline. Postgraduates are expected to complete any requirements for a major appropriate to their area(s) of specialization but lacking in their prior education experience.
3. Successful completion of all course requirements with a cumulative grade point average of 2.75.
4. Successful completion of the 16-week student teaching experience.
5. Competence in the following areas as determined through field experience and student teaching performance:
    a. teaching strategies,
    b. human development and relationships,
    c. personal and professional attributes and dispositions,
    d. oral and written presentation,
    e. identification and education of children with disabilities,
    f. positive management of student behavior and effective communication techniques for defusing and deescalating disruptive or dangerous behavior, and
    g. demonstration of competencies in using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.
6. Completion of licensure exam(s) 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 Public Instruction.
8. Nationally normed and valid pedagogy assessment to determine clinical practice performance. Passing scores and mastery criteria will be determined by the State Board of Education.

*Note: No Teacher Education candidate enrolled in Brevard College's Teacher Education Program will be*

*considered a Program Completer and be eligible for recommendation for NC State licensure until they pass all NC required licensure tests. Each student has three years from program completion date to pass the required NC State exams on their own if they want Program recommendation for State licensure. After the three-year grace period, in order for a Brevard College former Teacher Education student to be licensed after passing the required State tests, he or she will have to write a formal request to the Director of Teacher Education for licensure recommendation. When the request is received, the Director of Teacher Education will use professional judgment to decide what courses or program requirements, if any, will have to be retaken or added in order for the individual to be considered a completer of Brevard College Teacher Education Program and cleared for State licensure recommendation.*

# MAJOR PROGRAMS

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



## APPLIED PHYSICS

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

| **REQUIRED MAJOR COURSES** | | **44 Semester Hours** |
|---|---|---|
| PHY 103* | General Physics I | 4 |
| PHY 104 | General Physics II | 4 |
| PHY 205 | Modern Physics | 4 |
| PHY 304 | Electricity & Magnetism | 4 |
| PHY 349 | Clarifying Applied Physics Career Pathways | 1 |
| MAT 211* | Calculus I | 4 |
| MAT 221 | Calculus II | 4 |
| MAT 231 | Calculus III | 4 |
| MAT 449 | Senior Project Preparation | 2 |
| MAT 450 | Senior Project | 2 |
| CSC 130 | Programming I | 4 |
| CHE 183 | Principles of Chemistry I | 4 |

** Has a prerequisite: MAT 121 or placement*

**RESTRICTED ELECTIVES** **16 Semester Hours**

If not pursuing a concentration, choose from the elective options below. At least two courses must be at 200 level or higher.

| | | |
|---|---|---|
| CHE 184 | Principles of Chemistry II | 4 |
| CHE 250 | Quantitative Analysis | 4 |
| CHE 350 | Physical Chemistry | 4 |
| CSC 131 | Programming II | 4 |
| Any MAT course above 231 | | 3 |
| PHY 102 | Astronomy | 4 |
| PHY 290/390 | Special Topics | 4 |
| PHY 402 | Observational Astronomy | 4 |

**BIOMEDICAL CONCENTRATION** **20 Semester Hours**

This concentration replaces the restricted electives above.

**Required Courses**

| | | |
|---|---|---|
| BIO 120 | Introduction to Cellular and Molecular Biology | 4 |
| BIO 121 | Introduction to Ecology and Evolutionary Biology | 4 |
| BIO 210 | Human Anatomy and Physiology I | 4 |

**Biomedical Concentration Restricted Electives**

Select a total of at least eight hours

| | | |
|---|---|---|
| BIO 207 | Medical Terminology | 3 |
| BIO 220 | Human Anatomy and Physiology II | 4 |
| BIO 240 | Biodiversity | 4 |
| BIO 307 | Bioethics | 3 |
| BIO 320 | Genetics | 4 |
| BIO 360 | Microbiology | 4 |
| EXS 320 | Biomechanics in Exercise and Sport | 3 |

**GENERAL SCIENCE CONCENTRATION** **15 Semester Hours**

This concentration replaces the restricted electives above.

*Note: For Science Teacher Licensure, students must complete these courses plus all courses required for Teacher Licensure (page 74 of Catalog).*

**Required Courses**

| | | |
|---|---|---|
| BIO 120 | Introduction to Cellular and Molecular Biology | 4 |
| BIO 121 | Introduction to Ecology and Evolutionary Biology | 4 |
| CHE 184 | Principles of Chemistry II | 4 |
| ENV 362 | Environmental Science Pedagogy | 3 |

**TOTAL HOURS REQUIRED** **59-SEMESTER HOURS**

## TEACHER LICENSURE IN SCIENCE (GRADES 9-12) 12 Semester Hours

Appled Physics majors who wish to earn teacher licensure must declare the General Science Concentration and must also complete the professional studies requirements listed in the Teacher Education Licensure section of this Catalog (page 74).

# ART

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

Our commitments are the following:

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

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

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

| **OTHER REQUIRED MAJOR COURSES** | | **13 Semester Hours** |
|---|---|---|
| ARH 201 | Art History I | 3 |
| ARH 202 | Art History II | 3 |
| ARH 250 | Modern Art | 3 |
| ART 212 | Visual Arts Practicum | 3 |
| ART 349 | Clarifying Art Career Pathways | 1 |

| **RESTRICTED ART and ARH ELECTIVES** | **12 Semester Hours** |
|---|---|
| Choose any four ART or ARH courses | 12 |

**REQUIRED ART CONCENTRATION** **21 Semester Hours**

Select one concentration: Digital Art, Painting, Photography, or Sculpture.

*Note: ART 112, 120, 130, 140, and 150 must be completed before a student takes courses in a concentration.*

| **Digital Art Concentration** | | **21 Semester Hours** |
|---|---|---|
| *Required courses:* | | |
| ART 230 | Introduction to Digital Art | 3 |
| ART 233 | Basics of Animation | 3 |
| ART 334 | Digital Video Art | 3 |
| ART 335 | Advanced Digital Art | 3 |
| ART 405 | Senior Studio I | 3 |
| ART 410 | Senior Studio II | 3 |
| *Choose one course:* | | |
| ART 261 | Digital & Color Photography | 3 |
| ART 332 | Sound Art | 3 |
| ART 364 | Alternative Lighting Techniques | 3 |
| ART 365 | Advanced Photography | 3 |

| **Painting Concentration** | | **21 Semester Hours** |
|---|---|---|
| *Required courses:* | | |
| ART 240 | Basics of Oil Painting | 3 |
| ART 405 | Senior Studio I | 3 |
| ART 410 | Senior Studio II | 3 |
| *Choose any 4 courses (2 courses must be at the 300-level)* | | |
| ART 241 | Context of Painting | 3 |
| ART 242 | Media Investigation | 3 |
| ART 341 | Painting as Social Engagement | 3 |
| ART 342 | Figure Painting | 3 |
| ART 344 | Plein Air Painting | 3 |

**Photography Concentration** **21 Semester Hours**

*Required courses:*

| | | |
|---|---|---|
| ART 260 | 35mm Black & White | 3 |
| ART 261 | Digital & Color Photography | 3 |
| ART 364 | Alternative Lighting Techniques | 3 |
| ART 365 | Advanced Photography | 3 |
| ART 405 | Senior Studio I | 3 |
| ART 410 | Senior Studio II | 3 |

*Choose one course:*

| | | |
|---|---|---|
| ART 334 | Digital Video Art | 3 |
| ART 335 | Advanced Digital Art | 3 |
| ART 366 | Alternative Photographic Processes | 3 |

**Sculpture Concentration** **21 Semester Hours**

*Required courses:*

| | | |
|---|---|---|
| ART 351 | Contemporary Issues in Sculpture | 3 |
| ART 405 | Senior Studio I | 3 |
| ART 410 | Senior Studio II | 3 |

*Choose any 4 courses:*

| | | |
|---|---|---|
| ART 250 | Steel Fabrication & Manipulation | 3 |
| ART 251 | Carving & Construction | 3 |
| ART 252 | Sculptural Ceramics | 3 |
| ART 356 | Public Sculpture | 3 |
| ART 358 | Contemporary Metal Casting | 3 |

**TOTAL HOURS REQUIRED** **59 SEMESTER HOURS**

### TEACHER LICENSURE IN ART (K-12) **12 Semester Hours**

Art majors who wish to earn teacher licensure must take ART 312 Pedagogy of Art K-12. Students seeking Teacher Licensure in Art may pursue the Art Concentration area of their choice. However, candidates must take the following three courses to meet professional competencies: ART 240, ART 252, and ART 260. These courses may be chosen in places where a selection of courses is available (restricted ART electives, required Concentration courses, or General Education Requirements). TL Art majors must also complete the professional studies requirements listed in the Teacher Education Licensure section of this Catalog (page 74).

## ARTIFICIAL INTELLIGENCE MANAGEMENT

The Artificial Intelligence Management major offers a B.A. degree that prepares students to guide the responsible adoption and use of artificial intelligence in businesses and other organizations. Approaching AI from a managerial and organizational perspective, the interdisciplinary program combines foundations in business, management, statistics, leadership, and data-informed decision-making with focused study of AI applications, ethics and stewardship, governance and compliance, and the social impact of emerging technologies. Students learn to evaluate where AI should and should not be used, communicate with technical and non-technical stakeholders, improve AI-supported workflows, manage organizational change, and establish practical policies and safeguards. Through case studies, hands-on work with current AI tools, team projects, and a capstone experience, students apply their learning to realistic organizational challenges. Graduates are prepared to support AI implementation, governance, compliance, training, change management, and other work that coordinates people, processes, and technology.

**REQUIRED MAJOR COURSES** **34 Semester Hours**

| | | |
|---|---|---|
| AIM 111 | AI Foundations for Organizations | 3 |
| AIM 210 | AI Ethics and Stewardship | 3 |
| AIM 240 | Current Issues in Tech, AI, and Social Impact | 3 |
| AIM 320 | Applied AI for Managers | 3 |

| | | |
|---|---|---|
| AIM 330 | AI Governance and Compliance | 3 |
| AIM 349 | Clarifying AIM Career Pathways | 1 |
| AIM 449 | AI Management Capstone | 3 |
| BUS 110 | Introduction to Business | 3 |
| BUS 203 | Principles of Management | 3 |
| MAT 141 | Probability and Statistics | 3 |
| ORG 170 | Collaborative Leadership | 3 |
| ORG 470 | Data-Informed Decision Making | 3 |

**RESTRICTED ELECTIVES** **9-10 Semester Hours**

*Choose 3 courses total; at least 1 from each category*

**A) Systems and Technical Fluency**

| | | |
|---|---|---|
| CSC 130 | Programming I | 4 |
| CSC 140 | Intro to Cybersecurity | 3 |
| CSC 241 | Cloud Computing and Storage Concepts | 3 |

**B) Ethics, Logic, and Human Behavior**

| | | |
|---|---|---|
| ENG 305 | Advanced Grammar | 3 |
| PHI 105 | Symbolic Logic | 3 |
| PSY 101 | Introduction to Psychology | 3 |

**C) Communication**

| | | |
|---|---|---|
| BUS 205 | Business Communication | 3 |
| COM 110 | Introduction to Communication | 3 |
| COM 180 | Content Creation | 3 |
| COM 210 | Interpersonal Communication | 3 |
| COM 220 | Teamwork and Communication | 3 |
| COM 280 | Media Storytelling and Production | 3 |

**TOTAL HOURS REQUIRED** **43 SEMESTER HOURS**



# BIOLOGY

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

**REQUIRED MAJOR COURSES** **22 Semester Hours**

| | | |
|---|---|---|
| BIO 120 | Introduction to Cellular and Molecular Biology | 4 |
| BIO 121 | Introduction to Ecology and Evolutionary Biology | 4 |
| BIO 240 | Biodiversity | 4 |
| BIO 349 or HSS 349 | Clarifying Biology Career Pathways | 1 |
| BIO 449 | Biology Capstone Seminar | 1 |
| CHE 183 | Principles of Chemistry I | 4 |
| CHE 184 | Principles of Chemistry II | 4 |

**RESTRICTED ELECTIVES** **30 Semester Hours**

| | | |
|---|---|---|
| CHE (Select two lab-based courses above CHE 184; note that professional schools require 201 and 202; | | 8 |
| Select a physical science, lab-based course from PHY or GEO | | 4 |

(Note that professional schools require PHY 103 and 104; these courses have MAT 121 as a prerequisite.)

| | | |
|---|---|---|
| MAT (select one MAT course above MAT 111) | | 3 |

**Select seven-eight hours from 200 level courses:**

| | | |
|---|---|---|
| BIO 245 | General Ecology | 4 |
| BIO 250 | Entomology | 4 |
| BIO 260 | Plant Biology | 3 |
| BIO 281 | Animals & Plants of the Southern Appalachians, Fall | 3 |
| BIO 282 | Animals & Plants of the Southern Appalachians, Spring | 3 |

**Select eight-nine hours from 3/400 level courses:**

| | | |
|---|---|---|
| BIO 320 | Genetics | 4 |
| BIO 330 | Evolutionary Biology | 3 |
| BIO 340 | Conservation Biology | 3 |
| BIO 360 | Microbiology | 4 |
| BIO 369/469 | Internship | 1-3 |
| CHE 301 | Biochemistry | 4 |
| SCI 494 and 495 | Senior Project I and II | 4 |

**TOTAL HOURS REQUIRED** **MINIMUM 52 SEMESTER HOURS**

## TEACHER LICENSURE IN SCIENCE (GRADES 9-12) 12 Semester Hours

Biology majors who wish to earn teacher licensure must complete the professional studies requirements listed in the Teacher Education Licensure section of this Catalog (page 74).

# BUSINESS

The Brevard College Business major provides a solid foundation of business principles in accounting, economics, information technology and data use, management, and marketing. It challenges students to apply and integrate these principles through experiential learning, such as case studies, team projects, and internships. With the many challenges that local and global businesses face, the major emphasizes communication, ethics, critical and practical reasoning, and sustainability. The major strives to graduate business-ready professionals by emphasizing the development of interpersonal and team communication, business writing, and public speaking.

Majors in Business must complete all required courses in addition to 15 semester hours of restricted elective courses.

| **REQUIRED MAJOR COURSES** | | **37 Semester Hours** |
|---|---|---|
| ACC 201 | Financial Accounting | 3 |
| ECN 200 or above | | 3 |
| MAT 141 | Probability and Statistics | 3 |
| or MAT 148 | Data Visualization | |
| BUS 110 | Introduction to Business | 3 |
| BUS 203 | Principles of Management | 3 |
| BUS 205 | Business Communications | 3 |
| BUS 207 | Business Software Applications | 3 |
| BUS 301 | Principles of Finance | 3 |
| BUS 302 | Principles of Marketing | 3 |
| BUS 304 | Legal Environment of Business | 3 |
| BUS 405 | Business Ethics | 3 |
| ORG 349 | Clarifying Business and Organizational Leadership Career Pathways | 1 |
| ORG 450 | Senior Capstone: Strategic Management and Leadership | |

**RESTRICTED ELECTIVES** **15 Semester Hours**

*Note: Chosen in consultation with your advisor to suit your career path and interests. A minimum of nine hours must be at the 300-400 level. A maximum of six hours may be from courses with prefixes other than ACC, BUS, ECN, or ORG. A maximum of nine hours may be from internships or practicums. A maximum of 3 hours may be from Psychology.*

| | | |
|---|---|---|
| ACC/BUS/ECN/ORG elective | | 9-15 |
| PSY 200 or above | | 3 |
| COM electives | | 3-6 |
| CSC electives | | 3-6 |
| HIS 201 | History of Stuff: Commodities in Global History | 3 |
| MAT 200 | Discrete Mathematics | 3 |
| MAT 211 | Calculus I | 3 |
| MAT 341 | Linear Algebra | 3 |
| OLE 220 | Theory and Practice of Experiential Education | 3 |
| OLE 340 | Outdoor Program Administration | 3 |
| OLE 380 | Advanced Facilitation and Processing | 3 |

**TOTAL HOURS REQUIRED** **52 SEMESTER HOURS**



# CHEMISTRY

The mission of the Brevard College Chemistry program is to promote and develop creative and analytical scientific thinkers with strong oral and written communication skills. As a chemistry major, a student will explore the chemical basis of matter down to the atomic level using math, scientific theory, and laboratory experimentation. Students will have the option to pursue the traditional B.S. Chemistry track, studying the four main chemical areas of organic, inorganic, analytical, and physical chemistry; or students may choose the Green Chemistry Concentration, incorporating an understanding of sustainable chemistry practices. Students graduating with a chemistry major will be competitive in a broad range of career fields such as quality control, chemical technician, chemistry educator, analytical chemist, environmental chemist, or biochemist, just to name a few. The Brevard College Chemistry major will also prepare students looking to enter a chemistry master or doctoral program after graduation or attend a professional school such as medical, dental, and pharmacy.

**REQUIRED MAJOR COURSES** **48 Semester Hours**

| | | |
|---|---|---|
| CHE 183 | Principles of Chemistry I | 4 |
| CHE 184 | Principles of Chemistry II | 4 |
| CHE 201 | Organic Chemistry I | 4 |
| CHE 202 | Organic Chemistry II | 4 |
| CHE 250 | Quantitative Analysis | 4 |
| CHE 310 | Inorganic Chemistry | 4 |
| CHE 349 | Clarifying Chemistry Career Pathways | 1 |
| CHE 350 | Physical Chemistry | 4 |
| CHE 450 | Laboratory Capstone | 3 |
| MAT 211* | Calculus I | 4 |
| MAT 221 | Calculus II | 4 |
| PHY 103 | General Physics I | 4 |
| PHY 104 | General Physics II | 4 |

** Has a prerequisite: MAT 121 or placement.*

**RESTRICTED ELECTIVES** **12 Semester Hours**

**At least 2 courses must be at 200 level or higher. If pursuing the Green Chemistry Concentration, see elective options below.*

| | | |
|---|---|---|
| BIO 120 | Introduction to Cellular and Molecular Biology | 4 |
| BIO 121 | Introduction to Ecology and Evolutionary Biology | 4 |
| BIO 200 level or above | | 3-4 |
| CHE 210 | Environmental and Green Chemistry | 4 |

| | | |
|---|---|---|
| CHE 301 | Biochemistry | 4 |
| CHE 2/390 | Special Topics | 3 |
| CHE/PHY 289/389/489 | Independent Study | 1-4 |
| PHY 200 level or above | | 4 |
| GEO 101 | Physical Geology | 4 |
| MAT 141 | Probability and Statistics | 3 |
| MAT 231 | Calculus III | 4 |
| CHE 269/369/469 | Chemistry Internship | 1-4 |

**GREEN CHEMISTRY CONCENTRATION OPTION** **12 Semester Hours**

**In addition to the required courses above, the Green Chemistry Concentration requires the following:.*

**Required Course**

| | | |
|---|---|---|
| CHE 210 | Environmental and Green Chemistry | 4 |

*Select from these courses in place of the restricted electives above, for a total of at least 8 hours.*

| | | |
|---|---|---|
| BIO 120 | Intro to Cellular and Molecular Biology | 4 |
| BIO 121 | Intro to Ecology and Evolutionary Biology | 4 |
| BIO 245 | General Ecology | 4 |
| BIO 360 | Microbiology | 4 |
| CHE 301 | Biochemistry | 4 |
| CHE/ENV 289/389/489 | Independent Study | 1-4 |
| ENV 202 | Climate Change | 3 |
| ENV 250 | Skills for Sustainable Living | 3 |
| ENV 301 | Environmental Policy, Law, and Justice | 3 |
| CHE/ENV 269/369/469 | Chemistry Internship | 1-4 |

**TOTAL HOURS REQUIRED** **60 SEMESTER HOURS**

# COMMUNICATION

The Communication major at Brevard College provides students with the theoretical foundation and practical skills necessary to thrive in a media-driven professional landscape. The program emphasizes adaptability, critical thinking, and technical proficiency to prepare graduates for a broad range of communication-focused careers. This is achieved through:

- Interdisciplinary Approach: Coursework covers theory, history, and emerging trends in communication, preparing students for the evolving nature of the field.
- Experiential Learning: The program combines classroom instruction with project-based learning, internships, and immersive experiences, enabling students to develop skills and apply their knowledge in real-world contexts.
- Broad Applications: Graduates are prepared for diverse roles in fields including public relations, marketing, advertising, social media, and other communication-driven domains. Students further benefit from communication skills transferable to any professional setting.

Graduates of the Communication program will possess:

- A strong understanding of communication principles and practices
- The ability to think critically and solve problems in the communication sphere
- Expertise in written, oral, and digital communication techniques.
- Skills to adapt to emerging technologies and trends in the industry.
- A broad perspective on the ethical and social implications of communication.

**REQUIRED MAJOR COURSES** **20 Semester Hours**

| | | |
|---|---|---|
| COM 110 | Introduction to Communication | 3 |

| | | |
|---|---|---|
| COM 125 | Intercultural Communication | 3 |
| COM 120 | Sports Media and Broadcasting | 3 |
| or COM 150 | Understanding Media | |
| COM 210 | Interpersonal Communication | 3 |
| COM 220 | Teamwork & Communication | 3 |
| COM 349 | Clarifying Communication Career Pathways | 1 |
| COM 449 | Capstone Preparation | 1 |
| COM 450 | Capstone | 3 |

**Select two Media Studies courses** **6 Semester Hours**

| | | |
|---|---|---|
| COM 180 | Content Creation | 3 |
| COM 250 | Lost Media: How Old Media Shapes the Present | 3 |
| or approved LINC course | | |
| COM 280 | Media Storytelling & Production I | 3 |
| COM 350 | Media Afterlives | 3 |
| or LNC 359 | | |

*3 credits may be satisfied from one of the following courses:*
ART 230, 260, BUS 302, COM 107/108, 307/308, ENG 206, 207, 217, 220, 240, 241, 243, 251, 308, 310, HIS 264, 265, 353, 370, 371, 372

**Select two Communication Studies courses** **6 Semester Hours**

| | | |
|---|---|---|
| COM 310 | Qualitative Research Methods in Communication | 3 |
| COM 315 | Communication Theory | 3 |
| COM 320 | Persuasion & Communication | 3 |
| COM 325 | Organizational Communication | 3 |

*3 credits may be satisfied from one of the following courses:*
BUS 203, 205, OLE 340, ORG 170, 270, 280, 310, 370

**Restricted Electives** **6 Semester Hours**

Select six semester hours. Three hours must be at the 3/400 level.

| | | |
|---|---|---|
| COM 325 | Organizational Communication | 3 |
| COM 370 | Argumentation and Debate | 3 |
| COM 380 | Media Storytelling & Production II | 3 |
| COM 385 | Sports Media Practicum | 3 |
| COM 410 | Communication & Technology | 3 |

*3 credits may be satisfied from one of the following courses:*
BUS 250, CRJ 220, 221, 225, 310, 330, 400, 402, 405, ENV 301, HLT 201, HPE 240, MUS 202, 330, OLE 260, 300, 340, 380, 402, PSY 220, 230, 240, 350, 355, THE 103, 115, 203, 213, 224, 225, 303, 351, 417, Any 300-level HIS course.

**TOTAL HOURS REQUIRED** **38 SEMESTER HOURS**

## COMPUTER SCIENCE

The Computer Science major offers a BS degree with an optional concentration in data analytics. The program emphasizes the theoretical focus of the computing discipline and its connection to abstract mathematics. In the Computer Science program, students will explore programming, system design and implementation of computing-based systems and demonstrate an ability to communicate their profession. Furthermore, both the interdisciplinary importance and the ethical implications of the field will be emphasized.

**REQUIRED MAJOR COURSES** **46 Semester Hours**

| | | |
|---|---|---|
| CSC 130 | Programming I | 4 |
| CSC 131 | Programming II | 4 |
| CSC 140 | Introduction to Cybersecurity | 3 |
| CSC 210 | Database Concepts | 3 |
| CSC 241 | Cloud Computing and Storage Concepts | 3 |

| | | |
|---|---|---|
| CSC 271 | Computer Hardware and Operating Systems | 3 |
| CSC 351 | Mobile Application Development | 3 |
| CSC 421 | Cyber Defense and Ethical Hacking | 3 |
| CSC 430 | Blockchain and Cryptographic Algorithms | 3 |
| MAT 141 | Probability and Statistics | 3 |
| MAT 200 | Discrete Mathematics | 3 |
| MAT 211 | Calculus I | 4 |
| MAT 341 | Linear Algebra | 3 |
| MAT 449 | Senior Project Preparation | 2 |
| MAT 450 | Senior Project | 2 |

**RESTRICTED ELECTIVES** **9 Semester Hours**

*If pursuing the Data Analytics Concentration, see elective options below.*

| | | |
|---|---|---|
| ART 230 | Introduction to Digital Art | 3 |
| CSC XXX | 200-level or above | 3-4 |
| MAT 221 | Calculus II | 4 |
| MAT 231 | Calculus III | 4 |
| MAT 310 | Applied Combinatorics | 3 |
| MAT 361 | Modern Algebra | 3 |
| MAT 410 | Euclidean Geometry | 3 |
| MAT 411 | Real Analysis | 3 |
| MAT 412 | Complex Variables | 3 |
| PHY 290 | Electronics | 3 |

**DATA ANALYTICS CONCENTRATION (Optional)** **9 Semester Hours**

| | | |
|---|---|---|
| CSC 331 | Data Mining | 3 |
| MAT 148 | Data Visualization | 3 |
| MAT 404 | Machine Learning | 3 |

**TOTAL HOURS REQUIRED** **55 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 understanding of the impact the system has on the individual and society as a whole. Through hands-on and experiential learning techniques, Criminal Justice majors are encouraged to develop oral and written communication skills, as well as, critical thinking and research skills to better prepare for a career in their chosen field. Students interested in pursuing a Juris Doctorate will receive hands-on preparatory exercises geared toward preparation for the rigors of law school. Student shall be afforded the opportunity to attend court hearings at local court houses, process crime scenes, ride with local and county law enforcement officers, visit local jails and correctional facilities, conduct mock interviews with all manners of persons involved in a criminal case and conduct full investigations from the crime scene to the courtroom. Students, who meet the requirements, are encouraged to take part in internship opportunities to experience the daily operations of a criminal justice agency, attend the police academy or work with a law firm. Students interested in pursuing graduate education are strongly encouraged to engage in independent research under faculty direction.

**REQUIRED MAJOR COURSES** **31 Semester Hours**

| | | |
|---|---|---|
| CRJ 101 | Introduction to Criminal Justice | 3 |
| CRJ 205 | Law Enforcement Systems and Practices | 3 |
| CRJ 215 | Substantive Criminal Law | 3 |
| CRJ 221 | Criminal Investigations | 3 |

| | | |
|---|---|---|
| CRJ 305 | Corrections | 3 |
| CRJ 321 | Crime Scene Fundamentals | 3 |
| CRJ 325 | Law of Criminal Procedure | 3 |
| CRJ 349 | Clarifying Criminal Justice Career Pathways | 1 |
| CRJ 400 | Criminology | 3 |
| CRJ 405 | Ethical Issues in Criminal Justice | 3 |
| CRJ 449 | Criminal Justice Capstone & Career Proficiency | 3 |

**RESTRICTED ELECTIVE COURSES** **15 Semester Hours**

| | | |
|---|---|---|
| CRJ 210/SOC 210 | Research Methods I: Design and Data Collection | 3 |
| CRJ 220 | The Constitution and Criminal Justice | 3 |
| CRJ 225 | Deviant Behavior | 3 |
| CRJ 230 | Emergency and Disaster Management | 3 |
| CRJ 290/390/490 | Special Topic Seminars* | 3 |
| CRJ 310 | Victimology | 3 |
| CRJ 315 | Juvenile Justice System | 3 |
| CRJ 320 | Legal Studies | 3 |
| CRJ 330 | Gender, Race, and Class in Criminal Justice | 3 |
| CRJ 331 | Mental Health in the Criminal Justice Maze | 3 |
| CRJ 340 | Criminal Profiling | 3 |
| CRJ 401 | Principles of Emergency Management | 3 |
| CRJ 402 | Restorative Justice | 3 |
| CRJ 469 | Academic Internship | 1-12 |
| CRJ 489 | Independent Study | 1-4 |
| CRJ 460 | Policy Academy | 12 |

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

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

**TOTAL HOURS REQUIRED** **46 SEMESTER HOURS**

## ELEMENTARY EDUCATION

The Elementary Education major prepares students for work with children grades K-6 in a variety of educational settings. The program emphasizes evidence-aligned pedagogy, facilitation of learning for diverse students, relationship-driven classroom community, and development of teacher leadership dispositions. Instruction focuses on both theory and practice of student-centered teaching. These are taught through a variety of experiential and collaborative activities. From start to finish, the program incorporates field experience in local schools, offering extensive application and supported practice within an authentic setting.

Required coursework includes:

- **Interdisciplinary courses** which provide a general knowledge base aligned with elementary content areas and state standards for K-6
- **Professional studies** courses which build essential skills for a career in education
- **Elementary methods** courses which provide rich experiential learning opportunities targeting instruction in each of the core elementary subject areas

Note: Several General Education requirements will be met through these courses.

Elementary Education majors have two options for their teacher preparation. Those wishing to obtain K-6 North Carolina teaching licensure will take the required competency assessments and complete a semester of student teaching. These students will leave the program with a significant professional asset as they pursue work as a classroom teacher in a public, private, or charter school setting.

Students also have the option to graduate with a degree in Elementary Education without K-6 teaching licensure. These students have a course program similar to licensure candidates, but do not complete the assessments or student teaching required for licensure. Instead, these students engage in a classroom teaching practicum and senior research project during their final semester. They will graduate prepared to facilitate learning in after-school educational programs, recreation/camp settings, and some school settings.

Determination of which route (licensure or non-licensure) Elementary Education majors take will be based on their academic performance, professional dispositions, and career goals. All majors will graduate ready to impact young lives and prepare children for success in an evolving society.

**Group 1: Interdisciplinary Core Courses** *(Can be met through General Education Requirements)*
**Licensure and Non-Licensure Options** **44 Semester Hours**

| | | |
|---|---|---|
| **Humanities** | | **6 Semester Hours** |
| *Any 200-level ENG course* | | 3 |
| REL 153 | World Religions | 3 |
| **Fine Arts** | | **6 Semester Hours** |
| *Select one course:* | | |
| ARH 201 | Art History I: Prehistory to 1300 CE | |
| or ARH 202 | Art History II: Renaissance to the Present | 3 |
| *Select one course:* | | |
| MUS 101 | Music Appreciation | |
| or MUS 202 | World Music & Culture | 3 |
| or THE 101 | Introduction to Theatre | 3 |
| or THE 103 | Acting I | 3 |
| or THE 115 | Script Analysis | 3 |
| **Health & Physical Activity** | | **6 Semester Hours** |
| OLE 260 | Group Development through Games and Initiatives | 3 |
| *Select one course:* | | |
| HLT 201 | Personal & Community Health & Wellness | 3 |
| or HLT 202 | First Aid, CPR, & Wellness | 3 |
| or EXS 213 | Principles of Nutrition | 3 |
| **Mathematics** | | **6 Semester Hours** |
| MAT 148 | Data Visualization | 3 |
| or MAT 141 | Probability & Statistics | |
| MAT 210 | Math for Elementary Teachers | 3 |
| **Natural Sciences** | | **11 Semester Hours** |
| BIO 105 | Concepts of Biology | 4 |
| or BIO 120 | Intro to Cellular and Molecular Biology | 4 |
| or BIO 121 | Intro to Ecology and Evolutionary Biology | 4 |
| SCI 105 | Physical Science | 4 |
| ENV 362 | Environmental Science Pedagogy | 3 |
| **Social Sciences** | | **9 Semester Hours** |
| HIS 103 | Colonial America & the Creation of the US | 3 |
| or HIS 104 | Modern U.S. History | |
| HIS 110 | Global History | 3 |
| HIS 267 | The History Lab | 3 |

**Group 2: Professional Studies**

**Core Educational Courses**
**Licensure Option** **37 Semester Hours**
**Non-Licensure Option** **29 Semester Hours**

| | | |
|---|---|---|
| EDU 205 | 21st Century Teacher & Learner | 3 |
| EDU 212 | Ages & Stages | 3 |
| EDU 220 | Educational Psychology | 3 |
| EDU 303 | Diverse and Exceptional Learners | 3 |
| EDU 304 | Educational Technology: Teaching in the Digital Age | 3 |
| EDU 305 | Facilitation of Learning | 3 |
| PSY 101 | Introduction to Psychology | 3 |

**(Licensure Option) Student Teaching** **16 Semester Hours**

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

or

**(Non-Licensure Option) Practicum** **8 Semester Hours**

| | | |
|---|---|---|
| EDU 470 | Practicum in Education | 6 |
| EDU 480 | Senior Project for Elementary Education Majors | 2 |

**Group 3: Methods and Field Experience Courses**
**Licensure & Non-Licensure Options** **21 Semester Hours**

| | | |
|---|---|---|
| EDU 310 | Structured Literacy 1: Methods of Teaching Word Recognition | 3 |
| EDU 313 | Structured Literacy 2: Language Comprehension and Integrated Writing | 3 |
| EDU 314 | Structured Literacy 3: Differentiation, Assessment, and Intervention for Diverse Learners | 3 |
| EDU 316 | Methods in Teaching Math: Elementary | 3 |
| EDU 318 | Methods in Teaching Science & Social Studies | 3 |
| EDU 320 | Children's Literature | 3 |
| OLE 220 | Theory & Practice of Experiential Education | 3 |

**TOTAL HOURS REQUIRED** **LICENSURE: 102 SEMESTER HOURS**
**NON-LICENSURE: 94 SEMESTER HOURS**



## ENGLISH

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

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

Students in all emphasis areas complete a set of common courses for the major beyond the

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

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

| **REQUIRED MAJOR COURSES** | | **26 Semester Hours** |
|---|---|---|
| ENG 305 | Advanced Grammar | 3 |
| ENG 349 | Clarifying English Career Pathways | 1 |
| ENG 351 | Literary Theory and Criticism | 3 |
| ENG 460 | Senior Project Preparation | 1 |
| ENG 461 | Senior Project Seminar | 2 |
| ENG 495* | Senior Project | 3 |

| **Select three literature courses, at least one at the 300 level** | | **9 Semester Hours** |
|---|---|---|
| *(Note: in addition to General Education Requirement Area Literary Thinking.)* | | |
| ENG 205 | British Literature | 3 |
| ENG 206 | American Literature | 3 |
| ENG 208 | World Literature | 3 |
| ENG 217 | Environmental Literature | 3 |
| ENG 220 | Thematic Studies in Literature | 3 |
| ENG 240 | African American Literature | 3 |
| ENG 241 | Women in Literature | 3 |
| ENG 242 | Studies in Genre Literature | 3 |
| ENG 243 | Young Adult Literature | 3 |
| ENG 295 | Classical Mythology | 3 |
| ENG 322 | Shakespeare | 3 |
| ENG 330 | Advanced Studies in Literature | 3 |
| ENG 332 | Gothic Literature | 3 |
| ENG 342 | Southern Literature | 3 |
| ENG 362 | Cold War Literature | 3 |
| PHI 282 | Philosophy and Existential Literature | 3 |
| REL 152 | Religion and Literature | 3 |
| REL 268 | C. S. Lewis | 3 |

| **Select one applied publication course** | | **1 Semester Hour** |
|---|---|---|
| COM 107 | Literary Magazine Staff | 1 |
| COM 108 | Newspaper Staff | 1 |

| **Select three hours of experiential communication course(s)** | | **3 Semester Hours** |
|---|---|---|
| COM 307 | Literary Magazine Production | 1-3 |
| COM 308 | Newspaper Production | 1-3 |
| COM/ENG X69 | Academic Internship | 1-3 |
| COM/ENG X79 | Teaching Assistantship | 1-2 |

*Teacher licensure candidates take ENG 495 the semester before student teaching.
Note: Special topics courses (COM/ENG 290, 390, 490) and independent studies (COM/ENG 289, 389, 489) may be applied to the major course requirements, depending on topical focus.

**CREATIVE WRITING EMPHASIS** **15 Semester Hours**

**Required Courses** 6 Semester Hours

| | | |
|---|---|---|
| ENG 207 | Introduction to Creative Writing | 3 |
| ENG 251 | Forms and Theories of Creative Writing | 3 |

**Select additional publication courses or academic internships** **3 Semester Hours**

| | | |
|---|---|---|
| COM 107 | Literary Magazine Staff | 1 |
| COM 108 | Newspaper Staff | 1 |
| COM 307 | Literary Magazine Production | 1-3 |
| COM 308 | Newspaper Production | 1-3 |
| ENG X69 | Academic Internship | 1-3 |

**Select two advanced creative writing courses** **6 Semester Hours**

| | | |
|---|---|---|
| ENG 308 | Creative Nonfiction | 3 |
| ENG 309 | Poetry Writing | 3 |
| ENG 310 | Fiction Writing | 3 |
| ENG 311 | Advanced Studies in Writing | 3 |
| THE 313 | Playwriting | 3 |

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

**Required Course** **3 Semester Hours**

| | | |
|---|---|---|
| COM 105 | Introduction to Journalism | 3 |

**Select one additional course** **3 Semester Hours**

| | | |
|---|---|---|
| COM 280 | Media Storytelling and Production | 3 |
| ENG 308 | Creative Nonfiction | 3 |

**Select six additional hours in journalism or professional communication** **6 Semester Hours**

*You may choose courses in applied communication (COM) or other relevant fields, as well as from the following courses, with approval by the program coordinator.*

| | | |
|---|---|---|
| COM/ENG X69 | Academic Internship | 1-3 |
| COM/ENG X79 | Teaching Assistantship | 1-2 |
| ENG 311 | Advanced Studies in Writing | 3 |

**Three additional semester hours of an applied publication course** **3 Semester Hours**

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

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

**LITERARY STUDIES EMPHASIS** **15 Semester Hours**

**Select five additional literature, theory, or film courses**
*Note: At least three must be at the 300 level or higher.*

## TEACHER LICENSURE IN ENGLISH

Students intending to teach English at the high school level may pursue the emphasis area of their choice. However, licensure candidates must take the following courses to meet professional competencies: ENG 205, ENG 206, ENG 208, ENG 243, ENG 322. These courses may be chosen in places where a selection of courses is available (required major courses, General Education Requirements, or emphasis areas). Teacher Licensure candidates

in English should also complete at least two credit hours of teaching assistantship in WRI 111 and/or WRI 112 as a junior or senior. Your major advisor will help arrange this assistantship. Students must also complete the professional studies requirements listed in the Teacher Education Licensure section of this 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. We offer two concentrations:

- The **Science Studies Concentration** emphasizes courses in environmental science and related disciplines such as biology, chemistry, and ecology.
- The **Sustainability Studies Concentration** combines courses in the natural sciences, social sciences, and humanities.

Both concentrations incorporate experiential education principles and practices such as real-world problem-solving, labs, field trips, internships, and original research projects. Our graduates develop a strong environmental ethic and are prepared for a wide variety of careers in environmental management, advocacy, teaching, and graduate and other professional programs.

| **ENV STUDIES REQUIRED MAJOR COURSES** | | **22 Semester Hours** |
|---|---|---|
| ENV 101 | Environmental Issues | 3 |
| ENV 202 | Climate Change | 3 |
| ENV 301 | Environmental Policy, Law, and Justice | 3 |
| ENV 349 | Clarifying ENVS Career Pathways | 1 |
| ENV 350 | Community Service Learning | 1 |
| ENV 365 | Geographic Information System | 4 |
| ENV 401 | Sustainable Natural Resources | 3 |
| ENV 449 | Environmental Studies Capstone Seminar | 1 |
| ENV 450 | Skills in Environmental Research and Communication | 3 |

**RESTRICTED ELECTIVES** **10 Semester Hours**

*Students should choose three or more courses to increase their depth of knowledge within an interdisciplinary branch of Environmental Studies.*

| | | |
|---|---|---|
| Any BIO | | 3-4 |
| Any CHE | | 4 |
| Any ENV | | 3 |
| Any GEO | | 4 |
| Any MAT above 111 | | 3 |
| Any PHY* | | 4 |
| ENG 217 | Environmental Literature | 3 |
| HIS 201 | History of Stuff: Commodities in Global History | 3 |
| HIS 204 | Climate Change in Global History | 3 |
| OLE 102 | Outdoor Living Skills | 3 |

* check class prerequisites

**REQUIRED CONCENTRATION**

Choose one of the required concentrations (Science Studies or Sustainability Studies)

**SCIENCE STUDIES CONCENTRATION**

| **Required Courses:** | | **20 Semester Hours** |
|---|---|---|
| BIO 121 | Introduction to Ecology & Evolutionary Biology | 4 |

| | | |
|---|---|---|
| CHE 101 | General Chemistry I: An Environmental Approach | 4 |
| GEO 101 | Physical Geology | 4 |
| MAT 121 | Precalculus with Trigonometry | 4 |
| PHY 103 | General Physics I | 4 |

**SUSTAINABILITY STUDIES CONCENTRATION**

| **Required Courses** | | **19 Semester Hours** |
|---|---|---|
| ENV 102 | Topics in Global Sustainability | 3 |
| ENV 105 | Sustainable Agriculture | 3 |
| ENV 220 | Sustainable Communities | 3 |
| ENV 250 | Skills for Sustainable Living | 3 |
| ENV 362 | Environmental Science Pedagogy | 3 |
| Any Lab-based class | | 4 |

**TOTAL HOURS REQUIRED** **51-52 SEMESTER HOURS**

## EXERCISE SCIENCE (B.S. OR B.A.)

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



### B.S. IN EXERCISE SCIENCE

| **REQUIRED MAJOR COURSES** | | **34-35 Semester Hours** |
|---|---|---|
| MAT 141 | Probability and Statistics | 3-4 |
| or MAT 211 | Calculus I | |
| BIO 120 | Introduction to Cellular and Molecular Biology | 4 |
| BIO 210 | Human Anatomy and Physiology I | 4 |
| BIO 220 | Human Anatomy and Physiology II | 4 |
| EXS 110 | Introduction to Exercise Science | 3 |
| EXS 213 | Principles of Nutrition | 3 |
| EXS 310 | Exercise Physiology | 4 |
| EXS 311 | Fitness Appraisal | 3 |
| EXS 320 | Biomechanics in Exercise and Sport | 3 |
| HLT 202* | First Aid, CPR, and Wellness | 3 |

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

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

**Restricted Electives** **15 Semester Hours**

(at least 12 hours must be laboratory courses)

| | | |
|---|---|---|
| BIO 121 | Introduction to Ecology and Evolutionary Biology | 4 |
| BIO 360 | Microbiology | 4 |
| CHE 183 | Principles of Chemistry I | 4 |
| CHE 184 | Principles of Chemistry II | 4 |
| CHE 201 | Organic Chemistry I | 4 |
| CHE 202 | Organic Chemistry II | 4 |
| CHE 301 | Biochemistry | 4 |
| EXS 290/390/490 | Approved Special Topics | 3 |
| EXS 312 | Motor Learning and Control | 3 |
| EXS 430 | Principles of Strength and Conditioning | 3 |
| PHY 103 | General Physics I | 4 |
| PHY 104 | General Physics II | 4 |
| PSY 355 | Sport Psychology | 3 |

**TOTAL HOURS REQUIRED** **54 SEMESTER HOURS**

## B.A. IN EXERCISE SCIENCE

**REQUIRED MAJOR COURSES** **31 Semester Hours**

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

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

**RESTRICTED ELECTIVES** **20 Semester Hours**

Choose 20 hours with a maximum of six semester hours from PER 215, 216, and PHE courses and a maximum of three semester hours of academic internship:

| | | |
|---|---|---|
| BIO 220 | Human Anatomy and Physiology II | 4 |
| EXS 269, 369, 469 | Academic Internship | 1-3 |
| EXS 290, 390, 490 | Special Topics | 1-3 |
| EXS 311 | Fitness Appraisal | 3 |
| EXS 312 | Motor Learning and Control | 3 |
| EXS 430 | Principles of Strength and Conditioning | 3 |
| HLT 201 | Personal and Community Health and Wellness | 3 |
| HLT 341 | Health Education Methods and Applications | 3 |
| BUS 150 | Prin. of Sport, Event, and Tourism Management | 3 |
| BUS 250 | Facility and Event Management | 3 |
| HPE 215 | Team Sports Teaching Methodology | 3 |
| HPE 216 | Lifetime Sports Teaching Methodology | 3 |
| HPE 240 | Intro to Theories & Techniques of Coaching | 3 |
| HPE 280 | Adapted Physical Education | 3 |
| HPE 340 | Physical Education Pedagogy | 3 |
| OLE 151-159 | Outdoor Leadership Activity Courses | 1 each |
| OLE 260 | Group Development through Games and Initiatives | 3 |
| PSY 230 | Life-Span Development | 3 |
| PSY 355 | Sport Psychology | 3 |
| PHE 101-191 | Physical Education Activity Courses | 1 each |

Any courses in the restricted electives in the B.S. EXS major

**TOTAL HOURS REQUIRED** **51 SEMESTER HOURS**

# HEALTH AND PHYSICAL EDUCATION

The Bachelor of Science degree in Health and Physical Education provides a liberal arts foundation for students pursuing careers in teaching, coaching, and related fields. Students will study the human body's response to physical activity, lead both team and individual sports, understand physical education curricula, address personal and community health issues, and develop effective instructional strategies. Upon completing the Teacher Licensure concentration, graduates will be eligible to become licensed health and physical education teachers in North Carolina K-12 schools. Additionally, students in the Youth Development concentration will be well-prepared for careers in recreational facilities, youth and adult coaching, and fitness centers.

| **REQUIRED MAJOR COURSES** | | **54 Semester Hours** |
|---|---|---|
| EDU 205 | 21st Century Teacher and Learner | 3 |
| EDU 220 | Educational Psychology | 3 |
| or PSY 230 | Lifespan Development | |
| EDU 303 | Diverse and Exceptional Learners | 3 |
| EDU 304 | Teaching in a Digital Age | 3 |
| EXS 110 | Introduction to Exercise Science | 3 |
| EXS 210 | Foundations of Anatomy and Physiology | 4 |
| EXS 312 | Motor Learning and Control | 3 |
| HLT 201 | Personal and Community Health and Wellness | 3 |
| HLT 202 | First Aid, CPR and Wellness | 3 |
| HLT 341 | Health Education Methods & Applications | 3 |
| HPE 110 | Introduction to Physical Education and Recreation | 3 |
| HPE 215 | Team Sports Teaching Methodology | 3 |
| HPE 216 | Lifetime Sports Teaching Methodology | 3 |
| HPE 280 | Adapted Physical Education | 3 |
| HPE 311 | Assessment in Health, Physical Education and Sport | 3 |
| HPE 349 | Clarifying HPE Career Pathways | 1 |
| HPE 460 | PE Teaching Methods | 3 |
| OLE 151-159 | Outdoor Leadership Activity Courses | 1 |
| or PHE 101-191 | Physical Education Activity Courses | |
| OLE 260 | Group Development through Games and Initiatives | 3 |

**CHOOSE A CONCENTRATION IN TEACHER LICENSURE OR YOUTH DEVELOPMENT**

| **CONCENTRATION IN TEACHER LICENSURE** | | **23 Semester Hours** |
|---|---|---|
| EDU 305 | Facilitation of Learning | 3 |
| EDU 401 | Student Teaching Seminar | 2 |
| EDU 410 | K-12 Student Teaching | 14 |
| EXS 301 | Applied Sport Physiology | 4 |
| or EXS 310 | Exercise Physiology | |

** Students who do not pass the Praxis exams or meet the Teaching Licensure GPA requirement will be advised to transfer to Concentration in Youth Development.*

**TOTAL HOURS REQUIRED** **77 SEMESTER HOURS**

| **CONCENTRATION IN YOUTH DEVELOPMENT** | | **8-11 Semester Hours** |
|---|---|---|
| HPE 240 | Introduction to Theories and Techniques of Coaching | 3 |
| HPE 401 | Internship Prep | 1 |
| **Restricted Electives** | | |
| *Choose a minimum of 7 hours* | | |
| EXS 200-320 | Exercise Science Course | 3-4 |
| HIS 265 | Sports in U.S. History | 3 |
| HPE 469 | Senior Internship | 3-6 |

| | | |
|---|---|---|
| HPE 491 | Senior Internship Seminar | 1 |
| OLE 200-469 | Outdoor Leadership & Experiential Ed. Course | 3 |
| OLE 150-159 | Outdoor Leadership Activity Course | 1 |
| or PHE 101-190 | Physical Education Activity Course | |
| PSY 355 | Sport Psychology | 3 |

**TOTAL HOURS REQUIRED** **65 SEMESTER HOURS**

## HEALTH SCIENCE

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

| **REQUIRED MAJOR COURSES** | | **40 Semester Hours** |
|---|---|---|
| BIO 120 | Introduction to Cellular and Molecular Biology | 4 |
| BIO 121 | Introduction to Ecology and Evolutionary Biology | 4 |
| BIO 210 | Human Anatomy and Physiology I | 4 |
| BIO 220 | Human Anatomy and Physiology II | 4 |
| CHE 183 | Principles of Chemistry I | 4 |
| CHE 184 | Principles of Chemistry II | 4 |
| CHE 201 | Organic Chemistry I | 4 |
| CHE 202 | Organic Chemistry II | 4 |
| HSS 349 | Clarifying Health Science Career Pathways | 1 |
| HSS 449 | Health Science Capstone Seminar | 1 |
| MAT 141 | Probability and Statistics | 3 |
| PSY 101 | Introduction to Psychology | 3 |

| **SELECT ONE ETHICS COURSE** | | **3 Semester Hours** |
|---|---|---|
| BIO 307 | Bioethics | 3 |
| CRJ 405 | Ethical Issues in Criminal Justice | 3 |
| BUS 405 | Business Ethics | 3 |
| REL 262 | Ethics | 3 |

| **RESTRICTED ELECTIVES** | | **12 Semester Hours** |
|---|---|---|
| *Choose 3-4 courses from the following*: | | |
| BIO 207 | Medical Terminology | 3 |
| BIO 320 | Genetics | 4 |
| BIO 360 | Microbiology | 4 |
| CHE 301 | Biochemistry | 4 |
| EXS 213 | Principles of Nutrition | 3 |
| EXS 312* | Motor Learning and Control | 3 |
| HLT 201 | Personal and Community Health and Wellness | 3 |
| HLT 202 | First Aid, CPR, and Wellness | 3 |
| HLT 341 | Health Education Methods and Applications | 3 |
| HSS 269/369/469 | Health Science Internship | 1-3 |
| HSS 290/390 | Special Topics | 3 |
| MAT 211 | Calculus I | 4 |
| | (MAT 121 may be needed as prerequisite) | |
| MAT 221 | Calculus II | 4 |
| *PHY 103 | General Physics I | 4 |
| *PHY 104 | General Physics II | 4 |

| | | |
|---|---|---|
| PSY 220 | Abnormal Psychology | 3 |
| PSY 230 | Life Span Development | 3 |
| PSY 240 | Social Psychology | 3 |
| PSY 350 | Human Sexuality | 3 |

**Has a prerequisite*

**TOTAL HOURS REQUIRED** **55 SEMESTER HOURS**

# HISTORY

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



**REQUIRED COURSE AREAS** **38 Semester Hours**

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

*Select three courses:*

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

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

*Select four courses:*

| | | |
|---|---|---|
| HIS 201 | History of Stuff | 3 |
| HIS 202 | History of Terrorism | 3 |
| HIS 203 | Modern Political Ideologies | 3 |
| HIS 204 | Climate Change in Global History | 3 |
| HIS 205 | Genocide and International Law | 3 |
| HIS 225 | U.S. African American History | 3 |
| HIS 256 | Wilderness in American Life | 3 |
| HIS 263 | History of Education | 3 |
| HIS 264 | History and Memory | 3 |
| HIS 265 | Sports in U.S. History | 3 |
| HIS 266 | Conflict & Crisis | 3 |
| HIS 267 | The History Lab | 3 |

**Perspectives and Historiography** **9 Semester Hours**

*Select three courses:*

| | | |
|---|---|---|
| HIS 305 | Global Diplomatic History, 1648- | 3 |
| HIS 306 | The Middle East, 1794- | 3 |
| HIS 307 | Modern Germany | 3 |
| HIS 308 | Modern Russia, 1796- | 3 |
| HIS 309 | Communism and Fascism in European History | 3 |
| HIS 353 | U.S. Women's History | 3 |
| HIS 370 | The History of Your Lifetime | 3 |
| HIS 371 | Pop Culture History | 3 |
| HIS 372 | American Obsessions | 3 |

**PROFESSIONAL DEVELOPMENT** **8 Semester Hours**

*Required courses:*

| | | |
|---|---|---|
| HIS 269 | Internship Practicum* | 1 |
| HIS 349 | Clarifying History Career Pathways | 1 |
| HIS 401 | Research Methods | 3 |
| HIS 402 | Senior Project* | 3 |

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

**TOTAL HOURS REQUIRED** **MINIMUM 38 SEMESTER HOURS**

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

Students wishing to earn teaching licensure in Social Studies must complete a major in History, but they are not required to do an internship (HIS 269) or the senior project (HIS 402). To pass the Praxis exam, Social Studies licensure students should take all five Area Studies or survey courses listed in the History major. They must complete the Professional Studies Requirements in the Teacher Education Licensure section on p. 74 as well as the following courses to meet required competency areas.

*Required courses:*

| | | |
|---|---|---|
| ECN 201 | Macroeconomics | 3 |
| HIS 267 | The History Lab | 3 |
| PLS 210 | American Government | 3 |

# INTEGRATED STUDIES

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

The goals of the major include the following:

1. to develop an educational program based on personal goals;
2. to acquire knowledge and skills in defined areas of disciplinary study;
3. to draw interdisciplinary connections; and
4. to communicate effectively using digital media.

### MAJOR REQUIREMENTS

**TWO EMPHASIS TRACK*** **36 Semester Hours**

**Topic 1.** Emphasis in (e.g. Business) 18
Select 18 credits; at least 9 credits must be at the 300/400 level.

**Topic 2.** Emphasis in (e.g. Outdoor Leadership) 18
Select 18 credits; at least 9 credits must be at the 300/400 level.

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

**SENIOR PROJECT AND EXPERIENTIAL REQUIREMENTS** **7-9 Semester Hours**

INT 349 Clarifying Interdisciplinary Career Pathways 1
***Note: With permission of the major coordinator, the student may substitute a program-specific 349 course.

INT 369/469 or (with permission of major coordinator) 379/479** 1-3
***Note: The practicum/internship or teaching assistantship may be in any discipline appropriate to the student's emphasis areas (e.g. ORG 369, OLE 379) and carry some prefix other than INT.

INT 460 Senior Project Preparation*** 1
***Note: With permission of the major coordinator, the student may substitute a program-specific

project preparation seminar (e.g. SCI 494).

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

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

**TOTAL HOURS REQUIRED** **42 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** | | **38 Semester Hours** |
|---|---|---|
| MAT 141 | Probability and Statistics | 3 |
| MAT 200 | Discrete Mathematics | 3 |
| MAT 211, 221, 231 | Calculus I, II, III | 12 |
| MAT 341 | Linear Algebra | 3 |
| MAT 351 | Differential Equations | 3 |
| MAT 361 | Modern Algebra | 3 |
| MAT 411 | Real Analysis | 3 |
| MAT 449 | Senior Project Preparation | 2 |
| MAT 450 | Mathematics Senior Project | 2 |
| CSC 130 | Programming I | 4 |

**RESTRICTED ELECTIVES** **9 Semester Hours**

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

**TOTAL HOURS REQUIRED** **MINIMUM 47 SEMESTER HOURS**

## TEACHER LICENSURE IN MATHEMATICS (GRADES 9-12)

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

*Required courses*:

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

Students must also complete the professional studies requirements listed in the Teacher Education Licensure section on page 74.

# MUSIC

The Music Department at Brevard College is committed to the study of music in an experiential liberal arts context that encourages the passionate, lifelong pursuit of artistic and intellectual excellence. Our goal is to develop students' technical facility, professionalism, familiarity with a wide range of literature, and skills in communicating about music. Two programs (the Bachelor of Arts in Music and the Bachelor of Arts in Music Education) allow

students to prepare for a variety of post-graduate opportunities, including graduate school, teaching positions, and careers in performance, church music, arts management, or outside fields.

## BACHELOR OF ARTS IN MUSIC

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

| **REQUIRED FOUNDATIONAL COURSES** | | **34 Semester Hours** |
|---|---|---|
| MUS 102 | Preliminary Music Theory | 3 |
| MUS 103 | Music Theory I | 3 |
| MUS 104 | Music Theory II | 3 |
| MUS 105 | Aural Skills I | 1 |
| MUS 106 | Aural Skills II | 1 |
| MUS 107 | Introduction to Music Literature | 3 |
| MUS 120 | Preliminary Piano Class | 1 |
| MUS 121 | Class Piano I | 1 |
| MUS 123 | Class Piano II | 1 |
| APM 131, 133, 231, 233, 331 | Applied Music *(see Note 3)* | 10 |
| ENS 193, 195, or 199 | Large Ensembles *(see Note 2)* | 4 |
| MUS 149 | Music Major Colloquium | 1 |
| MUS 249 | Planning Music Career Pathways | 1 |
| MUS 349 | Clarifying Music Career Pathways | 1 |

**ADDITIONAL REQUIREMENTS FOR THE GENERAL MUSIC STUDENT**

| **Musicianship/Performance** | | **14-16 Semester Hours** |
|---|---|---|
| APM 333 | Applied Music | 2 |
| MUS 203 | Music Theory III | 3 |
| MUS 205 | Aural Skills III | 1 |
| MUS 215 | Vocal Diction I (Voice principals only) | 1 |
| MUS 216 | Vocal Diction II (Voice principals only) | 1 |
| MUS 301 | Music History I | 3 |
| MUS 302 | Music History II | 3 |
| ENS 193, 195 or 199 | Two additional semesters of a Large Ensemble *(see Note 2)* | 2 |

| **RESTRICTED ELECTIVES** | | **6 Semester Hours** |
|---|---|---|
| *Choose one option from List A and one from List B* | | |
| **List A** | | |
| MUS 202 | World Music and Culture | 3 |
| MUS 230 | Music and Technology | 3 |
| MUS 330 | Conducting | 3 |
| **List B** | | |
| MUS 204* | Music Theory IV | 3 |
| MUS 306 | Arranging and Orchestration | 3 |
| MUS 308 | Topics in Music Literature | 3 |

**MUS 204 has a co-requisite of MUS 206, Aural Skills IV, making this a 4-credit option.*

| **Capstone** | | **2 Semester Hours** |
|---|---|---|
| MUS 405 | Senior Project Preparation | 1 |
| MUS 410, 334, 434, or 484 | Senior Recital or Project | 1 |

**TOTAL MINIMUM CREDITS FOR THE BA IN MUSIC WITHOUT CONCENTRATION** **56 SEMESTER HOURS**

## PERFORMANCE CONCENTRATION
### REQUIRED COURSES

| **Musicianship** | | **10-12 Semester Hours** |
|---|---|---|
| MUS 203 | Music Theory III | 3 |
| MUS 205 | Aural Skills III | 1 |
| MUS 215 | Vocal Diction I (Voice principals only) | 1 |
| MUS 216 | Vocal Diction II (Voice principals only) | 1 |
| MUS 301 | Music History I | 3 |
| MUS 302 | Music History II | 3 |

| **Performance** | | **13 Semester Hours** |
|---|---|---|
| APM 333, 431, 433 | Applied Music | 6 |
| ENS 193, 195, or 199 | Two additional semesters of a Large Ensemble | 2 |
| ENS 186, 188, 191, 192, or 198 | Four semesters of a small Ensemble | 4 |
| MUS 334 | Half Recital* | 1 |

** Students in the Performance Concentration will choose MUS 434, Full Recital, as their capstone.*

**RESTRICTED ELECTIVES** **9 Semester Hours**

*(Choose three credits each from List A, B, and C)*

| **List A** | | |
|---|---|---|
| MUS 202 | World Music and Culture | 3 |
| MUS 230 | Music and Technology | 3 |
| MUS 330 | Conducting | 3 |
| **List B** | | |
| MUS 204* | Music Theory IV | 3 |
| MUS 306 | Arranging and Orchestration | 3 |
| MUS 308 | Topics in Music Literature | 3 |

**MUS 204 has a co-requisite of MUS 206, Aural Skills IV, making this a 4-credit option.*

| **List C** | | |
|---|---|---|
| APM 121, 123, 221 | Secondary Applied Music *(see Note 3)* | 2-3 |
| MUS 331 | Advanced Conducting | 3 |
| THE 103 | Introduction to Acting | 3 |
| THE 223 | Movement I | 3 |
| MUS 312 | Pedagogy of Applied Music | 1 |

| **Capstone** | | **2 Semester Hours** |
|---|---|---|
| MUS 405 | Senior Project Preparation | 1 |
| MUS 434 | Senior Recital | 1 |

**TOTAL MINIMUM CREDITS FOR THE BA IN MUSIC WITH PERFORMANCE CONCENTRATION** **68 SEMESTER HOURS**

## B.A. MUSIC - MUSICAL THEATRE CONCENTRATION*

** Students pursuing the Musical Theatre concentration will declare a double major in Music and Theatre with a concentration in Musical Theatre.*

| **Required Music Courses** | | 37 Semester Hours |
|---|---|---|
| MUS 102 | Introduction to Music Theory | 3 |
| MUS 103 | Music Theory I | 3 |
| MUS 104 | Music Theory II | 3 |
| MUS 105 | Aural Skills I | 1 |
| MUS 106 | Aural Skills II | 1 |
| MUS 107 | Music Literature | 3 |
| MUS 149 | Music Major Colloquium | 1 |
| MUS 215 | Vocal Diction I (Voice principals only) *(see note)* | 1 |

| | | |
|---|---|---|
| MUS 216 | Vocal Diction II (Voice principals only) *(see note)* | 1 |
| MUS 249 | Planning Music Career Pathways | |
| MUS 205 | Aural Skills III | 1 |
| APM 131-331 | Applied Voice Lessons | 10 |
| ENS 199 | Concert Choir (four semesters) | 4 |
| MUS 120-123 | Piano Classes for proficiency | 3 |
| MUS 349 | Clarifying Music Career Pathways | 1 |

*Note: THE 225, Stage Voice, may be taken in place of the two required Vocal Diction courses, MUS 215 and 216.*

| **Music Electives (Choose three credits)** | | 3 Semester Hours |
|---|---|---|
| MUS 202 | World Music and Cultures | 3 |
| MUS 203 | Music Theory III | 3 |
| MUS 230 | Music and Technology | 3 |
| MUS 301 | Music History I | 3 |
| MUS 302 | Music History II | 3 |
| MUS 306 | Arranging and Orchestration | 3 |
| MUS 312 | Pedagogy of Applied Music | 1 |
| APM 333 | Applied Music | 2 |
| MUS 330 | Conducting | 3 |

| **Music Senior Capstone** | | 2 Semester Hours |
|---|---|---|
| MUS 405 | Senior Project Preparation | 1 |
| MUS 334/434 | Half Recital or Full Recital | 1 |

| **Musical Theatre Courses** | | 11 Semester Hours |
|---|---|---|
| THE 106 | Dance I: Ballet and Modern | 1 |
| THE 107 | Dance II: Tap and Jazz | 1 |
| THE 206 | Dance III: Musical Theatre Movement | 1 |
| THE 212 | American Musical Theatre | 3 |
| THE 333 | Acting V: Musical Theatre Performance | 3 |
| ENS 197 | Performance in a Musical (two semesters) | 2 |

| **Required Theatre Courses** | | 22 Semester Hours |
|---|---|---|
| THE 103 | Acting I | 3 |
| THE 115 | Script Analysis | 3 |
| THE 116 | Collaboration in Theatre | 3 |
| THE 149 | Applied Theatre and Career Pathways: Exploration | 1 |
| THE 203 | Acting II: Scene Study | 3 |
| THE 249 | Planning Theatre Career Pathways | 1 |
| THE 303 | Acting III: Acting for Camera | 3 |
| THE 349 | Clarifying Theatre Career Pathways | 1 |
| THE 351 | Stage Management | 3 |
| THE 449 | Proficiency in Theatre Career Pathways | 1 |

| **Theatre Electives (Choose six credits)** | | 6 Semester Hours |
|---|---|---|
| THE 213 | Introduction to Directing | 3 |
| THE 223 | Movement I | 3 |
| THE 224 | Stage Combat | 3 |
| THE 225 | Stage Voice | 3 |
| THE 323 | Acting IV: Shakespeare in Performance | 3 |
| THE 406 | Movement II | 3 |
| THE 417 | Dialects | 3 |
| THE 390/490 | Special Topics in Advanced Performance | 3 |

| **Theatre Senior Capstone** | | 4 Semester Hours |
|---|---|---|
| THE 405 | Collaborative Capstone Preparation | 3 |

| | | |
|---|---|---|
| THE 450 | Collaborative Capstone | 3 |

**TOTAL CREDITS FOR THE B.A. IN MUSIC WITH MUSICAL THEATRE CONCENTRATION** **85 SEMESTER HOURS**

*Notes:*
1) MUS 215 and 216 are required only of voice principals. Those in the Music Theatre Concentration may substitute THE 225, Stage Voice, for these two courses.
2) Ensemble Requirements: Ensemble participation will normally run concurrently with the student's APM studies.

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

The following additional ensembles are strongly recommended:
- Voice - ENS 191, ENS 192
- Brass, Woodwind - ENS 194, ENS 196
- Percussion - ENS 198, ENS 194
- Strings - ENS 196

Students receiving music scholarship awards should refer to the music award letter for additional information about ensemble participation requirements.
3) Applied Music Study (APM): Students majoring in music are required to pass an audition on one instrument (which becomes the principal instrument of study). The sequence of applied study must begin by the sophomore year to achieve a minimum of 12 hours prior to graduation.



## 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** **35 Semester Hours**
(Refer to the Teacher Licensure section for specific course and program requirements.)

| **Music Courses** | | **55 Semester Hours*** |
|---|---|---|
| MUS 102 | Preliminary Music Theory | 3 |
| MUS 103 | Music Theory I | 3 |
| MUS 104 | Music Theory II | 3 |
| MUS 105 | Aural Skills I | 1 |
| MUS 106 | Aural Skills II | 1 |
| MUS 107 | Introduction to Music Literature | 3 |
| MUS 120 | Preliminary PianoClass | 1 |
| MUS 121 | Class Piano I | 1 |
| MUS 123 | Class Piano II | 1 |
| MUS 203 | Music Theory III | 3 |
| MUS 204 | Music Theory IV | 3 |
| MUS 205 | Aural Skills III | 1 |
| MUS 206 | Aural Skills IV | 1 |
| MUS 301 | Music History I | 3 |
| MUS 302 | Music History II | 3 |
| ENS *(see Note 2)* | | 8 |

| | | |
|---|---|---|
| APM Applied Music *(See Note 3)* | | 12 |
| APM 131, 133, 231, 233, 331, 333 | | |
| MUS 149 | Music Major Colloquium | 1 |
| MUS 249 | Planning Music Career Pathways | 1 |
| MUS 349 | Clarifying Music Career Pathways | 1 |
| MUS 334 | Half Recital or | 1 |
| MUS 434 | Full Recital *(See Note 5)* | |

| **Music Education Courses** | | **27-28 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 215 | Vocal Diction I (Voice principals only) | 1 |
| MUS 216 | Vocal Diction II (Voice principals only) | 1 |
| MUS 217 | Marching Band Methods (not required for voice) | 1 |
| MUS 230 | Music and Technology *(See Note 4)* | 3 |
| MUS 306 | Arranging and 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 113 SEMESTER HOURS**

*Notes*:
1) Students must earn a grade of C or better in all MUS, ENS, APM and Teacher Licensure Professional Studies courses in order to qualify for teacher licensure. For additional stipulations and requirements for formal admission to the Teacher Education program, please refer to the Teacher Licensure Program Requirements (p. 74).
2) Ensemble Requirements: Ensemble participation will normally run concurrently with the student's APM studies.

Required Ensembles are as follows:

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

The following additional ensembles are strongly recommended:

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

Students must elect two additional ensembles for a total of at least eight ENS courses. Students receiving music scholarship awards should refer to the music award letter for additional information about ensemble participation requirements.
3) Applied Music Study (APM): Students majoring in music are required to be pass an audition on one instrument (which will become the primary instrument of study). The sequence of applied study must begin by the sophomore year to achieve a minimum of 12 hours prior to graduation.
4) MUS 230, Music and Technology, covers essential software for musical educators and therefore is taken in place of EDU 304 (Educational Technology: Teaching in the Digital Age) by Music Education students as part of the Professional Studies requirements.

5) 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.

## ORGANIZATIONAL LEADERSHIP

The Brevard College Organizational Leadership major centers on an intentional, service-based approach to management and encourages students to develop and implement effective leadership knowledge and skills by using experiential learning like case studies, team projects, field experiences, and internships. The required courses prepare students to lead mission-driven organizations to success and create positive change in the workplace. As organizations navigate significant challenges in today's local and global landscapes, the major focuses on the development of critical leadership skills such as collaboration, human resource management, conflict management, diversity, and decision making. The major strives to graduate integrity-minded professionals by emphasizing the development of communication, emotional intelligence, innovation and creativity, and presentational speaking.

Majors in Organizational Leadership must complete all required courses in addition to 12 semester hours of restricted elective courses for a customized focus created in consultation with a faculty advisor. Internships may not exceed nine semester hours.



| **REQUIRED MAJOR COURSES** | | **40 Semester Hours** |
|---|---|---|
| BUS 110 | Introduction to Business | 3 |
| BUS 203 | Principles of Management | 3 |
| BUS 205 | Business Communications | 3 |
| BUS 207 | Business Software Applications | 3 |
| BUS 304 | Legal Environment of Business | 3 |
| BUS 405 | Business Ethics | 3 |
| ORG 170 | Collaborative Leadership | 3 |
| ORG 270 | Conflict Management | 3 |
| ORG 280 | Leadership Theory and Practice | 3 |
| ORG 310 | Organizational Theory & Behavior | 3 |
| ORG 349 | Clarifying Business and Organizational Leadership Career Pathways | 1 |
| ORG 370 | Diversity in Organizations | 3 |
| ORG 450 | Senior Capstone: Strategic Management and Leadership | 3 |
| ORG 470 | Data-Informed Decision Making | 3 |

**RESTRICTED ELECTIVES** **12 Semester Hours**

*Chosen in consultation with your advisor to suit your career path. A minimum of six hours must be at the 3-400 level. A maximum of six hours may be from courses with prefixes other than ACC, BUS, COM, ECN, or ORG. A maximum of nine hours may be from internships and practicums.*

| | | |
|---|---|---|
| ACC/BUS/COM/ECN/ORG elective | | 3-6 |
| AIM 111 | AI Foundations for Organizations | 3 |
| AIM 210 | AI Ethics and Stewardship | 3 |
| AIM 320 | Applied AI for Managers | 3 |
| AIM 330 | AI Governance and Compliance | 3 |
| CSC 140 | Introduction to Cybersecurity | 3 |
| CSC 331 | Data Mining | 3 |
| ENV 220 | Sustainable Communities | 3 |
| PSY 240 | Social Psychology | 3 |
| PSY 280 | Cognitive Psychology | 3 |
| PSY 345 | Psychology of Discrimination | 3 |
| PSY 355 | Sport Psychology | 3 |
| SOC 101 | Introduction to Sociology | 3 |

**TOTAL HOURS REQUIRED** **52 SEMESTER HOURS**

# OUTDOOR LEADERSHIP & EXPERIENTIAL EDUCATION

The focus of the Outdoor Leadership and Experiential Education program is to empower students with the knowledge, values and skills to be ethical leaders and skilled educators, specially equipped for the leadership in the field of outdoor recreation and education. Rooted in an experiential liberal arts education and a vibrant learning community, the OLEE program combines authentic and intentional experiences with interdisciplinary study to cultivate in each student a deep sense of personal awareness and responsibility and skills for effective communication, critical thinking, and creative problem solving . Emphasizing collaboration, environmental stewardship, and growth mindset, the program nurtures a spirit of community development and inspires a lifelong commitment to service, learning, and contributing meaningfully to society.

Students advance through a developmental progression of coursework in which they actively engage in academic study and activities, outdoor field experiences, service opportunities and practical work experiences to develop their theoretical and philosophical knowledge, technical outdoor skills, administrative abilities, and competencies in teaching, facilitation, and leadership. Students may choose from one of three concentrations: Wilderness Leadership, Public Land Leadership, or Outdoor Industry Leadership, with internships or senior projects that align with the selected concentration and professional goals.

- The Wilderness Leadership concentration prepares students for wide range leadership positions in the outdoor field, specially equipped to lead a variety of adventure based experiences for varied participants in dynamic backcountry environments. This concentration includes the Immersion Semester, and the innovative immersive nature of this experience leads to transformational development of leadership and teaching abilities, transferable to a variety of professional settings.

- The Public Land Leadership concentration prepares students for leadership positions in federal, state, and county land management agencies through integrated study of theory and skills in outdoor recreation, community and group engagement, environmental ethics and interpretation, and the foundations of criminal justice. Students selecting this concentration may also choose to minor in Wilderness Leadership, adding the Immersion Semester.

- The Outdoor Industry Leadership concentration prepares students for leadership positions in the outdoor recreation and adventure industries through integrated study of theory and skills in outdoor recreation, business strategy and skills, sustainable practice, communication, and organizational leadership. Students selecting this concentration may also choose to minor in Wilderness Leadership, adding the Immersion Semester.

**The Immersion Semester**

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

Prerequisites: OLE 220 and applicants must be in good academic and Campus Life standing. The Immersion Semester is a part of the Wilderness Leadership Concentration, and is available to students in the Public Land Leadership and Outdoor Industry Leadership concentrations by adding the Wilderness Leadership Concentration.

| **REQUIRED COURSES** | | **35 Semester Hours** |
|---|---|---|
| OLE 102 | Outdoor Living Skills | 3 |
| OLE 202 | Introduction to Outdoor Leadership | 3 |
| OLE 220 | Theory and Practice of Experiential Education | 3 |
| OLE 152 | Outdoor Rock Climbing | 1 |
| OLE 151 | Whitewater Canoeing | 1 |
| or OLE 155 | Whitewater Kayaking | |

*Completion of the 11 hours above serve as the prerequisites for the Wilderness Immersion semester.*

| | | |
|---|---|---|
| OLE 349 | Clarifying OLEE Career Pathways | 1 |
| OLE 301 or OLE X79 | Practicum or Teaching Assistantship | 1 |
| OLE 305 | Risk Management and Legal Liability in Outdoor Programs | 3 |
| OLE 340 | Outdoor Program Administration | 3 |
| OLE 380 | Advanced Facilitation & Processing | 3 |
| OLE 402 | Leadership and Ethics | 3 |
| OLE 410 | Senior Capstone | 3 |
| or OLE 469 | Internship | |
| OLE 449 | Outdoor Leadership Career Proficiency | 1 |
| PSY 101 | Introduction to Psychology | 3 |
| PSY 240 | Social Psychology | 3 |

**REQUIRED CONCENTRATION**
Choose one of the required concentrations

| **WILDERNESS LEADERSHIP CONCENTRATION** | | **23 Semester Hours** |
|---|---|---|
| Immersion Semester Block | | 17 Semester Hours |
| OLE 300 | Leadership and Group Dynamics | 3 |
| OLE 310 | Outdoor Education Pedagogy | 3 |
| OLE 315 | Expedition Planning | 3 |
| OLE 330 | Wilderness Medicine | 3 |
| OLE 350 | Wilderness Expedition | 3 |
| OLE 357 | Environmental Ethics and Skills | 2 |
| Skill Refinement Courses | | 6 Semester Hours |
| OLE 351 | Paddling Instructor Development | 3 |
| OLE 352 | Climbing Instructor Development | 3 |
| OLE 356 | Outdoor Emergency Response | 3 |
| OLE 358 | Mountain Biking Instructor Development | 3 |

| **PUBLIC LAND LEADERSHIP CONCENTRATION** | | **24 Semester Hours** |
|---|---|---|
| Required Courses | | 12 Semester Hours |
| OLE 210 | Forests, Parks, & Wilderness | 3 |
| CRJ 205 | Law Enforcement Systems and Practices | 3 |
| CRJ 215 | Substantive Criminal Law | 3 |
| CRJ 220 | Constitution and Criminal Justice | 3 |

| | | |
|---|---|---|
| Guided Elective Courses | | 12 semester hours |
| *Select one: Outdoor Skill Refinement* | | |
| OLE 260 | Group Development through Games and Initiatives | 3 |
| OLE 351 | Paddling Instructor Development | 3 |
| OLE 352 | Climbing Instructor Development | 3 |
| OLE 358 | Mountain Biking Instructor Development | 3 |

*Select one: Understanding Crime*

| | | |
|---|---|---|
| CRJ 221 | Criminal Investigations | 3 |
| CRJ 310 | Victimology | 3 |
| CRJ 400 | Criminology | 3 |

*Select one: Emergency Response*

| | | |
|---|---|---|
| CRJ 230 | Emergency and Disaster Management | 3 |
| OLE 356 | Outdoor Emergency Response | 3 |

*Select one: Mental Health for Professionals*

| | | |
|---|---|---|
| CRJ 331 | Mental Health in the Criminal Justice Maze | 3 |
| OLE 385 | Mental Health Practices in the Outdoor Profession | 3 |

**OUTDOOR INDUSTRY LEADERSHIP CONCENTRATION** **24 Semester Hours**

Required Courses 12 Semester Hours

| | | |
|---|---|---|
| BUS 110 | Introduction to Business | 3 |
| BUS 207 | Business Software Application | 3 |
| BUS 302 | Principles of Marketing | 3 |
| OLE 210 | Forests, Parks, and Wilderness | 3 |

Guided Elective Courses 12 semester hours

*Select one: Outdoor Skill Refinement*

| | | |
|---|---|---|
| OLE 260 | Group Development through Games and Initiatives | 3 |
| OLE 351 | Paddling Instructor Development | 3 |
| OLE 352 | Climbing Instructor Development | 3 |
| OLE 358 | Mountain Biking Instructor Development | 3 |

*Select two: Management*

| | | |
|---|---|---|
| BUS 150 | Principles of Sport, Event, and Tourism Management | 3 |
| BUS 203 | Principles of Management | 3 |
| BUS 250 | Facility and Event Management | 3 |
| ORG 355 | Not-for-Profit Management | 3 |

*Select one: Marketing Content Creation*

| | | |
|---|---|---|
| COM 180 | Content Creation | 3 |

**TOTAL HOURS REQUIRED** **MINIMUM 59 SEMESTER HOURS**

# PSYCHOLOGY

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

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

- developing skill in the public presentation of their research and/or field experience.

| REQUIRED COURSES | | 24 Semester Hours |
|---|---|---|
| PSY 101 | Introduction to Psychology | 3 |
| PSY 220 | Abnormal Psychology | 3 |
| PSY 230 | Life-Span Development | 3 |
| PSY 240 | Social Psychology | 3 |
| PSY 280 | Cognitive Psychology | 3 |
| PSY 310 | Research Methods I: Psych Research Design | 3 |
| PSY 311 | Research Methods II: Statistics in Psych | 3 |
| PSY 495 | Senior Capstone: Contemporary Issues in Psych | 3 |

| RESTRICTED ELECTIVES | 9 Semester Hours |
|---|---|
| *Select 9 hours of additional PSY courses at the 3/400 level* | |

| SENIOR PROJECT COURSES | | 7 Semester Hours |
|---|---|---|
| PSY 349 | Clarifying Psychology Career Pathways | 1 |
| **Practicum/Internship Option** | | |
| PSY 468 | Internship Reflection | 2 |
| PSY 469 | Internship in Psychology | 4 |
| OR | | |
| **Thesis Option** | | |
| PSY 475 | Undergraduate Thesis in Psychology | 6 |

| TOTAL HOURS REQUIRED | 40 SEMESTER HOURS |
|---|---|



## THEATRE

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

| REQUIRED FOUNDATIONAL COURSES | | 43 Semester Hours |
|---|---|---|
| THE 103 | Acting I | 3 |
| THE 115 | Script Analysis | 3 |
| THE 116 | Collaboration in Theatre | 3 |
| THE 121 | Stage Crafts: Scenery, Lighting, Sound | 3 |
| THE 149 | Applied Theatre and Career Pathways: Exploration | 2 |
| THE 205* | Process and Professional Practice | 6 |
| THE 213 | Directing | 3 |
| THE 249 | Planning Theatre Career Pathways | 1 |
| THE 305** | Process and Professional Practice | 6 |
| THE 349* | Clarifying Theatre Career Pathways | 2 |
| THE 351 | Stage Management | 3 |
| THE 449* | Applied Theatre and Career Pathways: Demonstrating Proficiency | 2 |
| THE 405 | Collaborative Capstone Preparation | 3 |

| | | |
|---|---|---|
| THE 450 | Collaborative Capstone | 3 |

** Students will enroll in these courses twice*
*** Teacher Licensure candidates only take three credits of THE 305*

**SELECT ONE OF THE FOLLOWING CONCENTRATIONS:**

| **GENERAL THEATRE CONCENTRATION** | | **9 Semester Hours** |
|---|---|---|
| Required Courses | | 6 Semester Hours |
| THE 311 | Theatre History: Origins to Renaissance | 3 |
| THE 312 | Theatre History: Renaissance to Modern Era | 3 |
| | | |
| Additional Theatre Experience: Choose one | | 3 Semester Hours |
| THE 203 | Acting II: Scene Study | 3 |
| THE 221 | Scenic Design | 3 |
| THE 223 | Movement I | 3 |
| THE 225 | Stage Voice | 3 |
| THE 231 | Lighting Design | 3 |
| THE 241 | Costume Design | 3 |
| THE 328 | Sound Design | 3 |

**TOTAL HOURS FOR GENERAL THEATRE** **52 SEMESTER HOURS**

| **THEATRE WITH ACTING CONCENTRATION** | | **21 Semester Hours** |
|---|---|---|
| Required Courses | | 18 Semester Hours |
| THE 203 | Acting II: Scene Study | 3 |
| THE 223 | Movement I | 3 |
| THE 225 | Stage Voice | 3 |
| THE 303 | Acting III: Acting for Camera | 3 |
| THE 311 | Theatre History: Origins to Renaissance | 3 |
| or THE 312 | Theatre History: Renaissance to Modern Era | |
| THE 323 | Acting IV: Shakespeare in Performance | 3 |
| | | |
| Acting Electives: Choose one | | 3 Semester Hours |
| THE 224 | Stage Combat | 3 |
| THE 313 | Playwriting | 3 |
| THE 325 | Collaborative Student Projects | 3 |

**TOTAL HOURS FOR THEATRE WITH ACTING CONCENTRATION** **64 SEMESTER HOURS**

| **THEATRE WITH DIRECTING CONCENTRATION** | | **20 Semester Hours** |
|---|---|---|
| Required Courses | | 17 Semester Hours |
| THE 203 | Acting II: Scene Study | 3 |
| THE 223 | Movement I | 3 |
| or THE 225 | Stage Voice | 3 |
| THE 312 | Theatre History: Renaissance to Modern Era | 3 |
| THE 325 | Collaborative Student Projects | 3 |
| THE 379 | Teaching Assistantship | 2 |
| THE 413 | Advanced Directing | 3 |
| | | |
| Directing Electives: Choose one | | 3 Semester Hours |
| THE 311 | Theatre History: Origins to Renaissance | 3 |
| THE 313 | Playwriting | 3 |
| THE 320 | Computer Aided Drafting | 3 |

**TOTAL HOURS FOR THEATRE WITH DIRECTING CONCENTRATION** **63 SEMESTER HOURS**

**THEATRE WITH DESIGN/TECHNOLOGY CONCENTRATION** **21 Semester Hours**

| | | |
|---|---|---|
| Required Courses | | 18 Semester Hours |
| Choose three courses from Design: | | 9 |
| THE 221 | Scenic Design | |
| THE 231 | Lighting Design | |
| THE 241 | Costume Design | |
| THE 328 | Sound Design | |
| THE 312 | Theatre History: Renaissance to Modern Era | 3 |
| THE 320 | Computer Aided Drafting | 3 |
| THE 489 | Advanced Design Course | 3 |

| | | |
|---|---|---|
| Design/Technology Electives: Choose one | | 3 Semester Hours |
| THE 123 | Costume Construction | 3 |
| THE 311 | Theatre History: Origins to Renaissance | 3 |
| THE 313 | Playwriting | 3 |
| THE 315 | Rendering and Model Building | 3 |
| THE 325 | Collaborative Student Projects | 3 |
| THE 413 | Advanced Directing | 3 |
| THE 490 | Advanced Stage Management | 3 |

**TOTAL HOURS FOR THEATRE WITH DESIGN/TECHNOLOGY CONCENTRATION** **64 SEMESTER HOURS**

**THEATRE WITH STAGE MANAGEMENT CONCENTRATION** **21 Semester Hours**

| | | |
|---|---|---|
| Required Courses | | 18 Semester Hours |
| Choose two courses from Design: | | 6 |
| THE 221 | Scenic Design | |
| THE 231 | Lighting Design | |
| THE 241 | Costume Design | |
| THE 328 | Sound Design | |
| THE 312 | Theatre History: Renaissance to Modern Era | 3 |
| THE 320 | Computer Aided Drafting | 3 |
| THE 325 | Collaborative Student Projects | 3 |
| THE 489 | Advanced Design Course | 3 |

| | | |
|---|---|---|
| Stage Management Electives: Choose one | | 3 Semester Hours |
| THE 123 | Costume Construction | 3 |
| THE 311 | Theatre History: Origins to Renaissance | 3 |
| THE 313 | Playwriting | 3 |
| MUS 102 | Introduction to Music Theory | 3 |

**TOTAL HOURS FOR THEATRE WITH STAGE MANAGEMENT CONCENTRATION** **64 SEMESTER HOURS**

**THEATRE WITH TEACHER LICENSURE CONCENTRATION** **95 SEMESTER HOURS**

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

| | | |
|---|---|---|
| REQUIRED FOUNDATIONAL COURSES | | 40 Semester Hours |
| *Foundational Courses listed above with exception of 3 credits of THE 305 instead of 6* | | |
| Additional Requirements for Teacher Licensure Concentration | | 11 Semester Hours |
| Choose one course from Design: | | 3 |
| THE 221 | Scenic Design | |

| | | |
|---|---|---|
| THE 231 | Lighting Design | |
| THE 241 | Costume Design | |
| THE 328 | Sound Design | |
| THE 311 | Theatre History: Origins to Renaissance | 3 |
| THE 312 | Theatre History: Renaissance to Modern Era | 3 |
| THE 379 | Teaching Assistantship | 2 |
| Teacher Licensure Concentration Electives: Choose one | | 3 Semester Hours |
| THE 123 | Costume Construction | 3 |
| THE 313 | Playwriting | 3 |
| THE 320 | Computer Aided Drafting | 3 |
| THE 325 | Collaborative Student Projects | 3 |

| | | |
|---|---|---|
| Education Teacher Licensure in Theatre Electives | | 6 Semester Hours |
| THE 361 | Theatre Methods | 3 |
| THE 323 | Acting IV: Shakespeare in Performance | 3 |
| or ENG 322 | Shakespeare | 3 |

| | | |
|---|---|---|
| Education Professional Studies Requirements | | 21 Semester Hours |
| EDU 205 | 21st Century Teacher & Learner | 3 |
| EDU 220 | Educational Psychology | 3 |
| EDU 303 | Diverse and Exceptional Learners | 3 |
| EDU 304 | Educational Technology: Teaching in the Digital Age | 3 |
| EDU 305 | Facilitation of Learning | 3 |
| EDU 349 | Clarifying Education Career Pathways | 1 |
| EDU 401 | Student Teaching Seminar | 2 |
| PSY 101 | Introduction to Psychology | 3 |
| K-12 Licensure - Student Teaching | | 14 Semester Hours |
| EDU 410 | K-12 Student Teaching | 14 |

**TOTAL HOURS FOR THEATRE WITH TEACHER LICENSURE CONCENTRATION** **95 SEMESTER HOURS**

**THEATRE WITH FILM CONCENTRATION** **65 Semester Hours**

Students pursing the Film Concentration will not complete the Foundational Courses listed above. They must complete the courses listed below:

| | | |
|---|---|---|
| Required Courses | | 32 Semester Hours |
| THE 103 | Acting I | 3 |
| THE 115 | Script Analysis | 3 |
| THE 116 | Collaboration in Theatre | 3 |
| THE 121 | Stage Crafts: Scenery, Lighting, Sound | 3 |
| THE 149 | Applied Theatre and Career Pathways: Exploration | 1 |
| THE 205 | Process and Professional Practice | 3 |
| THE 213 | Directing | 3 |
| THE 305 | Process and Professional Practice | 3 |
| THE 349 | Clarifying Theatre Career Pathways | 1 |
| THE 351 | Stage Management | 3 |
| THE 405 | Collaborative Capstone Preparation | 3 |
| THE 450 | Collaborative Capstone | 3 |

| | | |
|---|---|---|
| Additional Requirements for Theatre with Film Concentration | | 30 Semester Hours |
| THE 290 | Demo Reels | 3 |
| THE 303 | Acting III: Acting for Camera | 3 |
| THE 313 | Playwriting | 3 |
| THE 390 | Cinematography | 3 |
| ART 332 | Sound Art | 3 |
| ART 334 | Digital Art III: Digital Video Art | 3 |
| ART 364 | Alternative Lighting Techniques | 3 |

| | | |
|---|---|---|
| COM 250 | Lost Media: How Old Media Shapes the Present | 3 |
| COM 280 | Media Storytelling & Production I | 3 |
| COM 380 | Media Storytelling & Production II | 3 |

| Film Electives: Choose one | | 3 Semester Hours |
|---|---|---|
| THE 325 | Collaborative Student Projects | 3 |
| THE 413 | Advanced Directing | 3 |
| ART 261 | Digital and Color Photography | 3 |
| COM 350 | Media Afterlives | 3 |

**TOTAL HOURS FOR THEATRE WITH FILM CONCENTRATION** **65 SEMESTER HOURS**

## BA IN THEATRE - MUSICAL THEATRE CONCENTRATION

** Students pursuing the Musical Theatre concentration will declare a double major in Music and Theatre with a concentration in Musical Theatre*

| **Required Music Courses** | | 37 Semester Hours |
|---|---|---|
| MUS 102 | Introduction to Music Theory | 3 |
| MUS 103 | Music Theory I | 3 |
| MUS 104 | Music Theory II | 3 |
| MUS 105 | Aural Skills I | 1 |
| MUS 106 | Aural Skills II | 1 |
| MUS 107 | Music Literature | 3 |
| MUS 149 | Music Major Colloquium | 1 |
| MUS 205 | Aural Skills III | 1 |
| MUS 215 | Vocal Diction I (see note) | 1 |
| MUS 216 | Vocal Diction II (see note) | 1 |
| MUS 249 | Planning Music Career Pathways | 1 |
| APM 131-331 | Applied Voice | 10 |
| ENS 199 | Concert Choir (four semesters) | 4 |
| MUS 120-123 | Piano Classes for proficiency | 3 |
| MUS 349 | Clarifying Music Career Pathways | 3 |

*Note: THE 225, Stage Voice, may be taken in place of the two required Vocal Diction courses, MUS 215 and 216.*

| **Music Electives (Choose three credits)** | | 3 Semester Hours |
|---|---|---|
| MUS 202 | World Music and Cultures | 3 |
| MUS 203 | Music Theory III | 3 |
| MUS 230 | Music and Technology | 3 |
| MUS 301 | Music History I | 3 |
| MUS 302 | Music History II | 3 |
| MUS 306 | Arranging and Orchestration | 3 |
| MUS 312 | Pedagogy of Applied Music | 1 |
| APM 333 | Applied Music | 2 |
| MUS 330 | Conducting | 3 |

| **Music Senior Capstone** | | 2 Semester Hours |
|---|---|---|
| MUS 405 | Senior Project Preparation | 1 |
| MUS 334/434 | Half Recital or Full Recital | 1 |

| **Musical Theatre Courses** | | 11 Semester Hours |
|---|---|---|
| THE 106 | Dance I: Ballet and Modern | 1 |
| THE 107 | Dance II: Tap and Jazz | 1 |
| THE 206 | Dance III: Musical Theatre Movement | 1 |
| THE 212 | American Musical Theatre | 3 |
| THE 333 | Acting V: Musical Theatre Performance | 3 |

| | | |
|---|---|---|
| ENS 197 | Performance in a Musical (two semesters) | 2 |

| **Required Theatre Courses** | | 22 Semester Hours |
|---|---|---|
| THE 103 | Acting I | 3 |
| THE 115 | Script Analysis | 3 |
| THE 116 | Collaboration in Theatre | 3 |
| THE 149 | Applied Theatre and Career Pathways: Exploration | 1 |
| THE 203 | Acting II: Scene Study | 3 |
| THE 249 | Planning Theatre Career Pathways | 1 |
| THE 303 | Acting III: Acting for Camera | 3 |
| THE 349 | Clarifying Theatre Career Pathways | 1 |
| THE 351 | Stage Management | 3 |
| THE 449 | Proficiency in Theatre Career Pathways | 1 |

| **Theatre Electives (Choose six credits)** | | 6 Semester Hours |
|---|---|---|
| THE 213 | Introduction to Directing | 3 |
| THE 223 | Movement I | 3 |
| THE 224 | Stage Combat | 3 |
| THE 225 | Stage Voice | 3 |
| THE 323 | Acting IV: Shakespeare in Performance | 3 |
| THE 406 | Movement II | 3 |
| THE 417 | Dialects | 3 |
| THE 390/490 | Special Topics in Advanced Performance | 3 |

| **Theatre Senior Capstone** | | 4 Semester Hours |
|---|---|---|
| THE 405 | Collaborative Capstone Preparation | 1 |
| THE 450 | Collaborative Capstone | 3 |

**TOTAL MINIMUM CREDITS FOR THE BA IN THEATRE WITH MUSICAL THEATRE CONCENTRATION** **85 SEMESTER HOURS**

# MINOR PROGRAMS

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

## ART

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

| **REQUIRED MINOR COURSES** | | **9.5 Semester Hours** |
|---|---|---|
| ART 112 | Introduction to the Visual Arts | 0.5 |
| *Select one course:* | | 3 |
| ARH 201 | Art History I: Prehistory to 1300 CE | |
| ARH 202 | Art History II: Renaissance to the Present | |
| ARH 210 | World Art | |
| *Select any two courses:* | | 6 |
| ART 120 | Foundations of Drawing | |
| ART 130 | Foundations of 2-D Design | |
| ART 150 | Foundations of 3-D Design | |
| ART 230 | Introduction to Digital Art | |

| ELECTIVES | | 12 Semester Hours |
|---|---|---|
| Any two ART courses | | 6 |
| ARH or ART course | | 3 |
| ARH or ART course | | 3 |

**TOTAL HOURS REQUIRED** **21.5 SEMESTER HOURS**

## ART HISTORY

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

| REQUIRED MINOR COURSES | | 9 Semester Hours |
|---|---|---|
| ARH 201 | Art History I: Prehistory to 1300 CE | 3 |
| ARH 202 | Art History II: Renaissance to the Present | 3 |
| Any ART studio course | | 3 |

**ELECTIVES** **12 Semester Hours**

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

**TOTAL HOURS REQUIRED** **21 SEMESTER HOURS**

## BIOLOGY

| REQUIRED MINOR COURSES | | |
|---|---|---|
| BIO 120 | Introduction to Cellular and Molecular Biology | 4 |
| BIO 121 | Introduction to Ecology and Evolutionary Biology | 4 |

| ELECTIVES | | 13 Semester Hours |
|---|---|---|
| BIO courses, 200/300/400 level | | |
| CHE 301 | Biochemistry | 4 |

**TOTAL HOURS REQUIRED** **MINIMUM 21 SEMESTER HOURS**

## BUSINESS

| REQUIRED MINOR COURSES | | 9 Semester Hours |
|---|---|---|
| ACC 201 | Financial Accounting | 3 |
| BUS 110 | Introduction to Business | 3 |
| BUS 203 | Principles of Management | 3 |

**ELECTIVES** **12 Semester Hours**

*Note: Required Minor Courses listed above may not be used as Electives. A Minimum of nine hours must be at the 300-400 level. A maximum of six hours may be from courses with prefixes other than ACC, ECN, or ORG. A maximum of six hours may be from internships and practica.*

| | | |
|---|---|---|
| Any ACC course (except ACC 201) | | |
| Any ECN course | | |
| Any ORG course | | |
| HIS 201 | History of Stuff: Commodities in Global History | 3 |
| MAT 200 | Discrete Mathematics | 3 |
| MAT 211 | Calculus I | 3 |
| MAT 341 | Linear Algebra | 3 |
| PSY 240 | Social Psychology | 3 |
| PSY 355 | Sport Psychology | 3 |
| OLE 340 | Outdoor Program Administration | 3 |

**TOTAL HOURS REQUIRED** **21 SEMESTER HOURS**

## CHEMISTRY

| REQUIRED MINOR COURSES | | 8 Semester Hours |
|---|---|---|
| CHE 183 | Principles of Chemistry I | 4 |
| CHE 184 | Principles of Chemistry II | 4 |

| ELECTIVES | | 15 Semester Hours |
|---|---|---|
| Select one MAT course: | | |
| MAT 121 | Precalculus with Trigonometry | 4 |
| MAT 141 | Probability and Statistics | 3 |
| MAT 211 | Calculus I | 4 |

Select three or more courses with a CHE prefix of 200 level or above totaling a minimum of twelve hours. *At least 2 courses must be lab-based chemistry classes. No more than 2 credits from teaching assistantship. No more than 2 credits from academic internship.*
CHE 200/300/400
CHE 269/369/469
CHE 279/379/479

**TOTAL HOURS REQUIRED** **23 SEMESTER HOURS**

## COACHING

| REQUIRED MINOR COURSES | | 8 Semester Hours |
|---|---|---|
| EXS 110 | Introduction to Exercise Science | 3 |
| HPE 240 | Introduction to Theories & Techniques of Coaching | 3 |
| EXS 369 | Academic Internship | 2-3 |

| RESTRICTED ELECTIVES | | 14 Semester Hours |
|---|---|---|
| EXS 213 | Principles of Nutrition | 3 |
| EXS 301* | Applied Sport Physiology | 4 |
| or EXS 310* | Exercise Physiology | |
| EXS 312 | Motor Learning and Control | 3 |
| EXS 320* | Biomechanics in Exercise and Sport | 3 |
| EXS 290/390 | Approved Special Topics | 3 |
| EXS 430 | Principles of Strength and Conditioning | 3 |
| HLT 202** | First Aid, CPR, and Wellness | 3 |
| HPE 215 | Team Sports Teaching Methodology | 3 |
| HPE 216 | Lifetime Sports Teaching Methodology | 3 |
| HPE 280 | Adapted Physical Education | 3 |
| HPE 311 | Assessment in Health, Physical Education, and Sport | 3 |
| HPE 340 | Physical Education Pedagogy | 3 |
| PSY 355* | Sport Psychology | 3 |

**Note: This course requires additional prerequisite.*
***Note: Requirement waived with documentation of current certifications in first aid and adult CPR*

**TOTAL HOURS REQUIRED** **22 SEMESTER HOURS**

## COMPUTER SCIENCE

| REQUIRED MINOR COURSES | | 19 Semester Hours |
|---|---|---|
| CSC 130 | Programming I | 4 |
| CSC 131 | Programming II | 4 |
| CSC 271 | Computer Architecture | 3 |
| MAT 211 | Calculus I | 4 |
| MAT 221 | Calculus II | 4 |

| RESTRICTED ELECTIVES | | 3 Semester Hours |
|---|---|---|
| ART 230 | Introduction to Digital Art | 3 |
| ART 233 | Basics of Animation | 3 |
| ART 332 | Sound Art | 3 |
| ART 335 | Advanced Digital Art | 3 |
| CHE 250 | Quantitative Analysis | 4 |
| CSC course 200-level or above | | 3-4 |
| MAT 231 | Calculus III | 4 |
| MAT 310 | Applied Combinatorics | 3 |
| MAT 361 | Modern Algebra | 3 |
| MAT 410 | Euclidean Geometry | 3 |
| MAT 411 | Real Analysis | 3 |
| MAT 412 | Complex Variables | 3 |
| MUS 230 | Music and Technology | 3 |
| PHI 105 | Symbolic Logic | 3 |
| PSY 310 | Research Methods I: Psychological Research Design | 3 |
| THE 320 | Computer Aided Drafting | 3 |
| THE 328 | Sound Design com | 3 |
| **TOTAL HOURS REQUIRED** | | **22 SEMESTER HOURS** |

## COMMUNICATION

| REQUIRED MINOR COURSES | | 12 Semester Hours |
|---|---|---|
| COM 110 | Introduction to Communication | 3 |
| COM 210 | Interpersonal Communication | 3 |
| BUS 205 | Business Communication | 3 |
| ORG 280 | Leadership Theory | 3 |

| RESTRICTED ELECTIVES | | 6 Semester Hours |
|---|---|---|
| *Select one course:* | | |
| ENG 207 | Creative Writing | 3 |
| ENG 251 | Forms of Creative Writing | 3 |
| ENG 305 | Advanced Grammar | 3 |
| ENG 308 | Creative Nonfiction | 3 |
| ENG 310 | Fiction Writing | 3 |
| ENG 311 | Advanced Studies in Writing | 3 |
| *Select one course:* | | |
| ORG 355 | Not-for-Profit Management | 3 |
| COM 410 | Campaign for Change | 3 |
| **TOTAL HOURS REQUIRED** | | **18 SEMESTER HOURS** |

## CREATIVE MEDIA

| REQUIRED MINOR COURSES | | 18 Semester Hours |
|---|---|---|
| COM 110 | Introduction to Communication | 3 |
| COM 180 | Content Creation | 3 |
| COM 280 | Media Storytelling & Production I | 3 |
| COM 380 | Media Storytelling & Production II | 3 |
| THE 101 | Introduction to Theatre | 3 |
| ART or THE 2/300 level | | 3 |
| **TOTAL HOURS REQUIRED** | | **18 SEMESTER HOURS** |

## CREATIVE WRITING

In order to complement their major field of study and hone their communication and professional skills, students other than English majors may earn a minor in Creative Writing.

| REQUIRED MINOR COURSES | | 9 Semester Hours |
|---|---|---|
| ENG 207 | Introduction to Creative Writing | 3 |
| ENG 251 | Forms and Theories of Creative Writing | 3 |
| ENG 305 | Advanced Grammar | 3 |

| RESTRICTED ELECTIVES | | 10 Semester Hours |
|---|---|---|
| **Select one hour of applied publication courses or related academic internship** | | **1** |
| COM 107 | Literary Magazine Staff | 1 |
| COM 108 | Newspaper Staff | 1 |
| COM 307 | Literary Magazine Production | 1-3 |
| COM 308 | Newspaper Production | 1-3 |
| ENG X69 | Academic Internship | 1-3 |
| **Select one literature course** | | **3** |
| ENG 205 | British Literature | 3 |
| ENG 206 | American Literature | 3 |
| ENG 208 | World Literature | 3 |
| ENG 217 | Environmental Literature | 3 |
| ENG 220 | Thematic Studies in Literature | 3 |
| ENG 240 | African American Literature | 3 |
| ENG 241 | Women in Literature | 3 |
| ENG 242 | Studies in Genre Literature | 3 |
| ENG 243 | Young Adult Literature | 3 |
| ENG 295 | Classical Mythology | 3 |
| ENG 322 | Shakespeare | 3 |
| ENG 330 | Advanced Studies in Literature | 3 |
| ENG 332 | Gothic Literature | 3 |
| ENG 342 | Southern Literature | 3 |
| ENG 362 | Cold War Literature | 3 |
| PHI 282 | Philosophy and Existential Literature | 3 |
| REL 152 | Religion and Literature | 3 |
| REL 268 | C. S. Lewis | 3 |
| **Select two advanced creative writing courses** | | **6** |
| ENG 308 | Creative Nonfiction | 3 |
| ENG 309 | Poetry Writing | 3 |
| ENG 310 | Fiction Writing | 3 |
| ENG 311 | Advanced Studies in Writing | 3 |

**TOTAL HOURS REQUIRED** **19 SEMESTER HOURS**

## CRIMINAL JUSTICE

| REQUIRED MINOR COURSES | | 3 Semester Hours |
|---|---|---|
| CRJ 101 | Introduction to Criminal Justice | |

| RESTRICTED ELECTIVES | | 9 Semester Hours |
|---|---|---|
| *Select three courses*: | | |
| CRJ 205 | Law Enforcement Systems and Practices | 3 |
| CRJ 215 | Substantive Criminal Law | 3 |
| CRJ 221 | Criminal Investigations | 3 |
| CRJ 305 | Corrections | 3 |
| CRJ 321 | Crime Scene Fundamentals | 3 |
| CRJ 325 | Law of Criminal Procedure | 3 |
| CRJ 405 | Ethical Issues in Criminal Justice | 3 |

ELECTIVES **9 Semester Hours**

| | | |
|---|---|---|
| CRJ 210/SOC 210 | Research Methods I: Design and Data Collection | 3 |
| CRJ 220/PLS 220 | Constitutional Law | 3 |
| CRJ 225 | Deviant Behavior | 3 |
| CRJ 290/390/490 | Special Topic Seminars* | 3 |
| CRJ 310 | Victimology | 3 |
| CRJ 315 | Juvenile Justice System | 3 |
| CRJ 330 | Gender, Race, and Class in Criminal Justice | 3 |
| CRJ 331 | Mental Health in the Criminal Justice Maze | 3 |
| CRJ 340 | Criminal Profiling | 3 |
| CRJ 402 | Restorative Justice | 3 |
| CRJ 3/469 | Academic Internship | 1-12 |
| CRJ 360 | Police Academy | 12 |
| CRJ 489 | Independent Study | 1-4 |

A minimum of two 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** **21 SEMESTER HOURS**

## DATA ANALYTICS

**REQUIRED MINOR COURSES** **20 Semester Hours**

| | | |
|---|---|---|
| CSC 130 | Programming I | 4 |
| CSC 131 | Programming II | 4 |
| CSC 210 | Databases | 3 |
| CSC 331 | Data Mining | 3 |
| MAT 148 | Data Visualization | 3 |
| MAT 404 | Machine Learning and AI | 3 |

**TOTAL HOURS REQUIRED** **20 SEMESTER HOURS**

## ECOLOGY

**REQUIRED MINOR COURSES** **16 Semester Hours**

*Required courses:*

| | | |
|---|---|---|
| BIO 120 | Introduction to Cellular and Molecular Biology | 4 |
| BIO 121 | Introduction to Ecology and Evolutionary Biology | 4 |
| BIO 240 | Biodiversity | 4 |
| BIO 245 | General Ecology | 4 |

*Select 7-8 credits from elective courses:*

| | | |
|---|---|---|
| BIO 250 | Entomology | 4 |
| BIO 260 | Plant Biology | 3 |
| BIO 281 | Animals & Plants of the Southern Appalachians, Fall | 3 |
| BIO 282 | Animals & Plants of the Southern Appalachians, Spring | 3 |
| BIO 330 | Evolutionary Biology | 3 |
| BIO 340 | Conservation Biology | 3 |
| CHE 210 | Environmental Chemistry | 4 |
| ENV 365 | Geographic Information Systems | 4 |
| GEO 101 | Physical Geology | 4 |
| GEO 105 | Historical Geology | 4 |

**TOTAL HOURS REQUIRED** **23 SEMESTER HOURS**

# EDUCATION

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

| REQUIRED MINOR COURSES | | 15 Semester Hours |
|---|---|---|
| EDU 205 | 21st Century Teacher & Learner | 3 |
| EDU 220 | Educational Psychology | 3 |
| EDU 303 | Diverse and Exceptional Learners | 3 |
| EDU 305 | Facilitation of Learning | 3 |
| PSY 101 | Introduction to Psychology | 3 |

**ELECTIVES**

*Select two courses:*

| | | |
|---|---|---|
| CRJ 315 | Juvenile Justice System | 3 |
| EDU 304 | Educational Technology | 3 |
| EDU 320 | Children's Literature | 3 |
| EDU 369 | Internship | 3-6 |
| ENG 243 | Young Adult Literature | 3 |
| OLE 260 | Group Development through Games and Initiatives | 3 |
| PSY 280 | Cognitive Psychology | 3 |

**TOTAL HOURS REQUIRED** **21 SEMESTER HOURS**

# ENGLISH

| REQUIRED MINOR COURSES | | 3 Semester Hours |
|---|---|---|
| ENG 305 | Advanced Grammar | 3 |
| **Select one writing course:** | | **3 Semester Hours** |
| COM 105 | Introduction to Journalism | 3 |
| ENG 207 | Introduction to Creative Writing | 3 |
| ENG 308 | Creative Nonfiction | 3 |
| ENG 309 | Poetry Writing | 3 |
| ENG 310 | Fiction Writing | 3 |
| ENG 311 | Advanced Studies in Writing | 3 |
| **Select one applied publication course or academic internship:** | | **1** |
| COM 107 | Literary Magazine Staff | 1 |
| COM 108 | Newspaper Staff | 1 |
| COM 307 | Literary Magazine Production | 1-3 |
| COM 308 | Newspaper Production | 1-3 |
| ENG X69 | Academic Internship | 1-3 |
| ENG X79 | Teaching Assistantship | 1-2 |
| **Select three literature or film courses:** | | **9** |
| ENG 205 | British Literature | 3 |
| ENG 206 | American Literature | 3 |
| ENG 208 | World Literature | 3 |
| ENG 217 | Environmental Literature | 3 |
| ENG 220 | Thematic Studies in Literature | 3 |
| ENG 240 | African American Literature | 3 |
| ENG 241 | Women in Literature | 3 |
| ENG 242 | Studies in Genre Literature | 3 |
| ENG 243 | Young Adult Literature | 3 |
| ENG 295 | Classical Mythology | 3 |
| ENG 322 | Shakespeare | 3 |
| ENG 330 | Advanced Studies in Literature | 3 |

| | | |
|---|---|---|
| ENG 332 | Gothic Literature | 3 |
| ENG 342 | Southern Literature | 3 |
| ENG 362 | Cold War Literature | 3 |
| PHI 282 | Philosophy and Existential Literature | 3 |
| REL 152 | Religion and Literature | 3 |
| REL 268 | C. S. Lewis | 3 |
| **Select one critical theory/analysis course:** | | **3** |
| ENG 251 | Forms and Theories of Creative Writing | 3 |
| ENG 351 | Literary Theory and Criticism | 3 |

**TOTAL HOURS REQUIRED** **19 SEMESTER HOURS**

## ENVIRONMENTAL EDUCATION

| **REQUIRED MINOR COURSES** | | **9 Semester Hours** |
|---|---|---|
| ENV 101 | Environmental Issues | 3 |
| ENV 250 | Skills for Sustainable Living | 3 |
| ENV 362 | Environmental Science Pedagogies | 3 |

| **RESTRICTED ELECTIVES** | | **9 Semester Hours** |
|---|---|---|
| **Perspective on the Environment** | | |
| *Select one course* | | |
| ENG 217 | Environmental Literature | 3 |
| GEO 101 or higher | | 3 |
| **Teaching & Facilitation Courses** | | |
| *Select one course* | | |
| EDU 205 | 21st Century Teacher & Learner | 3 |
| PSY 230 | Life-Span Development | 3 |
| OLE 102 | Outdoor Living Skills | 3 |
| **Science Courses** | | |
| *Select one course* | | |
| BIO 120 or higher | | 3-4 |
| ENV 202 or higher | | 3 |

**TOTAL HOURS REQUIRED** **18 SEMESTER HOURS**

## ENVIRONMENTAL STUDIES

| **REQUIRED MINOR COURSES** | | **9-11 Semester Hours** |
|---|---|---|
| ENV 101 | Environmental Issues | 3 |
| *Select two additional ENV courses* | | 6-8 |

| **RESTRICTED ELECTIVES** | | **9–12 Semester Hours** |
|---|---|---|
| *Select three courses:* | | |
| Any BIO, CHE, ENV, GEO, PHY course | | 3-4 |
| ENG 217 | Environmental Literature | 3 |
| HIS 256 | Wilderness in American Life | 3 |
| PSY 240 | Social Psychology | 3 |
| PSY 310 | Research Methods I: Psychological Research Design | 3 |
| PSY 365 | Personal and Group Environments | 3 |
| REL 278 | Environmental Philosophy and Theology | 3 |
| SCI 105 | Physical Science | 4 |
| SOC 101 | Principles of Sociology | 3 |
| OLE 102 | Outdoor Living Skills | 3 |

**TOTAL HOURS REQUIRED** **18 SEMESTER HOURS**

# EXERCISE SCIENCE

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

| REQUIRED MINOR COURSES | | 11 Semester Hours |
|---|---|---|
| BIO 105 | Concepts in Biology | 4 |
| or BIO 120 | Introduction to Cellular and Molecular Biology | |
| BIO 210 | Human Anatomy and Physiology I | 4 |
| or EXS 210 | Foundations of Anatomy and Physiology | |
| EXS 110 | Introduction to Exercise Science | 3 |

| ELECTIVES: | | 12 Semester Hours |
|---|---|---|
| *Select at least 12 hours from the list below:* | | |
| EXS 213 | Principles of Nutrition | 3 |
| EXS 301 | Applied Sport Physiology | 4 |
| or EXS 310 | Exercise Physiology | |
| EXS 290 or 390 | Special Topics | 1-3 |
| *EXS 311 | Fitness Appraisal | 3 |
| EXS 312 | Motor Learning and Control | 3 |
| EXS 320 | Biomechanics in Exercise and Sport | 3 |
| EXS 369 | Internship | 1-3 |
| EXS 430 | Principles of Strength and Conditioning | 3 |
| HLT 201 | Personal and Community Health and Wellness | 3 |
| or HLT 202 | First Aid, CPR, and Wellness | 3 |
| HPE 280 | Adapted Physical Education | 3 |

**has a prerequisite*

**TOTAL HOURS REQUIRED** **23 SEMESTER HOURS**

# EXPERIENTIAL EDUCATION

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

| REQUIRED MINOR COURSES | | 15 Semester Hours |
|---|---|---|
| *Required courses:* | | |
| OLE 220 | Theory and Practice of Experiential Education | 3 |
| OLE 260 | Group Development through Games and Initiatives | 3 |
| EDU 303 | Diverse and Exceptional Learners | 3 |
| PSY 101 | Introduction to Psychology | 3 |
| *Select one course*: | | |
| ENV 362 | Environmental Science Pedagogy | 3 |
| OLE 102 | Outdoor Living Skills | 3 |
| Voice of the Rivers (LINC) | | 6 |

**RESTRICTED ELECTIVES** **7 Semester Hours**

**Understanding Behavior in a Group Context**

*Select One:* **3 Semester Hours**

| | | |
|---|---|---|
| PSY 240 | Social Psychology | 3 |
| ORG 310 | Organizational Behavior | 3 |

**Administration of Experiential Programs**

*Select One:* **3 Semester Hours**

| | | |
|---|---|---|
| OLE 305 | Risk Management and Legal Liability in Outdoor Programs | 3 |
| OLE 340 | Outdoor Program Administration | 3 |
| OLE 402 | Leadership and Ethics | 3 |

**Skills Progression Course**

| *Select One:* | **Minimum of 1 Semester Hour** |
|---|---|
| PHE 101, 105, 106, 111, 113 or 114 | 1 |
| OLE 151, 152, 155, 157, 158, or 159 | 1 |
| ART 120, 130, 150, 230, 260, or 270 | 3 |
| Any APM | 1 |
| THE 103, 121, 123, 220, 223, or 225 | 3 |

**TOTAL HOURS REQUIRED** **22 SEMESTER HOURS**

## GENDER STUDIES AND 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** | | **3 Semester Hours** |
|---|---|---|
| HUM 210 | Introduction to Gender Studies | 3 |

| **Gender Studies** | | **9 Semester Hours** |
|---|---|---|
| ENG 241 | Women in Literature | 3 |
| HIS 353 | United States Women's History | 3 |
| REL 288 | Women and Religion | 3 |

*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** | | **9 Semester Hours** |
|---|---|---|
| *Choose courses to total nine credits* | | |
| ENG 241 | Women in Literature | 3 |
| IWL 122 | Using Your Voice | 2 |
| IWL 221 | Voice in Leadership | 1 |
| IWL 222 | Voice in Action | 1 |

*Note: IWL courses are open only to participants in the IWIL program and are typically taken in the freshman & sophomore years.*

| | | |
|---|---|---|
| COM 306 | Publication Production | 1-3 |
| THE 351 | Stage Management | 3 |
| ORG 355 | Not-for-Profit Management | 3 |
| OLE 220 | Theory and Practice of Experiential Education | 3 |

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

**TOTAL HOURS REQUIRED** **21 SEMESTER HOURS**

## HEALTH SCIENCE

The Health Science minor is intended for those who wish to pursue a career in a health science field (medicine, nursing, physician's assistant, veterinary, dental, etc.). This minor is available to students in any major except Health Science. Prior to choosing the courses within the minor, students are advised to research the entrance requirements of their chosen professional program and work closely with their advisor.

| **REQUIRED COURSES** | | **8 Semester Hours** |
|---|---|---|
| BIO 120 | Introduction to Cellular and Molecular Biology | 4 |

| | | |
|---|---|---|
| CHE 183 | Principles of Chemistry I | 4 |

**ELECTIVES**

*Select at least four courses from the list below:*

| | | |
|---|---|---|
| BIO 121 | Introduction to Ecology and Evolutionary Biology | 4 |
| BIO 207 | Medical Terminology | 3 |
| BIO 210 | Human Anatomy and Physiology I | 4 |
| BIO 220 | Human Anatomy and Physiology II | 4 |
| BIO 320 | Genetics | 4 |
| BIO 360 | Microbiology | 4 |
| CHE 184 | Principles of Chemistry II | 4 |
| CHE 201 | Organic Chemistry I | 4 |
| CHE 202 | Organic Chemistry II | 4 |
| CHE 301 | Biochemistry | 3 |
| PHY 103 | General Physics I | 4 |
| PHY 104 | General Physics II | 4 |

**TOTAL HOURS REQUIRED** **22-24 SEMESTER HOURS**

# HISTORY

**REQUIRED MINOR COURSES** **15 Semester Hours**

| | |
|---|---|
| Three HIS courses, any level | 9 |
| Two HIS courses at 3/400 level | 6 |

**RESTRICTED ELECTIVES** **6 Semester Hours**

*Students should take 6 semester hours from the options below:*

ARH 200/300/400 level
HIS 200/300/400 level
LNC/LNK courses (with approval of advisor)
MUS 301, 302
REL 151, 153, 154

**TOTAL HOURS REQUIRED** **21 SEMESTER HOURS**

# LEADERSHIP THEORY AND PRACTICE

Students other than Business and Organizational Leadership majors may earn a minor in Leadership Theory and Practice. A minimum of six hours must be in courses numbered at the 300 level or above

**REQUIRED MINOR COURSES** **6 Semester Hours**

| | | |
|---|---|---|
| ORG 280 | Leadership Theory and Practice | 3 |
| PSY 101 | Introduction to Psychology | 3 |

**ELECTIVES SECTION A: Intercommunication** **3-4 Semester Hours**

*Select one course:*

| | | |
|---|---|---|
| COM 380 | Argumentation and Debate | 3 |
| BUS 205 | Business Communications | 3 |
| SOC 101 | Principles of Sociology | 3 |
| THE 225 | Stage Voice | 3 |
| OLE 101 | Introduction to Outdoor Education | 4 |

**ELECTIVES SECTION B: Organization & Management** **6 Semester Hours**

*Select two courses:*

| | | |
|---|---|---|
| BUS 203 | Principles of Management | 3 |
| ORG 310 | Organizational Theory and Behavior | 3 |

| | | |
|---|---|---|
| BUS 340 | Principles of Total Quality | 3 |
| BUS 405 | Business Ethics | 3 |
| OLE 402 | Leadership and Ethics | 3 |

**ACADEMIC PRACTICUM/INTERNSHIP EXPERIENCES** **3 Semester Hours**

*Select one or more courses, a minimum of three hours:*

ORG 269, 369, or 469 Academic Internship approved by the Organizational Leadership program coordinator.

**TOTAL HOURS REQUIRED** **18 SEMESTER HOURS**

# MATHEMATICS

| **REQUIRED MINOR COURSES** | | **14 Semester Hours** |
|---|---|---|
| MAT 211 | Calculus I | 4 |
| MAT 221 | Calculus II | 4 |
| MAT 200 | Discrete Mathematics | 3 |
| MAT 341 | Linear Algebra | 3 |

*Two more courses selected from:*

MAT 141, any 200/300/400 level MAT courses, with the exception of MAT 210. 6

*Note: MAT 111, 121 and 210 cannot be counted toward the Mathematics Minor.*

**TOTAL HOURS REQUIRED** **20 SEMESTER HOURS**

# MUSIC

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

| **REQUIRED MINOR COURSES** | | **20 Semester Hours** |
|---|---|---|
| MUS 101 | Music Appreciation | 3 |
| or MUS 107 | Introduction to Music Literature | |
| MUS 102 | Preliminary Music Theory | 3 |
| MUS 103 | Music Theory I | 3 |
| MUS 105 | Aural Skills I | 1 |
| APM –Applied Music* | APM 121, 123, 221, 223 | 4 |
| MUS 120 | Preliminary Piano Class | 1 |
| MUS 121 | Class Piano I | 1 |

*Placement test required. Possible credit by examination. Non-keyboard principals only.*

ENS-Ensembles* 4

*APM and ENS to be taken concurrently.

| **ELECTIVES:** | | **6 Semester Hours** |
|---|---|---|
| *Select any combination for a minimum total of six semester hours:* | | |
| APM 300-level | Applied Music | 1 |
| MUS 104 | Music Theory II | 3 |
| MUS 106 | Aural Skills II | 1 |
| MUS 123 | Class Piano II | 1 |
| MUS 202 | World Music | 3 |
| MUS 203 | Music Theory III | 3 |
| MUS 204 | Music Theory IV | 3 |
| MUS 205 | Aural Skills III | 1 |
| MUS 206 | Aural Skills IV | 1 |
| MUS 230 | Music and Technology | 3 |

| | | |
|---|---|---|
| Ensembles | | 1 |
| Methods Courses | (Brass, Woodwinds, Percussion, Strings, or Choral /Vocal Methods) | 1 |

**TOTAL HOURS REQUIRED** **26 SEMESTER HOURS**

## NATURAL HISTORY

**REQUIRED MINOR COURSES** **8 Semester Hours**

*Select one course:*

| | | |
|---|---|---|
| BIO 105 | Concepts in Biology | 4 |
| BIO 120 | Introduction to Cellular and Molecular Biology | 4 |
| BIO 121 | Introduction to Ecology and Evolutionary Biology | 4 |

*Required course:*

| | | |
|---|---|---|
| BIO 240 | Biodiversity | 4 |

**ELECTIVES:** **12 Semester Hours**

| | | |
|---|---|---|
| ART 102 | Introduction to Drawing | 3 |
| ART 260 | 35mm Black and White | 3 |
| ART 261 | Digital and Color Photography | 3 |
| BIO 245 | General Ecology | 4 |
| BIO 250 | Entomology | 4 |
| BIO 260 | Plant Biology | 3 |
| BIO 281 | Animals & Plants of the Southern Appalachians, Fall | 3 |
| BIO 282 | Animals & Plants of the Southern Appalachians, Spring | 3 |
| BIO 330 | Evolutionary Biology | 3 |
| BIO 340 | Conservation Biology | 4 |
| ENV 365 | Geographic Information Systems | 4 |
| ENG 217 | Environmental Literature | 3 |
| ENV 250 | Skills for Sustainable Living | 3 |
| ENV 362 | Environmental Science Pedagogy | 3 |
| GEO 105 | Historical Geology | 4 |
| HIS 256 | Wilderness in American Life | 3 |

**TOTAL HOURS REQUIRED** **20 SEMESTER HOURS**

## OUTDOOR EDUCATION

Students other than Outdoor Leadership & Experiential Education majors may earn a minor in Outdoor Education.

**REQUIRED MINOR COURSES** **18 Semester Hours**

| | | |
|---|---|---|
| OLE 102 | Outdoor Living Skills | 3 |
| OLE 202 | Introduction to Outdoor Leadership | 3 |
| OLE 220 | Theory and Practice of Experiential Education | 3 |
| OLE 260 | Group Development through Games and Initiatives | 3 |
| OLE 305 | Risk Management and Legal Liability in Outdoor Programs | 3 |
| OLE 340 | Outdoor Program Planning | 3 |

*Select two courses:* **2 Semester Hours**

| | | |
|---|---|---|
| OLE 151 | Whitewater Canoeing | 1 |
| OLE 152 | Outdoor Rock Climbing | 1 |
| OLE 155 | Whitewater Kayaking | 1 |
| OLE 157 | Backpacking | 1 |
| OLE 158 | Mountain Biking | 1 |

| | | |
|---|---|---|
| OLE 159 | Sea Kayak Touring | 1 |

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

**TOTAL HOURS REQUIRED** **20 SEMESTER HOURS**

## PHILOSOPHY AND RELIGION

Students who pursue the Philosophy and Religion minor must complete 21 semester hours of course work in Philosophy, Religion, and related disciplines. At least six of the semester hours must be at the 300/400 level.

**REQUIRED MINOR COURSES** **15 Semester Hours**

*Select five courses with a PHI, REL, or approved LNC prefix.*

**RESTRICTED ELECTIVES** **6 Semester Hours**

*Two courses (six semester hours) may be chosen from these approved courses in related disciplines:*

| | | |
|---|---|---|
| HIS 202 | History of Terrorism | 3 |
| HIS 264 | History and Memory | 3 |
| HIS 306 | The Middle East: 1794-Present | 3 |
| ENG 295 | Classical Mythology | 3 |

**TOTAL HOURS REQUIRED** **21 SEMESTER HOURS**

## PHYSICS

**REQUIRED MINOR COURSES** **16 Semester Hours**

| | | |
|---|---|---|
| PHY 103 | General Physics I | 4 |
| PHY 104 | General Physics II | 4 |
| PHY 205 | Modern Physics | 4 |
| PHY 304 | Electricity and Magnetism | 4 |

**RESTRICTED ELECTIVES** **3 Semester Hours**

| | | |
|---|---|---|
| PHY 389 | Independent Study | 1-3 |
| PHY 102 | Astronomy | 4 |
| PHY 290/390 | Special Topics | 3-4 |
| PHY 402 | Observational Astronomy | 4 |

**TOTAL HOURS REQUIRED** **19 SEMESTER HOURS**

## PRE-LAW

Law schools prefer to admit students who have clear communication skills (both written and oral argument), strong analytical reading and problem-solving abilities, and who work well in small groups and demonstrate leadership. Select a major in a subject you love so much that you will learn to read, research, discuss, and write effectively. Then pair that major with this pre-law minor. Work with your advisor to create an internship in the field, no matter what your major. If you have questions, see your advisor or Dr. Jordan Kuck.

**REQUIRED MINOR COURSES** **12 Semester Hours**

| | | |
|---|---|---|
| PHI 105 | Introduction to Symbolic Logic | 3 |
| PLS 210 | American Government | 3 |
| CRJ 220 | Constitution and Criminal Law | 3 |
| or PLS 220 | Constitutional Law | |
| THE 235 | Public Speaking | 3 |

**RESTRICTED ELECTIVES** **12 Semester Hours**

*Select one communication course:* **3 Semester Hours**

| | | |
|---|---|---|
| COM 210 | Interpersonal Communication | 3 |
| COM 380 | Argumentation and Debate | 3 |
| *Select one analytic reading, research, and writing course:* | | **3 Semester Hours** |
| ENG 305 | Advanced Grammar | 3 |
| ENG 311 | Advanced Studies in Writing | 3 |
| Any 300 level HIS course | | 3 |
| *Select one course in leadership, critical thinking, and collaboration* | | **3 Semester Hours** |
| BIO 307 | Bioethics | 3 |
| CRJ 405 | Ethics in Criminal Justice | 3 |
| ORG 270 | Conflict Management | 3 |
| ORG 280 | Leadership Theory and Practice | 3 |
| BUS 405 | Business Ethics | 3 |
| PSY 345 | Psychology of Discrimination | 3 |
| REL 262 | Ethics | 3 |
| Any 200 level HIS course | | 3 |
| *Select one course in Judicial Systems or Legal Development* | | **3 Semester Hours** |
| CRJ 215 | Substantive Criminal Law | 3 |
| CRJ 325 | Law of Criminal Procedure | 3 |
| ORG 304 | Legal Environment of Business | 3 |
| PLS 110 | Introduction to Political Science | 3 |

**TOTAL HOURS REQUIRED** **24 SEMESTER HOURS**

## PSYCHOLOGY

| | | |
|---|---|---|
| **REQUIRED MINOR COURSE** | | **3 Semester Hours** |
| PSY 101 | Introduction to Psychology | 3 |
| **RESTRICTED ELECTIVE COURSES** | | **18 Semester Hours** |
| *Select six courses (at least one must be at the 300-400 level):* | | |
| PSY 220 | Abnormal Psychology | 3 |
| PSY 230 | Life-Span Development | 3 |
| PSY 240 | Social Psychology | 3 |
| PSY 280 | Cognitive Psychology | 3 |
| PSY 310 | Research Methods I: Psych Research Design | 3 |
| PSY 311 | Research Methods II: Statistics in Psych | 3 |
| PSY 320 | Introduction to Clinical and Counseling Psychology | 3 |
| PSY 321 | Theories and Practices of Counseling and Psychotherapy | 3 |
| PSY 340 | Theories of Personality | 3 |
| PSY 345 | Psychology of Discrimination | 3 |
| PSY 350 | Human Sexuality | 3 |
| PSY 355 | Sport Psychology | 3 |
| PSY 390/490 | Special Topics Seminar | 3 |

**TOTAL HOURS REQUIRED** **21 SEMESTER HOURS**

## SOCIAL MEDIA

| | | |
|---|---|---|
| **REQUIRED MINOR COURSES** | | **18 Semester Hours** |
| COM 110 | Introduction to Communication | 3 |
| COM 180 | Fundamentals of Content Creation | 3 |
| COM 250 | Lost Media: How Old Media Shapes the Present | 3 |
| COM 310 | Qualitative Research Methods in Communication | 3 |
| BUS 205 | Business Communication | 3 |
| Select an additional COM class | | 3 |

**TOTAL HOURS REQUIRED** **18 SEMESTER HOURS**

## SOCIAL SCIENCES

| **REQUIRED MINOR COURSES** | | **9 Semester Hours** |
|---|---|---|
| ECN 201 | Macroeconomics | 3 |
| PLS 210 | American Government | 3 |
| SOC 101 | Introduction to Sociology | 3 |

| **RESTRICTED ELECTIVES** | **12 Semester Hours** |
|---|---|
| *Select four courses with these prefixes:* | *12* |

ANT, CRJ, ECN, PLS, PSY or SOC courses *

**Note: At least three courses must be at the 300/400 level. History, Integrated Studies, Psychology, or Business and Organizational Leadership majors must take courses not counting in their majors.*

**TOTAL HOURS REQUIRED** **21 SEMESTER HOURS**

## THEATRE

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

| **REQUIRED MINOR COURSES** | | **14 Semester Hours** |
|---|---|---|
| THE 103 | Acting I | 3 |
| THE 149 | Applied Theatre (*2 productions; 1 semester hour each*) | 2 |
| THE 115 | Script Analysis | 3 |
| THE 116 | Collaboration in Theatre | 3 |
| THE 121 | Stage Crafts: Scenery, Lighting, Sound | 3 |

| *Select one course:* | | **3 Semester Hours** |
|---|---|---|
| THE 311 | Theatre History: Origins to Renaissance | 3 |
| THE 312 | Theatre History: Renaissance to Modern Era | 3 |

*Select:*

| | |
|---|---|
| From any remaining Theatre Performance courses. | **3-5 Semester Hours** |
| From any remaining Technical Theatre courses. | **3-5 Semester Hours** |

**TOTAL HOURS REQUIRED** **23 SEMESTER HOURS**

## WILDERNESS LEADERSHIP

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

| **REQUIRED MINOR COURSES** | | **11 Semester Hours** |
|---|---|---|
| OLE 102 | Outdoor Living Skills | 3 |
| OLE 202 | Introduction to Outdoor Leadership | 3 |
| OLE 220 | Theory & Practice of Experiential Education | 3 |
| OLE 152 | Outdoor Rock Climbing | 1 |
| *Select one of the following:* | | |
| OLE 151 | Whitewater Canoeing | 1 |
| or OLE 155 | Whitewater Kayaking | |

*Completion of core courses serve as a prerequisite for the Wilderness Immersion Semester.*

**IMMERSION SEMESTER BLOCK** **17 Semester Hours**

| | | |
|---|---|---|
| OLE 300 | Leadership and Group Dynamics | 3 |
| OLE 310 | Outdoor Education Pedagogy | 3 |
| OLE 315 | Expedition Planning | 3 |
| OLE 330 | Wilderness Medicine | 3 |
| OLE 350 | Wilderness Expedition | 3 |
| OLE 357 | Environmental Ethics and Skills | 2 |

**TOTAL HOURS REQUIRED** **28 SEMESTER HOURS**

# COURSE DESCRIPTIONS

## ACADEMIC SUPPORT COURSES

Placement in these courses is based on high school performance and/or SAT or ACT scores. Only those students whose placement profile so indicates may take these courses. No academic support courses will count toward graduation or the cumulative hours a student earns. However, these courses count in the total number of hours a student carries to maintain College eligibility during the semester taken. They will be included only in the calculation of hours for the semester and the semester grade point average.

**APP 099 Academic Skills Progress I 1 Semester Hour**
The purpose of this course is to help entering students identified as conditional admits and/or other students identified at academic risk. It is a semester-long course that meets one day a week. The lectures and activities presented are motivational and developmental. The topics include confidence, study approach, stress-management strategies, the importance recognizing success, problem-solving, assessment of personal strengths and weakness, setting realistic academic and life goals, and dealing successfully with professors.

**APP 100 Academic Skills Progress II 1 Semester Hour**
This course will be required of students currently on academic warning or academic probation. This course covers personal and academic skill sets taught at a higher level or rigor and intensity than APP 099. This is an individualized skill-building course in which students enhance their academic skills using their own textbooks; improve their time management and organizational skills; and work on test-taking competencies. A holistic approach to success puts the emphasis on the student, not the skill. Students will learn to accept personal responsibility, discover self-motivation and self-awareness, set realistic and obtainable goals, and become a critical thinker and a life-long learner.

**MAT 100 Intermediate Algebra 3 Semester Hours**
This course is designed to help students strengthen their mathematical foundation and build confidence in their mathematical ability. It provides a supportive environment where students can reinforce core concepts, increase their comfort with mathematics, and prepare for the challenges of higher-level coursework. Although the course does not satisfy the mathematics graduation requirements or count toward required credit hours, it offers an important opportunity for students to gain the preparation and confidence needed for long-term academic success. It will also count for 3 credit hours toward being a full-time student during the semester you take the course.

## 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. Instructors have permission to override prerequisites into their own courses.

**Directed Study (variable course number) 1-4 credit hours**
Directed Study is the teaching of a Catalog course when issues of scheduling prevent a student from taking the course as a regular, classroom offering. The Directed Study option should be taken on those rare occasions when a Catalog course needed for the student's major is not being offered in time for the student to graduate. The course carries the same designation as the regular course (e.g., PSY 101). The faculty member and student work together to complete the same subject matter covered in the course during the regular term, governed by the following conditions:

- **Student Eligibility:** 1) 48 or more completed semester hours; 2) completed at least one semester at Brevard College; 3) a cumulative GPA of 2.00 or higher; and 4) course will not be offered in schedule in time to prevent postponement of the

student's degree requirements, or there is a time conflict between two courses specifically required for the degree, neither of which may be postponed without a delay in the completion of degree requirements.

- **Planning and Approval:** The faculty member confers with the Division Chair about the work load implications of offering a directed study during the semester in question. Upon receiving Division Chair approval the faculty member and student complete an application and arrange the syllabus and expectations for the course.
- **Registration**: The student submits a completed application to the Office of the Registrar for processing no later than the end of the add period for the semester in which the course is to be taken.
- **Minimum Student Contact**: Minimum student contact with the faculty member directing the study will be five hours per semester, per hour of credit awarded.
- **Limitations**: Faculty members may direct a total of three-four credit hours of Directed Study and/or Independent Study per semester.
- **Recording**: Any course taken by Directed Study will be listed on the student's official transcript by the prefix, course number, and title used in the Catalog.
- **Credits toward Graduation**: Students may register for a maximum of ten credits of Directed Study and/or Independent Study, with no more than four credits being undertaken in any given registration period, without the prior approval of the Vice President of Academic Affairs.
- **Grades**: The faculty member evaluates the student's academic progress and records a grade as for other courses.

**Independent Study 289/389/489** **1-4 credit hours**

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

- **Student Eligibility:** (1) 48 or more completed semester hours; (2) completed at least one semester at Brevard College; and (3) a cumulative GPA of 2.00 or higher.
- **Planning and Approval:** The faculty member confers with Division Chair about the work load implications of directing an independent study during the semester in question. Upon receiving Division Chair approval, the faculty member and student complete an application and prepare detailed learning objectives, expectations, and deliverables for the course.
- **Registration:** The student submits a completed application to the Office of the Registrar for processing no later than the end of the add period for the semester in which the course is to be taken.
- **Minimum Student Contact:** Minimum student contact with the faculty member directing the study will be five hours per semester, per hour of credit awarded.
- **Limitations:** A faculty member may direct a total of three-four credit hours of independent studies and/or directed studies.
- **Time frame**: One semester only. (The faculty member and the appropriate Division Chair must approve any extension of time.)
- **Credits toward Graduation**: Students may register for a maximum of ten credits of Independent Study and/or Directed Study, with no more than four credits being undertaken in any given registration period, without the prior approval of the Vice President of Academic Affairs.
- **Grading**: The contract for the independent study will clearly stipulate the basis on which the student's final grade is to be determined.
- **Recording**: Independent study will be listed on the student's class schedule and official transcript by the prefix of the subject area and one of the following numbers: 289, 389, or 489.

**Academic Internship 269/369/469** **1-12 credit hours**

In order to strengthen their academic experience, students may participate in an academic internship. Such an experience can be invaluable in helping students assess career goals by

providing on-the-job experiences. Each such experience consists of academic requirements as well as working at a selected job site. This experience has been shown to be of great assistance to those seeking full-time employment or admission to graduate school. The academic internship program is supervised by the student's academic advisor or program-area faculty member and requires 45 on the job site work hours per hour of academic credit awarded. Students should contact the major coordinator or their academic advisor for more information. *Note: Certain majors have their own distinctive internship programs with discipline-specific prerequisites and expectations.*

The following conditions govern internships:

- **Eligibility**: 1) 48 or more completed semester hours; 2) completed at least one semester at Brevard College; and 3) a cumulative GPA of 2.00 or higher, or meet specific requirements in a major.
- **Planning and Approval**: The faculty member confers with Division Chair about the work load implications of supervising an internship during the semester in question. Upon receiving Division Chair approval, the supervising faculty member and student will complete the college internship application/contract or if applicable the academic major application/contract and prepare detailed learning objectives, expectations, and deliverables for the course.
- **Compliance:** Internships that require a contract, Memorandum of Understanding or certificate of liability insurance must have all necessary documents completed and on file before registration will be processed. Any expenses for a background check, drug screening or any other associated cost is the student's responsibility. Internships may be completed in any state in the United States, except California. International internships will be considered on a case-by-case basis.
- **Registration**: The student submits a completed application to the Office of the Registrar for processing no later than the end of the add period for the semester in which the course is to be taken. Registration must be completed prior to the beginning of the internship. Incomplete registration forms or any missing documentation will prevent registration of an internship.
- **Minimum Student Contact**: Student contact with the faculty member supervising the internship will be a minimum of ten hours per internship.
- **Credits toward Graduation**: No more than 12 credits of Internship can be applied toward graduation, with no more than 12 credits being undertaken in any given registration period, without the prior approval of the Vice President of Academic Affairs.
- **Grading**: The application/contract for the internship will clearly stipulate the basis on which the student's final grade is to be determined.
- **Recording**: Internships will be listed on the student's class schedule and official transcript by the prefix of the subject area and one of the following numbers: 269, 369, or 469 or the academic major's course number.

**Special Topics 190/290/390/490** **Variable Credit**

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

**Teaching Assistantship 279/379/479** **1-2 Semester Hours**

Teaching assistantships provide students with the opportunity to learn from participation in multiple aspects of classroom or laboratory teaching. Under the guidance of a faculty mentor, Teaching assistants (TAs) serve as tutors and activity leaders; their assistance extends from help with class preparation to course assessment.

- **Student Eligibility:** Invitation only. Normally students will have taken in a prior semester the course for which they are serving as teaching assistants. An applicant cannot TA for a course in which he or she is currently enrolled.

- **Course Level:** Students TAing in a 100-level course should sign up for 279. Students TAing in a 200-level course should sign up for 379. Students TAing in a 300-level course should sign up for 479.
- **Course Prefix:** The prefix for X79 is the same as the course for which one is TAing. A OLEE major TAing for an ENG 211 instructor should take ENG 379, not OLE 379.
- **Credit Hours:** A TA may earn one or two credit hours based on the following. The instructor and student determine the number of credit hours based on the number and nature of learning goals and outcomes of the course. Each hour of academic credit for a teaching assistantship entails 45 hours of documented work (generally 3-4 hours per week) over a 15-week semester or its equivalent over a different amount of time.
- **Application Process:** In consultation with their faculty mentor, students invited to serve as a TA develop teaching goals and learning outcomes, record them on the TA application form, and contract to focus on the goals and outcomes by signing the form. The Division Chair of the discipline represented by the prefix to an X79 course will review the contract. In the example above, the OLEE student TAing for ENG 211 should seek the Humanities Chair's approval. Exception: The FYE director reviews FYE TA contracts.
- **Registration:** Once all documentation is completed and required signatures are acquired, the student takes the form to the Office of the Registrar for final processing no later than the end of the add period for the semester in which the course is to be taken.
- **Mentoring:** TA courses should have a Canvas site. TAs should normally receive weekly briefings and assignments from their mentor; and assist in activities such as class and lab preparation, instruction, and grading—relating all back to the learning goals and outcomes of the reaching assistantship.
- **Grade:** The contract for the assistantship will clearly stipulate the basis on which the student's final grade is determined.
- **Assessment:** Faculty mentors send their assessment of X79 courses to the Division Chair who approved the teaching assistantship. The Chair and the appropriate program coordinator confer on TA assessment results.
- **Credits toward Graduation:** No more than six credits of assistantships can be applied toward graduation.
- **Recording:** Assistantships will be listed on the student's class schedule and official transcripts by TA course prefix and one of the following numbers: 279, 379, or 479.

**Upper-Level Course Requirement 359** **Variable Credit**

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

- **Requirements:** An adapted syllabus is provided to student and filed within the appropriate division. The student is expected to attend the 200-level class and meet all requirements for that course in addition to those identified for the 300-level course.
- **Registration:** The student submits completed paperwork to the Office of the Registrar for processing no later than the end of the add period for the semester in which the course is to be taken.
- **Grading:** The adapted syllabus will clearly stipulate the basis on which the student's final grade is to be determined.
- **Recording:** The course carries the prefix appropriate for the course followed by 359 and the title, similar to the 200-level course, reflecting the course content.

**Honors Seminar 399H** **3-4 semester Hours**

Honors Seminars are experiential, active learning courses designed for students in the Brevard College Honors Program. Students assume leadership roles as they rigorously

explore topics, activities, and/or projects in close collaboration with each other and their professor. 399H courses are offered in spring semesters. Prerequisite: current enrollment in the Brevard College Honors Program. May qualify for General Education Category Credit.

# COURSES

## ACCOUNTING (ACC)

**ACC 201 Financial Accounting 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. Meets General Education Category Analytical Thinking; Information Literacy Focus Area.

**ACC 202 Managerial Accounting 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.

## ANTHROPOLOGY (ANT)

**ANT 101 Introduction to Anthropology 3 Semester Hours**
Students in this class survey the discipline of anthropology, including the subfields of biological anthropology, archaeology, cultural anthropology, and linguistic anthropology. In this class students experientially apply anthropological concepts and information to examine human evolution, subsistence patterns, language, economy, kinship, gender, cultural change, and other aspects of culture. Meets General Education Category Global Awareness; Environmental Connections; Global Studies Focus Area Focus Area.

## ART (ART)

**ART 101 Art Appreciation 3 Semester Hours**
An introduction to the visual arts that examines perception, culture, history, methods and materials as influential factors in our understanding of art. Not open to Art majors. Meets General Education Category Artistic Thinking.

**ART 102 Introduction to Drawing 3 Semester Hours**
A basic introduction to the methods, concepts, and tools of drawing. This course focuses on the accurate, proportional representation of three dimensional space onto a two dimensional surface and the use of value to describe form. This studio course is intended as an introductory course to drawing and assumes no prior knowledge or experience. Ideal for students looking to gain insight into drawing methods but are not seeking an Art major or minor. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Category Artistic Thinking.

**ART 112 Introduction to the Visual Arts 0.5 Semester Hours**
An overview of the visual arts for foundation level art majors and minors. A supplement to and reinforcement of foundation courses within the Art major. Strongly recommended for first semester.

**ART 120 Foundations of Drawing 3 Semester Hours**
Emphasis on observation with accurate, proportional representation of three-dimensional objects on a two-dimensional plane, interpretive drawing, and the exploration of drawing techniques and media. ART 120 is a required first year course for the Art major. Students outside the major should take ART 102. Four hours of lecture/studio and two hours of studio/lab .

**ART 130 Foundations of 2-D Design 3 Semester Hours**
The study of fundamental concepts and principles of visual organization on a two-dimensional plane through the examination of the capacity of basic visual elements to interact and create a coherent design. ART 130 is a required first year course for the Art major. Four hours of lecture/studio and two

hours of studio/lab. Meets General Education Category Artistic Thinking.

**ART 140 Foundations of Drawing II 3 Semester Hours**
A continuation of ART 120, this class focuses on the continued development of drawing skills while also experimenting more with materials and more modern approaches to drawing. This class also explores how drawing can function as a means of note taking, idea development, strengthening visual understanding, and creating final works of art. The class will continue to work through observational drawing of the human form with live models. Prerequisite: ART 120.

**ART 150 Foundations of 3-D Design 3 Semester Hours**
The study of the fundamentals of 3-D Design developed through analytic and aesthetic approaches using various sculptural materials. Required first year course for the Art major. Four hours of lecture/ studio and two hours of studio/lab. Meets General Education Category Artistic Thinking.

**ART 212 Professional Practices in Art 3 Semester Hours**
This course focuses on professional practices of working artists, teaching students many of the necessary non-studio skills and processes required to be successful as a working professional artist. Topics and skills covered include methods to promote your art work, applying for various professional opportunities, research in the arts, presentation of work, and business practices as an artist. ART 212 is required of all Art majors during their sophomore or junior year. Prerequisite: a grade of C- or higher in ART 112 or permission of the instructor.

**ART 230 Introduction to Digital Art 3 Semester Hours**
This introductory course explores skills that can be applied to digital images, digital web-based art, and image output (print). Students will utilize Adobe's Creative Suite, which may include Photoshop, Illustrator, and Bridge. Four hours of lecture/studio and two hours of studio/lab.

**ART 233 Basics of Animation 3 Semester Hours**
This course introduces students to the workflow of animation. From storyboarding to production, students work to produce a variety of animations utilizing styles that may include 2D, 3D, stop-motion, and rotoscope. Four hours of lecture/ studio and two hours of studio/lab. Prerequisite: a grade of C- or higher in ART 230 or permission of the instructor.

**ART 240 Basics of Oil Painting 3 Semester Hours**
An introduction to basic approaches to oil painting, color theory, and mixing for oil paints. Special emphasis is placed on pigments and their properties. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Category Artistic Thinking.

**ART 241 Context of Painting 3 Semester Hours**
This course explores different movements through art history and examines how social context affected and shaped each "ism". Students examine the styles and techniques of each type of art and explore why the artist applied those styles and techniques. Projects focus on emulating the techniques covered and applying them to student work. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: ART 240.

**ART 242 Media Investigation 3 Semester Hours**
This course examines how design principles and the use of various mediums can be used by the artist to convey meaning to the viewer. A thematic approach is given to assignments to help students develop an understanding of visual communication and how different design principles and mediums can affect the artist's message. A range of materials and techniques are covered including book-making, paper cutouts, and typography. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: ART 130. Meets General Education Category Artistic Thinking; Social Justice Focus Area.

**ART 249 Planning Art Career Pathways 0.5 Semester Hours**
This course is designed to help students explore and prepare for art-related careers while they begin research in their chosen art concentration. Activities include improving oral and written communication skills, interacting and networking with art professionals, and developing a career roadmap in the arts

industry. ART 249 is required of all Art majors during their sophomore year. Prerequisite: ART 112.

**ART 250 Steel Fabrication & Manipulation 3 Semester Hours**
An introduction to steel as a sculptural medium through a series of problem-solving projects utilizing industrial fabrication techniques with emphasis on formal applications. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: ART 150.

**ART 251 Carving & Construction 3 Semester Hours**
An introduction to subtractive and constructive processes through a series of problem-solving projects utilizing wood and other available materials with emphasis on formal applications. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: ART 150.

**ART 252 Sculptural Ceramics 3 Semester Hours**
An introduction to clay as a sculptural medium through a sequence of increasingly complex problems utilizing a variety of additive, constructive, and substitutive processes with emphasis on formal applications and installations. Four hours of lecture/studio and two hours of studio/lab.

**ART 260 35mm Black & White 3 Semester Hours**
An introduction to traditional photographic media and processes. Emphasis is given to composition, working knowledge of small format cameras, and basic theory and practice. Includes an overview of photographic history. Open to all students. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Category Artistic Thinking.

**ART 261 Digital & Color Photography 3 Semester Hours**
Students will learn the foundations of working with a Digital SLR camera. Students will learn to edit and enhance images using Adobe Photoshop. Additional digital processes will be introduced, which may include digitizing negatives and making high-quality digital prints. Four hours of lecture/studio and two hours of studio/lab. Meets General Education Category Artistic Thinking.

**ART 280 Printmaking 3 Semester Hours**
An introduction to relief and intaglio printing techniques and simple book-form construction. Through the integration of drawings and prints, students will complete an artist's book. Four hours of lecture/studio and two hours of studio/lab This course meets General Education Category Artistic Thinking.

**ART 308 Internship in Art 3 Semester Hours**
A student may work in art-related employment settings such as advertising agencies, galleries, arts councils, or museums to provide the student with practical management experience.

**ART 312 Pedagogy of Art (K-12) 3 Semester Hours**
In this course, prospective art teachers acquire strategies, techniques, methods, and attitudes for instructing art K-12. Topics addressed include curriculum and materials, assessment, community involvement, and special populations issues. Students also receive an overview of the principles of visual art such as aesthetic qualities, structural forms, and the current and historical role of art in society.

**ART 315 Museum Study 1-3 Semester Hours**
This course is designed to establish exposure to significant works of art in major museums. The student will analyze works of art of historic importance, theoretical and stylistic contributions, material, and techniques. Issues of preservation, conservation, copyright, and security may be addressed.

**ART 332 Sound Art 3 Semester Hours**
A meditative course that introduces students to the art of active listening. Time will be spent honing student's abilities to objectively and selectively listen. Basic elements of recording and editing sound will be covered to allow students to explore the realm of sonic art. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: a grade of C- or higher in ART 230.

**ART 334 Digital Video Art 3 Semester Hours**

In Digital Video Art, students will learn the creative production of time-based art using digital video and effects. There will be an emphasis on video concepts, techniques, composition, sequencing of ideas, and narrative as well as non-narrative structures. There will also be an introduction to the history of video art as an art form and experimental approaches to video art and performance. Prerequisite: a grade of C- or higher in ART 230 or permission of the instructor.

**ART 335 Advanced Digital Art 3 Semester Hours**
In Advanced Digital Art, students will learn the advanced artistic development of ideas using advanced imaging and digital art techniques such as digital paint, image manipulation, and large-format printing. This also includes investigating artistic image output and representation through print, installation, or time-based media. Prerequisite: a grade of C- or higher in ART 230.

**ART 341 Painting as Social Engagement 3 Semester Hours**
Through a variety of approaches to painting, students explore ways to effectively bring meaningful content into their work by addressing context, social issues, personal experience, and specific themes. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: ART 240.

**ART 342 Figurative Art 3 Semester Hours**
An exploration of drawing and painting techniques for working with a live model. Emphasis is placed on developing observational skills, the use of line and value to describe volume, color mixing, and composition. This course explores drawing materials and techniques before moving into painting. Six hours of lecture/studio. Prerequisite: ART 120.

**ART 344 Plein Air Panting 3 Semester Hours**
This studio course places emphasis on the development of observational skills, naturalistic accurate color mixing, the effects of light on color, and composition. Students will learn to develop quick decision-making skills while creating a painting in the outdoors. Students will be expected to work outdoors in a variety of weather conditions throughout the entire semester. Six hours of lecture/studio. Prerequisite: ART 120.

**ART 349 Clarifying Art Career Pathways 0.5 Semester Hours**
This course is designed to further guide students in their exploration and preparation for art-related careers in their chosen art concentration. Activities include improving oral and written communication skills, interacting and networking with art professionals, and developing a career roadmap in the arts industry by researching internships, externships, and graduate school options. ART 349 is required of all Art majors during their junior year.

**ART 351 Contemporary Issues in Sculpture 3 Semester Hours**
An exploration of both traditional and non-traditional approaches to art making. Topics to be considered may include installation art, alternative materials, site specific sculpture, and/or temporal works. Course content varies from semester to semester. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: ART 250, 251, or 252.

**ART 356 Public Sculpture 3 Semester Hours**
Through individual and group projects, students study and create original works that incorporate public space as an integral part of the work's content. Students learn about the various opportunities for public display, the application process for public commissions, as well as the logistical considerations of private commissions. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: ART 150.

**ART 358 Contemporary Metal Casting 3 Semester Hours**
An introduction to ferrous and non-ferrous casting processes through a series of problem-solving projects utilizing various approaches to pattern-making and mold-making with emphasis on formal applications. Four hours of lecture/studio and two hours of studio/lab. Prerequisite: ART 150.

**ART 364 Alternative Lighting Techniques 3 Semester Hours**
This course will support photographers in using lighting as a form of creative expression. Students will refine their skills in lighting and aesthetics for the purpose of developing a personal style. Projects will

guide students toward the completion of a professional lighting portfolio. This course also presents advanced lighting techniques, contemporary theories, and refined application processes. Prerequisite: a grade of C- or higher in ART 261.

**ART 365 Advanced Photography 3 Semester Hours**
In Advanced Photography, students will create expressive bodies of work that are grounded within the broad definition of digital photography. Students will learn techniques and concepts related to photography and its integration within the digital realm. This will include discussions and assignments that will cover photographic techniques, digital techniques, and the conceptual implications of these processes to art. Prerequisite: a grade of C- or higher in ART 261. ART 230 is strongly recommended.

**ART 366 Alternative Photographic Processes 3 Semester Hours**
This course introduces students to alternative methods of image-making with historical photographic processes. Processes covered may include Lumen printing, Cyanotypes, and Van Dyke Brown. Traditional photographic processes will be employed in tandem with digital strategies for non-camera negative production to create strong conceptual artworks. This course highlights research and criticism in the creation and evaluation of work. Prerequisite: a grade of C- or higher in ART 260.

**ART 405 Senior Studio I 3 Semester Hours**
This studio and seminar course is taken by Art majors the semester before ART 410 Senior Seminar II. Students work toward the development of a more focused personal direction in their art through creative studio projects, written assignments, group critiques, and selected reading. Two hours of lecture and four hours of scheduled studio work with the supervising professor in a chosen Concentration area (times TBA). Prerequisite: Successful completion of all requirements in at least one Art Concentration area.

**ART 410 Senior Studio II 3 Semester Hours**
An exhibition of a body of work during the final semester completed under the guidance of the Art faculty. Periodic reviews and group critiques take place during the semester. Two hours of lecture and four hours of scheduled studio work with the supervising professor in a chosen Concentration area (times TBA). Prerequisites: ART 405

## ART HISTORY (ARH)

**ARH 201 Art History I: Prehistory to 1300 CE 3 Semester Hours**
An introduction to the major achievements of western pictorial art, sculpture, and architecture from their first appearance in prehistory through the thirteenth century CE, with emphasis on ancient and medieval art of Europe and the Mediterranean basin. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts. Meets General Education Categories Artistic Thinking and Historical Thinking; Global Studies Focus Area.

**ARH 202 Art History II: Renaissance to the Present 3 Semester Hours**
An introduction to the major achievements in western pictorial art, sculpture, and architecture from the early Renaissance to the 21st century. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts. Meets General Education Categories Artistic Thinking and Historical Thinking; Global Studies Focus Area.

**ARH 210 World Art 3 Semester Hours**
Comprehensive overview of art, architecture, and visual culture of major world civilizations. Introduces students to basic analytical tools of art history in studying art and architecture in their cultural and historical context. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts. Meets General Education Categories Artistic Thinking, Historical Thinking, and Global Awareness; Global Studies Focus Area.

**ARH 250 Modern Art 3 Semester Hours**
An introduction to modern art from c. 1860 to the present. It focuses on movements in art including Impressionism, Post-Impressionism, Symbolism, Expressionism, Cubism, Dada, Surrealism, and Postmodernism. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts. Meets General Education Categories Artistic Thinking and Historical

Thinking; Global Studies Focus Area.

**ARH 321 Art and Archaeology of Ancient Egypt 3 Semester Hours**
An introduction to the archaeology, art, and architecture of ancient Egypt from the prehistoric cultures of the Nile Valley through the Old, Middle, and New Kingdoms through the period of Cleopatra's rule and Roman domination. Additional topics include the impact of ancient Egyptian art and culture on western society to the modern day. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts.

**ARH 322 Art and Archaeology of the Greek Bronze Age 3 Semester Hours**
This course offers an introduction to the archaeological remains of ancient Greece from the Paleolithic and Neolithic periods through the Bronze Age, c. 20,000-1000 BC, with special emphasis given to the Minoan and Mycenaean cultures of Crete and the Greek mainland. Topics include the status of women in Minoan society, the great volcanic eruption of Thera, and evidence for the historicity of the Trojan War. Prerequisite: Sophomore standing.

**ARH 323 Art and Archaeology of Ancient Greece 3 Semester Hours**
An introduction to the development of ancient Greek painting, sculpture, and architecture from the Greek Dark Age (c. 1000 BCE) through the Archaic, Classical, and Hellenistic periods (to 27 BCE). Topics include the art of funerary cult, the architectural development of the Acropolis in Athens, the Panhellenic sanctuaries at Olympia and Delphi, and the Greek interest in the male athlete as a vehicle for artistic expression. The impact of ancient Greek art and culture on western society is also explored. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts.

**ARH 324 Art and Archaeology of Ancient Rome 3 Semester Hours**
An introduction to the art and archaeology of ancient Rome from the Villanovan period through the Republic to the growth of the Roman Empire. The impact of ancient Roman art and culture on western society is also explored. Students practice skills in analyzing and interpreting original works of art in their cultural and historical contexts.

**ARH 325 Seminar in Ancient Art and Archaeology 3 Semester Hours**
This course allows students to investigate more deeply into a specialized topic in the ancient art and archaeology of the Mediterranean, including Egypt, Greece, and Rome. Topics may be broadly focused (e.g., women in antiquity) or narrowly focused (e.g., Greek painting). Prerequisite: Sophomore standing.

**ARH 353 Seminar in Contemporary Art 3 Semester Hours**
An investigation of visual art produced after 1980. It covers major artists and art movements that shaped the character of contemporary art within sociopolitical, cultural, and theoretical contexts. The course explores the major artistic, cultural, and intellectual trends that shape contemporary art, with attention to post-modernism, post-colonialism, globalization, internationalism, and multiculturalism. Students practice skills in analyzing and interpreting original works of art in their culture and historical contexts. Meets Global Studies Focus Area.

**ARH 410 Senior Project 3 Semester Hours**
In consultation with advisors, Art majors with a concentration in Art History will write a senior paper or present a project. The length and breadth of the project/paper will vary according to the subject chosen. Prerequisites: senior status and Art major with Art History emphasis.

## ARTIFICIAL INTELLIGENCE MANAGEMENT (AIM)

**AIM 111 AI Foundations for Organizations 3 Semester Hours**
This course introduces students to the foundational concepts of artificial intelligence (AI) as they apply to organizations. Students will explore how AI systems work at a practical level, including common AI capabilities and limitations, data and model basics, and how AI can be applied in business functions such as operations, marketing, finance, human resources, and customer service. Emphasis is placed on evaluating AI use cases, communicating AI concepts to non-technical stakeholders, and identifying common risks related to privacy, bias, transparency, and security. Students will complete applied case

studies and hands-on exercises using widely available AI tools to build informed, responsible, and realistic AI literacy for the workplace. Designed for students across disciplines preparing to lead or support AI adoption in organizational settings. Meets General Education Category Analytical Thinking.

**AIM 210 AI Ethics and Stewardship 3 Semester Hours**
This course introduces students to ethical, legal, and stewardship responsibilities involved in the use of artificial intelligence (AI) in organizations. Students examine real workplace scenarios involving privacy, bias, transparency, accountability, intellectual property, safety, and responsible decision-making. Students also consider the broader social impacts of organizational AI, including equity, access, and community trust. The course emphasizes practical AI-related leadership behaviors, such as building ethical guardrails, defining acceptable use, documenting decisions, and promoting responsible adoption across teams. Students complete case analyses and create a basic AI ethics and stewardship plan for an organization. Meets General Education Category Ethics, Justice, and Social Action.

**AIM 240 Current Issues in Technology, AI, and Social Impact 3 Semester Hours**
This course examines current issues and emerging technologies in artificial intelligence (AI) and their impact on society and institutions. Topics vary by term and may include synthetic media and deepfakes, AI in hiring and worker monitoring, AI in education and academic integrity, AI regulation and public controversies, misinformation during crises, surveillance and privacy power dynamics, and major shifts in widely used AI tools. Students analyze real cases using a structured social impact lens. Meets General Education Category Ethics, Justice, and Social Action.

**AIM 249 Planning AI Management Career Pathways 1 Semester Hour**
Students will be able to reflect on their personal development, strengths and weaknesses, and clarify goals for personal growth. Students will also declare a major program to support their post-graduate plans, complete a roadmap for their personal and professional interests, and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**AIM 320 Applied AI for Managers 3 Semester Hours**
This course prepares students to apply artificial intelligence (AI) in real organizational settings from a manager's perspective. Students will learn how to identify high-value AI opportunities, select appropriate tools, redesign workflows, and set up practical guardrails for responsible use. Emphasis is placed on human oversight, quality control, documentation, and organizational readiness, including training, communication, and change management. Students will complete applied case studies and hands-on activities using widely available AI tools to support tasks such as research, drafting, summarization, analysis, and decision support. Prerequisite: AIM 111.

**AIM 330 AI Governance and Compliance 3 Semester Hours**
This course prepares students to create and manage the policies, roles, and approval steps that guide responsible and compliant AI use in organizations. Students study the organizational structures, policies, workflows, documentation practices, and oversight processes needed to support compliant AI adoption. Emphasis is placed on risk management, privacy and data stewardship, vendor and tool evaluation, accountability, transparency, audit readiness, and employee guidance for appropriate use. Students complete applied case studies and produce governance artifacts such as an acceptable use policy, an AI intake and approval workflow, a risk and control checklist, and a compliance-oriented implementation plan. Prerequisite: AIM 111

**AIM 349 Clarifying AIM Career Pathways 1 Semester Hour**
In this course, students will articulate and assess the lasting and transferable skills and knowledge acquired through courses in both their major and general education to their chosen profession. In collaboration with a faculty mentor, students will refine their roadmap and produce additional portfolio documentation to support their post-graduate plan by identifying mentoring opportunities, seeking internships, contacting employers and graduate schools of interest, and finding appropriate grant and or fellowship opportunities. Prerequisite: Any 249 course.

**AIM 449 AI Management Capstone 3 Semester Hours**
In this collaborative experience, students will document their professional competencies and produce a

capstone project in their major field. Through dedicated time with mentors and mentees, engagement with potential employers and or graduate schools of interest, and preparatory activities such as mock interviews and other appropriate experiences, students will design constructive plans for life beyond Brevard College. Students will also develop a new end to end applied AI management capstone project for an organization or institution and submit a capstone portfolio that includes an AI use case analysis, an adoption and change plan, AI policy and approval documents, a pilot and evaluation plan, and a budget and resourcing estimate, followed by a formal capstone defense briefing with Q and A. May be repeated. Prerequisite: AIM 349 and AIM 320 or AIM 330.

## 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 120 or 121. Three hours of lecture and two hours of lab. Meets General Education Category Scientific Thinking; Environmental Connections, Information Literacy Focus Areas.

**BIO 120 Introduction to Cellular and Molecular Biology 4 Semester Hours**
Students in this course learn the unifying principles of biology. Topics include biochemistry, cell structure and function, bio-energetics, and molecular genetics. Three hours of lecture and two hours of lab. Prerequisite: MAT 100 (with grade of C- or higher) or placement. Meets General Education Category Scientific Thinking; Information Literacy Focus Area.

**BIO 121 Introduction to Ecology and Evolutionary Biology 4 Semester Hours**
This course introduces students to the unifying principles of biology. Topics include ecology, Mendelian and population genetics, evolution, animal behavior. Three hours of lecture and two hours of lab. Prerequisite: MAT 100 (with grade of C- or higher) or placement.

**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.

**BIO 210 Human Anatomy and Physiology I 4 Semester Hours**
The first course in a two-semester sequence, BIO 210 is designed for Exercise Science and Health Science majors, and students interested in allied health and nursing. Lecture and laboratory topics include the structure and function or the integumentary, skeletal, muscular, and nervous systems. Three hours of lecture and two hours of lab. Prerequisite: BIO 120 or CHE 183. *Note: Students may not receive credit in their major for both EXS 210 Foundations in Anatomy and Physiology and this course.*

**BIO 220 Human Anatomy and Physiology II 4 Semester Hours**
A continuation of BIO 210, this course examines the structure and function of the cardiovascular, respiratory, digestive, lymphatic, endocrine, and urogenital systems through laboratory and lecture. Emphasis is on normal regulatory mechanisms and homeostatic processes. Three hours of lecture and two hours of lab. Prerequisite: BIO 210.

**BIO 240 Biodiversity 4 Semester Hours**
A study of the diversity of life on earth, BIO 240 examines the structure and function, development, natural and geologic history, classification, and ecological role of various organismal groups, including the plants, animals, bacteria, protists, and fungi. Three hours of lecture and two hours of lab. Prerequisite: BIO 105, BIO 120 or BIO 121.

**BIO 245 General Ecology 4 Semester Hours**
Ecology involves the discovery of the principles that govern survival, growth, distribution, and abundance of organisms; interactions and relationships among populations in ecological communities; and the interactions of communities with the abiotic environment to form ecosystems. Quantitative

and qualitative sampling techniques will be used in the field and laboratory to obtain population and community data. Written lab reports and a formal oral presentation are required. Three hours of lecture and two hours of lab. Prerequisites: BIO 121.

**BIO 249 Planning Biology Career Pathways 1 Semester Hour**
Students will be able to reflect on their personal development, strengths and weaknesses, and clarify goals for personal growth. Students will also declare a major program to support their post-graduate plans, complete a roadmap for their personal and professional interests, and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**BIO 250 Entomology 4 Semester Hours**
An introduction to insect and biology, with a guide to basic insect taxonomy and a survey of the insect orders. Students will collect and identify insects in lab and present an insect collection as a final project. Three hours of lecture and two hours of lab. Prerequisite: a grade of C- or higher in any 100-level BIO courses.

**BIO 260 Plant Biology 3 Semester Hours**
A comprehensive introduction to the biology of plants and the roles of plants in their environment and in the lives of humans. Topics include an overview of the evolution of major plant groups, the features of plant cells, tissues and organs, plant physiology and function, and the ecology of plants. Three hours of lecture. Prerequisite: Any 100-level BIO course.

**BIO 281 Animals & Plants of the Southern Appalachians, Fall 3 Semester Hours**
Through field and laboratory experience, students study natural history, taxonomy, and identification of the organisms active during the summer and fall seasons in the Southern Appalachians. 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. Prerequisite: Any 100-level Biology course.

**BIO 307 Bioethics 3 Semester Hours**
This course discusses ethics and the application of ethics to healthcare, medicine, and biomedical research. Students learn and apply the methodology used to analyze case studies as individuals and as part of a team. Topics include the role of ethics in healthcare, the moral foundations of the relationship between healthcare professionals and clients, controversies in health care ethics at the beginning and end of life, and ethics in biomedical research including genetics research and organ transplants. Prerequisite: BIO 120. Social Justice Focus Area.

**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 120 and 121.

**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 120 and 121.

**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. Prerequisites: BIO 121 and ENV 101.

**BIO 349 Clarifying Biology Career Pathways 1 Semester Hour**
In this course, students will articulate and assess the lasting and transferable skills and knowledge acquired through courses in both the Biology major and general education to their chosen profession. In collaboration with a faculty mentor, students will refine their roadmap and produce additional portfolio documentation to support their post-graduate plan by identifying mentoring opportunities, seeking internships, contacting employers and graduate schools of interest, and finding appropriate grant and/or fellowship opportunities. Prerequisite: any 249 and Biology major.

**BIO 360 Microbiology 4 Semester Hours**
This course covers the principles of microbiology and the effects microbes have on humans, the environment, and other organisms. Topics will include the structure and function of microorganisms, genetics and evolution, pathogenicity and infectious disease as well as other practical applications. Two hours of lecture and three hours of lab. Prerequisites: BIO 120 and CHE 183.

**BIO 449 Biology Capstone Seminar 1 Semester Hour**
In this collaborative experience, students will document their professional competencies and produce a capstone project in their major field. Through dedicated time with mentors/mentees, engagement with potential employers and/or graduate schools of interest, and preparatory activities such as mock interviews and other appropriate experiences, students will design constructive plans for life beyond Brevard College. Prerequisite: BIO 349.

## BREVARD CAREER ADVANTAGE (BCA)

**BCA 249 Planning Career Pathways 1 Semester Hour**
Working collaboratively with a faculty mentor, students will design a pathway to support their exploration of majors and career paths. This pathway will include identifying people, places, and experiences to support personal development, clarify strengths and weaknesses, and chart potential opportunities. May be repeated and may be substituted within majors. Prerequisite: FYE 149.

## BUSINESS (BUS)

See also Organizational Leadership.

**BUS 110 Introduction to Business 3 Semester Hours**
This is an introductory, foundational business course. In addition to providing students opportunity to explore profit and loss, investment opportunities and risks, marketing and advertising, and management principles, students will be challenged to consider ethical issues including the role of business in creating sustainable communities. A final team project requires students to present for potential investment a business plan to a group of hypothetical investors invited from the local business community. Students will be required to demonstrate skills utilizing software applications found in an integrated software program.

**BUS 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.

**BUS 203 Principles of Management 3 Semester Hours**
In BUS 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: BUS 110.

**BUS 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: BUS 110.

**BUS 206 Personal Financial Planning 3 Semester Hours**
This course introduces personal financial planning, with a focus on enabling students to build wealth and meet their long-term financial goals. Topics include budgeting, banking and the financial system, insurance, credit, taxes, and planning for long-term goals and retirement. Throughout, students learn how to better research, understand, and model major financial decisions. No previous financial knowledge or experience is required. Meets General Education Category Analytical Thinking; Information Literacy, Holistic Wellnes Focus Areas.

**BUS 207 Business Software Applications 3 Semester Hours**
This course introduces students to the current software applications commonly used in business, emphasizing the hands-on use of these products. Topics include strategies to gain proficiency with new or changing software programs, using software to support managerial knowledge, information, and data management, and selecting software packages for adoption. Types of software may include communication tools, spreadsheets, artificial intelligence (AI), customer relationship management (CRM) programs, and emerging technologies.

**BUS 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. Prerequisite: BUS 110 or BUS 150.

**BUS 301 Principles of Finance 3 Semester Hours**
This course covers the principles and practices of the Corporate Finance function and its importance to overall organizational success. Emphasis will be placed on financial statement analysis, cash flow analysis, capital budgeting, and capital structure. Students will also learn how to use spreadsheet technology to perform financial calculations. Prerequisite: ACC 201 and MAT 141 or MAT 148.

**BUS 302 Principles of Marketing 3 Semester Hours**
This course thoroughly reviews the basic concepts and practices of modern marketing, from the marketing mix to social media. 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: BUS 203 or BUS 205.

**BUS 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: BUS 203 or BUS 205.

**BUS 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: BUS 207.

**BUS 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: BUS 203 or BUS 205.

**BUS 350 Public Relations and Marketing In Sport, Event and Tourism Management** **3 Semester Hours**

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: BUS 203 and BUS 250 or BUS 205.

**BUS 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. Taken during first semester senior year. Prerequisite: BUS 301 or BUS 302 or BUS 304.

**BUS 406 Investing and Portfolio Management** **3 Semester Hours**

This course introduces the theory and practice of investing, including portfolio management and stochastic portfolio models. Investments such as stocks, bonds, mutual funds, ETFs, real estate, commodities, collectibles, and cryptocurrency will be discussed in depth. Other topics include tax optimization, financial arbitrage, risk management, derivatives, and the social, ecological, and community impacts of investment decisions. Prerequisite: BUS 301 and BUS 206 or 207

**BUS 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 entrepreneurism, 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: BUS 301 or BUS 302 or BUS 304.

## 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. Meets General Education Category Scientific Thinking; Environmental Connections Focus Area. Does not count toward Chemistry major.

**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. Meets General Education Category Scientific Thinking. Does not count toward Chemistry major.

**CHE 183 Principles of Chemistry I** **4 Semester Hours**

Designed for science majors, lecture and laboratory topics include atomic structure, electronic structure, the periodic table, bonding, molecular structure, nomenclature of molecules, chemical reactions,

and stoichiometry. This is the first course of a two-semester sequence. Students enrolled in this class are expected to have a good understanding of introductory algebra. Three hours of lecture and two hours of lab. Prerequisite: MAT 100 (with a grade of C- or higher) or placement.

**CHE 184 Principles of Chemistry II 4 Semester Hours**
This course is a continuation of CHE 183. Course content examines oxidation-reduction reactions, electrochemistry, properties of solutions, thermodynamics, kinetics, chemical equilibrium, and theories of acids and bases. Students enrolled in this class are expected to have a basic understanding of precalculus. Three hours of lecture and two hours of lab. Prerequisite: CHE 183.

**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 184.

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

**CHE 210 Environmental and Green 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 utilization of principles that reduce the use or generation of hazardous substances in the design, manufacture, and application of chemical products. The laboratory section focuses on the 12 principles of green chemistry for the planning, performance, observation, evaluation, and reporting of chemical experiments. Three hours of lecture and two hours of lab. Prerequisite: CHE 184.

**CHE 249 Planning Chemistry Career Pathways 1 Semester Hour**
Students will be able to reflect on their personal development, strengths and weaknesses, and clarify goals for personal growth. Students will also declare a major program to support their post-graduate plans, complete a roadmap for their personal and professional interests, and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**CHE 250 Quantitative Analysis 4 Semester Hours**
This course introduces students to various methods of chemical analysis including classical volumetric and gravimetric methods and selected instrumental techniques. Discussion of error, uncertainty, and elementary statistics are also included. Three hours of lecture and two hours of lab. Prerequisites: CHE 184.

**CHE 301 Biochemistry 4 Semester Hours**
This course focuses on the chemistry of biological organisms and the structures of the most important types of biological molecules. General topics include the metabolism of biomolecules and the interconversion of different forms of energy. Prerequisite: CHE 201.

**CHE 310 Inorganic Chemistry 4 Semester Hours**
The course offers a detailed description of atomic structure, acid-base theories, basic concepts of symmetry, group theory, and their application in chemical bonding, reactivity, and spectroscopy of inorganic compounds. Selected topics in main group chemistry and nuclear chemistry will also be included. Three hours of lecture and two hours of lab. Prerequisite: CHE 184.

**CHE 349 Clarifying Chemistry Career Pathways 1 Semester Hour**
This course provides students with insight into various career paths within the field of chemistry, focusing on industries, research institutions, and educational pathways. Students will explore diverse chemistry careers and develop skills to navigate job market resources effectively. Working alongside a

faculty mentor, students will refine their career roadmap, build a professional portfolio, and establish connections to support post-graduate opportunities. Course components include identifying industry jobs, exploring and applying for summer research opportunities, preparing for graduate school applications, networking with professionals and their peers. May be repeated. Prerequisite: any 249.

**CHE 350 Physical Chemistry 4 Semester Hours**
Physical chemistry is the study and application of techniques and theories of physics to chemical systems. The goal of the course is to understand and interpret the matter to energy relationship between the physical and chemical world. Students will study topics including thermodynamic and statistical mechanics, reaction kinetics, chemical equilibrium, quantum chemistry, and spectroscopy. Three hours of lecture and two hours of lab. Prerequisite: CHE 201, PHY 103 or PHY 104, and MAT 221 or permission of the instructor.

**CHE 449 Chemistry Capstone Seminar 1 Semester Hour**
In this collaborative experience, students will document their professional competencies and produce a capstone project in their major field. Through dedicated time with mentors/mentees, engagement with potential employers and/or graduate schools of interest, and preparatory activities such as mock interviews and other appropriate experiences, students will design constructive plans for life beyond Brevard College. Prerequisite: CHE 349.

**CHE 450 Laboratory Capstone 3 Semester Hours**
Chemistry 450 is a Capstone Laboratory course that is intended for junior and senior-level chemistry majors. Students learn about experimental chemistry methods, perform experiments, and produce laboratory reports that will accurately communicate their experimental findings. Students will develop an independent laboratory research project of their own choosing. The culmination of the project will result in a manuscript of peer-reviewed quality and a public presentation to the Brevard College community. Prerequisite: CHE 202 or permission of instructor. Meets General Education Categories Intensive Writing and Presentational Speaking.

## COMMUNICATION (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 Category Intragroup Communication.

**COM 107 Literary Magazine Staff 1 Semester Hour**
This course offers students experience in publishing by serving on the staff of the college's literary and art magazine, *Chiaroscuro*, which is published annually. Students are responsible for the design, staffing, public relations, writing, editing, setting deadlines and other logistics necessary for publication. May be repeated for additional credit. May not be taken concurrently with COM 307. Meets General Education Category Intragroup Communication.

**COM 108 Newspaper Staff 1 Semester Hour**
This course offers students experience in journalism by serving on the staff of *The Clarion*, the Brevard College student newspaper. Students in this course are responsible for various newspaper-related activities, such as news and feature writing, reporting, editing, layout and design, photography, and performing other logistics necessary for publication. May be repeated for credit. May not be taken concurrently with COM 308. Meets General Education Category Intragroup Communication.

**COM 110 Introduction to Communication 3 Semester Hours**
This course introduces students to foundational principles of human communication across interpersonal, group, and public contexts. Students explore how messages are created, transmitted, interpreted, and influenced by social, cultural, and situational factors. Emphasis is placed on active listening, verbal and nonverbal communication, self-concept, perception, and ethical communication. Students apply concepts through discussion, reflection, and introductory presentations. Meets General Education categories Presentational Speaking and Thinking about Human Behavior.

**COM 120 Sports Media & Broadcasting 3 Semester Hours**
Sports Media & Broadcasting will provide students with an overview of how the sports media industry works behind-the-scenes. The different roles and responsibilities of varying positions in sports media will be explored, with specific emphasis on the production and execution of live broadcasts on television and radio. Experiential work on production of broadcasts and other multimedia will be included as well as interactions with guest speakers from throughout the sports media profession.

**COM 125 Intercultural Communication 3 Semester Hours**
This course examines communication across cultural, national, and social boundaries. Students explore how culture influences perception, language, identity, values, and interaction, with emphasis on global communication, power, and difference. The course prepares students to engage respectfully and effectively in diverse cultural contexts through critical analysis, reflection, and applied communication practices. Meets General Education Category Global Awareness.

**COM 150 Understanding Media 3 Semester Hours**
This survey course explores the evolution, current landscapes, and influence of media, including print, broadcast, film, digital, social, advertising and public relations. Students will examine historical contexts, ethical issues, global perspectives, and media's relationship with culture, politics, law, and technology. Key frameworks provide tools to analyze media's societal roles in shaping norms, identities, and power dynamics. Students will develop critical personal perspectives on media's advantages and problems, grounded in theory and contemporary research. Meets General Education Categories Analytical Thinking and Historical Thinking; Information Literacy and Culture, Rhetoric, and Media Focus Areas.

**COM 180 Content Creation 3 Semester Hours**
This hands-on course builds a foundation in the technical equipment, tools, and concepts used in media production. By producing original short-form content like podcasts, videos, and graphics, students will gain proficiency operating audio/visual equipment and techniques for lighting, videography, sound, and editing. The course focuses on developing core media skills ranging from project management to analysis of audience engagement. Students will learn key technical concepts by creating media projects.

**COM 210 Interpersonal Communication 3 Semester Hours**
This course builds upon foundational concepts in communication, with a focus on effective public outreach and engagement. Students will study methods for connecting with audiences, crafting appealing messages, selecting appropriate media, and evaluating impact. The course provides a broad overview of skills involved in engaging public interest around ideas, causes, and movements. Meets General Education Category Presentational Speaking; Information Literacy Focus Area.

**COM 220 Teamwork & Communication 3 Semester Hours**
This course explores the principles and practices of effective communication within small group and team contexts. Students will examine key theories and concepts related to group dynamics, leadership, conflict management, and decision-making. Through collaborative projects and case studies, students will develop practical skills essential for successful teamwork in academic, professional, and civic settings. Meets General Education Categories Intragroup Communication and Presentational Speaking.

**COM 249 Planning Communication Career Pathways 1 Semester Hour**
This hands-on course provides students with skills essential for career preparation and success in the field of media and communication. Students will engage in activities to develop professional networking abilities, create portfolios and resumes, and prepare for interviews and internship opportunities in their desired fields. Career fields pathways include, but are not limited to: radio, television, social media, government, public relations, sports broadcasting, media writing, data communication, and communication consulting. Prereq: FYE 149.

**COM 250 Lost Media: How Old Media Shapes the Present 3 Semester Hours**
This course examines media by uncovering the historical layers, forgotten technologies, and cultural assumptions that shape how media systems function today. Students will explore media artifacts, infrastructures, and practices across time, analyzing how past media forms influence contemporary

communication, culture, power, and technological development. The course emphasizes critical inquiry, historical thinking, and interdisciplinary analysis to better understand media as an evolving social and technological phenomenon. Meets General Education Category Historical Thinking; Culture, Rhetoric, and Media Focus Area.

**COM 280 Media Storytelling & Production I 3 Semester Hours**
This course introduces students to the principles and practices of media storytelling across written, audio, and visual platforms. Students learn how stories are shaped by audience, purpose, and platform while developing core skills in writing, message construction, and basic media production. Emphasis is placed on crafting compelling narratives, adapting stories for different publics, and understanding how media choices influence meaning and engagement. Meets General Education Category Artistic Thinking.

**COM 307 Literary Magazine Production 1-3 Semester Hours**
This course gives students experience managing the production of *Chiaroscuro*, the Brevard College literary and art magazine, which is published annually. Students are responsible for the design, staffing, public relations, writing, editing, setting deadlines and other logistics necessary for publication. May be repeated for credit. Open to the magazine's administrative staff, by permission of the publication advisor. May not be taken concurrently with COM 107. Meets General Education Category Intragroup Communication.

**COM 308 Newspaper Production 1-3 Semester Hours**
This course offers students experience in journalism by managing the production of *The Clarion*, the Brevard College student newspaper. Students in this course are responsible for multiple newspaper-related activities, such as news and feature writing, reporting, editing, layout and design, photography, and performing other logistics necessary for publication. May be repeated for credit. Open to editors of *The Clarion*, by permission of the publication advisor. May not be taken concurrently with COM 108. Meets General Education Category Intragroup Communication.

**COM 310 Qualitative Research Methods in Communication 3 Semester Hours**
This course introduces qualitative research methods used in communication studies. Students learn to design and conduct qualitative research using approaches such as interviews, focus groups, textual analysis, and observation. Emphasis is placed on research design, data collection, ethical considerations, analysis, and interpretation. Students apply methods through hands-on research projects and critically evaluate qualitative communication research.

**COM 315 Communication Theory 3 Semester Hours**
This course introduces major theories used to study human communication. Students examine foundational theoretical traditions and models related to interpersonal, group, organizational, cultural, and mediated communication. Emphasis is placed on understanding how theories explain communication processes, applying theories to real-world examples, and developing the ability to compare, critique, and use theory as an analytical tool.

**COM 320 Persuasion & Communication 3 Semester Hours**
This course provides an in-depth exploration of the principles, theories, and practices of persuasion across various communication contexts. Students will analyze the psychological, social, and ethical dimensions of influence, and learn how to construct and deconstruct persuasive messages. The course will cover topics such as rhetorical theory, audience analysis, and the role of ethics in persuasive communication, equipping students with skills to be more effective and discerning communicators in their personal, professional, and civic lives.

**COM 325 Organizational Communication 3 Semester Hours**
This course examines communication processes of organizations and the communication that occurs internally. Students study how communication shapes organizational culture, socialization, leadership, decision-making, teamwork, power, and conflict. Emphasis is placed on applying communication theory to real-world organizational contexts, including workplaces, institutions, and nonprofit settings. Students develop practical and analytical skills relevant to professional communication environments.

Prerequisite: COM 220.

**COM 349 Clarifying Communication Career Pathways 1 Semester Hour**
This course builds on the foundations of COM 249 by providing students with continued skill-building for career success. Students will expand their professional networks, continue refining application materials, and develop skills for transitioning into internships and professional roles in their fields of choice.

**COM 350 Media Afterlives 3 Semester Hours**
This course examines what happens to media after its initial moment of creation, focusing on circulation, preservation, suppression, remix, and rediscovery in contemporary media systems. Building on historical and archaeological approaches to media, students analyze how platforms, institutions, algorithms, and cultural forces shape which media persists, which disappears, and which is revived. Emphasis is placed on media power, platform governance, cultural memory, and the ethical implications of control, access, and loss in digital and networked environments. Prerequisite: COM 250.

**COM 370 Argumentation and Debate 3 Semester Hours**
Argumentation and Debate is designed to enhance the critical thinking, logical reasoning, research, and oral advocacy skills of the student. Regardless of the student's program of study, the concepts learned in the class will contribute to her or his success in the acquisition of knowledge and research skills. Prerequisite: Sophomore status or prior debate/communications experience.

**COM 380 Media Storytelling & Production II 3 Semester Hours**
This course focuses on how digital stories circulate across platforms and reach audiences. Students study how platform design, algorithms, and cultural norms shape storytelling strategies, and they apply this knowledge by creating and managing platform-specific content. Emphasis is placed on audience engagement, ethical storytelling, brand or project voice, and evaluating impact through analytics and feedback. Prerequisite: COM 280.

**COM 385 Sports Media Practicum 3 Semester Hours**
This practicum course provides supervised, hands-on experience in sports media production through collaboration with the Athletics Department. Students apply skills learned in sports media and broadcasting coursework to real-world production environments, including game coverage, interviews, social media content, and live or recorded media production. Emphasis is placed on professional workflow, teamwork, ethical practice, and reflective learning.

**COM 410 Communication & Technology 3 Semester Hours**
This course examines the relationship between communication and technology, focusing on how technological systems shape human interaction, identity, power, and culture. Students analyze communication technologies across historical and contemporary contexts, including digital platforms, networks, and emerging media. Emphasis is placed on theoretical frameworks, critical analysis, and the social, ethical, and cultural implications of technological communication systems. Prerequisite: 300-level COM course.

**COM 449 Capstone Preparation 1 Semester Hour**
This capstone experience provides students the flexibility to develop a final project that aligns with their professional and academic interests. Capstone options include but are not limited to: completing a research-based thesis; pursuing an internship; developing a communications campaign; or producing a media project. Students will cultivate self-directed research, writing, creative, or professional skills under the guidance of the instructor. The capstone project or paper will synthesize program content and set foundations for post-graduate pursuits.

**COM 450 Capstone 3 Semester Hours**
This capstone experience provides students the flexibility to develop a final project that aligns with their professional and academic interests. Capstone options include but are not limited to: completing a research-based thesis; pursuing an internship; developing a communications campaign; or producing a media project. Students will cultivate self-directed research, writing, creative, or professional skills

under the guidance of the instructor. The capstone project or paper will synthesize program content and set foundations for post-graduate pursuits. Permission of instructor required.

## COMPUTER SCIENCE (CSC)

**CSC 111 Topics in Computer Science 3 Semester Hours**
This course introduces students to the core principles of computer science, focusing on both theoretical concepts and practical applications. The course introduces concepts in computing, exploring topics such as problem-solving, data security, emerging technologies, and the role of intelligent systems in modern applications. Students will learn the fundamentals of how computers work and will explore modern technologies in the field of computer science. The course will emphasize the role of computing in society, including its ethical and social implications. Meets General Education Category Analytical Thinking.

**CSC 130 Computer Programming I 4 Semester Hours**
This course introduces computer programming with a focus on object-oriented programming (OOP) principles. Emphasis is placed on common algorithms and programming techniques utilizing the standard libraries available in modern programming languages. Upon completion, students should be able to design, code, test, and debug programs following OOP methodologies. Three hours of lecture and two hours of lab. Prerequisite: MAT 100 (with grade of C- or higher). Meets General Education Category Analytical Thinking.

**CSC 131 Computer Programming II 4 Semester Hours**
This course is a continuation of CSC 130, introducing advanced computer programming with a focus on object-oriented programming (OOP) principles. Emphasis is placed on advanced programming concepts, including sophisticated algorithms and programming techniques utilizing both standard and third-party libraries. Upon completion, students should be able to design, code, test, and debug complex programs using OOP methodologies. Three hours of lecture and two hours of lab. Prerequisite: CSC 130 with a grade of C- or higher.

**CSC 140 Introduction to Cybersecurity 3 Semester Hours**
This course introduces students to the fundamental concepts of cybersecurity, focusing on the principles, technologies, and methodologies used to protect digital information and systems. Topics covered include the basics of computer networks, types of cyber threats and attacks, cryptography, risk management, and the legal and ethical implications of cybersecurity. Upon completion, students should be able to understand and apply basic cybersecurity practices to protect digital assets and mitigate risks. Meets General Education Category Analytical Thinking.

**CSC 210 Database Concepts 3 Semester Hours**
This course provides an introduction to the fundamental concepts of databases, including data modeling, relational database design, Structured Query Language (SQL), and database management systems (DBMS). Emphasis is placed on designing, implementing, and querying relational databases. Upon completion, students should be able to design and manage databases and effectively use SQL to manipulate data. Prerequisite: CSC 130.

**CSC 241 Cloud Computing and Storage Concepts 3 Semester Hours**
This course introduces the core principles and practical applications of cloud computing and data storage, covering topics such as cloud service models (IaaS, PaaS, SaaS), virtualization, cloud infrastructure, data storage solutions, and cloud security. Students will gain hands-on experience with popular cloud platforms and storage management techniques. Upon completion, students should be able to configure cloud environments, manage storage resources, and evaluate security implications of cloud services.

**CSC 249 Planning Computer Science Career Pathways 1 Semester Hour**
Students will be able to reflect on their personal development, strengths and weaknesses, and clarify goals for personal growth. Students will also declare a major program to support their post-graduate plans, complete a roadmap for their personal and professional interests, and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**CSC 271 Computer Hardware and Operating Systems 1 Semester Hour**
This course offers an in-depth introduction to computer hardware and operating systems, covering the architecture and organization of computer systems, hardware components, operating system functionality, and system software. Topics include CPU architecture, memory hierarchy, input/output mechanisms, file systems, and system security. Students will gain hands-on experience in understanding hardware components and configuring operating systems. Upon completion, students should be able to analyze, troubleshoot, and optimize computer systems and comprehend the role of operating systems in managing hardware and software. Meets General Education Category Analytical Thinking.

**CSC 331 Data Mining 3 Semester Hours**
This course provides an in-depth study of data mining principles and techniques. Students will learn how to discover patterns and extract actionable insights from large data sets. Core topics include data preprocessing, classification, clustering, association rule mining, anomaly detection, and the ethical considerations of data mining. The course will include practical applications in business, healthcare, and social sciences, using industry-standard tools. Upon completion, students should be able to identify appropriate data mining techniques for various data types, implement and evaluate models, and communicate findings effectively. Prerequisite: MAT 141 or CSC 130.

**CSC 351 Mobile Application Development 3 Semester Hours**
This course provides an introduction to developing applications for mobile platforms, focusing on both Android and iOS environments. Topics include platform-specific programming, user interface design, data storage, API integration, performance optimization, and mobile security principles. Students will learn to use mobile development frameworks, design mobile-friendly interfaces, and build functional applications that incorporate backend services. Upon completion, students should be able to design, develop, and deploy basic mobile applications, demonstrating an understanding of platform requirements and user experience design. Prerequisite: CSC 130.

**CSC 421 Mobile Application Development 3 Semester Hours**
This course provides a comprehensive introduction to the field of cybersecurity with a focus on ethical hacking and defensive strategies. Topics include network and system vulnerabilities, penetration testing methodologies, ethical considerations, risk management, and best practices in securing digital environments. Students will learn to identify potential threats, conduct vulnerability assessments, and apply ethical hacking techniques to protect systems effectively. Upon completion, students should be able to perform basic penetration testing and understand core principles of defensive cybersecurity to mitigate risk and protect assets. Prerequisite: CSC 130 or CSC 140.

**CSC 430 Blockchain and Cryptographic Algorithms 3 Semester Hours**
This course explores the foundational principles of blockchain technology and the cryptographic algorithms that enable secure transactions. Topics include cryptographic hashing, digital signatures, consensus mechanisms, public and private blockchains, and smart contracts. Students will study blockchain structure, the role of decentralized systems, and real-world applications in finance, supply chain, and data security. Upon completion, students should be able to understand, evaluate, and develop simple blockchain-based solutions, demonstrating the application of cryptographic principles in secure, decentralized environments. Prerequisite: CSC 130.

## CRIMINAL JUSTICE (CRJ)

**CRJ 101 Introduction to Criminal Justice 3 Semester Hours**
This course provides an in-depth exploration of the American criminal justice system's fundamental principles, institutions, and processes. This foundational course offers students an opportunity to gain a comprehensive understanding of the various components of the criminal justice system, including law enforcement, the courts, and corrections. By examining this field's fundamental concepts, theories, and practices, students will develop a solid foundation for further study in criminal justice and related disciplines. Meets General Education Category Thinking About Human Behavior.

**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 Research Methods I: Design and Data Collection 3 Semester Hours**
Presents the basic principles of qualitative and quantitative research methods, including experimental studies, focus groups, interviews, and surveys. It addresses study design, implementation, interpretation, and presentation. Prerequisite: CRJ 101, SOC 101, or PSY 101. (*Note: This is the same course as PSY 310 and SOC 210.*)

**CRJ 215 Substantive Criminal Law 3 Semester Hours**
This course is an introductory analysis of substantive criminal law, which includes the substantive elements defining criminal conduct for specific crimes and the various exculpatory conditions for criminal liability. Course topics include the nature of substantive law, the distinction between the criminal and civil justice systems, the elements of crimes, and the essential components of crimes, including wrongful criminal acts (actus reus), criminal intent (mens rea), causation, and harm. This course also considers the insanity defense, entrapment, and several other defenses to crimes that are used in the U.S. legal system. Prerequisite: CRJ 101.

**CRJ 220 The Constitution and Criminal Justice 3 Semester Hours**
The course covers the impact of the Constitution on the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Prerequisite: CRJ 101.

**CRJ 221 Criminal Investigations 3 Semester Hours**
This course offers students a solid foundation in criminal investigations, covering key aspects such as evidence evaluation, strengths and weaknesses analysis, and recognizing opportunities and threats in the investigation process. Through case studies, students will reinforce their understanding of course objectives, creating an enriched learning environment. Topics include fundamental investigation procedures, the purpose of investigations, and critical success factors. Prerequisite: CRJ 101

**CRJ 225 Deviant Behavior 3 Semester Hours**
Through examination of how deviant behavior is constructed and controlled within society, the course will include discussions about theories of deviance, deviant identities, deviant acts, and deviant careers. Students will critically examine behaviors, why some behaviors are considered deviant, and the process by which deviant behaviors can sometimes become criminal behaviors. Prerequisite: CRJ 101 or SOC 101. Social Justice Focus Area.

**CRJ 230 Emergency and Disaster Management 3 Semester Hours**
This course introduces students to the fundamentals of emergency and disaster management. It covers key concepts, historical development, and essential terminology in the field. Students will learn about the roles and functions of various agencies involved in managing emergencies and disasters, as well as how these entities collaborate. The course also emphasizes the critical importance of emergency management within the context of public safety and criminal justice.

**CRJ 249 Planning Criminal Justice Career Pathways 1 Semester Hour**
Students will work collaboratively with an advisor and with each other to generate a roadmap and artifacts to support the roadmap. Tasks will include identifying people, places, spaces, experiences and professional opportunities to best support development, fulfillment of purpose, achievement of goal, and pathway to postgraduate plans. Prerequisite: FYE 149 and completion or concurrent registration of CRJ 101.

**CRJ 305 Corrections 3 Semester Hours**
This course offers an examination of the philosophy, historical development, and current status of correctional systems. Issues related to incarcerated populations, legal rights, and various forms of punishment and corrections are included. Students will acquire an understanding of the goals of

punishment and corrections and the ability to critically evaluate the effectiveness of correctional systems. In addition, a greater knowledge of how policies related to punishment and corrections impact individuals and society will be gained. Prerequisite: CRJ 101 and 205.

**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. Students will learn about the history, theories, research, legislation, and policy implications related to the social construction of a crime victim. Services and solutions for victims of crime will also be discussed. 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 321 Crime Scene Fundamentals 3 Semester Hours**
This course covers the various methods associated with investigating a crime scene. Special emphasis is placed on sequential processing of the crime scene to avoid the loss and/or the contamination of evidence. Students successfully completing this course will be aware of the critical concerns of crime scene processing and the methods that are employed to eliminate those concerns to include proper crime scene search patterns and the appropriate methods to plot the location of evidence when it is discovered. Special attention will be paid to developing skill sets necessary to effectively process a crime scene within a variety of environments. Prerequisite: CRJ 101 and 221.

**CRJ 325 Law of Criminal Procedure 3 Semester Hours**
This course concerns the laws governing procedural due process for criminal defendants. Case analyses and the interpretation of appellate court opinions are used to learn the fundamental relationships between the U.S. Constitution, courts and criminal procedure. Topics covered include remedies for state law-breaking, initial police-citizen contacts, seizures of persons, search and seizure of property, interrogations and confessions, identification procedures, decisions to charge and the first appearance, pretrial proceedings, conviction by trial and by guilty plea, and post-sentencing considerations. Prerequisites: CRJ 101.

**CRJ 330 Gender, Race, and Class in Criminal Justice 3 Semester Hours**
This thought-provoking course explores the intricate intersections of gender, race, and class within the criminal justice system context. Through a combination of theoretical frameworks, case studies, and interactive discussions, students will examine the multifaceted dimensions of gender, race, and class disparities. Prerequisite: CRJ 101.

**CRJ 331 Mental Health in the Criminal Justice Maze 3 Semester Hours**
This course captures the idea of addressing mental health concerns throughout the entire criminal justice system. Topics include the impact of mental health disorders, crisis interventions, specialized courts, mental health care in incarceration, and rehabilitation. Students gain insight into ethical, legal, and policy considerations, as well as innovative approaches for promoting mental health support and justice. Prerequisite: CRJ 101.

**CRJ 340 Criminal Profiling 3 Semester Hours**
This course provides an in-depth examination of the theories, methods, and applications of criminal profiling in contemporary investigative work. Students explore the psychological, behavioral, and forensic principles used to infer offender characteristics from crime scene evidence and victimology. Through case studies, analytical exercises, and critical discussion, the course addresses major profiling approaches, investigative applications, and the reliability and limitations of profiling as an investigative tool. Ethical considerations, legal issues, and the role of profiling within multidisciplinary investigative teams are emphasized.

**CRJ 349 Clarifying Criminal Justice Career Pathways 1 Semester Hour**

In this course, students will articulate and assess the lasting and transferable skills and knowledge acquired through courses in both their major and general education to their chosen profession. In collaboration with a faculty mentor, students will refine their roadmap and produce additional portfolio documentation to support their post-graduate plan by identifying mentoring opportunities, seeking internships, contacting employers and graduate schools of interest, and finding appropriate grant and/or fellowship. Prerequisite: Any BCA 249.

**CRJ 400 Criminology 3 Semester Hours**
This course examines various theories of criminal behavior, their development, and status in contemporary thought. Students will develop an appreciation for various levels of explanation utilized to study criminal behavior. Critical evaluation skills will be stressed to assess the strengths and weaknesses of each theory and the potential for incorporation into the criminal justice system. Prerequisites: CRJ 101 or SOC 101 and Junior or Senior status. Meets General Education Category Presentational Speaking.

**CRJ 402 Restorative Justice 3 Semester Hours**
The purpose of this course is to expose students to the discourse on justice that prioritizes healing. Restorative justice, in some form or another, has been practiced in various cultures, and it is of increasing interest as an effective and less costly alternative to traditional forms of punishment. Explores an approach that asserts that harms create obligations, the fulfillment of which offers the possibility of healing for all. Prerequisite: CRJ 101. Meets General Education Category Ethics, Justice, and Social Action.

**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 and Junior or Senior status. Meets General Education Category Ethics, Justice, and Social Action.

**CRJ 449 Criminal Justice Capstone and Career Proficiency 3 Semester Hours**
In this collaborative experience, students will document their professional competencies and produce a capstone project in their major field. Through dedicated time with mentors/mentees, engagement with potential employers and/or graduate schools of interest, and preparatory activities such as mock interviews and other appropriate experiences, students will design constructive plans for life beyond Brevard College. May be repeated. Prerequisite: CRJ 101, CRJ 349, Senior Status. Meets General Education Category Intensive Writing.

**CRJ 460 Police Academy 12 Semester Hours**
This course is offered in partnership with the community college as a Basic Law Enforcement Training (BLET) program. BLET is designed to provide students with the fundamental skills required for entry-level employment as a law enforcement officer within state, county, or municipal governments, as well as private enterprises. This training and testing prepare students to meet the requirements for becoming a sworn law enforcement officer in the state of North Carolina. Successful graduates are eligible to take the state certification examination. Prerequisites: Program Coordinator approval.

## ECONOMICS (ECN)

**ECN 200 Foundations of Economics 3 Semester Hours**
This engaging course introduces the principles of economics, blending concepts from both microeconomics and macroeconomics. Students will explore how individuals and businesses make decisions (microeconomics) while gaining insights into larger economic systems, national policies, and global trends (macroeconomics). Through real-world applications and interactive learning, you'll develop a better understanding of how economic forces shape our world, preparing you to think critically about both personal and societal economic issues. Meets General Education Category Thinking About Human Behavior.

**ECN 201 Macroeconomics 3 Semester Hours**
A study of national production, employment, income, and price levels, Macroeconomics looks at how these forces relate to one another. Students also explore alternative theories of economic instability, fiscal policy, monetary policy, and international trade. Prerequisite: class standing of Sophomore or higher. Meets General Education Category Thinking About Human Behavior.

**ECN 202 Microeconomics 3 Semester Hours**
A study of the market system, supply and demand, price mechanisms, and allocation of resources, Microeconomics looks closely at competition, monopoly, and imperfect competition. Prerequisite: class standing of Sophomore or higher.

## EDUCATION (EDU)

**EDU 205 21st Century Teacher & Learner 3 Semester Hours**
This course will introduce students to 21st century knowledge, skills, and dispositions (i.e. creativity and innovation, problem solving, communication, collaboration, media literacy, informational literacy, flexibility and adaptability, social and cross-cultural skills) in the context of teaching and learning. Students will also learn about the importance of research, collaboration, reflection, and leadership in the teaching profession. A field experience in an education-related setting is required.

**EDU 212 Ages and Stages 3 Semester Hours**
This course will introduce students to theories of human development and learning, as related to children from birth to age twelve. Class activities and field experiences will give students an in-depth understanding of the potential impact of educators, peers, and family members on a child's holistic growth. Students will also learn the relationship between theory and developmentally appropriate practices. Readings, discussion, guided classroom observation, and applied activities will also support students in the development of a professional teaching portfolio. Prerequisite: EDU 205.

**EDU 220 Educational Psychology 3 Semester Hours**
Students will learn the foundational psychology concepts that foster excellent teaching and successful learning and also learn how to apply this knowledge for planning instruction, facilitating learning, and assessing learnings as well as managing a learning environment that promotes education success for all. Prerequisite: PSY 101

**EDU 249 Planning Elementary Education Career Pathways 1 Semester Hour**
Working collaboratively with a faculty mentor, students will explore a roadmap to support their post-graduate plans. This roadmap will include identifying people, places, and experiences to support personal development, clarify strengths and weaknesses, and chart potential opportunities within the major program. This course will equip students with specific skills that will help them be successful in Brevard College's State Accredited Teacher Licensure Program or in other pathways working with children. May be substituted within majors. Prerequisite: FYE 149.

**EDU 303 Diverse and Exceptional Learners 3 Semester Hours**
This course helps the pre-service teacher assess and support diverse learners, including students with special needs, identified as gifted/talented, and multilingual learners. A 10-hour practicum will accompany this course. Prerequisites: EDU 205 (Experiential Education minors or HPE majors should request permission of the instructor).

**EDU 304 Educational Technology: Teaching in the Digital Age 3 Semester Hours**
In this course, students will explore technologies and applications as they relate to the teaching and learning process. Activities in this course will focus on technology as a tool for communication, presentation, assessment, data management and analysis, and instructional decision-making. Critical thinking skills will be emphasized as students are taught to analyze and evaluate available classroom technologies. Students will also be exposed to new and emerging technologies that have merit for effective classroom use; as well as sound instructional design in the technology-rich learning environment. Prerequisite: EDU 205. Meets General Education Category Analytical Thinking.

**EDU 305 Facilitation of Learning 3 Semester Hours**

With its focus on pedagogical theory and practice, this course fits in the middle of the Education Professional Program sequence. It takes the development learning theories introduced in the required psychology courses and asks students to reflect upon their application in the classroom context. Students will develop project/inquiry-based curriculum, differentiate instruction, and implement authentic assessment strategies. Skills discussed and practiced in this course include planning units and lessons effectively, utilizing technology and instructional applications to help all students learn, and managing a classroom environment conducive to learning. Prerequisites: EDU 205 and PSY 230, or EDU 220 (Prerequisite or Corequisite). Meets General Education Category Intensive Writing.

**EDU 310 Structured Literacy 1: Methods of Teaching Word Recognition 3 Semester Hours**

In this course, students will be introduced to the Science of Reading and components of foundational literacy development for children. Class sessions will prepare teacher candidates to implement systematic, explicit, research-based practices for nurturing word recognition. Skills addressed will include phonological awareness, decoding, fluency, and spelling. Required field experience will offer opportunities for application and practice of methods. This course is the first of three required literacy courses for Elementary Education majors, recommended for Fall of Junior year. To be followed by EDU 313 and EDU 314. Prerequisite or Corequisite: EDU 305.

**EDU 313 Structured Literacy 2: Language Comprehension and Integrated Writing 3 Semester Hours**

This course will introduce students to the language comprehension skills required for reading, including vocabulary, background knowledge, and language structures. Students will also learn methods for integration of writing skill practice. Emphasis will be placed on how to provide explicit instruction in these areas as part of a content-rich instructional plan. Throughout, attention will be given to culturally- and linguistically-responsive differentiation and scaffolding methods for diverse classrooms. Includes field observation. This course is the second in a sequence of three required literacy courses for Elementary Education majors, recommended for Spring of Junior year. To be followed by EDU 314. Prerequisite: EDU 310.

**EDU 314 Structured Literacy 3: Differentiation, Assessment, & Intervention for Diverse Learners 3 Semester Hours**

This course will build on the Structured Literacy 1 and 2 courses, giving students a foundational understanding of how assessment and data play a key role in providing responsive instruction as part of a Multi-Tiered System of Support. Course content will include collaborative teaching approaches, data management, types of assessment, small group instructional design, and how to select interventions for student support. Considerations for equitable instruction for unique student groups will be explored. Includes field experience. This is the third in a sequence of three required literacy courses for Elementary Education majors, recommended for Fall of Senior year. Prerequisites: EDU 310 and EDU 313.

**EDU 316 Methods in Teaching Math: 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 or EDU 305.

**EDU 318 Methods in Teaching Science and Social Studies: Elementary 3 Semester Hours**

The purpose of this course is to develop the skill of designing a rich, content-based, engaging instructional plan for Science and Social Studies at the elementary level. We will learn to expertly craft lessons that integrate content, language, and literacy, in light of the concepts, principles, and themes of Social Studies and Science instruction. Field experiences will provide students opportunities to connect teaching theory with classroom practice. Recommended for Fall of Senior year. Prerequisite: EDU 305.

**EDU 320 Children's Literature 3 Semester Hours**
This course begins with an overview of the history and development of literature for children. Students will learn the benefits of including children's literature for various purposes in the classroom setting, and how to select quality, culturally-inclusive texts. Methods for planning effective and interactive read-alouds will culminate in a field experience project. The course will also explore techniques for leveraging texts to teach and reinforce foundational literacy skills. Prerequisite: WRI 112. Meets General Education Category Literary Thinking.

**EDU 340 Secondary and K-12 Methods 3 Semester Hours**
In this course, students will practice the knowledge and skills introduced in EDU 305: Facilitation of Learning, focusing on specific content pedagogy and assessment. One major emphasis will be reading and writing and informational literacy across all content areas. A major part of this class (at least 15 hours) will be a practicum where students are learning and practicing content pedagogical methods in the actual classroom setting. Prerequisites: EDU 305 and admittance to student teaching program.

**EDU 349 Clarifying Education Career Pathways 1 Semester Hour**
In this course, students will articulate and assess the lasting and transferable skills and knowledge acquired through education and related courses in both their major and general education to their chosen profession. In collaboration with a faculty mentor, students will refine their career preparation roadmap and produce additional portfolio documentation to support their post-graduate plan. They may do this by identifying mentoring opportunities, drawing connections between field observations and coursework, beginning to teach lessons, contacting employers and graduate schools of interest, and finding appropriate grant and/or fellowship opportunities. May be repeated. Prerequisite: BCA 249 and seeking teacher licensure.

**EDU 401 Student Teaching Seminar 2 Semester Hours**
This seminar is to be taken concurrently with student teaching. It meets on a scheduled basis in order to provide ongoing support during the 15-week student teaching experience, and a final portfolio assessment will be made during this class.

**EDU 402 Student Teaching Secondary 14 Semester Hours**
The 16-week full-day student teaching will be based on the public school calendar under the direct supervision of a mentor teacher. Prerequisites: completion of all required courses, as determined by the Coordinator of Teaching Licensure, and admittance to student teaching program. Meets General Education Category Presentational Speaking.

**EDU 405 Student Teaching K-6 14 Semester Hours**
The 16-week full-day student teaching experience will be based on the public school calendar under the direct supervision of a mentor teacher. Prerequisites: completion of all required courses, as determined by the Coordinator of Teaching Licensure, and admitted to student teaching program. Meets General Education Category Presentational Speaking.

**EDU 410 Student Teaching K-12: Art, Music, Physical Education, and Theatre 14 Semester Hours**
The 16-week full-day student teaching will be divided between elementary and high school experiences under the direct supervision of a mentor teacher. Prerequisites: completion of all required courses, as determined by the Coordinator of Teaching Licensure, and admitted to student teaching program. Meets General Education Category Presentational Speaking.

**EDU 470 Practicum in Education 2 Semester Hours**
This is a faculty-supervised field experience in an education setting. Prerequisite: Senior status. For non-licensure Elementary Education majors. Corequisite: EDU 480

**EDU 480 Education Senior Project 6 Semester Hours**
In consultation with an Education faculty advisor, the Elementary Education major will create an in-depth senior project. The project also will be presented to an audience of Teacher Education students and select members of the local education community. For non-licensure Elementary Education ma-

jors. Corequisite: EDU 470

## ENGLISH (ENG)

**ENG 205 British Literature** **3 Semester Hours**
A selected study of authors, genres, periods, and/or themes in British Literature. May be repeated if the topic changes. Meets General Education Categories Intensive Writing and Literary Thinking.

**ENG 206 American Literature** **3 Semester Hours**
A selected study of authors, genres, periods, and/or themes in American Literature. May be repeated if the topic changes. Meets General Education Categories Intensive Writing and Literary Thinking.

**ENG 207 Introduction to 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. Meets General Education Category Artistic Thinking.

**ENG 208 World Literature** **3 Semester Hours**
A selected study of authors, genres, periods, nationalities, and/or themes in literatures other than British or American (taught primarily in English translation). May be repeated if the topic changes. Meets General Education Categories Intensive Writing and Literary Thinking; Global Studies Focus Area.

**ENG 211 Introduction to Film** **3 Semester Hours**
A selected study of the history, production, and appreciation of film as a distinctive art form, with particular emphasis on film theory, genres, and basic film criticism in such areas as cinematography, editing, sound, acting, screenwriting, and directing. Meets General Education Categories Artistic Thinking and Literary Thinking; Culture, Rhetoric, and Media Focus Area.

**ENG 217 Environmental Literature** **3 Semester Hours**
This course traces the evolutions of human engagement with the natural world through writing (and other media), examining how authors have variously imaged and imagined the world around us. Students will explore how concepts of "the environment" have developed in literature. This course acknowledges that we are living in the age of the Anthropocene and will approach texts from ecocritical perspectives. Meets General Education Categories Intensive Writing, Literary Thinking, and Environmental Awareness; Environmental Connections, Global Studies, Social Justice, Culture, Rhetoric, and Media Focus Areas.

**ENG 220 Thematic Studies in Literature** **3 Semester Hours**
This topic-specific course introduces students to a range of historical and contemporary literatures, including various genres of American, British, and world literature, and connects literature with other fields of study. May be repeated if the topic changes. Meets General Education Categories Intensive Writing and Literary Thinking; Social Justice, Culture, Rhetoric, and Media Focus Areas.

**ENG 240 African American Literature** **3 Semester Hours**
A selected study of themes, genres, and literary works by African American writers, with a particular emphasis on issues of race, class, and culture. Topics may include slavery, religion, family, and oral history. Meets General Education Categories Intensive Writing and Literary Thinking; Gender, Race, and Class Studies Focus Area.

**ENG 241 Women in Literature** **3 Semester Hours**
A selected study of themes, genres, and literary works by women writers, with a particular emphasis on issues of gender, sex, and identity. Meets General Education Categories Intensive Writing and Literary Thinking; Gender, Race, and Class Studies, Culture, Rhetoric, and Media Focus Areas.

**ENG 242 Studies in Genre Literature** **3 Semester Hours**
Studies in Genre Literature explores the historical, cultural, and aesthetic origins and influences of major literary genres, with a different focal genre of study every semester taught. Utilizing a blend

of classical and contemporary works, students will survey and analyze genre narratives by practicing literary analysis and the application of varied critical perspectives. May be repeated if the topic changes. Meets General Education Categories Intensive Writing, Literary Thinking.

**ENG 243 Young Adult Literature 3 Semester Hours**
A study of literature for students grades six through twelve, including genres, themes, authors, and history. The course emphasizes various teaching methods for engaging young adult readers and developing their love of reading. Meets General Education Category Literary Thinking; Culture, Rhetoric, and Media Focus Areas.

**ENG 249 Planning English Career Pathways 1 Semester Hour**
ENG 249 is a broad introduction to the study of English at Brevard College specifically and in the larger realm of the academic field itself. This course seeks to prepare students to thrive in their study of English, to make informed decisions within the major's options, to understand various extra- and co-curricular opportunities, and to explore career options for English majors. Students will also complete a roadmap for their personal and professional interests and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**ENG 251 Forms and Theories of Creative Writing 3 Semester Hour**
What does it mean to be a writer? In this course, students learn about the forms, aesthetics, theories, and histories behind creative writing as a practice, including genre, craft, and the workshop. Students read and talk with diverse writers who work in various genres to discover their own writing influences, practices, and aesthetics. The course culminates in a research-informed creative-critical project and writer's statement featured in a digital portfolio. Meets General Education Categories Intensive Writing, Artistic Thinking, and Literary Thinking.

**ENG 295 Classical Mythology 3 Semester Hours**
This course studies myths of ancient Greece and/or Rome, exploring the importance of these narratives in relation to the art, literature, philosophy, and religion of the West. Meets General Education Category Literary Thinking.

**ENG 305 Advanced Grammar 3 Semester Hours**
A 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. This course is especially useful for those who intend to teach English or language arts. Meets General Education Category Analytical Thinking.

**ENG 308 Creative Nonfiction 3 Semester Hours**
In this course, students will write narratives that mine their memory and personal history, with attention paid to research and forms. Students will read, discuss, and emulate a variety of relevant texts, including memoirs and essays. This course is primarily generative with an emphasis on documenting the writing process. This class offers the opportunity to engage in workshop and meet working writers. Meets General Education Category Artistic Thinking.

**ENG 309 Poetry Writing 3 Semester Hours**
In Poetry Writing, students will explore how to write poems in a variety of forms, styles, and aesthetics. Students will be expected to engage in a regular writing practice and create a physical chapbook featuring a selection of their work written for class. A selection of contemporary and historical poetry will be read and discussed, and students will have the opportunity to meet and interact with working poets. Meets General Education Category Artistic Thinking.

**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. Meets General Education Category Artistic Thinking.

**ENG 311 Advanced Studies in Writing 3 Semester Hours**
This advanced writing course's themes and genres vary. Students may explore interdisciplinary writing, expository writing, or other creative and critical forms that relate to a specific topic, such as food, humor, travel, and more. Students will read historical and contemporary writers and write in different forms and genres. Meets General Education Category Intensive Writing.

**ENG 322 Shakespeare 3 Semester Hours**
An in-depth study of the poetry and plays of William Shakespeare, both in their historical and critical contexts in the early modern era and in their importance in world culture ever since. Readings include selections from each genre in which he wrote: poetry, history plays, comedy/romance, and tragedy. Meets General Education Categories Intensive Writing and Literary Thinking.

**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. Meets General Education Categories Intensive Writing and Literary Thinking.

**ENG 332 Gothic Literature 3 Semester Hours**
This advanced literature course is a journey through the dark side. Spanning more than 200 years of British and American literature, the course focuses on gothic literature as both a distinct historical literary genre and as a broad, often hard-to-define category of literature that, like any good monster, just won't die, regenerating itself every so often to appeal to a new generation of readers. Meets General Education Categories Intensive Writing and Literary Thinking.

**ENG 342 Southern Literature 3 Semester Hours**
Whether viewed as one region or as several "Souths," the southeastern United States has a recognized identity in literature as well as history. This advanced literature course charts the development of Southern culture, writers, and themes. Meets General Education Categories Intensive Writing and Literary Thinking.

**ENG 349 Clarifying English Career Pathways 1 Semester Hour**
This course prepares students to explore writing careers with a focus on developing communication skills. Students learn about public relations, publishing and bookselling, public humanities, journalism, and arts administration by running media campaigns, maintaining websites and blogs, learning the basics of relevant software, and meeting professionals in the field. Students will produce a portfolio that showcases work in their chosen field. May be repeated. Prerequisite: any BCA 249.

**ENG 351 Literary Theory and Criticism 3 Semester Hours**
What do the terms *literature*, *interpretation*, *meaning*, and *text* really mean? In this advanced course students will learn fundamental concepts of literary theory and apply those concepts to works of literature, with an emphasis on intersectionality and praxis. Selected theories may include structuralism, deconstruction, Marxism, postcolonialism, critical race theory (CRT), reader-response, historicism, materialism, feminism, ecocriticism, and more. Prerequisite: 200-level ENG course other than ENG 207.

**ENG 362 Cold War Literature 3 Semester Hours**
Cold War Literature explores the diverse literary and cultural works produced during the Cold War era, from its beginnings after World War II to its end in the late 20th century. This course examines how authors and artists responded to the political, social, and cultural tensions of the period, from the anxieties of nuclear threat to the ideological clash between capitalism and communism. Meets General Education Categories Intensive Writing and Literary Thinking.

**ENG 460 Senior Project Preparation 1 Semester Hours**
This course is normally taken the semester prior to completing the English major senior project. During this semester, the student defines the subject or scope of the project, assembles a working bibliography and strategy for researching and creating the project, enlists faculty members to serve as mentors for the project, and establishes timelines for completing the project. Students also begin assembling a digital

major portfolio to illustrate their accomplishment of the English major's goals. With approval of the major coordinator, a student may substitute another senior project preparation course (e.g. INT 460) for ENG 460. Prerequisite: Junior/senior level and English major.

**ENG 461 Senior Project Seminar 2 Semester Hours**
This course is taken during the semester in which the student is also registered for ENG 495: Senior Project. Students in this course complete their major portfolios and serve as a support group for one another, providing regular progress reports on their projects, presenting drafts of their writing for discussion, and practicing their final oral presentations before a responsive audience. Prerequisite: Senior level, ENG 460 (or equivalent), and English major; corequisite: ENG 495. Meets General Education Categories Intensive Writing and Presentational Speaking.

**ENG 495 Senior Project 3 Semester Hours**
A capstone course for English majors, students in this course create an in-depth project in their emphasis area. Possibilities include a significant research paper, a course or workshop proposal, or an extended creative writing assignment. A committee of at least three faculty members oversees this project. An oral presentation of the final product is a requirement. Prerequisites: ENG 460 (with grade of C- or higher), junior or senior status and permission of the English major coordinator. Meets General Education Category Presentational Speaking.

## ENVIRONMENTAL STUDIES (ENV)

**ENV 101 Environmental Issues 3 Semester Hours**
An interdisciplinary and experiential study of the dynamic relationship between humans and the natural world. We will investigate basic ecological and evolutionary principles, the environmental effects of human activities, and the theory and practice of "sustainability" from multiple perspectives. Three hours of lecture. Meets General Education Category Environmental Awareness; Environmental Connections, Information Literacy Focus Area.

**ENV 102 Topics in Global Sustainability 3 Semester Hours**
This course provides an overview of the major challenges related to global sustainability. Students will explore barriers and potential solutions to those sustainability challenges. Students will also examine environmental, economic, and social sustainability issues from a global perspective. A special emphasis will be on non-Anglo-American cultures. Meets General Education Categories Environmental Awareness and Ethics, Justice, and Social Action; Environmental Connections, Global Studies, Social Justice Focus Areas.

**ENV 105 Sustainable Agriculture 3 Semester Hours**
Sustainable agriculture involves the application of ecological science to the design and management of sustainable agroecosystems. This course provides an opportunity to experience and study the sustainable agricultural practices of our surrounding mountain community via hands-on field trips and complementary classroom discussions, projects, and other activities. We will also explore and apply the principles and strategies that may be used in the design and management of more sustainable farming systems. Students will be expected to participate in physical farm labor. Meets General Education Categories Environmental Awareness and Ethics, Justice, and Social Action; Environmental Connections, Social Justice Focus Areas.

**ENV 202 Climate Change 3 Semester Hours**
This course covers climate change from many perspectives using lecture and experiential, student-driven activities. We review the science of climate change by analyzing the findings of major national and international scientific organizations. We explore the impacts of climate change on our human and natural systems. We also investigate the political and socioeconomic factors that affect and are affected by climate change. The course closes by investigating potential solutions for solving the many challenges associated with climate change. Prerequisite: Sophomore standing. Meets General Education Category Environmental Awareness; Environmental Connections, Global Studies Focus Areas.

**ENV 220 Sustainable Communities 3 Semester Hours**
This course examines the challenge of understanding and achieving "sustainability". We will explore

this topic through readings, discussions, case studies, and research projects. We will also examine and attempt to improve sustainability in the "real world" by delving into specific problems within our greater surrounding community. Prerequisite: ENV 101. Meets General Education Category Ethics, Justice, and Social Action; Environmental Connections, Social Justice Focus Areas.

**ENV 249 Planning Environmental Studies Career Pathways 1 Semester Hour**
Students will be able to reflect on their personal development, strengths and weaknesses, and clarify goals for personal growth. Students will also declare a major program to support their post-graduate plans, complete a roadmap for their personal and professional interests, and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**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. Meets General Education Focus Areas Environmental Connections and Holistic Wellness.

**ENV 260 Water Resources Management 3 Semester Hours**
This course introduces the fundamentals of water resources management and society's use. Students examine key trade-offs in water governance and explore strategies for sustainable water management in a changing environment. Emphasis is placed on interdisciplinary analysis, active learning through case studies, and field- or laboratory-based projects, as well as on the effective communication of sustainable solutions to contemporary and future water challenges. Through hands-on activities, students investigate topics in surface water hydrology, surface water quality, and the emergence of novel contaminants. The course also explores the connections between water resources and economic development, as well as possible solutions for addressing these challenges. Meets General Education categories Environmental Awareness and Global Awareness; Environmental Connections and Global Studies Focus Areas.

**ENV 301 Environmental Policy, Law, and Justice 3 Semester Hours**
This course will explore the political, social, economic and environmental aspects of the environment through studying 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: ENV 101. Meets General Education Category Ethics, Justice, and Social Action; Environmental Connections, Social Justice Focus Areas.

**ENV 349 Clarifying ENVS Career Pathways 1 Semester Hour**
This course is designed to help students explore and prepare for environmentally-related careers. Activities include improving oral and written communication skills, interacting and networking with environmental professionals, and presenting a seminar on a specific environmental career. Prerequisite: Any BCA 249 and Environmental Studies major.

**ENV 350 Community Service Learning 1 Semester Hour**
This course provides students with the opportunity to apply academic knowledge to addressing real-world environmental issues through community service projects. Students will examine local environmental challenges, collaborate with community organizations to determine needs, and will design and implement hands-on service projects to help address identified needs. Prerequisite: ENV 101 and Junior standing. Environmental Connections Focus Area.

**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 different recognized workshops such as Project Wild, Project Learning Tree, Methods in Environmental Education, and others. Science, Environmental Studies, and OLEE 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. Prerequisite: sophomore standing or above. Meets General Education Category Environmental Awareness; Environmental Connections Focus Area

**ENV 365 Geographic Information Systems 4 Semester Hours**
This course introduces GIS concepts and ArcGIS tools used to visualize real-world features, discover patterns, obtain information, and communicate that information to others. Using the ArcGIS platform, students will create GIS maps, explore the data behind the maps, and analyze maps and data as they master fundamental concepts that underlie GIS technology. Students will work with data generated in the class and data from other sources including major government agencies and local organizations. Three hours of lecture and two hours of lab. Prerequisite: any 100-level biology course or ENV 101. Meets General Education Category Analytical Thinking; Environmental Connections Focus Area.

**ENV 401 Sustainable Natural Resources 3 Semester Hours**
This course takes a systems-thinking approach to analyze the ecological and human dimensions of resource sustainability. Students will evaluate current and future challenges to long-term resource sustainability and stability using case studies and data analysis. Issues studied may include the responsible use of natural resources such as water, soil, forests, fisheries, and wildlife populations. Prerequisite: Junior Standing. Environmental Connections Focus Area.

**ENV 449 Environmental Studies Capstone Seminar 1 Semester Hour**
In this collaborative experience, students will document their professional competencies and produce a capstone project in their major field. Through dedicated time with mentors/mentees, engagement with potential employers and/or graduate schools of interest, and preparatory activities such as mock interviews and other appropriate experiences, students will design constructive plans for life beyond Brevard College. Prerequisite: ENV 349.

**ENV 450 Skills in Environmental Studies Research and Communication 3 Semester Hours**
In this course, students will develop skills to critically question and select appropriate sources, collect and analyze scientific data, and clearly communicate evidence-based information. Students will be equipped with skills necessary for them to engage productively in scientific discourse with diverse expert and public audiences. Prerequisite: Junior standing. Environmental Connections Focus Area

## EXERCISE SCIENCE (EXS)

**EXS 110 Introduction to Exercise Science 3 Semester Hours**
Designed to introduce the student to exercise science as a field of study and as a career pathway, the course emphasizes the fundamental biophysical principles of human movement and their relationship to physical activity and fitness.

**EXS 210 Foundations of Anatomy and Physiology 4 Semester Hours**
This course will cover basic principles of Anatomy and Physiology of the body. It will include lectures and laboratory activities dealing with structures and functions of the entire body, with particular emphasis on the muscular and skeletal systems, as well as the cardiovascular, respiratory and nervous systems. It will include dissection, as well as computer labs. This course is not acceptable for programs requiring two semesters of Anatomy and Physiology. Those students should take BIO 210 and 220 Human Anatomy and Physiology I and II. Three hours of lecture and two hours of lab. Prerequisite: BIO 105, 120, or CHE 183. *Note: Students may not receive credit in their major for both BIO 210 and this course.*

**EXS 213 Principles of Nutrition 3 Semester Hours**
This course is designed to introduce the student to the principles of nutrition as they apply to macronutrients. Economic, cultural, and psychological influences are considered. Nutrition over the human life span is examined. Meets General Education Category Health and Wellness; Holistic Wellness Focus Area.

**EXS 249 Planning Exercise Science Career Pathways 1 Semester Hour**

Students will be able to reflect on their personal development, strengths and weaknesses, and clarify goals for personal growth. Students will also confirm whether a BA or BS in Exercise Science is the best option to support their post-graduate plans. Students will also complete a roadmap for their personal and professional interests, and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**EXS 301 Applied Sport Physiology 4 Semester Hours**
This course will cover the physiological mechanisms, including metabolism, cardiovascular, muscle, and respiratory physiology, underlying sport and exercise performance and prescription. Professionals in the area of physical education, coaching, and other exercise professionals need to use scientifically based information to develop appropriate unit plans in PE, organize effective practice sessions for athletes, and prescribe safe and effective training programs. It will include lectures in principles of sport physiology and laboratory activities with an emphasis on application of physiological theory to sport and exercise. Three hours of lecture and two hours of lab. Prerequisite: EXS 110 and EXS 210.

**EXS 310 Exercise Physiology 4 Semester Hours**
The purpose of this course is to learn how the metabolism and the physiological systems, including the muscular, cardiovascular, and respiratory systems, integrate during acute and chronic exercise. Application will be made to disease prevention. Exercise physiological principles are reinforced and applied in a laboratory or field setting in which students will gain also an understanding of basic scientific data acquisition and processing. Three hours of lecture and two hours of lab. Prerequisites: EXS 110 and BIO 210 and BIO 220 (each with grade of C - or better. *Note: Student may not receive credit for both EXS 301, Applied Sport Physiology, and this course.*

**EXS 311 Fitness Appraisal 3 Semester Hours**
The theoretical bases are combined with practical experience to enhance understanding of fitness assessment. Students will gain competence in test administration and interpretation, screening, emergency procedures, and exercise prescription. Prerequisite: BIO 220.

**EXS 312 Motor Learning and Control 3 Semester Hours**
The study and application of the principles of motor learning and motor control are essential in teaching motor skills and analyzing problems individuals have with motor performance and movements. This is one of the foundational subjects of Exercise Science, yet is applicable not only to students interested in Exercise Science, but also to those interested in elementary education, health science, and psychology. The course emphasis is studying the acquisition and development of motor skills and motor control throughout the lifespan and will include applied research experiences. Prerequisite: EXS 110, and EXS 210 or BIO 210.

**EXS 320 Biomechanics in Exercise and Sport 3 Semester Hours**
This course is designed to introduce the student to mechanical principles of movement and apply those principles to specific motor activities common to exercise and sport. The course will cover basic: mechanical principles, kinetics, and kinematics of movement, muscle action, joint movements, and levers. Prerequisites: MAT 111 or above, and BIO 210. MAT 121 strongly recommended.

**EXS 410 Preparation for Senior Internship 1 Semester Hour**
This course should be taken the semester prior to beginning the senior internship. It is designed to prepare the Exercise Science Major for said internship. Contracts, resumes, calendar, and other details will be finalized and reporting procedures and visitation schedules (where appropriate) will be planned. Taking the Exercise Science content exam is a required component of the course. Prerequisite: Exercise Science Major with senior standing.

**EXS 430 Principles of Strength and Conditioning 3 Semester Hour**
This course is designed to provide students with information necessary for the design and implementation of strength and conditioning programs. Emphasis will be placed upon assessment, description, and analysis of sport movement and designing weight training programs to enhance performance variables. Prerequisite: BIO 210 or EXS 210 and EXS 301 or 310.

## FIRST YEAR EXPERIENCE (FYE)

**FYE 101 First Year Experience: Focus on Student Success 1 Semester Hour**
This course is taken in the first semester at Brevard College and is designed to help students navigate the intricacies of becoming a successful college student. The class meets once a week and is taught by the student's academic advisor. Focus is on helping students become engaged in the BC community, build familiarity with campus resources and processes, and examine their attitudes and aptitudes as they take on the responsibilities of being a member of an experiential academic community.

**FYE 149 First Year Experience: Align Passion and Purpose 1 Semester Hour**
A continuation of FYE 101, FYE 149 advances the work done in FYE 101 to help students align passion and purpose in a way that clarifies their journey at Brevard College and beyond. FYE 149 students work to intentionally develop new relationships and maintain established relationships while developing a personal pathway that supports their academic, personal, and professional success.

## GEOLOGY (GEO)

**GEO 101 Physical Geology 4 Semester Hours**
Through lecture, laboratory and field experiences, Physical Geology introduces the student to the processes that shape Earth's surface. After introducing minerals and rocks, the course explores mountain building through plate tectonics, earthquakes, and volcanism. Sculpting of the surface is addressed through weathering and erosion caused by water, wind, and ice. Three hours of lecture and two hours of lab. Meets General Education Category Scientific Thinking; Environmental Connections and Information Literacy Focus Areas.

**GEO 105 Historical Geology 4 Semester Hours**
Historical Geology focuses the sequence of the interactions of the tectonic plates throughout the 4.54 billion-year history of the planet. Interwoven with the geological aspect is the history of the evolution of life as revealed by the fossil record. Course activities include lecture, lab, and 2 Saturday field trips. Three hours of lecture and two hours of lab.

## HEALTH (HLT)

**HLT 201 Personal and Community Health and Wellness 3 Semester Hours**
This personal health course designed to provide relevant personal information about today's major health concerns in a rapidly changing society. The focus of the course is to assess and improve one's personal health status and identify health concerns within the community. Content will include activities to assist the student in clarifying what they know, believe, and value and strategies to achieve improved wellness. Meets General Education Category Health and Wellness; Holistic Wellness Focus Area.

**HLT 202 First Aid, CPR, and Wellness 3 Semester Hours**
Designed to provide instruction in emergency first aid procedures, this course prepares students for CPR and First Aid certification. First aid efficiency is attained through training and practice. Healthy lifestyles necessary to promote good health and optimal levels of wellness will be integrated throughout the semester. Meets General Education Category Health and Wellness; Holistic Wellness Focus Areas.

**HLT 203 Nature-based Stress Management 3 Semester Hours**
This course explores the human stress response including an introduction to causal stimuli, biochemical pathways, and acute and chronic implications of stress. Particular attention will be paid to strategies for managing stress rather than avoiding it. Two primary emphases will be the concept of resilience and the therapeutic value of nature and natural environments for managing stress. Meets General Education categories Health and Wellness; Environmental Connections and Holistic Wellness Focus areas.

**HLT 341 Health Education Methods and Applications 3 Semester Hours**
This course will cover current theories and principles of teaching health education. Emphasis is on application in teaching settings for grades K-12 and first semester college freshmen. It will follow the major goals set by the NC Department of Public Instruction in Health. The course will include observation and practical experience as well as an extensive research project. The results of this project will be presented to EXS students and faculty. Prerequisites: Junior standing.

## HEALTH AND PHYSICAL EDUCATION (HPE)

**HPE 110 Introduction to Physical Education and Recreation 3 Semester Hours**
Designed to introduce the student to physical education, recreation, sports and wellness as a field of study and a career pathway, this course emphasizes the fundamental concepts and principles, historical and philosophical foundations, as well as current trends in the field. Current employment, credentials and trends/issues will be explored, helping students to discern fit for future career pathways.

**HPE 215 Team Sports Teaching Methodology 3 Semester Hours**
This teaching methods course for team sports will include history, tactics, skill development, assessment and advanced content knowledge of a variety of team sports. Students will learn how to organize and teach various team sports appropriate to K-12 students. Sports may include volleyball, soccer, lacrosse, football, basketball, cooperative games, field hockey, team handball, cricket, softball, rugby, etc. The course requires physical activity. Meets General Education Category Health and Wellness; Holistic Wellness Focus Areas.

**HPE 216 Lifetime Sports Teaching Methodology 3 Semester Hours**
This methods course for teaching lifetime sports and activities course will include history, tactics, skill development, assessment and advanced content knowledge of selected individual, dual, and outdoor sports and activities. In addition to developing their own skills, students will learn how to plan, implement and teach various lifetime sports appropriate for K-12 students. Activities/sports may include golf, Frisbee, tennis, badminton, cycling, hiking, dance, swimming, bowling, running, aerobics, yoga and others. The course requires physical activity. Meets General Education Category Health and Wellness; Holistic Wellness Focus Areas.

**HPE 240 Introduction to Theories and Techniques of Coaching 3 Semester Hours**
Students explore the integration of theory and practice of effective coaching and teaching methods. Content includes a secondary school or college level practicum.

**HPE 249 Planning Health & Physical Education Career Pathways 1 Semester Hour**
Students will be able to reflect on their personal and professional interests and development, strengths and weaknesses, and clarify goals for personal growth. Students will also declare a major program to support their postgraduate plans, complete a road map for personal and professional interests, and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**HPE 280 Adapted Physical Education 3 Semester Hours**
This course will focus on the diverse challenges in physical education programs for special needs children. The students will be required to develop physical education concepts to fit the special need children into mainstream classes. The course will include observation and practical experience. Prerequisite: Sophomore standing. Previously EXS 280. Meets General Education Category Presentational Speaking.

**HPE 311 Assessment in Health, Physical Education, and Sport 3 Semester Hours**
This course is designed to acquaint the student with tests and measurement in the fields of health physical education and sport. Students will explore various methods of assessing fitness, sport skills and cognitive knowledge. In addition, students will learn how to design, score and use data to help improve performance. Prerequisite: junior standing.

**HPE 340 Physical Education Pedagogy 3 Semester Hours**
Theory and practice of effective teaching and learning. Includes curriculum development, exploration and development of the core teaching skills. Practicum in K-5. Prerequisite: HPE 240.

## HEALTH SCIENCE (HSS)

**HSS 249 Planning Health Science Career Pathways 1 Semester Hour**
Students will be able to reflect on their personal development, strengths and weaknesses, and clarify goals for personal growth. Students will also declare a major program to support their postgraduate plans, complete a roadmap for their personal and professional interests, and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**HSS 349 Clarifying Health Science Career Pathways 1 Semester Hour**
In this course, students will explore the US healthcare system, become familiar with different health science professions, and learn how to navigate and extract health career information from online resources. Additionally, students will articulate and assess the lasting and transferable skills and knowledge acquired through courses in both their major and general education to their chosen profession. In collaboration with a faculty mentor, students will refine their roadmap and produce additional portfolio documentation to support their post-graduate plan by identifying mentoring opportunities, seeking internships, contacting employers and graduate schools of interest, and finding appropriate grant and/or fellowship opportunities. Prerequisite: any BCA 249.

**HSS 449 Health Science Capstone Seminar 1 Semester Hour**
In this collaborative experience, students will document their professional competencies and produce a capstone project in their major field. Through dedicated time with mentors/mentees, engagement with potential employers and/or graduate schools of interest, and preparatory activities such as mock interviews and other appropriate experiences, students will design constructive plans for life beyond Brevard College. Prerequisite: HSS 349.

## HISTORY (HIS)

**HIS 101 Ancient History and Medieval Europe 3 Semester Hours**
This is an introductory level course on ancient, medieval, and early modern Western Civilization. Focusing on European society from the Greeks to the seventeenth century, the course includes a discussion of the major civilizations that contributed to the rise of the West. Students learn about Greco/Roman heritage, the Middle Ages and Christian heritage, the Renaissance, the Reformation, and the European exploration of the world as defining events. Meets General Education Category Historical Thinking; Information Literacy Focus Area.

**HIS 102 Modern Europe, 1648-Present 3 Semester Hours**
This introductory course focuses on the social, political, and economic development of Europe since 1648. Topics covered include, among others, the development of enlightened rationalism, democracy, capitalism, nationalism, imperialism, socialism and communism, fascism, the World Wars, the Cold War, and European integration. Meets General Education Category Historical Thinking; Information Literacy Focus Area.

**HIS 103 Colonial America & the Creation of the United States 3 Semester Hours**
This course examines the social, cultural, economic, and political development of the United States to 1865. Through reading, writing, and discussion, students appreciate major movements, such as the Great Awakening, the American Revolution, the Market Revolution, and Jacksonian Democracy and how they shaped the new nation. They also become familiar with major figures, including Pocahontas, John Winthrop, Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglas, and Abraham Lincoln, from the colonial period through the Civil War. Meets General Education Category Historical Thinking; Information Literacy Focus Area.

**HIS 104 Modern U.S. History 3 Semester Hours**
This course explores the social, cultural, economic, and political development of the United States since 1865. Through reading, writing, and discussion, students analyze major currents, such as the Industrial Revolution, the New South, World Wars, the 1960s, and the Cold War. They also study major personalities, including John Rockefeller, Eugene Debs, Jane Addams, Franklin Roosevelt, Martin Luther King, Jr., and John F. Kennedy, from Reconstruction to the present. Meets General Education Category Historical Thinking; Information Literacy Focus Area.

**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 Categories Historical Thinking and Global Awareness; Information Literacy, Global Studies Focus Areas.

**HIS 201 History of Stuff: Commodities in Global History 3 Semester Hours**
This course investigates the origins of globalization, climate change, and environmental destruction, arguing that these global trends stem from commodification and humans' desire for "stuff." Because of the complex nature of those issues, this course offers a unique approach to the study of history, both in terms of content and pedagogy. Rather than focus on a particular country, nation, geographic region, etc., the course centers on the commodities that have long been at the center of human civilization. And rather than move methodically and uninterruptedly through history, the course instead utilizes a series of case-study stories to examine how desires for individual commodities have shaped societies and altered the environment, both locally and globally. Meets General Education Categories Intensive Writing, Historical Thinking, Global Awareness, and Environmental Awareness; Environmental Connections, Gender, Race, and Class Studies, Global Studies, Social Justice, Information Literacy, Culture, Rhetoric, and Media Focus Areas.

**HIS 202 History of Terrorism 3 Semester Hours**
Terrorism has plagued the modern world. This course explains its emergence in Europe and subsequent global development. Additionally, coverage will also include the international attempt to combat terrorism. The course begins in the "long nineteenth century," when the term terrorist was first used, and ends with the present-day global terrorist networks that continue to destabilize the world. The course makes clear that terrorism is a much more complex phenomenon than is generally understood. Meets General Education Categories Intensive Writing, Historical Thinking, and Global Awareness; Information Literacy, Global Studies Focus Areas.

**HIS 203 Modern Political Ideologies 3 Semester Hours**
This course introduces students to the main political ideologies that have shaped our world, chiefly: liberal democracy, nationalism, socialism, communism, fascism, and authoritarianism. The course will enable students to understand fully each of these ideologies and how they have "interacted" with each other, causing monumental revolutions, wars, and significant rifts in societies. Central to the investigation of these ideologies will be a careful reading of primary sources and examination of case studies. Meets General Education Categories Intensive Writing and Historical Thinking; Information Literacy, Culture, Rhetoric, and Media Focus Areas.

**HIS 204 Climate Change in Global History 3 Semester Hours**
To contextualize and understand fully the present-day threat of climate change, the course explores how past societies were affected by a changing climate. Using a series of case studies and cutting-edge research about the history of climate, the course shows that changes in climate have, in the past, not only destabilized governments and economies, but they have even caused the complete collapse of societies amid wars and mass death. Meets General Education Categories Intensive Writing, Historical Thinking, and Global Awareness; Environmental Connections and Information Literacy Focus Areas.

**HIS 205 Genocide and International Law 3 Semester Hours**
This course has a three-fold purpose: 1) to investigate the socio-historical origins of the tragic and inhumane acts of genocide and ethnic cleansing; 2) to study, compare, and contrast cases of genocide and ethnic cleansing in the twentieth century; 3) to see how the international community has coalesced, largely through new international institutions and international law, to combat these acts, which are now legally classified as crimes against humanity. Course readings include memoirs of genocide survivors and documents enshrining international law. Meets General Education Categories Intensive Writing, Historical Thinking, and Ethics, Justice, and Social Action; Gender, Race, and Class Studies and Information Literacy, Global Studies, Social Justice Focus Areas.

**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 Categories Intensive Writing and Historical Thinking; Gender, Race, and Class Studies and Information Literacy Focus Areas.

**HIS 249 Planning History Career Pathways 1 Semester Hour**
Working collaboratively with a faculty mentor, students will design a roadmap to support their post-graduate plans. This roadmap will include identifying people, places, and experiences to support personal development, clarify strengths and weaknesses, and chart potential opportunities within the major program. May be substituted within majors. Prerequisite: FYE 149.

**HIS 256 Wilderness in American Life 3 Semester Hours**
This course examines American history through the lens of "wilderness." Each group who came to America assessed the wilderness differently, and this, in turn, impacted their land use as well as their relationships with each other. From the Lewis and Clark Expedition to westward expansion and the birth of the national park system, wilderness defines essential components of the American experience. Students in this course will research modern conflicts over wilderness designation to understand its continuing importance to national identity. Meets General Education Categories Intensive Writing, Historical Thinking, and Environmental Awareness; Environmental Connections and Information Literacy Focus Areas.

**HIS 263 History of Education 3 Semester Hours**
This course begins with a look at the history of formal education in ancient Greece before moving forward through the rise of the University in Europe, the exporting of European education systems to the Americas, the rise of public education in the United States, shifts in US higher education after the GI Bill, and current debates about alternatives to public education including charter schools and voucher programs. Meets General Education Categories Intensive Writing and Historical Thinking; Information Literacy Focus Area.

**HIS 264 History and Memory 3 Semester Hours**
Through an examination of historical memory, this course examines the ways people have preserved the past - both accurately and inaccurately - and the purposes behind that preservation. Students will consider controversies over interpretation of the past and examine the ways communities, groups, and movements have employed historical memory, particularly at public monuments and memorials, heritage sites, and tourist attractions. The course covers a wide spectrum of global history including the Holocaust, South African Apartheid and the American South. Meets General Education Categories Intensive Writing and Historical Thinking; Information Literacy Focus Area.

**HIS 265 Sports in U.S. History 3 Semester Hours**
This course examines the history of sports as a lens through which to explore broader cultural, political, and social themes in U.S. history. From the rise of professional leagues to the impact of sports on civil rights and gender equality, students will analyze how sports have shaped and reflected American values and ideas like: identity, activism, nationalism, citizenship, fitness culture, and the intersections of race, gender, and class. Meets General Education Categories Intensive Writing and Historical Thinking; Information Literacy Focus Area.

**HIS 266 Conflict & Crisis 3 Semester Hours**
This course investigates pivotal moments of conflict and crisis in U.S. history, exploring the causes and consequences of moments of political, social, and cultural upheaval. Students will delve into topics including the rise of mass incarceration, Japanese American internment during World War II, the Vietnam War, the War on Drugs, and U.S. foreign policy in Central and South America. Meets General Education Categories Intensive Writing and Historical Thinking; Information Literacy Focus Area.

**HIS 267 The History Lab 3 Semester Hours**
This course explores how history is taught both in and outside of the classroom. While a requirement for Social Studies and elementary teacher licensure, the course is open to students from all majors who are interested in learning about the opportunities and challenges of teaching history. Through hands-on activities, students will experiment with different teaching methods, participating as both learners and teachers. Students will have the opportunity to design and implement lessons for all levels of instruction and will also explore teaching history in other educational settings, such as museums and historical sites. Meets General Education Categories Intensive Writing and Historical Thinking;

Information Literacy Focus Area.

**HIS 305 Global Diplomatic History, 1648-Present 3 Semester Hours**
This course examines how heads of states, companies, secret networks, NGOs, etc. have used diplomacy in its many different forms to shape both the local and global. The course formally commences in 1648, with the Treaty of Westphalia. It covers, among other topics, the rise and fall of states, wars and peace negotiations, the creation of economic blocs and trade deals, and the establishment of the post-WWII international order. It concludes in the present day, with the shocking return of xenophobic ethnic nationalism and destabilizing right-wing political ideologies, both of which threaten to unravel the international order. The course includes a common reading and discussion of important primary source documents. Prerequisite: HIS 102, HIS 110, or HIS 203. Meets General Education Categories Intensive Writing, Historical Thinking, and Global Awareness; Information Literacy, Global Studies Focus Areas.

**HIS 306 History of the Middle East, 1794-Present 3 Semester Hours**
The course begins in 1794 with the establishment of the Qajar Dynasty in present-day Iran and emerging turmoil in the world's then-preeminent empire: the Ottoman Empire, headquartered in Istanbul. Primarily, the course traces the political, social, cultural, and economic evolution of the Middle East – while also considering such factors as geography and climate – through the fall of empires, the rise of European imperialism, the reestablishment of autonomy and independence, Middle Eastern "soft imperialism", post-9/11 turmoil, and ending with the post-Arab Spring period. Discussion of primary source readings is an important aspect of the course. Prerequisite: any 100-level or 200-level history course. Meets General Education Categories Intensive Writing, Historical Thinking, and Global Awareness; Information Literacy Focus, Global Studies Focus Areas.

**HIS 307 Modern German History, 1740-Present 3 Semester Hours**
This course examines German history from Frederick the Great's reign to the present day, covering political, economic, and social developments. Among other narratives, the course primarily traces the development of German identities and the desire of Germans to feel united. To be sure, that desire has led to dramatic movements, such as the German Enlightenment, Romanticism, the nationalist movement, and support for European integration. Among other momentous events, the course covers the Great War, the rise of Adolf Hitler and the Nazis, the Second World War, the Cold War division of Germans, and German leadership of European integration. Students are expected to participate in the reading and discussion of primary sources. Prerequisite: any 100-level or 200-level history course. Meets General Education Categories Intensive Writing and Historical Thinking; Information Literacy Focus Area.

**HIS 308 Modern Russia, 1796-Present 3 Semester Hours**
The course begins in the "long nineteenth century" and ends in the present day, with a resurgent Russian Federation. The story of Russia in the modern age is a remarkable one: wild swings between conservatism, liberal reform, and revolution; the development of the socialist and communist movements; the shocking, disturbing onset of anarchist terrorism; the rise and fall of the Soviet Union; and the surprising reemergence of Russia as a world power. The course includes discussion of important primary source readings. Prerequisite: any 100-level or 200-level history course. Meets General Education Categories Intensive Writing and Historical Thinking; Information Literacy Focus Area.

**HIS 309 Communism and Fascism in European History 3 Semester Hours**
This course examines closely the two primary alternatives to democracy and capitalism in the modern age: communism and fascism. Rather than look at communism and fascism separately, this course takes a comparative approach, for communism and fascism were born of the same aim: to build a better society and world. The main focus of the course deals with ideology, and the goal is to discover the answer to this question: Why have so many people found communism and fascism appealing, and how could that be the case when these ideologies have led to some of the greatest crimes against humanity in modern history? Reading and discussing primary sources is an important component of the course. Prerequisite: HIS 102, HIS 110, or HIS 203. Meets General Education Categories Intensive Writing and Historical Thinking; Information Literacy Focus Area.

**HIS 349 Clarifying History Career Pathways 1 Semester Hours**
In this course, students will articulate and assess the lasting and transferable skills and knowledge acquired through courses in both their major and general education to their chosen profession. In collaboration with a faculty mentor, students will refine their roadmap and produce additional portfolio documentation to support their post-graduate plan by identifying mentoring opportunities, seeking internships, contacting employers and graduate schools of interest, and finding appropriate grant and/or fellowship opportunities. May be repeated. Prerequisite: any BCA 249.

**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 or HIS 104. Meets General Education Categories Intensive Writing and Historical Thinking; Gender, Race, and Class Studies and Information Literacy Focus Areas.

**HIS 370 The History of Your Lifetime 3 Semester Hours**
How did the events of the past two decades shape the world you live in today? This course examines the major political, economic, and social changes of recent U.S. history, including the War on Terror, widening economic inequality, political polarization, and the rise in social media. Students will use historical tools to reflect on their own experiences and place their lives in a broader historical context. Meets General Education Categories Intensive Writing and Historical Thinking; Information Literacy Focus Area.

**HIS 371 U.S. Pop Culture History 3 Semester Hours**
This course explores U.S. history through the lens of popular culture, examining how media, music, and entertainment have responded to and shaped key historical moments. Students will investigate topics like Cold War sitcoms, nuclear-war anxiety in comic books, the role of music in social movements, and the politics of reality television. The course highlights how popular culture reflects national anxieties, enacts political change, and constructs social identities. Meets General Education Categories Intensive Writing and Historical Thinking; Information Literacy Focus Area.

**HIS 372 American Obsessions 3 Semester Hours**
Fast food. Fitness. Guns. Rock-and-roll. Reality Television. Shopping. This course examines the history behind the cultural phenomena that have captivated Americans across the twentieth century. Students will consider how seemingly trivial obsessions—from celebrity gossip to hydration—can help us better understand the lives of everyday Americans and broader cultural, political, and economic changes in U.S. history. Meets General Education Categories Intensive Writing and Historical Thinking; Information Literacy Focus Area.

**HIS 401 Research Methods 3 Semester Hours**
Primarily a reading and discussion seminar, the course covers historiography, research methods, and various paths of professional development, especially academic history and public history. The goal of this course is to help students develop their own philosophy of history, which they will employ in HIS 402, as well as further develop the knowledge and skills needed for graduate school or post-graduation employment. Prerequisites: at least junior status, and a history major. Meets General Education Category Presentational Speaking.

**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.

## HONORS (HON)

**HON 101 The Honors Community at Brevard College 1 Semester Hour**
This one-credit hour Honors seminar is designed to ensure that students have a successful transition to college, specifically as members of the Brevard College Honors Program. The course begins with

an introduction to a liberal arts education and an overview of Honors Program requirements and expectations. Subsequent meetings cover strategies for success in college, an overview of important academic resources and opportunities both on and off campus, and an examination of the Brevard Career Advantage. The course also enables students to establish collaborative relationships with peers and faculty. Prerequisite: Membership in the Brevard College Honors Program.

**HON 102 You, the Honors Community, and the World 1 Semester Hour**
This one-credit hour Honors seminar asks students to consider how the world's most pressing problems intersect with their major and preferred pathway to gainful employment. In a truly collaborative environment, students will work with each other and the faculty instructor to learn about Brevard College academic programs, pathways to employment and personal fulfillment, and significant problems facing the world. Prerequisite: Membership in the Brevard College Honors Program. Meets General Education Category Intragroup Communication.

## 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.

## INFORMATION TECHNOLOGY (IFT)

**IFT 201 Fluency in Information Technology 3 Semester Hours**
This course explores the use of computers and the rapidly changing information technology field that affects our lives as new developments are released and adopted. We examine convergent technologies and devices and develop a working knowledge of computer foundations including personal computer maintenance, troubleshooting, and networking. We engage in discussing social networks, legal and ethical issues, and conduct research using the internet. The course culminates in developing a website that incorporates basic html code, photo editing, vector graphics-based animation and multimedia applications.

## INTEGRATED STUDIES (INT)

**INT 349 Clarifying Interdisciplinary Career Pathways 1 Semester Hour**
In this course, the first seminar in Integrated Studies, students receive assistance from their instructor, other mentor figures, and upper-level Integrated Studies majors in crafting their prior and prospective learning experiences into a distinctive and coherent program. They refine their roadmap through creating the initial draft of an educational goals statement involving research into mentoring, internship, career and/or graduate study opportunities appropriate to their interdisciplinary interests. They document and assess transferable skills they have acquired through courses in general education as well as their disciplinary emphasis areas. Finally, they begin work on acquiring a series of badges certifying NACE competencies in the areas of Leadership, Professionalism, and Teamwork/Collaboration. Prerequisite: BCA 249 (or disciplinary 249 course) or Junior status (for transfer students).

**INT 460 Senior Project Preparation 1 Semester Hour**
This course is taken during the semester *prior* to completing the Integrated Studies senior project. During this semester, the student defines the project topic, assembles a working bibliography and research strategy, contacts faculty members to serve as mentors for the project, and establishes timelines for the project's completion. Students also begin assembling a digital major portfolio to illustrate their accomplishment of the major's goals. With approval of the major coordinator, a student may substitute another senior project preparation course for INT 460. Prerequisite: Junior/senior level and Integrated Studies major.

**INT 461 Senior Project Seminar 2 Semester Hours**
This course is taken during the semester in which the student is also registered for INT 480, the Integrated Studies senior project. Students in INT 461 complete their major portfolios and serve as a support group for one another, providing regular progress reports on their projects, presenting drafts of

their writing for discussion, and practicing their final oral presentations before a responsive audience. Prerequisite: Senior level, INT 460, and Integrated Studies major. Meets General Education Categories Intensive Writing and Presentational Speaking.

**INT 480 Senior Project 2 Semester Hours**
In consultation with advisors, integrated studies majors complete a senior paper or project. The length and breadth of the project/paper will vary according to the subject chosen. The project/paper also will be presented in a seminar format (INT 461). Prerequisites: Senior level, INT 460, and Integrated Studies major.

## INSTITUTE FOR WOMEN IN LEADERSHIP (IWL)

**IWL 121 Finding Voice in Community 0 Semester Hours**
Each student will be given the opportunity to formulate and articulate her unique ideas and opinions as related to her own developmental and educational process. Additionally, students will gain skills in applying voice to action through service opportunities, work through conflict, which naturally arises during a group formation process and increase communication skills through in-class presentations. Prerequisite: acceptance into the Institute for Women in Leadership Program.

**IWL 122 Using Your Voice 0 Semester Hours**
This course focuses on women around the world, how they have used their voice to serve their communities and what we can learn from them. Each course meeting will focus on highlighting a different woman and her passion for change. Through this class, skills to serve the community of Brevard will also be developed and used through a mentoring opportunity at Brevard Middle School and a spring semester service project. Prerequisite: IWL 121.

**IWL 221 Voice in Leadership 0 Semester Hours**
This course emphasizes shared decision making and group facilitation through the selection and development of a project. Through the semester, research and planning are done to prepare for the next course in the sequence IWL 222. Prerequisite: IWL 122.

**IWL 222 Voice in Action 0 Semester Hours**
Building on the project developed through shared leadership and group process during the previous semester course, IWL 221, the students will implement their project. The local community is involved, a public presentation is given and the process and leadership of it will be reflected upon. Prerequisite: IWL 221.

## MATHEMATICS (MAT)

**Mathematics Academic Support Course**

**MAT 100 Intermediate Algebra 3 Semester Hours**
A further study in high school mathematics, MAT 100 includes functions and graphs, linear equations and systems of linear equations, fractional exponents and radicals, inequalities, and algebraic fractions. This course will not satisfy the mathematics requirement for graduation and hours earned do not count toward graduation.

**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. Meets General Education Category Mathematical Thinking.

**MAT 121 Precalculus 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. Meets General Education Category Mathematical Thinking.

**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. Meets General Education Category Mathematical Thinking; Information Literacy Focus Area.

**MAT 148 Data Visualization 3 Semester Hours**
This course provides a comprehensive introduction to data visualization, equipping students with the skills to effectively communicate insights from data. Students will explore fundamental concepts in descriptive statistics, single and multiple regression, logistic regression, and confidence intervals. Through hands-on experience, they will learn to create a variety of visual representations, including histograms, variable comparisons, proportions, relationships between variables, trends, and geospatial data. To master these techniques, students will also gain proficiency in a widely used data visualization software, enabling them to transform complex data into clear, compelling visuals. Meets General Education Category Mathematical Thinking.

**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. Meets General Education Categories Analytical Thinking and Mathematical Thinking.

**MAT 210 Math for Elementary Teachers 3 Semester Hours**
Properties and algorithms of the real numbers are emphasized in this course. A course designed to enhance conceptual understanding of elementary mathematics. Pre-requisite: MAT 141 or MAT 148 with grade of C- or higher. Meets General Education Category Mathematical Thinking

**MAT 211 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. Meets General Education Category Mathematical Thinking.

**MAT 221 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. Meets General Education Category Mathematical Thinking.

**MAT 231 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). Meets General Education Category Mathematical Thinking.

**MAT 249 Planning Mathematics Career Pathways 1 Semester Hour**
Students will be able to reflect on their personal development, strengths and weaknesses, and clarify goals for personal growth. Students will also declare a major program to support their post-graduate plans, complete a roadmap for their personal and professional interests, and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**MAT 310 Applied Combinatorics 3 Semester Hours**
Advanced counting techniques involving permutations and combinations, generating functions, recurrence relation models, and the inclusion-exclusion principle; graph theory topics including isomorphisms, planarity, Eulerian and Hamiltonian graphs, graph coloring theorems, and trees. Prerequisite: MAT 200 or MAT 211. Meets General Education Category Analytical Thinking.

**MAT 341 Linear Algebra 3 Semester Hours**
Simultaneous linear equations; vectors; matrices; vector spaces; linear transformations; determinants; and eigenvalues. Prerequisite: MAT 200 and 211 (with grade of C- or higher).

**MAT 351 Differential Equations 3 Semester Hours**
Solution techniques for first order ordinary differential equations; second order linear differential equations and linear systems; series solutions; and Laplace transforms. Prerequisite: MAT 221.

**MAT 361 Modern Algebra 3 Semester Hours**
Basic algebraic structures; a review of set theory; equivalence relations; theory of groups, rings, integral domains, and fields; quotient structures; homomorphisms; rational, real, and complex fields; and polynomial rings. Prerequisite: MAT 200 and MAT 341.

**MAT 404 Machine Learning and AI 3 Semester Hours**
This course provides an introduction to popular machine learning algorithms and their underlying mathematical concepts. Using Python as the primary programming language, students will explore real-world datasets, uncover patterns, and build predictive models with a variety of machine learning techniques. Key topics include linear and logistic regression, decision trees, k-nearest neighbors, and neural networks, equipping students with the foundational skills to tackle data-driven challenges. Prerequisite: CSC 130, MAT 141, and MAT 211. (MAT 231 and MAT 341 recommended.)

**MAT 410 Euclidean Geometry 3 Semester Hours**
An axiomatic approach to the study and development of Euclidean geometry, with an introduction to non-Euclidean geometry. Prerequisite: MAT 200..

**MAT 411 Real Analysis 3 Semester Hours**
A study of the real numbers including some topology of the real line; sequences and series; continuity, differentiation, integration, and sequences and series of functions. Prerequisites: MAT 200 and MAT 221. .

**MAT 412 Complex Variables 3 Semester Hours**
Algebra, topology, and geometric representation of complex numbers; analytic functions of a complex variable, including integration, Taylor and Laurent series, residues, and an introduction to conformal mapping. Prerequisite: MAT 231.

**MAT 449 Senior Project Preparation 2 Semester Hours**
As the preparatory course for the senior capstone (MAT 450), this course hones the core competencies required for advanced mathematical study. Students will focus on developing clear and effective mathematical writing, rigorous research methods, and sophisticated problem-solving strategies. The curriculum also guides students through the investigation of career opportunities, culminating in the formal selection of a capstone topic and faculty advisor.

**MAT 450 Mathematics Senior Project 2 Semester Hours**
Written and oral presentations by students of the results of extensive research on advanced topics selected by the faculty and students. Meets General Education Categories Intensive Writing and Presentational Speaking.

## MUSIC (MUS)

**MUS 101 Music Appreciation 3 Semester Hours**
This course introduces students to important styles and periods of music history, promoting careful listening and appreciation of music for enjoyment and cultural purposes. Occasionally, some sections of the course focus on topics such as American music, musical theatre, or film music. Not intended for music majors. Meets General Education Category Artistic Thinking.

**MUS 102 Preliminary Music Theory 3 Semester Hours**
This course is intended to give students a foundation in the basic elements of music. The course will cover music notation, rhythm, scales, keys, intervals, triads and inversions. Students will also begin

to develop basic aural skills, including singing and identifying intervals and chord qualities. Meets General Education Category Analytical Thinking.

**MUS 103 Music Theory I 3 Semester Hours**
This course explores basic acoustics, melodic structure, triads, and seventh chords with inversions and non-chord tones. Prerequisite: C- or higher in MUS 102 or placement. Corequisite: MUS 105.

**MUS 104 Music Theory II 3 Semester Hours**
This course gives students basic studies in first species counterpoint, principles of four-part voice leading, dominant and leading tone chords, secondary chord functions, and form. Prerequisite: C- or higher in MUS 103 or placement. Corequisite: MUS 106.

**MUS 105 Aural Skills I 1 Semester Hour**
This course builds basic musicianship skills. Students use solfege to sing major and minor scales and melodies with intervals up to a fourth in treble and bass clef. Students also sing basic harmonic progressions and basic two-part rhythmic exercises. Prerequisite: MUS 102, or placement. Corequisite: MUS 103.

**MUS 106 Aural Skills II 1 Semester Hours**
This course extends the initial concepts through modal scales, extended harmonic progressions, chordal inversions, melodic singing with intervals up to a sixth, reading of melodies in all four clefs, transposition, two-part sing-play exercises, and compound rhythms. Prerequisite: MUS 103, or placement. Corequisite: MUS 104.

**MUS 107 Introduction to Music Literature 3 Semester Hours**
This course is an introduction for music majors to the discipline of music, with an emphasis on terminology and literature. Prerequisite: Music Major status. Meets General Education Category Historical Thinking.

**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 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 124 Piano Proficiency 1 Semester Hour**
This course is offered exclusively for Music Majors who do not pass the Keyboard Proficiency at the completion of MUS 123. It may be repeated up to three times for credit. Prerequisite: MUS 123 and placement.

**MUS 145 Survey of Rock 'n' Roll 3 Semester Hours**
This course traces the history of the unique genre of rock music. Students will learn where rock music started, how it evolved, its outlaws and visionaries, and how it changed social history by combating racism and challenging the establishment with alternate lifestyles and fashions. The class will explore many of the revolutionary artists who defined rock 'n' roll, the various sub-genres of rock, musical and business trends, major technological innovations, the historical context that has seen rock alternately flourish and struggle over the past 75 years. Meets General Education Category Artistic Thinking; Culture, Rhetoric, and Media Focus Area

**MUS 149 Music Major Colloquium 0.5 Semester Hours**
A weekly gathering of all music students and faculty, this course serves as a vehicle for student performances, presentations on music literature, and experiential sessions on topics related to the professional life of a musician. To earn credit for MUS 149, students must attend 80% of required evening and weekend concerts. May be repeated.

**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. Musical 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 Categories Artistic Thinking and Global Awareness; Global Studies Focus Area.

**MUS 203 Music Theory III 3 Semester Hours**
This course explores form, contrapuntal procedure, and basic to chromatic harmony. Prerequisite: C- or higher in MUS 104, or placement. Corequisite: MUS 205.

**MUS 204 Music Theory IV 3 Semester Hours**
This course continues the discussion of form, contrapuntal procedures and chromatic harmony, and introduces contemporary compositional practices. Prerequisite: C- or higher in MUS 203, or placement. Corequisite MUS 206.

**MUS 205 Aural Skills III 1 Semester Hour**
This course builds on concepts and skills of the previous two semesters including modal transformation of melodies, harmonic sing-play (the student divides and sings the inner voices of short harmonic progressions), and harmonic singing including simple chromatically altered chords. Melodic singing includes intervals up to a seventh, two-part rhythm exercises in a variety of meters, harmonic and melodic dictation. Alto and tenor clefs are introduced. Prerequisite: MUS 106. Corequisite: MUS 203.

**MUS 206 Aural Skills IV 1 Semester Hour**
This course challenges the student with extensive melodic memorization, harmonic singing and hearing of secondary dominant and leading tone chords. Extended two-part sing-play exercises and canons are performed along with melodic/harmonic modulation, alto and tenor clef reading, melodic singing with intervals up to a 10th, further memorization and transposition of melodies, modal transformation, and dictation of the harmonies and melodies commensurate with the given exercises. Prerequisite: MUS 205. Corequisite: MUS 204.

**MUS 210 Brass Methods 1 Semester Hour**
This course offers class instruction in brass instruments, including performance, pedagogy, and literature for public school instruction.

**MUS 211 Woodwind Methods 1 Semester Hour**
This course offers class instruction in woodwind instruments, including performance, pedagogy, and literature for public school instruction.

**MUS 212 Percussion Methods 1 Semester Hour**
This course offers class instruction in percussion instruments, including performance, pedagogy, and literature for public school instruction.

**MUS 213 String Methods 1 Semester Hour**
This course offers class instruction in string instruments, including performance, pedagogy, and literature for public school instruction.

**MUS 214 Vocal/Choral Methods 1 Semester Hour**
A concentrated study of vocal/choral pedagogy and its application to music education with emphasis on vocal production, vocal instruction, the adolescent voice, literature standards, rehearsal efficiency,

program selection and a review of selected resources.

**MUS 215 Vocal Diction I 1 Semester Hour**
Required of all voice majors, MUS 215 introduces the international phonetic alphabet and symbols, and emphasizes pronunciation and diction for singing in English and Italian.

**MUS 216 Vocal Diction II 1 Semester Hour**
A continuation of MUS 215, this course emphasizes pronunciation and diction for singing in French and German. Required of all voice majors. Prerequisite: MUS 215.

**MUS 217 Marching Band Methods 1 Semester Hour**
This course will address the administration, management, and teaching of high school marching band as part of an overall instrumental music program. Students will be exposed to the many aspects of a marching band program, including show design, drill writing, color guard/auxiliary units, percussion issues, rehearsal planning, and teaching techniques for marching and playing. Required for instrumental music education majors; open to all Music majors.

**MUS 220 Film Music 3 Semester Hour**
This course serves as an introduction to the art of sound in film, including the musical and extra-musical components of a film soundtrack. During this course, students will develop analytical skills to better interpret the soundtrack and will begin to use these skills to better understand film as an art form. Through a process of active listening, students should also leave this course with a better awareness of, and appreciation for, basic form and function in music. Meets General Education Category Artistic Thinking

**MUS 230 Music and Technology 3 Semester Hours**
Students explore technology in music, using digital audio worksheets, music notation software, and film editing software. Topics include appropriate score formatting, basic recording techniques, sample-level editing, rudimentary sound mixing, and video editing. Prerequisite: MUS 103.

**MUS 234 Non-Degree Recital 0 Semester Hour**
Students perform a public non-degree recital, planned in conjunction with the student's applied teacher and the major music coordinator. The student is responsible for program preparation, and publicity.

**MUS 249 Planning Music Career Pathways 0.5 Semester Hours**
A weekly gathering of all music students and faculty, this course serves as a vehicle for student performances, presentations on music literature, and experiential sessions on topics related to the professional life of a musician. To earn credit for MUS 249, students must perform in a Colloquium recital and attend 80% of required evening and weekend concerts. Additionally, students will design a roadmap to support their post-graduate plans. This roadmap will include identifying people, places, and experiences to support personal development, clarify strengths and weaknesses, and chart potential opportunities within the Music major. Prerequisite: FYE 101/104-149 and MUS 149, or permission of the Music Major Coordinator.

**MUS 301 Music History I 3 Semester Hours Each**
A survey of developments in Western music from ancient Greece through the 18th century, this music history sequence centers upon major historical periods and representative composers and literature. Illustrated lectures include style analysis, prescribed listening, and reading. Prerequisites: MUS 103 and 107. Meets General Education Category Presentational Speaking.

**MUS 302 Music History II 3 Semester Hours Each**
A survey of developments in Western music from the 18th century through the twentieth century, this music history sequence centers upon major historical periods and representative composers and literature. Illustrated lectures include style analysis, prescribed listening, and reading. Prerequisites: MUS 107 and 203. Meets General Education Category Intensive Writing.

**MUS 306 Arranging and Orchestration 3 Semester Hours**

MUS 306 initiates students into the world of orchestral and band instruments — their range, transposition, and individual characteristics. Students learn to score works for both standard and varied ensembles. Prerequisite: MUS 104.

**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.

**MUS 310 Materials and Methods for Teaching Music In the Elementary Schools 3 Semester Hours**
MUS 310 surveys the principles, methods and materials for teaching general, vocal, and instrumental music in the elementary school. The class includes field experiences. Prerequisite: EDU 205.

**MUS 311 Materials and Methods for Teaching Music In the Middle and Secondary Schools 3 Semester Hours**
MUS 311 covers the procedures for teaching music in the middle and secondary schools, as well as philosophy and principles of both middle and secondary school music curriculum design, emphasizing organization, administration, and pedagogy for vocal and instrumental instruction. The class includes field experiences. Prerequisite: EDU 205.

**MUS 312 Pedagogy of Applied Music 1 Semester Hour**
This course includes study of applied studio techniques, discussion of pedagogical concepts, and observation of lessons and classes. The course also includes student teaching observed by the instructor.

**MUS 330 Conducting 3 Semester Hours**
Students will learn instrumental and choral conducting techniques, theory and practice, including score preparation, musical styles, baton techniques, rehearsal methods, and repertoire selection. Prerequisites: MUS 103 and MUS 105.

**MUS 331 Advanced Conducting 3 Semester Hours**
This advanced course in conducting is designed as an extension of the basic conducting course (MUS 330). The course covers conducting movements and non-verbal communication, with a significant emphasis on the application of the students' aural skills to rehearsal and classroom settings. Repertoire selection, intonation trouble-shooting, score preparation, and editing scores for various ensembles will also be discussed. Students will have extensive time on the podium and may also perform for their fellow student conductors in an ensemble setting. Prerequisite: MUS 104, 106 and 330.

**MUS 334 Half Recital 1 Semester Hour**
A recital performance presented under the supervision of the applied teacher. The program will consist of at least 30 minutes of music. The performer will also prepare detailed, researched program notes to be included with the printed program. The student is responsible for program preparation and publicity. A hearing examination is held 3 weeks prior to the recital date. Corequisite: APM 331 or higher.

**MUS 349 Clarifying Music Career Pathways 0.5 Semester Hours**
This course serves as a vehicle for student performances, presentations on music literature, and experiential sessions on topics related to the professional life of a musician. Students in MUS 349 will take a leadership role in the music cohort and develop and demonstrate collaborative performance skills. Additionally, students will articulate and assess the lasting and transferable skills and knowledge acquired through courses in both their major and general education to their chosen profession. Students will refine their roadmap and produce additional portfolio documentation to support their post-graduate plan by identifying mentoring opportunities, seeking internships, contacting employers and graduate schools of interest, and finding appropriate grant and/or fellowship opportunities. May be repeated. Prerequisite: MUS 249.

**MUS 405 Senior Project Preparation 1 Semester Hour**
This course is designed to prepare students for their capstone project and immediate post-graduation plans. Topics will be tailored to student need and may include literature reviews, program note critiques, music Praxis preparation, portfolio and resume workshops, and presentation practice. Every student will present a program/prospectus and timeline for their capstone project and complete a breadth and depth statement relating their musical studies to other fields of interest.

**MUS 410 Senior Project 1 Semester Hour**
A substantial research or creative project with a presentation component approved and supervised by a faculty advisor. The student is responsible for forming a Senior Project committee and scheduling a presentation date and venue, as well as securing any technical, program or publicity support needed. Prerequisite: MUS 405.

**MUS 434 Full Recital 1 Semester Hour**
A recital performance presented under the supervision of the applied teacher. The program will consist of at least 50 minutes of music. The performer will also prepare detailed, researched program notes to be included with the printed program. The student is responsible for program preparation and publicity. A hearing examination is held 3 weeks prior to the recital date. Prerequisite: MUS 405, corequisite: APM 331 or higher.

**MUS 484 Composition Recital 1 Semester Hour**
Students present a recital of original compositions, which shows creativity and proficiency in writing for various instrumental and vocal combinations. Students will also speak about the works that they have composed.

**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 Category Artistic Thinking for students outside the Music major. Music majors may pursue only one instrument as their primary (APM 131-433), and a maximum of two sections of APM may be taken by any student without permission from the full-time music faculty.

**APM 131, 133, 231, 233, 331, 333, 431, 433**
2 semester-hours' credit each semester; 12 one-hour lessons per semester.
Secondary/Non-Major Sequence:

**APM 121, 123, 221, 223, 321, 323, 421, 423**
May be taken for one or two semester hours' credit each semester; 12 half-hour or one-hour lessons per semester. Space availability varies: please consult the Division chair about availability on your instrument.

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

## MUSIC: ENSEMBLES (ENS)

All ensembles may be repeated for credit and are open to all interested performers in the campus community. Please read individual course descriptions to see whether an audition or permission of the instructor is required. No more than three ENS classes may be taken in a single semester, and only 16 semester hours of ENS will be counted toward graduation for the B.A. degree. Partially fulfills General Education Categories Intragroup Communication (all) and Artistic Thinking (all except 187) for students outside the Music Major.

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

in performance with other students, in class, in juries, and/or in recital. To be taken concurrently with APM study.

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

**ENS 187 Drumline 1 Semester Hour**
Open to all students by audition, the Tornado Drumline performs regularly at BC Athletic events. Students build skills in music reading, percussion technique, listening, and collaboration.

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

**ENS 191 Chamber Singers 1 Semester Hour**
This select ensemble performs vocal chamber music from a variety of styles and periods. The Chamber Singers represent the College at various functions and act as the touring vocal ensemble. Audition or permission of the instructor is required.

**ENS 192 Opera/Musical Theatre Workshop 1 Semester Hour**
A performance practicum primarily for music students but open to others with permission of the instructor. Students perform opera and musical theatre repertoire in a staged performance setting. Performance format may be fully staged works, excerpts or a review. Co-requisite: APM in Voice.

**ENS 193 Wind Ensemble 1 Semester Hour**
Students perform standard wind and percussion music. Open to all students.

**ENS 194 Jazz Ensemble 1 Semester Hour**
Students perform standard big band, jazz, and jazz-rock music. Audition or permission of the instructor is required.

**ENS 195 Orchestra 1 Semester Hour**
Students may apply for regular positions with the Brevard Philharmonic, the Asheville Symphony, the Hendersonville Symphony, or other area orchestras and will receive credit for participation. Auditions must be arranged in cooperation with the respective orchestras. Consult the Music Major Coordinator for more information.

**ENS 196 Instrumental Chamber Music 1 Semester Hour**
Students participate in rehearsal, coaching, and performance of chamber music literature. Instrumentation may vary each semester. Open to all students with permission of the instructor.

**ENS 197 Performance in a Musical 1 Semester Hour**
Open to all students by audition. Students will engage in performance of a fully produced work for musical theatre.

**ENS 198 Percussion Ensemble 1 Semester Hour**
ENS 198 offers credit for rehearsal and performance of music for the percussion ensemble. Open to all students with permission of the instructor.

**ENS 199 Concert Choir 1 Semester Hour**
Students in this ensemble sing a wide variety of music, learn more about how to use their voices in concert with others, decipher basic music notation, and interpret expressive markings in a musical score. Open to all students.

## ORGANIZATIONAL LEADERSHIP (ORG)

**ORG 170 Collaborative Leadership 3 Semester Hours**
This course combines the theory and application of emotional intelligence, cultural intelligence, and mentoring. Students will gain a theoretical understanding of group development within organizations and how to foster high performance teams. Students will also gain an understanding of the potential contribution of mentoring as resources for leadership development. With an understanding of the skills and structures required for effective leadership, students will discern potential growth opportunities and design plans for implementing and evaluating programs to develop professional leaders in organizations. Meets General Education Category Intragroup Communication; Social Justice Focus Area.

**ORG 209 Topics in Business and Organizational Leadership 3 Semester Hours**
This topic-based course focuses on timely issues confronting business and organizational leadership. Topics may include innovation, competition in a regulatory environment, manipulating communication, professional planning and development, self-promotion and marketing, and virtual business practices. Course can be repeated for credit, under different topic titles.

**ORG 249 Planning BORG Career Pathways 1 Semester Hour**
Students will be able to reflect on their personal development, strengths and weaknesses, and clarify goals for personal growth. Students will also declare a major program to support their post-graduate plans, complete a roadmap for their personal and professional interests, and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**ORG 270 Conflict Management 3 Semester Hours**
This course will focus on the theory and application of conflict management strategies that are necessary for leaders to navigate conflict within organizations. Students will gain an understanding of their natural tendency toward conflict, along with its strengths and weaknesses. Students will be challenged to grow and evolve in their understanding of conflict and how to effectively manage it in both professional and personal contexts. Using real-life case studies, students will explore the theories, practices, and issues involved in managing conflict in interpersonal and intergroup settings. Prerequisite: BUS 203 or 205.

**ORG 280 Leadership Theory and Practice 3 Semester Hours**
This introductory course presents leadership theories and concepts through presentation of objective material, group activities, and experiential exercises. It provides students the opportunity to apply these theories through case analysis and to enhance personal skill development through self-assessment exercises. Included in the course are analysis of current leaders; leadership philosophy, styles, traits, and strengths; and contemporary perspectives on ethics, organizational culture, organizational vision, and conflict management. Prerequisite: BUS 110.

**ORG 310 Organizational Theory and Behavior 3 Semester Hours**
This course will explore the concepts, theories, and research in organizational behavior and theory in order to develop a comprehensive framework for understanding the importance of effective leadership in promoting an organization's mission. An understanding of the complexities of personal interaction in formal organizations will be addressed through discussions, case materials, web-based simulations, student created cases, and direct experiences. Prerequisite: BUS 203 or BUS 205.

**ORG 349 Clarifying BORG Career Pathways 1 Semester Hour**
In this course, students will explore and practice professionalism appropriate to careers in organizational leadership and business to prepare for work, volunteer, or internship experiences. Students will articulate and assess the lasting and transferable skills and knowledge acquired through courses in both their major and general education. In collaboration with a faculty mentor, students will refine their roadmap and produce additional portfolio documentation to support their post-graduate plan by identifying mentoring opportunities, seeking internships, and contacting employers and graduate schools of interest. May be repeated. Prerequisite: any 249.

**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: BUS 203 or BUS 205.

**ORG 355 Not-for-Profit Management 3 Semester Hours**
This course is an exploration of the wide variety of issues faced by leaders in nonprofit organizations. Topics include managing volunteers, public and client relations, grant writing, budget management, accounting and reporting requirements, staff motivation and performance, mission development, strategic planning and staffing. This course requires case studies and completion of a project with a nonprofit organization. Prerequisite: BUS 203 or BUS 205.

**ORG 370 Diversity in Organizations 3 Semester Hours**
This course will develop an understanding of the importance of cultural diversity. Students will gain essential skills to become effective global leaders, including relationship building, cross-cultural communication, and the management of people of different genders, races and ethnicities, ages, abilities, and cultures, among others. Issues of stereotype, bias, and resistance are examined from both a personal and an organizational perspective with an emphasis on making meaningful contributions to diversity within organizations and communities, which will prepare students to create mutually beneficial partnerships with colleagues around the world. Prerequisite: BUS 203 or 205.

**ORG 450 Senior Capstone: Strategic Management and Leadership 3 Semester Hours**
This is a capstone course for seniors that emphasizes the importance of professionalism, leadership and strategic planning. By building on the concepts studied throughout the major program students, working in consulting teams, will analyze strategic planning for individual professional development and corporate continuity. Each student will work closely with a mentor from the business/leadership community on personal strategic planning. Prerequisite: Business or Organizational Leadership major and BUS 301 or BUS 302 or BUS 304. Meets General Education Category Presentational Speaking.

**ORG 470 Data-Informed Decision Making 3 Semester Hours**
Business analytics is the process of transforming data into insights to improve business decisions. In this applied analytics course, students will explore the process of collecting data, effectively selecting data, and analyzing data for informed decision making. This course will focus on a manager's perspective for collecting and using data to improve operational efficiency across the organization. Prerequisite: MAT 141 or MAT 148, BUS 203, Junior standing.

## OUTDOOR LEADERSHIP (OLE)

**OLE 102 Outdoor Living Skills 3 Semester Hours**
A comprehensive overview of campcraft and backpacking, with introductory experiences in paddling and rock climbing. Students learn and practice principles and skills of Leave No Trace environmental ethics. Outdoor skill development, equipment selection & use, hazard recognition and management, and basic group dynamics are introduced. A two night weekend field trip is required. Meets General Education Categories Intragroup Communication and Environmental Awareness, Environmental Connections, Holistic Wellness Focus Area.

**OLE 150 Outdoor Experience 1 Semester Hour**
This course offers students a range of outdoor experiences suitable for lifelong participation with a specific focus on awareness and management of perceived and actual barriers and constraints to participation. Environmental education, stewardship, and appreciation for public and private lands are emphasized throughout the course. Meets General Education Category Health and Wellness; Environmental Connections, Holistic Wellness Focus Area.

**OLE 151 Whitewater Canoeing 1 Semester Hour**
This course teaches the basics of canoeing on lakes and rivers. The curriculum covers canoe design, stroke vocabulary, paddling skills and maneuvers, river hydrology and features, water reading and river running strategies, safety and risk management, and basic rescue skills. Environmental stewardship and an appreciation for public and private lands are emphasized throughout the course. Half semester course. Two required weekend day trips. Meets General Education Area Category Health and Wellness;

Holistic Wellness Focus Area.

**OLE 152 Outdoor Rock Climbing 1 Semester Hour**
This course is designed to teach the basics of top-rope rock climbing and rappelling in a natural environment. The curriculum covers basic equipment and its use, movement over rock, climbing and belaying skills, and basic safety and risk management. Environmental stewardship and an appreciation for public and private lands are emphasized throughout the course. Half semester course. One required weekend day trip. Meets General Education Area Category Health and Wellness; Holistic Wellness Focus Area.

**OLE 153 Fly Fishing 1 Semester Hour**
This course provides an introduction to the art and science of fly fishing. Students will learn the basic skills and knowledge of the sport, including legal regulations, fly casting, knot tying, fly selection, and reading water to identify fish habitat. Students will also be introduced to basic concepts in aquatic ecosystems, entomology (the study of insects that fish feed on), and ethical and sustainable fishing practices. Meets General Education Category Health and Wellness; Holistic Wellness Focus Area.

**OLE 155 Whitewater Kayaking 1 Semester Hour**
This course teaches the basics of kayaking on lakes and rivers. The curriculum covers canoe design, stroke vocabulary, paddling skills and maneuvers, river hydrology and features, water reading and river running strategies, safety and risk management, and basic rescue skills. Environmental stewardship and an appreciation for public and private lands are emphasized throughout the course. Half semester course. Two required weekend day trips. Meets General Education Area Category Health and Wellness; Holistic Wellness Focus Area.

**OLE 157 Backpacking 1 Semester Hour**
This course is designed to teach the basics of backpacking. The curriculum covers equipment and its use, trip planning, navigation with a map and compass and travel techniques, meal planning and cooking, shelter construction, and safety and risk management. Environmental stewardship and an appreciation for public and private lands are emphasized throughout the course. A weekend trip is required. Meets General Education Category Health and Wellness; Holistic Wellness Focus Area.

**OLE 158 Mountain Biking 1 Semester Hour**
This course is designed to teach the basics of mountain biking and is intended for beginning to intermediate mountain bikers. The curriculum covers riding skills and maneuvers, bike design, personal protective equipment and clothing, bike set up, maintenance and basic repair, trail design and sustainability, group management, and safety and risk management. Environmental stewardship and an appreciation for public and private lands are emphasized throughout the course. Meets General Education Category Health and Wellness; Holistic Wellness Focus Area.

**OLE 159 Sea Kayak Touring 1 Semester Hour**
This course is designed to teach the basics of sea kayak touring and camping. The curriculum covers sea kayak design, stroke vocabulary and paddling techniques, maneuvers, on water navigation and group management skills, safety and risk management, and basic self and assisted rescues. Additionally, students will learn basic trip planning, meal planning and cooking, and campcraft. Environmental stewardship and an appreciation for public and private waterways are emphasized throughout the course. A weekend trip is required. Meets General Education Category Health and Wellness; Holistic Wellness Focus Area.

**OLE 202 Introduction to Outdoor Leadership 3 Semester Hours**
This course is an overview and introduction to the history, foundations, theory, and current practices of outdoor leadership. The curriculum focuses on leadership development, decision-making, risk management, and facilitating meaningful recreational, educational, and personal development experiences through outdoor activities. Students develop understanding and skills for teaching outdoor education. One weekend day trip required.

**OLE 210 Forests, Parks, & Wilderness 3 Semester Hours**

This course focuses on the development of critical thinking skills through a thematic exploration of protected places (forests, parks, and wilderness) within the United States. The course will actively engage students in a problem-based learning pedagogy through which multiple perspectives on our received American ideas and philosophies of wilderness are applied to the politics of legally designated Wilderness areas and the oxymoronic nature of Wilderness management. One required weekend day trip. Meets General Education Category Environmental Awareness; Environmental Connections Focus Area.

**OLE 220 Theory and Practice of Experiential Education 3 Semester Hours**
This course examines the philosophy, theory and practical applications of experiential education. The course explores how purposeful direct experience and focused reflection can be used to increase knowledge, develop skills, clarify values, and enhance the ability of individuals to make meaningful contributions to their communities. Designed for educators, coaches and facilitators to understand how to facilitate, process and debrief experiences that nurture personal growth and change, social-emotional learning, and group development and dynamics.

**OLE 249 Planning OLEE Career Pathways 1 Semester Hour**
Students will be able to reflect on their personal and professional interests and development, strengths and weaknesses, and clarify goals for personal growth. Students will also declare a major program to support their postgraduate plans, complete a road map for personal and professional interests, and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**OLE 260 Group Development through Games and Initiatives 3 Semester Hours**
In this experiential course, students explore the dynamics of group development and community building through a series of interactive games and initiatives. Drawing from principles of experiential and adventure education, participants engage in a variety of hands-on activities designed to foster connection, trust, problem-solving, and collaboration within a group setting. Emphasis will be on selecting, sequencing and facilitating activities, and exploring the basics of processing experiences. Meets General Education Category Intragroup Communication.

**OLE 300 * Leadership and Group Dynamics in Outdoor Pursuits 3 Semester Hours**
This course is offered as a component of the Immersion Semester in which six interrelated courses are taught in an integrated system. This course will study theories and principles of small group dynamics, leadership principles, including problem solving, group member roles, decision-making, ethical issues, communication skills and a variety of other concepts. Emphasis will be placed on situations and populations relevant to wilderness-based and experiential education programs. **Only offered as part of the Immersion Semester*

**OLE 301 Outdoor Leadership/Experiential Education Practicum 1 Semester Hour**
This course provides students with structured and 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. Repeatable up to 6 practicum hours.

**OLE 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. Prerequisites: Junior level standing; OLE 202 or Experiential Education Minor.

**OLE 310* Outdoor Education Pedagogy 3 Semester Hours**
This course is offered as a component of the Immersion Semester in which six interrelated courses are taught in an integrated system. The focus will be on developing teaching styles, techniques, and methods for outdoor pursuits. This course offers hands-on experience in skill development and leadership training for land- and water-based activities. **Only offered as part of the Immersion Semester.* Prerequisite: Permission of

program coordinator. Meets General Education Category Presentational Speaking.

**OLE 315*** **Expedition Planning** **3 Semester Hours**
This course is offered as a component of the Immersion Semester in which six interrelated courses are taught in an integrated system. Topics will include the design and evaluation of an extended backcountry experience including route development, risk management, transportation, permitting, budgeting, food planning, and other logistical concerns. **Only offered as part of the Immersion Semester.* Prerequisite: Permission of program coordinator.

**OLE 330*** **Wilderness Medicine** **3 Semester Hours**
This course is offered as a component of the Immersion Semester in which six interrelated courses are taught in an integrated system. This course focuses on medical response 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. Taking the course does not guarantee certification. **Only offered as part of the Immersion Semester.*

**OLE 340** **Outdoor Program Administration** **3 Semester Hours**
Experiential exploration of the design, marketing, and evaluation of outdoor education programs. Needs assessment, event selection, and assessment are addressed among other topics. Field trips are required. Co- or Prerequisite: OLE 202.

**OLE 349*** **Clarifying OLEE Career Pathways** **1 Semester Hour**
In this course, students will articulate and assess the lasting and transferable skills and knowledge acquired through courses in both their major and general education to their chosen profession. In collaboration with a faculty mentor, students will refine their roadmap and produce additional portfolio documentation to support their post-graduate plan by identifying mentoring opportunities, seeking internships, contacting employers and graduate schools of interest, and finding appropriate grant and/or fellowship opportunities. Prerequisite: any BCA 249, OLEE major.

**OLE 350*** **Wilderness Expedition** **3 Semester Hours**
This course is offered as a component of the Immersion Semester in which six interrelated courses are taught in an integrated system. This course involves participation in the planning, leadership, instruction, execution, and evaluation of a 21-day expedition in the Southern Appalachian Mountains. **Only offered as part of the Immersion Semester.*

**OLE 351** **Paddling Instructor Development** **3 Semester Hours**
This course is designed for those interested in instructing and guiding paddling skills in whitewater canoeing and kayaking and is aligned with the American Canoe Association curricula. Topics include specific technical skill development, instructional strategies, equipment management, river site and group management, and swiftwater rescue skills. Students will have the opportunity to gain multiple professional level certifications upon completion of this course. Two weekend day trips are required. Prerequisite: OLE 350.

**OLE 352** **Climbing Instructor Development** **3 Semester Hours**
This course is designed for those interested in instructing climbing skills and follows the Professional Climbing Instructors Association curriculum. Topics include basic instructional strategies in a climbing environment, climbing site management for both top and bottom managed sites, gear and equipment management, anchor building, and providing assistance to climbers. Students will have the opportunity to gain a professional level certification upon completion of this course. A weekend trip is required. Prerequisite: OLE 350.

**OLE 356** **Outdoor Emergency Response** **3 Semester Hours**
This course focuses on emergency response in backcountry settings. Topics include Incident command systems; search and rescue clothing and equipment, search philosophy, tactics, and operations. This course focuses on backcountry travel and navigation skills both on and off trial as well as wilderness

medicine protocols and practice. One weekend night trip required. Prerequisite: OLE 102 or 157, and First Aid/CPR/AED or higher certification.

**OLE 357*** **Environmental Ethics & Skills** **2 Semester Hours**
This two-credit advanced OLEE skills course is designed to develop understanding and appreciation for environmental philosophies and ethics related to outdoor pursuits. This course is offered as a component of the Immersion Semester in which six interrelated courses are taught in an integrated system. The student will develop competency in teaching and deliberating minimum impact practices for various outdoor pursuits in diverse ecosystems. This course offers a Leave No Trace Trainer certification; participation in the course does not guarantee certification. **Only offered as part of the Immersion Semester.*

**OLE 358** **Mountain Biking Instructor Development** **3 Semester Hours**
This course is designed to develop the skills of the intermediate mountain biker and introduce new concepts and techniques: bike design, setup, repair and maintenance; group management; trail design and sustainability; and risk management. Environmental stewardship and an appreciation for public and private lands are emphasized throughout the course. Students should have a moderate fitness level, substantial previous mountain biking experience, and own or rent a quality bike. Prerequisites: OLE 158 or 350.

**OLE 380** **Advanced Facilitation & Processing** **3 Semester Hours**
Provides theoretical and experiential understanding of the use of facilitation strategies for processing experiential education. Topics will include in-depth exploration of specific strategies such as frontloading and debriefing as well as current practices in small and large group reflection. Prerequisite: Junior Standing.

**OLE 385** **Integrating Mental Health Practices in the Outdoor Profession** **3 Semester Hours**
An experiential course that will combine lecture, personal exploration, and group process to promote self-awareness, growth, and professional development in the outdoor and counseling fields. The course will integrate the acquisition and practice of specific skills (e.g. mindfulness, emotion regulation, assertive communication, etc.), an understanding of the connection between nature and mental health, and the exploration of how individual values and gifts influence personal and career choices. Active participation in a weekend trip is required. This course is geared towards OLEE majors interested in developing mental health skills for use in their outdoor profession and Psychology majors interested in holistic health, but it is open to students from other majors as well. Prerequisites: OLE 102, OLE 220, PSY 101, PSY 230, Junior Standing.

**OLE 402** **Leadership and Ethics** **3 Semester Hours**
This course explores leadership from personal, theoretical, and applied perspectives. Focus areas are moral leadership and ethics, leadership training and development, and applied leadership. Prerequisites: Senior standing, OLEE major, Wilderness Leadership, Experiential Education,Leadership Theory and Practice, or Outdoor Education Minor.

**OLE 405** **Senior Seminar in Outdoor Leadership & Experiential Education** **1 Semester Hour**
Students will have the opportunity to explore professional issues and trends in OLEE and investigate related topics that may not be covered within existing courses. Prerequisite: Senior standing and OLEE major.

**OLE 410** **Senior Capstone: Outdoor Leadership & Experiential Education** **3 Semester Hours**
In consultation with the academic advisor and committee, the student will propose and complete a senior project or paper. The depth and breadth of the project will vary according to the project. Prerequisites: OLE 350; senior standing and permission of the advisor.

**OLE 449** **Outdoor Industry Career Proficiency** **1 Semester Hour**

In this collaborative experience, students will document their professional competencies and produce a capstone project in their major field. Through dedicated time with mentors/mentees, engagement with potential employers and/or graduate schools of interest, and preparatory activities such as mock interviews and other appropriate experiences, students will design constructive plans for life beyond Brevard College. Prerequisite: OLE 349.

**OLE 469 Outdoor Leadership & Experiential Education: Internship** **3 Semester Hours**

A practical work experience with an agency in outdoor leadership and experiential education; a minimum of 45 hours work per credit hour is required. Students are expected to complete regular and thoughtful internship journal entries, prepare and present an internship presentation, develop a portfolio for the experience, and write a reflection paper on the knowledge and future application of their learning. Prerequisites: OLE 291; Immersion Semester; permission of the advisor.

## 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 Category Analytical Thinking.

**PHI 261 Introduction to Philosophy** **3 Semester Hours**

This course introduces students to the study of philosophy through topics found in classical and contemporary philosophical writings, such as the nature of truth and knowledge, the relationship of mind and body, freedom and determinism, right and wrong, meaning and meaninglessness. The focus is on western traditions; students interested in eastern philosophies are encouraged to take REL 153 (World Religions). Meets General Education Category Thinking About Meaning.

**PHI 282 Philosophy and Existential Literature** **3 Semester Hours**

This course explores a major movement in twentieth century continental philosophy. The existentialists' focus on "lived experience" makes literature a particularly conducive medium for addressing major questions of freedom, responsibility and meaning. Course readings therefore include both philosophical writings (by Kierkegaard, Nietzsche, Sartre and others) and works of fiction (by Camus, Sartre, Kafka, Hesse and others). Meets General Education Categories Literary Thinking and Thinking About Meaning.

## PHYSICAL EDUCATION (PHE) AND ACTIVITY COURSES (OLE)

Through the athletic and physical education programs, the College provides an excellent opportunity for students to gain skills and knowledge in recreational activities that will prepare them for a lifetime of leisure enjoyment and appreciation of sports. Provisions will be made for nontraditional students and students with physical disabilities. Courses will be offered according to demand and to the availability of qualified instructors. Additional fees will be charged for some courses, and the student will occasionally be required to purchase or rent additional equipment. Physical education (PHE) activity courses receive 1 or 2 semester hours of credit per course.

Participation in collegiate sports does not earn course credit, though one semester of athletic participation will satisfy, by course waiver, one activity requirement for General Education Area V. A student could, for example, participate in a sport and enroll in one PHE course to satisfy the requirements for Area V. A student may not substitute two semesters of athletic participation to satisfy this area's requirements.

**PHE 101 Personal Fitness for Beginners** **1 Semester Hour**

This course is designed to help beginning students to improve or maintain levels of health related fitness. Students will gain knowledge of the benefits and elements of health related fitness, participate in various fitness activities, and learn how to design a sound training program that safely and effectively increases individual fitness levels to achieve an overarching goal. Meets General Education Category Health and Wellness.

**PHE 105 Weight Training I 1 Semester Hour**
This physical education course is an introduction to weight training. The goal is to learn basics of weight training (proper lifting techniques, different systems and methods of weight training) as well as the importance of safety techniques. This is a basic weight training course and is structured around fundamentals involved in order to safely improve muscular strength and endurance. Meets General Education Category Health and Wellness.

**PHE 106 Weight Training II 1 Semester Hour**
This class is designed to teach advanced lifting techniques to experienced weightlifters. It focuses on safety, program design and proper techniques for multiple exercises encompassing the total body. Students will learn muscle groups and specific lifts to train each. Also concepts of periodization and basic physiology of resistance training will be covered. Meets General Education Category Health and Wellness.

**PHE 108 Ninjutsu 1 Semester Hour**
This course is designed to introduce students to the Japanese martial art of Ninjutsu as practiced in the lineages of the Bujinkan Dojo. Students will learn kata (techniques) of the historical Shinobi (ninja) of Japan and apply them to modern day self defense situations. As part of the course students will have the opportunity to earn rank in Ninjutsu; however, this is not a guarantee and is dependent on meeting rank standards. This class meets General Education Category Health and Wellness.

**PHE 109 Disc Golf 1 Semester Hour**
An introduction to the sport of disc golf. The course will learn forehand and backhand throwing techniques, putting, scoring, and demonstrate course etiquette. Students will also learn about the different flights of discs, shot types, and an understanding of the flight numbers on a disc. Meets General Education Category Health and Wellness.

**PHE 111 Pilates Plus 1 Semester Hour**
This course is designed to teach the basics of Pilates. It will provide a student with skills, knowledge, and strategies to help the student not only enjoy the sport during class but also during their leisure time activities. Pilates is related to encouraging the mind to control muscles. It focuses attention on core postural muscles that help keep the body balanced and provide support for the spine. In particular, Pilates's exercises teach awareness of breath and alignment of the spine, as well as strengthening the deep abdominal muscles to support this alignment. Meets General Education Category Health and Wellness.

**PHE 112 Jazzercise: Cardio 1 Semester Hour**
This course allows students to experience a full body workout in this group based setting while using the cardio focus of Jazzercise to improve levels of fitness through cardio and endurance training. The class will rotate through formats that include: high intensity interval training, kickboxing, dance based aerobics, and core training that are customized to each student's ability providing high and low impact options. Meets General Education Area Health and Wellness.

**PHE 113 Yoga I 1 Semester Hour**
This course is designed to teach an introduction to yoga, including meditation, pranayama, and basic poses. Students will learn alignment cues and how to safely modify poses. Meets General Education Category Health and Wellness.

**PHE 114 Yoga II 1 Semester Hour**
This physical education class is designed to introduce students to yoga and help intermediate students deepen their practice. Students will learn the history of yoga, the different styles of yoga, along with breath work, meditation and alignment. Each student will be taught Level II poses and learn how to anatomically prepare for these poses. Students should have basic yoga experience. Meets General Education Category Health and Wellness.

**PHE 115 Yoga for Stress Relief 1 Semester Hour**
Yoga for Stress Relief introduces students to basic yoga postures and practices that may be helpful in

managing the daily stressors of being human. The class will focus on practices such as: restorative yoga, yin yoga, gentle yoga, body scans, focused attention practices, and introductory seated meditations. This class meets General Education Category Health and Wellness.

**PHE 116 Yoga and Mindfulness 1 Semester Hour**
Yoga and Mindfulness is a course designed to combine the practices of Yoga and mindfulness to encourage self-care and the development of good coping skills to handle the physical and mental effects of stress on the body. The course includes two main components: physical yoga movements, and a variety of mindfulness practices to connect the mind and body in present-moment awareness. This class meets General Education Category Health and Wellness.

**PHE 120 Learn to Run 1 Semester Hour**
Learn to Run is a course designed for students who are curious about running and would like to know how to begin. The course includes basics of nutrition, hydration, and running mechanics and focuses on listening to the cues of your own body and breath to explore your ability to move. This class meets General Education Category Health and Wellness.

**PHE 122 Jazzercise: Power Sculpt 1 Semester Hour**
This course allows students to experience a full body workout in this group based setting while using the strength training focus of Jazzercise to improve levels of fitness through strength and muscle endurance training. The class will rotate through formats that will target abs, glutes, and arms. With a mix of sculpt and power sculpt (interval strength training) each routine will be customized to each student's ability providing high and low impact options. Meets General Education Category Health and Wellness.

## PHYSICS (PHY)

**PHY 102 Astronomy 4 Semester Hours**
An astronomy survey course for non-science majors which exposes the student to the fascinating world of astronomy. Students encounter early astronomy and astronomers, become familiar with the nighttime sky, develop the tools of astronomy; and study the solar system, stars, and their evolution, galaxies, cosmology, and the Big Bang. Three hours of lecture and two hours of lab. Meets General Education Category Scientific Thinking; Environmental Connections Focus Area.

**PHY 103 General Physics I 4 Semester Hours**
An algebra and trigonometry based physics course. Lecture and laboratory topics include Newtonian mechanics, wave motion, and thermodynamics. Three hours of lecture and two hours of lab. Prerequisite: MAT 121 with a C- or above. Meets General Education Category Scientific Thinking.

**PHY 104 General Physics II 4 Semester Hours**
An algebra and trigonometry based physics course. This course examines electricity, magnetism, light, and optics. Three hours of lecture and two hours of lab. Prerequisite: MAT 121 with a C - or above.

**PHY 201 Physics I 4 Semester Hours**
A calculus based physics course for science majors. This course explores Newtonian mechanics, wave motion, and thermodynamics. Three hours of lecture and two hours of lab. Prerequisite: MAT 211.

**PHY 202 Physics II 4 Semester Hours**
A calculus based physics course for science majors. This course exposes advanced physics students to electricity, magnetism, light, and optics. Three hours of lecture and two hours of lab. Prerequisite: PHY 201.

**PHY 204 Cosmology 3 Semester Hours**
Cosmology will be a thread running through and tying together studies of various topics, e.g. formation of elements in stars and supernovas, techniques of measurement of astronomical distances, the electromagnetic spectrum, and sources of continuous and discrete spectra. Early models of the universe, present competing models, and possible flaws in the standard model are discussed. Readings from various sources. Prerequisite: PHY 104.

**PHY 205 Modern Physics 4 Semester Hours**
This course examines special relativity, and presents an introduction to quantum mechanics and nuclear and particle physics. Three hours of lecture and two hours of lab. Prerequisite: C or above in PHY 103 and 104.

**PHY 249 Planning Applied Physics Career Pathways 1 Semester Hour**
Students will be able to reflect on their personal development, strengths and weaknesses, and clarify goals for personal growth. Students will also declare a major program to support their post-graduate plans, complete a roadmap for their personal and professional interests, and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**PHY 302 Astrophysics 4 Semester Hours**
Observational and computational astrophysics methods will be taught and used to understand the structure and evolution of stars, nebulae, and exotic galactic objects like blackholes. Students in this course will use radio and optical telescopes. Three hours of lecture and two hours of lab. Prerequisite: MAT 211 and C or above in PHY 103 and 104.

**PHY 304 Electricity and Magnetism 4 Semester Hours**
This is a calculus-based course introducing students to electrostatics, magnetic fields, Maxwell's equations, electromagnetic waves, and electromagnetic radiation reflection, refraction, and interference. Three hours of lecture and two hours of lab. Prerequisite: Calculus I (MAT 211) and General Physics I and II with a C or above. PHY 304.

**PHY 402 Observational Astronomy 4 Semester Hours**
Observational and computational astrophysics methods will be taught and used to understand the structure and evolution of stars, nebulae, and exotic galactic objects like blackholes. Students in this course will use radio and optical telescopes Three hours of lecture and two hours of lab. Prerequisite: Calculus I (MAT 211) and General Physics I and II with a C- or above.

**PHY 495 Capstone: Applied Physics Astronomy Concentration 4 Semester Hours**
Observational and computational astrophysics methods will be taught and used to understand the structure and evolution of stars, nebulae, and exotic galactic objects like blackholes. Students in this course will use radio and optical telescopes. Three hours of lecture and two hours of lab. Prerequisite: PHY 302.

## POLITICAL SCIENCE (PLS)

**PLS 110 Introduction to Political Science 3 Semester Hours**
An introductory survey of the concepts, methodologies, and history of political science. Topics covered include the historical origins of democratic government as well as past and present forms of non-democratic government. Important ancient and contemporary figures of political thought are studied with a view toward understanding the changing nature and practices of how humans have been governed or govern themselves. General Education Area Thinking About Human Behavior.

**PLS 210 American Government 3 Semester Hours**
This course surveys the origin, organization, development, and functional aspects of the government of the United States. Comparisons are made with state (NC) and local governments. Highly recommended for pre-law students, but designed for all students. Prerequisite: sophomore status. Meets General Education Category Thinking About Human Behavior.

**PLS 220 Constitutional Law 3 Semester Hours**
This course provides a detailed study of the Constitution of the United States; the workings of the Federal Courts, with emphases on the Supreme Court; and the effects of court decisions on national and, through incorporation of constitutional guarantees of civil liberties, state government. General Education Area Thinking About Human Behavior.

**PLS 310 American Foreign Policy 3 Semester Hours**
This course examines the economic, defense, environmental, and world order interests of US foreign

policy. Through lecture and readings, the student explores how these interests dictate American foreign policy in the Post-Cold War Era. Careful analysis of historic and contemporary events will give insight to US interest(s) in the Confederation of Independent States (the former Soviet Union), China, the Middle East, the Far East, Europe, Africa, and the Western Hemisphere. Prerequisite: PLS 110, PLS 210, or PLS 220.

**PLS 320 Contemporary Political Movements 3 Semester Hours**
In recent decades, political movements have greatly influenced the American polity. Case studies in this course include environmental groups, the Christian Right, and third parties. The course also looks at social movements, including the Women's and Civil Rights Movements. Focus is placed on determining the processes that construct, sustain, and transform these movements as viable political institutions. Prerequisite: PLS 110, PLS 210, or PLS 220.

**PLS 330 Political Communication 3 Semester Hours**
This course is designed to advance students' understanding of contemporary US political campaigns focusing on candidate discourse, mediated political realities, image construction, agenda setting, and marketing strategies in local, state and national races. Students will learn how to use theoretical frameworks for critiquing political communication, how to analyze forms and functions of campaign discourses, and how to consider ethical ramifications of campaign discourse. Prerequisite: PLS 110, PLS 210, or PLS 220.

**PLS 340 First Amendment Freedoms 3 Semester Hours**
This course explores the theories, doctrines, statutes, and cases related to the First Amendment guarantees of Freedom of Religion (Separation of Church and State), Speech, and Assembly. This course will help the student increase knowledge and enhance understanding and appreciation of systemic structures of the judicial process and legal issues and will provide the student with theoretical and practical application of First Amendment Freedoms. The course will facilitate an understanding of how these freedoms work toward establishing a balance between individual and societal rights. Prerequisite: PLS 110, PLS 210, or PLS 220.

## PSYCHOLOGY (PSY)

**PSY 101 Introduction to Psychology 3 Semester Hours**
This survey course explores the fundamental principles governing behavior and the research methods employed. Areas covered include the brain and behavior; sleep and dreaming; learning and memory; intelligence, thinking and reasoning; behavior in social and cultural contexts; theories of emotion, motivation and personality; and mental disorders and their treatment. Meets General Education Category Thinking About Human Behavior; Holistic Wellness Focus Area.

**PSY 220 Abnormal Psychology 3 Semester Hours**
Students in PSY 220 examine how social, psychological, and biological factors cause, maintain, or lessen abnormal behavior. They also study anxiety, mood, sexuality, personality, and eating disorders. Different modes of therapy and their foundations are examined. Prerequisite: PSY 101.

**PSY 230 Life-Span Development 3 Semester Hours**
This course is a survey of the major areas in human development from conception to death. Topics include theories and methodologies used to study development, and the course examines the interaction between biological, psychological, and social aspects of development. Prerequisite: PSY 101.

**PSY 240 Social Psychology 3 Semester Hours**
A study of individual behavior as a function of social situations is the focus of this course. The course emphasizes theory, research, and applications. Topics include the self in relation to the environment, perceptions and attributions regarding others, stereotypes and prejudice, group processes, attitude formation and maintenance, conformity, attraction and close relationships, helping, and aggression. Prerequisite: PSY 101.

**PSY 249 Planning Psychology Career Pathways 1 Semester Hour**
Students will be able to reflect on their personal development, strengths and weaknesses, and

clarify goals for personal growth. Students will also declare a major program to support their post-graduate plans, complete a roadmap for their personal and professional interests, and chart potential opportunities on that path. May be substituted within majors. Prerequisite: FYE 149.

**PSY 280 Cognitive Psychology 3 Semester Hours**
This course is a survey of current scientific theories and research in cognitive psychology. Topics include perception, attention, memory, language, problem-solving, and consciousness. Prerequisite: PSY 101.

**PSY 310 Research Methods I: Psychological Research Design 3 Semester Hours**
This first course in a two-course sequence presents an introduction to research methodologies in psychology. It addresses research consumption and production, ethics, reliability and validity, measurement techniques, and descriptive and experimental research. Students plan a replication study and begin an APA-style manuscript, which will be conducted in the subsequent class. Prerequisite: A grade of C- or higher in PSY 101; Psychology major/minor.

**PSY 311 Research Methods II: Statistics in Psychology 3 Semester Hours**
This second course in a two-course sequence focuses on descriptive and inferential statistics in psychology. It addresses measures of central tendency and variability, data visualization and interpretation, and hypothesis testing. Students collect, enter, and analyze data for the replication study begun in PSY 310, produce an APA-style manuscript, and give an oral presentation in the form of an academic poster to showcase their findings. Prerequisites: PSY 310, Psychology Major. Meets General Education Categories Intensive Writing and Presentational Speaking.

**PSY 320 Introduction to Clinical and Counseling Psychology 3 Semester Hours**
This course provides a study of the theories and perspectives frequently applied to counseling and therapy. Topics include individual and group counseling, institutional settings, populations, and legal and ethical issues. Prerequisites: PSY 220 and Psychology Major.

**PSY 321 Theories and Practices of Counseling and Psychotherapy 3 Semester Hours**
This course extends the study of clinical topics covered in PSY 320 and places them into the context of practice. Emphasis on theories of psychotherapy and clinical interventions. Experiential activities and interactive role-play to aid development of basic helping skills. Topics include therapeutic techniques, processes and outcomes of counseling, legal and ethical issues, professional development, and culturally responsive practices. Prerequisites: PSY 320 and Psychology Major.

**PSY 340 Theories of Personality 3 Semester Hours**
This course introduces students to personality by examining current and historic research within the context of a range of theories including psychoanalytic, behavioral, and humanistic. Topics will include personality, personality development, personality and health, personality disorders and therapy, and personality assessment. Equal attention is given to normal and abnormal theories. Prerequisites: A grade of C- or higher in PSY 101.

**PSY 345 Psychology of Discrimination 3 Semester Hours**
In this course, students explore issues related to the intersections of race, class, gender, and sexual identity. Special attention is given to systems of privilege and oppression, which are examined through many lenses: psychological, social, relational, linguistic, and institutional. Discussion topics also include: implicit bias, wage gaps, wealth inequality, law enforcement and immigration policy, homophobia and transphobia, and interventions aimed at transforming oppressive systems. All research will be informed by empirical study as well as the lived experiences of individuals belonging to oppressed groups. Students will plan and carry out an action designed to promote equity within the community. Prerequisite: A grade of C- or higher in PSY 101 and PSY 240. Meets General Education Category Ethics, Justice, and Social Action; Gender, Race, and Class Studies, Global Studies, Social Justice Focus Areas.

**PSY 349 Clarifying Psychology Career Pathways 1 Semester Hour**
This course should be taken the semester prior to beginning a senior internship (PSY 469) or research thesis (PSY 475). Students will identify interests, strengths, and goals to determine which senior project pathway to pursue. Students will prepare professional documents (e.g., resume and curriculum vitae)

and will begin planning their internship or thesis. Students preparing for internship will select and contact an internship site, and students preparing for thesis will select a research topic of interest. Prerequisites: PSY 249, 310, junior standing, and Psychology Major.

**PSY 350 Human Sexuality 3 Semester Hours**
This course is a survey of the major areas of human sexuality. Topics include sexual and reproductive anatomy, the sexual response, sexually transmitted diseases, pregnancy, birth control and childbirth, gender identity and gender roles, sexual development, sexual behaviors and attitudes, love and relationships, sexual dysfunction, sexual disorders and sex therapy, sexual values, religion and sex, and effective communication about sex. Prerequisites: A grade of C- or higher in PSY 101 and PSY 230.

**PSY 355 Sport Psychology 3 Semester Hours**
This course reviews variables that enter the equation of sports performance and considers how to modify the ways they affect performance. It reviews how social interchange affects sport and alters the experience of sporting. Prerequisites: A grade of C- or higher in PSY 101.

**PSY 460 Senior Project Preparation 1 Semester Hour**
This course should be taken the semester prior to beginning a senior internship (PSY 469) or research thesis (PSY 475). Students will identify interests, strengths, and goals to determine which senior project pathway to pursue. Students will prepare professional documents (resume or curriculum vitae) and will begin planning their internship or thesis. Students preparing for internship will select and contact an internship site, and students preparing for thesis will select a research topic of interest. Prerequisites: PSY 310, junior standing, and Psychology Major.

**PSY 468 Internship Reflection 1 Semester Hour**
This one-credit course, typically taken for two consecutive semesters, supports students' reflection on their internship experience. Students enrolled in PSY 469 (Internship in Psychology) will discuss successes and challenges in their internship experiences and apply what they're learning to the major curriculum and future career goals. In their second semester, students will give a public presentation summarizing their internship experience. Prerequisites: PSY 311, PSY 220, junior/senior standing, and Psychology Major (PSY 320 is recommended). Corequisite: PSY 469.

**PSY 469 Internship in Psychology 3-12 Semester Hours**
This is a faculty-supervised field experience wherein students complete internship hours with a community partner organization. The internship is typically taken for 4 hours of credit (180 hours on-site) spread across the Fall and Spring of the student's senior year. Students enrolled in PSY 469 should co-enroll in PSY 468. Note: Either six hours of PSY 468/469 or six hours of PSY 475 are required of all Psychology majors. Prerequisites: PSY 311, PSY 220, junior/ senior standing, and Psychology Major (PSY 320 is recommended). Corequisite: PSY 468.

**PSY 475 Undergraduate Thesis in Psychology 3-12 Semester Hours**
This course prepares students for graduate-level research. Students work closely with a faculty mentor to develop a research question, design methodology, collect data, and analyze results. Findings are presented in multiple formats, including an APA-style research paper and a public oral presentation. Note: Either six hours of PSY 468/469 or six hours of PSY 475 are required of all Psychology majors. Prerequisites: PSY 311, junior/senior standing, and Psychology Major.

**PSY 495 Senior Seminar: Contemporary Issues in Psychology 3 Semester Hours**
This course is the capstone for graduating seniors in the Psychology program. Students integrate knowledge gained throughout the major and prepare for the transition to graduate study or professional careers. Emphasis is placed on proficiency in psychological literature, including reading and evaluating scientific journal articles, writing in APA style, and delivering oral presentations. Students will apply core psychological concepts and examine current trends in the field. Pre/Corequisite: PSY 469 or PSY 475, senior standing, and Psychology major.

## RELIGION (REL)

**REL 151 Religion and the Arts 3 Semester Hours**

This course examines how religious beliefs, values, and practices have inspired and shaped artistic expression in diverse cultures and faith traditions, investigating questions such as: How do spiritual themes emerge in artistic works? How has art been used to teach religious narratives? How have the arts contributed to devotional practices? From cave paintings to contemporary performance pieces, from chants to holy hip hop, the course demonstrates the mutual influence of religious traditions and artistic creativity across multiple genres and media. Meets General Education Category Thinking About Meaning.

**REL 152 Religion and Literature 3 Semester Hours**
This course focuses on the interplay between religious traditions and literary imagination, exploring how religious themes, archetypes, and spiritual concerns have come to expression in literature from ancient myths to modern media. Through the study of multiple genres (e.g. novels, plays, films and television) in addition to sacred texts, students will delve into the ways in which literature reflects, critiques, and influences religious ideas, practices, and worldviews. Meets General Education Categories Literary Thinking and Thinking About Meaning.

**REL 153 World Religions 3 Semester Hours**
A study of myth, ritual, and belief in religions of the world, the course pays particular attention to religions and philosophies of India, China, and the Near East. Meets General Education Categories Thinking About Meaning and Global Awareness; Global Studies Focus Area.

**REL 154 Religion and Science 3 Semester Hours**
This course explores the complex history and evolving relationship between religion and science, addressing questions such as: What challenges arise when sacred texts and scientific theories contradict? Are religion and science fundamentally at odds, or can they be reconciled? Examining historical episodes such as the Copernican Revolution and Darwin's theory of evolution as well as contemporary issues, this course provides an introductory survey of major religious concepts and scientific advancements that have shaped modern debates about the compatibility of faith and reason. Meets General Education Category Thinking About Meaning.

**REL 155 Religion and Social Issues 3 Semester Hours**
Religions hurt and religions heal. Some religious people and institutions actively promote flourishing while others engage in words and deeds that foster hostility and division. This course introduces an array of religiously-freighted issues that exist at the intersection of belief systems and societal challenges (violence and nonviolence, poverty and equity, racism, gender diversity). The goal of the course is not to advocate for particular positions on any of these issues, but to assist students in considering and articulating more informed and nuanced responses to the questions they raise. Meets General Education Categories Thinking About Meaning and Ethics, Justice, and Social Action; Social Justice Focus Area.

**REL 262 Ethics 3 Semester Hours**
This course explores fundamental questions and concepts surrounding ethics from both philosophical and religious perspectives. Students will engage with major ethical theories and texts from various philosophical traditions and world religions to develop a nuanced understanding of moral reasoning and ethical decision-making. Through critical analysis and thoughtful reflection, students will examine how these ethical frameworks shape our individual and collective values, behaviors, and societal norms. Meets General Education Categories Thinking About Meaning and Ethics, Justice, and Social Action; Social Justice Focus Area.

**REL 268 C. S. Lewis 3 Semester Hours**
With releases of film versions of the Chronicles of Narnia, new generations of fans have been coming to appreciate the dramatic fantasy world created by C. S. Lewis. But the legacy of this writer involves far more than the magical lands visited through the wardrobe. Hence, this course explores C. S. Lewis' life, his development as a person of faith, his writings as a popular theologian, and his science fiction, fantastic, and allegorical worlds beyond Narnia. Meets General Education Categories Literary Thinking and Thinking About Meaning; Holistic Wellness Focus Area.

**REL 278 Environmental Philosophy and Theology 3 Semester Hours**
Although the peoples of the world are divided into multiple cultural and religious groupings, we share one fragile earth. In the 21st century, theology is becoming increasingly aware of this commonality, as the members of various religious groups seek within their own traditions to find both roots of our current ecological crisis and contributions to its potential resolution. This course explores what a variety of religions—both ancient and contemporary—have to say about the relationship between humans, nature, and the sacred, and how practitioners of these religions articulate and enact the responsibility to tend the earth with care. Meets General Education Categories Thinking About Meaning and Environmental Awareness; Global Studies, Holistic Wellness, Social Justice Focus Areas.

**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 Categories Thinking About Meaning and Ethics, Justice, and Social Action; Environmental Connections, Social Justice Focus Areas.

## SCIENCE (SCI)

**SCI 105 Physical Science 4 Semester Hours**
A physics, astronomy, and geology course for non-science and teacher licensure students. This course includes both lecture and laboratory components. Three hours of lecture and two hours of lab. A common grade will be given for SCI 105 lecture and lab. Meets General Education Category Scientific Thinking; Environmental Connections Focus Area.

**SCI 391 Research Methods in Science 1 Semester Hour**
This course is designed to introduce the fundamentals of scientific research from the initial research proposal to the final presentation of the results. Students will select a topic of interest, review the literature, and prepare a research proposal for the topic. Students will also have the opportunity to attend research presentation, and then discuss the implications of the work presented.

**SCI 494 Senior Project I 2 Semester Hours**
Students begin a faculty-approved project such as a senior thesis or research project. In this course, students propose a project question, develop a plan to resolve it, create a bibliography, and complete one chapter of writing. Class meets weekly for progress reports, discussion, critical thinking, and problem solving. Prerequisite: junior or higher standing.

**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.

## SOCIOLOGY (SOC)

**SOC 101 Introduction to Sociology 3 Semester Hours**
In this class students apply sociological concepts and research to make sense of socialization and social interactions, deviance and crime, social inequalities, politics, education, work, families, population, and social change. Students connect concepts to real-world applications to develop a sociological imagination. Meets General Education Categories Thinking About Human Behavior and Ethics, Justice, and Social Action; Gender, Race, and Class Studies, Social Justice Focus Areas.

**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. *Note: This is the same course as PSY 204.*

**SOC 210 Research Methods I: Design and Data Collection 3 Semester Hours**
This course presents the basic principles of qualitative and quantitative research methods, including experimental studies, focus groups, interviews, and surveys. It addresses study design, implementation, interpretation, and presentation. Prerequisite: CRJ 101, SOC 101, or PSY 101. *Note: This is the same course as CRJ 210 and PSY 210.*

**SOC 325 Population and Contemporary Social Issues 3 Semester Hours**
The basic principles of demography and geography at the global, national, and local levels, with emphases on conditions that influence population change and impacts of human populations on the environment, are addressed in SOC 325. Through detailed comparisons of countries, states, and cities throughout the world, students explore population characteristics and life chances; factors affecting trends in population structure and characteristics; population change associated with diseases; aging; urbanization; economic development; and environmental alterations. Trends in population structure and characteristics are examined in terms of geography and public policies. Prerequisite: SOC 101 or ENV 101.

## THEATRE (THE)

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

**THE 103 Acting I 3 Semester Hours**
In this course, students are provided with an opportunity to develop imagination, concentration, and acting skills through the disciplines of improvisation, monologues, and scene study. Meets General Education Categories Intragroup Communication and Artistic Thinking.

**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. Seventy hours of work are required.

**THE 106 Dance I: Ballet and Modern 1 Semester Hour**
This course explores the basic mechanics of ballet and modern dance styles. It will focus on improving body awareness, cultivating natural rhythmic awareness, and exploring movement through these specific styles. The class will explore integrated movement patterns and internal connections. Above all, the course will celebrate using dance as a form of self-expression, health and wellness. Meets General Education Category Health and Wellness; Holistic Wellness Focus Areas.

**THE 107 Dance II: Tap/Jazz 1 Semester Hour**
This course explores the basic mechanics of tap and jazz dance styles. It will focus on improving body awareness, cultivating natural rhythmic awareness, and exploring movement through these specific styles. The class will explore integrated movement patterns and internal connections. Above all, the course will celebrate using dance as a form of self-expression, health and wellness. Meets General Education Category Health and Wellness; Holistic Wellness Focus Areas.

**THE 114 Applied Theatre for Non-Majors 0.5 Semester Hours**
The Applied Theatre sequence (THE 114, 214, 314, 414) allows students to receive academic credit for work related to productions on campus. The creative work ranges widely and can include acting, stage management, house management, board operations, design work, and assignments on various production crews, depending on student aptitude and disposition. Thirty-five hours of work are required.

**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 Categories Analytical Thinking and Literary Thinking.

**THE 116 Collaboration in Theatre 3 Semester Hours**
This course is a freshman level introduction into the world of professional theatre and theatre protocols at Brevard College. Students will learn about specific jobs and responsibilities that go into a theatrical production and how various entities communicate, collaborate, and create art as a unified team. Students will also understand and be expected to apply the protocols and expectations of a professional company at the collegiate level. A considerable amount of time will be spent developing vocabulary and basic skills necessary for success within the Brevard College Theatre Program.

**THE 121 Stage Crafts: Scenery, Lighting, Sound 3 Semester Hours**
Through practical assignments, students in this foundational course study the problems and techniques of using scenery, lights, and sound for a theatrical production. Meets General Education Category Artistic Thinking.

**THE 123 Costume Construction 3 Semester Hours**
This is a practical course in techniques, skills, research, and preparation related to theatrical costuming. Students will complete several projects, covering hand and machine sewing, cutting, fabric identification, simple alterations and costume crafts. Class also includes lectures on shop organization, job positions, and program policies.

**THE 149 Applied Theatre and Career Pathways: Exploration 0.5-1 Semester Hour**
This course provides academic credit for work related to productions with BC Theatre. The creative work ranges widely and can include acting, stage management, house management, board operations, design work, and assignments on various production crews, depending on student aptitude and disposition. Additionally, students will work collaboratively with faculty mentors to design a roadmap to support their post-graduate plans. This roadmap will include identifying people, places, and experiences to support personal development, clarify strengths and weaknesses, and chart potential opportunities within the major program. May be repeated.

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

**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. Seventy hours of work are required. Prerequisites: THE 104 and sophomore status.

**THE 205 Process and Professional Practice 3 Semester Hours**
Through this class, students will focus on work related to their mainstage show assignments. With each mainstage show, students have the opportunity to learn a new role, which helps them clarify what specific areas of theatre they want to focus on in their career. Through completing show assignments, students learn what theatrical roles ignite passion and employ strengths. At the 200 level, students are trying new roles, challenging themselves and identifying their proficiencies. This helps them clarify future goals (what roles do they want to engage with more, what challenges do they want to lean into, what new skills do they still want to develop). Prerequisite: THE 149 and instructor approval.

**THE 206 Dance III: Musical Theatre Movement 1 Semester Hour**
This course explores the intermediate mechanics of musical theatre movement/dance styles. Students will further develop body awareness and rhythmic ability, and they will apply the skills of ballet, modern, tap and jazz in realized musical theatre choreography. This course will explore musical theatre movement as a vehicle for storytelling without words. Above all, the course will celebrate using dance as a form of self-expression, health and wellness. Prerequisites: THE 106 and THE 107

**THE 211 Stage Makeup 3 Semester Hours**
This is a practical course in techniques, skills, research, and preparation related to theatrical makeup. Students will learn application and design of makeup for the stage with specific attention given to basic corrective makeup, aging, hair growth, historical details, and natural trauma/gore application.

**THE 212 American Musical Theatre 3 Semester Hours**
This course will explore the historical use of music in drama with a focus on the invention, development and masterworks of the American musical genre. Major genres, composers, lyricists, librettists, directors, choreographers, and performers will be discussed. The socio-historical context of various musicals will be explored through the literature of the genre. Meets General Education Categories Artistic Thinking and Historical Thinking; Culture, Rhetoric, and Media Focus Area.

**THE 213 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. Prerequisites: THE 203 and THE 115.

**THE 214 Applied Theatre for Non-Majors .5 Semester Hour**
The Applied Theatre sequence (THE 114, 214, 314, 414) allows students to receive academic credit for work related to productions on campus. The creative work ranges widely and can include acting, stage management, house management, board operations, design work, and assignments on various production crews, depending on student aptitude and disposition. Thirty-five hours of work are required.

**THE 220 Drafting 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 Scenic 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. Prerequisites: THE 121 and THE 115.

**THE 223 Movement I 3 Semester Hours**
This course focuses on the study of non-verbal communication and ensemble building. This course will explore many different movement techniques, including Viewpoints, dance, Neutral Mask, Stage Combat, Alexander Technique, and Suzuki. The end goals for the course relate to healthy use of the body and increased facility with whole-body storytelling.

**THE 224 Stage Combat 3 Semester Hours**
Students should enter this class with some fundamental knowledge of college learning but do not need to have high level knowledge of theatrical concepts in order to achieve learning outcomes. This class will introduce physical dialogue as a mode of storytelling. Engagement will help students clarify what kind of storytellers they want to be and how they want to use their physical instrument as a tool of storytelling. Meets General Education Categories Artistic Thinking and Health and Wellness; Holistic Wellness Focus Areas.

**THE 225 Stage Voice 3 Semester Hours**
This course is a study of vocal communication, voice production, and the IPA (International Phonetic Alphabet). We begin by investigating characteristics of good and healthy vocal habits. A substantial part of the course will include in-class exercises and activities designed to bring awareness to the breath, body, voice, and articulation. Through application of the IPA students will be able to improve articulation and analyze their speaking habits and regionalisms.

**THE 231 Lighting Design 3 Semester Hours**
In this class, students gain a greater understanding of lighting theories, methods, and practices; while furthering their understanding of lighting design in relation to the script. Prerequisites: THE 121 and THE 115.

**THE 235 Public Speaking 3 Semester Hours**
This course holds the primary aims of discovering and clarifying strategies to communicate authentically and effectively. In the process of this exploration and discovery, students will clarify parts of

their own identity and how they want to communicate that to others, particularly in a public speaking environment. By giving speeches and receiving feedback, and through repetition and self-inquiry, students will build self-trust and, hopefully, allow themselves to honestly take up a little more space as they attempt to communicate to a group. Meets General Education Category Presentational Speaking; Holistic Wellness Focus Area.

**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. Prerequisites: THE 123 and THE 115.

**THE 249 Planning Theatre Career Pathways 0.5 - 1 Semester Hour**
This course provides academic credit for work related to productions with BC Theatre. The creative work ranges widely and can include acting, stage management, house management, board operations, design work, and assignments on various production crews, depending on student aptitude and disposition. Additionally, students will work collaboratively with faculty mentors to design a roadmap to support their post-graduate plans. This roadmap will include identifying people, places, and experiences to support personal development, clarify strengths and weaknesses, and chart potential opportunities within the major program. Prerequisite: FYE 149 and THE 149.

**THE 303 Acting III: Acting for Camera 3 Semester Hours**
In this studio course, students develop a dependable set of tools to prepare them for auditions. This course includes monologue selection, audition etiquette, resumes, headshots, Actor Unions, finding auditions, and video audition techniques. Prerequisite: THE 203.

**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. Seventy hours of work are required. Prerequisites: THE 204, and junior status.

**THE 305 Process and Professional Practice 3 Semester Hours**
Through this class, students will focus on work related to their mainstage show assignments. With each mainstage show, students have the opportunity to learn a new role, which helps them clarify what specific areas of theatre they want to focus on in their career. Through completing show assignments, students learn what theatrical roles ignite passion and employ strengths. At the 300 level, students are beginning to lean into their strengths, further clarifying a sense of purpose in relation to their career path. This helps them clarify future goals (what roles do they want to engage with more, what challenges do they want to lean into, what new skills do they still want to develop). Prerequisite: THE 205 and instructor approval.

**THE 311 Theatre History: Origin to Renaissance 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 Categories Artistic Thinking and Historical Thinking.

**THE 312 Theatre History: Renaissance to Modern Era 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 Categories Artistic Thinking and Historical Thinking.

**THE 313 Playwriting 3 Semester Hours**
This course introduces the fundamentals of the craft of playwriting. Students will learn to work with the basic building blocks of dramatic structure, to write with action and conflict in mind, and to

develop character through dialogue. Prerequisites: WRI 111, WRI 112, and THE 115. Meets General Education Category Intensive Writing.

**THE 314 Applied Theatre for Non-Majors .5 Semester Hour**
The Applied Theatre sequence (THE 114, 214, 314, 414) allows students to receive academic credit for work related to productions on campus. The creative work ranges widely and can include acting, stage management, house management, board operations, design work, and assignments on various production crews, depending on student aptitude and disposition. Thirty-five hours of work is required.

**THE 315 Rendering and Model Building 3 Semester Hours**
This course will develop concrete skills for rendering concepts onto paper and building models to visually represent exact designs in scaled forms. Students will explore rendering techniques as an expression of design across many media including colored pencil, ink, watercolor, gouache, and acrylic. Students will also develop varied levels of model making from the simple and functional white model to the fully realized color and texture accurate scenic model. Prerequisite: THE 121 or permission of instructor.

**THE 320 Computer-Aided Drafting 3 Semester Hours**
This course introduces electronic technologies for drafting for use by the theatre artist. Prerequisite: THE 220.

**THE 323 Acting IV: Shakespeare in Performance 3 Semester Hours**
In this course, students delve into the physical, vocal, and emotional demands of acting Shakespeare. Always mindful that the plays were written for performance, topics for discussion include: the information in the texts for actors and directors; how the verse works; and how actors balance the reality of the story with Shakespeare's heightened language and demanding characters. This upper-level course is restricted to sophomores, juniors, and seniors. Prerequisites: THE 225 and THE 203.

**THE 325 Collaborative Student Projects 3 Semester Hours**
Through this course, students will engage with skills essential for bringing the art of theatrical storytelling to an audience. In doing so, students will deepen their understanding of the kinds of stories and experiences they want to bring to their communities, as well as the roles they want to play in the theatrical storytelling process. The mentored, student-driven nature of this class works best for upper level students, but can be supported by first or second years with completion of at least one 100-level BC theatre course and faculty approval.

**THE 328 Sound Design 3 Semester Hours**
This course is an introduction to the art and science of modern sound design. It will cover the scope, tools, materials, and practices required to produce high quality sound in modern theaters and live events. This class will discuss numerous areas of sound design including a variety of audio equipment, sound editing software (D.A.W.s), script analysis, research, and live sound reinforcement techniques. Prerequisite: THE 121.

**THE 333 Acting V: Musical Theatre Performance 3 Semester Hours**
Through this course, students will investigate and apply styles of a variety of composers/ lyricists to their acting work in Musical Theatre. They will explore the timeline and genres in musical theatre and make informed decisions about appropriate style in performing material from each period. Prerequisite: THE 103 and THE 115.

**THE 349 Clarifying Theatre Career Pathways 0.5-1 Semester Hour**
This course provides academic credit for work related to productions with BC Theatre. The creative work ranges widely and can include acting, stage management, house management, board operations, design work, and assignments on various production crews, depending on student aptitude and disposition. Additionally, students will work collaboratively with faculty mentors to design a roadmap to support their post-graduate plans. This roadmap will include identifying people, places, and experiences to support personal development, clarify strengths and weaknesses, and chart potential opportunities within the major program. May be repeated. Prerequisite: THE 249.01 or THE 249.02 or theatre faculty approval.

**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 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. Seventy hours of work are required. Prerequisites: THE 304 and senior status.

**THE 405 Collaborative Capstone Preparation 3 Semester Hours**
This course will allow theatre majors time and guidance to prepare for their final capstone project. The class will meet weekly for one hour in the fall semester, senior year. Students will choose the scope of their project (direction or design), begin research, develop commanding images, a spine, and begin working with cohorts to set the foundations of the project. Materials developed in this class will be part of the THE 450 capstone portfolio. Prerequisite: Senior Theatre Major. Meets General Education Category Presentational Speaking.

**THE 406 Movement II 3 Semester Hours**
This course will build on the work in Movement I. The curriculum will investigate specific acting methods that utilize forms of movement as a means of character development and storytelling. Prerequisite: THE 223.

**THE 413 Advanced Directing 3 Semester Hours**
This course increases experience and understanding of the director's craft in theatrical storytelling. It builds upon skills and vocabulary developed in THE 213 (Directing), deepening the student's ability to thoroughly analyze a text, develop a unique vision of a story's journey, and communicate their vision effectively with collaborators. This class will build on the skills of Directing by increasing the length of material and the time spent on that material, demanding a more in-depth understanding and communication of the chosen story. This class will also add advanced level assignments, increasing requirements for research and communication, and add nuance and specificity to discussion of leadership. Prerequisite: THE 115 and 213.

**THE 414 Applied Theatre for Non-Majors .5 Semester Hour**
The Applied Theatre sequence (THE 114, 214, 314, 414) allows students to receive academic credit for work related to productions on campus. The creative work ranges widely and can include acting, stage management, house management, board operations, design work, and assignments on various production crews, depending on student aptitude and disposition. Thirty-five hours of work are required.

**THE 417 Dialects 3 Semester Hours**
This course will be a study of dialects that are commonly employed by American actors. Students will develop dialects using the IPA (International Phonetic Alphabet), labeling specific sound substitutions, shifts based on resonance, use of articulators, and musicality. Prerequisite: THE 225 or MUS 215 or MUS 216.

**THE 431 Advanced Lighting Design II 3 Semester Hours**
This course will solidify the student's design process by offering them more diverse design challenges and asking them to defend design choices. This class will also address more challenging types of venues for lighting design including theatre in the round, thrust configuration, and lighting design in unconventional spaces. Prerequisite: THE 231.

**THE 449 Applied Theatre and Career Pathways: Demonstrating Proficiency 0.5-1 Semester Hour**

This course provides academic credit for work related to productions with BC Theatre. The creative work ranges widely and can include acting, stage management, house management, board operations, design work, and assignments on various production crews, depending on student aptitude and disposition. Additionally, students will work collaboratively with faculty mentors to design a roadmap to support their post-graduate plans. This roadmap will include identifying people, places, and experiences to support personal development, clarify strengths and weaknesses, and chart potential opportunities within the major program. May be repeated. Prerequisite: THE 349.01 or THE 349.02 or theatre faculty approval.

**THE 450 Collaborative Capstone 3 Semester Hours**
In consultation with the advisor and committee, theatre 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 major. Meets General Education Category Intensive Writing.

## WRITING (WRI)

**WRI 111 College Writing I 3 Semester Hours**
This course emphasizes skills related to expository prose. Students regularly read, research, write, and revise in various genres related to professional communications and college writing expectations, including MLA documentation. Meets General Education Category Expository Writing.

**WRI 112 College Writing II 3 Semester Hours**
A continuation of WRI 111, WRI 112 further develops argumentative, persuasive, and critical thinking skills in written form. Students regularly read, research, write, and revise their work and practice MLA documentation. Prerequisite: WRI 111 (with grade of C- or higher). Meets General Education Category Argumentative Writing.

# GRADUATE PROGRAMS

Dr. Michael Leamy, Associate Vice President for Online Learning

## MASTER OF ARTS IN STRATEGIC COMMUNICATION

*Dr. Charles Ecenbarger*

## MASTER OF BUSINESS ADMINISTRATION

*Dr. Michael Leamy*

Master of Business Administration
Master of Business Administration: Business Analytics
Master of Business Administration: Sports Management

## MASTER OF SCIENCE IN HEALTH AND HUMAN PERFORMANCE

*Dr. Shannon Mathis*

## MASTER OF SCIENCE IN PUBLIC SAFETY MANAGEMENT

*Dr. Stacy Workman*



### Graduate Policies

The policies articulated below apply only to the College's graduate programs. For students enrolled in one of the College's graduate programs, the policies below supersede policies listed elsewhere in the Catalog. Graduate students are subject to all other policies in the Catalog, except in those areas below, in which graduate students are subject to different policies than undergraduate students. In addition, graduate students are also eligible for all academic and student support services outlined in the Catalog. For more information on these services, see page 31.

### FINANCIAL INFORMATION
### 2026-2027 Tuition Schedule for Graduate Programs

- $500 per credit hour
- $250 per credit hour for Brevard College employees.

Books and other items that may be needed for classes are not included in tuition costs.

### Graduate Program Withdrawal Refund Policy

Students may elect to voluntarily withdraw from the College before the semester's deadline for withdrawal (indicated on the Academic Calendar, page 7, as the last day to withdraw with a grade of "W.") Students will be allowed to withdraw officially from the College (see Academic Calendar for deadlines, page 7) only after they have completed the appropriate Electronic Withdrawal Process through the Office of Academic Affairs.

In order to initiate a withdrawal, students must contact the Associate Dean of Academic Affairs (ADAA) to request to begin the voluntary withdrawal process. The student must complete the College's Electronic Withdrawal Form via the link the ADAA will provide when the student indicates a desire to voluntarily withdraw from the College.

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 (and on page 20).

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

This may result in a balance owed to the College. Students receiving financial aid should also refer to the financial aid refund policy on page 20.

Refunds apply to tuition, class fees, room, and board charges. Private room charges are not refundable. Refunds will be processed within 14 days from the date of the withdrawal.

The charge refund amount will be determined based on the federal guidelines for withdrawals, based on number of days completed in the semester, less breaks of five days. For example, a student withdrew on day 52 of the semester (108 days), the student would have completed 48.14% of the semester. This will be the amount remaining billed and 51.86% will be refunded.

Once the 60% point of a course is reached in attendance, there is no refund of charges.

**Online Graduate Courses of 8-week or 6-week Duration:**
These graduate courses will follow the same guidelines for withdrawal, with the recognition that each Graduate course has a start date and end date that differ from the traditional start and end date of the semester. The charge refund amount will be based on the number of days completed in the course.



## Satisfactory Academic Progress (SAP) Policy

In order to remain enrolled in a graduate program, students must maintain satisfactory academic progress by maintaining a cumulative GPA of 2.5 or greater. SAP for graduate students is evaluated twice per academic year: once in December at the end of the third fall sub-term, and once in May at the end of the third spring sub-term. At that time, any student whose cumulative GPA falls below a 2.5 will be deemed to have not met SAP.

Students who are deemed to have not met SAP will be placed on Academic Warning. Students who are registered at Brevard College and whose current academic standing is "Academic Warning" are considered to be in Academic Good Standing for purposes of enrollment certification and participation in athletic and other co-curricular activities. At the next time of SAP calculation (May or December, as defined above), students whose cumulative GPA rises above 2.5 will return to regular Academic Good Standing and no longer have the status of Academic Warning. Those whose GPAs have not risen above 2.5 will be placed on Academic Probation.

Students whose status is Academic Probation will not be deemed to be in Academic Good Standing. Those students whose GPA rises above 2.5 at the time of next SAP calculation (May or December, as defined above) will return to Academic Good Standing. Those students whose GPAs do not rise above 2.5 will be placed on Academic Suspension. At the discretion of the Associate Vice President for Academic Affairs for Online Learning (AVPAAOL), students with a status of Academic Probation whose cumulative GPA does not rise above 2.5 may remain on Academic Probation if the AVPAAOL determines that they are engaging successfully in their academic work and progressing toward a return to Academic Good Standing.

Students who are placed on Academic Suspension may appeal their suspension to the Associate Vice President for Academic Affairs for Online Learning. Students who wish to appeal their suspension should consult with the AVPAAOL as soon as possible after receiving notification of their suspension for instructions on filing an appeal.

## Financial Aid

The purpose of the Financial Aid Office is to help Brevard College students pay for their Brevard College degree. All financial aid awarded to students at Brevard College is normally disbursed on a 50 percent basis each semester by crediting the student's account in the Finance Office. All students must be making satisfactory progress to be considered for any student financial aid.

**Federal Financial Aid Programs:** Students who wish to use Federal Direct Unsubsidized Loans for Graduate Students, must complete the Free Application for Federal Student Aid (FAFSA) so that eligibility can be determined.

## Graduation Application

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

## Student Course Loads

Graduate students are considered to be full-time students at the College when enrolled in at least 6 credit hours per traditional 16-week semester or 3 credit hours per 6-week course period. With permission from the appropriate Program Coordinator and Division Chair, a graduate student may enroll in an overload.

## Graduate Transfer Credit Policy

Only graduate-level (500 or above) coursework will be considered for transfer credit toward completion of a graduate degree. No credit earned for courses with a grade below B- will be accepted for transfer credit. Transfer grades are not used in calculating the cumulative GPA. All requests for transfer credit, with accompanying official transcripts, must be submitted at the time of Admission.

In the event a student already holds a graduate degree from another institution, credits used to satisfy graduation requirements at the previous institutions will not be accepted for transfer credit to satisfy requirements of the Brevard College graduate program. Students who have begun a graduate course of study at another institution may petition to transfer up to nine (9) semester hours of graduate credit toward their program of study as approved by the Program Director.

## Policy for Co-Listed Undergraduate/Graduate Courses

Brevard College allows graduate programs to offer 500-level courses that are co-listed with upper-division (300 or 400-level) courses. The co-listed courses will have similar course content, a single instructor, and a common meeting schedule.

Courses co-listed at the undergraduate and graduate levels must be designed to ensure the integrity and rigor of the graduate experience. Differences in expectations and requirements of the students enrolled in the two co-listed courses must be clearly identified and graduate expectations must be commensurate with graduate-level work.

Course proposals for co-listed classes must be submitted and approved through the Curriculum Development and Assessment Committee (CDAC).

Undergraduate students may take the 500-level version of these courses if they are classified as a junior or senior with the permission of the Program Coordinator of the applicable graduate program in which the co-listed course is housed. Undergraduate students may count no more than 12 credit hours of these courses toward satisfaction of the requirements for both an undergraduate and a graduate degree. In order for the course to count toward satisfaction of a course requirement for the appropriate graduate program, the student must earn a grade of B- or higher. Students may not take both the undergraduate and graduate version of a given co-listed course without express written permission of the applicable Division Chair.

## Protocol for Co-Listed Undergraduate/Graduate Courses

Each of the co-listed courses must have a course syllabi that clearly differentiates the performance expectations for students receiving undergraduate and graduate level credit (e.g., student learning outcomes, required projects, readings, presentations, papers, and so on).

The relationship between graduate work and graduate credit must be clearly spelled out in the co-listed graduate course syllabus, and there must be different standards of grading, which must be included in each respective syllabus. Both syllabi must indicate that the co-listed courses meet at the same time and in the same location with the same instructor, but that the two courses have different requirements and performance expectations reflecting the different course levels.

Co-listed course descriptions must indicate that the courses can be co-listed. The descriptions must specify that if one of the co-listed courses is completed for credit, the other one may not be taken for credit at a subsequent time, unless explicitly stated by the student's program of study and approved in writing by the appropriate division chair.

The course proposal for a co-listed graduate course must: (1) indicate that credit may not be earned in the other co-listed class at a later time (unless explicitly stated by student's program of study and approved in writing by the appropriate division chair); (2) clearly delineate greater expectations for and the additional requirements of graduate students. At the time of the review of the co-listing, syllabi for both courses complete with course descriptions, course readings and activities, and Student Learning Outcomes (SLO) will be submitted to CDAC.

Before the last day to add a course for a given semester, students wishing to take a 300- or 400-level undergraduate course for 500-level graduate credit must be conditionally admitted to the graduate program and submit the appropriate form to both the instructor and the Registrar's Office. Once a student has declared their intent to take the course at the 500 level, the student must complete all the requirements of the 500-level course syllabus, and may not later decide to revert to taking the course at the 300 or 400 level.



### Graduate Housing

Brevard College offers campus housing for graduate students at Brevard Music Center. Brevard Music Center housing provides graduate students a quiet space to live and learn.

There are a few differences in the graduate and undergraduate housing policies. The differences include:

- No meal plan requirement
- No private room fee
- No summer housing option

Housing will coordinate and communicate all move-in and move-out dates by semester. Housing is available during fall and spring breaks. Housing is for the academic year and is not available during the summer. Students cannot leave items in the graduate housing assignment during the summer.

Graduate student housing is only offered to students taking classes on campus. Campus housing is not available to students enrolled in fully online programs.

Graduate student housing is limited in the number of rooms available. It is important to apply early to ensure the assignment of a room.

## ADMISSIONS INFORMATION

Applications for admission are accepted on an ongoing basis.

### Minimum Admissions Criteria

1. Minimum cumulative GPA of at least 2.5 on a 4.0 scale, and
2. Completion of a BA/BS at an accredited college or university.

Conditional Admission may be permitted if an applicant's GPA falls below the required

minimum with documentation of relevant professional work experience that indicates the applicant has the ability to succeed in the program. Those admitted on conditional status will work with a graduate advisor to design a plan of study for successful completion of all degree requirements.

### Application

**Step 1:** Complete the online application.
**Step 2:** Submit transcripts:

Once admitted you will provide your official transcripts to:

Office of Admissions
ATTN: Graduate Admissions
Brevard College
1 Brevard College Drive
Brevard, North Carolina 28712

### Conditional Admissions Policy

The graduate school admissions counselor will request a review from the appropriate program coordinator, the Vice President of Academic Affairs, and the Vice President of Admissions and Financial Aid. This graduate school admissions committee will review the applicant's admissions file. Additional information for the file, including a personal essay that describes the applicant's relevant educational and professional experiences and goals, will be required for conditional admittance to the graduate programs.

This admissions committee will complete a Conditional Admissions evaluation form, provided by the graduate school admissions counselor, that approves or does not approve the applicants Conditional Admission into their selected graduate program.

The graduate school admissions counselor will notify the student of the admissions decision.



## DEGREE AND COURSE REQUIREMENTS

Graduate program courses will meet during the College's regularly scheduled semesters, and full-time registration will typically include 6 hours. Courses may meet over 15 weeks, 8 weeks or 6 weeks duration, but each course meets the defined credit hour determination as stated on page 62, and all programs and courses will meet federal and SACSCOC requirements for awarding graduate credit, whether delivered in person or online, synchronously or asynchronously. In total, students will complete 30 credit hours consisting of no less than 45 hours of supervised work for each hour of credit awarded. Faculty with appropriate disciplinary expertise will oversee all credit awarded for graduate work.

### MASTER OF ARTS IN STRATEGIC COMMUNICATION (SCM)

The Master of Arts in Strategic Communication at Brevard College provides a versatile and advanced curriculum designed for professionals and recent graduates seeking to elevate their communication expertise. Students in the program will engage with contemporary communication strategies while fostering the intellectual and social growth central to the Brevard College mission. By integrating theoretical foundations with practical application, the curriculum prepares graduates to lead effectively within regional businesses and diverse organizational environments. This program empowers communication leaders to facilitate meaningful action and excel as strategic thinkers in an increasingly connected world.

| **REQUIRED COURSES** | | **30 SEMESTER HOURS** |
|---|---|---|
| SCM 501 | Foundations of Strategic Communication | 3 |

| | | |
|---|---|---|
| SCM 510 | Research Methods for Communication Professionals | 3 |
| SCM 520 | Digital Media Strategy and Analytics | 3 |
| SCM 530 | Organizational Communication and Leadership | 3 |
| SCM 540 | Media Writing for Strategic Campaigns | 3 |
| SCM 550 | Branding and Audience Engagement | 3 |
| SCM 560 | Public Relations and Crisis Communication | 3 |
| SCM 570 | Law, Ethics, and Contemporary Issues in Communication | 3 |
| SCM 580 | Strategic Campaign Planning and Execution | 3 |
| SCM 600 | Capstone: Strategic Communication Audit | 3 |

## MASTER OF BUSINESS ADMINISTRATION (MBA)

The Brevard MBA offers a comprehensive curriculum that emphasizes experiential learning and leadership development. Students will engage in courses such as Communication, Ethics, Leadership, and Management, with a special focus on artistic, intellectual and social growth. The Capstone course allows students to apply their knowledge to real-world scenarios, enhancing their professional and personal growth. By integrating a liberal arts perspective and fostering intellectual and social action, the Brevard MBA prepares graduates to excel as leaders in their organizations and communities.



### REQUIRED COURSES — 30 SEMESTER HOURS

| | | |
|---|---|---|
| MBA 500 | Business Communication | 3 |
| MBA 510 | Leadership Theory and Practice | 3 |
| MBA 520 | Financial Management | 3 |
| MBA 530 | Marketing Management | 3 |
| MBA 540 | Business Law and Ethics | 3 |
| MBA 550 | Strategic Management | 3 |
| MBA 560 | Entrepreneurship | 3 |
| MBA 570 | Business Analytics | 3 |
| MBA 580 | Project Management | 3 |
| MBA 600 | MBA Capstone | 3 |

### MBA - BUSINESS ANALYTICS CONCENTRATION — 30 SEMESTER HOURS

**Required Courses** — **12 Semester Hours**

| | | |
|---|---|---|
| MBA 570 | Business Analytics | 3 |
| MBA 571 | Data Visualization for Managers | 3 |
| MBA 572 | Data Modeling | 3 |
| MBA 600 | Capstone | 3 |

**Restricted Electives** — **18 Semester Hours**

Choose six additional MBA courses from above list.

### MBA - SPORT MANAGEMENT CONCENTRATION — 30 SEMESTER HOURS

**Required Courses**

| | | |
|---|---|---|
| MBA 500 | Business Communication | 3 |
| MBA 510 | Leadership Theory and Practice | 3 |
| MBA 520 | Financial Management | 3 |
| MBA 530 | Marketing Management | 3 |
| MBA 540 | Business Law and Ethics | 3 |
| MBA 550 | Strategic Management | 3 |
| MBA 560 | Entrepreneurship | 3 |
| MBA 600 | MBA Capstone | 3 |
| HHP 510 | Organization and Administration in Sport | 3 |
| HHP 541 | Advanced Coaching Methods and Techniques | 3 |

## MASTER OF SCIENCE IN HEALTH AND HUMAN PERFORMANCE: SPORTS COACHING (HHP)

This program is designed to prepare graduates to work in a variety of settings, such as in coaching, strength and conditioning, fitness and wellness programming, personal training, recreation specialties, and some health careers. Admission prerequisite courses: Human Anatomy and Physiology.

**REQUIRED COURSES** **30 SEMESTER HOURS**

| | | |
|---|---|---|
| EXS 512 | Motor Learning | 3 |
| EXS 530 | Strength and Conditioning | 3 |
| RSM 511 | Research Methods I | 3 |
| HHP/PSY 555 | Sport Psychology | 3 |
| HHP 510 | Organization and Administration in Sport | 3 |
| HHP 513 | Sports Nutrition | 3 |
| HHP 540 | Ethics and Sport Law | 3 |
| HHP 541 | Advanced Coaching Methods and Techniques | 3 |
| HHP 552 | Endurance, Strength, and Agility Training | 3 |
| HHP 569 | Research/Internship/Capstone | 3 |

## MASTER OF SCIENCE IN PUBLIC SAFETY MANAGEMENT (PSM)

The MS in Public Safety Management at Brevard College delivers immersive graduate experience for professionals in emergency management, fire services, EMS, law enforcement, community corrections, and homeland security. Through hands-on simulations, real-world scenarios, and collaborative exercises, you will build the leadership and critical thinking skills needed to navigate complex crises. A signature feature is the Summer Experiential Crisis Event, where you will manage realistic emergencies alongside peers and local agency partners from multiple public safety disciplines.

The curriculum emphasizes policy development, program evaluation, and research integration. You will design and analyze public policies, assess the effectiveness of emergency services programs, and apply data-informed strategies to disaster preparedness, hazard mitigation, and recovery planning. Leadership workshops and ethical decision-making case studies prepare you to lead with integrity in high pressure environments.

Learning occurs in a supportive cohort model. You will collaborate with experienced professionals across public safety fields, strengthen your network, and learn from faculty with practitioner expertise. The program culminates in an applied capstone project addressing a real-world challenge and a reflection course that translates your experience into actionable policies and leadership strategies. With online coursework and three immersive on-campus sessions, the program is tailored for working professionals ready to advance their careers.

**REQUIRED COURSES** **30 SEMESTER HOURS**

| | | |
|---|---|---|
| PSM 501 | Leadership in Public Safety and Emergency Services | 3 |
| PSM 510 | Crisis Communication and Media Strategies | 3 |
| PSM 520 | Disaster and Crime Scene Management | 3 |
| PSM 540 | Homeland Security, Threat Assessment, and Policy | 3 |
| PSM 550 | Program Evaluation in Emergency and Public Safety Services | 3 |
| PSM 560 | Ethics and Leadership in Crisis Situations | 3 |
| PSM 570 | Resilience and Stress Management for First Responders | 3 |
| PSM 580 | Emergency Operations: Tactical and Strategic Approaches | 3 |
| PSM 600 | Reflection and Policy Development | 3 |
| PSM 610 | Capstone Project in Emergency and Public Safety Services | 3 |

# GRADUATE COURSES

**EXS 512 Motor Learning and Development 3 Semester Hours**
This course will examine motor learning, motor control, and motor development across the human lifespan. Neural mechanisms of motor movement, as well as psychological factors that impact the performance and learning of motor skills will be examined throughout the course. In addition, the study of practice designs such as: part versus whole, random versus blocked, and massed versus distributed will be explored through classroom laboratory experiences and analysis of current research. The course content is relevant to those who wish to better understand how we learn motor skills and control both small and large human movement. It is especially relevant for those who want to teach, coach, train or engage clients in physical or occupational therapy.

**EXS 530 Principles of Strength and Conditioning 3 Semester Hours**
This course is designed to provide students with information necessary for the design and implementation of strength and conditioning programs. Emphasis will be placed upon assessment, description, and analysis of sport movement and designing weight training programs to enhance performance variables. Students will also research current literature on strength and conditioning strategies.

**HHP 510 Organization and Administration in Sports 3 Semester Hours**
This course provides in-depth information about the organization and administrative aspects of sport programs. Content includes, but is not limited to, training planning, safety and injury prevention, behavioral management, field/facility maintenance, budgetary considerations, and public relations associated with coaching.

**HHP 513 Sports Nutrition 3 Semester Hours**
This course focuses on the nutritional factors that have both positive and negative impacts on sports performance. Calculating the appropriate amounts of macronutrients and micronutrients based on sport participation is one area of focus. The examination of nutrition timing (nutrition periodization) are included in this course. In addition, students will examine the use of various supplements that may enhance athletic performance.

**HHP 540 Ethics and Sports Law 3 Semester Hours**
This course is designed to provide students with an understanding of ethics and morals and how they apply in a sport setting. Models of moral development, ethical decision making, and codes of ethics are emphasized. In addition, this course will examine the theory and practice of sport law as it relates to the coaching and supervision of sport. The possible impacts from past and current legal cases will be examined and discussed

**HHP 541 Advanced Coaching Methods and Techniques 3 Semester Hours**
This course is designed to develop knowledge and understanding of the methods, concepts and techniques that aid in athlete and team development. This course examines how to apply sports theory and research to practical applications in the field of sport coaching.

**HHP 552 Endurance, Speed and Agility Development 3 Semester Hours**
This course examines the mechanics and techniques that will enhance endurance, speed, and agility development. Students will learn the neurophysiological aspects of basis for endurance, speed, and agility. In addition, students will examine various means of measuring endurance, speed, and agility, and will conduct tests to measure these athletic abilities. Development of training programs for improvement in endurance, speed, & agility will be the desired outcome of this course. Prerequisite: EXS 512

**HHP 569 Research/Internship/Capstone 3 Semester Hours**
Students will have the option of completing a research problem using statistical and analytical techniques related to sport or completing a detailed practical experience in the sport coaching field, or the strength and conditioning field.

**MBA 500 Business Communication 3 Semester Hours**

Business Communication will examine the process of effective communication within and outside the organization. The course will focus on the study and application of written and oral communication to serve organizations. Students will examine how employees and management interact with each other as well as all stakeholders to best reach organizational goals, and create effective communication for specific organizational contexts.

**MBA 510 Leadership Theory and Practice 3 Semester Hours**
This course examines how individuals and executives make decisions, set goals, and provide direction for organizations. Students will gain a greater understanding of their own personal leadership identities and study leadership theories to develop and shape their own leadership styles. Students will learn how to collaborate, manage people effectively, and lead organizations toward specific goals and results.

**MBA 520 Financial Management 3 Semester Hours**
Learners will study the principles of financial management and apply these principles to determine the required monetary resources and the effective allocation of those resources. Areas of study will include markets and institutions, investments and overall financial planning, and management of an organization. Students will also reflect on values and ethics as they relate to financial management and the fiduciary responsibilities of managers.

**MBA 530 Marketing Management 3 Semester Hours**
Students will explore the role of marketing as it pertains to the overall organization and the strategic and operational impact on managers. Marketing managers coordinate, plan, and implement the marketing functions of an organization. This course offers a deeper understanding of marketing functions, including pricing, distribution, promotion, segmentation, research, and sales.

**MBA 540 Business Law & Ethics 3 Semester Hours**
Business Law and ethics will explore the rules that govern the dealings between individuals or companies involved in commercial matters. Students will build upon this foundation by examining business ethics and the role it plays to enhance the law and outline acceptable behaviors. Learners will research and analyze effective practices to set organizational standards and principles that define how a company conducts its business.

**MBA 550 Strategic Management 3 Semester Hours**
Strategic management is the ongoing planning, monitoring, analysis and assessment of all necessities an organization needs to meet its goals and objectives. Learners will examine the planning and positioning of an organization in alignment with the mission and strategic plan. Changes in business environments will require organizations and managers to constantly assess their strategies for success. Students will develop skills to lead a team and an organization through this process.

**MBA 560 Entrepreneurship 3 Semester Hours**
In this course, students explore the risks and opportunities associated with starting and managing a business. Topics will include the advantages and disadvantages facing owners of small businesses, characteristics and case studies of successful entrepreneurs, and analysis of small business contributions to the U.S. economy.

**MBA 570 Business Analytics 3 Semester Hours**
Business analytics is the process of transforming data into insights to improve business decisions. Students will explore the process of collecting data, effectively selecting data, and analyzing data for informed decision making. This course will focus on a manager's perspective for collecting and using data to improve operational efficiency across the organization.

**MBA 571 Data Visualization for Managers 3 Semester Hours**
This course focuses on the principles and best practices of data visualization for managers and decision-makers. Students will learn how to create compelling and informative data visualizations and use those visualizations to communicate data to appropriate audiences.

**MBA 572 Data Modeling 3 Semester Hours**

This course explores the principles, techniques, and best practices of data modeling, equipping students with the knowledge and tools to design robust data structures that support accurate and efficient data management and analysis. Students will learn to create data models, then apply them in strategic organizational decision-making.

**MBA 580 Project Management 3 Semester Hours**
Managers need to ensure the efficient and effective use of an organization's resources. Many businesses start out with a great idea or an opportunity. As operations ramp up, managers are often left without the knowledge or training for planning and organizing a project and its resources. This course will explore how managers can assure the vision of a project is met while supporting stakeholders and overall objectives through project management principles.

**MBA 590 Special Topics in Business Administration 3 Semester Hours**
This course is designed to develop in-depth knowledge of a contemporary topic of importance for professionals in the field of Business Administration.

**MBA 600 MBA Capstone 3 Semester Hours**
The Experiential capstone will be a student-centered experience that places the learner as the focal point of this course. Learners will apply concepts and experiences from previous classes to design a final project that centers on their future. Each student will be required to reflect on their experiences in the program and then propose and complete a final product for evaluation. The product will combine areas of the students' own interests with research and professional experience. After completing the final assignment, students will engage in a focused reflection on their experience.

**PSM 501 Leadership in Public Safety and Emergency Services 3 Semester Hours**
This course introduces foundational leadership principles tailored to public safety and emergency services. Students will engage in workshops and case studies to develop strategic decision-making and team leadership skills.

**PSM 510 Crisis Communication and Media Strategies 3 Semester Hours**
Students learn the principles of crisis communication, media relations, and public messaging. Role-playing and real-world scenarios emphasize clear and ethical communication in high-pressure situations.

**PSM 520 Disaster and Crime Scene Management 3 Semester Hours**
This course explores best practices in managing large-scale incidents, combining disaster response protocols with crime scene management techniques through experiential exercises.

**PSM 540 Homeland Security, Threat Assessment, and Policy 3 Semester Hours**
Students assess threats related to homeland security, including terrorism and cybercrime. Policy-focused simulations allow students to design and critique security strategies.

**PSM 550 Program Evaluation in Emergency and Public Safety Services 3 Semester Hours**
Students learn methodologies for assessing the effectiveness of programs and policies. This course integrates quantitative and qualitative tools to ensure accountability and improvement in emergency services.

**PSM 560 Ethics and Leadership in Crisis Situations 3 Semester Hours**
Focused on the ethical challenges of crisis leadership, this course uses case studies and role-playing to develop integrity-driven decision-making skills.

**PSM 570 Resilience and Stress Management for First Responders 3 Semester Hours**
Students explore techniques to enhance resilience among emergency personnel. Topics include stress management, mental health strategies, and building supportive organizational cultures.

**PSM 580 Emergency Operations: Tactical and Strategic Approaches 3 Semester Hours**
This course prepares students for managing tactical and strategic operations during emergencies. It

emphasizes collaboration, resource allocation, and decision-making under pressure.

**PSM 600 Reflection and Policy Development 3 Semester Hours**
Students produce a professional policy brief or implementation plan connected to their agency or community and articulate how their leadership approach has evolved across the program.

**PSM 610 Capstone Project in Emergency and Public Safety Services 3 Semester Hours**
Students complete a capstone project addressing a real-world issue in public safety. Projects focus on policy evaluation, program assessment, and leadership strategies, in an on-campus formal presentation.

**PSY 555 Sport Psychology 3 Semester Hours**
Sport psychology is the study of the psychological variables that are associated with participation and performance in sport, exercise, and other types of physical activity. In this course, students will apply psychological knowledge to understand the developmental and social aspects of sports participation, the importance of positive, inclusive coaching practices, and the ways in which psychological skills can be utilized to encourage optimal performance and wellbeing. Prerequisite: Must be enrolled in the Graduate Program OR for undergraduate students, have taken PSY 101, have Senior standing, have a 3.0 GPA or higher, and have obtained permission of Program Coordinator.

**RSM 511 Research Methods I 3 Semester Hours**
This course provides a survey of qualitative, quantitative, and mixed method research designs, including theory; research ethics; sampling; data collection, analysis, and interpretation; and report writing. Students will develop a research question, conduct a literature review, plan an appropriate research design, and write an APA-style research proposal.

**RSM 512 Applied Research Methods 3 Semester Hours**
This course continues to develop students' ability to apply qualitative, quantitative, and/or mixed-methods research designs as appropriate to professional applications of their disciplines. Students will conduct academic research and report their findings as appropriate for their academic disciplines. Prerequisite: RSM 511 Research Methods I.

**SCM 501 Foundations of Strategic Communication 3 Semester Hours**
This course introduces the core principles that shape strategic communication in modern organizations. Students study key communication theories, stakeholder engagement models, and communication planning frameworks. Emphasis is placed the theory and practice of how strategic messaging supports organizational mission, values, and long-term objectives. Students will use analyze case studies across nonprofit, corporate, and public sectors to evaluate effective communication strategies.

**SCM 510 Research Methods for Communication Professionals 3 Semester Hours**
This course develops students' ability to conduct research that informs communication decisions. Students will examine qualitative and quantitative research methods, including survey design, interviews, focus groups, content analysis, and digital analytics. By gathering reliable data, interpreting findings, and translating insights into strategic recommendations - students will design research instruments, collect and analyze real data, and present results to stakeholders. This course prepares communication professionals to use evidence-based reasoning in decision-making and campaign planning.

**SCM 520 Digital Media Strategy and Analytics 3 Semester Hours**
This course examines the strategic role of digital communication in organizational success. Students explore digital platform functions, social media strategy, content planning, SEO and SEM, and paid digital advertising. The class will use industry-standard tools to monitor performance, analyze data, and optimize campaigns. Emphasis is placed on aligning digital initiatives with organizational goals and audience needs.

**SCM 530 Organizational Communication and Leadership 3 Semester Hours**
This course explores the role of communication in leadership, culture building, and organizational performance. Students analyze leadership communication styles, internal communication systems, and best practices for employee engagement. Topics include change communication, communication across

distributed teams, and conflict resolution.

**SCM 540 Media Writing for Strategic Campaigns 3 Semester Hours**
This advanced writing course prepares students to create effective communication materials for a variety of audiences and media platforms. Students write press releases, speeches, executive messaging, feature content, and persuasive copy. Emphasis is placed on clear, purposeful writing that advances strategic objectives and strengthens organizational credibility. The course culminates in a professional writing portfolio that demonstrates readiness for roles requiring high-level written communication.

**SCM 550 Branding and Audience Engagement 3 Semester Hours**
This course examines the principles of building and managing strong organizational brands. Students study brand identity, voice, positioning, and storytelling. Learners develop audience personas, analyze customer journeys, and evaluate engagement strategies across digital and physical touchpoints. The course is focused trust building, loyalty, and long-term audience relationships through purposeful communication. Students will produce a brand strategy including messaging frameworks, audience mapping, and evaluation metrics for measuring brand equity and engagement.

**SCM 560 Public Relations and Crisis Communication 3 Semester Hours**
This course provides advanced training in strategic public relations and crisis communication. Students learn to manage media relationships, develop proactive public messaging, and protect organizational reputation. Topics include issues management, crisis response planning, press briefings, and recovery strategies. Students will participate in simulated crisis scenarios and create communication plans that address high-stakes situations.

**SCM 570 Law, Ethics, and Contemporary Issues in Communication 3 Semester Hours**
This course introduces the legal and ethical considerations that guide strategic communication practice. Students examine regulations related to advertising, privacy, intellectual property, and emerging digital policy. Ethical frameworks are applied to real-world scenarios involving brand messaging, persuasion, and public influence.

**SCM 580 Strategic Campaign Planning and Execution 3 Semester Hours**
This course focuses on the planning and management of integrated communication campaigns. Students practice project planning, budget development, timeline management, and cross- department collaboration. Emphasis is placed on aligning campaign goals with organizational strategy, audience needs, and measurable outcomes. Students will design and execute a full campaign plan for a client or professional scenario, including research, strategy development, execution steps, and performance evaluation. This course builds advanced planning and leadership capabilities for communication professionals.

**SCM 600 Capstone: Strategic Communication Audit 3 Semester Hours**
The capstone course requires students to conduct a comprehensive audit of an organization's communication practices. This course will assess messaging, branding, audience engagement, and internal communication systems, and identify opportunities for improvement. Students will develop strategic recommendations supported by research and best practices. The course culminates in a formal presentation and written report suitable for executive stakeholders. Students also refine portfolio materials that demonstrate mastery of strategic communication competencies.

# FACULTY

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

**Joshua T. Andrews (2024)**
Assistant Professor of Computer Science and Artificial Intelligence Management. Coordinator of the Computer Science Major. Coordinator of the Artificial Intelligence Major. A.A.S., McDowell Technical Community College, B.G.S. East Tennessee State University, M.S. University of North Carolina Greensboro

**Cameron K. Austin (2003)**
Associate Professor of Information Technology and Business and Organizational Leadership. B.A.; M.S., Georgia State University; M.B.A., Louisiana State University

**Seth Barnett (2026)**
Assistant Professor of Business & Organizational Leadership. Business Program Coordinator. B.S., D.B.A., Johnson & Wales University; M.A. American Public University

**Alyse K. Bensel (2018)**
Associate Professor of English. Director of the Looking Glass Rock Writers' Conference. B.S., Washington College; M.F.A., Pennsylvania State University; Ph.D., University of Kansas

**Hernan D. Biava (2017)**
Associate Professor of Chemistry. B.S., Ph.D., National University of Rosario, Argentina

**Hunter Chase Bishop (2025)**
Assistant Professor of Chemistry. B.S., M.S., Western Carolina University

**Andrea M. Boccanfuso (2013)**
Associate Professor of Theatre. Coordinator of the Theatre Major. B.A., The University of West Florida; M.F.A., State University of New York Purchase College

**Mary Louise Bringle (2000)**
Professor of Religious Studies. B.A., Guilford College; Ph.D., Emory University

**Lisa K. Busche (2018)**
Associate Professor of Psychology. Chair of the Division of Social Sciences. General Education Coordinator. B.A., Luther College; M.A., Ph.D., New Mexico State University

**Heather N. Cobb (2024)**
Assistant Professor of Business. B.B.A., M.S.A., Stetson University

**Allison B. Comiskey (2024)**
Assistant Professor of Psychology. Coordinator of the Psychology Major. B.A. Texas Tech University, M.A., Ph.D. Texas Women's University

**Shannon Conner (2026)**
Assistant Professor of Environmental Studies,. B.S., Edinboro University of Pennsylvania; M.S., Washington State University; Ph.D., Clemson University

**Ryan D. DeGarmo (2020)**
Assistant Professor of Outdoor Leadership & Experiential Education. B.S., M.S., Ohio University

**Samuel V. Eastridge (2017)**
Associate Professor of Mathematics. Coordinator of the Mathematics Major. B.S., Presbyterian College; M.S., Ph.D., Virginia Polytechnic Institute and State University

**Charles W. Ecenbarger II (2023)**
Associate Professor of Communication. Coordinator of the Communication Major. B.S., Syracuse University-Syracuse, M.A. Ball State University-Muncie, Ph.D., North Carolina State University-Raleigh

**James C. Everett (2021)**
Assistant Professor of English. Coordinator of the Integrated Studies Major. Interim Director of the Looking Glass Writers' Conference. A.B., Davidson College; M.F.A., Ph.D., University of Mississippi

**Jennifer E. Frick-Ruppert (1997)**
Dalton Professor of Biology and Environmental Science. Vice President of Academic Affairs and Dean of Faculty. B.S., Ph.D., Clemson University

**David A. Gresham (2008)**
Professor of Music. Coordinator of the Music Major. Director of Choral Activities. B.M., Wingate University; M.M., University of Colorado; D.M.A., University of Georgia

**Kathryn B. Gresham (2005)**
Associate Professor of Music. Chair of the Division of Fine Arts. A.B., Stanford University; M.M., Boston University; D.M.A., University of Colorado

**Robert Cole Hairston (2022)**
Assistant Professor of Music. Director of Bands. M.M., University of Wisconsin-Madison; B.A., D.M.A., University of North Carolina-Greensboro

**Kristen D. Hewitt (2016)**
Associate Professor of Exercise Science and Physiology. B.S., Unity College; Ph.D., Springfield College

**Rachel A. Hillyer (2018)**
Associate Professor of Biology. Coordinator of the Biology Major. B.S., Florida Institute of Technology; M.S., Ph.D., Wake Forest University

**Jennifer L. Kafsky (2000)**
Professor of Outdoor Leadership & Experiential Education. Director of the Outdoor Leadership & Experiential Education Major. Director of Teaching and Learning. B.S., M.S., Ohio University; Ph.D., Clemson University

**Sadia Kamal (2026)**
Assistant Professor of Computer Science and Artificial Intelligence Management. B.S. American International University in Bangladesh; Ph.D. Oklahoma State University

**Taewoo Kim (2024)**
Assistant Professor of Health and Physical Education. Coordinator of the Health and Physical Education Major. B.S., Winthrop University; M.Ed., Columbia International University, Ph.D., University of Georgia

**Jordan T. Kuck (2018)**
Associate Professor of History. Director of the Honors Program. Chair of the Division of Humanities. B.A., M.A., University of Nebraska; Ph.D., University of Tennessee-Knoxville

**David C. Lackey (2023)**
Assistant Professor of Outdoor Leadership & Experiential Education. B.A., Brevard College, M.A., Ohio University

**Michael B. Leamy (2023)**
Associate Vice President of Academic Affairs for Online Learning. Associate Professor of

Business. B.S., Bentley University, M.B.A., Nichols College, Ed.D., Breyer State Theology University

**Kyung Hoon "Audie" Lee (2026)**
Assistant Professor of Engineering Science. B.S. Tech University of Korea; M.S. and Ph.D. University of Southern California

**Kyle Van Lusk (2005)**
Professor of Art. A.F.A., Brevard College, B.F.A., M.F.A., East Carolina University

**Sarah A. Maveety (2017)**
Associate Professor of Biology. Chair of the Division of Science and Mathematics. B.S., Ph.D., Wake Forest University

**Erin McCleave (2026)**
Assistant Professor of Business & Organizational Leadership. B.S., M.B.A., Rensselaer Polytechnic Institute; Ph.D., Capella University

**Kenneth W. McLeskey (2018)**
Associate Professor of Art. Coordinator of the Art Major. B.F.A., Atlanta College of Art; M.F.A., University of Georgia

**Adam W. Mills (2019)**
Assistant Professor of English. B.A., M.A., Missouri State University; M.F.A., University of Southern Maine; Ph.D., University of Kansas

**Michael J. Moreschi (2020)**
Assistant Professor of Criminal Justice. B.S., Rollins College; M.S., University of Central Florida

**Courtney J. Morgan (2023)**
Assistant Professor of Elementary Education. B.A., Furman University; M.A., George Mason University

**Amanda Musick (2026)**
Assistant Professor of Art. B.F.A., East Tennessee State University; M.F.A., Clemson University

**Travis "Rocky" Nation (2023)**
Associate Professor of Biology. Coordinator of the Health Science Major. B.S., Furman University, M.Ed., Converse College, Ph.D., Clemson University

**John B. Padgett (2004)**
Associate Professor of English. Coordinator of the English Major. B.A., M.A., Clemson University; Ph.D., University of Mississippi

**Aniruddha Pan (2023)**
Assistant Professor of Physics. Coordinator of Physics Major. B.S., University of Calcutta, M.S., Indian Institute of Technology-Guwahati; Ph.D., Clemson University

**Kevin C. Phillips (2019)**
Associate Professor of Exercise Science. Coordinator of the Exercise Science Major. B.S., Marywood University; M.S., Northern Michigan University; Ph.D., Michigan Technological University

**Robin L. Pulliam (2019)**
Associate Professor of Chemistry and Physical Science. Coordinator of the Chemistry Major. B.S., Radford University; Ph.D., University of Arizona

**Kathryn E. Rasmussen (2007)**
Professor of Mathematics. B.S., Siena College; M.S., Ph.D., Rensselaer Polytechnic Institute

**Vance M. Reese (2017)**
Associate Professor of Music. Coordinator of Piano Proficiency. B.M., Southern Methodist University; M.M., Scarritt College; D.M., Indiana University

**Kyle Rochau (2024)**
Assistant Professor of Exercise Science. B.A., Carthage College; M.S., East Tennessee State University, Ed.D., West Virginia University

**McKenzie Sheets (2026)**
Assistant Professor of Psychology. B.S. University of Virginia's College at Wise; M.A. and Ph.D., University of Tennessee, Knoxville

**Austin M. Souto (2023)**
Assistant Professor of Outdoor Leadership & Experiential Education. B.A., M.A., Wheaton College, Ph.D., Clemson University

**Samuel Taylor (2025)**
Assistant Professor of Communication. B.A., M.S., Radford University, Ph.D., Ohio University

**Abbey D. Toot (2021)**
Assistant Professor of Theatre. B.S., University of Evansville; M.F.A., University of California, Irvine

**Daniel H. Toot (2022)**
Assistant Professor of Theatre. B.F.A., University of Hartford; M.F.A., University of North Carolina-Chapel Hill

**Jessica M. Tucker (2016)**
Assistant Professor of Teacher Education. Director of Teacher Education Program. B.A., Brevard College; M.A., Western Carolina University; ABD, Gardner-Webb University.

**Erasme Uyizeye (2023)**
Assistant Professor of Environmental Studies. Coordinator of the Environmental Studies Major. B.S., National University of Rwanda, M.S., University of Rwanda, Ph.D., Antioch University-New England

**Laura M. Walker-Andrews (2023)**
Assistant Professor of Organizational Leadership. Coordinator of the Organizational Leadership Major. B.A., University of Tennessee, M.A., Eastern Tennessee State University, Ed.D., Northeastern University

**Charles K. Wallis (2006)**
Associate Professor of Mathematics. B.S., North Carolina State University; M.S., Ph.D., Clemson University

**Abby E. Whitaker (2024)**
Assistant Professor of History. Coodinator of the History Major. Director of Brevard Career Advantage. B.A. University of Florida, Ph.D., Temple University

**Stacy B. Workman (2022)**
Associate Professor of Criminal Justice. Coordinator of the Criminal Justice Major. B.A.S., Lees -McRae College; M.J.A., Methodist University; Ph.D., Walden University

# FACULTY EMERITI

**Andrew Baker (2008-2018)**
Assistant Professor of Business and Organizational Leadership. B.A., Dartmouth College; M.B.A., University of Chicago

**Robert A. Bauslaugh (1998-2018)**
Professor of Ancient History and Classics. Dean of Faculty. B.A., University of California, Riverside; M.A., Ph.D., University of California, Berkeley; postgraduate Society of Fellows, Columbia University

**Thomas J. Bell (1996-2022)**
Associate Professor of Religion. Chair of the Division of Humanities. Coordinator of thePhilosophy and Religion Major. B.M., University of Georgia; M.A., University of North Carolina–Chapel Hill; M.T.S., Duke University Divinity School; Ph.D., Emory University

**B. Barbara Boerner (1998-2018)**
Professor of Business and Organizational Leadership. Chair of the Division of Social Science. B.A., University of North Carolina–Greensboro; M.Ed., The American University; M.B.A., Loyola University; Klingenstein Fellow, Columbia University; D.B.A., Argosy University

**Margaret L. Brown (1996-2024)**
Professor of History. Coordinator of the History Major. B.S., University of Minnesota; M.A., Ph.D., University of Kentucky

**Anita M. Bryant (1988-2014)**
Associate Professor of Chemistry. B.S., North Carolina State University; M.S., Western Carolina University

**John F. Buford (2009-2020)**
Associate Professor of Wilderness Leadership & Experiential Education. Coordinator of the Wilderness Leadership & Experiential Education Major. B.S., Southern Illinois University; M.S., Marine Corps University; Ph.D., Capella University

**Betsy D. Burrows (1992-2026)**
Professor of Teacher Education. Director of Teacher Education Program. B.A., Wake Forest University; M.A., University of North Carolina–Chapel Hill; Ed.D., Western Carolina University

**William B. Byers (1986-2018)**
Professor of Art. B.A., Atlantic Christian College; M.F.A. and postgraduate study, East Carolina University

**Clyde W. Carter (1989-2020)**
Associate Professor of Wilderness Leadership & Experiential Education. A.S., Montreat College; B.A., Clemson University; M.S., Mankato State University

**Robert J. Cabin (2005-2023)**
Professor of Ecology and Environmental Studies. Coordinator of the Environmental Studies Major. B.A., Marlboro College; Ph.D., University of New Mexico

**Michael W. Castelaz (2014-2022)**
Professor of Physics. Coordinator of the Applied Physics Major. B.S., University of Wisconsin; M.S., Central Michigan University; Ph.D., University of Wyoming

**Kenneth D. Chamlee (1978-2018)**
Iva Buch Seese Distinguished Professor of English. Former Director of the Looking Glass Rock Writers' Conference. B.A., Mars Hill College; M.A., Colorado State University; Ph.D., University of North Carolina–Greensboro

**Patricia L. Clow (2003-2010)**
Professor and Director of Teacher Education. B.S. Ed., University of Wisconsin-LaCrosse; M.S., Winona State University; Ph.D., University of Wisconsin-Madison

**Kenneth M. Duke (1997-2014)**
Dalton Professor of Environmental Studies and Ecology. Chair of the Division of Science and Mathematics. Coordinator of the Environmental Science, General Science Studies Major. B.S., M.S., Brigham Young University; Ph.D., University of Georgia

**Robert W. Dye (1999-2023)**
Associate Professor of Wilderness Leadership & Experiential Education. First Year Experience Coordinator. B.S., Western Carolina University; M.A., Radford 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

**Helen C. Gift (1997-2014)**
Ruth Stafford Conabeer Distinguished Service Professor of Sociology and Organizational Systems. Chair of the Division of Social Sciences. Coordinator of Academic Advising. B.A., M.A., Ph.D., Emory University

**Ralph A. Hamlett (1999-2019)**
Associate Professor of Political Communications. B.A., Western Carolina University; M.A., University of North Carolina–Greensboro; Ph.D., Louisiana State University

**J. Belton Hammond (1980)**
Associate Professor of English. B.A., Presbyterian College; M.A., Clemson University

**Judy P. Hoxit (1987-2017)**
Associate Professor of Foreign Language. B.S., East Carolina University; M.Ed., University of North Carolina–Greensboro; M.F.A., Southern Methodist University; M.Ed., University North Carolina-Greensboro

**Donnald H. Lander (1979-2007)**
Associate Professor of Mathematics. B.S., M.S., Florida State University; D.A., Idaho State University

**Stephen J. Martin (1988-2013)**
Assistant Professor of Psychology. A.B.J., University of Georgia; M.S.W., University of North Carolina-Chapel Hill; doctoral study, North Central University

**Michael M. McCabe (1982-2014)**
Director of the Library. B.S., Edinboro University of Pennsylvania; M.A., East Tennessee State University; M.L.I.S., University of South Carolina

**Laura P. Johnson (1976-2017)**
Professor of Music. Chair of the Division of Fine Arts. B.M., Converse College; M.A., Columbia University; Ph.D., Florida State University; postgraduate study, Goethe Institute, Salzburg; Zertificat Deutsche als Fremdsprache

**Marie F. Jones (2014-2026)**
Professor of Business and Organizational Leadership. Coordinator of the Business and Organizational Leadership Major. B.A., Capital University, M.L.S., Kent State University, Ed.D., East Tennessee State 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

**Danny S. Moore (2003-2018)**
Associate Professor of Psychology. B.A., University of North Carolina–Asheville; M.A., Ph.D., University of Tennessee

**M. Jo Pumphrey (1987-2018)**
Professor of Art. B.S., Florida State University; M.F.A., East Carolina University

**H. Larimore Ragsdale (1995-2005)**
Dalton Professor of Environmental Studies. Chair of the Division of Environmental Studies, Mathematics, and Natural Sciences. B.A., Emory University; M.S., Ph.D., University of Tennessee–Knoxville

**R. Scott Sheffield (1993-2023)**
Professor of History. Dean of Faculty. B.A., Emory University; M.A., Georgia State University; Ph.D., University of Florida

**Laura L. Vance (2018-2025)**
Professor of Sociology. Chair of the Division of Social Science. B.A., M.A., Western Washington University; Ph.D., Simon Fraser University

**C. Clarke Wellborn (1976-2017)**
Edwin L. Schmidt Distinguished Service Professor of Physics and Mathematics. B.S., Ph.D., Tulane University

**G. Larry Whatley (1963-2000)**
Iva Buch Seese Distinguished Service Professor of Music Theory. B.M., M.M., University of Alabama; Ph.D., Indiana University

**Mary Kay White (2000-2019)**
Associate Professor of Exercise Science and Physiology. Director of the Fitness Appraisal Lab. Coordinator of the Exercise Science Major. A.B., Fairmont State College; M.S., Ed.D., West Virginia University

**Norman L. Witek (1967-2015)**
Professor of Health and Exercise Science. B.S., M.S., University of Tennessee

**A. Preston Woodruff (1973-2006)**
Robert Wesley Pickens Professor of Religion. B.A., Georgia State University; M. Div., Candler School of Theology, Emory University; M.L.A., University of North Carolina-Asheville; postgraduate study, Oxford University, England.

# ADMINISTRATION

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

## OFFICE of the PRESIDENT

**Bradley J Andrews,** President (2022), B.A., University of Missouri-Columbia; M.Ed., Drake University; Ph.D., University of Wisconsin-Madison

**Summer Shuford,** Executive Assistant to the President (2025); B.S., UNC -Charlotte

**Michael Cohen,** Associate Vice President for Strategic Planning, Information, and Analysis (2012), B.A., Brevard College; J.D., University of California, Berkeley, School of Law

### Office of Communications

**Phil de Montmollin,** Senior Director of Public Relations (2018), B.A., University of Florida; M.S., St. Thomas University

**Alecia Janeiro,** Director of Digital Marketing and Communications (2024), B.A., University of Pennsylvania

## OFFICE of ACADEMIC AFFAIRS

**Jennifer E. Frick-Ruppert,** Vice President of Academic Affairs and Dean of Faculty, Dalton Professor of Biology and Environmental Science (1997), B.S., Ph.D., Clemson University

**Michael B. Leamy,** Associate Vice President of Academic Affairs for Online Learning, Associate Professor of Business (2023), B.S., Bentley University; M.B.A., Nichols College; Ed.D., Breyer State Theology University

### Academic Support Personnel

**Elizabeth Banks**, Administrative Assistant to the Division of Science and Mathematics (1999), A.S., Brevard College; B.S., Northland College

**Neal Beam**, Logistics Manager for OLEE (2024), B.A., Brevard College

**James Brooks**, Educational Technology Specialist (2018), B.A., Arizona State University; M.Ed., Grand Canyon University

**Jordan Cabe**, Administrative Assistant to the Division of Humanities (2024), B.S., M.A. Western Carolina University

**Rebecca Farr**, Administrative Coordinator for the Division of Fine Arts (2024), B.S., Colby Sawyer College

**Jennifer Kafsky**, Director of Teaching and Learning (2000), B.S., M.S., Ohio University, Ph.D., Clemson University

**Steven Kramer**, Academic Affairs Administrative, Faculty, and Student Support Specialist (2025), B.S., College of Charleston, M.A., University of North Carolina - Chapel Hill

**Valerie Ruppert**, Student Accessibility and Disability Services Specialist (2024), B.S., University of North Carolina-Chapel Hill

**Logan Taylor**, Technical Director, Fine Arts (2026), B.A., Brevard College

**Nathan Tingler**, Percussion Instructor/Drumline Director (2019), B.M., M.M., D.M.A., University of Georgia

### Library

**Melodie Farnham**, Library Director (2013), B.A., University of North Carolina–Charlotte M.L.I.S., University of North Carolina–Greensboro

**William "Chilly" Heinz,** Information Services Librarian (2015), B.A., Appalachian State University; M.L.I.S., University of Iowa

**August Nye**, Library Assistant (2019), B.A., Berea College; M.S.I.S., University of Tennessee

**Scarlett Rogers,** Night Manager (2019) B.A., Brevard College, M.L.I.S., University of North Carolina - Greensboro

### Registrar

**Quintin Overocker,** Registrar (2021), B.S., Western Illinois University; M.S., University of Tennessee

**Cindy Bryson**, Registration Operations Specialist (2010), A. of M., Ministry International

Institute
**Sydney Folger**, Registrar Services Assistant (2016), A.S., Lees-McRae College; B.S., University of North-Carolina Greensboro

## DIVISION OF CAMPUS LIFE

**Debbie D'Anna,** Vice President for Campus Life and Dean for Students (2012) B.A., Berea College; M.A., Eastern Kentucky University; Ph.D, Capella University
**Shirley E. Arnold**, Associate Dean for Accessibility and Disability (2005), B.A., Centenary College of Louisiana; M.Ed., University of Phoenix
**Be Brown**, Director of Counseling Services (2025), B.S., Thomas Jefferson University; M.S., Western Carolina University
**Christie Cauble,** Director of Community Living/Housing (2020), B.A., Brevard College
**Sharad Creasman,** Campus Minister (2017), B.A., Brevard College; M.Div., Morehouse School of Religion; Th.M., Emory University; Ph.D., Clemson University
**Rachael Duvall,** Director of Student Engagement and Leadership (2023), B.A., Brevard College; M.S., Strayer University
**Kevin George,** Counselor (2019), B.A., Brevard College; M.A., University of Tennessee
**Cassidy Hutto**, BC Outfitters Manager (2025), B.A., Brevard College
**Nacole Potts**, Associate Dean for Students for Career Development (2006), B.A., Lindsey Wilson College; M.Ed., Lindsey Wilson College

### Security and Campus Services

**Emily White,** Director of Security (2021), B.A., M.S., Brevard College
**Rusty Compton**, Campus Security Officer (2024)
**Casey Eubanks,** Campus Security Officer (2015)
**KateLynn Olive,** Campus Security Officer (2023)
**Taylor White**, Campus Security Officer (2023)

### Mail Services

**Ann Garren,** College Postmaster (2008) B.A., Brevard College

## DIVISION FOR STUDENT SUCCESS

**Angela Pellerin,** Vice President for Student Success (2026) M.S., LSU Shreveport; M.A., San Diego State University; B.A., Louisiana State University
**Scott Douglas,** First Year Advisor/FYE Instructor (2023), B.A., Brevard College
**Gabriella Galvan,** First Year Advisor/FYE Instructor (2024), B.S., Brevard College
**Cagney Guest,** First Year Advisor/FYE Instructor (2024), B.A., M.S., Western Carolina University
**Deana Hall,** First Year Advisor/FYE Instructor (2026), B.S., Brevard College
**Angela Mascaro,** Director of Academic Coaching (2016), B.S., Lee University; M.A., Georgia Southern
**Andrew Poole,** First Year Advisor/FYE Instructor (2024), B.A., Averett University; M.A., Western Carolina University; M.Ed., University of North Carolina Greensboro

## OFFICE of ADMISSIONS AND FINANCIAL AID

**R. Chad Holt,** Vice President of Admissions and Financial Aid (2012), B.A., Carson-Newman College; M.A.R., Gordon-Conwell Theological Seminary; Ph.D., East Carolina University
**David Volrath,** Assistant Vice President of Admissions & Financial Aid (2009), B.A., Brevard College; M.B.A., Western Carolina University

### Admissions

**Katie Chambers**, Director of Admissions & Financial Aid (2022), B.A., Loras College; M.S., Misericordia University
**Brandon Crawford,** Admissions Counselor (2025), B.A., Brevard College
**Obadiah Grimes,** Admissions Counselor (2026), B.A., Brevard College
**Tiffin Jacobs**, Assistant Director of Campus Visit Experiences (2026), B.A., Brevard College
**Cindy C. McCall,** Data Manager (1998)
**Sabrina Ortiz**, Admissions Counselor (2026), B.A., Brevard College

**Josh Romero**, Director of Admissions & Financial Aid (2024), B.A., M.B.A., Brevard College
**Bailey Varley**, Assistant Director of Data Management (2024), B.A., Brevard College

### Financial Aid

**Lynn Goldenne,** Financial Aid Counselor (2022), M.S., Keller Graduate School of Management; B.A., North Central College
**Jeff McCants,** Assistant Director of Financial Aid (2022), B.S., Winston-Salem State University, M.B.A, Brevard College
**Jernail Radford,** Director of Financial Aid (2020), B.S., Seton Hall University; M.S., Virginia State University

## OFFICE OF FINANCE & OPERATIONS

**Juan Mascaro,** Executive Vice President for Finance and Operations, CFO, Women's Soccer Technical Director (2007), B.S., MAAE University of Central Florida

### Department of Intercollegiate Athletics

**Myranda Crews,** Associate Vice President for Athletics (2018), B.S., M.B.A., Western Carolina University; Ph.D., Anderson University
**Kyle Bennet**, Assistant Men's Soccer Coach (2025), B.S., University of Rio Grande
**Lee Burgess,** Asst. AD/Head Men's Basketball Coach (2012), B.S., Samford University; M.S., Jacksonville St. University
**Javian Byrd**, Assistant Football Coach (2025), B.A., Chadron State College
**Michael Cabrie**, Head Athletic Trainer (2024), B.S., University of Northern Colorado
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**Zach Dysert**, Associate Head Football Coach (2025), B.S., The University of Miami at Ohio
**Kayla Fear**, Assistant Atletic Trainer (2026), B.S., Florida Southern College; M.S., Olivet Nazarene University
**Eric Friedt,** Assistant Volleyball Coach (2024), B.S. The University of Akron
**Terrance Gant,** Football Futures Head Coach/Community Outreach/Linebackers (2025)
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**Matthew Jelley**, Director of Track & Field and Cross Country (2026), A.A., Ocean County College; B.S.,Clemson University
**Bill Khayat,** Head Football Coach (2016), B.S., Duke University
**McKenna Kincaid**, Head Women's Lacrosse Coach (2026), B.A,. Notre Dame College; MBA, Saint Leo University
**Kayla Landman,** Assistant Women's Soccer Coach (2024), B.A. Morehead State University
**Brittany Lawson**, Assistant Women's Basketball Coach (2024), B.S., Cumberland University
**Chance Lee-Parker**, Assistant Football Coach (2025), B.S., Brevard College
**Everett Lindsay,** Assistant Head Football Coach (2017), B.S., University of Mississippi

**Meghan Martinez**, Assistant Athletic Trainer (2025), B.S., M.S., Appalachian State University
**Joseph Marvin,** Sports Information Director (2018), B.S., Western Carolina University
**Juan C. Mascaro Jr.**, Head Women's Soccer Coach (2018), B.A., Brevard College; M.S., Georgia Southern University
**Juwan Owens**, Assistant Football Coach (2025), B.S., Limestone College; M.S., Southern Nazarene University
**Abbie Parde,** Head Volleyball Coach (2022), B.S., University of Nebraska-Lincoln; M.Ed., Nebraska Wesleyan University
**Brad Perley,** Head Cycling Coach (2012), B.S., Lees-McRae College
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**Rodney Robinson**, Assistant Men's Basketball Coach (2026), B.S., Saint Leo University; MBA, Southeastern University
**Kristin Rosato,** Associate AD/SWA (2014), B.S., University of Montevallo; M.S. Western Carolina University
**Bre Shearin,** Head Softball Coach (2020), B.A., Columbia College
**Zane Smith**, Assistant Football Coach (2025), B.S. Stetson University
**Chris Symington,** Assistant Football Coach (2022), B.A., University of Colorado - Boulder
**Scott Tucker**, Director of Women's Lacrosse (2026), B.S. Oswego State University
**Brandon Unangst,** Associate Head Football Coach (2023), B.A. Brevard College
**Steven Victoriano**, Assistant Football Coach (2025), B.S. Brevard College
**Shannon Washington**, Head Dance Coach (2026), B.A., Pomona College-Claremont
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**Taylor White**, Assistant Softball Coach (2022), B.S., Brevard College
**Ryan Wilkes**, Director of Broadcasting & Media Relations (2025), B.A., Virginia Tech University; M.B.A., Carson-Newman University
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**Brenner Woodcock,** Assistant Men's Lacrosse Coach (2022), B.A. Averett University

**Facilities**

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**Zachary Bland,** Groundskeeper (2021)
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**Regeina Wells,** Housekeeper (2014)
**Samuel White,** Maintenance (2026)

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**Lisa Arnett,** Staff Accountant (2021), A.S., Technical College of the Lowcountry

**Isiais Maldonado-Figueroa**, Cashier and Accounts Receivable Specialist (2025), B.A., Brevard College

**Karen Mosteller,** Student Accounts Manager (2019), B.A., Brevard College

**Betsy Owen**, Staff Accountant (2018) A.A., Bryan & Stratton

### Human Resources

**Ondrea Dory**, Director of Human Resources (2025), B.A., Iowa State University

**Olivia Guillermo**, Operations and Payroll Specialist (2026), B.A., Brevard College

### Information Technology

**Don Bivens,** Director of Information Technology (2025)

**David Albrecht,** Assistant Director of Information Technology/Senior Database Administrator (2020), B.A., Western Governors University, MS-DA, Western Governors University

**Ariel Rich,** Systems Administrator (2022)

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**Megan Farr**, Director of Development (2019), B.A., Brevard College; M.B.A., Western Carolina University

**Rebecca Cox Gill,** Manager of Donor Records (2007), B.A., Brevard College

**Josie Hester**, Coordinator of Leadership Giving and Alumni Engagement (2026), B.A., Brevard College

**Dorothy Knowles,** Development Specialist/Executive Assistant (2019), Bachelor of Music, Bowling Green State University; Graduate Studies in Music Education, Bowling Green State University

**Cheryl Tinsley McGaha,** Office Manager and Development Assistant (2004), A.A., Brevard College; B.A., University of North Carolina - Chapel Hill

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# KEY OFFICE CONTACTS

Brevard College Telephone Numbers and Email Addresses
Brevard College Receptionist (828) 641.0641

Academic Affairs..... 828.641.0350
Admissions .....828.641.0641
admissions@brevard.edu
Alumni Affairs.....828.641.0100
and Development
Athletics .....828.641.0347
BC Outfitters ..... 828.641.0184
Business & Finance Office....828.641.0275
business@brevard.edu
Campus Life, Division of..... 828.641.0820
Campus Security Office..... 828.641.0177
Career Development..... 828.641.0325
Central Scheduling .....828.641.0377
College Minister.....828.641.0142
Dining Services ..... 828.641.0835
Emergency.....828.577.9590

Facilities ..... 828.641.0332
Housing..... 828.641.0493
Human Resources..... 828.641.0360
Information Technology..... 828.641.0555
Library..... 828.641.0114
library@brevard.edu
Office of Communications....828.641.0145
news@brevard.edu
Payroll and Operations..... 828.641.0360
President's Office ..... 828.641.0826
Registrar's Office..... 828.641.0920
registrar@brevard.edu
Student Accessibility..... ....828.641.0653
and Disability Services
Student Accounts..... 828.641.0275
studentaccounts@brevard.edu
Student Success & Advising...828.641.0513

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