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*A Four-Year College For Hearts and Minds as Large as the Mountains*

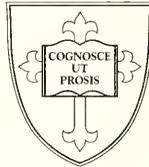
# BREVARD COLLEGE

## CATALOG 2000–2001

# THE BREVARD COLLEGE CATALOG

2000–2001

*This catalog is designed to assist prospective students, parents, and high school counselors, as well as the faculty, staff, alumni, and friends of the College. It portrays the College in all its complexity—its essential purpose and its history, its individual faculty members and the classes they teach, its leadership opportunities and recreational programs, its campus facilities and its surrounding communities, its traditions and regulations, and the financial aid and work 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, age disability, or veteran's status and prohibits such discrimination by its students, faculty, and staff. Students, faculty, and staff are assured of participation in college programs and in use of facilities without such discrimination. The College also complies with all applicable federal and North Carolina statutes and regulations prohibiting unlawful discrimination. All members of the student body, faculty, and staff are expected to assist in making this policy valid in fact.

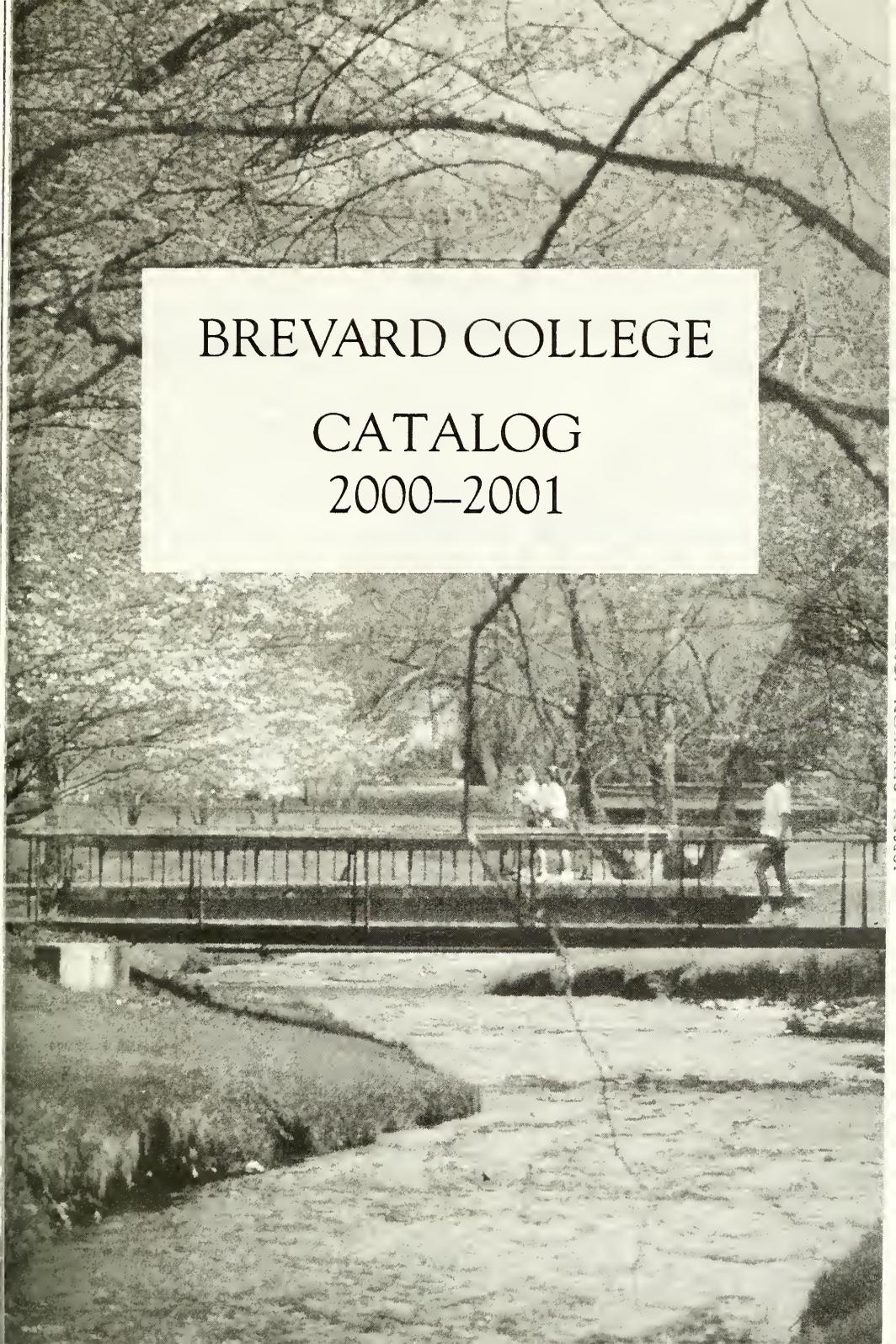
## NOTICE: INFORMATION IS SUBJECT TO REVISION

Information in this catalog is current through May 2001. 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 information regarding admissions requirements, courses and degree requirements, tuition, fees, and the general rules and regulations of the College for the years stated as accurately as possible. This does not, however, preclude the possibility of changes taking place during the academic years 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 Media & Publications at Brevard College, 400 North Broad Street, Brevard, NC 28712.

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BREVARD COLLEGE

CATALOG  
2000–2001



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# WELCOME TO BREVARD COLLEGE

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Brevard College offers small classes, personal attention from teachers, and unsurpassed opportunities for personal growth and leadership. These are the traditional marks of liberal arts colleges. They have the mission to provide students with a broad understanding of historical and cultural forces that have shaped our world and to motivate students to continue learning and growing throughout their lives.

*What distinguishes Brevard College from other strong liberal arts colleges?*

***Our mountain environment.*** The Brevard College experience is indelibly influenced by its natural setting. The mountains, forests, and rivers give us our finest classrooms, the site of our field studies, as well as our fun. Every day, our mountain setting influences our curriculum through the majors in environmental studies, ecology, and wilderness leadership; it expands and lifts our choices of recreation and athletic activities, our spirits, and our sense of community. The Great Smoky Mountains National Park, Pisgah National Forest, the Cradle of Forestry in America National Historic Site, the Shining Rock and Middle Prong Wilderness Areas, the North Carolina Arboretum, several of the nation's premier whitewater rivers, waterfalls galore, the finest climbing rocks in the eastern United States—these comprise an immensely diverse ecosystem and an unsurpassed venue for exploration, education, and recreation.

***Our commitment to teaching.*** Our faculty members extend themselves, first and foremost, as teachers devoted to providing a solid higher educational experience. For many years, Brevard College excelled as a selective two-year college, giving students the foundation to be successful at senior colleges and universities. Now, in today's strong four-year college, our finest professors remain dedicated to nurturing our freshmen and sophomores as well as mentoring our juniors and seniors. Though our admissions standards are increasingly stringent, we continue to accept some students with less than excellent academic records or weak financial support who demonstrate a high motivation to succeed in college. We have designed our financial aid and work-study programs to open up opportunities to these hard-working students.

***Our traditional excellence in the fine arts.*** Few places provide as broad an array of cultural opportunities as Brevard and nearby Asheville. The fine arts faculty and facilities at Brevard College have long been renowned for their high quality and are complemented by the famed resources of the Brevard Music Center. The College's Core Curriculum, enhanced by numerous performances and exhibitions throughout the year, engages every student in experiencing and understanding some of the greatest creations of the human spirit.

*Our identity as a Christian college.* As an institution of the United Methodist Church, Brevard College works to build character and encourage spiritual wholeness in students. These values inform our curriculum, our chaplaincy program, our residential and counseling programs, our wide array of student activities, and the spirit in which we treat one another in the campus community. We have long welcomed students from a variety of religious traditions and from nations around the world.

The people of Brevard College have chosen to pursue their study, their work, and their lives in one of America's loveliest locations. They search for and often find here a certain balance in their lives—between noise and quietness, between work and recreation, between the exhilaration of outdoor activity and the quieter satisfactions that stem from intellectual rigor and self-discipline, between the electronic wizardry of the Internet and MTV and the infinitely greater complexity of the natural environment surrounding us here.

We welcome you to this uniquely beautiful and dynamic community of learning—  
*for hearts and minds as large as the mountains.*



## FACTS ABOUT THE COLLEGE

<b>Date Founded</b>	1853. Oldest college or university in the mountains of North Carolina.
<b>Type of College</b>	Four-year private, coeducational, liberal arts college; affiliated with the Western North Carolina Conference of The United Methodist Church.
<b>Calendar</b>	3 semesters—fall, spring, summer.
<b>Campus &amp; Location</b>	120-acre campus within the City of Brevard, North Carolina; close to the Pisgah National Forest, Blue Ridge Parkway, the Great Smoky Mountains National Park, the city of Asheville, the Asheville Regional Airport, and the Greenville-Spartanburg Airport.
<b>Degree Programs</b>	Bachelor of Arts, Associate in Arts, Associate in Science, Associate in Fine Arts.
<b>Fields of Study</b>	Art (Allied Arts); Business (Organizational Leadership); Ecology; (Premedicine); English (Literary Study, Creative Writing, Environmental Journalism, Prelaw); Environmental Studies; Exercise Science (Exercise Gerontology and Allied Medical Fields, Fitness Leadership, Teaching/Coaching); History (Modern American History, Southern History, 20th-Century Europe, Music History, Environmental History, Prelaw); Integrated Studies; Mathematics (Computer Science); Music (Art, Composition, Conducting, Jazz Studies, Sacred Music, Theater Studies, Theory/History, Performance); Organizational Leadership (General, Applied, Small Business) Wilderness Leadership and Experiential Education.
<b>Special Programs, Opportunities</b>	Study abroad (Westminster College, Oxford, England; Ivan Javakhishvili State University of Tbilisi and the Georgian State Mountain Guide School in the Caucasus Mountains in the Republic of Georgia; Asociacion del Centro Educativo Latinamericano); Center for Service Learning; internships; experiential studies (Pisgah National Forest, Great Smoky Mountains National Park, Cradle of Forestry, regional museums, area orchestras); immersion semesters in interdisciplinary and environmental studies, including the Voice of the Rivers Expeditions; the

	School for Wilderness Education; Intensive English Institute; Institute for Sacred Music; Appalachian Center for Environmental Solutions; Center for Transformational Leadership,
<b>Faculty</b>	65 full time; 42 adjunct.
<b>Student-Faculty Ratio</b>	8:1
<b>Student Body</b>	700 students from 18 states and 17 foreign countries.
<b>Library</b>	<p>49,000 volumes; 225 periodicals; 2,900 microforms; 2,800 audiovisual materials including compact discs and videos; immediate access to over 321,000 books and over 3,300 periodicals through the Mountain College Library Network; additional links to other libraries, Internet exploration, journals, and newspapers online; and regional, state, and government sites are available through the library's Web page.</p> <p>Internet-accessible databases containing indexes, abstracts, and thousands of full-text resources include: <i>Art Index</i>, <i>Britannica Online</i>, <i>EbscoHost</i>, <i>Grove Dictionary of Art Online</i>, <i>International Index to Music Periodicals</i>, <i>The New York Times</i>, <i>ProQuest Direct</i>, and <i>SIRS Researcher</i>; the resources of North Carolina Libraries for Virtual Education (NC LIVE ) are available campus-wide; other affiliations include the North Carolina Association of Independent Colleges and Universities, Southeastern Library Network (SOLINET), and the Online Computer Library Center (OCLC).</p>
<b>Financial Aid</b>	84 percent of students received financial aid (based on need and/or merit).
<b>Residence Halls</b>	13 options, including new apartment-style residential village for selected sophomores, juniors, and seniors.
<b>Information Technology</b>	All academic buildings and residence halls are connected to the campus high-speed fiber-optic network. Most residence hall rooms are wired to provide students with access to the campus network and Internet resources. The campus network consists of 12 network servers, 1 HP 9000, student labs (81 PCs), library (8 PCs), faculty and staff (194 PCs).

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# HISTORY, MISSION, & PHILOSOPHY

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Inspired by its setting among the world's oldest mountains and founded upon the principles of the Christian faith, Brevard College has the purpose of educating students in the tradition of the liberal arts and in the spirit of love and service. Our faculty and staff, our academic and co-curricular programs, our financial resources and support services are alike devoted to providing an educational climate that fosters respect for learning and beauty, creativity and hard work, tolerance and personal integrity, intellect and love of knowledge, vigorous activity and spiritual reflection.

At the heart of this mission lies a simple covenant:

*We expect all members of the College—students, faculty, and staff—to commit their hearts and minds to our community of learning, to pursue truth with humility, to become wise stewards of the earth, and to live responsibly before God and their fellows.*

To accomplish this mission, we have gathered a faculty and staff notable for the quality of their academic preparation, their character, and their love of teaching.

At Brevard College, we seek to nurture in our students the intellectual and spiritual resources that will enable them to be lifelong learners who can adapt to the variety of vocational and personal challenges that will come their way in the 21st century.

We continue to believe that the most valuable contribution we can make to our students is to provide them with a strong, broad base in the liberal arts and sciences, as well as a rich variety of , opportunities outside the classroom for learning and service.

Brevard College offers innovative, interdisciplinary bachelor of arts degrees in art; business (organizational leadership); ecology; English; environmental studies; exercise science; history; integrated studies; mathematics; music; organizational leadership (business); physics, philosophy, and religion (under review); and, wilderness leadership and experiential education. The College also has associate degrees in fine arts and science. Our finest professors are as devoted to the teaching of freshmen and sophomores as to the mentoring of juniors and seniors.

As a result of this commitment, the College has always attracted and welcomed both highly motivated students who are already prepared to learn and other, less prepared students who need personal help from faculty and staff in order to adjust to a rigorous academic program. Though the great majority of our residential students are of traditional college age, we also offer varied continuing education programs for lifelong learners as well as intensive

summer programs for talented high school students in fine arts, music, languages, environmental studies, wilderness education, and athletics. The College provides numerous need-based scholarships and work-study opportunities, as well as generous merit scholarships through the Brevard Scholars Program. Brevard College and Duke University are the only institutions authorized to grant prestigious Angier B. Duke Scholarships.

The core liberal arts curriculum of the College requires each student to build up a strong base in languages and literature, religion, humanities, mathematics and analytical reasoning, history, natural and social sciences, fine arts, and environmental studies, together with exposure to several other cultures and a significant investment in volunteer work in the community. The curriculum utilizes classroom work, tutorials, library and laboratory research, and field studies in Pisgah National Forest, Davidson and French Broad River ecosystems, Great Smoky Mountains National Park, and the Cradle of Forestry in America National Historic Site. The College has pioneered a variety of intensive "immersion" experiences, ranging from semester-long wilderness immersions and the Voice of the Rivers expeditions, to semester-long cultural immersions abroad and mission work trips to Bolivia and Zimbabwe. Our programs in music and art afford talented students excellent educational and performance opportunities at the College as well as in such off-campus settings as the Brevard Music Center, the Brevard Chamber Orchestra, and the Asheville Art Museum.

Believing that valuable peer education takes place outside the classroom and laboratory, the College sponsors international academic programs, numerous student organizations, and recreational activities. Brevard College maintains student exchange agreements with Westminster College in Oxford, England; the Ivan Javakhishvili State University of Tbilisi; the Georgian State Mountain Guide School in the Republic of Georgia; and the Asociacion del Centro Educativo Latinamericano in Rosario, Argentina. We seek to balance our nationally competitive athletic programs with a wide range of intramural activities and outdoor leadership opportunities through our School for Wilderness Education.

Brevard College prizes its affiliation with the Western North Carolina Conference of The United Methodist Church and offers an active chaplaincy program and counseling in church vocations, as well as a curriculum in sacred music. Through the integrated studies major, students can develop a general emphasis in religion. In keeping with the Wesleyan tradition, the College conducts its business in the spirit of Christianity, but is not narrowly sectarian. We have long welcomed students from a variety of religious traditions and from nations around the world.

## HISTORY: The Brevard College Story

As a “college of opportunity,” Brevard College was formed in 1934 through the merger of two Methodist colleges, Rutherford and Weaver, on a campus donated by the Brevard Institute, the present location of our College today. From the beginning, the purpose of all three schools was to give young men and women in the mountains of western North Carolina an opportunity for an education, to help them make “not a mere ‘living,’ but a ‘life.’” Students with limited financial resources paid for their education through campus jobs. Costs were kept low, the schools spending only what was necessary to exist.

Our history begins in 1853 in Owl Hollow School, a one-room log cabin in the foothills of Burke County, under the leadership of The Reverend Laban Abernathy, a Methodist minister. The Brevard College tradition that “None Shall Ever Be Turned Away for Want of Means” was the principle established by Reverend Abernathy. His school developed into Rutherford College and was later acquired in 1900 by the Western North Carolina Conference of the Methodist Episcopal Church, South. A great number of men were trained for the ministry at Rutherford, and the school became known as the “School of the Prophets.” Believing in “the thorough development of all the powers of the student with such direction as to lead up to the highest type of Christian manhood and womanhood,” Rutherford College offered coeducational classes.

In 1854, eight miles north of Asheville on the Salem Camp Ground in the village of Weaverville, Weaver College was emerging, beginning as a boarding school known as the Masonic and Sons of Temperance High School. The school was unfortunately destroyed by fire in 1872. Montraville Weaver gave land for a new school, and Weaverville College was incorporated in 1873, independent of any religious denomination. However, in 1883, it was deeded to the Methodist Episcopal Church, South. When it became a junior college in 1912, the name was changed to Weaver College. This school likewise served to assist young men and women in the mountains to complete an education; it was affordable and, following the same tradition as Rutherford, became known as the “School of Opportunity.”

The needs and resources of the time dictated the roles and purpose of Rutherford and Weaver colleges. During their tenure both schools took the forms of a seminary, a two-year college, a four-year college, and a graduate school.

In the Red House on Probart Street in Brevard, a school for women was established in September 1895 by the Reverend Fitch Taylor and was first known as the Epworth School. Reverend Taylor, a businessman and local preacher from Asheville, felt it a mission to teach girls basic reading, writing, and domestic skills. The Women’s Home Mission Society took over the school

in 1903, and property on the edge of town was acquired on the site that is today Brevard College. Epworth School became the Brevard Institute, a high school with a commercial department, a music department, home economics, and agriculture and work-study programs like those of Weaver and Rutherford colleges. The Institute closed in 1933 when the town of Brevard was able to support a public school system.

All three schools experienced financial difficulties caused by multiple disasters from the Great Depression, fires, and a cyclone. In 1933 the Western North Carolina Conference ordered the merger of Weaver and Rutherford onto the grounds of the Brevard Institute. The Conference created a Board of Trustees, and appointed Dr. Eugene Coltrane as the first president.

On September 17, 1934, Brevard College opened its doors with 385 students. The College continued the mission of Rutherford and Weaver to make college education possible for young men and women who would otherwise have been denied that privilege because of limited resources. The Conference proposed that the college be conducted as “a *self-help* junior college for boys and girls, and that provision be made for participation of the students in such phases of farming and industry as may be practicable and as may seem economically desirable and otherwise feasible.” Work-study opportunities included operation of a farm, food preparation, gardening, dairy farming, handicrafts, needlework, weaving, basketry, woodworking, and machine shops.

Growing competition from public universities and community colleges in North Carolina inspired the College to transform itself into a distinctive senior institution. In June 1996 the Southern Association of Colleges and Schools granted Brevard College candidacy at Level II to offer the bachelor of arts degrees in music and art, retroactive to January 1, 1994. This event occurred only 18 months after the trustees voted unanimously to have the College grow in deliberate stages toward four-year status. In May 1996 the first baccalaureate degrees were awarded.

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# AN INVITATION

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From its establishment in the mid-19th century to educate Methodist ministers and teachers for the frontier, to a work-study junior college, and later as a school to meet the needs of returning veterans after World War II, Brevard College has emerged as a school nationally known for the rigor of its curriculum and its strong teacher-student relationships.

Costs of attending Brevard College are among the lowest in high-quality independent colleges in America. Continuing the tradition of our founder, Reverend Abernathy, the College financial aid and work-study programs make a Brevard education accessible to motivated students and help support an economically diverse student population.

Enrollment envelops the global community, attracting over 50 percent of our students from out-of-state and from foreign countries.

Signs of excellence abound. When Brevard was a two-year college, over 90 percent of our graduates continued their studies at academically elite four-year colleges and universities. The Brevard Chapter of Phi Theta Kappa, the national honor society for two-year colleges, has been recognized as one of the top ten chapters in the nation on three separate occasions.

Brevard College athletic programs have had a winning tradition in the National Junior College Athletic Association dating back to 1934. In the fall of 1999, four-year competition began in men's and women's cross country, track and field, soccer, and basketball; men's baseball; and in women's tennis, volleyball, and softball. Nine Brevard College teams have won national championships: six in cross country, one in marathon, and two in women's soccer (1996–1997). Eight teams have been runners-up in national championships. Over the years, 57 Brevard College teams have won regional championships in baseball, basketball, cross country, soccer, and track and field, while 187 of our athletes have been named All-Americans. In keeping with the goals and philosophy of the College, our athletes perform well in the classroom. Four teams have been named Academic All-American teams.

Brevard College became a senior college in 1996. Since the introduction of art and music majors in June 1996, ten additional majors have been implemented and approved by the Southern Association of Colleges and Schools (SACS): ecology; English; environmental studies; exercise science; history; integrated studies; mathematics; organizational leadership; physics, philosophy, and religion (under review); and wilderness leadership and experiential education.

These new programs greatly complement Brevard College's strengths and location. The School for Wilderness Education offers young adults educational options with certification in Outdoor Leadership. The newly established

bachelor of arts programs in environmental studies and ecology, an intensive interdisciplinary program, will draw upon our historical roots as a liberal arts college to enable students to develop critical thinking skills and to integrate the best possible scientific knowledge and scientific processes of inquiry with concern and care for the environment.

The Paul Porter Center for Performing Arts has become the flagship for Brevard College's long-respected programs in the performing arts. Named in honor of Paul B. Porter, a Brevard College life trustee and businessman from Shelby, North Carolina, this new Center embodies Brevard College's strong tradition and its commitment to excellence in education and performance. In addition to the Porter Center, programs in music and art afford talented students the use of such off-campus settings as the famed Brevard Music Center, the Brevard Chamber Orchestra, and the Asheville Art Museum.

With a rich heritage from the past and a history spanning a century and a half, the College has a profound sense of tradition, but its intent upon remaining innovative and responsive to change will contribute to preparing our students to meet the challenges of the future.

We expect the commitment of your mind and your heart to the community of learning at Brevard College. You are invited to visit and meet our students and faculty and to talk with our admissions personnel.

To make arrangements for your visit, write directly to:

Director of Admissions  
Brevard College  
400 North Broad Street  
Brevard, North Carolina 28712

*or contact*

Office of Admissions: 828.884.8300 or 800.527.9090

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# **SPECIAL PROGRAMS & OPPORTUNITIES**

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## **SPECIAL PROGRAMS**

### **THE APPALACHIAN CENTER FOR ENVIRONMENTAL SOLUTIONS**

The Appalachian Center for Environmental Solutions (ACES) was conceived by President J. Thomas Bertrand and Dalton Professor of Environmental Studies Dr. Larry Ragsdale as a commitment to balancing our human and natural heritage. The primary goal of the Center is to consolidate wilderness leadership, environmental studies, and a major in ecology in a mission of outreach to Transylvania County and the greater Appalachian region. Through research, writing, analytical services, and workshops or seminars for the professional community, the Center will interact with organizations such as the Cradle of Forestry in America National Historic Site, the U.S. Forest Service, the North Carolina Arboretum, and the Great Smoky Mountains National Park. In 1998, ACES sponsored a workshop on Advanced Decision-Making for Environmental Emergencies and coordinated a student science enrichment award from The Burroughs Welcome Fund. In 1999, the Center began assisting in the development of an outdoor environmental/ecological education program for T. C. Henderson Elementary School in Rosman under a grant from the Transylvania County Soil & Water Conservation Office. Working in conjunction with the National Forests and the Cradle of Forestry Interpretive Association, ACES has organized the Pisgah Forest Institute to provide environmental education programs at the Cradle of Forestry. The Appalachian Center for Environmental Solutions provides a location for environmental awareness where knowledge, skills, and abilities can be channeled to the public and a place where the public can meet to discuss questions about environmentally related issues.

### **THE CENTER FOR SERVICE LEARNING**

The Center for Service Learning of Brevard College embraces the College motto, "Learn in Order to Serve." The Center gives Brevard students the opportunity to become involved in experiential education through partnerships with various agencies, churches, and organizations in the community. Work includes volunteer services, course-linked service learning, and internships. Essential life skills, such as leadership ability, interpersonal skills, and moral development are emphasized in all service learning programs. The Center's

primary goal is to make service a common expectation and common experience within the campus culture. Students have opportunities to connect with the global community through domestic and international “hands-on” service trips, such as working in a homeless shelter, helping to build health care facilities in the Andes, or participating in disaster relief efforts. Cherished relationships are made as cultures come together in friendship. The Center also offers Project Inside-Out, a program that allows students to take part in Christian mission work, enjoy spiritual growth, and put faith into action as they work with others in need. Through the years, this program has fostered respect for learning and hard work as well as tolerance and personal integrity.

## **TRANSCRIPTS OF SERVICE LEARNING WORK**

The Center for Service Learning keeps an ongoing transcript of students’ participation in co-curricular activities, including membership in recognized organizations, scholarship and academic honors, performance, community service, employment, and internships. The transcript serves as an initial portfolio of accomplishments outside the classroom and reflects the development of the whole person. It is a valuable tool for students as they examine opportunities for employment, graduate schools, and linkages with other institutions.

## **MOVING MOUNTAINS**

At Brevard College, Moving Mountains unites students, faculty, and staff with the community in the spirit of fellowship and volunteerism. As part of fall orientation, approximately 400 students, faculty, and staff help with community service projects at various locations around the city of Brevard and Western North Carolina. The good will and hard work of Moving Mountains contribute to the goal of building an ethic of service and lifelong learning for students at Brevard College. Moving Mountains thus emphasizes service as an important aspect of campus life and of the College culture as a whole.

The Center for Service Learning organizes Moving Mountains with the support of student orientation leaders, who volunteer to assist in the planning and implementation of the project. Not only do they help with the logistics, but they continue to work with new students throughout the semester in a freshman advising program.

Moving Mountains provides students an opportunity to become acquainted with members of the greater community as they work together in “hands-on” volunteer activities. Service sites are carefully chosen so that students are exposed to a diversity of experiences and citizens in the Brevard area. Community partners include the First United Methodist Church, Habitat for Humanity, Manna Food Bank, the U.S. Forest Service, Brevard Music Center, and the Heart of Brevard.

## THE CENTER FOR TRANSFORMATIONAL LEADERSHIP

Through educational seminars offered to professionals in the corporate, governmental, and nonprofit sectors, Brevard College's Center for Transformational Leadership enhances the professional development of a new generation of leaders who will be able, through personal integrity, vision, talent, and education, to make a difference for the good of their organizations and of society. The Center sponsors periodic World Affairs Roundtables, held at the College, as well as its Deming Seminars on Organizational Transformation, led by Dr. Michael Quigley and Dr. Edward M. Baker, two of the closest associates of the late W. Edwards Deming. The Center also serves to enrich the curriculum of the College's emerging baccalaureate major in organizational leadership by bringing undergraduate students in contact with outstanding leaders from the corporate and nonprofit worlds. The Advisory Board and Senior Corporate Fellows associated with the Center include:

Fred Anderson, General Manager of New Hampshire Electrical Cooperative  
 Dr. Edward M. Baker, Board of Directors, The Deming Institute, Washington D.C.  
 David Beck, Chairman, CEO, USB, Inc., Wisconsin  
 Fred Dent, Chairman, CEO, Mayfair Mills, South Carolina  
 Jack Folline, President, Palmetto Optical Supply, South Carolina  
 John Hillerich III, President, CEO, Hillerich & Bradsby Company, Inc., Kentucky  
 Mark Percy, President, Charles Percy Associates, Washington, D.C.  
 Steve Polk, Chairman, CEO, R.L. Polk & Co., Michigan  
 Bruce Roberts, President, Carolina Financial Group, North Carolina  
 Paul Staley, Retired Chairman, P. W. Corporation, Pennsylvania  
 Richard Steele, CEO, PSI Holding Company, Michigan  
 Frank Vizcarra, Vice President, McDonald's Corporation, California

## THE PAUL PORTER CENTER FOR PERFORMING ARTS

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

The Center provides performance spaces of superlative acoustical quality for the College's Division of Fine Arts, which has long been known for the excellence of its teaching. Among private colleges and universities in the South, the College has one of the largest full-time music faculties and has enjoyed full accreditation by the National Association of Schools of Music for over 30 years. In the words of Dr. Charles Schisler, former dean of the Westminster Choir College and member of the Southern Association of Colleges and Schools team that recommended Brevard's accreditation as a baccalaureate-level institution, "With the construction and completion of the new center

for performing arts, a new era of excellence and program sophistication will be available to Brevard College's Division of Fine Arts. Unlimited opportunities will exist which will contribute in many positive ways to recruitment of undergraduates, fundraising, and a greatly expanded continuing education program."

The Center contains several important performance venues. The concert hall, the acoustical properties of which have been shaped by internationally respected consultant Larry Kirkegaard of Chicago, contains 700 seats on the orchestra and balcony levels. Eventually, the centerpiece of the hall will be a large, Bach-bias tracker pipe organ designed by organ builder Dan Jaeckel, set above a stage that can accommodate a full symphony orchestra and chorus. The classically proportioned entrance Francis Pavilion also can host small chamber recitals in addition to receptions. The Morrison Playhouse, an experimental "black box" theater, allows multiple configurations for performances and teaching. It is supported by faculty offices and a costume shop. A large outdoor stage extends from the Richard Scott Community Commons at the eastern side of the building into an open-air amphitheater whose grassy slopes seat 500. The Institute for Sacred Music, located in another wing of the building, houses teaching studios, and rehearsal and pre-performance spaces for the College's voice, choral, and sacred music programs.

The dedication of this magnificent new facility took place in the fall of 1998; since that time, numerous performances by local and international performers have entertained audiences of all ages.

## THE INSTITUTE FOR SACRED MUSIC

Located on the north wing of the new Paul Porter Center for Performing Arts, the Institute embodies Brevard College's commitment to developing new generations of musicians capable of enriching and transforming worship in churches throughout the United States. Dr. Alfred Calabrese, director of choral and sacred music at Brevard College, is the director of the Institute.

The Institute has been established to train young musicians who feel called to vocations as church musicians and, to that end, oversees courses leading to the B.A. emphasis in church music, provides internships for its students, and seeks to place its graduates in important church music positions or in leading graduate schools of music. Students who choose the emphasis in church music will be guided through 18 semester hours of courses encompassing fundamental elements of church music, history, and performance. This course of study will help to prepare those students who seek careers as church musicians and those who wish to further their education by pursuing the Master of Sacred Music degree at other institutions.

The Institute has also implemented a series of lectures, concerts, and workshops which will share the gifts of the Institute with the general public.

These include: The Margaret Griffith and Embree H. Blackard Lectureship in Sacred Music; concerts by The Britten Choir; the Festival of Nine Lessons and Carols; summer offerings such as the Brevard College High School Honor Choir; the Summer Workshop for Choral Conductors; and a two-year cycle of workshops entitled "Saturday Soundings." These multifaceted offerings will bring the finest church musicians, performers, lecturers, and educators to Brevard College on a continuing basis. Together with the College faculty, these individuals offer both students and the community a unique place for study and discourse in the pursuit of a greater understanding of the role of sacred music as an art form.

The Institute is also the home of the Brevard Sacred Music Project. Through the appointment of a Faculty Council comprised of the region's leading church music practitioners, the Institute has created a connectional system of learning and discovery for United Methodist Church musicians to develop strategies which will meet the needs of music and worship in the new century.

## **SCHOOL FOR WILDERNESS EDUCATION**

The School for Wilderness Education integrates theory and practice in the realm of outdoor leadership. Character, teamwork, and reflexes are developed in this special program, which hones "hard" skills, such as climbing ability, backpacking, mountain biking, and paddling, together with "soft" skills, such as environmental understanding, decision making, leadership, and successful navigations of interpersonal relationships. The School challenges each student to grow as a whole person and to become a leader who can help others grow. The magnificent wilderness environment of Western North Carolina becomes a living classroom. Studies in wilderness education culminate in the wilderness immersion semester, during which students put in more than eight hours a day, for five and/or six days a week, for four months and learn first-responder first aid, leadership skills, campfire cuisine, and decision making, in addition to river rescue, rock climbing, backpacking, and mountain biking. Successful completion of the program leads to certification in aquatics and wilderness first aid and Wilderness Education Association (WEA) outdoor leadership certification.

Graduates of this program may enter a number of areas of employment, including adventure activities for school children, work with at-risk youth, adventure education for older adults, adventure tourism, natural resource management, and professional development leadership designed for business managers and executives.

## VOICE OF THE RIVERS

The "Voice of the Rivers" program exemplifies the College's commitment to immersion education and experiential education. In a context of high adventure, each VOR trip integrates wilderness leadership and environmental studies with liberal arts subjects and extensive writing.

For the inaugural 1997 expedition, seven Brevard College students traveled 1882 miles from Brevard to the Gulf of Mexico along the French Broad, Tennessee, Ohio, and Mississippi Rivers. The second VOR expedition, in 1999, covered 365 miles along the Green, Broad, Congaree, and Cooper Rivers from Brevard to the Atlantic Ocean at Charleston, South Carolina. During each trip, the students provided environmental education programs to school and community groups along the route. VOR '97 met with almost 6,000 people in 42 programs during the 105-day journey.

The students in both expeditions wrote personal journals, then submitted their best writing to an Internet journal posted on the Brevard College Web site: <http://www.brevard.edu>. The Internet journal is a continuing education resource for others interested in environmental issues facing America's rivers. The students in both trips completed a full set of courses during their journey. These courses ranged from environmental education practicums and wilderness leadership credits to independent studies in psychology, history, and English.

VOR will continue with regular trips along waterways throughout the United States and in other countries. Prospective destinations include the Republic of Georgia, Argentina, the Boundary Waters of Minnesota, the Intracoastal Waterway, and the path followed by Lewis and Clark along Columbia and Missouri Rivers.

## THE CASTLE ROCK INSTITUTE

Located in the mountains of western North Carolina, the Castle Rock Institute for Wilderness Adventure and the Humanities offers a semester long residential program where students participate in a wide variety of wilderness adventure activities while taking a full-time load of four college courses in the humanities. Castle Rock Institute seeks to blend the study of diverse themes drawn from the humanities, such as the concepts of free will, chance and risk, and belief and commitment, with intense outdoor activities, such as backpacking, rock climbing, mountain biking, canoeing, kayaking, and rafting. Classes are small and the participating faculty lives together with the students at the Institute. Credit for the coursework taken is granted by Brevard College in the areas of Studio Art, Philosophy, Religious Studies, and Literature.

## STUDY ABROAD

### WESTMINSTER COLLEGE

Westminster College in Oxford, England, and Brevard College established a formal agreement in 1996 which allows qualified students to attend this Methodist college in England. Qualified students may study for one semester in England and receive academic credit through Brevard College.

### THE GEORGIA STATE MOUNTAIN GUIDE SCHOOL & TBILISI STATE UNIVERSITY

The School for Wilderness Education at Brevard College has an agreement for educational and practical cooperation with the Georgian State Mountain Guide School in the Republic of Georgia in eastern Europe. The School is the sole institution licensed by the government of the Republic of Georgia to grant professional diplomas to mountain guides for work in the field of mountain tourism (mountaineering, mountain climbing, skiing, ski-touring, and heli-skiing). The purpose of the agreement is to develop an understanding of professional mountain guiding as practiced in the Republic of Georgia, to expand awareness among Americans of the educational and recreational opportunities available in the high Caucasus Mountains, and to promote expanded friendship between the Republic of Georgia and the United States. The agreement offers cooperation in the exchange of students and instructors and participation in mutual expeditions and/or educational seminars. Brevard College also maintains a close agreement with the Ivan Javakhishvili State University of Tbilisi located in the Republic of Georgia.

### ASOCIACION del CENTRO EDUCATIVO LATINO AMERICANO

In 1999, Brevard College entered into a strong relationship with this Methodist institution in Rosario, the second largest city in Argentina. The agreement provides exchange opportunities for students and faculty from both institutions. ACEL consists of a distinctive Methodist school (K-12) and a comprehensive university.

## SPECIAL OPPORTUNITIES

### CREDIT FOR EXPERIENTIAL LEARNING

Learning that takes place outside the classroom and for which credit may be obtained is called “experiential learning.”

It is the policy of Brevard College to award credit for prior experiential learning when all conditions regarding such credit have been fulfilled. The conditions are as follows:

- ✦ Credit may be awarded only for documented experiential learning which demonstrates achievement of all outcomes for specific courses in an approved degree program.
- ✦ Credit will be awarded only to matriculated students.
- ✦ When credit is awarded, it will be identified on the student’s transcript as credit for prior experiential learning.
- ✦ Credit will not be awarded if it will duplicate credit previously awarded.

Students interested in receiving credit for experiential learning should contact the division chairs for procedural guidelines.

### DIRECTED STUDY

A directed study is the teaching of a catalog course in which the student is unable to attend the scheduled class sessions, usually due to a schedule conflict. The course is taught by an instructor who ordinarily teaches the course in the regular manner. The instructor and the student work together to cover the same subject matter covered in the course during the regular term. The following conditions govern directed studies:

- ✦ Students interested in a directed study should initially consult with their academic adviser before attempting to register for the study.
- ✦ Introductory courses and courses offered every semester are not available as directed studies except by permission of the vice president for academic affairs.
- ✦ Students may register for a directed study (limited by the availability and willingness of the faculty to supervise such study).
- ✦ Students may register for a maximum of four courses by directed study, only one during any registration period.
- ✦ The faculty member who normally teaches the course will be the director-tutor.

- ✦ The minimum student contact with the instructor will be five hours per semester hour of credit.
- ✦ The directed study must be approved by the student's faculty adviser and the division chair.

Courses taken by this method will be listed on the student's class schedule and official transcript by the prefix, course number, and title used in the catalog.

## INDEPENDENT STUDY

To maintain the cutting edge of growth and academic investigation, Brevard College often creates specially designed independent-study courses. These courses are developed in concert with faculty interests and specialties and carry one to three hours credit. Students must be aware that these credits may not be transferable to other institutions.

The following conditions govern independent studies:

- ✦ In concert with the instructor and faculty adviser, the student delineates a topic, the depth to be explored, and the method and amount of reporting. The division chair should approve the project before registration.
- ✦ Students may register for a maximum of four variable credit independent studies, with only one being undertaken in any given registration period.
- ✦ Students may enroll in an independent study only if they have a cumulative grade point average of 2.0 or higher.
- ✦ Ordinarily, first-term freshmen may not enroll in independent studies.
- The method of grading (letter or pass/fail) must be decided upon prior to formally beginning work. The final grade is to be assigned by the supervising instructor.
- A faculty member may direct a maximum of three independent studies in addition to the normal teaching load each semester.
- The study shall last for only one semester. Any extension of time must be approved by the instructor and the chair of the division in which the study is being done.

Courses taken by 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. Only four courses numbered as independent studies will count toward graduation.

Students are also afforded opportunities at Brevard College to engage in internships and practicums to strengthen their educational programs and to confirm vocational and career choices. Some degree programs have practicums or internships within their curriculum structures. Other opportunities for students to participate are available through the Placement Center. (See Academic Practicum, page 35.)



*The 1997 Voice of the Rivers expedition included 6 students and 2 faculty/staff kayakers. They traveled 1,882 miles for 105 days through 9 states on 4 rivers—French Broad, Tennessee, Ohio, Mississippi. Focusing on education and environmental outreach, the team met with almost 6000 schoolchildren and adults.*



*The 1999 Voice of the Rivers was a 358-mile, three-week kayak expedition following the waters of the Green River to their eventual destination in Charleston, SC, where they empty into the Atlantic Ocean. The expedition, consisting of 11 students, 2 student leaders and two faculty leaders, started on the Green River at the Transylvania County/Henderson County line and followed the Green, Broad, Congaree, and Cooper rivers to Charleston.*

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# CAMPUS LIFE

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The Office for Campus Life works with our students to create and maintain a campus environment that enables all of us to grow socially, mentally, physically, emotionally, and spiritually. We accomplish this through a range of activities, services, and environments. We are committed to the healthy development of every member of the community as we work together to understand and improve the world around us.

Campus Life is designed to help students develop a positive self-image, strong interpersonal skills, a system of positive personal values, and a lifestyle that balances work and recreation. Higher education naturally involves personal change, often intense personal change, and we provide a supportive environment with faculty and staff who serve our students as colleagues and mentors. Throughout our programs, we emphasize social consciousness, because this is a basic value of the Brevard College community. We encourage students to become healthy, responsible, educated, contributing members of any community in which they live.

The Office for Campus Life offers a wide range of services by a committed, professionally qualified staff. All of our employees provide both direct service and educational opportunities for our students.

**Residence Life:** This staff works with the students who live on campus. We have one residence hall director (RD) for each 100 students. The students and staff plan hall activities and educational programs, and the staff is available to serve as advisers for students as they learn to bring balance to their daily lives.

**The Counseling Center:** Located in Stamey Hall, the college counselor, the chaplain, and the career counselor are available to work with students in making decisions that support success and well-being.

**Medical Services:** In addition to treating the medical needs of students, the Medical Services staff assists our students to become educated, competent health care consumers. In cooperation with the Transylvania Community Hospital, our clinic is staffed by a registered nurse who serves as the director of Medical Services and works closely with community physicians.

**The Center for Service Learning:** This office is the focus for our volunteer programs and works with the Career Placement Center in developing internships for our students. Service opportunities are developed and sponsored in Brevard, Asheville, other regions of the country, other countries of the world. The Center for Service Learning philosophy embodies the idea that if we help others on their journey, we further our own journey. Through the Center, students learn by serving others.

**The Office for Campus Events:** This office provides direct staff support for Twister Productions—the organization within Campus Life which produces many of the student activities on campus. Twister Productions creates, plans, and implements campus activities for and with the students. Because students participate in the process, the events are as varied as the students want them to be. In recent years, events included the Banff Mountain Film Festival (film shorts on “extreme sports”), white water rafting, dances, bowling, rock climbing, concerts, Open Mic at The Underground coffeehouse, poetry readings, “jammin” with whomever shows up with an instrument, pig roasts, , SpringFest. You might enjoy a DJ dance, mini-fests, hypnotists, comedians, live bands, and mock game shows. Twister Productions is open to all students who have an interest in planning and producing student events and activities.

**Intramural Sports:** Athletics are not just for intercollegiate sports. Every student can enjoy active, competitive sports. The intramural program is planned by a steering committee of students, staff, and faculty, and is managed by the director of intramural sports. Events include soccer, indoor soccer, softball, ultimate Frisbee, pool tournaments, basketball, and other sports in which students express interest.

**Public Safety:** Brevard College is an extremely safe campus, because our larger community is very safe. Our public safety officers are trained professionals who are here to keep the peace and to protect people and property. The local police department and the sheriff’s department work closely with the College to ensure that students will be safe as they learn and grow.

The College has clearly stated standards for behavior in the community. The “Guidelines for Student Conduct,” stated in the *Student Handbook*, provide in summary to each student and available electronically or in the residence halls, the library, or Campus Life office. They are designed to enable our students, faculty, and staff to work together in an environment of mutual respect. In general, the standards reflect our public law with the following additions:

- ♦ We live by an honor code that demands honesty, requires independent work by the students, and respect for other people’s intellectual property.
- ♦ No alcoholic beverages are allowed at student functions or in student residences.
- ♦ For the safety of the students, Brevard College does not allow open visitation in the residence halls.

## PEOPLE SPACES

**Coltrane Commons:** The crossroads on campus is Coltrane Commons, our student union, and it offers a variety of activity spaces. Commuter and residential students gather for informal meetings, casual groups, TV watching, and large group activities, including dances. Besides just “hangin’ out,” students have access to a twenty-four-hour computer lab, Campus Life offices, mail room, and snack bar. King’s Creek Books and the Center for Service Learning

are located on the main floor of Coltrane. The Underground is downstairs, offering open mic nights, coffeehouse, and a game room.

**The Underground,** located in the basement of Coltrane, offers space for relaxing, studying, playing games, and “jammin.” During the day, the coffeehouse frequently serves as a meeting place for commuting students.

**The Residential Quad:** The lawn area between Jones Residence Hall and Beam Residence Hall hosts a variety of outdoor activities all year long. During warm weather, students fill the space, throwing Frisbees, footballs, and softballs; they also sit and enjoy the view of the mountains. In colder weather, the quad becomes a living space for snowmen and an arena for snowball fights.

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

**Beach Volleyball Court:** Across the street from the residential quad, near the Barn Theater and the President’s Home, you’ll find the beach volleyball court. Join in an impromptu game for some late afternoon relaxation and fun. Volleyballs are available from the residence hall directors (RDs).

**“Java the Cart”:** A recent addition for helping the College community “wake up” is Java the Cart, located on the academic quad. Java will help you greet the day with coffee, tea, muffins, fruit, and other breakfast items. Look for the friendly Java team and cart on wheels to perk up your mornings.

**King’s Creek:** Meandering through the center of campus is a quiet mountain stream graced by majestic weeping willow trees. King’s Creek offers a refuge for study, contemplation, and sunbathing. Scattered benches and picnic tables enhance your enjoyment of this campus refuge.

**The Miquel O’Connor Scarborough Memorial Prayer Garden and Catherine and William Townsend Wetland Garden:** These gardens represent the first installations in a long-term project to systematically create a natural campus that will become a showplace of the indigenous trees, plants, and flowers of the Southern Appalachians. The gardens are located adjacent to the Paul Porter Center for Performing Arts and are gifts of friends of the College in memory of their loved ones. These natural gardens provide another place for prayer, contemplation, and introspection.

**Creekside Downs:** Home to our athletic complex of sports fields, Creekside Downs features the Gil Coan Baseball Field, a new meter track with eight lanes, softball field, and practice soccer field. The track area encompasses areas for discus, steeple chase, high jump, shot put, pole vault and long/triple jump. Walkers and runners in search of exercise or reflection frequently use the mile-long path around the perimeter of Creekside Downs. Proposed plans include constructing a tennis complex and a garden honoring our national championship teams and athletes.

**New Outdoor Chapel:** Created as an effort of 1999 Moving Mountains Day, several advising groups cleared a small circular area adjacent to King’s Creek and located in the wooded area behind the maintenance complex and near the College garden. The trees form a canopy and the sounds of the rippling creek create an atmosphere of quiet calm where one can “Be still and know. . . .”

Every Wednesday at 1:00 pm, there is a Psalm reading at the “quiet spot” (what we have come to call this sanctuary.) It gives us a place and a time when we can hear a psalm and think about our lives together in this place we call home—Brevard College.

**Lobbies, Lounges, and Commons:** Almost every building on campus offers public space inside and outside to encourage informal gatherings, conversations, and friendships. A community needs time and space for informal communication, and these people spaces on Brevard College campus help sustain this belief.

**Pisgah National Forest:** Resources abound in the nearby Pisgah National Forest and you’ll find a full range of outdoor recreation options. Whether you are using the forest as an experiential classroom or just out to relax and marvel at the breathtaking scenery, you’ll enjoy the forest, rivers, waterfalls, rapids, climbing rocks (especially Looking Glass Rock), hiking trails, camp sites, high mountain ranges, and even “slipping down” Sliding Rock.

**The Great Smoky Mountains National Park:** This popular park annually has more visitors than any other of our country’s national parks. It boasts more wildflowers than any other place on this continent (over 5000 species.) Hiking trails and spectacular views abound.

**The Blue Ridge Parkway:** The distant ridges visible from Brevard College are traversed by a 470-mile parkway that runs through North Carolina and Virginia. The car rider may enjoy the many overlooks to enjoy the views. Often cyclists enjoy the challenge of riding on either the parkway itself or taking off the road to the mountain trails.

**The Cradle of Forestry in America National Historic Site:** Just up 276N, you’ll find the birthplace of forestry in America. At the turn of the century, a German, Carl Alvin Schenck was brought to this country by George Vanderbilt to establish a forestry school and the reforestation of logged land. Some original buildings are complemented by an interactive museum, educational films and classes, and a trail featuring an old logging locomotive.

## STUDENT ACTIVITIES AND ORGANIZATIONS

The energy and interests of a vibrant, involved, creative student body are reflected by the student organizations and activities. Whether on campus, out on the rugged mountain trails, or in the surrounding communities, students are active in government, the newspaper, athletics, dance, drama, musical productions, volunteer service, whitewater sports, hiking, mountain biking, rock climbing, concerts, and exploring the area.

The Commuting Student Association, comprising students who do not live on campus, is one of the strongest student organizations. Each year, it elects officers, forms action groups, and participates in the Student Government Association. The Underground coffeehouse in Coltrane Commons serves as home base for this group’s activities.

Over the years, numerous student groups have developed to promote and

celebrate the great diversity reflected in our campus community. Brevard's students have typically chosen to celebrate difference in unity. With students from over a dozen countries and over thirty states, reflecting several dozen cultural heritages and all racial groups, Brevard College models the four strongest tools for promoting peace—*knowledge, understanding, responsibility, and respect*.

Clubs also emerge out of academic courses and interests. All students taking a foreign language are encouraged to participate in one of the foreign-language clubs, which provide opportunities for conversation in the specific language while participating in social activities. Typically, these groups combine their resources to visit and tour local historical and cultural sites such as the Biltmore House and Gardens in Asheville.

Students have the opportunity to activate and participate in whichever organizations they want each year. The Student Government Association and the Campus Life staff are available to help in this process.

Campus organizations and activities are available to all students without regard to age, sex, race, religion, origin, or special challenge. Each organization, however, has the right to establish its own standards, including a minimum grade point average, as long as the "Statement of Basic Rights" is not violated. It is each student's personal responsibility to balance participation in activities with academic responsibilities for your success at Brevard College.

Student organizations are chartered by the Student Government Association, subject to the approval of the dean for campus life. Athletic clubs and their activities must be approved by the athletic director.

## ATHLETICS

Brevard College boasts a proud and successful history in intercollegiate athletics for both men and women. Brevard College made the transition from the junior college ranks to become a four-year athletic program beginning in the fall of 1999. The entire athletic department looks forward to the transition, as they continue the pursuit of excellence from a two-year status to the four-year level. Brevard is a member of the NAIA (National Association of Intercollegiate Athletics).

The College won nine national team championships (in cross country, marathon, and women's soccer) during its years as a junior college. During the 1998–99 athletic year alone Brevard College teams won five regional team championships and earned national ranking in six sports. More than two hundred Brevard College athletes have received All-American recognition during its history.

With such an outstanding record, it's not surprising that approximately one-third of the student body participates in intercollegiate athletics. We

believe in a holistic approach to the student athlete: overall the grade point average and graduation rate for the student athletes on campus has exceeded that of the student body. Student athletes participate in the SGA, work on the school newspaper and yearbook, hold positions as peer advisers in the residence halls and are among the top students academically. Participating in athletics at Brevard College is hard work and demanding, but the lessons learned in self-discipline, commitment, and responsibility build lifelong character and help mold our future leaders.

Intercollegiate programs for men and women include basketball, cross country, indoor and outdoor track and field, and soccer. The College also fields teams in women's softball, tennis, and volleyball as well as men's baseball and golf. Athletic scholarships are available in all sports and based on athletic performances and ability as determined by the coach of each sport. Please contact the appropriate coach for more information.

## STUDENT PUBLICATIONS

Brevard College provides students with several opportunities to apply both research and creative writing skills through campus publications.

*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 with assistance from the College's Office of Publications.

The campus newspaper, *The Clarion*, serves as the voice of Brevard College students. Creative students produce interesting, informative, and newsworthy articles and photographs of interest to the College community.

*The Pertelote*, the campus yearbook, has won first-place ratings from the Columbia Press Association and the American Scholastic Press Association (University of Minnesota). Graduates find *The Pertelote* to be a treasured possession which enables them to relive the exciting times of their student days on the campus of Brevard College.

Each publication team has one or more faculty advisers who serve as mentors to the students in producing publications that maintain the highest quality while reflecting the College's philosophy of higher education and personal growth.

## RELIGIOUS ORGANIZATIONS

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

Although affiliated with The United Methodist Church, we welcome a diversity of religious preferences among the student body. We support the denominational heritages that enrich our campus through student-led organizations related to particular Christian traditions. The First United Methodist Church of Brevard, located immediately adjacent to the campus, is home to many activities and services which attract students, faculty, and visitors to the College. Three other smaller United Methodist congregations, as well as numerous churches of other denominations, are found throughout Transylvania County.

The Wesley Fellowship is an interdenominational Christian fellowship that assists the chaplain of the College in preparation for the Purgason Family Life Lectures and the Staley Distinguished Christian Lectureship. The Wesley Fellowship meets weekly for dinner and programs and sponsors service projects, parties, and a two-day retreat.

The Christian Student Fellowship (CSF) is an interdenominational fellowship that is affiliated with the Baptist Student Union. Like the Wesley Fellowship, CSF meets weekly for dinner and programs and sponsors service projects, fellowship parties, retreats, Bible study groups, and concert trips.

The College also has an active chapter of the Fellowship of Christian Athletes, open to all students. Sponsored by a faculty coach, this organization meets regularly and provides a means whereby students may grow in their faith and express that faith in worthy projects both on and off campus.

The College's Institute for Sacred Music (described on page 14) provides undergraduate study and internships in church music as well as professional enrichment opportunities for ministers of music throughout the South.

## STUDENT GOVERNMENT ASSOCIATION (SGA)

Brevard College makes a special commitment to experiential learning opportunities through the Student Government Association. SGA seeks broad representation from students, so they can work together to make a difference in academic and campus life. This organization gives students invaluable experience in leadership and governance. The SGA has three branches: the executive branch, consisting of the president of the executive council; the legislative branch, consisting of the senate and its committees; and the judicial branch, consisting of the student judiciary. SGA also provides funding and

direction for other student-run groups on campus, such as *Pastimes*, the history club which organizes activities related to history—from movies and field trips to roundtable discussions, lectures, and presentations.

The Brevard College Outing Club is one of the most active clubs on campus. If you want to learn how to rock climb, roll a kayak, backpack, or connect up with fellow adventure seekers, then join one of its sponsored events. The Outing Club hosts the world tour of the Banff Mountain Film Festival and brings in outstanding outdoor enthusiasts like Mt. Everest climber and photographer Adrian Burgess. Come paddle a river or climb a mountain with the BC Outing Club.

## SPECIAL EVENTS

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

**The Music Department:** Many student and faculty recitals and ensemble concerts are scheduled throughout the year. An annual event, “A Little Now Music,” brings composers and performers to campus for several days of workshops, talks, and performances. In addition, guest performers and scholars in jazz, classical, and sacred music are invited to campus to give master classes and to lead workshops.

The recent construction of the Porter Center for Performing Arts demonstrates the College’s long-term commitment by providing an acoustically superb concert hall for both students, faculty, and nationally known performers. The Institute for Sacred Music is located in this building along with the Morrison Playhouse, and faculty/staff offices.

**Special Lectureships:** The *Purgason Family Life Lectures*, emphasizes the importance of the family in American society and encourages the development of Christian attitudes and values in that context. The *Staley Distinguished Christian Lectureship* emphasizes the importance of balancing spiritual and intellectual life and the critical role the Christian faith plays in that balance. The *Grace Creech West Lectureship* brings a distinguished Southern writer to the campus each year to present a reading and discussion and to work meaningfully with faculty and students. The *Margaret Griffith and Embree H. Blackard Lecture in Sacred Music* brings together choir directors and music ministers from the region to examine issues regarding sacred music.

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

**Family Weekend:** Held in late September each year, Family Weekend provides a fun-filled and informative weekend of activities, during which parents actually can attend classes and meet with individual faculty.

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# STUDENT SERVICES

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## RESIDENCE HALLS

Our residence halls provide the arena for some of the most important experiences students have at Brevard College. They are the focus of social life. With porches or patios, lobbies and other common spaces, students meet with friends, study together, socialize, or visit with the residential staff.

A variety of accommodations serve students living on campus. From the beginning, students complete a housing questionnaire, which the staff uses to pair them with a roommate and assign them a residence hall. Each spring returning students can request the type of housing they would like to have the following year. Our goal is to provide the most appropriate housing for each student based on student desires and availability.

Brevard College offers a full range of housing options. Our popular older residence halls possess larger rooms and larger windows; their historic character gives a sense of the long tradition of residential living at Brevard. Some of our housing provides suite-style rooms, two rooms sharing a bath, but individual rooms remain somewhat smaller. Our newest option, the Residential Village, consists of apartment-style living with 12 students in each of eight apartments. When the Village is complete, it will house 370 students.

Recruited and trained to serve students, a Residence Hall Director (RD) manages each residence hall, assisted by student staff members called Peer Advisors (PAs). Upperclassmen and women, the PAs assist and advise students. Selected for their maturity, leadership, and ability to relate to their peers, PAs and RDs work and live together to build a community that reflects the diverse personalities and interest of their residence hall. For more detailed information about housing opportunities, social standards, or anything else pertaining to housing, please contact the Office for Campus Life.

## FOOD SERVICES

The A. G. Myers Dining Hall, the snack bar in Coltrane Commons, and The Underground coffeehouse offer everything from full meals to light snacks. ARAMARK Food Service manages the cafeteria and snack bar, which operates seven days a week. All residential students participate in a nineteen-meal plan; they simply show their ID card. Visitors and commuting students may purchase individual meals or ten-meal cards. Snack bar hours vary and are posted at the beginning of each semester. The food service manager works with a student "Food Committee" of the Student Government Association to maintain quality and to insure that student needs are met. A suggestion board in the cafeteria allows students to leave additional notes for the manager.

## MEDICAL SERVICES

Perhaps for the first time in their lives, students will be making their own decisions about personal health. Our medical services staff helps them learn what they need to know to become an effective manager of their own health. In addition to providing clinic services five days per week, the medical staff remains on-call for emergencies or just to talk with students concerned about how they are feeling.

Staffed by professionals from Transylvania Community Hospital, medical services has access to the full support of the hospital's resources. An experienced registered nurse is on duty from 8:00 am to 4:30 pm, Monday through Friday. Twice a week a physician's assistant meets with students who need additional care and refers students, when necessary, to physicians in the community.

For serious emergencies, students have access to the fully staffed emergency room of Transylvania Community Hospital. Mission/St. Joseph's Hospital in Asheville is only 45 minutes away by car and less by emergency helicopter.

Students must retain their own primary health insurance, and the medical staff assists students in arranging this, if needed. Brevard College provides a secondary insurance policy that covers students only after the primary insurance has paid. The director of medical services aids students in filing for insurance, but the student must initiate this process by seeing the medical services staff.

Medical services provides routine services without charge, but students must pay for such services as x-rays, lab tests, prescription medicines, and other procedures.

## COUNSELING

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

Other supportive services rise from a variety of campus personnel. Student peer advisers (PAs) work with residence hall directors (RDs) to provide peer counseling support as well as monitoring compliance with "Guidelines for Student Conduct." The PAs place particular emphasis on helping new students adjust to college life. Academic counseling is provided by assigned faculty advisers who assist students in designing academic programs commensurate with their academic goals. Faculty advisers help students resolve other problems, often by referral.

The vice president for student enrollment and church relations, the vice president and dean for campus life; and the vice president for academic affairs also provide guidance as appropriate.

## COMMUNITY SAFETY: GUIDELINES FOR STUDENT CONDUCT

Each year, we bring together almost 700 students from 14 or more countries. From this wide range of cultural backgrounds, Brevard College seeks to form one community committed to respecting and celebrating our differences. The "Guidelines for Student Conduct" reflect the goals, values, and philosophy of Brevard College in order to promote a safe environment in which the rights of all people are protected. By joining the Brevard College community, we all agree to follow and uphold these standards for behavior.

Brevard College is a peaceful campus in a small mountain community, but it remains appropriate to take reasonable precautions to protect our tranquility and safety. Students must keep their rooms locked at all times, and the College cannot assume responsibility for personal valuables in student rooms. We strongly recommend that students insure property for a variety of losses, record serial numbers on valuable equipment, and clearly mark all personal property.

Although the College does not post a curfew, we do expect everyone to respect the rights of other residents. Students receive a key to their rooms and to any security doors to the residence hall. These keys should not be loaned to other people.

Brevard College does not allow alcohol in any of the student residences or at any student function. Rather than a statement of judgment against alcohol use, this policy recognizes what colleges around the country have recognized: alcohol use too often becomes irresponsible and dangerous, interfering with the academic process. Our standards for student behavior do not allow the use of alcohol on campus. We prohibit the use of illegal drugs.

The Office for Public Safety provides security services to our campus community. All vehicles to be parked on campus must be registered, and student parking is limited to designated areas. There is a campus-wide speed limit of 15 miles per hour. Violators will lose the privilege of parking and driving on campus.

For questions concerning community safety or the "Guidelines for Student Conduct," contact the Office for Campus Life.

## BOOKSTORE

King's Creek Books, operated for Brevard College by Follett Higher Education Group, is located in Coltrane Commons. It is open Monday through Friday from 8 am until 5 pm. During special events, such as Family Weekend and Homecoming, the bookstore has extended hours. King's Creek Books has the usual mix of college merchandise such as new and used books, school supplies, clothing, gifts, health and beauty aides, candy, snacks, and drinks. It also carries academically priced software, phone cards, art supplies, stamps, and local vendor merchandise. Services include check cashing, faxing, copying, layaway, and gift certificates. Clothing and gift telephone orders are welcome. Call 828.883.8612, FAX 828.884.6481, or check out our Web site at [www.brevard.bkstr.com](http://www.brevard.bkstr.com).



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# ACADEMIC SUPPORT

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## NEW STUDENT ADVISING

The Brevard College New Student Advising Program orients students toward academic and intellectual success through a special one-semester program. A faculty, staff, and student team introduces students to an array of resources, including attentive academic counseling, campus personnel and services, and opportunities for social involvement, leadership, and responsibility.

All incoming students are required to attend advising groups of 12 students, each led by a faculty, staff, and student leader. Advising groups meet once a week for an hour during the student's first semester on campus. Each student registers for one academic credit for their required involvement.

Through the Brevard College New Student Advising Program, entering students set goals and develop strategies to meet those goals. The College seeks to recognize, reward, and advocate for desirable outcomes, especially lifelong learning. By providing intensive support for new students during their first semester, Brevard College encourages the values stated in the College Mission Statement (see p. 5) and promotes a successful academic future for each student.

## THE LEARNING ENHANCEMENT CENTER (LEC)

The Learning Enhancement Center (LEC), in the McLarty-Goodson Classroom Building, is designed to assist all students in the full realization of their academic potential. A variety of services and opportunities are provided to enhance student learning and success at college and in pursuit of life goals. Some services provided are academic counseling, secondary advising, tutor referrals, provision of a distraction-reduced study area or testing site, use of computers, assistance with time management or work organization, note-taking arrangements, and limited textbook taping. All LEC services are provided at the request of the student. The faculty-staffed Writing Center and Mathematics Lab are available to students seeking assistance with individual courses in those areas.

## THE OFFICE FOR STUDENTS WITH SPECIAL NEEDS AND DISABILITIES (OSSND)

The Office for Students with Special Needs and Disabilities (OSSND) assists students with disabilities in obtaining equal access to the educational opportunities at Brevard College. Students may have learning disabilities, physical disabilities, psychiatric disabilities, and/or medical disabilities. Services

include, but are not limited to, helping students identify and arrange reasonable accommodations in their courses, providing a site for distraction-reduced testing or studying, arranging for note taking, limited taping of texts, academic counseling, secondary advising, assisting with time management and work organization, and testing referrals. Services are provided at the request of the student. The OSSND is located in the Learning Enhancement Center in the McLarty-Goodson Classroom Building.

## DEVELOPMENTAL COURSES

Brevard College offers a variety of developmental courses aimed at assisting students whose academic preparation in certain subject areas has not been adequate to begin college-level coursework. These intensive courses, numbered 99 and 100, normally meet four days a week, and, while they do not count toward graduation, they do count toward maintaining any College eligibility. The developmental courses offered are ENG 100, MAT 99 and 100, and REA 99 and 100. For descriptions of the focus and content of these courses, see the final section of the Course Descriptions under Academic Support (pp. 173). Students whose high school performance, SAT scores, or college placement test scores indicate the need for developmental courses are also encouraged to consider taking LSK 101: *Becoming a Master Student*, which provides basic strategies and understanding helpful for succeeding in college-level study.

## LABS AND SPECIAL ACADEMIC SUPPORT FACILITIES

In addition to its regular academic buildings and facilities, the College maintains a number of special labs and academic support facilities. The **Learning Enhancement Center**, described above, provides distraction-reduced space for academic counseling, meetings with tutors, or other special out-of-class study needs. The **Writing Center** offers a faculty-staffed facility for students in need of word-processing assistance in the preparation of assigned coursework. The **Math Lab** likewise offers a faculty-staffed seminar room for students seeking assistance in math assignments. There are also several **Computer Labs** located on campus in the McLarty-Goodson Classroom Building, the Moore Science Building, and the Coltrane Commons; in addition, there is a **Macintosh-based Graphic Design Lab** located in the Sims Art Center and a **Macintosh-based Music Composition Lab** located in the Dunham Music Center.

## CAREER PLANNING AND PLACEMENT CENTER

The Placement Center, located in Stamey Center, offers workshops, seminars, programs, daily drop-in hours, and counseling to help students make informed life choices. Staff can help students choose college majors, obtain internships, learn effective job search strategies, get jobs, and gain entry to graduate and professional schools. The Career Resource Library also has a substantial collection of resources, including literature on a broad range of occupations, material on locating and securing employment, and information on summer jobs, individual companies, and graduate schools.

The Placement Center can help students who know what they want to do as well as those students whose career paths may not seem obvious or easy to plan. Individual career assessment and interpretation as well as full-time and part-time job listings are available to everyone in the College community. We strongly encourage students to use the Center's services throughout their years at Brevard.

Career decision making is a process that unfolds through self-assessment and experience, in addition to education. The Placement Center teaches skills which most will use many times during their lives. These skills are a vital resource in dealing with the realities of a rapidly changing job world. Economists tell us that today's college graduate will face the job search 10 times and probably have three to five careers.

## ACADEMIC PRACTICUM

In order to broaden and enhance a strong academic foundation, a student may participate in an Academic Practicum. A practicum experience can be invaluable in helping a student assess career goals by providing on-the-job experiences. Each practicum experience consists of academic requirements as well as working at a selected job site. This experience has been shown to be of great assistance to those seeking full-time employment or admission to graduate school.

The academic practicum program is coordinated through the Placement Center. Interested students should contact the Placement Center or their academic advisers for more information. In order to participate in an academic practicum, a student must have completed 45 semester hours and have a 2.0 GPA.

## LIBRARY

The J. A. Jones Library offers easily accessible library collections and services to meet the general, instructional, research, and other information needs of the Brevard College community. Constructed in 1967, the library is named for James Addison Jones, founder of the Jones Construction Company in Charlotte, North Carolina, and a benefactor of the College.

The collections include more than 49,000 volumes, 225 periodical subscriptions, 2,900 microforms, and 2,800 audiovisual materials, including compact discs and videos. The library provides access to a substantial number of Internet-accessible databases containing indexes, abstracts, and full-text resources, including *Art Index*, *Britannica Online*, *EbscoHost*, *Grove Dictionary of Art Online*, *International Index to Music Periodicals*, *The New York Times*, *ProQuest Direct*, and *SIRS Researcher*. In addition, all the resources of the North Carolina Libraries for Virtual Education (NC LIVE) reach students, faculty, and staff campus-wide. The library's Web page provides links to other libraries, Internet exploration, journals and newspapers online, and regional, state, and government sites. The library belongs to the Mountain College Library Network, which offers online access to materials owned by sixteen nearby colleges; extensive resources also can be obtained via interlibrary loan.

An experienced library staff assists the Brevard College community in selecting and evaluating information. Open stacks allow library users to readily retrieve materials. The library also houses the College archives, the rare book collection, and other special collections. Open 84 hours a week, including nights and weekends during the academic year, the library promises a pleasant environment with views of the mountains for study and research.

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# INTENSIVE ENGLISH INSTITUTE (IEI)

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The Intensive English Institute is designed to immerse international students in the English language through an intensive program of study devoted to gaining proficiency in reading, writing, listening, and speaking. IEI runs concurrently with the regular fall, spring, and summer academic terms at Brevard College, and IEI students live in the College residence halls and use all College facilities—library, computer labs, athletic facilities, classrooms—along with other students of the College.

Students admitted to IEI should be highly motivated and devoted to working hard to achieve the English-language proficiency necessary for regular degree programs at Brevard College. Once individual IEI students gain the necessary level of English proficiency, they may apply for admission as degree candidates.

## Determining English Language Proficiency

At the beginning of the program, each student sits for the Standard English Language Proficiency Examination, to determine individual proficiency needs and placement. At the end of each semester the examination is required. As long as the IEI student is showing progress and motivation, the student may continue study in IEI until qualifying for admission to a degree program.

If space is available, IEI students may enroll in activity courses in athletics and wilderness education. Additionally, students interested in studying music or art may take one music or studio art course each semester. If the work in these courses is completed satisfactorily, college credit will be granted upon admission to a degree program.

## Curriculum of IEI

Total immersion in the English language is the goal of IEI. Students spend four or five hours a day, five days a week, in intensive courses. Class level is determined by the Standard English Language Proficiency Examination. Preparation for daily classes requires four to five hours daily. Upon successful completion of IEI, 12 hours of remedial credit will be granted. These credit hours do not apply to graduation requirements, but do fulfill the necessary requirements for a full-time student visa.

Students are expected to attend classes regularly and to complete all assigned work. At each class session, the teacher verifies attendance. In order to remain in good standing in the program, a student must attend a minimum of 90 percent of the classes.

**BASIC CURRICULUM:** Introduction to American culture and college life, as well as preparation for academic achievement, will be used as the basis of classroom work.

**GRAMMAR:** English grammar is taught and practiced through a variety of communication and functional activities.

**LISTENING/SPEAKING:** Communication activities help students improve their comprehension and expression of spoken English and reinforce vocabulary and pronunciation.

**WRITING:** Students learn and practice techniques that will help them develop the writing skills necessary for academic classes.

**READING:** Courses focus on building vocabulary, reading and study skills, with materials appropriate to each level.

**SEMINARS:** Lectures and discussions led by faculty for the purpose of orienting IEI students to classes and campus activities at the College, and familiarizing the students with American culture.

**TOEFL PREPARATION:** A language-and-listening laboratory is available for student use. Special coaching is provided to help prepare students to take the Test of English as a Foreign Language (TOEFL).

### **Advising and Counseling**

Brevard College provides an academic counselor for international students who can assist with questions regarding the TOEFL, degree planning, admissions procedures, and information on special requirements for international students.

### **Certification**

At the conclusion of IEI and of each subsequent semester of intensive English training, certificates will be awarded to each student for successful completion, special achievement, and exemplary attendance. Advanced-level IEI students may earn (upon approval by the vice president for academic affairs) a limited certificate which allows them to enroll in or audit one regular college course at Brevard College per semester. Less advanced IEI students may attend (upon approval by the instructor and without additional cost but without course credit) a regular Brevard College course for the purpose of listening practice.

## Application Procedure and Admissions

The IEI program is reserved for mature, nonnative English speakers who have a basic knowledge of English. Ordinarily, six years of prior English-language study are required for admission. The IEI program meets U.S. government Form I-20 requirements for full-time student status. Upon acceptance to the IEI program, a student will be sent a letter of acceptance and a Form I-20. The student must take the Form I-20 to the nearest U.S. embassy or consulate to apply for a visa.

Admission to the IEI program does not constitute acceptance to the regular academic program of Brevard College. Enrolling in college-level courses is contingent upon the IEI student's proficiency in English and meeting all the standard Brevard College admissions requirements, as described on page 185. Applications cannot be processed and a Form I-20 cannot be issued until all documents are received and considered by the Brevard College Office of Admissions.

- ✦ Complete the IEI application, sign, and date it.
- ✦ Complete the Brevard College admissions application, and submit the nonrefundable application fee of U.S. \$20.
- ✦ Complete the Brevard College health form.
- ✦ Have official copies of high school and/or college transcripts (with certified translation in English) sent directly to the Office of Admissions, Brevard College.
- ✦ Have scores from the TOEFL or the Michigan Exam sent directly to the Office of Admissions.
- ✦ Submit a Certificate of Finances guaranteeing availability of funds to cover educational and living expenses.

Upon completion and receipt of all the above, a decision will be made and sent to the applicant.

### Expenses:

To obtain a description of current costs for IEI, contact the College or visit our Web site: <http://www.brevard.edu>



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# HONORS AND AWARDS

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Brevard College celebrates the successes of students by recognizing their accomplishments in a variety of ways. The accomplishments recognized include the academic, social, and athletic areas of Brevard College life. Included among the recognitions are the following:

## Dean's List

Each semester the registrar publishes a list of those students who were enrolled in at least 12 semester hours and who earned a grade point average of 3.5 or higher with no grade below a C.

## Honor Roll

Each semester the registrar publishes a list of those students who were enrolled in at least 12 semester hours and who earned a grade point average of 3.0 to 3.49 with no grade below a C.

## Honor Societies

Brevard College is considering honor societies appropriate to four-year colleges. Students will receive information on the society selected and on the requirements for membership as soon as such information is available.

## Phi Theta Kappa

Brevard College currently sponsors the Delta Pi chapter of Phi Theta Kappa (PTK), the national honor fraternity for two-year colleges. To be inducted into PTK, students must be approved by the faculty, must have earned at least 12 semester hours at Brevard College in courses numbered 101 or higher, must have no grade below a C on any course (including courses numbered 99 or 100), and must have a minimum cumulative grade point average of 3.5 or higher (for induction after the first semester) or of 3.2 or higher (for induction after the second or third semester). Once inducted, students must maintain a minimum cumulative grade point average of 3.2 with no grade below a C.

## The Presidential Award for Scholarship

The student with the highest academic rank in the graduating class, with good character, and with the approval of the faculty receives this special recognition at Commencement.

## The Brevard College Citizenship Award

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

## Presidential Awards

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

## Division and Organization Awards

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

## Graduation with Honors

Those students who graduate with a cumulative grade point average of 3.2 or higher with no grade below a D receive special recognition at graduation:

*summa cum laude*—graduation with a cumulative grade point average of 3.8 to 4.0

*magna cum laude*—graduation with a cumulative grade point average of 3.5 to 3.79

*cum laude*—graduation with a cumulative grade point average of 3.2 to 3.49

## Student Marshals

Each year, the faculty selects six rising upper class students 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 and spring convocations and Commencement.

# CURRICULUM

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Brevard College offers an innovative, interdisciplinary curriculum leading to the bachelor of arts degree in a broad variety of fields, as well as associate degrees in arts, fine arts, and science, and programs in preengineering, prelaw, and premedicine. The Core Requirements for the baccalaureate degree reflect a commitment to the interdisciplinary study of the liberal arts combined with exposure to the performing and fine arts, ecology and environmental study, and multicultural understanding of life. We believe that the Brevard graduate will be equipped to enter the work force prepared to contribute to the advancement of our society and world.

Candidates for graduation with a baccalaureate degree must have earned at least 124 semester hours including the Core Requirements and required coursework in a selected major with an overall grade point average of 2.0 or higher. No courses numbered 100 or lower may be counted in the total. In order to major in more than one subject, students must satisfy all requirements for each major in addition to the Core Requirements listed herein, with a minimum of 124 semester hours earned and a 2.0 overall grade point average.

## DISTRIBUTION REQUIREMENTS

The Core Requirements provide a common core of academic experience for Brevard College students and are taken mainly during the freshman and sophomore years. Faculty advisers work closely with students, especially during the first two years, in choosing the specific courses used to fulfill these requirements. The faculty's principal objective in establishing these requirements is to encourage students to familiarize themselves with the knowledge and methodologies that characterize the arts, the humanities, the social sciences, the natural sciences, and mathematics; to increase their abilities to express themselves effectively in English and a second language; to establish lifelong habits of regular, healthful, physical activity; to increase their capacities for making informed judgments of value; to expand their knowledge and understanding of themselves, of their own and other cultures, and of the natural world, and to expand their awareness of the ways in which the various academic disciplines may complement one another in solving real world problems.

A full listing of the Core Requirements can be found in the section entitled "Degrees, Majors, and Fields of Study" beginning on page 47.

## MAJOR REQUIREMENTS

In addition to the Core Requirements, students must complete the requirements for the major in a particular academic field. These requirements are listed in the section entitled "Degrees, Majors & Fields of Study" beginning on page 47. In order to complete a major program, students must formally designate a program by the end of the sophomore year. The departments and the dean reserve the right to judge the advisability of an applicant's admission to any particular major or emphasis. Each student's major program must be arranged under the direction and with the approval of a faculty adviser and must be planned with a view toward obtaining reasonable mastery of a chosen field, with due provisions for work outside the field. Minors are also available in most fields. Students must maintain at least a 2.0 grade point average in any major or minor they complete.

## PROGRAMS OF STUDY

### BACHELOR OF ARTS DEGREE

The baccalaureate degree granted by Brevard College is the bachelor of arts degree, which combines a core curriculum in the arts and sciences with advanced studies in particular disciplines and a strong emphasis in interdisciplinary studies. The College offers B. A. majors in art, English, ecology, environmental studies, exercise science, history, integrated studies, mathematics, music, organizational leadership, and wilderness leadership and experiential education. For students interested in pursuing religion as a field of study, Brevard College offers: 1) the integrated studies major which allows a student to make religion a general emphasis; and 2) currently under reconstruction by the faculty during 1999–2000 is the Physics, Philosophy, and Religion major.

### TEACHER CERTIFICATION

A new agreement with Mars Hill College allows students at Brevard College to pursue teacher certification in biology, chemistry, English, mathematics, social studies (from 9th through 12th grade) and art (from kindergarten through 12th grade). By applying to the teacher education program during their sophomore year, eligible students simultaneously complete the requirements for the appropriate Brevard College B. A. degree and the coursework and student teaching requirements of Mars Hill's School of Education and Leadership. Qualified students will have an adviser at both Brevard College and Mars Hill College. The Mars Hill program is recognized in North Carolina and, through reciprocal agreements, in 27 other states.

## ASSOCIATE IN ARTS DEGREE

The curriculum of the associate in arts degree provides students with exposure to those areas of study that are the foundations for broad-based liberal arts majors. Students who intend to major in traditional liberal arts disciplines not offered at Brevard College and who plan to transfer after two years at Brevard College should follow the requirements for the A.A. degree listed on page 94.

## ASSOCIATE IN FINE ARTS DEGREE

Brevard College now offers the associate of fine arts degree with majors in either art or music. Students are strongly encouraged to pursue the B.A. curriculum and remain at Brevard College to complete the baccalaureate degree; however, the College also offers the associate in fine arts degree, which is designed for students seeking a professional degree in art or music at another institution.

Patterns of curricula in the A.F.A. programs are designed to offer the best possible preprofessional preparation in the fine arts, and the courses offered are those that transfer most readily to senior institutions. Baccalaureate programs in the fine arts vary greatly, however, and students who plan to transfer are strongly advised to consult the catalog of the college or conservatory to which they plan to transfer. Within the general graduation requirements established by the College, adjustments can be made in the A.F.A. degree to satisfy the demands of the school to which the student intends to transfer.

Candidates for the A.F.A. degree in music have usually acquired basic competencies prior to their enrollment in the College. If this is not the case, the student may not be able to satisfy all requirements for the B.A. degree in four years or for the A.F.A. degree in two years. Students will not be admitted into the A.F.A. program in music until they are able to demonstrate basic competencies through a required audition, and they may be advised to pursue the associate in arts degree, or the associate in science degree. See page 47 for more detailed curriculum information.

## ASSOCIATE IN SCIENCE DEGREE

The associate in science degree is designed for students preparing for a career in the natural sciences, or science-related fields such as medical technology and nutrition. The natural sciences include astronomy, biology, chemistry, computer science, geology, mathematics, physics, and variations of these, such as agricultural or environmental science and paleontology. Preprofessional programs give students a solid beginning toward careers in architecture, dentistry, engineering, forestry, medicine, nursing, occupational therapy, optometry, pharmacy, physical therapy, veterinary medicine, and others. The patterns of curricula in the A.S. programs are designed to offer the best possible preparation in the sciences, and the courses offered are those which most readily transfer to senior institutions.

## COURSE LOADS AND RESIDENCE REQUIREMENTS

The unit of credit at Brevard College is the semester hour; and with most courses providing three or four hours' credit. The normal course load is 16 hours each semester. Any student whose course load falls below 12 semester hours will lose the privilege of living in the residence halls and will be asked to leave campus until such time as his or her course load is brought back up to the requisite 12 semester hours.

### CREEKSIDE

Brevard College Creekside is a collection of intensive traditional and nontraditional academic programs, workshops, cultural events, and athletic camps for students of all ages, including an extensive menu of community education courses during the summer, fall, and spring. A multidis-ciplinary and cross-disciplinary program, Creekside consists of distinct summer sessions plus an array of enrichment opportunities taught and directed by resident Brevard College professors and guest lecturers throughout the year.

Brevard College offers students attending the Creekside summer sessions a variety of opportunities for educational, recreational, cultural, and spiritual enrichment. The College provides an ideal spot for summer learning in a cool and relaxed atmosphere. The Pisgah National Forest boasts hiking trails, swimming holes, fishing, tubing, and camping—all within 15 minutes of campus.

The various programs of Creekside take full advantage of the College's beautiful residential mountain campus in a community renowned for its cultural and recreational amenities. The north campus residential village and state-of-the-art Porter Center for Performing Arts have expanded the College's already fine collection of study, recreation, and performance facilities.

# DEGREES & MAJORS

## BACCALAUREATE DEGREES AND MAJORS

The bachelor of arts degree requires the completion of a minimum of 124 semester hours, including Core Requirements, Major Requirements, and any Emphasis Requirements as specified for a given major. The total of 124 semester hours also includes restricted and unrestricted electives as allowed by each major. No courses numbered 100 or lower will apply toward the bachelor of arts degree.

### CORE REQUIREMENTS for the BACHELOR of ARTS DEGREE

Students must satisfactorily complete required hours in each area as listed below:

<b>Area I</b>	<b>Language and Literature</b> .....	<b>6 Semester Hours</b>
	English 101 and 102 or 101H and 102H	
<b>Area II</b>	<b>Humanities</b> .....	<b>9 Semester Hours</b>
	<i>Select one:</i>	
	REL 101, 102 .....	3 Semester Hours
	<i>Select one:</i>	
	ENG 201, 202, 203, 204, 215, 216, 281 .....	3 Semester Hours
	<i>Select one:</i>	
	ENG 201, 202, 203, 204, 215, 216, 281 .....	3 Semester Hours
	PHI 201, 202	
	REL101, 102, 202, 203, 311, 315	
	COM 110	
	ANTH 201	
<b>Area III</b>	<b>Physical Education</b> .....	<b>2 Semester Hours</b>
	Two activity courses from PE courses or EXSC 200	
<b>Area IV</b>	<b>Mathematics and Analytic Reasoning</b> .....	<b>6 Semester Hours</b>
	Mathematics course above MAT 100 .....	3 Semester Hours
	Select one: A second math course .....	3 Semester Hours
	above MAT 100*	
	CSC 103, 104, 201	
	PHI 105	
	Foreign language at the intermediate (201 or 202) level	

\* If two mathematics courses are taken and one of them is MAT 111, the other must be MAT 141.

NOTE: This requirement may not be fulfilled through the foreign language AP Program or CLEP tests.

<b>Area V</b>	<b>History</b> .....	<b>6 Semester Hours</b>
	HIS 102 .....	3 Semester Hours
	<i>Select one:</i>	
	Any other HIS prefix course .....	3 Semester Hours
	Any other AH prefix course	
	ART 102, 103	
	MUS 301, 302	
<b>Area VI</b>	<b>Natural Sciences</b> .....	<b>8 Semester Hours</b>
	<i>Select two laboratory courses.</i>	
<b>Area VII</b>	<b>Social Sciences</b> .....	<b>3 Semester Hours</b>
	<i>Select one:</i>	
	SOC 201 .....	3 Semester Hours
	PLSC 201	
	ECON 201, 202	
	ANTH 201	
	PSY 201	
<b>Area VIII</b>	<b>Fine Arts</b> .....	<b>3 Semester Hours</b>
	<i>Select one:</i>	
	ART 101, 120, 125, 130, 150, 125 .....	3 Semester Hours
	AH 101, 102	
	THE 101	
	MUS 101, 301, 302	
	ENG 207, 211	
<b>Area IX</b>	<b>Environmental Studies</b> .....	<b>2 Semester Hours</b>
	<i>Select one:</i>	
	ENV 103 .....	2 Semester Hours
	ENV 110 .....	3 Semester Hours
	<b>Total Required</b> .....	<b>45 Semester Hours</b>

**FOREIGN LANGUAGE:** Successful study of a foreign language must occur to an intermediate level. This may be demonstrated by satisfactory completion of two semesters of study at the elementary level of the same foreign language. No hours of credit will be awarded through scores on the placement tests administered at Brevard College, although the competency requirement may be met through this option. The requirement also may be met by:

- ✦ Scoring at a level of four or above on the AP test. Students may be awarded up to 8 semester hours' credit through the AP test.
- ✦ CLEP credit. Students may be awarded up to 8 semester hours' credit through the CLEP test.

**NOTE:** Students who earn AP or CLEP credit may fulfill the foreign language competency requirement in this manner, but cannot fulfill the additional three-hour requirement of the academic core in Area IV—Mathematics and Analytic Reasoning in this way. International students whose first language is other than English will complete the foreign language competency requirement through completion of ENG 101 and 102.

**OTHER COMPETENCIES:** In addition to demonstrating competency in a foreign language, students must also demonstrate competency in communications (reading, composition, and speech), fundamental mathematical skills, computer skills, and skills appropriate to the separate degrees.

**MULTICULTURAL EMPHASIS:** Students must earn 6 semester hours of academic credit in courses that are identified as offering a multicultural perspective of the world; students who transfer to the College with 60 or more semester hours must earn 3 semester hours of academic credit in such courses.

## MAJORS AND EMPHASES

### DIVISION of ENVIRONMENTAL STUDIES, MATHEMATICS, and NATURAL SCIENCES

ECOLOGY MAJOR (*Minor also available*)

*Optional Emphasis*

Computer Science

ENVIRONMENTAL STUDIES MAJOR (*Minor also available*)

*Optional Emphasis*

Archaeology

MATHEMATICS MAJOR (*Minor also available*)

*Optional Emphasis*

Computer Science

### DIVISION of EXERCISE SCIENCE and WILDERNESS LEADERSHIP

EXERCISE SCIENCE MAJOR

*Required Emphasis (Select one):*

Exercise Gerontology and Allied Medical Fields

Fitness Leadership

Teaching/Coaching

WILDERNESS LEADERSHIP & EXPERIENTIAL EDUCATION MAJOR

*(Minor also available)*

### DIVISION of FINE ARTS

ART MAJOR (*Minor also available*)

*Optional Emphases*

Allied Art

Art History and Archaeology

MUSIC MAJOR

*Optional Emphases*

Art

Church Music

Composition

Conducting

Jazz Studies

Theater Studies

Theory/History

Performance

**DIVISION of HUMANITIES****ENGLISH/INTERDISCIPLINARY STUDIES MAJOR***Required Emphasis (Select one):*

Art	Literary Studies
Creative Writing	Music
Environmental Journalism	Natural Sciences
History	Prelaw
	Theater Arts

**DIVISION of SOCIAL SCIENCES****HISTORY MAJOR (*Minor also available*)***Optional Emphases*

Art History and Archaeology	Southern History
Environmental History	20th-Century Europe
Modern American History	Music History
	Prelaw

**INTEGRATED STUDIES MAJOR****ORGANIZATIONAL LEADERSHIP (BUSINESS) MAJOR (*Minor also available*)***Required Emphases (Select one):*

General  
Applied  
Small Business

**PREPROFESSIONAL STUDIES**

Prelaw Study programs offered in Division of Environmental Studies, Mathematics, and Natural Sciences; Division of Humanities; and Division of Social Sciences.

Predentistry, Premedicine, Preveterinary

Courses offered in Division of Environmental Studies, Mathematics, and Natural Sciences; and Division of Exercise Science and Wilderness Leadership. In many cases students may major in any subject and complete specific courses required by the professional school.

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## DIVISION of ENVIRONMENTAL STUDIES, MATHEMATICS, and NATURAL SCIENCES

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The Division of Environmental Studies, Mathematics, and Natural Sciences offers majors in Ecology, Environmental Studies, and Mathematics and a wide variety of courses in ecology, biology, chemistry, physics, geology, and computer science. In a cooperative agreement with Mars Hill College, students can earn teacher certification (9–12) in biology, chemistry, and mathematics. The Environmental Studies Major serves as a prototype of interdisciplinary studies, drawing from all divisions.

### FACULTY

#### Professors:

- H. Larimore Ragsdale, Dalton Professor of Environmental Studies; chair, Division of Environmental Studies, Mathematics, and Natural Sciences; coordinator, Environmental Studies Major; director, Appalachian Center for Environmental Solutions: environmental studies, ecology, simulation modeling  
Jeffrey B. Llewellyn, Mary Emma Thornton Distinguished Service Professor of Ecology; coordinator, Ecology Major: vertebrate biology, ecology, environmental studies  
C. Clarke Wellborn, Edwin Lewis Schmidt Distinguished Service Professor of Physics and Mathematics: mathematics, statistics, physics

#### Associate Professors:

- Kenneth M. Duke: environmental studies, ecology  
Robert R. Glesener: ecology, evolutionary biology  
Susan L. Horn: mathematics, statistics  
Donnald H. Lander: mathematics, statistics

#### Assistant Professors:

- Theresa A. Bright: coordinator, Mathematics Major: mathematics  
Anita M. Bryant: inorganic chemistry, trace metal chemistry  
Jennifer E. Frick: invertebrate biology, ecology, environmental studies  
Anne T. Pittman: geology, environmental studies

#### Instructors:

- Ruth Daniel: mathematics  
Suzanne R. Kavli: mathematics, computer science  
Kimberly M. White: chemistry  
Scott K. Yager: physics, astronomy

#### Associated Faculty:

- Robert A. Bauslaugh: ancient history and archaeology  
Margaret L. Brown: environmental history  
Clyde W. Carter: wilderness leadership and experiential education  
Anne P. Chapin: archaeology  
Helen C. Gift: sociology and organizational systems  
Stephen J. Martin: social ecology  
D. Timothy G. Murray: environment and art  
M. Susan Schmidt: English and environmental studies  
G. Thomas Tait: exercise physiology

R. Scott Sheffield: history of science

Notombi Naomi-Cecelia Tutu: developmental economics, interplay of social and environmental policies in development of southern Africa

**Adjunct Faculty:**

Dawn Davenport: environmental policy

Mark R. Burrows: environmental management, environmental studies

Linda Paulus: biology

Kimberly Wenzel: mathematics

Ruth Y. Wetmore: archaeology

Glynda Wilkins: volunteer tutor with North Carolina Governor's Program

**Laboratory Manager:**

Mary Elizabeth Fisher: biology, ecology

## MAJOR REQUIREMENTS *for the B.A. DEGREE* in ECOLOGY

### B.A. CORE REQUIREMENTS—45 Semester Hours

Core Requirements must include courses in chemistry, geology, physics, and mathematics given in the Biology and Ecology Requirements below:

(Area IV: 6 Semester Hours, Area VI: 8 Semester Hours):

### BIOLOGY AND ECOLOGY REQUIREMENTS—32 Semester Hours

In addition to the Core Requirements, students majoring in Ecology must complete the following biology and ecology courses:

Hours	Courses	
4	BIO 110	Principles of Biology I
4	BIO 120	Principles of Biology II
3	ECOL 240	Biodiversity
2	ECOL 494/ENV 494	Senior Project I
2	ECOL 495/ENV 495	Senior Project II
3	<i>Select one:</i>	
	ECOL 250	Plant Ecology
	ECOL 260	Animal Ecology
3	<i>Select one:</i>	
	BIO 310	Environmental Physiology
	BIO 320	Genetics
	BIO 330	Evolutionary Biology
3	<i>Select one:</i>	
	ECOL 350	Terrestrial Ecosystems
	ECOL 360	Aquatic Ecosystems

- 3     *Select two:*
- |         |                      |
|---------|----------------------|
| BIO 381 | Trees and Shrubs     |
| BIO 382 | Fungi and Lichens    |
| BIO 383 | Mosses and Ferns     |
| BIO 384 | Wildflowers          |
| BIO 385 | Invertebrates        |
| BIO 386 | Fish and Amphibians  |
| BIO 387 | Reptiles and Mammals |
| BIO 388 | Birds                |
- 5     *Select any biology or ecology courses*

### MATHEMATICS & NATURAL SCIENCE REQUIREMENTS—31 Semester Hours

In addition to the Core Requirements and Biology and Ecology Requirements, students majoring in Ecology must complete the following mathematics and natural sciences courses:

Hours	Courses	
4	CHE 103	Principles of Chemistry I
4	CHE 104	Principles of Chemistry II
4	<i>Select one:</i>	
	CHE 201	Organic Chemistry I
	CHE 301	Biochemistry
4	GEOL 101	Introduction to Physical Geology
4	MAT 121	Elementary Functions with Trigonometry
3	<i>Select one:</i>	
	MAT 131	Calculus for Business and the Applied Sciences
	MAT 141	Probability and Statistics
	MAT 211	Analytic Geometry and Calculus I
4	PHYS 103	General Physics I
4	PHYS 104	General Physics II

### UNRESTRICTED ELECTIVES—to complete 124 Semester Hours

### REQUIREMENTS FOR AN EMPHASIS IN COMPUTER SCIENCE—18 Semester Hours

In addition to the above requirements, Ecology majors can earn an emphasis in computer science by completing the following:

Hours	Courses	
4	CSC 103	Structured Programming I
4	CSC 104	Structured Programming II
4	CSC 201	Data Structures
3	CSC 203	Computer Architecture
3	<i>Select one:</i>	
	CIS 300	Systems Analysis
	CIS 340	Data Base Management
	ECOL/ENV 340	Behavior of Model Systems

**REQUIREMENTS FOR A MINOR IN ECOLOGY—21 Semester Hours**

<b>Hours</b>	<b>Courses</b>	
4	BIO 110	Principles of Biology I
4	BIO 120	Principles of Biology II
3	ECOL 240	Biodiversity
3	<i>Select one:</i>	
	ECOL 250	Plant Ecology
	ECOL 260	Animal Ecology
3	<i>Select one:</i>	
	ECOL 350	Terrestrial Ecosystems
	ECOL 360	Aquatic Ecosystems
3	<i>Select two:</i>	
	BIO 381	Trees and Shrubs
	BIO 382	Fungi and Lichens
	BIO 383	Mosses and Ferns
	BIO 384	Wildflowers
	BIO 385	Invertebrates
	BIO 386	Fish and Amphibians
	BIO 387	Reptiles and Mammals
	BIO 388	Birds
1	<i>Select from any biology or ecology course</i>	

## MAJOR REQUIREMENTS *for the B.A. DEGREE* in ENVIRONMENTAL STUDIES

**B.A. CORE REQUIREMENTS—45 Semester Hours****MAJOR REQUIREMENTS—56 Semester Hours**

In addition to the Core Requirements, students majoring in Environmental Studies must complete the following Major Requirements:

<b>Hours</b>	<b>Courses</b>	
3	<i>Select one:</i>	
	ART 150	3-D Design
	ART 120	Drawing I
	ART 260	Photography I
4	BIO 110	Principles of Biology I
4	<i>Select one:</i>	
	CHE 101	General Chemistry I
	CHE 103	Principles of Chemistry I
3	ECON 201	Macroeconomics
3	ENG/COM 302	Environmental Communications

3	ENV 110	Introduction to Environmental Studies
3	ENV 301	Environmental Policy
3	EPED 101 <i>or</i> EPED 102	Outdoor Education Outdoor Leadership and Group Dynamics <i>plus two PE courses numbered in the 150s</i>
4	GEOL 101	Introduction to Physical Geology
4	GEOL 201	Environmental Geology
3	MAT 141	Probability and Statistics
1	PSY/SWK 105	Personal Ecology
1	PSY/SWK 206	Human Group Environments
3	PSY/SWK 307	Community and the Environment
3	<i>Select one:</i>	
	HIS 301	History of Modern Science
	HIS 302	Environmental History
3	ENV 380	Environmental Seminar
2	ENV 394	Internship I
2	ENV 395	Internship II
2	ENV 494	Senior Project I
2	ENV 495	Senior Project II

### RESTRICTED ELECTIVES—15 Semester Hours

*Select a minimum of 15 semester hours, including at least one course per group.*

#### Environmental Studies:

Hours	Courses	
3	ENG 215	Wilderness Literature
3	ENG 216	Literature of the Environment
3	ENV 330	Environment and Spirituality
3	ENV/ARCH 201	Principles of Archaeology
3	ENV/ECOL 340	Behavior of Model Systems
3	ENV/ECOL 410	Human Ecology
3	ENV/SOC 325	Population and Contemporary Social Issues

#### Psychology–Sociology:

Hours	Courses	
3	ANTH 201	Principles of Anthropology
3	ARCH/ENV 111	Man and the Environment in Antiquity
3	PSY 201	General Psychology
3	SOC 201	Principles of Sociology
3	SOC 310	Social Science Research Methods

#### Science:

Hours	Courses	
4	<i>Select one:</i>	
	BIO 120	Principles of Biology II
	<i>or any biology course above BIO 120 except BIO 210 and BIO 220</i>	
2	ENV 290	Surface Water Hydrology

- 4     *Select one:*  
       CHE 102                    General Chemistry II  
       CHE 104                    Principles of Chemistry II  
       *or any chemistry course above CHE 104*
- 4     *Select one:*  
       MAT 131                    Calculus for Business and the Applied Sciences  
       *or any mathematics course above MAT 131*
- Select one:*  
       4     PHYS 101                Concepts of Physics  
       4     PHYS 102                Astronomy and Lab  
       3     PHYS 204                Cosmology  
       *or any physics course above PHYS 102*

**Government—Economy—History:**

Hours	Courses	
3	BUS 201/ORG 304	Legal Environment of Business
3	ECON 200	Introduction to Economics
3	ECON 202	Microeconomics
3	HIS 301	History of Modern Science
	<i>(if HIS 302 selected as a required course)</i>	
	<i>or HIS 302</i>	Environmental History
	<i>(if HIS 301 selected as a required course)</i>	
3	HIS 110	Global History
3	HIS 223	History of Southeastern Native Americans
3	PLSC 201	American Government

**UNRESTRICTED ELECTIVES—to complete 124 Semester Hours****REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES**

The Environmental Studies Minor requires a minimum of 17 semester hours of adviser-approved coursework. The minor is specifically designed to be flexible and contribute meaningful interdisciplinary breadth to the student's major. Students desiring this minor must develop an approved course selection with an Environmental Studies faculty member. Since each division of the College has Environmental Studies faculty, students can access an Environmental Studies adviser with the division supporting their major or from the list of Environmental Studies Faculty. The minor consists of four specific courses selected as part of the Area requirements for the B.A. degree, three courses selected from the restricted list of six courses, and three courses chosen from the elective list.

Select these courses as part of the Area requirements for the Bachelor of Arts Degree

Hours	Course		
3	ENG 216	<b>Area II</b>	Literature of the Environment
4	BIO 110	<b>Area VI</b>	Introduction to Organisms, Ecology, Evolution
4	GEO 101	<b>Area VI</b>	Introduction to Geology
3	ENV 110	<b>Area IX</b>	Introduction to Environmental Studies

**Minor Courses—Restricted List —8–10 Semester Hours**

*Select three:*

ARCH 201	Principles of Archaeology
ANTH 201	Principles of Anthropology
ENV 330	Environment and Spirituality
ECOL 240	Biodiversity
HIS 301	History of Modern Science
HIS 302	Environmental History
PSY/SWK 105	Personal Ecology
and PSY/SWK 206	Human Group Environments

**Minor Courses—Elective List —8–12 Semester Hours**

*Select three:*

ARCH 201	Principles of Archaeology
ANTH 201	Principles of Anthropology
<i>Any CHE course</i>	
ECOL 240	Biodiversity
ECOL 250	Plant Ecology
ECOL 260	Animal Ecology
ECOL 350	Terrestrial Ecosystems
ECOL 360	Aquatic Ecosystems
ENG 215	Wilderness Literature
ENG 302	Environmental Policy
ENV 290	Surface Water Hydrology
ENV 301	Environmental Policy
ENV 330	Environment and Spirituality
ENV/ECOL 340	Behavior of Model Systems
GEOL 201	Environmental Geology
HIS 110	Global History
HIS 223	History of Southeastern Native Americans
HIS 301	History of Science
HIS 302	Environmental History
PHY 101	Concepts of Physics
PSY/SWK 105	Personal Ecology
and PSY/SWK 206	Human Group Environments
PSY/SWK 307	Community and the Environment
SOC 201	Principles of Sociology
SOC 310	Social Science Research Methods

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN ARCHAEOLOGY — 15 Semester Hours

In addition to the Core Requirements and Major Requirements for Environmental Studies, students who want an optional emphasis in Archaeology must complete the following requirements:

Hours	Courses	
3	ANTH 201	Principles of Archaeology
3	<i>Select one:</i>	
	ARCH 111/ENV 111	Man and the Environment in Antiquity
	<i>Select two:</i>	
6	AH/ARCH 221	Art and Archaeology of Ancient Egypt
	AH/ARCH 222	Art and Archaeology of the Greek Bronze Age
	AH/ARCH 223	Art and Archaeology of Ancient Greece
	AH/ARCH 224	Art and Archaeology of Ancient Italy and the Roman Empire
3	AH/ARCH 321	Seminar in Art History and Archaeology

### MAJOR REQUIREMENTS for the B.A. DEGREE in MATHEMATICS

#### B.A. CORE REQUIREMENTS—45 Semester Hours

#### MAJOR REQUIREMENTS—44 Semester Hours

In addition to the Core Requirements, students majoring in Mathematics must complete the following required courses and restricted electives:

#### REQUIRED COURSES—32 Semester Hours

Hours	Courses	
3	MAT 200	Discrete Mathematics
4	CSC 103	Structured Programming I
12	MAT 211, 221, 231	Calculus and Analytic Geometry I, II, III
3	MAT 341	Linear Algebra
3	MAT 351	Differential Equations
3	MAT 361	Modern Algebra
3	MAT 411	Real Analysis
1	MAT 450	Seminar

#### RESTRICTED ELECTIVES—12 Semester Hours

Select from MAT or CSC. Electives may include no more than one course in computer science; MAT electives must be at the 400 level; ECOL/ENV 340 can serve as a MAT elective.

#### UNRESTRICTED ELECTIVES—to complete 124 Semester Hours

MAT 141, Probability and Statistics, is strongly recommended as an unrestricted elective.

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN COMPUTER SCIENCE—14 Semester Hours

In addition to the Core Requirements and the Major Requirements for Mathematics, students who want an optional emphasis in Computer Science must complete the following Emphasis Requirements:

Hours	Courses	
4	CSC 104	Structured Programming II
4	CSC 201	Data Structures
3	CSC 203	Computer Architecture
3	<i>Select one:</i>	
	CIS 120	Exploring the Internet
	PHYS 201	Physics I
	ACC 201	Principles of Accounting I

### REQUIREMENTS FOR MINOR IN MATHEMATICS—18 Semester Hours

Students other than Mathematics majors may earn a Mathematics Minor by completing the following Minor Requirements in addition to the B.A. Core Requirements and the students' respective Major Requirements:

Hours	Courses	
4	MAT 211	Analytic Geometry and Calculus I
4	MAT 221	Analytic Geometry and Calculus II
3	MAT 341	Linear Algebra
4	CSC 103	Structured Programming
3	One additional MAT course at or above the 200 level	

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

## MAJOR REQUIREMENTS *for the B.A. DEGREE* in PHYSICS, PHILOSOPHY, and RELIGION Program suspended 1999–2000

The Physics, Philosophy, & Religion Major is currently under reconstruction. Contact the vice president of academic affairs for details.

## DIVISION of EXERCISE SCIENCE and WILDERNESS LEADERSHIP

The Division of Exercise Science and Wilderness Leadership offers bachelor of arts degrees in Exercise Science and in Wilderness Leadership and Experiential Education. The division is made up of faculty in exercise science, health, physical education, and wilderness leadership and experiential education.

### FACULTY

#### *Professors*

G. Thomas Tait, Otilly Welge Seese Distinguished Service Professor of Exercise Science and Coaching; chair, Division of Exercise Science and Wilderness Leadership; coordinator, Exercise Science Major: exercise science, exercise physiology, sport pedagogy

Norman L. Witek, coordinator, Coaching/Teaching Emphasis: health and physical education, sport pedagogy

#### *Assistant Professors*

Clyde W. Carter, director of the School of Wilderness Education: recreation, wilderness leadership, and experiential education

#### *Instructors*

Nancy G. Ballinger: dance, aquatics, health

Harry W. (Tadd) Connor: physical education, women's basketball coach, assistant softball coach

Amanda Degelsmith: experiential and adventure education, psychology, outdoor and adventure skills

Robert Dye: coordinator, Wilderness Leadership and Experiential Education Major: adventure challenge programs, counseling at-risk youth, adventure recreation

Beth Russo: outdoor recreation and education, counseling at-risk adolescents, challenge course programs

Andrew M. Schaefer: physical education, soccer coach

Jessie Wei: director, Fitness Appraisal Laboratory: exercise physiology, fitness appraisal, volleyball coach

#### *Associated Faculty:*

Winford A. Gordon: sports psychology, wilderness leadership, whitewater sports, co-leader of 1997 Voice of the Rivers expedition

M. Susan Schmidt: environmental and wilderness literature  
co-leader of 1999 Voice of the Rivers expedition

#### *Adjunct Faculty:*

G. Ruffin Benton III, M.D.: sports medicine

Angus W. Graham III, M.D.: orthopedic medicine

Harvey Dorfman: sports psychology

## MAJOR REQUIREMENTS for the B.A. DEGREE in EXERCISE SCIENCE

### B.A. CORE REQUIREMENTS—45 Semester Hours

Students majoring in Exercise Science must complete COM 110, EXSC 200, and PSY 201 within the Core Requirements.

### MAJOR REQUIREMENTS—35 Semester Hours

In addition to the Core Requirements, students majoring in Exercise Science must complete the following Major Requirements:

Hours	Courses	
4	BIO 210	Human Anatomy and Physiology I
4	BIO 220	Human Anatomy and Physiology II
3	EXSC 110	Introduction to Exercise Science
3	EXSC 305/EPED 305	Legal Aspects of Wilderness, Experiential Education, and Exercise Leadership
3	EXSC 310	Exercise Physiology
3	EXSC 311	Fitness Appraisal
3	EXSC 312	Sports Nutrition and Wellness
3	EXSC 330	Introduction to Sports Medicine
2*	HLT 202	First Aid and CPR
3	PHI/REL 202	Introduction to Ethics
3	PHYS 101	Concepts of Physics

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

### REQUIRED EMPHASIS—Choose at Least One of the Following Emphases:

#### EMPHASIS IN EXERCISE GERONTOLOGY AND ALLIED MEDICAL FIELDS —19 Semester Hours

In addition to the Core Requirements and Major Requirements for Exercise Science, students must complete the following Emphasis Requirements for Exercise Gerontology and Allied Medical Fields:

Hours	Courses	
3	EXSC 211A and/or EXSC 399A	Special Topics (1-3) Independent Studies (1-3)
1	EXSC 215A	Directed Observation Practicum
3	EXSC 315A	Leadership Practicum
12	EXSC 415A	Senior Internship

**EMPHASIS IN FITNESS LEADERSHIP—19 Semester Hours**

In addition to the Core Requirements and Major Requirements for Exercise Science, students must complete the following Emphasis Requirements for Fitness Leadership:

Hours	Courses	
1	EXSC 215F	Directed Observation Practicum
3	EXSC 315F	Leadership Practicum
3	EXSC 340	Teaching/Coaching Methods
12	EXSC 415F	Senior Internship

**EMPHASIS IN TEACHING/COACHING—27 Semester Hours**

In addition to the Core Requirements and Major Requirements for Exercise Science, students must complete the following Emphasis Requirements for Teaching/Coaching:

Hours	Courses	
1	EXSC 215T	Directed Observation Practicum
2	EXSC 240	Introduction to Theories & Techniques of Coaching
3	EXSC 315T	Leadership Practicum
3	EXSC 340	Teaching/Coaching Methods
12	EXSC 415T	Senior Internship
3	PSY 203	Adolescent Growth & Development
3	PSY 350	Sports Psychology

**Restricted Electives—6 Semester Hours**

Hours	Courses	
	<i>Select two:</i>	
3	ENV 330	Environment and Spirituality
3	EPED 101	Outdoor Education
3	EPED 330	Camp Counseling
3	EPED 340	Camp Administration and Programming
3	EPED 402	Ethics of Wilderness Leadership and Experiential Education

**UNRESTRICTED ELECTIVES—to complete 124 Semester Hours**

## MAJOR REQUIREMENTS for the B.A. DEGREE in WILDERNESS LEADERSHIP & EXPERIENTIAL EDUCATION

### B.A. CORE REQUIREMENTS—45 Semester Hours

Students majoring in Wilderness Leadership & Experiential Education must complete BIO 110, ENV 110, and ENG/EPED 215\* within the Core Requirements.

### MAJOR REQUIREMENTS—30 to 40 Semester Hours

In addition to the Core Requirements, students majoring in Wilderness Leadership & Experiential Education must complete the following Major Requirements:

Hours	Courses	
3	EPED 101	Outdoor Education
3	EPED 200*	Group Dynamics and Leadership
3	EPED 250*	Wilderness First Aid
1-6	EPED 301	Wilderness/Experiential Education Practicum
1-6	EPED 302	Wilderness/Experiential Education Internship
3	EPED305/EXSC 305	Legal Aspects of Wilderness, Experiential Education, and Exercise Leadership
3	EPED 350*	Wilderness Expedition
3	EPED 402	Ethics of Wilderness and Experiential Education
3	EPED 405	Seminar: Open Topics
4	Skill Classes:	Select four: PE 134, 135, 139, 140, 151, 152, 153, 155, 157, 158, 182
3	PSY 260	Psychological Issues of Experiential Education

### RESTRICTED Electives —9 Semester Hours

Select from the following:

Hours	Courses	
2	EPED 202	Water Safety Instructor
3	EPED 230	Introduction to Recreation and Leisure
3	EPED 310*	Outdoor Pursuits Education: Water-Based
3	EPED 320*	Outdoor Pursuits Education: Land-Based
3	EPED 330	Camp Counseling
3	EPED 340	Camp Administration and Programming
1	PSY/SWK 105	Personal Ecology
3	PSY/SWK 307	Community and the Environment
3	ENV 330	Environment and Spirituality
3	EPED 404	Philosophers of Experiential Education
3	EPED 407	Challenge Course Administration and Facilitation

\*Only offered in the Immersion Semester.

**UNRESTRICTED ELECTIVES—to complete 124 Semester Hours**

**REQUIREMENTS FOR MINOR IN WILDERNESS LEADERSHIP & EXPERIENTIAL EDUCATION—21 Semester Hours**

Students other than Wilderness Leadership and Experiential Education majors may earn a minor in Wilderness Leadership and Experiential Education by completing one of the two following lists of Minor Requirements:

**LIST NUMBER 1 OF REQUIREMENTS FOR MINOR IN WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION—21 Semester Hours****Hours Courses**

3	EPED 101	Outdoor Education
18		The Immersion Semester:
3	EPED 200	Group Dynamics and Leadership
3	ENG/EPED 215	Wilderness Literature
3	EPED 250	Wilderness First Aid
3	EPED 310	Outdoor Pursuits Education: Water-Based
3	EPED 320	Outdoor Pursuits Education: Land-Based
3	EPED 350	Wilderness Expedition

**LIST NUMBER 2 OF REQUIREMENTS FOR MINOR IN WILDERNESS LEADERSHIP AND EXPERIENTIAL EDUCATION—21 Semester Hours****Hours Courses**

3	EPED 101	Outdoor Education
1	EPED 102	Group Dynamics
3	EPED 305	Legal Aspects of Wilderness, Experiential Education, and Exercise Leadership
3	EPED 402	Ethics of Wilderness Leadership and Experiential Education
2	<i>Select any 2 of the following:</i>	
	PE 134	Horseback Riding
	PE 135	Advanced Horseback Riding
	PE 139	Snow Skiing
	PE 140	Advanced Snow Skiing
	PE 151	Canoeing
	PE 152	Basic Rock Climbing
	PE 155	Kayaking
	PE 157	Backpacking
	PE 158	Mountain Hiking
	PE 182	Advanced Rock Climbing
3	<i>Select any combination totaling 9 credits:</i>	
	EPED 202	Water Safety Instructor
	EPED 230	Introduction to Recreation and Leisure
	EPED 330	Camp Counseling
	EPED 340	Camp Administration and Programming
	PSY/SWK 105	Personal Ecology
	PSY/SWK 307	Community and the Environment
	ENV 330	Environment and Spirituality
	EPED 303	Philosophers of Experiential Education
	EPED 407	Challenge Course Administration and Facilitation

**Hours Courses**

3	<i>Select any combination totaling 9 credits (continued list):</i>	
	PSY 260	Psychological Issues of Experiential Education
	ENV 301	Environmental Policy
	ECOL 240	Biodiversity
	ECOL 250	Plant Ecology
	ECOL 260	Animal Ecology
	ECOL 350	Terrestrial Ecosystems
	ECOL 360	Aquatic Ecosystems
	Voice of the Rivers Course Credits	

## DIVISION *of* FINE ARTS

The Division of Fine Arts offers majors in the fields of music and art with a variety of specialized emphases and also offers courses that fulfill general course requirements for the bachelor of arts degree for majors in other disciplines. In a cooperative agreement with Mars Hill College, students can earn teacher certification (K–12) in art. The Division of Fine Arts consists of the faculties of art and music.

### FACULTY

#### Professors

- S. Kay Hoke, chair, Division of Fine Arts, Coordinator of the Music Major: theory, history and literature of opera, sacred music  
 Laura P. McDowell, director, Cullowhee Consort: music history, piano  
 D. Timothy G. Murray, Edward W. Seese Distinguished Service Professor of Art; coordinator, Art Major; director, Sims Art Center: sculpture, 3-D design, modern art history  
 G. Larry Whatley, Iva Buch Seese Distinguished Professor of Music Theory: theory

#### Associate Professors:

- William B. Byers, Jr: photography, painting  
 Alfred J. Calabrese, director, Institute for Sacred Music, Collegiate Singers, Chamber Chorale: conducting, choral literature, sacred music  
 Patricia L. Robinson, conductor, Brevard Chamber Singers: music theory, piano

#### Assistant Professor

- Anne P. Chapin: art history and archaeology, Minoan art  
 Paul Elwood: composition, theory, electronic music  
 Christopher Harding: piano, music literature  
 David S. Kirby, director, Bands: clarinet, oboe, bassoon  
 M. Jo Pumphrey, Assistant Dean of Academic Affairs: painting, drawing  
 Ruth L. Still, conductor, Brass Ensemble: brass

**Instructors**

Mollie Doctrow: printmaking, graphic design

Jon K. Gudmundson, director, Jazz Studies; conductor, Jazz Ensemble: saxophone, jazz theory

Michael A. Lyda, director, Spiers Art Gallery and Mezzanine Gallery: sculpture, pottery

Patrick Newell: voice, vocal diction

Laura Phillips: director, Percussion Ensemble: percussion, music history

**Associated Faculty**

Thomas J. Bell: religion, sacred music studies

Robert A. White, director, Morrison Playhouse: theater studies

**Artist Affiliates**

Matthew Anderson (low brass), Dixon Brady (drawing, painting, graphic design),

Roger Cope (guitar), Rita J. Hayes (flute), Janet C. Kelly (staff accompanist), Jennifer

Newell (voice, opera workshop), Barbara Nussdorfer-Eblin (drawing, art appreciation),

Katherine Palmer (staff accompanist), Vance Reese (organ, sacred music), Stephen

C. Spence (voice, theory), Paul Statsky (violin), Donald J. Walter (string bass), Joan

Yarbrough (class piano)

## MAJOR REQUIREMENTS *for the B.A. DEGREE in ART*

**B.A. CORE REQUIREMENTS—45 Semester Hours****MAJOR REQUIREMENTS—19 Semester Hours**

In addition to the Core Requirements, students majoring in Art must complete the following Major Requirements:

Hours	Courses	
3	AH 101	Art History I
3	AH 102	Art History II
1	ART 112	Introduction to Visual Arts
3	ART 120	Drawing I
3	<i>Select one:</i>	
	ART 121	Drawing II
	ART 125	Life Drawing
	ART 130	2-D Design
	ART 150	3-D Design

**RESTRICTED ELECTIVES—30 Semester Hours** of additional art courses and 6 Semester hours of additional art history courses (not including AH 101 and AH 102).

**UNRESTRICTED ELECTIVES—to complete 124 Semester Hours**

This total includes hours earned in meeting the requirements of an optional emphasis.

**OPTIONAL EMPHASES—15–18 Semester Hours**

Students majoring in Art may earn an optional emphasis in one of the following areas:

**REQUIREMENTS FOR OPTIONAL EMPHASIS IN ALLIED ARTS—18 Semester Hours**

In addition to the Core Requirements and Major Requirements for Art, students must complete the following Emphasis Requirements for Allied Arts—18 additional hours in four areas, with a minimum of 3 credit hours in each of any three areas:

<b>Music</b>	<b>Theater</b>	<b>Dance</b>	<b>Writing</b>
ENS 188	THE 101	PE 161	ENG 207
ENS 190	THE 102	PE 163	JOUR 101
ENS 193	THE 104	PE 164	THE 204
MUS 101	THE 105	PE 168	
MUS 102	THE 106	PE 169	
MUS 110	THE 107		
MUS 194	THE 201		
MUS 200	THE 202		
MUS 207	THE 203		

**REQUIREMENTS FOR OPTIONAL EMPHASIS IN ART HISTORY AND ARCHAEOLOGY—15 Semester Hours**

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for Art History and Archaeology:

<b>Hours</b>	<b>Courses</b>	
6	AH 101	Art History I
	AH 102	Art History II
3	<i>Select one:</i>	
	AH 120	Survey of Ancient Art
	AH 130	Survey of Medieval Art
	AH 140	Survey of Renaissance and Baroque Art
	AH 150	Survey of Modern Art
3	<i>Select one:</i>	
	AH 221	Art and Archaeology of Ancient Egypt
	AH 222	Art and Archaeology of the Greek Bronze Age
	AH 223	Art and Archaeology of Ancient Greece
	AH 224	Art and Archaeology of Ancient Italy and the Roman Empire
	ARCH 201	Principles of Archaeology
3	<i>Select one:</i>	
	AH 321	Progressive Studies in the Art & Archaeology of Ancient Egypt
	AH 322	Progressive Studies in the Art and Archaeology of the Greek Bronze Age
	AH 323	Progressive Studies in the Art and Archaeology of Ancient Greece
	AH 324	Progressive Studies in the Art and Archaeology of Ancient Italy and the Roman Empire
	AH 353	Seminar in Modern Art

**REQUIREMENTS FOR A MINOR IN ART—21 semester hours**

A minor in art requires 21 hours. 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 ceramics should take 3-D Design.

Hours	Course	
3	AH 101 <i>or</i>	Art History I
	AH 102	Art History II
3	AH 120 <i>or</i>	Drawing
	AH 125	Life Drawing
3	AH 130 <i>or</i>	2-D Design
	AH 150	3-D Design

**Elective**

3	<i>Introductory studio classes</i>
9	<i>ART/AH or ART class</i>

## MAJOR REQUIREMENTS for the B.A. DEGREE in MUSIC

The Division of Fine Arts offers a bachelor of arts degree in Music with additional emphases in the following areas: Art, Arts Management, Church Music, Composition, Conducting, Jazz Studies, Music Education, Theater Studies, Theory/History, and Vocal/Instrumental Performance. The division has held membership in the National Association of Schools of Music since 1967.

All students who elect a Music Major must pass an audition/interview before admission to the Music Major curriculum.

**B.A. CORE REQUIREMENTS—45 Semester Hours****MAJOR REQUIREMENTS—55 Semester Hours**

In addition to the Core Requirements, students majoring in Music must complete the following Major Requirements:

Hours	Courses	
3	MUS 103	Harmony I
1	MUS 105	Sight-singing/Dictation I
3	MUS 104	Harmony II
1	MUS 106	Sight-Singing/Dictation II
3	MUS 107	Intro to Music Literature
1	MUS 121	Class Piano I
1	MUS 123	Class Piano II
3	MUS 203	Harmony III
1	MUS 205	Sight-singing/Dictation III
3	MUS 204	Harmony IV
1	MUS 206	Sight-singing/Dictation IV
3	MUS 301	Music History I
3	MUS 302	Music History II
3	MUS 303	Twentieth-Century Music
3	MUS 305	Form and Analysis

- 12 APM Applied Study on an instrument or in voice—131, 133, 231, 233, 331, 333. Sequence must be begun by sophomore year to achieve a minimum of 12 hours.
- 6 ENS Ensemble—major ensembles are defined as Symphonic Winds, Jazz Ensemble, and Concert Choir. Music majors are required to participate in a major ensemble each semester. Additional credits come from other ensembles, some of which are specific to a student's principal instrument (e.g., voice principals participate in Chamber Chorale, brass players participate in Brass Choir, pianists in Accompanying, etc.).

### UNRESTRICTED ELECTIVES—to complete 124 Semester Hours

This total includes the hours earned in meeting the requirements of an optional emphasis.

### ADDITIONAL REQUIREMENTS

Voice majors also take MUS 108 (Vocal Diction I) and MUS 109 (Vocal Diction II). MUS 121 (Class Piano I) and MUS 123 (Class Piano II). All music majors must pass the piano competency test (the final exam for MUS 123). During orientation week, students take a piano placement test that determines whether they must enroll in MUS 121 or MUS 123 or if they are exempt from both courses.

### OPTIONAL EMPHASIS—16–19 Semester Hours

Students majoring in Music may earn an optional emphasis in one of the following areas.

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN ART—18 Semester Hours

In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Art:

Hours	Courses	
3	AH 101	Art History I
3	AH 102	Art History II
3	ART 120	Drawing I
3	ART 130	2-D Design
3	ART 150	3-D Design
3	<i>Select one:</i>	
	ART 121	Drawing II
	ART 125	Life Drawing I

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN CHURCH MUSIC—18 Semester Hours

Students enrolled in the Emphasis in Church Music are required each year to attend the Blackard Lecture in Sacred Music and three of four "Saturday Soundings" to be chosen in consultation with the director of the Institute for Sacred Music. In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Church Music:

Hours	Courses	
3	MUS 330	Conducting
3	MUS 335	Church Music Methods
3	MUS 336	Church Music Literature
3	MUS 430	Church Music Practicum
3	REL 311	Christian Worship
3	REL 315	Christian Tradition and the Arts

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN COMPOSITION — 12 Semester Hours

In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Composition:

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

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN CONDUCTING— 18 Semester Hours

In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Conducting:

Hours	Courses	
3	MUS 306	Orchestration
3	MUS 330	Conducting
3	<i>Select one:</i>	
	MUS 331	Instrumental Conducting
	MUS 332	Choral Conducting
	MUS 401	Seminar in Music History

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN JAZZ STUDIES— 15 Semester Hours

In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Jazz Studies:

Hours	Courses	
3	MUS 207	Jazz Theory/Improvisation I
3	MUS 208	Jazz Theory/Improvisation II
3	MUS 201J	Jazz History
3	MUS 306	Orchestration

Select 3 additional semester hours from the following:

.5	ENS 187	Jazz Guitar Ensemble
.5	ENS 194	Jazz Ensemble
2	MUS 119	Jazz Piano I
2	MUS 120	Jazz Piano II
2	MUS 184	Composition I
2	MUS 185	Composition II
1	MUS 200	Electronic Music
3	MUS 330	Conducting
3	PSY 101	General Psychology
3	<i>Select one:</i>	
	PSY 202	Child Growth and Development
	PSY 203	Adolescent Growth and Development

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN THEATER STUDIES—18 Semester Hours

In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Theater Studies:

Hours	Courses	
3	THE 101	Introduction to Theater
3	THE 102	Voice and Movement
2-4	THE 104	Production
2	THE 105	Theater Technique: Sound
2	THE 106	Theater Technique: Lighting
2	THE 107 or	Theater Technique: Stagecraft
1	THE 108	Make-up
3-6	THE 201/202	Acting I and Acting II

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN THEORY/HISTORY—15 Semester Hours

In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Theory/History:

#### Theory Component—6 Semester Hours

Hours	Courses	
3	MUS 304	Counterpoint
3	MUS 306	Orchestration

#### History Component—9 Semester Hours

Hours	Courses	
3	MUS 201J	Jazz History
3	MUS 308	Seminar in Music Literature
3	MUS 401	Seminar in Music History



### REQUIREMENTS FOR AN OPTIONAL EMPHASIS IN PERFORMANCE— 15 Semester Hours

In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Vocal/Instrumental Performance:

<b>Hours</b>	<b>Courses</b>
4	APM 431, 433 Applied Music
1	MUS 434 Recital (Junior or Senior Year)
4	Major Ensembles
3	<i>Select one:</i>
	MUS 304 Counterpoint
	MUS 336 Church Music Literature
3	<i>Select one:</i>
	MUS 306 Orchestration
	MUS 308 Seminar in Music Literature
	MUS 401 Seminar in Music History

## DIVISION of HUMANITIES

The Division of Humanities is comprised of the faculties of communications, English, English as a second language, foreign language, journalism, philosophy and religion, and reading. The Division of Humanities is central to the liberal arts concept of education and offers a major in English/Interdisciplinary Studies. In a cooperative agreement with Mars Hill College, students can earn teacher certification (9–12) in English. The Division of Humanities also supports concentrations and emphases in majors from almost all other divisions.

### Faculty

#### Professors:

Kenneth D. Chamlee, English; chair, Division of Humanities; coordinator, English Major, Johnnie H. Jones Distinguished Professor of Teaching: modern poetry, creative writing, American and British literature

Clara Coleman-West, Lora Lee Schmidt Distinguished Service Professor of English: American literature, composition, mythology

A. Preston Woodruff, religion; Johnnie H. Jones Distinguished Professor of Teaching, Robert Wesley Pickens Professor of Religion: biblical studies

#### Associate Professor:

J. Belton Hammond, English: composition

#### Assistant Professors:

Thomas J. Bell, religion and sacred music: religion and medieval studies

Ralph A. Hamlett, English: communications

Liping Liu, Edward W. Seese Assistant Professor of Language and Humanities; director of International Studies: English as a Second Language (ESL), educational studies

Rhemma Miller, English and communications: communications, speech, British literature

Judy C. Hoxit, foreign languages: Spanish

M. Susan Schmidt, English and environmental studies: environmental writing, environmental literature

**Instructors:**

Ilia Assalin, English as a second language

Betsy D. Burrows, English: American literature, British literature, African-American literature

Bonnie H. Clark, Coordinator of Developmental Programs and Assistant Dean of Academic Affairs, English: reading

Robert A. Foster, English: English as a second language

Susan R. Kuehn, English, director of the Learning Enhancement Center: reading

Kristina H. McBride, English; director, Writing Center: composition, British literature, and world literature

Ernest L. Mills, Religion; chaplain of the College: religion

## MAJOR REQUIREMENTS *for the B.A. DEGREE* in ENGLISH / INTERDISCIPLINARY STUDIES

The English/Interdisciplinary Studies major is designed to provide a strong language arts experience for students wishing to enter a wide variety of fields. At Brevard College a major in English/Interdisciplinary Studies requires a concentration in one of the following fields: Art, Creative Writing, Environmental Journalism, History, Literary Studies, Music, Natural Sciences, Prelaw, or Theater Arts.

### B.A. CORE REQUIREMENTS—45 Semester Hours

#### MAJOR REQUIREMENTS—43 Semester Hours

In addition to the Core Requirements, students majoring in English/Interdisciplinary Studies must complete the following Language Arts Requirements and one set of Emphasis Requirements:

#### LANGUAGE ARTS REQUIREMENTS—22 Semester Hours

Hours	Courses
3	One 200-level literature survey beyond the B.A. Core Requirement
3	<i>Select one:</i> ENG 207      Creative Writing ENG 208      Creative Nonfiction JOUR 101     Introduction to Newswriting
1	JOUR 103     Journalism Laboratory work on the staff of <i>Pertelote</i> , <i>Clarion</i> , or <i>Chiaroscuro</i>
3	<i>Select one:</i> ENG 301      Advanced Expository Writing ENG 305      Technical Communications
3	<i>Select one:</i> COM 110      Introduction to Communication THE 102      Voice and Movement THE 203      Oral Interpretation

3	ENG 250	Introduction to Language Study
3		One 300-level literature course
3	ENG 495	Senior Seminar/Project

NOTE: Courses taken for B.A. Core Requirements may also meet requirements in either the Language Arts core or in the area of emphasis. One course cannot meet requirements in both cores and in an area of emphasis. A course counting twice satisfies only the requirements; the specified number of hours in the Language Arts core and in the area of emphasis must still be earned.

### REQUIRED EMPHASIS—21 Semester Hours

Choose at least one of the following emphases:

#### REQUIREMENTS FOR EMPHASIS IN ART

Hours	Courses	
3	AH 101	Art History I
3	AH 102	Art History II
3	ART 130	2-D Design
3	ART 150	3-D Design
3	<i>Select one:</i>	
	ART 120	Drawing I
	ART 121	Drawing II
3	<i>Select one:</i>	
	ART 240	Painting I
	ART 250	Sculpture I
	ART 260	Photography I
	ART 270	Ceramics I
	ART 280	Printmaking I
3	<b>Restricted Elective.</b>	
	<i>Select one:</i>	
	ART 121	Drawing II (If ART 106 is taken)
	ART 125	Life Drawing
	ART 230	Graphic Design I
	ART 241	Painting II
	ART 261	Photography II
	ART 271	Ceramics II

#### REQUIREMENTS FOR THE EMPHASIS IN CREATIVE WRITING

Hours	Courses	
3	<i>Select one:</i>	
	ENG 207	Creative Writing
	ENG 208	Creative Nonfiction
	ENG 209	Poetry Writing
3	<i>Select one:</i>	
	ENG 210	Fiction Writing
	ENG 303	Nature Writing Workshop

- 3     *Select one:*  
 ENG 308     Advanced Nonfiction Essay  
 ENG 309     Advanced Poetry Workshop  
 ENG 310     Advanced Fiction Workshop
- 12    *Select four*  
 ENG 207, 208, 209, 210, 303, 308, 309, 310  
 (Any two additional beginning, intermediate, or advanced  
 creative writing classes may count toward restricted electives.)  
 ENG 216     Literature of the Environment  
 ENG 251     Overview of Literary Criticism  
 ENG 333     20th-Century American Poetry  
 ENG 334     20th-Century American Fiction  
 ENG 410     Special Topics in Literature  
 ENG 420     Advanced Genre Studies  
 (*Limit of two Special Topics and Advanced Studies  
 courses*).  
 THE 204     Playwriting

### EMPHASIS IN ENVIRONMENTAL JOURNALISM—21 Semester Hours

Hours	Courses
3	COM 302     Environmental Communications
3	<i>Select one:</i>
	ENG 305     Technical Writing
	JOUR 101    Introduction to News Writing
3	ENV 110     Introduction to Environmental Studies
3	ENV 301     Environmental Policy
3	<i>Select one:</i>
	ENG 215     Wilderness Literature
	ENG 216     Literature of the Environment
6	<b>Restricted Electives</b>
	<i>Select two:</i>
	ART 260     Photography I
	BIO 225     Field Biology of the Southern Appalachians
	ENG 215/216    Literature of the Environment or Wilderness Literature
	ENG 303     Nature Writing Workshop
	ENV 330     Environment and Spirituality
	GEO 101     Physical Geology
	GEO 201     Environmental Geology

### EMPHASIS IN HISTORY

Hours	Courses
3	HIS 104     U.S. History since 1865
3	HIS 110     Global History
15	<i>Select any five HIS courses from the 200, 300, or 400 level.</i>

**EMPHASIS IN LITERARY STUDIES—21 Semester Hours**

<b>Hours</b>	<b>Courses</b>
3	ENG 251 Overview of Literary Criticism
3	ENG 322 Shakespeare
9	<i>PERIOD COURSES</i>
	<i>Select three courses from at least two of the following three groups:</i>
	ENG 320 British Literature to 1500
	ENG 351 Literature of the Western World I
	ENG 321 Renaissance and Restoration: 16th-, 17th-, and 18th-Century British Literature
	ENG 326 Romantic and Victorian: 19th-Century British Literature
	ENG 330 Puritan and Colonial: 17th- and 18th- Century American Literature
	ENG 331 Romanticism and Realism: 19th-Century American Literature
	ENG 352 Literature of the Western World II
	ENG 328 Modern British and Irish Literature
	ENG 333 20th-Century American Poetry
	ENG 334 20th-Century American Fiction
	ENG 353 Literature of the Western World III
3	<i>FIELD STUDIES</i>
	<i>Select one:</i>
	ENG 216 Literature of the Environment
	ENG 340 African-American Literature
	ENG 341 Women in Literature
	ENG 342 Southern Literature
3	<i>Select one:</i>
	ENG 410 Special Topics in Literature (may be repeated if topic changes)
	ENG 420 Advanced Genre Studies (may be repeated if topic changes)

Note: Prerequisite for all 200-level English courses: ENG 102 or ENG102H.  
Prerequisite for all 300- and 400- level literature courses: One of the following—  
ENG 201, 202, 203, 204, 215, 216.

**EMPHASIS IN HISTORY**

<b>Hours</b>	<b>Courses</b>
3	HIS 104 U.S. History since 1865
3	HIS 110 Global History
15	<i>Select any five HIS courses from the 200, 300, or 400 level.</i>

**EMPHASIS IN LITERARY STUDIES—21 Semester Hours**

Hours	Courses	
3	ENG 251	Overview of Literary Criticism
3	ENG 322	Shakespeare
9	<b>PERIOD COURSES</b>	
	<i>Select three courses from at least two of the following three groups:</i>	
	ENG 320	British Literature to 1500
	ENG 351	Literature of the Western World I
	ENG 321	Renaissance and Restoration: 16th-, 17th-, and 18th-Century British Literature
	ENG 326	Romantic and Victorian: 19th-Century British Literature
	ENG 330	Puritan and Colonial: 17th- and 18th- Century American Literature
	ENG 331	Romanticism and Realism: 19th-Century American Literature
	ENG 352	Literature of the Western World II
	ENG 328	Modern British and Irish Literature
	ENG 333	20th-Century American Poetry
	ENG 334	20th-Century American Fiction
	ENG 353	Literature of the Western World III
3	<b>FIELD STUDIES</b>	
	<i>Select one:</i>	
	ENG 216	Literature of the Environment
	ENG 340	African-American Literature
	ENG 341	Women in Literature
	ENG 342	Southern Literature
3	<i>Select one:</i>	
	ENG 410	Special Topics in Literature (may be repeated if topic changes)
	ENG 420	Advanced Genre Studies (may be repeated if topic changes)

Note: Prerequisite for all 200-level English courses: ENG 102 or ENG102H.

Prerequisite for all 300- and 400- level literature courses: One of the following—  
ENG 201, 202, 203, 203, 204, 215, 216.

**EMPHASIS IN MUSIC—21 Semester Hours**

Hours	Courses	
3	MUS 103	Harmony I
3	MUS 104	Harmony II
3	MUS 301	Music History I
3	MUS 302	Music History II
2	Applied Music (1 semester hour each)	
1	Ensemble (.5 semester hour each)	

3	<i>Select one:</i> MUS 101 MUS 107	Music Appreciation Introduction to Music Literature
3	<i>Select one</i> MUS 200 MUS 401 MUS 308	Electronic Music Seminar in Music History Seminar in Music Literature

**EMPHASIS IN NATURAL SCIENCES—21 Semester Hours**

Hours	Courses	
3	ENV 110	Introduction to Environmental Studies
8	<i>Select a sequence from:</i> Biological Science (BIO) or Physical Science (CHE, PHYS, GEOL)	
4	If the sequence selected above was Biological Science, select one course from Physical Science; if the sequence selected above was Physical Science, select one from Biological Science	
3	MAT 141	Probability and Statistics
3	<i>Select one:</i> ENV 301 ENV 330 FOR 101 MAT 211, 221, 231 MAT 341 MAT 351 BIO, CHE, GEO, or PHYS— <i>any course not taken in the above sequence.</i>	Environmental Policy Environment and Spirituality Introduction to Forestry Analytic Geometry and Calculus I, II, & III Linear Algebra Differential Equations

**EMPHASIS IN PRELAW—21 Semester Hours**

Hours	Courses	
3	BUS 201	Legal Environment of Business
3	PLSC 201	American Government
3	<i>Select one:</i> PHI 103 PHI/REL 202	Critical and Practical Reasoning Introduction to Ethics
3	<i>Select one:</i> ECON 201	Macroeconomics

**EMPHASIS IN THEATER ARTS—21 Semester Hours**

Hours	Courses	
3	THE 101	Introduction to the Theater
3	THE 102	Voice and Movement
3	THE 104	Production (1 Semester Hour. <i>Must take 3 times</i> )

- 3     *Select one:*  
THE 201                   Acting I  
THE 202                   Acting II
- 9     *Select from the following:*  
THE 105                  Sound  
THE 106                  Lighting  
THE 107                  Stagecraft  
THE 108                  Make-up  
THE 201 or 202          Acting I or II  
THE 203                  Oral Interpretation  
THE 204                  Playwriting

**UNRESTRICTED ELECTIVES—to complete 124 Semester Hours**



## DIVISION of SOCIAL SCIENCES

The Division of Social Sciences offers majors in History, Integrated Studies, and Organizational Leadership, and is made up of the faculties of accounting, business, computer information systems, economics, history, learning skills, organizational leadership (business), political science, psychology and social work, and sociology. In a cooperative agreement with Mars Hill College, students can earn teacher certification (9–12) in social studies.

### FACULTY

#### Professors:

Helen C. Gift, Sociology and Organizational Systems; chair, Division of Social Sciences; coordinator, Integrated Studies Major: sociology, anthropology, organizational systems

Robert A. Bauslaugh, Ancient History and Classics; Vice President for Academic Affairs; Dean of Faculty: Greek history and archaeology, Greek and Roman law

C. Ray Fisher, Emeritus, Business and Economics: business, economics, management

Michael E. Quigley, Ethics and Leadership; coordinator, Organizational Leadership major; executive director, Center for Transformational Leadership: ethics, organizational leadership

#### Associate Professor:

Winford A. Gordon, Psychology: experimental psychology, wilderness leadership

#### Assistant Professors:

Margaret L. Brown, History: U.S., Southern, and environmental history; Native American studies

Michelle W. Choate: Computer Information Systems

Alyse W. Hollingsworth: Computer Information Systems

Stephen J. Martin, Sociology; Vice President and Dean for Campus Life: sociology, social work

R. Scott Sheffield, History; coordinator, History Major: modern European history, history of science

Patricia D. Smith, Business

#### Instructors:

B. Barbara Boerner: organizational leadership, economics, accounting

Deanne Dasburg, College counselor: peer counseling

Pamela M. Johnson, director, Placement Center: learning skills

Timothy A. Long, History: 19th-century U.S. history, Southern history, religious history of the South

Gilbert W. Payne, Business: business, sports management

#### Lecturer:

Notombi Naomi-Cecelia Tutu, Edward W. Seese Lecturer in Comparative Studies: developmental economics, anthropology, gender studies, African studies

**Adjunct Professors:**

Ilia Assalin, Computer Information Systems  
 Roy Bonnett, Computer Information Systems  
 Joanne H. Dufillo, Psychology  
 Thomas Mahan, Psychology  
 Robert D. Towell, Philosophy, Psychology

**Associated Faculty:**

Ralph A. Hamlett, Political Science

**MAJOR REQUIREMENTS for the B.A. DEGREE in HISTORY****B.A. CORE REQUIREMENTS—45 Semester Hours**

Students majoring in History must complete HIS 102 and HIS 104 within the Core Requirements.

**MAJOR REQUIREMENTS—35 Semester Hours**

In addition to the Core Requirements (45 semester hours plus competencies to intermediate level of foreign language, fundamental mathematics, and computers), the History Major includes the following: 3 hours of upper-level U.S. history; 3 hours of upper-level European history; 3 hours of non-Western history; 15 hours of history electives; 6 hours of upper-level study in an academic field related to history; a 3-hour junior/senior History Major seminar; and a 2-hour senior project. Students minoring in History must complete 21 hours in history.

History majors may also choose to emphasize one area of historical study by completing the Emphasis Requirements. The Brevard College history program offers emphases in Archaeology, Art History, Modern American History, Southern History, 20th-Century European History, Music History, Environmental History, and a Prelaw Interdisciplinary Concentration for those students planning to attend law school. All students are encouraged to complete a practicum approved by the faculty and the director of internships and volunteer services.

The tables below describe History Major, History Minor, and History Emphases Requirements in detail.

**UNITED STATES HISTORY AREA—3 Semester Hours****Hours Courses**

3	Select one:	
	HIS 220	U.S. Legal and Constitutional History
	HIS 221	History of U.S. Foreign Relations
	HIS 222	Industrialization of America, 1877–1920
	HIS 223	History of Southeastern Native Americans
	HIS 224	United States since 1945
	HIS 302	Environmental History

HIS 350	The Old South
HIS 351	The New South
HIS 352	Religious History of the South
HIS 353	Social/Cultural History of the United States in the 20th Century
HIS 420	Special Topics in American History

**EUROPEAN HISTORY AREA—3 Semester Hours**

Hours	Courses
3	<i>Select one:</i>
	HIS 202 History of Britain
	HIS 203 History of Germany and Austria
	HIS 204 History of Modern France
	HIS 205 History of 20th-Century Russia
	HIS 250 History of Ancient Greece
	HIS 251 History of Ancient Rome
	HIS 301 History of Modern Science
	HIS 311 Social and Political History of 20th-Century Europe
	HIS 312 20th-Century European Cultural and Intellectual History
	HIS 430 Special Topics in European History

**NON-WESTERN HISTORY AREA—3 Semester Hours**

Hours	Courses
3	<i>Select one:</i>
	HIS 110 Global History
	HIS 260 History of Modern Africa
	HIS 261 History of Central and South America
	HIS 262 History of Asia
	REL 203 World Religions

**RESTRICTED ELECTIVES—15 Semester Hours**

Hours	Courses
15	<i>Select five (only one 100-level course and one independent study course can be used as History Major electives):</i>
	AH 101 Art History I
	AH 102 Art History II
	<i>Any AH course, 200 level or above</i>
	HIS 101 Western Civilization to 1648
	HIS 103 U.S. History I to 1865
	HIS 110 Global History
	<i>Any HIS course, 200 level or above</i>
	MUS 201J Jazz History
	MUS 201, 202 Music History

**RELATED STUDY—6 Semester Hours**

Select two courses in the same area at the 200 level or above:

ART, BIO, BUS, CHE, ECON, ENG, ENV, FRE, GER, MAT, MUS,  
ORG, PHI, PHYS, PLSC, PSY, REL, SOC, SPA

**SEMINAR—3 Semester Hours**

Hours	Course	
3	HIS 401	Historiography and Methodology Seminar

**SENIOR PROJECT REQUIREMENT—2 Semester Hours**

All History majors are required to complete a senior project. The nature of this project must be approved by the History faculty; credit will then be awarded for HIS 340. The project must be completed by midterm of the semester in which the student plans to graduate and approved by the appropriate history faculty; credit will then be awarded for HIS 440. No degree in History will be awarded without completion of the senior project.

Hours	Courses	
1	HIS 340	Senior Project I
1	HIS 440	Senior Project II

**UNRESTRICTED ELECTIVES—to complete 124 Semester Hours****OPTIONAL EMPHASES—12, 15, or 21 Semester Hours****REQUIREMENTS FOR OPTIONAL EMPHASIS IN ART HISTORY AND ARCHAEOLOGY—15 Semester Hours**

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for Art History and Archaeology:

Hours	Courses	
6	AH 101	Art History I
	AH 102	Art History II
3	Select one:	
	AH 120	Survey of Ancient Art
	AH 130	Survey of Medieval Art
	AH 140	Survey of Renaissance and Baroque Art
	AH 150	Survey of Modern Art
3	Select one:	
	ARCH 201	Principles of Archaeology
	AH 221	Art and Archaeology of Ancient Egypt
	AH 222	Art and Archaeology of the Greek Bronze Age
	AH 223	Art and Archaeology of Ancient Greece
	AH 224	Art and Archaeology of Ancient Italy and the Roman Empire

3	<i>Select one:</i>	
	AH 321	Progressive Studies in the Art and Archaeology of Ancient Egypt
	AH 322	Progressive Studies in the Art and Archaeology of the Greek Bronze Age
	AH 323	Progressive Studies in the Art and Archaeology of Ancient Greece
	AH 324	Progressive Studies in the Art and Archaeology of Ancient Italy and the Roman Empire
	AH 353	Seminar in Modern Art

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN ART HISTORY AND ARCHAEOLOGY—15 Semester Hours

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for Environmental History:

Hours	Courses	
3	ENV 110	Introduction to Environmental Studies
3	HIS 302	Environmental History
3	<i>Select one:</i>	
	HIS 110	Global History
	HIS 301	History of Modern Science
6	<i>Select two:</i>	
	ENG 215	Wilderness Literature
	ENV 301	Environmental Policy
	ENV 330	Environment and Spirituality
	ENV 380	Environmental Seminar
	PSY/SWK 307	Community and the Environment

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN MODERN AMERICAN HISTORY—15 Semester Hours

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for Modern American History:

Hours	Courses	
15	<i>Select five:</i>	
	ENG 204	American Literature since 1890
	HIS 220	U.S. Legal and Constitutional History
	HIS 221	History of U.S. Foreign Relations
	HIS 222	Industrialization of America, 1877–1920
	HIS 224	U.S. History since 1945
	HIS 302	Environmental History
	HIS 351	The New South
	HIS 352	Religious History of the South
	HIS 353	Social/Cultural History of the U.S. in the 20th Century
	PLSC 201	American Government

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN MUSIC HISTORY— 15 Semester Hours

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for Music History:

Hours	Courses	
3	MUS 103	Harmony I
3	MUS 104	Harmony II
3	MUS 107	Introduction to Music Literature
3	MUS 301	Music History I
3	MUS 302	Music History II

#### *Additional Recommendations for Music History Emphasis:*

Students with an Emphasis in Music History are advised to participate in a semester abroad program and to take MUS 401, Seminar in Music History.

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN SOUTHERN HISTORY— 12 Semester Hours

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for Southern History:

Hours	Courses	
12	<i>Select four:</i>	
	ENG 342	Southern Literature
	HIS 223	History of Southeastern Native Americans
	HIS 350	The Old South
	HIS 351	The New South
	HIS 352	Religious History of the South

### REQUIREMENTS FOR OPTIONAL EMPHASIS IN 20th-CENTURY HISTORY—12 Semester Hours

In addition to the Core Requirements and Major Requirements for History, students must complete the following Emphasis Requirements for 20th-Century Europe:

Hours	Courses	
3	HIS 311	Social and Political History of 20th-Century Europe
9	<i>Select three:</i>	
	HIS 202	History of Britain
	HIS 203	History of Germany and Austria
	HIS 204	History of Modern France
	HIS 205	History of 20th-Century Russia
	HIS 301	History of Modern Science
	HIS 312	20th-Century Europe, Cultural and Intellectual History
	ENG 352	Literature of the Western World II

**Additional Recommendations for 20th Century Europe Emphasis**

Students with an emphasis in 20th-Century Europe are advised to participate in a semester abroad program and to take the 200-level sequence in French, Spanish, or German.

**REQUIREMENTS FOR OPTIONAL EMPHASIS IN PRELAW—18 Semester Hours**

In addition to the Core Requirements and Major Requirements, students may complete the following requirements for the Prelaw Interdisciplinary concentration:

<b>Hours</b>	<b>Courses</b>	
3	COM 110	Principles of Communication
6	<i>Select two:</i>	
	HIS 220	U.S. Legal and Constitutional History
	HIS 224	U.S. History since 1945
	HIS 221	History of U.S. Foreign Relations
	HIS 353	Social/Cultural History of the U.S. in the 20th Century
	PLSC 221	Greek and Roman Law
3	ORG 304	The Legal Environment of Business
3	<i>Select one:</i>	
	PHI 103	Critical and Practical Reasoning
	PHI 202	Introduction to Ethics
3	PLSC 201	American Government

**REQUIREMENTS FOR MINOR IN HISTORY—21 Semester Hours**

Students other than History majors may earn a minor in History by completing the following Minor Requirements in addition to the B.A. Core Requirements.

<b>Hours</b>	<b>Courses</b>	
3	HIS 102*	History of Western Civilization since 1648
3	HIS 104	U.S. History since 1865
3	HIS 110	Global History
12	Any four HIS 200-level, 300-level, or 400-level courses	

\* This course counts in the minor as well as in the Core Requirements.

NOTE: Only one independent study course can be used as a part of the History Minor.

## MAJOR REQUIREMENTS *for the B.A. DEGREE* in INTEGRATED STUDIES

The Integrated Studies Major allows students to define their own fields of concentration(s) and to build coherent programs taking advantage of the flexibility and special opportunities of Brevard College.

To gain admission to the program, a student must obtain sponsorship and strong recommendations from two faculty members from two different disciplines. One of these will be the program adviser, with whose help the student will write an application outlining his/her educational goals. The application must be approved by the faculty committee for the Integrated Studies Major and the vice president for academic affairs. This major may be declared at any time before the end of the sophomore year.

### B.A. CORE REQUIREMENTS—45 Semester Hours

#### MAJOR REQUIREMENTS—45 Semester Hours

In addition to the Core Requirements, students majoring in Integrated Studies must complete the following Major Requirements:

#### Cultural Traditions (*other than student's own*):

Hours	Courses	
3	<i>Select one:</i>	
	REL 203	World Religions
	HIS 110	Global History
	HIS 223	History of Southeastern Native Americans
	HIS 260	History of Modern Africa
	HIS 261	History of Central America and Mexico
	HIS 262	History of Asia: Revolution in Modern East Asia
	ENG 340	African-American Literature
	ANTH 201	Principles of Anthropology

#### Advanced Courses

Hours	Courses	
3	INT 390/490*	Special Topics Seminar
3	INT 460*	Capstone Seminar
3	<i>Select one:</i>	
	INT 395/495*	Practicum/Internship
	INT 399/499*	Directed Study
	INT 440*	Senior Project

\* These requirements can be met with seminars, directed study, and internships in other existing majors if approved.

**REQUIRED EMPHASIS—30 Semester Hours**

In addition to the Core Requirements and the Major Requirements for Integrated Studies, students must select one of the two Emphasis Requirements, **Focused** (two topics) and **General**.

**A. Focused Emphases**

1. Topic one, e.g., Social Sciences (15 hours)

*Select five courses (at least three of these must be at the 300–400 level).*

A list of courses available and appropriate for the selected area of study must be approved by the committee.

2. Topic two, e.g., Archaeology (15 hours)

*Select five courses (at least three of these must be at the 300–400 level).*

A list of courses available and appropriate for the selected area of study must be approved by the committee.

**B. General Emphases**

*Select a minimum of 30 semester hours, including at least one course per group (at least six of these courses must be at the 300–400 level).* A list of courses available and appropriate for the selected area of study (Environmental Studies, Social Sciences, Fine Arts, Exercise Science, Humanities) must be approved by the committee.

**RESTRICTED ELECTIVES AND OUT-OF-FIELD REQUIREMENTS—15 SEMESTER HOURS**

*Select five:* Only one 100-level course and one independent study course can be used as an elective; at least two of the electives must be at the 300–400 level. A list of courses available and appropriate to support the selected area of study must be approved by the committee.

**UNRESTRICTED ELECTIVES —to complete 124 Semester Hours**

## MAJOR REQUIREMENTS *for the B.A. DEGREE* in ORGANIZATIONAL LEADERSHIP

### B.A. CORE REQUIREMENTS—45 Semester Hours

#### MAJOR REQUIREMENTS—41 Semester Hours

To enter the Organizational Leadership Major, a student must write a proposal (with the guidance of the program coordinator) outlining the educational goals for the major. The proposal must be approved by the faculty committee for Organizational Leadership. This major may be declared at any time before the end of the sophomore year.

Students majoring in Organizational Leadership must complete the Core Requirements (45 semester hours plus competencies to intermediate-level foreign language, fundamental mathematics, oral communications, and computers). All Organizational Leadership majors are required to participate in a set of experiential courses described as seminars, directed study, and projects in specified areas. In addition to the Core Requirements, all Organizational Leadership majors are required to complete the following Major Requirements and one set of Emphasis Requirements:

### B.A. CORE REQUIREMENTS—45 Semester Hours

*Core Requirements must include:*

Hours	Courses	
3	PHI 202	Introduction to Ethics
3	MAT 141	Probability and Statistics
3	ECO 201	Macroeconomics

### MAJOR REQUIREMENTS—41 Semester Hours

*Complete the following:*

Hours	Courses	
3	ACC 201	Principles of Accounting I
3	ACC 202	Principles of Accounting II
3	CIS 110	Introduction to Business Computing
3	ECON 202	Microeconomics
3	SOC 250	Application of Statistics
3	PHI 103	Critical and Practical Reasoning
1	PSY/SWK 206	Human Group Environments
1	PSY/SWK 307	Community and the Environment
3	ORG 301	Principles of Finance
3	ORG 302	Principles of Marketing
3	ORG 303	Principles of Management
3	ORG 304	Legal Environment of Business
1	ORG 380	Senior Thesis I
1-3	ORG 390/490	Special Topics Seminar (series of guest lecturers each year)
3	ORG 470	Colloquium
3	ORG 480	Senior Thesis II
1-3	ORG 495	Senior Practicum

**REQUIRED EMPHASIS** (*Choose one of the following emphases:*)—**12 Semester Hours**  
**REQUIREMENTS FOR THE EMPHASIS IN GENERAL ORGANIZATIONAL LEADERSHIP—**

In addition to the Core Requirements and Major Requirements for Organizational Leadership, students must complete the following Emphasis Requirements for General Organizational Leadership:

<b>Hours</b>	<b>Courses</b>
12	<i>Select four:</i>
	ORG 310 Capitalism and the New Economic Age
	ORG 320 International Business
	ORG 330 Entrepreneurships
	ORG 350 Selected Topics in Management
	ORG 410 Organizational Theory
	ORG 420 Transformative Leadership
	ORG 430 Decision Making for Leaders
	ORG 450 Planning and Policy Making
	SOC 310 Social Sciences Research Methods

**REQUIREMENTS FOR THE EMPHASIS IN APPLIED ORGANIZATIONAL LEADERSHIP—12 Semester Hours**

In addition to the Core Requirements and Major Requirements for Organizational Leadership, students must complete the following Emphasis Requirements for Applied Organizational Leadership:

<b>Hours</b>	<b>Courses</b>
12	<i>Select four (two courses must be selected from among CIS 300, 310, and 340):</i>
	BUS 205 Business Communication
	CIS 220 Exploring the Internet
	CIS 300 Systems Analysis and Design
	CIS 310 Management Information Systems
	CIS 340 Database Management
	COM/ENG 305 Technical Communication
	CSC 103 Structured Programming I
	CSC 104 Structured Programming II
	SOC 310 Social Sciences Research Methods

**REQUIREMENTS FOR THE EMPHASIS IN SMALL BUSINESS LEADERSHIP—12 Semester Hours**

In addition to the Core Requirements and Major Requirements for Organizational Leadership, students must complete the following Emphasis Requirements for Small Business:

<b>Hours</b>	<b>Courses</b>
12	<i>Select four:</i>
	CIS 220 Exploring the Internet
	CIS 340 Database Management
	CIS 350 Small Business Computer Applications
	ORG 330 Entrepreneurships
	ORG 350 Selected Topics in Management
	SOC 310 Social Sciences Research Methods

### COMBINED MAJOR IN ORGANIZATIONAL LEADERSHIP WITH A MINOR IN ANOTHER FIELD—27 Semester Hours

In addition to the Core Requirements and Major Requirements for Organizational Leadership, students must complete the following requirements in place of a Required Emphasis if they wish to combine the Organizational Leadership Major with a minor in another field.

Hours	Courses
6	<i>Select two:</i>
	ORG 310 Capitalism and the New Economic Age
	ORG 320 International Business
	ORG 330 Entrepreneurships
	ORG 350 Selected Topics in Management
	ORG 410 Organizational Theory
	ORG 420 Transformative Leadership
	ORG 430 Decision Making for Leaders
	ORG 450 Planning and Policy Making
	SOC 310 Social Sciences Research Methods
21	<i>Select any Approved Minor at Brevard College</i>

### UNRESTRICTED ELECTIVES—to complete 124 Semester Hours

### REQUIREMENTS FOR MINOR IN ORGANIZATIONAL LEADERSHIP—21 Semester Hours

Students other than Organizational Leadership majors may earn a minor in Organizational Leadership by completing the following Minor Requirements:

Hours	Courses
3	CIS 110 Introduction to Business Computing
3	ECON 200, 201 or 202 Economics (General, Macro, or Micro)
3	ORG 304 Legal Environment of Business
12	Any four ORG or CIS 300- or 400-level courses

## REQUIREMENTS for the ASSOCIATE in ARTS DEGREE

No courses numbered 100 or lower will apply toward the associate in arts degree. Students who require courses numbered 100 or lower should plan to attend at least one summer session. A total of 64 semester hours including the general requirements specified below, with a minimum 2.0 grade point average on all work attempted, is required for graduation.

In order to earn an associate in arts degree, students also must demonstrate competence in the areas of oral communication, mathematics, and the use of computers.

### CORE REQUIREMENTS—48 Semester Hours

#### Area I Language and Literature ..... 9 Semester Hours

##### Hours Courses

6 ENG 101 and 102 or ENG 101H and 102H

3 *Select one:*

COM 110

Foreign language at 200 level or above

ENG 201, 202, 203, 204, 215, 216, or 281

#### Area II Humanities ..... 9 Semester Hours

##### Hours Courses

3 *Select one:*

REL 101, 102

3 *Select one:*

ENG 201, 202, 203, 204, 215, 216, 281

3 *Select one:*

ANTH 201

PHI 102, 202

REL 101, 102, 202, 203

#### Area III Physical Education ..... 2 Semester Hours

##### Hours Courses

2 Two activity courses from among PE courses *or*

2 EXSC 200

#### Area IV Mathematics ..... 6 Semester Hours

##### Hours Courses

3 Mathematics course above MAT 100

3 *Select one:\**

CSC 103, 104, 201

Foreign language at the 200 level or above a second MAT course above MAT 100

PHI 105

\*This requirement may not be fulfilled through the foreign language AP program or CLEP tests. If one of the two mathematics courses taken is MAT 111, the other mathematics course must be MAT 141.

**Area V History ..... 6 Semester Hours**

**Hours Courses**

3 HIS 102

3 *Select one:*

Any AH prefix course

ART 102, 103

Any other HIS prefix course

MUS 201, 202

**Area VI Natural Sciences ..... 8 Semester Hours**

*Select two laboratory courses.*

**Area VII Social Science ..... 3 Semester Hours**

**Hours Courses**

3 *Select one:*

ANTH 201

ECON 200, 201, 202

PLSC 201

PSY 201, 204

SOC 201, 204

**Area VIII Fine Arts ..... 3 Semester Hours**

**Hours Courses**

3 *Select one:*

AH 101, 102

ART 101, 120, 125, 130, 150

ENG 207, 211

MUS 101, 107, 301, 302

THE 101

**Area IX Environmental Studies ..... 2 Semester Hours**

**Hours Courses**

2 *Select one:*

ENV 103 (2 Semester Hours)

ENV 110 (3 Semester Hours)

**UNRESTRICTED ELECTIVES—to complete 64 Semester Hours**

## GENERAL COMPETENCY REQUIREMENTS

**COMPUTER COMPETENCY:** Every student must pass a computer competency test or demonstrate basic understanding of computer use by earning a C grade or better in CIS 101, 110, or 220.

**ENGLISH:** Competency is determined by passing English 101 with a grade of C or better.

**FOREIGN LANGUAGE:** Candidates for the associate in arts degree are not required to take a foreign language for graduation. However, foreign language competency is required for the bachelor's degree at Brevard College and may be required at other senior colleges.

**PHYSICAL EDUCATION:** Varsity athletes will be allowed to earn no more than four elective credits for participation in intercollegiate athletics. Only athletes who sign the appropriate eligibility form will receive credit.

### REQUIREMENTS *for the* ASSOCIATE *in* FINE ARTS DEGREE

No courses numbered 100 or lower will apply toward the associate in fine arts degree. Students who require courses numbered 100 or lower should plan to attend at least one summer session. A total of 64 semester hours including the general requirements specified below, with a minimum grade point average of 2.0 on all courses attempted, is required for graduation.

All students are expected to take a sequential course in Area I Language and Literature each semester. Courses in communications should be taken last or in addition to courses in composition and literature. Only one course in Area III Physical Education may be taken per semester.

In order to earn an associate in fine arts degree, students also must demonstrate competence in the areas of oral communication, mathematics, and the use of computers.

### REQUIREMENTS *for the* A.F.A. DEGREE *in* ART

#### CORE REQUIREMENTS—41 Semester Hours

Area I Hours	Language and Literature .....	12 Semester Hours
6	ENG 101 and ENG 102 or ENG 101H and ENG 102H	
3	ENG 201, 202, 203, 204, 215, 216, 281	
3	<i>Select one:</i> COM 110 ENG 201, 202, 203, 204, 215, 216, 281	

<b>Area II</b>	<b>Humanities</b> .....	<b>6 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
3	REL 101 or 102	
3	Select one: PHI 201, 202 REL 101, 102, 202, 203	
<b>Area III</b>	<b>Physical Education</b> .....	<b>2 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
2	Two activity courses from PE courses or EXSC 200	
<b>Area IV</b>	<b>Mathematics (above MAT 100) or Natural Sciences</b> .....	<b>3 Semester Hours</b>
<b>Area V</b>	<b>Field Requirements</b> .....	<b>19 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
6	AH 101, 102	
1	ART 112	
6	ART 120, 121, 125	
6	ART 130, 150	
<b>RESTRICTED ELECTIVES</b> .....		<b>23 Semester Hours</b>
Select from remaining ART courses—		12 Semester Hours
Select from additional courses other than ART—		11 Semester Hours
<b>UNRESTRICTED ELECTIVES—to complete 64 Semester Hours</b>		

## REQUIREMENTS for the A.F.A. DEGREE in MUSIC

### CORE REQUIREMENTS—55 Semester Hours

<b>Area I</b>	<b>Language and Literature</b> .....	<b>9 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
6	ENG 101 and ENG 102 or ENG 101H and ENG 102H	
3	Select one: COM 110 ENG 201, 202, 203, 204, 215, 216, 281	
<b>Area II</b>	<b>Humanities</b> .....	<b>3 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
3	REL 101 or 102	

<b>Area III</b>	<b>Physical Education</b> .....	<b>2 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
2	Two activity courses from PE courses or EXSC 200	
<b>Area IV</b>	<b>Mathematics</b> .....	<b>3 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
3	Mathematics course above MAT 100 or Natural Sciences	
<b>Area V</b>	<b>Field Requirements (Music)</b> .....	<b>35 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
8	APM 131, 133, 231, 233	
12	MUS 103, 104, 203, 204	
4	MUS 105, 106, 205, 206	
3	MUS 107	
2	MUS 121, 123	
4.5	ENS 188, 189, 190, 191 192, 193, 194, 195, 195A	
1.5	RCT 101	
<b>Area VI</b>	<b>Music Electives</b> .....	<b>3 Semester Hours</b>

**RESTRICTED ELECTIVES—9 Semester Hours**

Select from additional courses other than music.

**ADDITIONAL REQUIREMENTS**

Piano Competency Exam (following MUS 123)

## **REQUIREMENTS for the ASSOCIATE in SCIENCE DEGREE**

No courses numbered 100 or lower will apply toward the associate in science degree. Students who require courses numbered 100 or lower should plan to attend at least one summer session. A total of 64 hours including the general requirements specified below with a minimum grade point average of 2.0 on all courses attempted is required for graduation.

In order to earn an associate in science degree, students also must demonstrate competence in the area of oral communication, mathematics, and the use of computers.

**CORE REQUIREMENTS—28 Semester Hours**

<b>Area I</b>	<b>Language and Literature</b> .....	<b>6 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
6	ENG 101 and 102 <i>or</i> ENG 101H and 102H	
<b>Area II</b>	<b>Humanities</b> .....	<b>3 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
3	REL 101 <i>or</i> 102	
<b>Area III</b>	<b>Physical Education</b> .....	<b>2–3 Semester Hours</b>
2	Two activity courses from PE courses <i>or</i> EXSC 200	
<b>Area IV</b>	<b>Mathematics</b> .....	<b>6 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
6	Mathematics courses above Math 100	
<b>Area V</b>	<b>Computer Science</b> .....	<b>3 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
3	CIS 101, CSC 103, 104, 201	
<b>Area VI</b>	<b>Natural Sciences</b> .....	<b>8 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
8	<i>Select two laboratory courses</i>	

**RESTRICTED ELECTIVES—12 Semester Hours**

Select 12 semester hours from two of the following three divisions: Humanities, Social Sciences, and Fine Arts.

**Humanities**

COM 110

ENG 201, 202, 203, 204, 207, 215, 216, 281

FOREIGN LANGUAGE 201, 202

PHI 103, 105, 201, 202

REL 101, 102, 202, 203

THE 101

**Social Sciences**

ACC 201, 202

BUS 101, 201, 205

ECON 200, 201, 202

Any HIS prefix course

PLSC 201

PSY 201, 202, 203

SOC 201, 202

**Fine Arts**

ART 101, 102, 103

MUS 101, 301, 302, 107

**FIELD REQUIREMENTS—8 Semester Hours**

Select eight semester hours: *Either* two science (BIO, CHE, GEOL, PHYS) or MAT courses numbered 200 or above; or three courses from science (BIO, CHE, GEOL, PHYS), MAT, or CSC, one of which is numbered 200 or above.

## REQUIREMENTS for Certification in OUTDOOR LEADERSHIP

Students who desire to seek employment in wilderness education immediately following two years at Brevard College should select the certification in outdoor leadership. While maintaining a liberal arts education, students will focus more time and energy in wilderness education studies. The outdoor leadership certification is nationally-recognized in water safety, wilderness first aid, and outdoor leadership.

This is a two-year terminal diploma track designed to provide employment immediately upon the completion of the program.

In order to earn certification in outdoor leadership, students must demonstrate competence in oral communication and the use of computers.

**CORE REQUIREMENTS—40 Semester Hours**

<b>Area I</b>	<b>Language and Literature</b> .....	<b>12 Semester Hours</b>
Hours	Courses	
6	ENG 101 and ENG 102 or ENG 101H and 102H	
6	Select two: COM 110 ENG 201, 202, 203, 204, 215, 216, 281 Foreign language (intermediate level)	
<b>Area II</b>	<b>Humanities</b> .....	<b>6 Semester Hours</b>
Hours	Courses	
3	REL 101 or 102	
3	Select one: ART 101 MUS 101, 107 PHI 201, 202 REL 101 or 102 THE 101	
<b>Area III</b>	<b>Physical Education</b> .....	<b>5 Semester Hours</b>
Hours	Courses	
5	Select five: rock climbing, kayaking, backpacking, mountaineering, canoeing, horseback riding, mountain biking, swimming, advanced swimming, or other physical education course.	

<b>Area IV</b>	<b>Social Sciences</b> .....	<b>3 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
3	<i>Select one</i> PSY 201, 202, 203 SOC 201	
<b>Area V</b>	<b>Natural Sciences</b> .....	<b>8 Semester Hours</b>
	<i>Select two laboratory courses.</i>	
<b>Area VI</b>	<b>Environmental Studies</b> .....	<b>6 Semester Hours</b>

### ADDITIONAL REQUIREMENTS—41 Semester Hours

<b>Area VII</b>	<b>Outdoor Leadership Studies</b> .....	<b>3 Semester Hours</b>
	<b>and Aquatic Certification</b>	
	Credits vary depending upon the background of the individual. Certification will be granted upon completion of PE 195C.	
<b>Area VIII</b>	<b>Outdoor Leadership Core</b> .....	<b>21 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
3	EPED 101      Outdoor Education	
3	EPED 200      Leadership & Group Dynamics in Outdoor Pursuits	
3	EPED 250      Wilderness First Aid	
1-6	EPED 302      Outdoor Leadership/Internship	
3	EPED 310      Outdoor Pursuits—Education: Water-Based	
3	EPED 320      Outdoor Pursuits—Education: Land-Based	
3	EPED 350      Wilderness Expedition	



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# COURSE DESCRIPTIONS

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## ACCOUNTING (ACC)

### **ACC 201**                      **Principles of Accounting I**                      **3 Semester Hours**

A proprietary-based treatment of the accounting cycle, this course covers financial statements, merchandising, cash, receivables, payables, inventories, plant property and equipment, payroll, liabilities, and taxes. Prerequisite: sophomore standing or permission of the instructor.

### **ACC 202**                      **Principles of Accounting II**                      **3 Semester Hours**

A continuation of ACC 201, students in this course study partnerships and corporations, investments, consolidated statements, statement analysis, generally accepted accounting principles, job order and process costing, and budgets. Prerequisite: ACC 201.

## ADVISING (ADV)

### **ADV 101**                      **New Student Advising**                      **1 Semester Hour**

New Student Advising is a one hour per week small group session required of all new students attending Brevard College. It provides every student with an initial faculty adviser, staff adviser, and student peer adviser to help make the academic and social transitions into the College community successful.

### **ADV 201**                      **New Student Advising Leadership**                      **1 Semester Hour**

Offered to upperclassman, this course offers credit to student leaders who participate in the New Student Advising Program. During the weekly small group sessions, students serve as leaders in advising and group-building. This course may be repeated for credit.

## ANTHROPOLOGY (ANTH)

### **ANTH 201**                      **Principles of Anthropology**                      **3 Semester Hours**

An overview of the broad areas (biological, cultural, linguistic, and archeological) of anthropology, ANTH 201 focuses on the nature, concepts, and principles of anthropology. To better understand these concepts, students look more closely at cultural anthropology using primary examples from the Southeast and the Appalachian region. Addresses the relevance of anthropology to contemporary social issues. Prerequisite SOC 201.

**ANTH 230**                      **Cultural Anthropology**                      **3 Semester Hours**  
Using a case study approach, Cultural Anthropology examines the issues surrounding various peoples--their beliefs and behaviors. Students in this course select different countries and groups in order to compare new and old cultures throughout the world.

**ANTH 250**                      **Appalachian Studies**                      **3 Semester Hours**  
This course examines the prehistoric and early historical periods of the Appalachian area with a focus on cultural traditions exhibited in behaviors, myths, language, and literature.

## **ARCHAEOLOGY (ARCH)**

**ARCH/ENV 111**                      **Man and the Environment**                      **3 Semester Hours**  
**in Antiquity**  
Why is the area once called Eden now a desert? How did Stone Age farming practices strip Greek mountains of their topsoil? Did earthquakes play a significant role in the collapse of civilizations at the end of the Mediterranean Bronze Age? Were Roman attempts to shape and control their environment successful? This course addresses these questions and others in an interdisciplinary introduction to the development of ancient Near Eastern and Mediterranean urban centers and their lasting impact on the environment.

**ARCH/ENV 201**                      **Principles of Archaeology**                      **3 Semester Hours**  
An overview of the development of archaeology, this course looks at theoretical concepts, field methods, laboratory analysis of materials, and the reconstruction of past cultural adaptations, technologies, and social structures. Students study past regional cultures to discuss current research questions. The interaction of archaeology with other anthropological, historical, and scientific fields contributes to a better understanding of past cultures, their variety and dependence on ecological factors. The use of modern technology and the continuing development of new perspectives provide models for addressing questions of contemporary society.

**ARCH/AH 221**                      **Art and Archaeology of**                      **3 Semester Hours**  
**Ancient Egypt**  
Who built the pyramids? Was Tutankhamen murdered? Why was the last pharaoh, Cleopatra, not an Egyptian? These questions and more will be discussed in this introduction to the art and archaeology of ancient Egypt from the predynastic period through the Roman era. Beginning with the rise of the pharaonic state, this course examines the archaeological and artistic remains of Egypt including the great pyramids at Giza, the New Kingdom temples and tombs at Thebes, the rise of Alexandria, and the monuments of the Ptolemies.

**ARCH/AH 222**      **Art and Archaeology of  
the Greek Bronze Age**      **3 Semester Hours**

Were the Minoans the first flower children? Was the island of Thera really Atlantis? Were the Mycenaean Greeks swashbuckling sackers of cities or bean-counting bureaucrats? Did the Trojan War really happen? ARCH 222 addresses these and other questions in an introduction to the art and archaeology of prehistoric Greece.

**ARCH/AH 223**      **Art and Archaeology of  
Ancient Greece**      **3 Semester Hours**

A medieval tourist once wrote, "Take care when you look at old statues, especially Greek ones." Find out why and what can be learned of early Western culture from studying Greek statues in this introduction to the art and archaeology of ancient Greece. The course traces the development of Greek culture from the Dark Age to the Roman period through examination and discussion of its artistic and archaeological remains. Special topics include the foundation of athletic competitions at Olympia, the spectacular remains of Periclean Athens, and recent developments in Greek archaeology.

**ARCH/AH 224**      **Art and Archaeology of Ancient  
Italy and the Roman Empire**      **3 Semester Hours**

All roads once led to Rome, and the legacy of Roman art and architecture surrounds us today. This course examines the stupendous rise of Rome from its modest beginnings in a swamp to its development into the capital of antiquity's greatest empire. ARCH 224 surveys cultures that were swallowed and transformed by the Roman military and cultural machine, including the Etruscans, Greeks, Egyptians, Jews and the Brits.

**ARCH/AH 321**      **Progressive Studies in the Art and  
Archaeology of Ancient Egypt**      **3 Semester Hours**

This course is offered as an upper-level alternative to the student who is studying the art and archeology of ancient Egypt. The student attends ARCH/AH 221 and satisfies all course requirements but additionally meets individually with the professor, completes outside readings, and writes an extended research paper.

**ARCH/AH 322**      **Progressive Studies in the Art and  
Archaeology of the Greek Bronze Age**      **3 Semester Hours**

This course is offered as an upper-level alternative to the student who is studying art and archaeology of the Greek Bronze Age. The student attends ARCH/AH 222 and satisfies all course requirements but additionally meets individually with the professor and completes outside readings and writes an extended research paper.

**ARCH/AH 323                      Progressive Studies in the Art and                      3 Semester Hours**  
**Archaeology of Ancient Greece**

This course is offered as an upper-level alternative to the student who is studying the art and archaeology of ancient Greece. The student attends ARCH/AH 223 and satisfies all course requirements but additionally meets individually with the professor, completes outside readings, and writes an extended research paper.

**ARCH/AH324                      Progressive Studies in the Art                      3 Semester Hours**  
**and Archaeology of Ancient Italy**  
**and the Roman Empire**

This course is offered as an upper-level alternative to the student who is studying the art and archaeology of ancient Italy and the Roman Empire. The student attends ARCH/AH 224 and satisfies all course requirements but additionally meets individually with the professor, completes outside readings, and writes an extended research paper.

## ART

**ART 101                      Art Appreciation                      3 Semester Hours**

This introduction to the visual arts examines perception, culture, history, methods, and materials as influential factors in understanding art. Not open to art majors.

**ART 112                      Introduction to the Visual Arts                      1 Semester Hour**

This course presents an overview of the visual arts for foundation-level art majors. It serves as a supplement to and reinforcement of ART 130 and ART 150. Required of all first-semester art majors. Only offered fall semester.

**ART 120                      Drawing I                      3 Semester Hours**

This course introduces fundamental concepts and principles of drawing with an emphasis on direct observation. Students learn how to construct an accurate, proportional representation of three-dimensional objects on a two-dimensional plane. Course includes exploration of drawing techniques and media. *Art majors must earn C or higher to progress to ART 121 or ART 125.*

**ART 121                      Drawing II                      3 Semester Hours**

A continuation of Drawing I, this course places greater emphasis on observation as well as new approaches to theme, composition, media, and technique. Prerequisite: ART 120 with a grade of C or higher.

**ART 125                      Life Drawing I                      3 Semester Hours**

An introductory course in figure drawing, ART 125 students study skeletal and muscular structure as well as volumetric and proportional drawing. ART 125 may be taken as an alternative to ART 121. Prerequisite: ART 120 or permission of the instructor.

**ART 130                      2-D Design                      3 Semester Hours**

Students in this course learn the fundamental concepts and principles of visual organization on a two-dimensional plane. Through a series of assignments, they examine the capacity of basic visual elements to interact and create a coherent design.

**ART 150                      3-D Design                      3 Semester Hours**

Students in ART 150 use a variety of sculptural materials to demonstrate the fundamentals of three-dimensional design. Students create sculpture through both analytic and aesthetic approaches.

**ART 220                      Drawing III                      3 Semester Hours**

This course is an exploratory venture into image-making and interpretive drawing, which involves various solutions to composition, conceptual intention, media, and technique. Prerequisite: ART 121 or 125 with a grade of C or better.

**ART 225                      Life Drawing II                      3 Semester Hours**

This course is a continuation of Life Drawing I involving further study of the human form in relationship to its environment through the exploration of compositional and conceptual approaches. It includes exploration of drawing media and technique. Prerequisite: ART 125 with grade of C or better.

**ART 230                      Graphic Design I                      3 Semester Hours**

An extension of ART 130, this course pursues a sequence of increasingly complex problems, which provide an introduction to design processes central to visual communication and graphic design. Prerequisite: ART 130.

**ART 231                      Graphic Design II                      3 Semester Hours**

This course continues the work begun in ART 230 and further develops elements of Graphic design processes and applications. Students explore graphic, typographic, illustrative, and photographic relationships with various media and techniques. Prerequisites: ART 130, 230.

**ART 232                      Introduction to Computer Graphics                      3 Semester Hours**

An introduction to computer terminology and technique. Students learn integration of the computer as a tool for drawing, design, photography, and three-dimensional applications. Prerequisites: ART 120 and 130.

**ART 240                      Painting I                      3 Semester Hours**

Students learn the basic principles, methods, and materials of painting in ART 240. Through a series of problems, students investigate traditional and contemporary approaches to resolving problems of form, space, color, and composition. Prerequisites: ART 120, 121, or 125.

- ART 241**                      **Painting II**    **3 Semester Hours**  
A continuation of ART 240, this course challenges students with a sequence of increasingly complex problems. They develop greater theoretical awareness and grow as a practicing studio artist. Prerequisite: ART 240.
- ART 250**                      **Sculpture I**    **3 Semester Hours**  
An extension of 3-D Design, Sculpture I develops the student's understanding of materials, positive and negative space, form, texture, and color. Throughout the semester, students explore sculpture through casting, assemblage, carving, and lamination. Prerequisite: ART 150.
- ART 251**                      **Sculpture II**    **3 Semester Hours**  
This course is for students who have completed 3-D Design and Sculpture I. The application of this course pertains to expanding the students' knowledge in dealing with outside site-specific sculpture through sketches, models, and the actual work. There will be assigned reading and a seminar-type discussion. Prerequisites: ART 150 and 250.
- ART 260**                      **Photography I**    **3 Semester Hours**  
Students in this course learn the fundamentals of 35mm camera operation and black-and-white film processing. In addition to basic theory, exposure, and processing methods, students explore the history of photography.
- ART 261**                      **Photography II**    **3 Semester Hours**  
A continuation of ART 260, this course helps students to refine both techniques and visual skills. They are introduced to large format (4x5) photography and use of color transparency film. They study alternative photographic processes. Prerequisite: ART 260.
- ART 270**                      **Ceramics I**    **3 Semester Hours**  
In this course, students learn fundamental handforming through coil, slab construction, and wheel throwing. They also discover the basics of glazing and firing techniques.
- ART 271**                      **Ceramics II**    **3 Semester Hours**  
Further developing clay techniques, students in ART 271 pay special attention to form and design. With an emphasis on throwing pottery on the potter's wheel, the course covers glaze chemistry and specific firing techniques. Prerequisite: ART 109.
- ART 280**                      **Printmaking I**    **3 Semester Hours**  
ART 280 students learn printmaking through the relief, intaglio, and stencil processes.
- ART 281**                      **Printmaking II**    **3 Semester Hours**  
A continuation of ART 280, this course further challenges students with advanced printmaking techniques and processes. Topics include mezzotint, engraving, plate lithography, and photo etching. Prerequisite: ART 280.

**ART 308 Internship in Art 3 Semester Hours**

In this practicum, students work in art-related employment settings, such as advertising agencies, galleries, arts councils, or museums. In consultation with an adviser, students develop experiences that will provide art management skills. Prerequisite: permission of the instructor.

**ART 320/420 Progressive Studies in Drawing 3 Semester Hours Each**

A continuation of ART 220 or 225, Progressive Studies in Drawing gives students greater experience in conceptual intention through media, technique, composition, and content toward the development of an individual approach. Prerequisites: ART 106, ART 107, and ART 205.

**ART 330/340 Progressive Studies in Communication Design 3 Semester Hours Each**

A continuation of ART 230, Progressive Studies in Communication Design presents students with an increasingly complex sequence of graphic design and visual communication problems. Prerequisites: ART 130 and ART 230.

**ART 340/440 Progressive Studies in Painting 3 Semester Hours Each**

To help students develop an individual approach to painting, this course explores medium, color, and composition. Prerequisites: ART 240 and ART 241.

**ART 350/450 Progressive Studies in Sculpture 3 Semester Hours Each**

Students in ART 350 continue their study of sculpture by specializing in a specific medium. Prerequisites: ART 150 and ART 250.

**ART 351 Sculpture III 3 Semester Hours**

This course is for students who have completed ART 150, 250, and 251. This course expands the students' knowledge and understanding of metal sculpture through sketches, models, and the actual work. During this search, the student also will pursue his or her personal direction. There will be assigned reading and a seminar-type discussion. Prerequisite: ART 251.

**ART 352 Sculpture IV 3 Semester Hours**

This course is for students who have completed ART 150, 250, 251, and 351. Through sketches, models, and the actual work, this course expands students' knowledge of wood or metal sculpture. During this search, the student also will pursue his or her personal direction. There will be assigned reading and a seminar-type discussion. Prerequisite: ART 351.

**ART 360/460 Progressive Studies in Photography 3 Semester Hours Each**

Using advanced techniques and a variety of materials, students in ART 360 expand their technique and individual expression in the photographic medium. Prerequisites: ART 260 and ART 261.

**ART 370/470**                      **Progressive Studies in Ceramics**                      **3 Semester Hours Each**  
 For advanced students in ceramics, ART 370 allows exploration of complex problems in media, technique and form. Prerequisites: ART 270 and ART 271.

**ART 380/480**                      **Progressive Studies in Printmaking** **3 Semester Hours Each**  
 To improve and refine printmaking skills, students in ART 380 continue their studies in silkscreen, etching, calligraphy, woodcut, and linocut. Prerequisite: ART 280.

**ART 410**                              **Senior Exhibition**                              **3 Semester Hours**  
 During their final semester, Art Majors organize and arrange an exhibition of a body of work. Under the guidance of an instructor, advanced students create work separate from prior course work for this major show. Prerequisite: permission of the instructor.

**ART 420**                              **Special Topics in Art**                              **1-3 Semester Hours**  
 An opportunity for an in-depth study of a single topic in art history or the visual arts, this course derives its focus from contemporary issues and techniques. Students meet regularly in a seminar or studio situation.

## **ART HISTORY (AH)**

**AH 101**                              **Art History I**                              **3 Semester Hours**  
 An introduction to the history of art, this course looks at images from the cave paintings of the Stone Age to the artistic achievements of the Early Renaissance.

**AH 102**                              **Art History II**                              **3 Semester Hours**  
 An introduction to the history of art, this course examines masterpieces from the Renaissance, such as the works of Leonardo da Vinci, Michelangelo, and Jan van Eyck. Students follow the progression of art through the 20th century, including contemporary artists shaping today's art.

**AH 121**                              **Survey of Ancient Art**                              **3 Semester Hours**  
 A journey from the pyramids of pharaonic Egypt to the Colosseum of ancient Rome, this course is an introduction to the art and architecture of the ancient Western cultures of Egypt, the Near East, Greece, and Rome.

**AH 122**                              **Survey of Medieval Art**                              **3 Semester Hours**  
 Witness the establishment of Christianity throughout Europe in this introduction to medieval art and culture from its humble beginnings in the Roman world to the glorious creations of the Gothic era. Topics discussed include Early Christian catacombs, the influence of Byzantium, and the development of Romanesque and Gothic church architecture.

**AH 123                      Survey of Renaissance  
and Baroque Art                      3 Semester Hours**

From Leonardo da Vinci, Raphael, and Michelangelo to Rubens, Rembrandt, and Bernini, this introduction to Renaissance and Baroque art surveys many famous masterpieces of Western art. Topics discussed include the rediscovery of antiquity, the impact of science and the effects of the Protestant Reformation and the Catholic Counter Reformation.

**AH 124                      Survey of Modern Art                      3 Semester Hours**

The Age of Reason, the American Revolution, and the French Revolution of the 18th century all heralded the rise of a modern age and, with it, modern art. This course surveys Neoclassical and Romantic art in Europe and the United States, followed by the "isms": Realism, Impressionism, Post-Impressionism, Surrealism, Expressionism, Cubism, and others leading to today's Postmodernism.

**AH/ARCH 221              Art and Archaeology of  
Ancient Egypt                      3 Semester Hours**

Who built the pyramids? Was Tutankhamen murdered? Why was the last pharaoh, Cleopatra, not an Egyptian? These questions and more will be discussed in this introduction to the art and archaeology of ancient Egypt from the predynastic period through the Roman era. Beginning with the rise of the pharaonic state, this course examines the archaeological and artistic remains of Egypt including the great pyramids at Giza, the New Kingdom temples and tombs at Thebes, the rise of Alexandria, and the monuments of the Ptolemies.

**AH/ARCH 222              Art and Archaeology of  
the Greek Bronze Age              3 Semester Hours**

Were the Minoans the first flower children? Was the island of Thera really Atlantis? Were the Mycenaean Greeks swashbuckling sackers of cities or bean-counting bureaucrats? Did the Trojan War really happen? These questions and others are addressed in this introduction to the art and archaeology of prehistoric Greece.

**AH/ARCH 223              Art and Archaeology of  
Ancient Greece                      3 Semester Hours**

A medieval tourist once wrote, "Take care when you look at old statues, especially Greek ones." Find out why and what can be learned of early Western culture from studying Greek statues in this introduction to the art and archaeology of ancient Greece. The course traces the development of Greek culture from the Dark Age to the Roman period through examination and discussion of its artistic and archaeological remains. Special topics include the foundation of athletic competitions at Olympia, the spectacular remains of Periclean Athens, and recent developments in Greek archaeology.

**AH/ARCH 224      Art and Archaeology of Ancient Italy and the Roman Empire      3 Semester Hours**

All roads once led to Rome, and the legacy of Roman art and architecture surrounds us today. This course examines the stupendous rise of Rome from its modest beginnings in a swamp to its development into the capital of antiquity's greatest empire. Material covered surveys cultures that were swallowed and transformed by the Roman military and cultural machine, including the Etruscans, Greeks, Egyptians, Jews and Brits.

**AH 306/ART 306      Seminar in Modern Art      3 Semester Hours**

Seminar topics develop from material presented in AH 124 and include 19th-century art, 20th-century art, contemporary art, and theories of modern art. Prerequisite: ART 124 or permission of the instructor.

**AH/ARCH 321      Progressive Studies in the Art and Archaeology of Ancient Egypt      3 Semester Hours**

This course is offered as an upper-level alternative to the student who is studying the art and archaeology of ancient Egypt. The student attends ARCH/AH 221 and satisfies all course requirements but additionally meets individually with the professor, completes outside readings, and writes a research paper.

**AH/ARCH 322      Progressive Studies in the Art and Archaeology of the Greek Bronze Age      3 Semester Hours**

This course is offered as an upper-level alternative to the student who is studying art and archaeology of the Greek Bronze Age. The student attends ARCH/AH 222 and satisfies all course requirements but additionally meets individually with the professor, completes outside readings, and writes a research paper.

**AH/ARCH 323      Progressive Studies in the Art and Archaeology of Ancient Greece      3 Semester Hours**

This course is offered as an upper-level alternative to the student who is studying the art and archaeology of ancient Greece. The student attends ARCH/AH 223 and satisfies all course requirements but additionally meets individually with the professor, completes outside readings, and writes an extended research paper.

**AH/ARCH 324      Progressive Studies in the Art and Archaeology of Ancient Italy and the Roman Empire      3 Semester Hours**

This course is offered as an upper-level alternative to the student who is studying the art and archaeology of ancient Italy and the Roman Empire. The student attends ARCH/AH 224 and satisfies all course requirements but additionally meets individually with the professor, completes outside readings, and writes an extended research paper.

## ATHLETIC PARTICIPATION (ATH)

Student-athletes at Brevard College can earn a maximum of four athletic credits for their participation in cross country, soccer, volleyball, indoor and outdoor track & field, baseball, softball, basketball, tennis, and golf. To receive athletic credit, the student must be eligible and must complete the season. Athletes may receive a maximum of one athletic credit per semester.

### 1 SEMESTER HOUR EACH

ATH 108	Varsity Cross Country
ATH 109	Varsity Track
ATH 120	Varsity Baseball
ATH 133	Varsity Golf
ATH 141	Varsity Tennis
ATH 161	Varsity Volleyball
ATH 171	Varsity Basketball
ATH 173	Varsity Soccer
ATH 174	Varsity Softball

## BIOLOGY (BIO)

BIO 110	Principles of Biology I	3 Semester Hours
BIO 110L	Lab	1 Semester Hour

This course introduces students to the unifying principles of biology. Topics include ecology, Mendelian and population genetics, evolution, animal behavior, and development.

BIO 120	Principles of Biology II	3 Semester Hours
BIO 120L	Lab	1 Semester Hour

Students in this course learn the unifying principles of biology, including biochemistry, cell structure and function, bioenergetics, and molecular genetics.

BIO 210	Human Anatomy and Physiology I	3 Semester Hours
BIO 210L	Lab	1 Semester Hour

The first course in a two-semester sequence, BIO 210 is designed for premedical students and exercise science majors, and students interested in allied health, nursing, physical education, and environmental studies. Lecture and laboratory topics include the structure and function of the integumentary, skeletal, muscular, and neuroendocrine systems. Offered fall semester. Prerequisite: one semester of biology and an additional semester of biology or chemistry.



**BIO 384 Wildflowers 1.5 Semester Hours**

Covering the natural history, taxonomy, and identification of local herbaceous flowering plants, BIO 384 emphasizes both field and laboratory experience. Offered in the second half of the spring semester. Prerequisite: ECOL 240.

**BIO 385 Invertebrates 1.5 Semester Hours**

Students make their own documented collections of insects, spiders, crustaceans, mollusks, and worms in BIO 385, learning the natural history, taxonomy, and identification of local invertebrates. Offered in first half of fall semester. Prerequisite: ECOL 240.

**BIO 386 Fish and Amphibians 1.5 Semester Hours**

Through field and laboratory experiences, students engage in an exploration of the natural history, taxonomy, and identification of local fish and amphibians. Offered in second half of fall semester. Prerequisite: ECOL 240.

**BIO 387 Reptiles and Mammals 1.5 Semester Hours**

BIO 387 covers the natural history, taxonomy, and identification of local reptiles and mammals through field and laboratory experiences. Prerequisite: ECOL 240.

**BIO 388 Birds 1.5 Semester Hours**

An intensive study of local and neotropical spring birds, BIO 388 covers natural history, taxonomy, and identification through field and laboratory experience. Prerequisite: ECOL 240.

**BUSINESS (BUS)**

*See ORG for additional business courses.*

**BUS 101 Introduction to Business 3 Semester Hours**

An overview of the business environment, this course analyzes the relationships that exist among the components of a business enterprise. It introduces students to social responsibility and ethics, economics, forms of ownership, management and control, production and operations, human resources and labor relations, marketing, finance and risk, and government and business.

**BUS 205 Business Communications 3 Semester Hours**

This course covers the development of communication skills in a variety of business situations, including business correspondence, business reports, small group communication, oral presentations, and the employment process. It is recommended that students also be enrolled in ENG 101 or a higher English course. Does not satisfy Area II requirement for the associate in arts degree.

**CHEMISTRY (CHE)**

<b>CHE 101</b>	<b>General Chemistry I</b>	<b>3 Semester Hours</b>
<b>CHE 101L</b>	<b>Lab</b>	<b>1 Semester Hour</b>

Designed for students interested in nursing or the liberal arts, lecture and laboratory topics include atomic and molecular structure, physical states of matter, chemical nomenclature, stoichiometry, and nuclear chemistry. Credit will not be given for both CHE 101 and 103. Prerequisite: MAT 99 or placement.

<b>CHE 102</b>	<b>General Chemistry II</b>	<b>3 Semester Hours</b>
<b>CHE 102L</b>	<b>Lab</b>	<b>1 Semester Hour</b>

A continuation of CHE 101, this course explores solutions, acids and bases, chemical equilibrium, introductory organic chemistry, and introductory biochemistry through lecture and laboratory. Prerequisite: CHE 101. Credit cannot be give for both CHE 102 and CHE 104.

<b>CHE 103</b>	<b>Principles of Chemistry I</b>	<b>3 Semester Hours</b>
<b>CHE 103L</b>	<b>Lab</b>	<b>1 Semester Hour</b>

Designed for science majors, lecture and laboratory topics include atomic structure, chemical reactions and stoichiometry, thermochemistry, electronic structure and the periodic table, bonding, structure and nomenclature of molecules, molecular orbital theory, and physical states of matter. Prerequisite: MAT 100 or placement.

<b>CHE 104</b>	<b>Principles of Chemistry II</b>	<b>4 Semester Hours</b>
<b>CHE 104L</b>	<b>Lab</b>	<b>1 Semester Hour</b>

A continuation of CHE 103, this course examines solutions and colloidal suspensions, oxidation-reduction reactions, electrochemistry, kinetics, chemical equilibrium, complex ions, theories of acids and bases, thermodynamics, and nuclear chemistry. Prerequisite: CHE 103.

<b>CHE 201</b>	<b>Organic Chemistry I</b>	<b>3 Semester Hours</b>
<b>CHE 201L</b>	<b>Lab</b>	<b>1 Semester Hour</b>

The fundamental concepts, chemistry, and physical properties of carbon compounds are introduced in this course. Topics include reaction mechanisms, structural influences on chemical properties, and spectral interpretation as well as detailed coverage of alkyl halides and alcohols. The laboratory introduces key techniques through the microscale study of class reactions and the purification of their products. Offered fall semester. Prerequisite: CHE 104 or permission.

<b>CHE 202</b>	<b>Organic Chemistry II</b>	<b>3 Semester Hours</b>
<b>CHE 202L</b>	<b>Lab</b>	<b>1 Semester Hour</b>

A continuation of CHE 201, this course looks in detail at carbon compounds and aromatics, concluding with a study of the biologically important classes of compounds not covered previously. Offered spring semester. Prerequisite: CHE 201.

**CHE 301                      Biochemistry                      4 Semester Hours**

Through laboratory and lecture, CHE 301 inquires into carbohydrates, lipids, proteins, nucleic acids, enzymes, and biological metabolism. Major emphasis is on the chemistry of biological compounds. Prerequisites: CHE 103, 103L and CHE 104, 104L.

**CLASSICS (CLAS)****CLAS 103                      Classical Mythology                      3 Semester Hours**

This course offers an introduction to the Greek and Roman myths of creation, cosmic order, and the formation of the physical world. Special attention is devoted to the Olympian divinities (Zeus, Hera, etc.) and to those gods and goddesses associated with mountains, rivers, and forests.

**COMMUNICATIONS (COM)****COM 110                      Introduction to Communication                      3 Semester Hours**

A survey of the basic principles of human communication, this course offers opportunities to apply these principles in various discursive contexts. COM 110 is required as a prerequisite for most courses in the Communication Emphasis but is open to all students.

**COM 201                      Relational Communications                      3 Semester Hours**

Students in COM 201 examine interpersonal communication research and theories as they apply to dyadic, small group, and organizational environments. The course includes analyses of effective decision-making techniques, task/maintenance relationships, and conflict management.

**COM 212                      Communications and Mass Media                      3 Semester Hours**

COM 212 explores the social impact of mass media on individual behavior, violence and TV, consumerism, and popular culture. Students gain an overview of the major fields of mass communication, including advertising, broadcast media, newspapers, magazines, book publishing, and film.

**COM/ENG 302                      Environmental Communications                      3 Semester Hours**

An advanced journalism course, COM 302 confirms the importance of research in writing about environmental issues as well as in investigative policy reports for technical and popular audiences. Class and interview experience stresses creative thinking, thorough research, interviewing, information organizing, and clear writing. Prerequisite: JOUR 101 or ENV 110.

**COM/ENG 305**                      **Technical Communications**                      **3 Semester Hours**  
Through exercises in workplace correspondence, COM 305 introduces students to the specialized writing styles and formats used for business audiences. Assignments and class discussions are geared to real-life corporate situations. Students learn to refine style, analyze content, collect and organize data, summarize technical prose, use graphics, design documents, write effective letters and memos, present oral reports, and write such specialty items as feasibility studies and formal bids or proposals. Prerequisite: ENG 102 or 102H.

## **COMPUTER INFORMATION SYSTEMS (CIS)**

**CIS 101**                              **Introduction to Computing  
and Information Processing**                              **3 Semester Hours**  
An introductory course, CIS 101 provides students with the conceptual and technical background, vocabulary, and practical application skills necessary to enhance their success in our increasingly computerized society. Class structure emphasizes maximum hands-on experience in a microcomputer/networked environment in the following areas: usage of an operating system; exposure to popular word processing, spreadsheet, and database software packages; and electronic communications including electronic mail and the Internet. Other topics surveyed are the development of and current technologies of computers, their role in society, and various aspects of microcomputer hardware and software.

**CIS 110**                              **Introduction to Business Computing**                      **3 Semester Hours**  
This introductory course provides a technical background for recognizing the role of computers in business problem solving. Emphasis is placed on understanding the principles found in the modern electronic office environment. Direct experience allows students detailed examination of word processing, spreadsheet, database management, and presentation tools through an integrated business software package.

**CIS 220**                              **Exploring the Internet**                              **3 Semester Hours**  
This course introduces students to the multiple applications of the Internet as tools for promoting communication, data sharing, discussion, and research, and provides a framework for understanding the societal implications and ethical issues associated with this technology. Instructors employ a combination of teaching platforms including lectures, small-group, and online discussions, and comprehensive hands-on computer assignments. The course regards the Internet as both the object of study and a mechanism for facilitating collaborative learning. Prerequisite: ENG 101 or permission of instructor.

**CIS 300**                              **Systems Analysis and Design**                              **3 Semester Hours**  
The course introduces and familiarize students with the five phases of the Computer Information Systems life-cycle: planning analysis, design, implementation,

and operations and support. A significant component of student course work entails analysis and evaluation of existing organizational information systems through case studies and student projects. Prerequisite: CIS 110 or permission of instructor.

**CIS 310 Management Information Systems 3 Semester Hours**

The course introduces students to the role of management information systems and their strategic use in the organizational environment. Topics discussed include fundamentals of computer communications and data management, system analysis and design, practical organization and supervision of information system resources, decision support systems, artificial intelligence, and expert systems, as well as the security, legal, and ethical issues associated with the technology. Prerequisite: CIS 110 or permission of instructor.

**CIS 340 Database Management 3 Semester Hours**

CIS 340 provides a comprehensive study of database concepts and skills with emphasis on organizational applications. Students learn the essentials of database planning, processing, design, implementation, and administration. They achieve hands-on experience in design and implementation using a current database management system. Prerequisite: CIS 110 or permission of instructor.

**CIS 350 Small Business Computer Applications 3 Semester Hours**

CIS 350 offers a study of computer technology in a small business setting. Students focus on selecting appropriate hardware and software configurations to accomplish business goals; they gain direct experience with various software tools designed to improve the success of a small business. Prerequisite: CIS 110 or permission of instructor.

## COMPUTER SCIENCE (CSC)

**CSC 103 Structured Programming I 3 Semester Hours**

**CSC 103L Lab 1 Semester Hour**

An introduction to algorithm development and problem solving methods using the object-oriented paradigm. The language of instruction is C++. Prerequisite: MAT 100.

**CSC 104 Structured Programming II 3 Semester Hours**

**CSC 104L Lab 1 Semester Hour**

A continuation of CSC 103 with emphasis on program design and testing. Data structures are introduced. There is a two-hour weekly laboratory. Prerequisite: CSC 103.

**CSC 201 Data Structures 3 Semester Hours**

**CSC 201L Lab 1 Semester Hour**

A study of data organization using arrays, stacks, queues, linked lists, trees, and tables. Sorting, searching, and recursive techniques are explored. There is a required two-hour weekly laboratory. Prerequisite: CSC 104.

**CSC 203**                      **Computer Architecture**                      **3 Semester Hours**  
Principles of computer architecture, data representation, assembly language, addressing, and operating system fundamentals. Prerequisite: CSC 104.

## **COUNSELING (COU)**

**COU 201**                      **Introduction to Basic  
Counseling Skills**                      **3 Semester Hours**

This course is designed to enhance students' self-awareness so that they can be effective peer counselors. Emphasis is placed on self-observation as students are given opportunities to develop active listening and problem-solving skills. Students examine developmental and transitional issues commonly encountered by college students as well as guidelines for crisis management. Active participation is required.

## **ECOLOGY (ECOL)**

**ECOL 200**                      **Topics in Ecology I**                      **1 Semester Hour**

This weekly seminar provides a forum for topics in ecology and related areas. In addition to furthering the understanding of biological topics, discussion and independent readings are assigned to explore social and value implications. Offered second half of fall semester or first half of spring semester.

**ECOL 240**                      **Biodiversity**                      **3 Semester Hours**

A study of the diversity of life on earth with emphasis on plants and animals, ECOL 240 examines the role they play in the ecosystem. Microbes and protists are also included as well as natural history, classification, geologic history, and field experiences. Prerequisites: BIO 110 and BIO 120.

**ECOL 250**                      **Plant Ecology**                      **3 Semester Hours**

ECOL 250 comprises a quantitative assessment and interpretation of plant populations, communities, and their environment using local forests, mountains, and wetlands. Topics include precipitation, temperature, soils, distribution, habitat diversity, succession, plant and animal relations, forested watersheds, and forest composition. Prerequisites: BIO 110 and BIO 120.

**ECOL 260**                      **Animal Ecology**                      **3 Semester Hours**

Through quantitative assessment and interpretation of animal populations, communities, and their environment, ECOL 260 studies local forests, mountains, and wetlands. Topics include distribution and abundance, population dynamics, competition, predation, symbiosis, and plant and animal relations. Prerequisites: BIO 110 and BIO 120.

**ECOL/ENV 340 Behavior of Model Systems 3 Semester Hours**

In this course, students conceptualize and study dynamic cultural and natural systems using a visually oriented computer program, *Stella II*, and a text explaining conceptual methods of modeling. The course provides hands-on experience, report writing, and an interdisciplinary perspective. Prerequisites: MAT 131 (or equivalent), MAT 141, computer literacy, and ENV 110; or permission of the instructor.

**ECOL 350 Terrestrial Ecosystems 3 Semester Hours**

This course takes a quantitative systems perspective using the watershed as a fundamental landscape unit and includes the roles of humans in ecosystems. The natural ecosystem is investigated in terms of its structure and function including trophic chains, biomass distribution, chemical distribution, soils, biodiversity, energy flow, biogeochemical cycling, pollution, and primary and secondary production. Structure, function, and cultural use of ecosystems are integrated by developing models of ecosystems. Prerequisites: BIO 110 and BIO 120.

**ECOL 360 Aquatic Ecosystems 3 Semester Hours**

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

**ECOL 400 Topics in Ecology II 1 Semester Hour**

This weekly seminar provides a forum for advanced topics in ecology or other related areas. In addition to furthering the understanding of biological topics, discussion and independent readings will be assigned to explore social and/or value implications whenever appropriate. Offered second half of fall semester or first half of spring semester.

**ECOL/ENV 410 Human Ecology 3 Semester Hours**

A study of past and contemporary human civilizations, this course looks at the effects different societies have had on the environment. Topics include the agricultural revolution and the domestication of animals, the Industrial Revolution, population growth, utilization of finite resources, air and water quality, and food production. Prerequisites: BIO 110 or ENV 110.

**ECOL/ENV 494 Senior Project I 2 Semester Hours**

Students demonstrate interdisciplinary ability in this course by completing a faculty-approved project such as a senior thesis. In the first course, students propose a project question, develop a plan to resolve it, create a bibliography, and complete one chapter of writing. Class meets weekly for progress reports, discussion, critical thinking, and problem solving. Prerequisites: ecology major with all 100/200 level major requirements, ENV 394, and PSY 307; or permission of the instructor.

**ECOL/ENV 495      Senior Project II      2 Semester Hours**

Students complete senior projects begun in ENV 494. Class meetings continue with discussion, critical thinking, and problem solving. Students also meet privately with their advisers 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. Prerequisites: ecology major with all 100/200 level major requirements, ENV 394, PSY 307, and ENV 494, or permission of the instructor.

**ECONOMICS (ECON)****ECON 200      Introduction to Economics      3 Semester Hours**

A rapid review of economic essentials, this course covers market demand, pricing, national income, employment, and monetary policy. Designed especially for students not majoring in business or economics.

**ECON 201      Macroeconomics      3 Semester Hours**

A study of national production, employment, income, and price levels, Macroeconomics looks at how these forces relate to one another. Students also explore alternative theories of economic instability, fiscal policy, monetary policy, and international trade. Prerequisite: sophomore standing or permission of the instructor.

**ECON 202      Microeconomics      3 Semester Hours**

A study of the market system, supply and demand, price mechanisms and allocation of resources, Microeconomics looks closely at competition, monopoly, and imperfect competition. Prerequisite: sophomore standing or permission of the instructor.

**EDUCATION (EDU)****EDU 201      Introduction to Teaching      3 Semester Hours**

The purpose of this course is to introduce the prospective teacher to the real world of teaching through classroom activities and a field experience of approximately 20 hours at local public schools. The course covers traditional and contemporary perspectives on teaching and learning; analysis of contemporary educational issues from the teachers' perspectives; and exploration of personal needs and goals in relation to teaching. Prerequisite: PSY 201.

**ENGLISH (ENG)**

*Students who have an inadequate foundation in English may be required to complete ENG 100 (Basic Grammar and Composition) before attempting higher levels courses in English.*

**ENG 101                      Rhetoric and Composition                      3 Semester Hours**

This course emphasizes all skills related to expository writing and provides practice in the major rhetorical modes and research. The development of writing style through prewriting, writing, and revision will be emphasized. Essays are regularly assigned. Prerequisite: placement in ENG 101 or a grade of C or higher in ENG 100.

**ENG 101H                      Honors Writing Seminar                      3 Semester Hours**

An honors-level freshman composition course, ENG 101H is an interdisciplinary writing seminar designed to develop students' abilities for writing clear, cogent expository prose. Thematically organized, topics will change on a semester basis. This honors seminar is designed to promote rigorous written and oral intellectual exchange. Essays and research are regularly assigned. Prerequisite: placement or permission of the instructor.

**ENG 102                      Composition and Literature                      3 Semester Hours**

A continuation of English 101 with an introduction to selected literature and critical thinking. Prerequisites: a grade of C or better in ENG 101.

**ENG 102H                      Advanced Composition  
and Literature                      3 Semester Hours**

An honors-level freshman composition course, ENG 102H is an advanced study of literature designed to promote rigorous written and oral intellectual exchange and to develop students' critical thinking and writing skills. Prerequisite: placement or permission of the instructor.

**ENG 201                      British Literature to 1785                      3 Semester Hours**

A study of the literature of the Dark Ages, the Middle English period, the Reformation, and the Restoration, ENG 201 includes readings in Beowulf, Chaucer, Shakespeare, and Milton. Prerequisite: ENG 102 or 102H.

**ENG 202                      British Literature since 1785                      3 Semester Hours**

A study of the significant literature of the Romantic, Victorian, and Modern periods, ENG 202 focuses attention on historical and cultural backgrounds. Readings include Blake, Wordsworth, Keats, and Yeats. Prerequisite: ENG 102 or 102H.

**ENG 203                      American Literature to 1890                      3 Semester Hours**

A representative study of major writers of the Puritan, Colonial, and Romantic periods, ENG 203 includes Bradstreet, Hawthorne, Thoreau, Whitman, Dickinson, and Twain. Prerequisite: ENG 102 or 102H.

- ENG 204**                      **American Literature since 1890**                      **3 Semester Hours**  
A representative study of major writers of Realism and the Modern period, ENG 204 includes Crane, Eliot, Frost, Fitzgerald, and Faulkner. Prerequisite: ENG 102 or 102H.
- ENG 207**                      **Creative Writing**                      **3 Semester Hours**  
In this course, students develop their creative writing skills through writing exercises that reinforce both theory and technique. Students also receive creative stimulation through selected readings. Prerequisite: ENG 102 or 102H or permission of the instructor. Satisfies Area VIII for the bachelor of arts degree. Does not satisfy Area II requirement of the associate in arts degree.
- ENG 208**                      **Creative Nonfiction**                      **3 Semester Hours**  
Creative nonfiction fuses attention to style and form with concern for fact. Combining scientific accuracy with human warmth, essays can inform, persuade, or amuse. Creative nonfiction uses techniques of fiction such as setting, characterization, and lyric narration to present factual information enhanced by personal reflection and honed by careful crafting. Students read master prose stylists like McPhee and Matthiessen and compose their own essays. Prerequisite: ENG 102 or 102H or permission of the instructor.
- ENG 209**                      **Poetry Writing**                      **3 Semester Hours**  
Beginning writers need to be aware of their obligations to craft when writing poetry. Students keep a journal of ideas, do exercises that stimulate figurative power, practice laser-like description, experiment with form and rhyme and meter, learn to peel away sentimentality and self-pity, and begin developing a personal style forged by exposure and experience. Students build a manuscript of verse separate from their class exercises, read aloud, and complete a special project. Prerequisite: ENG 207 or ENG 208.
- ENG 210**                      **Fiction Writing**                      **3 Semester Hours**  
This course helps students become more aware of and proficient in the craft of fiction. Students should be prepared to write frequently, to duplicate their work for discussion, and to offer constructive criticism of their classmates' work. The forms and techniques of imaginative writing are investigated, and students complete an array of writing projects. Participants coordinate reading projects with their own creative writing endeavors. Prerequisite: ENG 207 or ENG 208.
- ENG 211**                      **Introduction to Film**                      **3 Semester Hours**  
A historical survey of the development of the film industry as a distinctive art form, this course promotes critical analysis through discussion and individual projects. Students view films from the silent era through modern times. The course meets once a week for three hours. Prerequisite: ENG 101 or 101H or permission of the instructor.

- ENG 215**                      **Wilderness Literature**                      **3 Semester Hours**  
In this course, students encounter the historic memoirs of frontier explorations of North America and essays on wilderness issues. Representative authors may include Audubon, Bartram, Muir, Snyder, and Abbey. Prerequisite: ENG 102 or 102H.
- ENG 216**                      **Literature of the Environment**                      **3 Semester Hours**  
American culture developed from confrontation with the frontier. Environmental literature reflects our roots grounded in landscape and reflects the rise of ecological awareness in this century. Ecological criticism of literature uses concepts of the science of ecology to analyze literary style and content. Students will pursue close readings of selections and whole texts by Hawthorne, Thoreau, Cather, Carson, Leopold, Abbey, Maclean, Stegner, and Williams. Students develop critical-thinking skills and practice writing critical essays. Prerequisite: ENG 102 or 102H.
- ENG 250**                      **Introduction to Language Study**                      **3 Semester Hours**  
A survey of the development of the English language from its Indo-European background to the present, ENG 250 covers various grammars, dialects, and levels of language use. The class explores psychological factors, cultural roles, and the nature and development of human/other language and their historical changes. Prerequisite: ENG 102 or 102H.
- ENG 251**                      **Overview of Literary Criticism**                      **3 Semester Hours**  
Providing a historical review of literary theory, this course offers grounding and practice in modern literary theory, emphasizing accuracy and thoroughness in research skills, and exploring the motivations behind literary scholarship. [Note: Entrance into ENG 251 is by successful completion of ENG 102 or 102H. Completion of a sophomore literature survey is highly recommended.]
- ENG 255**                      **Theory and Practice of**                      **3 Semester Hours**  
**Language Teaching**  
Designed to familiarize students with current methodologies in ESL teaching at the secondary and college levels, ENG 255 explores contemporary linguistic and learning theories. Students will have the opportunity to explore multiple aspects of language teaching and learning, approaches to literature and culture, testing and evaluation, and criteria for the selection of textbooks. Students also practice teaching in ESL or other foreign language courses at Brevard College. Prerequisite: ENG 102 or 102H.
- ENG 281**                      **Myths at Work**                      **3 Semester Hours**  
Following an introductory study of selected Greek, Teutonic, and Middle Eastern myths and their relationships to their societies, students explore the stories told by people of other cultures and other times, as well as the stories told by and about practitioners in fields such as the social sciences, the natural sciences, the arts, business, sports, and politics. Prerequisites: ENG 102 or 102H with grade of C or higher.

- ENG 301**                      **Advanced Expository Writing**                      **3 Semester Hours**  
This course focuses on the principles and styles commonly used in exposition. Students read and analyze a variety of nonfiction essay styles ranging from process analysis to extended definition and argumentation. These essays then serve as stylistic models for student writings. Investigation and analysis of literary, cultural, religious, or environmental issues play an important part in this workshop course. Prerequisite: ENG 102 or 102H.
- ENG/COM 302**                      **Environmental Communication**                      **3 Semester Hours**  
An advanced journalism course, ENG 302 confirms the importance of research to writing about environmental issues as well as investigative policy reports for technical and popular audiences. Class and interview experience stresses creative thinking, thorough research, interviewing, information organizing, and clear writing. Prerequisite: JOUR 101 or ENV 110.
- ENG 303**                      **Nature Writing Workshop**                      **3 Semester Hours**  
Nature writing is about sense of place, sense of self, and sense of self in place. It asserts the value of literature and the understanding of fundamental natural processes and ecological connections. Students will read authors such as Wordsworth, Muir, Berry, Oliver, Snyder, and Dillard and write their own works of poetry, fiction, and nonfiction. Prerequisite: ENG 207 or 208 or permission of the instructor.
- ENG/COM 305**                      **Technical Communications**                      **3 Semester Hours**  
Through exercises in workplace correspondence, ENG 305 introduces students to the specialized writing styles and formats used for business audiences. Assignments and class discussions are geared to real-life corporate situations. Students learn to refine style, analyze content, collect and organize data, summarize technical prose, use graphics, design documents, write effective letters and memos, present oral reports, and write such specialty items as feasibility studies and formal bids or proposals. Prerequisite: ENG 102 or 102H.
- ENG 308**                      **Advanced Nonfiction Essay**                      **3 Semester Hours**  
Good writing is full of exploration, risk, and discovery. Fine essays with patterns, metaphors, coherence, and resonance sound good and ring true. In this continuation of ENG 208, students pursue intensive work in developing voice and craft through the writing of personal essays, biography, and travel writing. Prerequisite: ENG 208.
- ENG 309**                      **Advanced Poetry Workshop**                      **3 Semester Hours**  
Aimed at experienced poets seeking to improve and refine their personal styles, this course uses the workshop format with discussions covering modern poetic trends, assembly of manuscripts, and a publishing-world reality check. A substantial body of quality poetry is the expected final product. Prerequisite: ENG 209.

**ENG 310                      Advanced Fiction Workshop                      3 Semester Hours**

This is a workshop course designed for experienced writers of fiction. It offers an environment in which students are free to explore the basic principles of fiction writing through critical class discussion and critique, extensive reading and intensive discussion of published fiction, and the application of these principles to their own writing. The course is centered around the students' own stories, with a strong focus on peer criticism, and includes a wide range of readings that emphasize narrative technique, point of view, characterization, structure, and style. Prerequisite: ENG 210.

**ENG 320                      British Literature to 1500                      3 Semester Hours**

Imagine the clank of tankards on a mead hall table as Anglo-Saxon revelers keep the beat of poetry praising a warrior hero. This course begins with the earliest English poems of the late Dark Ages, including *Beowulf* and "The Battle of Maldon," and explores in depth Chaucer's *Canterbury Tales*, *Sir Gawain and the Green Knight*, Malory's *Le Morte d'Arthur*, and several of the famous dream visions. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

**ENG 321                      Renaissance and Restoration:                      3 Semester Hours  
16th, 17th, and 18th Centuries**

The age of great English poetry begins with Sidney, Spenser, Shakespeare, and Donne. The political, social, economic, and theological backgrounds of the writers and their work add dimension to this study. In addition to poets and satirists, this course includes the heyday of Elizabethan drama, satirists, and the closing of the theaters by the Puritans and their reopening in 1660. Other readings include Jonson, Milton, Dryden, Pope, Swift, and Gray. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

**ENG 322                      Shakespeare                      3 Semester Hours**

If comedy is about laughing, students will laugh with Shakespeare's *A Midsummer Night's Dream*. If tragedy is about crying, students will cry over *Othello* and *King Lear*. If history is about war, students will fight about *Henry IV* and *Richard III*. In other words, students in ENG 322 laugh, cry, and fight as they discover why Shakespeare is the most quoted writer of all time. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

**ENG 326                      Romantic and Victorian:                      3 Semester Hours  
19th-Century British Literature**

Get ready for some of the greatest names in British literature: Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Austen, Brontë, Tennyson, Arnold, Dickens, and Wilde. These writers are studied against the social, economic, scientific, and theological backgrounds of their period, particularly the Industrial Revolution and Darwinism. In addition, the unique personal relationships between some of these writers and their influence upon one another provide a basis for fascinating connections. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

- ENG 328**                      **Modern British and Irish Literature**      **3 Semester Hours**  
 This class offers a study of some of the powerful and varied works to arise from Great Britain and Ireland during the 20th century. Strong and troubled voices emanating from Great Britain speak to the devastation of the two world wars, postwar rationing, social upheaval, and the dismemberment of an empire. Ireland entered the 20th century in armed rebellion and has struggled to deal with independence, political division, and sectarian violence against a backdrop of mythology, folklore, and the country's unique brand of Roman Catholicism. Readings are from the works of Conrad, Yeats, Shaw, Lawrence, Woolf, Auden, Greene, Heaney, and others. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.
- ENG 330**                      **Puritan and Colonial:**                      **3 Semester Hours**  
    **17th- and 18th-Century American Literature**  
 Writings from 17th- and 18th-century America reveal a fascinating variety of intellects at work and play. Readings in authors from Bradford to Bryant explore cultural and religious conflicts, political maneuvering, attitudes toward nature and human nature, and legends in the making. Authors may include Bradstreet, Mather, Franklin, Irving, Cooper, and Wheatley as well as others. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.
- ENG 331**                      **Romanticism and Realism:**                      **3 Semester Hours**  
    **19th-Century American Literature**  
 Readings in this course examine works that define, exemplify, and criticize U.S. society and art of the 19th century. Featured writers include Emerson, Thoreau, Poe, Hawthorne, Melville, Twain, Whitman, Dickinson, James, and Crane. Other readings explore lesser-known voices with differing perspectives on life in the United States. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.
- ENG 333**                      **20th-Century American Poetry**                      **3 Semester Hours**  
 This course gives a close examination of the important movements of the last 100 years. Topics include imagism, the "Beat Generation," confessional poetry, war poetry, the wide acceptance of open-form poetry, and the decline and return of closed-form poetry. Throughout the course, we watch American poets struggle to find an identity and a personalized voice. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.
- ENG 334**                      **20th-Century American Fiction**                      **3 Semester Hours**  
 Modern American fiction arose from naturalism and evolved into the literary form that characterizes postmodern and contemporary American literature. Emphasis is on social, historical, ideological, and aesthetic connections between the novel and 20th-century American life. Readings are from Dreiser, Hemingway, Faulkner, Wharton, Cather, Fitzgerald, Lewis, Mailer, Salinger, Updike, Bellow, and others. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

**ENG 340 African-American Literature 3 Semester Hours**

Many of the most exciting writers in English today are African-Americans, because they have discovered and rewritten their own history while filling in gaps in the larger quilt of American tradition. Topics include slavery, religion, family, and oral history. Authors include Wheatley, Douglass, Washington, Hughes, Ellison, Wright, Brooks, Walker, Dove, and Morrison. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

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

Students in this course encounter novelists, poets, essayists, and critics whose works stem from their identity as women who think, feel, and write. These women may include Wollstonecraft, Stein, Woolf, Lessing, Plath, Levertov, Walker, Rich, and others. Readings explore the roles of women in varying racial and cultural situations. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

**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 in history. This course charts the development of Southern writers and themes, with a focus on the Southern Renaissance and authors such as Faulkner, Wolfe, O'Connor, Welty, and Warren. The richness and diversity of the Southern literary tradition will also be studied in readings from the predecessors and successors of the authors listed above. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

**ENG 351 Literature of the Western 3 Semester Hours  
World I: Classical through Medieval**

A study of the creative spirit of the Western world, this course explores foundation documents of Western culture. Excluding British literature, the readings juxtapose the Old and New Testaments with the epics of Homer and Virgil, the formal drama of Greece with the personal drama of St. Augustine, the philosophical traditions of Plato and Aristotle with the earthiness of the *Carmina Burana* and the *Decameron*. Other works which may be included are *Saga of Hrafnkel Priest of Frey*, *The Song of Roland*, and writings of Abelard and Villon. Study ends with Dante's influential masterwork *The Divine Comedy*. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

**ENG 352 Literature of the Western 3 Semester Hours  
World II: Renaissance through Romantic**

This course time-travels through five centuries of creative achievement on the western European continent in the company of Petrarch, Machiavelli, Cervantes, Molière, Voltaire, Rousseau, Goethe, Pushkin, and others. Readings in this course examine attitudes toward emotion, intellect, and spirit; society, the individual, and progress; nature and human nature. The ideas and art forms encountered are those that have continued to influence the culture of continental Europe as well as the cultures of Great Britain and the Americas. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

**ENG 353**                      **Literature of the Western World III: 3 Semester Hours**  
**Realism, Naturalism, and Beyond**

This course enters the literary world of modern Europe with readings from Flaubert, Dostoevsky, Tolstoy, Ibsen, Baudelaire, Mallarme, Mann, Kafka, Dinesen, Nabokov, Sartre, Camus, and others, including works too recent to have been anthologized. Prerequisite: ENG 201, 202, 203, 204, 215, or 216.

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

Creativity and concentration are the key words for this varying-emphasis course. Teacher discretion and student interest determine the offerings here. Some possibilities include an in-depth study of one author, close examination of a literary episode (i.e., the Harlem Renaissance), a thematic study (children's literature), or a regional or ethnic study (Native American, Appalachian). Prerequisite: ENG 102 or 102H.

**ENG 420**                      **Advanced Genre Studies**                      **3 Semester Hours**

A chance for specialized study within a specific genre. Some possibilities are poetry (the epic, pastoral elegy, lyric, narrative, allegory, love poetry); drama (Greek comedy, theater of the absurd); the novel (thematic studies, novels of the sea, war, or manners; subgenre science-fiction, horror, detective, or sports novels); short fiction (Southern gothic, tales of suspense, experimental). Prerequisite: ENG 251.

**ENG 495**                      **Senior Seminar**                      **3 Semester Hours**

This course centers on long-term research writing in an independent study/small-group environment. With regular one-on-one faculty guidance, students investigate areas of interest to them within the confines of their major emphasis. Mentor conferences and progress reports are regularly held. An oral presentation of the student's final product is a requirement of the senior seminar.

## **ENGLISH AS A SECOND LANGUAGE (ESL)**

**ESL 095**                      **Listening**                      **2 Semester Hours**

Students in this course improve their ability to hear and understand English, learn new vocabulary and the correct context for its use as well as when to use formal or informal language.

**ESL 096**                      **Conversation**                      **3 Semester Hours**

In this course, students improve their oral communication skills by learning correct pronunciation, increasing vocabulary and idiomatic use, and enhancing speaking and listening comprehension. They also acquire American cultural knowledge.

**ESL 097**                      **Reading**                      **3 Semester Hours**

Students in ESL 097 learn to look for contextual clues to understand meaning and unfamiliar words, to skim for needed details, and to summarize and paraphrase main ideas.

**ESL 098**                      **Writing**                      **2 Semester Hours**  
ESL 098 aims to help students improve their sentence-writing skills, consolidate grammar rules, organize ideas, and develop other expository writing skills.

**ESL 201**                      **English as a Second Language I**                      **3 Semester Hours**  
An intermediate-level course in ESL, this course encourages students who already have basic competency to improve their language skills. They work on the grammatical principles and structural patterns of both spoken and written English.

**ESL 202**                      **English as a Second Language II**                      **3 Semester Hours**  
A continuation of ESL 201, this course concentrates on standard written English through the consideration of selected literary pieces.

## **ENRICHMENT (ENR)**

**ENR 101H**                      **Enrichment Seminar**                      **1 Semester Hour**  
Students in this course read and discuss material related to the Brevard College theme or emphasis for the year or the semester. Pass/Fail. Required of all entering Brevard College Scholars. Prerequisite: Permission of the instructor.

**ENR 480**                      **Senior Enrichment Seminar**                      **1 Semester Hour**  
This course is designed to assist the student in making a successful transition to life after graduation. Topics addressed are determined by the students but often include career issues, graduate school, relocating, money management, insurance, nutritious cooking, and office politics. This course will provide a network for students to share expertise and support in the preparation and presentation of senior projects, shows, and recitals. Suggested for all seniors.

**Academic Practicum 269**                      **1-3 Semester Hours**  
This course provides a means through which a student may receive academic credit for career-related, nonclassroom work in any faculty-approved area of study that falls within the general boundaries of a Brevard College major. The student, a faculty adviser, and an on-site supervisor together plan the experience; an appropriate prefix is attached to each practicum (e.g., HIS 269). Prerequisites: completion of 45 semester hours; a 2.0 grade point average or higher; approval of faculty supervisor and the director of placement.

**Directed Study (variable course number)**                      **Variable Credit**  
Directed Study is the teaching of a catalog course in which the student is unable to attend the scheduled class sessions, usually due to a schedule conflict. The course is taught by an instructor who ordinarily teaches the course in the regular manner. The instructor and the student work together to cover the same subject matter covered in the course during the regular term. Students interested in a directed study should initially consult with their academic adviser before attempting to register for the study. This course carries the same designation as the regular course (e.g., PSY 304).



**ENV 290                      Surface Water Hydrology                      2 Semester Hours**

Through hands-on exercises, students study the water in streams, channels, reservoirs, wetlands, and in the zone of aeration above the water table. Also explored are precipitation, evaporation, transpiration, infiltration, runoff, streamflow, flood analysis and control, and sediment transport. Prerequisite: sophomore level, GEOL 101 or ENV 110, MAT 101; or permission of the instructor.

**ENV 301                      Environmental Policy                      3 Semester Hours**

A study of the major environmental laws and policies, ENV 301 looks closely at 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.

**ENV/ECOL 340              Behavior of Model Systems              3 Semester Hours**

In ENV 340, students conceptualize and study dynamic cultural and natural systems using a visually oriented computer program, *Stella II*, and a text explaining conceptual methods of modeling. The course provides hands-on experience, report writing, and an interdisciplinary perspective. Prerequisites: MAT 131 (or equivalent), MAT 141, computer literacy, and ENV 110, or permission of the instructor.

**ENV/SOC 325              Population and Contemporary  
Social Issues                      3 Semester Hours**

The basic principles of demography and geography are introduced in SOC 325, which focuses on human conditions (such as disease) that influence population change and the impact of human populations on land use and the environment.

**ENV 330                      Environment and Spirituality              3 Semester Hours**

Our global environmental problems suggest that people lack an appropriate consideration for a life-sustaining environment. Relating human spirituality to nature may be an essential step in sustaining human life on earth. Example authors include Fox, Berry, Swimme, and Lovelock. Prerequisites: HIS 110 or HIS 301 or HIS 302, ENV 110 or GEOL 201, and ENG 215 or ENG 216 or REL 203, or permission of the instructor.

**ENV 380                      Interdisciplinary Seminar on  
Environmental Thought and Issues              3 Semester Hours**

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

**ENV 394                      Environmental Internship I                      2 Semester Hours**

This internship is related to "working with nature." Students may choose from a variety of activities from camps to offices. The work effort is eight or more hours per week, depending on the sponsor's need. The final grade is based on the professor's evaluation of the sponsor's report, an interview with the student, and a reflection paper describing the internship and its meaning to the student. Prerequisites: environmental studies major with all 100-level major courses, PSY 206, and permission of the instructor.

**ENV 395                      Environmental Internship II                      2 Semester Hours**

The second internship is related to the environmental needs of business, industry, or government where "human and natural needs are in conflict." The grade is based on the professor's evaluation of the sponsor's report, a student interview, and a reflection paper describing the internship and its meaning to the student. Prerequisites: ENV 394, all 200-level major courses, PSY 307, and permission of the instructor.

**ENV/ECOL 410              Human Ecology                                      3 Semester Hours**

A study of past and contemporary human civilizations, this course looks on the effects different societies had on the environment. Topics include the agricultural revolution and animal domestication, the industrial revolution, population growth, utilization of finite resources, air and water quality, and food production. Prerequisite: BIO 110 or ENV 110.

**ENV/ECOL 494              Senior Project I                                      2 Semester Hours**

Students demonstrate interdisciplinary ability in this course by completing a faculty-approved project such as a senior thesis. In the first course, students propose a project question, develop a plan to resolve it, create a bibliography, and write one chapter. Class meets weekly for progress reports, discussion, critical thinking, and problem solving. Prerequisites: environmental studies major with all 100/200 level major requirements, ENV 394, and PSY 307; or permission of the instructor.

**ENV/ECOL 495              Senior Project II                                      2 Semester Hours**

Students complete senior projects begun in ENV 494. Class meetings continue with discussion, critical thinking, and problem solving. Students also meet privately with their advisers 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. Prerequisites: environmental studies major with all 100/200 level major requirements, ENV 394, PSY 307, and ENV 494; or permission of the instructor.

**EXERCISE SCIENCE (EXSC)****EXSC 110                      Introduction to Exercise Science                      3 Semester Hours**

Designed to introduce the student to exercise science as a field of study and as a career pathway, the course emphasizes the fundamental biophysical principles of human movement and their relationship to physical activity and fitness.

**EXSC 200                      Fitness Activities                      2 Semester Hours**

Students are introduced to and participate in a variety of activities (land-based, aquatic, and strength-developing) designed to foster physical fitness.

**EXSC 211A                      Selected Topics in Exercise                      1-3 Semester Hours  
Gerontology and Allied Medical Fields**

Students study one or more topics that relate exercise science to one or more medical fields. Topic(s) and credits are selected by the respective instructor(s) each semester to fit student needs and interests.

**EXSC 211F                      Selected Topics in Fitness                      1-3 Semester Hours  
Leadership**

Students study one or more topics that relate exercise science to the fitness industry. Topic(s) and credits are selected by the respective instructor(s) each semester to fit student needs and interests.

**EXSC 211T                      Selected Topics in Teaching/  
Coaching                      1-3 Semester Hours**

Students study one or more topics that relate exercise science to teaching physical activity and/or athletic coaching. Topic(s) and credits are selected by the respective instructor(s) each semester to fit student needs and interests.

**EXSC 215A                      Directed Observation Practicum:                      1 Semester Hour  
Exercise Gerontology and Allied Medical Fields**

This is the first of three practicum experiences required for the emphasis. For one week (40 hours), the student explores a potential medical or research career pathway allied with exercise science by observing, interviewing, and helping (if possible) the professionals at an approved site chosen by the student. Written and oral reports of the student's experiences are required. Students completing the actual on-site work during the summer should register for the course in the fall semester following the experience; those who complete the experience between regular semesters or during spring break should register for the course in the spring semester.

**EXSC 215F                      Directed Observation Practicum:                      1 Semester Hour  
Fitness Leadership**

This is the first of three practicum experiences required for the emphasis. For one week (40 hours), the student explores a potential fitness leadership career pathway by observing, interviewing, and helping (if possible) the professionals at an approved

site chosen by the student. Written and oral reports of the student's experiences are required. Students completing the actual on-site work during the summer should register for the course in the fall semester following the experience; those who complete the experience between regular semesters or during spring break should register for the course in the spring semester.

**EXSC 215T                      Directed Observation Practicum:                      1 Semester Hour**  
**Teaching/Coaching**

This is the first of three practicum experiences required for the emphasis. For one week (40 hours), the student explores a potential teaching and/or coaching career pathway by observing, interviewing, and helping (if possible) the professionals at an approved site chosen by the student. Written and oral reports of the student's experiences are required. Students completing the actual on-site work during the summer should register for the course in the fall semester following the experience; those who complete the experience between regular semesters or during spring break should register for the course in the spring semester.

**EXSC 240                      Introduction to Theories and                      2 Semester Hours**  
**Techniques of Coaching**

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

**EXSC/EPED 305                      Legal Issues of Wilderness Leadership,                      3 Semester Hours**  
**Experiential Education, and Exercise Leadership**

This course familiarizes students with civil law as it applies to experiential and exercise programming. Topics covered include torts, legal duties, legal liability, the structure of the lawsuit, the notion of the prudent practitioner, the "reasonable man or woman standard," readings in relevant case law, and risk management from a legal perspective.

**EXSC 310                      Exercise Physiology                      3 Semester Hours**

The focus is on studying the various relationships of health, wellness, exercise, and sports to the structures and functions of the human body.

**EXSC 311                      Fitness Appraisal                      3 Semester Hours**

The theoretical bases are combined with practical experience in appraising various fitness parameters.

**EXSC 312                      Sports Nutrition and Wellness Issues                      3 Semester Hours**

This course deals with current issues related to fitness, wellness, and sports performance from the standpoint of nutrition and lifestyle choices.

**EXSC 315A                      Leadership Practicum: Exercise                      3 Semester Hours**  
**Gerontology and Allied Medical Fields**

Throughout the semester, the student works with medical professionals at an approved site, obtaining experience in a leadership capacity. This course should be taken after 100/200 level course work has been completed.

**EXSC 315F                      Leadership Practicum:                      3 Semester Hours**  
**Fitness Leadership**

Throughout the semester, the student works with fitness industry professionals at an approved site, obtaining experience in a leadership capacity. This course should be taken after 100/200 level course work has been completed.

**EXSC 315T                      Leadership Practicum:                      3 Semester Hours**  
**Teaching/Coaching**

Throughout the semester, the student works with teaching/coaching professionals at an approved site, obtaining experience in a leadership capacity. This course should be taken after 100/200 level course work has been completed.

**EXSC 330                      Introduction to Sports Medicine                      3 Semester Hours**

This course provides the student with a background and overview of the field of sports medicine. The information presented in class should aid the student in making a decision whether to pursue a career in athletic training, sports medicine, physical therapy, medicine, or coaching.

**EXSC 340                      Teaching/Coaching Methods                      3 Semester Hours**

Current theories and principles of learning, especially motor learning, are explored. Emphasis is on application in an activity-teaching and/or coaching setting.

**EXSC 399                      Independent Studies in                      1-3 Semester Hours**  
**Exercise Science**

Students who wish to pursue knowledge and/or practical experience (not generally available through other courses) in an exercise science-related field may design a contract course with the approval and guidance of an exercise science instructor. The number of credits will be determined mainly by the academic rigor of the proposed study.

**EXSC/EPED 402                      Ethics of Wilderness Leadership and                      3 Semester Hours**  
**Experiential Education**

This course has a threefold focus: (1) students take a critical look at the complex ethical dilemmas and situations that arise within camps, wilderness programs, and other experiential settings; (2) students learn to use the tools of normative and analytic ethics from a philosophical perspective, consider Christian approaches to ethics in general, and apply these approaches to practical situations; (3) students examine their own personal ethical perspectives as these influence their work within professional contexts.

**EXSC 415A                      Senior Internship: Exercise                      12 Semester Hours**  
**Gerontology and Allied Medical Fields**

This course is designed to be a bridge between the end of a student's undergraduate education and the beginning of a career pathway. The student devotes an entire semester to working and learning at an approved student-chosen site under the direct supervision of an on-site professional.

<b>EXSC 415F</b>	<b>Senior Internship: Fitness Leadership</b>	<b>12 Semester Hours</b>
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This course is designed to be a bridge between the end of a student's undergraduate education and the beginning of a career pathway. The student devotes an entire semester to working and learning at an approved student-chosen site under the direct supervision of an on-site professional.

<b>EXSC 415T</b>	<b>Senior Internship: Teaching/Coaching</b>	<b>12 Semester Hours</b>
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This course serves as a bridge between the end of a student's undergraduate education and the beginning of a career. The student devotes a semester to working at an approved student-chosen site under the supervision of an on-site professional.

## EXPERIENTIAL EDUCATION (EPED)

<b>EPED 101</b>	<b>Outdoor Education</b>	<b>3 Semester Hours</b>
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This course explores the theory and principles of outdoor education. Laboratory experiences will include low-impact wilderness travel, environmental ethics and interpretation, orienteering, rock climbing, and canoeing. Also included is a survey of the historic and philosophical foundations of existing outdoor recreation programs. One weekend trip is required.

<b>EPED 102</b>	<b>Outdoor Leadership and Group Dynamics</b>	<b>1 Semester Hour</b>
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This course is an introduction to leadership and group dynamics in wilderness education settings. Focus is on decision-making and problem-solving skills relevant to small groups in the outdoors. Other topics include group roles and communication skills. This course is designed for those students not enrolled in the outdoor leadership certification program or the bachelor of arts degree in wilderness leadership and experiential education. Credit cannot be given for both EPED 102 and EPED 200.

<b>EPED 200</b>	<b>Leadership and Group Dynamics in Outdoor Pursuits</b>	<b>3 Semester Hours</b>
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The course studies theories and principles of small group dynamics, including leadership, group roles, problem solving, decision making, ethics, communication skills, etc. Emphasis is placed on situations and populations relevant to wilderness education programs. Students not in the outdoor leadership certification program must have permission of the instructor to enter this course.

<b>EPED 202</b>	<b>Water Safety Instructor (WSI)</b>	<b>2 Semester Hours</b>
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This course equips students to plan, conduct, teach, and evaluate swimming and water safety courses. The program covers skills and knowledge in a logical progression for aquatic skill development. Prerequisites: ARC Lifeguard Training Certification (PE 195C); students must be at least 17 years old.

**EPED 230 Introduction to Recreation & Leisure 3 Semester Hours**

This course covers the history, concepts, and philosophy of recreation and leisure with reference both to American society in transition and to socioeconomic considerations. It investigates the diversity of recreation and types of leisure, and considers professional roles, community recreation, and the future of recreation and leisure.

**EPED 250 Wilderness First Aid 3 Semester Hours**

This course focuses on medical emergencies when help is miles away and dialing 911 is not an option. Through lecture and hands-on simulation sessions, students are prepared to handle emergency situations that involve prolonged patient care, severe environments, and improvised gear. Students who are not in the outdoor leadership certification program must have permission of the instructor to enter this course.

**EPED 301 Wilderness/Experiential Education 1-6 Semester Hours Practicum**

This course provides students with practical work experience, either through a program offered by the College or in an existing outdoor or experientially based agency. The student's work program must be approved by the faculty.

**EPED 302 Wilderness/Experiential Education 6 Semester Hours Internship**

This course is a broad-based experience with an approved agency for a minimum of 40 hours within ten weeks. Evaluation involves the student, job supervisor, and Brevard College faculty. Students in the outdoor leadership certification program must have the permission of the instructor to enter this course.

**EPED/EXSC 305 Legal Issues of Wilderness Leadership 3 Semester Hours Experiential Education, and Exercise Leadership**

This course familiarizes students with civil law as it applies to experiential and exercise programming. Topics covered include torts, legal duties, legal liability, the structure of the lawsuit, the notion of the prudent practitioner, the "reasonable man or woman standard," readings in relevant case law, and risk management from a legal perspective.

**EPED 310 Outdoor Pursuits Education: 3 Semester Hours Water-Based**

This course offers hands-on experience in skill development, leadership training, and rescue techniques of rafting, canoeing, and kayaking. Students not in the outdoor leadership certification program must have permission of the instructor to enter this course.

**EPED 320 Outdoor Pursuits Education: 3 Semester Hours Land-Based**

This course offers hands-on experience in skill development, leadership training, and rescue techniques of orienteering, backpacking, mountain biking, and rock climbing. Students not in the outdoor leadership certification program must have permission of the instructor to enter this course.

- EPED 330**                      **Camp Counseling**                      **3 Semester Hours**  
 An introduction to all phases of organized camping, EPED 330 includes the philosophy of camp counseling, national standards, values clarification, organization of camps, leadership training, communication skills, discipline, and program activities. This course also includes a study of the characteristics and needs of today's youth, with emphasis on how a camp counselor's guidance and leadership can meet those needs. Emphasis is placed on preparation for employment at a summer camp.
- EPED 340**                      **Camp Administration and Programming**                      **3 Semester Hours**  
 This course examines administrative and program issues uniquely related to the camping industry and takes advantage of the many camps and camp directors located in Transylvania County to study camp administrative practices and programming needs.
- EPED 350**                      **Wilderness Expedition**                      **3 Semester Hours**  
 This course is an 18-day expedition that focuses on the 16-point curriculum of the Wilderness Education Association National Standards Program. Prerequisite: EPED 101 Outdoor Education. Students not in the outdoor leadership certification program must have permission of the instructor to enter this course.
- EPED/EXSC 402**                      **Ethics of Wilderness Leadership and Experiential Education**                      **3 Semester Hours**  
 This course has a threefold focus: (1) students take a critical look at the complex ethical dilemmas and situations that arise within camps, wilderness programs, and other experiential settings; (2) students learn to use the tools of normative and analytic ethics from a philosophical perspective, consider Christian approaches to ethics in general, and apply these approaches to practical situations; (3) students examine their own personal ethical perspectives as these influence their work within professional contexts.
- EPED 404**                      **Philosophers of Wilderness Leadership and Experiential Education**                      **3 Semester Hours**  
 There is a deep intellectual history behind the camping, wilderness, and experiential education movements. This course familiarizes students with important ideas and people within this history. Plato, Muir, Thoreau, Carson, Hahn, Unsoeld, Petzoldt, Warren, and others will be studied so that students develop greater appreciation for wilderness and experiential education.
- EPED 405**                      **Seminar: Open Topics**                      **3 Semester Hours**  
 It is important that students majoring in wilderness leadership and experiential education have the opportunity to explore topics that may not be covered within existing courses. The open topics seminar can be either faculty or student generated and will have as its reason-for-being the establishment of an open-ended format that can meet emerging student and faculty interests.

**EPED 407**                      **Challenge Course Administration and Facilitations**                      **3 Semester Hours**

This course focuses on the administration and facilitation of challenge courses, including high ropes, low ropes, climbing walls, and team building/initiative courses.

## **FRENCH (FRE)**

**FRE 101/102**                      **Elementary French**                      **4 Semester Hours Each**

This course introduces students to the fundamentals of French grammar with an emphasis on oral communications. Work in the language laboratory is required.

**FRE 201/202**                      **Intermediate French**                      **3 Semester Hours Each**

A review of French grammar with an increasing amount of reading, this course also includes work in the language laboratory. Prerequisite: FRE 101/102, placement, or permission of the instructor.

## **GEOLOGY (GEOL)**

**GEOL 101**                      **Introduction to Physical Geology**                      **3 Semester Hours**

**GEOL 101L**                      **Lab**                      **1 Semester Hour**

An introduction to the study of the earth, this course involves major lecture, laboratory, and field experiences. Students study of rocks and minerals, constructive geological processes (sedimentation, volcanism, mountain building), destructive geologic processes (weathering and erosion by water, wind, and ice), geologic structures (folds and faults), earthquakes, and plate tectonics. GEOL 101 together with GEOL 201 or CHE 101 or PHYS 101 forms a two-semester physical science sequence. Prerequisite: MAT 99, placement, or permission of the instructor.

**GEOL 201**                      **Environmental Geology**                      **3 Semester Hours**

**GEOL 201L**                      **Lab**                      **1 Semester Hour**

A study of how geologic processes shape our environment and how human interaction with these processes can harm or help the environment. Major lecture and laboratory topics include geologic hazards, geological processes and environmental problems, the extraction and use of mineral and energy resources, waste disposal, water pollution, air pollution, and land-use planning. Prerequisite: GEOL 101 or permission of the instructor.

## **GERMAN (GER)**

**GER 101/102**                      **Elementary German**                      **4 Semester Hours Each**

Students learn the fundamentals of German grammar with an emphasis on oral communication.



**HIS 104                      U.S. History since 1865                      3 Semester Hours**

This course explores the social, cultural, economic, and political development of the United States since 1865. Through reading, writing, and discussion, students analyze major currents, such as the Industrial Revolution, the New South, World Wars, the 1960s, and the Cold War. They also study major personalities, including John Rockefeller, Eugene Debs, Jane Addams, Franklin Roosevelt, Martin Luther King, Jr., and John F. Kennedy, from Reconstruction to the present.

**HIS 110                      Global History                      3 Semester Hours**

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

**HIS 202                      History of Britain                      3 Semester Hours**

Beginning with the idea that modern Britain is a cultural construction that is largely the result of an empire-building process, this course examines the major events associated with the construction and deconstruction of the British Empire. Students study the construction of the British Isles and a hegemonic English culture, the expansion of the British Empire around the world, the growth of an English imperialist culture, and the disintegration of the British Empire followed by the search for a new non-hegemonic, cosmopolitan English culture.

**HIS 203                      History of Germany and Austria                      3 Semester Hours**

This course introduces students to the history of Germany and Austria in the nineteenth and twentieth centuries within the context of larger events in modern European history. Major topics include imperial Germany and Austria; the Great War and the demise of Europe; republicanism in Germany and Austria between the wars; the rise of fascism in Germany and Austria; Germany and Austria during the Cold War, the fall of communism and its consequences in Germany and Austria.

**HIS 204                      History of Modern France:                      3 Semester Hours  
What It Means to be French in the 20th Century**

Playing on the existential nature of the French, this course explores the continual French identity crisis in the 20th century. Topics include: (1) France's envy of Germany during the late 19th and early 20th century; (2) the trauma of World War I and World War II; (3) the French authoritarian complex evident in Vichy France in World War II, French Imperialism, and the personality of Charles De Gaulle; (4) the rebellious, republican character of the 1968 student revolts; (5) the paternalistic socialism of Francois Mitterrand; (6) the French resistance to a European identity.

**HIS 205                      History of 20th-Century Russia:            3 Semester Hours**  
**The Russia of Revolution and Empire**

This course traces the volatile history of Russia as a country of internal revolution and imperial power in the 20th century. The internal dynamics of modern-day Russia are examined by tracing the ideology of revolution in Russia from Marxist-Leninism to Glasnost and Perestroike. The life and political philosophies of Lenin, Trotsky, Stalin, Gorbachev, and Yeltsin are included in this study. In addition, the imperial nature of the Russian political system, from Czarist Russia to the expansionist Soviet Union, is examined in order to explicate the explosive political relationships within the boundaries of the former Soviet empire.

**HIS 220                      U.S. Legal and Constitutional History    3 Semester Hours**

This course provides a broad overview of the foundations of U.S. constitutional law, including a brief survey of Roman, Medieval, and British common law antecedents. Through readings, research, discussion, interaction, and simulation, students analyze the origins, content, and interpretation of the U.S. Constitution. Special attention is paid to the Bill of Rights, the growing independence of the Supreme Court, and the impact of constitutional decisions on such public/private issues as discrimination, abortion, sexuality, and school prayer.

**HIS 221                      History of U.S. Foreign Relations        3 Semester Hours**

Foreign relations encompasses a broad range of foreign activities, including governmental policies, business practices, missionary activities, and other forms of cultural contact. This course surveys these many-faceted connections between Americans and "others." By reading, discussing, and analyzing foreign relations texts, students evaluate American foreign relations in historical context. Specific topics include manifest destiny and policies toward Native Americans, missionary efforts in China, the Cold War, and relations with Canada, Mexico, and other hemispheric neighbors.

**HIS 222                      Industrialization of America:                3 Semester Hours**  
**1877-1920**

The mine shaft, railroad switch yard, urban tenement house, and mill floor provide a few of the compelling images of turn-of-the-century America. Placing these and other images in historical context, this course undertakes an examination of the price of progress. Robber barons, wage workers, immigrants, and reformers struggled to see whose vision of America would prevail in the 20th century. Using a variety of media (historical analyses, letters, diaries, music, art, and photographs) students analyze and evaluate important social and cultural topics.

**HIS 223                      History of Southeastern                        3 Semester Hours**  
**Native Americans**

Beginning with a broad introduction of prehistorical Native American culture, this course surveys the cultural traditions of the major Southeastern tribes: Cherokee, Chickasaw, Choctaw, Creek, and Seminole. Historical topics include Spanish





**HIS 312**                      **20th-Century European Cultural            3 Semester Hours**  
**and Intellectual History:**  
**The Emergence of a Postmodern Culture**

This course examines transnational cultural and intellectual trends in 20th-century Europe. The tendency toward homogeneity and the influence of the U.S. culture on European popular culture are explored along with trends in European academia. In particular, this course focuses on the transition from modernism to postmodernism in European academia by looking at such writers as Whitehead, Wells, Foucault, Levi-Strauss, and Derrida. Prerequisite: HIS 102 or permission of the instructor.

**HIS 340**                      **Senior Project I**                                      **1 Semester Hour**

Under consultation with the student's major adviser, history majors write a proposal for their senior thesis or project. The proposal, due by the last day of the semester, should include a bibliography, a discussion of major primary and secondary sources, proposed methodology, and a brief summary of the subject. Prerequisite: junior status and history major.

**HIS 350**                      **The Old South**                                      **3 Semester Hours**

This course takes a probing look at the myths and realities of the colonies and states that would become the Confederate States of America. Focusing on important political, cultural, and social aspects of this region's history, students analyze the evolution of Southerners, from initial settlement attempts in Florida and Virginia to the outbreak of the Civil War. Topics include the development of Southern political and economic systems; the introduction, expansion, and consolidation of slavery; and the several competing ideas of what it meant to be a Southerner. Prerequisite: HIS 104 or permission of the instructor.

**HIS 351**                      **The New South:**                                      **3 Semester Hours**  
**Transformation of a Region**

This course covers the major political events, economic changes, and social issues impacting the South since the Civil War. Topics include Reconstruction, segregation, New South leadership, industrial development, Appalachian dislocation, the Tennessee Valley Authority, postwar expansion, the Southern movement for Civil Rights, and the Dixiecrats. The course also looks at the creation of regional stereotypes and their long-term consequences for Southerners. Lectures, discussions of primary sources, and critical assessments of media sources are included. Prerequisite: HIS 104 or permission of the instructor.

**HIS 352**                      **Religious History of the South**                      **3 Semester Hours**

From Billy Graham and Jerry Falwell to Martin Luther King, Jr., and Rosa Parks, Southern churches have provided diverse leaders of national importance. Upholding its reputation as the Bible Belt of America, the South remains the most religious region of the United States. Such was not always the case. Placing the development of Southern churches in historical perspective, students analyze the impact of religion



**INTEGRATED STUDIES (INT)****INT 390/490                      Special Topics Seminar                      Variable Credit**

These seminars encourage both reading of and reaction to interdisciplinary course material within the context of a major. In order to facilitate creativity and inquiry, students participate in individual research and reports, team projects, and class discussions. Prerequisite: Junior status.

**INT 395/495                      Practicum/Internship                      Variable Credit**

This internship provides experience in the field. Students may choose from a variety of activities on or off campus. The work effort is eight or more hours per week, depending on the sponsor's need. The final grade is based on the professor's evaluation of the sponsor's report, an interview with the student, and a reflection paper describing the internship, its contribution to understanding the field of emphasis in the major, and its meaning to the student. Prerequisite: Integrated Studies Major, permission of the instructor, and approval of the committee.

**INT 440                      Senior Project                      3 Semester Hours**

In consultation with the adviser and committee, integrated studies majors will write a proposal for their senior paper or project. The proposal includes a bibliography, a discussion of major primary and secondary sources, proposed methodology, and a brief summary of the subject. Based on comments from the adviser and committee, students submit a revised proposal. The length of the project/paper as well as the breadth of sources will vary according to the subject chosen. The project/paper also will be presented in a seminar format (capstone seminar). Prerequisite: senior status and integrated studies major.

**INT 460                      Integrated Studies Seminar                      Variable Credit**

Through discussion and reading, students explore major issues in a comprehensive field of study with the intent of understanding how the courses and experiences in the students' emphasis areas relate to professional life. Students demonstrate interdisciplinary ability, critical thinking, and problem solving in this course by completing a project such as a senior thesis. Prerequisites: permission of the instructor.

**JOURNALISM (JOUR)****JOUR 101                      Introduction to Newswriting                      3 Semester Hours**

An introduction to the elements of contemporary print journalism concentrating on the writing of various types of news stories according to acceptable professional standards. Participation on the staff of the school newspaper the *Clarion* is required. The ability to type is desirable.

<b>JOUR 103</b>	<b>Journalism Laboratory</b>	<b>0.5-1 Semester Hour maximum credit</b>
<p>Practical experience in journalism (<i>Clarion</i>, <i>Pertelote</i>, or <i>Chiaroscuro</i> staff) with credit only upon recommendation of program directors. Cannot be taken concurrently with JOUR 101.</p>		

## LEARNING SKILLS (LSK)

<b>LSK 101</b>	<b>Becoming a Master Student</b>	<b>3 Semester Hours</b>
<p>This course offers a survey of psychological theory and technique that facilitates and enhances the personal growth and development of individuals in late adolescence and early adulthood. Emphasis is given to change theory, personality theory, learning theory, cognitive development, cognitive processes of creativity and memory, communication theory, and biological development. Techniques that apply these theories are practiced including journaling, decision making, goal setting, time management, memorization, reading, note taking, test taking, stress management, creativity, health management, relationship building, budgeting, career planning, and problem solving. Prerequisite: placement or permission of the instructor.</p>		

## MATHEMATICS (MAT)

*Students with an inadequate foundation in mathematics may be required to complete academic support courses: MAT 99 and MAT 100. (See Academic Support Courses, page 173.)*

<b>MAT 101</b>	<b>Elementary Functions</b>	<b>3 Semester Hours</b>
<p>Functional notation and manipulations; graphs and properties of algebraic, exponential, and logarithmic functions; elementary applications of these functions; inequalities; and absolute value are covered in this course, which serves as preparation for MAT 131 and MAT 141. Credit is <i>not</i> given for both MAT 101 and MAT 121 or MAT 101 and MAT 111. Prerequisite: MAT 100 (with grade of C or higher) or placement.</p>		

<b>MAT 111</b>	<b>Topics in Mathematics</b>	<b>3 Semester Hours</b>
<p>A survey of topics designed to emphasize an appreciation for mathematics, MAT 111 ties together underlying themes of various mathematical disciplines. Topics include: history of mathematics, logic, set theory, geometry, selected topics from the mathematics of finance, abstract mathematical systems, and others. This course can serve as prerequisite for MAT 141 but not MAT 131. Credit is not given for both MAT 111 and 121 and MAT 111 and MAT 101. Prerequisite: MAT 100 (with a grade of C or higher) or placement.</p>		

**MAT 121**                      **Elementary Functions with  
Trigonometry**                      **4 Semester Hours**

Concepts and manipulations of inequalities, absolute value, and functions of one variable; linear, quadratic, absolute value, polynomial, rational, exponential, logarithmic, and trigonometric functions; and introduction to analytic geometry are covered in this course, which serves as preparation for MAT 131 and Mat 211. Credit is not given for both MAT 121 and MAT 101 and MAT 121 and MAT 111. Algebraic and pictorial points of view stressed simultaneously. Prerequisite: MAT 100 (with grade of C or higher) or placement.

**MAT 131**                      **Calculus for Business  
and the Applied Sciences**                      **4 Semester Hours**

MAT 131 reviews functional notation and manipulations and also covers limits; differentiation and integration of the simpler algebraic, exponential, and logarithmic functions; functions of several variables. Emphasis is on concepts and applications. Credit is not given for both MAT 131 and MAT 211. Prerequisite: MAT 101 or 121 (with grade of C or higher) or placement.

**MAT 141**                      **Probability and Statistics**                      **3 Semester Hours**

Introduction to basic statistical concepts: analysis and inference, elementary probability theory, random variables (discrete and continuous), summarization of data, sampling theory, interval estimation, hypothesis testing, regression, and correlation. Examples drawn from disciplines of common interest to a variety of students. Prerequisite: MAT 101, MAT 111, or MAT 121 (with grade of C or higher) or placement.

**MAT 200**                      **Discrete Mathematics**                      **3 Semester Hours**

An introduction to the basic techniques of problem solving in discrete mathematics, MAT 200 covers logic, set theory, relations and functions, counting principles, recurrence relations, and mathematical inductions. Applications of these topics to computer science, population dynamics, and scheduling are included. Prerequisites: Mat 101 or 121.

**MAT 211**                      **Analytic Geometry and Calculus I**                      **4 Semester Hours**

Students in MAT 211 learn about analytic geometry of the line and circle; functions; limits and continuity; differentiation of algebraic and trigonometric functions and applications of differentiation; antiderivatives; and the definite integral and its application to area and volume. Prerequisite: MAT 121 (with grade of C or higher ) or placement.

**MAT 221**                      **Analytic Geometry and Calculus II**                      **4 Semester Hours**

MAT 221 explores applications of the integral; transcendental functions, their derivatives and integrals; introduction to differential equations; techniques of integration; improper integrals and indeterminate forms; infinite series. Prerequisite: MAT 211 (with grade of C or higher) or placement.

- MAT 231**                      **Analytic Geometry and Calculus III**      **4 Semester Hours**  
 This course presents the calculus of several variables: plane and solid analytic geometry; parametric equations; vectors and vector functions; non-Cartesian coordinate systems; partial differentiation; multiple integration; and introduction to theorems of vector calculus. Prerequisite: MAT 221 (with grade of C or higher).
- MAT 341**                      **Linear Algebra**    **3 Semester Hours**  
 In MAT 341, students master simultaneous linear equations; vectors; matrices; vector spaces; linear transformations; determinants; and eigenvalues. Prerequisite: MAT 211 (with grade of C or higher ) or permission of the instructor.
- MAT 351**                      **Differential Equations**    **3 Semester Hours**  
 Advanced students in math find solution techniques for first order ordinary differential equations; second order linear differential equations and linear systems; series solutions; and Laplace transforms. Prerequisite: MAT 231.
- MAT 361**                      **Modern Algebra**    **3 Semester Hours**  
 Students in MAT 361 study of basic algebraic structures. They also review set theory; equivalence relations; theory of groups, rings, integral domains, and fields; quotient structures; homomorphisms; rational, real, and complex fields; and polynomial rings. Prerequisite: MAT 341.
- MAT 411**                      **Real Analysis**    **3 Semester Hours**  
 In this course, students explore real numbers including some topology of the real line; sequences and series; continuity; differentiation; integration; and sequences and series of functions. Prerequisites: MAT 231 and MAT 341.
- MAT 415**                      **Special Topics in Mathematics**    **3 Semester Hours**  
 MAT 415 offers students the opportunity to study selected areas not listed in the catalog as named courses. The topics will be chosen from among: functions of a complex variable; partial differential equations; Fourier analysis; number theory; general topology; mathematical statistics; numerical analysis; the history of mathematics; and geometry. Prerequisites: MAT 231, MAT 341, and permission of the faculty.
- MAT 450**                      **Math Seminar**    **1 Semester Hour**  
 For this seminar, students conduct extensive research on advanced topics and develop written and oral presentations on their efforts. Prerequisite: permission of the faculty.

**MUSIC (MUS)****MUS 101                      Music Appreciation                      3 Semester Hours**

MUS 101 introduces students to important periods of music history, promoting careful listening and appreciation of music for enjoyment and cultural purposes. Not open to music majors.

**MUS 102                      Basic Musicianship                      3 Semester Hours**

A preparatory course, MUS 103 is designed to meet the needs of those students who require extra preparation. It covers topics commonly included in the rudiments of music. Admission by placement.

**MUS 103                      Harmony I                      3 Semester Hours**

This course provides a detailed study of scales, intervals, and triads as well as part writing and analysis of primary triads in root position and inversions.

**MUS 104                      Harmony II                      3 Semester Hours**

A continuation of MUS 103, this course covers writing and analysis of primary and secondary triads in root position and inversions. Also included are nonharmonic tones, cadences, figured bass, and dominant seventh chords. Prerequisite: MUS 103.

**MUS 105                      Sight-Singing and Dictation I                      1 Semester Hour**

An aural skills class, MUS 105 is designed to apply the principles of MUS 103. Two periods.

**MUS 106                      Sight-Singing and Dictation II                      1 Semester Hour**

A continuation of MUS 105, this aural skills class further applies the principles of MUS 105. Prerequisite: MUS 105.

**MUS 107                      Introduction to Music Literature                      1 Semester Hour**

An introduction to the basic elements of music, MUS 107 also concentrates on musical forms, terminology, instruments, and historical eras of music. Examples within each unit are drawn from non-Western as well as Western culture.

**MUS 108                      Vocal Diction                      1 Semester Hour**

Required of all voice majors, MUS 108 initiates students into the use of the international phonetic alphabet and symbols; pronunciation and diction for singing in English, Italian, and Latin. Two periods.

**MUS 109                      Vocal Diction                      1 Semester Hour**

A continuation of MUS 108, this course emphasizes pronunciation and diction for singing in French and German. Required of all voice majors. Two periods.



- MUS 204**                      **Harmony IV**                      **3 Semester Hours**  
Music majors examine chromatic harmony, including borrowed chords, secondary diminished seventh chords, Neapolitan sixth chords, augmented sixth chords, modulation and other extended and altered chords. Also included is an introduction to counterpoint and basic formal designs. Prerequisite: MUS 203.
- MUS 205**                      **Sight-Singing and Dictation III**                      **1 Semester Hour**  
Required of all music majors, MUS 205 applies the principles of MUS 103. Prerequisite: MUS 106.
- MUS 206**                      **Sight-Singing and Dictation IV**                      **1 Semester Hour**  
Another in a series of advanced aural skills classes, MUS 206 is designed to apply the principles of MUS 204. Required of all music majors. Prerequisite: MUS 205.
- MUS 207**                      **Jazz Theory/Improvisation I**                      **3 Semester Hours**  
An introduction to jazz language fundamentals, this course includes chord symbols, progressions, chords/scales, terminology, and ear training. Students also examine and apply improvisatory techniques.
- MUS 208**                      **Jazz Improvisation/Theory II**                      **3 Semester Hours**  
Students explore individual styles of improvisation in this course, which uses transcribed solos from recordings for analysis. Students focus on solving problems of improvising in various jazz styles. Prerequisite: MUS 207.
- MUS 209**                      **Comparative Studies in Music:**                      **3 Semester Hours**  
**The Music of Haydn, Mozart, and Beethoven**  
This is a comparative study of the music of the Viennese classicists Franz Joseph Haydn, Wolfgang Amadeus Mozart, and Ludwig van Beethoven within the cultural-historical context of the era.
- MUS 210**                      **Brass Methods**                      **1 Semester Hour**  
This course offers class instruction in basic brass instruments, including performance, pedagogy, and literature for public school instruction.
- MUS 211**                      **Woodwind Methods**                      **1 Semester Hour**  
Students in MUS 211 receive class instruction in basic woodwind instruments, including performance, pedagogy, and literature for public school instruction.
- MUS 212**                      **Percussion Methods**                      **1 Semester Hour**  
Students experience class instruction in basic percussion instruments, including performance, pedagogy, and literature for public school instruction.
- MUS 213**                      **Vocal Methods**                      **1 Semester Hour**  
In MUS 213, students get class instruction in basic singing techniques, including performance, pedagogy, and literature for public school instruction.

- MUS 214**                      **Piano Pedagogy**                      **1 Semester Hour**  
In this course, students encounter class instruction to include study of piano methods, discussion of pedagogical concepts, and observation of piano lessons and classes.
- MUS 301/302**                      **Music History**                      **3 Semester Hours Each**  
A survey of developments in Western music from ancient Greece to the 20th century, this music history sequence centers upon major historical periods and the lives and thoughts of representative composers. Illustrated lectures include style analysis, prescribed listening, and reading. Prerequisite: MUS 104, 107, or permission of the instructor.
- MUS 303**                      **Twentieth-Century Music**                      **3 Semester Hours**  
A survey of compositional techniques and musical styles of the twentieth century, MUS 303 involves score study, analysis, primary source readings, listening, and performance. Prerequisite: MUS 204 or permission of the instructor.
- MUS 304**                      **Counterpoint**                      **3 Semester Hours**  
A study of the polyphonic techniques based on the stylistic principles of the 16th and 18th centuries, MUS 304 challenges students with analysis and written projects. May be repeated for credit. Prerequisite: MUS 204 or permission of the instructor.
- MUS 305**                      **Form and Analysis**                      **3 Semester Hours**  
A detailed study of the parameters of music, MUS 305 studies how they interact with the structure and style of major composers. The course also includes discussion and application of specific analytical techniques appropriate to the music and composers studied. Prerequisite: MUS 204 or permission of the instructor.
- MUS 306**                      **Orchestration**                      **3 Semester Hours**  
MUS 306 initiates students into the world of orchestral and band instruments—their range, transposition, and individual characteristics. They learn scoring of works for both standard and varied ensembles. Prerequisite: MUS 204 or permission of the instructor.
- MUS 308**                      **Seminar in Music Literature**                      **3 Semester Hours**  
In this course, students survey music literature and performance practices through outside readings, score study, analysis, guided listening, and live performances. They discuss stylistic trends and concepts. May be repeated for credit. Prerequisite: MUS 204 or permission of the instructor.
- MUS 330**                      **Conducting**                      **3 Semester Hours**  
In MUS 330 students learn instrumental and choral conducting techniques, theory, and practice to include score preparation, musical styles, baton and manual techniques, rehearsal methods, and repertoire selections. Prerequisite: MUS 104.

**MUS 331                      Instrumental Conducting                      3 Semester Hours**

Advanced study in manual and rehearsal techniques, this course focuses on the orchestral and symphonic wind repertoire. Areas of study include score preparation, musical style, ear training, and the role of the conductor. Final conducting project. Prerequisites: MUS 104 and 330.

**MUS 332                      Choral Conducting                      3 Semester Hours**

Advanced study in manual and rehearsal techniques, MUS 332 emphasizes the choral and choral/orchestral repertoire. Areas of study include score preparation, musical style, ear training, the role of the conductor, and vocal techniques. Final conducting project. Prerequisites: MUS 104 and 330.

**MUS 335                      Church Music Methods                      3 Semester Hours**

MUS 335 introduces students to the vocational needs, professional relationships, administration styles, and teaching roles of the church musician. Students learn about the historical context, theological content, and musical function of church music within the framework of the common elements of liturgical form.

**MUS 336                      Church Music Literature                      3 Semester Hours**

Students in MUS 336 approach a study of hymnody; anthems; large and small choral works; and organ works and their use and context within the worship service.

**MUS 384                      Seminar in Composition I                      3 Semester Hours**

Advanced students apply compositional techniques and forms used by composers in the various periods of music history. They write original works, perform these works in class, and discuss these works. Prerequisite: MUS 184, 185, or permission of the instructor.

**MUS 385                      Seminar in Composition II                      2 Semester Hours**

A study of 20th-century compositional techniques, MUS 385 approaches the writing of original works through these techniques. Class performances and discussion of student compositions form a major component of the class. Prerequisite: MUS 384 or permission of the instructor.

**MUS 401                      Seminar in Music History                      3 Semester Hours**

MUS 401 provides an in-depth study of selected musical styles, forms, and genres of major composers and periods in music history, including non-Western or nontraditional musical creations. Use of primary sources and materials, analysis, and listening are emphasized. May be repeated for credit. Prerequisite: MUS 201, 202, and 204 or permission of the instructor.

**MUS 430                      Church Music Practicum                      3 Semester Hours**

In MUS 430, students discuss the practical aspects of the vocation of church music and observation and participate in local church settings. Practical applications include techniques of recruiting, initiating new programs, budget and library management, and selection of appropriate materials.

**MUS 434**                      **Recital**    **1 Semester Hour**  
 Music majors display significant technical and artistic achievement through public performance with extended program notes researched and written by the student.

**MUS 484**                      **Composition Recital**    **1 Semester Hour**  
 For this credit, students publicly perform original compositions, which show creativity and proficiency in writing for various instrumental combinations.

## **MUSIC: APPLIED (APM)**

Private lessons in voice, piano, organ, guitar, strings, woodwinds, brass, and percussion instruments are required of Music majors each semester that they are enrolled as a major. Lessons are available to nonmajors, depending upon faculty availability. All students must enroll for APM credit through the Department of Music (Dunham 103) before preregistering or registering. Instructor assignments are made by the division chair.

Music majors with minimal skill proficiency in their applied area will be required to enroll in APM 0131 before proceeding with the APM 131 through APM 333 sequence. At the end of each semester, the student must perform before a faculty jury. Based on faculty assessment of the performance, the student may be required to repeat any level of applied music, even if that student has a passing grade (D or higher). Such assessment will be based on an evaluation that the skill proficiency is below that required to proceed to the next level. The student will receive only institutional credit for reenrollment in an applied music course and must complete through the 333 level with music faculty approval to graduate.

## **APPLIED MUSIC SEQUENCE**

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

**ELECTIVES:**        APM 121, 123, 221, 223  
                                   APM 321, 323, 421, 423  
                                   May be taken for one or two semester hours' credit  
                                   each semester  
                                   12 half-hour or one-hour lessons per semester

**MUSIC: ENSEMBLES (ENS)**

All ensembles may be repeated for credit and are open to all interested performers in the campus community. Please read individual course descriptions to see whether an audition or permission of the instructor is required. Only 8 semester hours of ENS will be counted toward graduation for the B.A. degree and only 4 semester hours of credit for the A.F.A. degree.

**ENS 187**                      **Jazz Guitar Ensemble**                      **0.5 Semester Hour**  
Study, rehearsal, and performance of music in jazz and related popular styles. Small and large groups. Corequisite: ENS 188 or permission of the instructor.

**ENS 188**                      **Guitar Ensemble**                      **0.5 Semester Hour**  
Rehearsal and performance of guitar ensemble literature covering a broad spectrum of styles and periods. Required of all guitar majors each semester; all others with permission of the instructor.

**ENS 189**                      **Accompanying**                      **0.5 Semester Hour**  
A study of the styles and techniques required in accompanying and ensemble performance. One hour of class and, ordinarily, two hours of practicum weekly under faculty supervision. Required of all keyboard majors each semester.

**ENS 190**                      **Collegiate Singers**                      **0.5 Semester Hour**  
Rehearsal and performance of exemplary choral literature from the Renaissance to the present day. Three to four concerts per year, concert tours, and appearances in local churches. Required of all voice majors each semester; all others, with permission of the instructor.

**ENS 191**                      **Chamber Chorale**                      **0.5 Semester Hour**  
Rehearsal and performance of chamber vocal music from the past five centuries with an emphasis on music of the Renaissance and the 20th century. By audition only. Prerequisite: ENS 190 or permission of the instructor.

**ENS 192**                      **Vocal Workshop**                      **0.5 Semester Hour**  
A performance practicum designed primarily for voice majors. Exploration of song and operatic literature through weekly student performances, opera on video, and recordings. Spring semester may include a staged production. Required of all voice majors each semester; all others, with permission of the instructor.

**ENS 193**                      **Symphonic Winds**                      **0.5 Semester Hour**  
Rehearsal and performance of standard wind and percussion music. Standard band instrumentation. Required of all wind and percussion majors each semester; all others, with permission of the instructor.

- ENS 194**                      **Jazz Ensemble**                      **0.5 Semester Hour**  
Rehearsal and performance of standard big band, jazz, and jazz-rock music. An audition may be required. Open to all students with permission of the instructor.
- ENS 195**                      **Orchestra**                      **0.5 Semester Hour**  
Students may apply for regular positions with the Asheville Symphony, the Hendersonville Symphony, or other area orchestras and will receive credit for active participation. Students are responsible for their own transportation. Auditions must be arranged in cooperation with the respective orchestras.
- ENS 195A**                      **String Ensemble**                      **0.5 Semester Hour**  
Students participate in rehearsal and performance of string and orchestral literature. Open to all students with permission of instructor. Not regularly offered.
- ENS 196A**                      **Brass Choir**                      **0.5 Semester Hour**  
The brass choir rehearses and performs transcriptions and original works from the Renaissance to the present. Open to all students with permission of the instructor.
- ENS 196B**                      **Brass Ensemble**                      **0.5 Semester Hour**  
The Brass Ensemble rehearses and performs literature for the brass chamber music ensembles (quintets, quartets, trios). Open to all students with permission of the instructor.
- ENS 197**                      **Woodwind Ensemble**                      **0.5 Semester Hour**  
The Woodwind Ensemble rehearses and performs woodwind chamber literature. Open to all students with permission of instructor.
- ENS 198**                      **Percussion Ensemble**                      **0.5 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**                      **Jazz Choir**                      **0.5 Semester Hour**  
Exploring a variety of sacred and secular music specializing in jazz, Broadway, and popular styles, ENS 199 provides credit for rehearsal and performance. By audition only. Not regularly offered. Corequisite: ENS 190.

## **MUSIC: RECITAL (RCT)**

- RCT 101**                      **Recital Attendance**                      **0.5 Semester Hour**  
Music majors are required to attend designated programs for their enrichment; those earning the A.F.A. degree must accumulate 1.5 semester hours of RCT 101.

**ORGANIZATIONAL LEADERSHIP (ORG)**

*See also Business (BUS)*

**ORG 301 Principles of Finance 3 Semester Hours**

A study of the principles and practices involved in the organization and administration of the financial resources of business, this course emphasizes cash flow, capital budgeting, and capital structure relating to a variety of business settings. Prerequisite: ACC 201 and 202.

**ORG 302 Principles of Marketing 3 Semester Hours**

ORG 302 provides a background in the principles and practices involved in the organization and implementation of marketing. Students learn to define and reach markets, plan and implement strategies relevant in a variety of business settings. Prerequisite: junior status or permission of instructor.

**ORG 303 Principles of Management 3 Semester Hours**

In ORG 303 students learn about the coordination of human and other resources to achieve organizational goals. The focus is on effective management practices that can be applied to business, government, health care, service, and social organizations. Prerequisite: junior status or permission of instructor.

**ORG 304 The Legal Environment of Business 3 Semester Hours**

An overview of the legal system for those in business, this course introduces students to courts and litigation, administrative agencies, labor/management relationships, antitrust law, consumer protection, laws regulating employment, and environmental law. Prerequisite: junior status or permission of instructor.

**ORG 310 Capitalism and the New Economic Age 3 Semester Hours**

To gain an understanding of major economic transformation, students examine the social and demographic impacts of these changes, and consider how capitalism has changed in recent decades. Prerequisite: junior status or permission of instructor.

**ORG 320 International Business 3 Semester Hours**

This course focuses on the global economy, the dynamics of cultural and social interactions in the international arena, and the legal, financial, and cultural aspects of international trade. Prerequisite: junior status or permission of instructor.

**ORG 330 Entrepreneurships 3 Semester Hours**

This course examines the financial, marketing, and physical resources of a new venture and the approach of successful entrepreneurs. Prerequisite: junior status or permission of instructor.

- ORG 380/480**                      **Senior Project/Thesis**                      **3 Semester Hours**  
Consulting with the adviser and committee, Organizational Leadership majors write a proposal for their senior paper or project. The proposal includes a bibliography, a discussion of major primary and secondary sources, proposed methodology, and a brief summary of the subject. The student then submits a revised proposal based on comments from the adviser and committee. The length of the project/paper as well as the breadth of sources varies according to the subject chosen. Students present the project/paper as a capstone seminar. Prerequisites: senior status and Organizational Leadership major.
- ORG 390/490**                      **Special Topics Seminars**                      **3 Semester Hours**  
These seminars provide the perspectives of invited corporate and small business leaders. The students engage in in-depth discussions with the leaders both in and out of class.
- ORG 395/495**                      **Practicum/Internship**                      **3 Semester Hours**  
The Organizational Leadership internship offers related experience in the field. A student may choose from a variety of activities on or off campus. The work effort is eight or more hours per week, depending on the sponsor's need. The final grade is based on the professor's evaluation of the sponsor's report, an interview with the student, and a reflection paper describing the internship, its contribution to understanding the field of emphasis in the major, and its meaning to the student. Prerequisite: Organizational Leadership major, permission of the instructor.
- ORG 410**                      **Organizational Theory**                      **3 Semester Hours**  
This course introduces students to the system theory of economic entities; the study of different kinds of businesses; and an examination of how organizations interact with the environment. Prerequisite: junior status or permission of instructor.
- ORG 420**                      **Transformational Leadership**                      **3 Semester Hours**  
This course helps students understand the characteristics of effective leaders, how leaders create vision, and how they move their operations forward. Prerequisite: junior status or permission of instructor.
- ORG 430**                      **Decision Making for Leaders**                      **3 Semester Hours**  
This course addresses both macro- and micro-systems and processes. Students examine inputs to planning, outcomes, process design, and feedback mechanisms as well as communication systems and the delegation of roles and responsibilities. Prerequisite: junior status or permission of instructor.
- ORG 450**                      **Planning and Policy Making**                      **3 Semester Hours**  
This course investigates the establishment of organizational aims, strategic planning, functional roles, and methods of assessment with a focus on cross-functional planning for improvement in leadership. Prerequisite: junior status or permission of instructor.

**ORG 460**                      **Capstone Seminar**                      **3 Semester Hours**  
Through discussion and reading, students explore major issues in a comprehensive field of study within organizational leadership, with the intent of understanding how the courses and experiences in the students' emphasis relate to professional life. This changing-topic course helps students develop their own philosophies of research and education by considering theory and practice in their areas. Prerequisite: senior status.

**ORG 470**                      **Colloquium**                      **3 Semester Hours**  
Special seminars give students the opportunity to share leadership philosophies with selected Brevard College faculty in focused areas such as art, music, environmental and wilderness studies, exercise sciences, and religion.

## **PHILOSOPHY (PHI)**

**PHI 103**                      **Critical and Practical Reasoning**                      **3 Semester Hours**  
A study of the practice of clear thinking, this course helps students construct logical statements and valid arguments in ordinary language, recognize fallacies in informal arguments, and use symbols to construct argument forms.

**PHI 105**                      **Introduction to Symbolic Logic**                      **3 Semester Hours**  
An introduction to the principles and methods of symbolic logic, PHI 105 provides a formal analysis of both propositional and predicate logic.

**PHI 201**                      **Introduction to Philosophy**                      **3 Semester Hours**  
An elementary study of selected topics in philosophical thought, PHI 201 presents a critical analysis of ancient, medieval, and modern philosophical writings. It also covers knowledge, existence, logical analysis, the physical world, aesthetics, ethical behavior, and religious issues. Prerequisite: permission of the instructor.

**PHI/REL 202**                      **Introduction to Ethics**                      **3 Semester Hours**  
PHI 202 students uncover ethical dilemmas, values, and traditions that seeks to develop the ability to ask ethical questions and to determine ethical solutions. Case studies are emphasized, and individual research is expected. Prerequisite: sophomore standing or permission of the instructor.

## PHYSICAL EDUCATION (PE)

Through the athletic and physical education programs, the College provides an excellent opportunity for students to gain skills and knowledge in recreational activities that will prepare them for a lifetime of leisure enjoyment and appreciation of sports. Provisions will be made for nontraditional students and students with physical disabilities.

In addition to the basic physical education requirement, varsity athletes will be allowed to earn no more than four elective credits for participating in intercollegiate athletics. This credit will be given at the end of the semester, and only athletes who sign the NAIA eligibility form will receive credit.

The content of physical education courses includes development of fundamental skills, proper playing techniques, strategy, and knowledge of the sport.

Courses will be offered according to demand and to the availability of qualified instructors. Additional fees will be charged for some courses, and the student will occasionally be required to purchase or rent additional equipment. Physical education (PE) activity courses receive 1 semester hour of credit per course.

### Basic Conditioning

Courses		Fee
PE 101	Personal Fitness	No
PE 105	Weight Training	No
PE 108	Cross Country	No
PE 109	Track	No
PE 166	Aerobic Dance	No

### Combative Sports

Course		Fee
PE 122	Tae Kwon Do	Yes

### Individual Sports

Courses		Fee
PE 130	Badminton	No
PE 131	Bowling	Yes
PE 132	Advanced Bowling	Yes
PE 133	Golf	Yes
PE 134	Horseback Riding	Yes
PE 135	Advanced Horseback Riding	Yes
PE 139	Snow Skiing	Yes
PE 140	Advanced Snow Skiing	Yes
PE 141	Tennis	No
PE 142	Advanced Tennis	No
PE 143	Racquetball	No
PE 144	Advanced Badminton	No

**Wilderness Activities**

<b>Courses</b>		<b>Fee</b>
PE 151	Canoeing	Yes
PE 152	Basic Rock Climbing	Yes
PE 153	Mountaineering	Yes
PE 155	Kayaking	Yes
PE 157	Backpacking	Yes
PE 158	Mountain Biking	Yes
PE 182	Advanced Rock Climbing	Yes

**Dance**

<b>Courses</b>		<b>Fee</b>
PE 160	Western Line—Square Dance	No
PE 161	Ballet	No
PE 163	Advanced Ballet	No
PE 164	Modern Dance	No
PE 165	Ballroom Dancing	No
PE 168	Clogging	No
PE 169	Advanced Modern Dance	No
PE 170	Advanced Clogging	No

**Team Sports**

<b>Courses</b>		<b>Fee</b>
PE 171	Basketball	No
PE 173	Soccer	No
PE 174	Softball	No
PE 175	Volleyball	No
PE 177	Indoor Soccer	No
PE 178	Advanced Indoor Soccer	No

**Aquatics**

<b>Courses</b>		<b>Fee</b>
PE 191	Swimming	No
PE 192	Advanced Swimming	No
PE 195	Lifeguarding	Yes

Note: The fees for activity courses may vary depending on equipment and facilities available.

**PHYSICS (PHYS)**

<b>PHYS 101</b>	<b>Concepts of Physics</b>	<b>3 Semester Hours</b>
<b>PHYS 101L</b>	<b>Lab</b>	<b>1 Semester Hour</b>

This course is designed for liberal arts students. Lecture and laboratory topics include mechanics, wave motion, sound and music, electromagnetism, and electromagnetic waves, light, and color. PHYS 101 together with CHE 101 or GEOL 101 forms a two-semester physical science sequence. Prerequisite: MAT 99 or placement.

<b>PHYS 102</b>	<b>Astronomy</b>	<b>3 Semester Hours</b>
<b>PHYS 102L</b>	<b>Lab</b>	<b>1 Semester Hour</b>

Designed for liberal arts students, PHYS 102 introduces them 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.

<b>PHYS 103</b>	<b>General Physics I</b>	<b>3 Semester Hours</b>
<b>PHYS 103L</b>	<b>Lab</b>	<b>1 Semester Hour</b>

An introductory course for science majors, this lecture and laboratory course includes Newtonian mechanics, wave motion, and thermodynamics. Prerequisites: MAT 121 and MAT 131.

<b>PHYS 104</b>	<b>General Physics II</b>	<b>3 Semester Hours</b>
<b>PHYS 104L</b>	<b>Lab</b>	<b>1 Semester Hour</b>

A continuation of PHYS 103, this course looks closely at electricity, magnetism, light, and optics. Prerequisite: PHYS 103, 103L.

<b>PHYS 201</b>	<b>Physics I</b>	<b>3 Semester Hours</b>
<b>PHYS 201L</b>	<b>Lab</b>	<b>1 Semester Hour</b>

An introductory course for science majors, PHYS 201 explores Newtonian mechanics, wave motion, and thermodynamics (studied with the aid of calculus) through lecture and laboratory experiences. Prerequisite: MAT 211.

<b>PHYS 202</b>	<b>Physics II</b>	<b>3 Semester Hours</b>
<b>PHYS 202L</b>	<b>Lab</b>	<b>1 Semester Hour</b>

A continuation of PHYS 201, advance physics students experiment with electricity, magnetism, light, and optics through lecture and laboratory experiences. Prerequisite: PHYS 201, 201L.

<b>PHYS 204</b>	<b>Cosmology</b>	<b>3 Semester Hours</b>
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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. Prerequisites: MAT 101 and PHYS 101.

## POLITICAL SCIENCE (PLSC)

**PLSC 201**                      **American Government**                      **3 Semester Hours**  
Highly recommended for prelaw students, this course surveys the origin, organization, development, and functional aspects of the government of the United States.

**PLSC 221**                      **Greek and Roman Law**                      **3 Semester Hours**  
PLSC 221 introduces the law and the legal systems of ancient Greece and Rome. Along with the study of the distinctively different historical development of Greek and Roman law, students examine actual cases and discuss the underlying legal issues of such famous cases as the Athenian trial of Socrates for impiety, the Roman Republican homicide trial of Caelio, and the provincial trial of Jesus of Nazareth for subversion.

**PLSC 230S**                      **Contemporary Political Movements**                      **3 Semester Hours**  
In recent decades, political movements have greatly influenced the American polity. Case studies included 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 Movement. Focus is placed on determining the processes that construct, sustain, and transform these movements as viable political institutions.

## PSYCHOLOGY (PSY)

**PSY 105**                      **Personal Ecology**                      **1 Semester Hour**  
This study of personal ecology leads students through an exploration of personal strengths, attitudes, values, and preferences. Study, discussions, and experiences focus on nurturance and preservation of the personal ecosystem as it grows and develops through the experience of higher education. Students learn to identify their personal strengths using the personality framework described by Carl Jung and others and popularized by Isabel Myers and Katherine Briggs through the development of the Myers-Briggs Type Indicator. Students also keep a journal using the guided journal approach. This course is intended to be a part of a three-course series for Environmental Studies majors but may be taken by any student regardless of major. Offered in the first half of the semester.

**PSY 201**                      **General Psychology**                      **3 Semester Hours**  
A survey of the fundamental principles governing human behavior, this course delves into learning, emotions, motivation, personality, psychological testing, and abnormal behavior. Prerequisite: sophomore standing or permission of the instructor.

**PSY 202**                      **Child Growth and Development**                      **3 Semester Hours**  
PSY 202 follows developmental psychology through the stages of life: prenatal, infancy, and early, middle, and late childhood. It examines the relationship between theory and practice in the field of child development. Prerequisite: PSY 201 (or equivalent) or permission of the instructor.

**PSY 203                      Adolescent Growth and Development                      3 Semester Hours**

In this course, students encounter the field of adolescent psychology, which views this stage in relation to other life stages as well as in relation to society at large. PSY 203 also examines the relationship between theory and practice in the field of adolescent development. Prerequisite: PSY 201 (or equivalent) or permission of the instructor.

**PSY/SOC 204                      Marriage and the Family                      3 Semester Hours**

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

**PSY 206                      Human Group Environments                      1 Semester Hour**

This course introduces students to group interaction and participation, management, and conflict resolution. Because the most powerful learning about groups occurs within the environment of the group, this course is experiential in nature. Students develop their personal strengths as members of a group and explore the interaction of different personalities and styles within the group. Students keep a guided journal during this course; it is intended to be part of a three-course series for environmental studies majors but may be taken by any student regardless of major. Offered the second half of the semester.

**PSY 250                      Sports Psychology                      3 Semester Hours**

This course reviews variables that enter the equation of sports performance and considers how to modify the ways they affect performance. It reviews how social interchange affects sport and changes the experience of sporting.

**PSY 260                      Psychological Issues in  
Experiential Education                      3 Semester Hours**

This course reviews the data and theories that characterize psychological issues such as self-esteem, risk taking, and motivation. The course also relates these findings to working as an outdoor adventure leader or as an experiential educator.

**PSY 307                      Community and the Environment                      1 Semester Hour**

This course focuses on small and large group interaction-participation, management, and conflict resolution. It is experiential in nature, because the most powerful learning about groups occurs within the environment of the group. Prerequisite: PSY 105.

**PSY/SOC 310                      Social Science Research Methods                      4 Semester Hours**

PSY/SOC 310 presents the basic principles of qualitative and quantitative research methods, including experimental studies, focus groups, interviews, and surveys. It will address study design, implementation, interpretation, and presentation.

- PSY 325**                      **Abnormal Psychology**                      **3 Semester Hours**  
Students in PSY 325S 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 201.
- PSY 330**                      **Educational Psychology**                      **3 Semester Hours**  
Through the examination of theories, principles, and conditions, this course provides a foundation in learning and teaching. Students experience the nature of the learning process and the influences on the learner and the instructor. Prerequisite: PSY 202 or 203.
- PSY 390/490**                      **Special Topics Seminars**                      **Variable Credit**  
Special Topics Seminars encourage both reading of and reaction to interdisciplinary texts around a major theme. Individual research and reports, team projects, and class discussions facilitate creativity and inquiry. Students engage in in-depth discussions, and a variety of perspectives are encouraged.

## **READING (REA)**

*See Academic Support Courses, page 173.*

## **RELIGION (REL)**

- REL 101**                      **The Old Testament**                      **3 Semester Hours**  
REL 101 offers a historical perspective and critical analysis of the development of Hebrew history, literature, and social and religious thought.
- REL 102**                      **The New Testament**                      **3 Semester Hours**  
REL 102 presents a historical view and critical analysis of the development of the literature of the New Testament with emphasis on the life and teachings of Jesus, the life and letters of Paul, and the characteristics of the early Christian church.
- REL/PHI 202**                      **Introduction to Ethics**                      **3 Semester Hours**  
In this course, students encounter the ethical dilemmas, values, and traditions that underlie their daily lives. Through multiple case studies, they develop the ability to ask ethical questions and to determine ethical solutions. Individual research is expected. Prerequisite: sophomore standing or permission of the instructor.
- REL 203**                      **World Religions**                      **3 Semester Hours**  
Students in REL 203 explore the myth, ritual, and belief in the major religions of India, China, and the Near East. Prerequisite: REL 101 or 102 or permission of the instructor.

**REL 311**                      **Christian Worship**                      **3 Semester Hours**  
 An introduction to the history, purpose, and content of Christian worship, this course includes a survey of the seasons of the Christian year, liturgy and rituals of worship, the lectionary and use of scripture, music and worship, sacraments, selected symbols of the Christian faith, and special services and settings of worship. The course includes field experiences as appropriate. Prerequisite: REL 101 or 102 or permission of the instructor.

**REL 315**                      **Christian Tradition and the Arts**                      **3 Semester Hours**  
 An investigation of the arts (art, dance, music, theater, and literature), REL 315 explores how these creative expressions interface with the Christian tradition. Included among the items to be explored as an expression of faith are church architecture, symbols of the Christian faith, musical expression, interpretive dance, and drama and literature. This course is taught by instructors from the faculties of art, dance, music, theater, English, and religion. Prerequisite: REL 101 or 102 or permission of the instructor.

## **SOCIOLOGY (SOC)**

**SOC 201**                      **Principles of Sociology**                      **3 Semester Hours**  
 In this introductory course, students identify the nature, concepts, and principles of sociology, including societies, cultures, the socialization process, social groups and institutions, social classes, and social change. Prerequisite: sophomore standing or permission of the instructor.

**SOC/PSY 204**                      **Marriage and the Family**                      **3 Semester Hours**  
 A cross-cultural examination of contemporary family structures, PSY 204 emphasizes the relationships between husband-wife and parents-children. Students study various aspects of the family, including gender roles, values, religious influences, child-rearing practices, power structures, conflict within families, and the future of the family. Includes topics of mate selection, separation, divorce, remarriage, and stepfamilies. Prerequisite: sophomore standing or permission of the instructor.

**SOC 250**                      **Application of Statistics**                      **3 Semester Hours**  
    **in Social Sciences**  
 This course reviews the basic principles of probability and comparison and introduces students to data analysis using social science data. Students receive direct experience with statistical applications through standardized software.

**SOC/PSY 310**                      **Social Science Research Methods**                      **4 Semester Hours**  
 SOC 310 presents the basic principles of qualitative and quantitative research methods, including experimental studies, focus groups, interviews, and surveys. It will address study design, implementation, interpretation, and presentation.





## ACADEMIC SUPPORT COURSES

Some students admitted to Brevard College perform more effectively in core studies upon completion of academic support courses (numbered 100 or below). Placement in these courses is based on high school performance, SAT scores, and College Placement tests. Only those students whose placement profile so indicates may take these courses. Students who are placed in and successfully complete these courses have an increased opportunity for academic success in advance courses. No academic support courses will count toward graduation; however, these courses count in the total number of hours a student carries to maintain College eligibility. They will be included in the calculation of hours for the semester and the semester grade point average but not the hours toward graduation or cumulative grade point average. Nontraditional students may request admission to these courses if they desire a review of material before attempting college-level work.

### **ENG 100**                      **Basic Grammar and Composition**                      **3 Semester Hours**

An intensive study of grammar and punctuation, this course engages students with written assignments, which provide practice in the writing of unified, developed, and coherent paragraphs. ENG 100 does not satisfy the English requirement for graduation. Enrollment by placement.

### **LSK 100**                      **Academic Skills**                      **1 Semester Hour**

Designed especially for students on academic probation, this course helps students develop skills and assists them in setting goals in order to get off probation. Skills covered include time management, note taking, oral presentation, test taking, reading, concentration, memory, stress management, writing research papers, and communication. Enrollment by placement.

### **MAT 99**                      **Preparatory Mathematics**                      **3 Semester Hours**

Designed for students with low mathematics SAT scores and/or a weak background in high school mathematics, MAT 99 covers the real number system, the graph of the real line, algebraic processes, exponents, polynomials, factoring, solving linear and simple quadratic equations, and algebraic fractions. This course will not satisfy the mathematics requirement for graduation. Enrollment by placement.

### **MAT 100**                      **Intermediate Algebra**                      **3 Semester Hours**

A further study in high school mathematics, MAT 100 includes functions and graphs, solving second-degree equations and systems of linear equations, fractional exponents and radicals, inequalities, and algebraic fractions. This course will not satisfy the mathematics requirement for graduation. Prerequisite: MAT 99 with a C or higher grade or placement.

**REA 99**

**Reading Methods I**

**3 Semester Hours**

An intensive developmental reading course, REA 99 aids students in improving overall reading competency through basic comprehension, vocabulary, and reading skills. Enrollment by placement. Students placed in REA 99 are required to demonstrate proficiency by completing REA 99 with a grade of C or higher or achieving a qualifying score on a standardized reading post-test.

**REA 100**

**Reading Methods II**

**3 Semester Hours**

An individualized, prescriptive tutorial, REA 100 helps students not yet successful in increasing their reading skills to a minimum level needed for success with college-level material. This course aids students by: 1) delving more deeply into vocabulary, with a structured language approach that covers word attack, meaning, and spelling; and 2) using vocabulary skills to assist comprehension of course readings. Completion of this course with a grade of C or better or achieving a qualifying score on a standardized reading post-test will meet the reading competency requirement of the College.



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# ACADEMIC STANDARDS

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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, a high level of personal and moral behavior and exemplary citizenship are expected. The College reserves the right to require the withdrawal of any student whose scholarship or behavior is unsatisfactory or who, for any other reason, fails to uphold the standards, ideals, or regulations of the College.

## GRADUATION REQUIREMENTS

To graduate from Brevard College with any degree, students in continuous regular enrollment must complete all requirements stated in the catalog in effect at the time they entered the College or in the catalog in effect at the time of their graduation.

Students not in continuous enrollment (those who, for any reason, were absent from the College for one or more regular semesters) must fulfill all requirements stated in the catalog at the time of their re-enrollment as regular students or in the catalog in effect at the time of their graduation from the College.

The final responsibility for meeting graduation requirements rests with the student, but each student is assigned a faculty adviser to help the student create a program of study that will fulfill all requirements for graduation.

### Residence Requirements

Students in the bachelor of arts track must complete at least 62 semester hours taken at Brevard College or in Brevard College off-campus programs in order to graduate. Students who transfer to Brevard College for a bachelor of arts degree must earn a minimum of one-half of the hours required for the major with a minimum 2.0 grade point average in the major field of study at Brevard College. Students in an associate degree program must attend Brevard College for at least two semesters and must complete at least 32 semester hours at Brevard in order to graduate.

### Grade Point Average

Candidates for graduation with the bachelor of arts degree or associate degree must have earned a 2.0 grade point average for all semester hours attempted at Brevard College.

### **Demonstration of Competency**

Candidates for graduation must demonstrate competency in communication (reading, composition, and speech), in fundamental mathematical skills, in computer skills, in a foreign language (for the B.A.), and in skills appropriate to the separate degrees and majors. The curriculum, particularly the Core Requirements, is designed to ensure competency.

To demonstrate competency in writing, a student must pass ENG 101 with a grade of "C" or better, or the equivalent. Reading and oral communication competencies are demonstrated through completion of a B.A. degree at Brevard College, since required courses in each major and in the Core provide repeated opportunities for the student to learn and practice good writing and oral communication skills.

Successful completion of the Core Requirements in Mathematics and Analytic Reasoning indicates competency in math.

Basic computer competency must be demonstrated in one of the following ways: 1) earn a grade of "C" or higher in any course prefixed CIS or CSC, or 2) earn a grade of "P" (pass) on the Computer Competency Test.

Competency in a foreign language (modern, ancient, or signed) must be demonstrated through the elementary level. (For specific details, see the Core Requirements for the bachelor of arts degree, p. 44).

## **COURSE REQUIREMENTS**

Candidates for graduation with the bachelor of arts degree must have earned credit for at least 124 semester hours of work in courses numbered 101 and higher. Students must complete all the Core Requirements listed plus the Major Requirements. In order to major in more than one subject, students must satisfy all Core Requirements and all Major Requirements in each major with a minimum of 124 semesters hours earned in courses numbered 101 and higher, with an overall grade point average of at least 2.0 and at least a 2.0 grade point average in each major field of study.

Candidates for graduation with any associate degree must have earned credit for at least 64 semester hours of work in courses numbered 101 or higher. They must also satisfactorily complete one of the following curricula: associate in arts, associate in fine arts, or associate in science. In order to receive more than one associate degree, students must satisfy all requirements of each degree and must earn 12 hours in Brevard College courses numbered 101 and higher beyond the 64 hours required for a single degree.

### Recurring and Variable Credit Courses

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

### Graduation Attendance

Attendance at commencement exercises is required unless the student is officially excused by the vice president for academic affairs.

### Faculty Approval

All candidates for graduation must receive final faculty approval.

## ACADEMIC PROGRESS

### Grading System

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

<i>Grade</i>	<i>Interpretation</i>
A	Excellent performance
B	Good performance
C	Satisfactory performance
D	Below average performance
F	Failure

The grades of A-, B+, B-, C+, C-, indicate a gradation in quality from excellent to failure, and are assigned the following grade-point equivalents:

<i>Grade</i>	<i>Grade-Point Equivalent</i>
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D	1.0
F	0.00

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

<i>Letter</i>	<i>Interpretation</i>
<b>E</b>	<b>Conditional failure</b> (The student is entitled to reexamination within 30 days: otherwise, the E converts to an F.)
<b>I</b>	<b>Incomplete</b> (Work must be completed by deadline; otherwise, the I converts to F.)
<b>AU</b>	<b>Audit</b>
<b>P</b>	<b>Pass</b> (satisfactory) Counts as hours earned only
<b>W</b>	<b>Withdrawal without penalty</b> (This designation indicates withdrawal from a course before the announced deadline, or after the deadline, only at the request of the professor.)
<b>WR</b>	<b>Withdrawal from a course for a written health, medical, family, or legal reason</b> , verifiable by the Office for Academic Affairs.
<b>WF</b>	<b>Withdrawal from a course by the professor, division chair, or dean of faculty for inappropriate academic behavior.</b> (WF counts as an F on the transcript.)
<b>WC</b>	<b>Withdrawal from the College</b> (This designation indicates that a student has withdrawn completely from the College prior to the announced deadline.)

### Computation of Grade Point Average

To graduate with the bachelor of arts degree or an associate degree from Brevard College, a student must attain a grade point average of 2.0 or higher. 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 (including courses in which a WF has been earned but not courses in which a W or WP has been earned) by the appropriate multiplier.

$$A = \text{hours} \times 4 \qquad C+ = \text{hours} \times 2.33$$

$$A- = \text{hours} \times 3.67 \qquad C = \text{hours} \times 2$$

$$B+ = \text{hours} \times 3.33 \qquad C- = \text{hours} \times 1.67$$

$$B = \text{hours} \times 3 \qquad D = \text{hours} \times 1$$

$$B- = \text{hours} \times 2.67$$

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

### Classification of Students

**Sophomore:** A student must have passed 32 hours of work with a grade point average of 2.0 or higher to be classified as a sophomore.

**Junior:** A student must have passed 64 hours of work with a grade point average of 2.0 or higher to be classified as a junior.

**Senior:** A student must have passed 95 hours of work with a grade point average of 2.0 or higher to be classified as a senior.

### Normal Progress

Brevard College defines a full year as a minimum of 24 semester hours credit and 30 weeks of classes. However, a typical course load per semester (except for music and science majors) is 16 semester hours. The normal course load for music and science majors is 16 or 17 hours. Students who want to register for more than 19.5 semester hours must have prior approval of their adviser and the chair of the adviser's division. The minimum credit load for residential students is 12 semester hours. Students who earn fewer than 16 credits per semester or who have less than a 2.0 cumulative grade point average should plan to attend the summer session at Brevard College.

A full load for the summer session is 6 semester hours credit, and students may take up to 8 semester hours credit.

### Restrictions in Length of Attendance

Students in the bachelor of arts degree programs will not normally be allowed to attend Brevard College for more than four full academic years plus four summers. Continuation beyond this time limit must be approved by the vice president for academic affairs. A full-time student in the associate degree or junior college diploma track will not normally be allowed to attend Brevard College for more than two full academic years plus two summers. Continuation beyond this time limit must be approved by the vice president for academic affairs.

### Repeating Courses for a Grade Substitution

Any Brevard College course numbered 101 or higher is repeatable any number of times *in a student's attempt to earn better grades*; however, only four different courses may be repeated, one time each, for a grade substitution. In those four instances, only the second grade will be included in the calculation

of the cumulative grade point average. In all other cases, all earned grades will be included in the cumulative grade point average.

All earned grades appear on the student's official transcript, even those grades that have been excluded from the cumulative grade point average.

### **Courses Repeatable for Credit**

Certain courses, such as music ensembles, practicums, and independent studies, may be designated by a division as repeatable for credit. See individual course descriptions for details.

### **Academic Probation**

Students will be placed on academic probation automatically at the end of any grading period if their cumulative grade point average is less than 2.0. Students on academic probation may be required to attend academic skills programs.

### **Academic Suspension**

Students will be suspended at the end of two terms (either semester or summer session) or at the end of any additional term if their cumulative grade point average falls below 1.5. They will be required to be absent from the College for at least one regular semester, after which they may apply for readmission.

### **Academic Dismissal**

If a student's grade point average for the first regular semester is below 1.0, an evaluation will be made of the student's seriousness of purpose and potential for further work at Brevard College. Students are usually dismissed following this first semester evaluation. Students whose cumulative grade point average falls below 1.0 at the conclusion of two or more semesters will be excluded from the College for academic reasons for at least two semesters, after which they may apply for readmission.

### **Directed Withdrawal**

The College reserves the right to require, after staff evaluation, the withdrawal of students who have been placed on academic and/or social probation (as defined in the *College Catalog* or the *Student Handbook*) or whose attitude and behavior are not in accord with the ideals and standards of the College. Such evaluation may take place at any time. Students directed to withdraw must leave the campus within 12 hours of the decision. In some cases, students may be required to leave campus immediately.

Students directed to withdraw from the College may be eligible for consideration for transfer to another institution but are generally not eligible to return to Brevard College. Conditions of the directed withdrawal and

conditions under which the student may apply for readmission, if that option is left open, may be set at the time of the withdrawal and/or at the time that an application for readmission to Brevard College is considered.

### **Exceptions to Academic Standards**

All requests for waivers of, exceptions to, or substitutions for policies stated in this section on Academic Standards must proceed as follows: (1) the student must confer with the adviser; (2) the chair of the appropriate division must confer with all the parties involved and make a recommendation; (3) the student's request must be presented in written form (with the division chair's recommendation attached to the Academic Standards Committee); and (4) the Academic Standards Committee will rule on the request and then forward its final decision to the appropriate office(s) for action.

### **Grade Change Procedure**

At the end of each term, instructors submit official final grade reports to the registrar. The grades are then recorded as part of the student's permanent records.

Students concerned about a possible error should consult with their instructor as soon as the final grade report is received. If an instructor has made a mistake in reporting a grade, that instructor will sign the Change of Grade Form, and the registrar will record the corrected grade on the official transcript. If, after consulting with the instructor, students still believe an incorrect grade has been assigned, they must follow the established appeals process described in the Student Handbook. Any appeals process must be initiated and concluded before the last class day of the regular semester following the term in which the grade was received.

# PROCEDURES

## Registration

To avoid delay in starting the work of the semester, students must be present on the day announced for registration. Any exceptions to this policy must be approved by the vice president for academic affairs.

## Faculty Adviser

Faculty advisers discuss academic programs and processes with students and help guide course selection and their choice of degree programs, allowing students to make progress toward both their chosen academic major and their career goals. Students should carefully consult with their faculty advisers before planning course schedules. Returning students who decide to change their schedules after preregistration course requests have been filed should consult with their faculty advisers prior to registration.

## Adding a Course

Students may add courses during the drop/add period (see Calendar, page 239) by securing the written approval of their faculty advisers and the instructors involved.

## Withdrawing from a Course

Students may drop courses during the drop/add period without record (the courses are not listed on the transcript) by securing the signatures of their faculty advisers and the instructors involved. It is the student's responsibility to return the drop form to the registrar in a timely manner. Students who withdraw during the withdrawal period (see Calendar, page 239) will receive the grade of W (withdrawal without penalty). Following the withdrawal period, students who withdraw receive one of the following: WR (withdrawal from a course for a written health, medical, family, or legal reason, verifiable by the Academic Affairs Office), WF (withdrawal from a course by the professor, division chair, or dean of faculty for inappropriate academic behavior. Note: WF counts as an F on the transcript), or WP (withdrawal without penalty at the request of the professor).

Students ordinarily may not withdraw from courses following the date designated as the last day to withdraw from a course (see Calendar, p. 239.) Any exceptions to this policy must be approved by the involved professor, the division chair, and the vice president for academic affairs. Residential students are not allowed to drop below 12 semester hours without approval of the instructor and the vice president for academic affairs.

If North Carolina residents drop below 12 hours, their eligibility to receive

## Auditing Courses

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

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

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

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

Persons wishing to audit a course should obtain permission from the course instructor before registering. Auditors will be registered on a space-available basis after regular campus registration is completed.

## Class and Laboratory Attendance

All students are expected to attend all classes and laboratories. Any exception to this policy is at the discretion of the instructor. There is only one limitation upon the instructor's right to establish attendance policies: College policy requires a student to attend at least 80 percent of the class meetings in order to be eligible to earn credit for the course.

Certification of illness will be given routinely only with a medical provider's statement. In the event of an announced policy of no unexcused absences, the student should discuss necessary absences in advance with the instructor.

The act of 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. Therefore, any conduct or activity by the student which is detrimental to success or best performance (e.g., excessive absences, tardiness, lack of effort) or any conduct or activity which is detrimental to the success or best interest of the class as a whole (e.g., rude or disruptive behavior, negative influence upon others) may result in the removal of the student from the class with a final grade of W, WP, or WF. The decision to remove a student from class and the determination of the final grade will be made by the instructor. The student is guaranteed the right of appeal.

### **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 vice president for academic affairs. Students who wish to transfer work taken elsewhere to Brevard must have a cumulative grade point average of 2.0 or higher on all work attempted at Brevard, and approval is void should the cumulative grade point average fall below 2.0. If the student does not have a minimum grade point average of 2.0, credits earned elsewhere will be held in escrow until the student achieves a 2.0 on work taken at Brevard College.

Approval will not be given to students in the associate degree who have previously transferred to Brevard 32 hours of work taken elsewhere, to students in the bachelor of arts track who have transferred to Brevard 62 hours of work taken elsewhere, nor to students with less than a 2.0 cumulative grade point average. 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.

Students in the associate degree who lack 10 or fewer hours for graduation and have a Brevard College cumulative grade point average of 2.0 or higher will be permitted to transfer credits back to Brevard for graduation, provided not more than two courses are among those required to graduate from Brevard. This policy does not apply to students in the bachelor of arts degree program.

### **Correspondence Credit**

The College will accept up to 6 semester hours of correspondence credit provided prior arrangements have been made with the supervising instructor and the chair of the appropriate division. Such credit is restricted to elective courses and must be awarded by an accredited institution.

### **Credit by Examination**

The College awards credit for the subject examinations of the Advanced Placement (AP) and the College Level Examination Program (CLEP). Credit also may be awarded on the basis of institutional examinations. Ordinarily, such examinations should be taken prior to enrollment at Brevard. For more information concerning CLEP or AP, students should contact the Office of Admissions, the chair of the appropriate division, or their faculty advisers. Three hours credit will be awarded for SPA 201 or FRE 201, respectively, to any student who is placed in either SPA 202 or FRE 202 and who successfully completes SPA 202 or FRE 202 with a grade of C or higher.

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# POLICIES

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## Access to Educational Records

In accordance with the Family Rights and Privacy Act of 1974, only authorized College personnel will have access to the information contained in the student educational records. Any other access must have written authorization from the student, with the exception of certain "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 the Family Educational Rights and Privacy Act, 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. For purposes of auditing the access to student records, a log sheet is maintained for each student file. 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 Registrar's Office in the Beam Administration Building.

## Transcripts

The official transcript records academic performance only. The transcript contains admissions data, the current status of the student, courses attempted, credits earned, grades, grade points earned, the system of grading, and the grade point average.

Requests for transcripts should be made at or addressed to the Office of the Registrar. To guarantee compliance with federal regulations requiring the confidentiality of student records, a written request for transcripts must come directly from the student. In no case will the College honor requests for transcripts received by telephone or email. No official transcript will be issued for a student who is indebted to Brevard College. Students should request transcripts at least two weeks in advance of the date they will be needed.

## Policy on Students with Disabilities

The Office for Students with Special Needs and Disabilities (OSSND) assists students with disabilities in obtaining equal access to the educational opportunities at Brevard College. Students may have learning disabilities, physical disabilities, psychiatric disabilities, and/or medical disabilities. Services include, but are not limited to, helping students identify and arrange reasonable accommodations in their courses, providing a site for distraction-reduced testing or studying, arranging for notetaking, limited taping of texts, academic

counseling, secondary advising, assisting with time management and work organization, and testing referrals. Services are provided at the request of the student. The OSSND is located in the Learning Enhancement Center in the McLarty-Goodson Classroom Building.

**It is the responsibility of the individual student to initiate a discussion of his or her situation with that student's faculty adviser and with each instructor and to request specific accommodations.**

In order to support a request for accommodations, the student must submit to the Office for Academic Affairs documentation in one or more of the following forms:

1. An evaluation of a specific learning disability by a licensed psychologist, certified school psychologist, or certified professional with the Office of Vocational Rehabilitation.
2. An evaluation of an emotional disability by a licensed psychiatrist or physician.
3. A medical evaluation of a physical disability by a licensed physician. In all cases, the evaluation must have been completed within the three years immediately prior to the student's first enrollment at Brevard College and must contain specific recommendations for helping the student.



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# ADMISSIONS

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

The College is interested in enrolling students who give proof of academic curiosity, creativity, and community concern. We actively seek those who add diversity to the student body and welcome students of any race, national origin, religious belief, gender, or physical ability. We seek students who will contribute their energies to the campus community and display a willingness to place themselves in situations which call for personal initiative and leadership.

An admissions staff of energetic and caring people invites all interested students to visit and learn about our special College community. The application process is straightforward and candidate-oriented, so that the admissions staff serves as the applicant's advocate. *For current information, visit the College's Web site:* <http://www.brevard.edu>

## THE APPLICATION PROCESS

When the applicant's file is complete, the Admissions Committee reviews the file and notifies the candidate of the decision. Decisions are made on a rolling basis, every week. An acceptance decision will also include a scholarship/financial aid award (or estimate) if the appropriate forms have been filed.

An applicant file is complete when we have received the following:

1. A completed application and nonrefundable \$20 application fee (or fee waiver request).
2. Official transcript(s) showing all high school work, grades, and test scores. Transfer students must also submit transcript(s) showing all college work attempted, grades, and test scores if applicable.
3. Official scores from the SAT (Scholastic Aptitude Test) or the ACT (American College Test) sent directly to the College (Fill in Code 5067 for the SAT and Code 3074 for the ACT). All achievement test scores are welcome and will be considered in the candidate's favor but are not required. For international students for whom English is their second language, the TOEFL (Test of English as a Foreign Language) scores are required.

*NOTE: For nontraditional students, veterans, and transfer students who have successfully completed a full semester of college work, the SAT or ACT is not required.*

4. For students wishing to be considered for degree programs in music or studio art, an audition with a member of the Brevard College music faculty or submission of a portfolio of ten slides of the student's artwork to be reviewed by a member of the Brevard College art faculty.
5. For all scholarship and/or financial aid consideration, a completed Financial Aid Form and Brevard College Estimate of Financial Need Form.

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

## CATEGORIES OF ADMISSION

### **Freshmen**

For those who have not completed at least a semester of collegiate work, the high school transcript should show successful completion of college-preparatory work, including four units of English, three units of mathematics, and courses in social sciences, laboratory sciences, foreign language, and the arts. The program at Brevard College requires completion of Core Requirements which include studies in the above fields. Students planning to major in music or art should show competencies in the field and will be asked to audition for music or to submit a portfolio of ten slides of their work for art. If an applicant is unable to demonstrate such competencies and it is likely that the program of study could not be completed during the projected eight regular semesters for the bachelor of arts degree, attendance at summer sessions may be required.

### **Special-Needs Freshmen**

We are able to consider high school graduates who demonstrate readiness to do college-level work but who have not achieved all of the requisite competencies. Basic courses in English, mathematics, and reading have been designed especially for these students. Since no hours of developmental courses will count toward graduation, students who take such courses should plan to attend the summer session prior to or following the freshman year. In addition to these courses, LSK 101 "Becoming a Master Student" may be recommended. This course, however, is a regular college-level course open to all students and counts as an elective in the satisfaction of degree requirements.

## Transfer Students

Applicants who have attended other institutions of higher learning will be considered for admission as transfer students provided they are eligible, both socially and academically, to return to the college last attended and provided they present a grade point average equal to that expected for continuation at Brevard College.

In the evaluation of transcripts, the following principles shall apply:

1. Credit will be accepted only from colleges and universities which are accredited as university-parallel institutions.
2. Credit will be given only for college-level courses in which the grade is at least a C.
3. No credit shall be recorded until an official transcript has been received.
4. Equivalent credit will be awarded for courses similar in content to courses offered at Brevard.
5. Elective credit will be awarded for courses other than regular college-level courses, but only if, generally speaking, they correspond with the kinds of courses offered at Brevard.
6. Transfer students must pass the English Competency Test at Brevard before registering for English 102 or a higher English course.
7. At least 62 hours of work must be earned at Brevard in order to earn the bachelor of arts degree.

## Nontraditional Students

Brevard College offers the opportunity to individuals who demonstrate, by means other than the normal procedure, their readiness to succeed in a college-level environment. These individuals must submit a regular application with all available transcripts. Requests for exceptions to regular admissions procedures or standards should be made in writing and submitted to the director of admissions along with the application. Veterans and others who have been out of formal education for at least one year may not be required to submit SAT or ACT scores. Consideration will also be given to those individuals who have received the General Equivalency Diploma. Brevard College also offers interested individuals the option to audit courses based on availability.

## International Students

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

1. A completed application and application fee of U.S. \$20.
2. Results of the Test of English as a Foreign Language (TOEFL), if English is not your native language, sent directly to Brevard College. SAT or ACT scores are acceptable, if the examination is available to the student.
3. Certificate of Financial Support.
4. Official transcripts showing in detail all secondary and post-secondary study. Certified English translations must accompany all documents not presented in English. Photostats must be notarized as true copies of the original documents.
5. Transfer/Visa Certification Form for students currently attending a college or university in the United States.

Admission is awarded to international students in two forms: regular admission and admission to the Intensive English Institute (IEI). (Refer to Special Programs, page 21). Students with TOEFL scores below 500 will be offered the opportunity to improve their English language and communication skills through Brevard College's IEI Program. After successful completion of this program, students will progress into credited academic programs. In order to meet each person's individual needs, the director of the international student program will evaluate student's language skills.

### **Transients**

Students who are eligible to return to the college last attended may, subject to the approval of the dean of that college, register as transient students on a space-available basis. Such applicants do not need to present transcripts, but they should have in their files a letter from the college last attended listing approved courses, along with an application form and fee. Admission as a transient student is ordinarily granted for one term only.

Transient students who are trying to take English courses numbered higher than ENG 101 will be allowed to do so provided they sign an agreement stating that they are transient students and that, if they decide to attend Brevard College full-time or if they decide to graduate from Brevard College, they must pass the English Competency Test.

### **Readmission**

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

## Enrollment Fees

Upon receipt of an acceptance decision, a candidate may hold space for housing by returning a deposit of \$200. The enrollment fee for returning and commuting students is \$50. Deposits are refundable until May 1 for fall semester and December 1 for spring semester. The enrollment fee is a one-time fee and is not a prepayment of any part of tuition or fees.

## ACCELERATED PROGRAMS

### Dual Enrollment

Up to 12 semester hours of credit may be allowed for work taken at Brevard. These candidates must file an application. For further information, contact your high school guidance counselor or the director of admissions at Brevard College.

### Early Admission

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

### Credit by Examination

Brevard College is committed to a competency-based philosophy of education which recognizes the fact that matriculating students have often achieved the proficiency traditionally expected of freshmen and sophomores. When students have attained such competencies, either because of exceptional high school preparation or because of experiential learning, they may be awarded advanced placement with or without credit. A minimum of 62 hours in residence is required for the bachelor of arts degree.

Advanced Placement Examination scores of three and above will earn credit toward a degree awarded at Brevard. The Advanced Placement Program (APP), and the subject examinations of the College Level Examination Program (CLEP) are administered by the College Entrance Examination Board (CEEB).

Students requiring additional information concerning testing centers or dates of administration should contact either their high school guidance counselor or the Office of Admissions at Brevard College or should write directly to: **APP, Box 2815, Princeton, NJ 08540**, or to: **CLEP, Box 1824, Princeton, NJ 08540**. Any exceptions must be approved in advance by the vice president for academic affairs. These examinations may not be taken when a course has been failed or after a more advanced course has been taken for credit.

Credit by examination will be indicated on the transcript by the letter K. The student will be charged \$44 for each course used to meet graduation requirements.

Special attention is called to the fact that Brevard College will award credit on the basis of subject examinations only. Credit will not be awarded for the CLEP general examinations, but these examinations, along with either the Scholastic Aptitude Test or the CEEB Achievement Tests, will be used as a basis for advanced placement without credit. Ordinarily, AP examinations should be taken prior to the date of enrollment at Brevard College.

### Immunization Requirement

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

The Certificate must be signed by a physician or health department official. In addition, Brevard College requires of each applicant a medical history and a physical examination prior to enrollment. The medical history will provide health services and the College administration with information necessary to assist each student in meeting the mental, physical, and social demands of college life. These required forms will be provided and must be returned prior to registration.



## 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, which averages about 44 percent of the total cost, is provided through the support of The United Methodist Church, earnings on endowment investments, and gifts from friends of the College. Every student, regardless of family resources, is supported by institutional funds and could, therefore, be considered as a recipient of scholarship assistance.

Many students are offered work opportunities which allow them to earn a portion of their college expenses. Others may qualify for scholarships, grants, loans, and other awards under a comprehensive financial assistance program. (For more information see Scholarships, Loans & Work Opportunities, page 199.)

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.

### 2000-2001 Tuition and Fee Schedule for Full-Time Students (Fall and Spring Semesters)

	<u>Commuting</u>	<u>Residential</u>	<u>International</u>
Tuition	\$10,660	\$10,660	\$11,910
Room*	0	1,920	1,920
Board	0	2,900	2,900
General Fee	830	830	830
Telecommunications Fee	0	560	560
Parking Fee	120	120	120
International Fee	0	0	0
Student Government Fee	10	10	10
<b>Total Cost**</b>	<b>\$11,620</b>	<b>\$17,000</b>	<b>\$18,250</b>

\*The room rate quote above is for previously existing residence halls. Rental for the new Residential Village is \$2,700 per year.

\*\*For North Carolina residents, total costs are reduced by the NC Legislative Tuition Grant. For the 1999-2000 academic year, the rate was \$1,750.

## **EXPLANATION OF FEES**

### **Part-Time Student Tuition**

Students taking 11 or fewer credit hours pay a credit hour rate for the number of credit hours requested. For the 2000–2001 academic year, the fee was \$330 per credit hour.

### **Room**

The Residence Hall Agreement is a contract and obligates the student for a full session of rent, even if the room is vacated before the close of the session. A signed Residence Hall Agreement is required before a student may occupy a room.

The availability of single-occupancy rooms is very limited. When space is available, applications for such accommodations should be made to the Housing Office. There will be a surcharge added for a private room. Please contact the Business Office to determine the prevailing rate. Private room assignments are made only on a semester basis. Preference is given to juniors and seniors.

### **Board**

All students living in campus facilities are required to participate in the board plan which offers 19 meals per week.

### **General Fee**

The general fee contributes toward the cost of orientation, registration, cultural events, on-campus medical services, the College yearbook, the student newspaper, the College magazine, athletic events, intramural activities, postal service, student health (secondary) insurance, and student services. There is no additional charge to the student for any of these programs or services.

### **Telecommunications Fee**

This fee makes available to each student in campus residence halls local telephone service, cable television service, and access to the campus computer network.

### **Parking Fee**

The parking fee provides the privilege of bringing a car on campus and parking it in the appropriately designated areas.

### Student Government Association Fee

To assist the Student Government Association in its support of other student organizations across campus, a membership fee of \$5 per semester is collected from every student.

### Additional Costs and Fees

Books, special charges for instruction in music, supplies for art, and incidentals are not included in the previous totals. Several classes require additional fees (*see Special Charges below*). Textbooks and supplies can be acquired at King's Creek Books and may cost as much as \$250 per semester.

### Preregistration Deposit

Students who are eligible to return for the next fall semester must make a deposit equal to five percent of that semester's tuition prior to the preregistration date as published in the College Calendar. This deposit is applied toward student charges in the fall semester when the student enrolls and is refundable until April 30 if the Registrar is properly notified. A deposit is not required for the spring semester.

### Special Charges

Application Fee .....	\$ 20
Graduation Fee .....	50
Audit, per hour .....	25
Credit by Examination .....	50
Enrollment Fee .....	200
Readmittance .....	50
Late Registration Fee .....	25
Part-Time Commuter Tuition (per credit hour 1998-99) ..	320

### Charges Per Semester for Instruction in Music

#### Electronic Music Fee

Students are charged \$15 per electronic music class for equipment.

#### Private Instruction

Students are charged \$100 per academic credit hour for a minimum of 12 lessons for all Applied Music (APM) courses.

#### Music Ensembles

Participants in the Collegiate Singers and Symphonic Winds will be required to purchase formal attire.

**Art Instruction Fees**

Ceramics .....	\$40
Design .....	20
Drawing* .....	20
Painting* .....	25
Photography .....	35
Printmaking .....	35
Sculpture* .....	20-50
Specialty Courses* .....	20-50

\*Based on Course Level

**Physical Education Fees**

Backpacking .....	\$30
Bowling .....	45
Golf .....	45
Horseback Riding .....	195
Kayaking .....	25
Lifeguarding (Red Cross Certificate) ..	40
Rock Climbing .....	25
Snow Skiing .....	270

**Wilderness Experience Fees**

Resident .....	\$125
Commuter/Audit .....	345
Wilderness First Aid .....	60

**Other Educational Fees**

First Aid and CPR .....	\$10
Outdoor Education .....	35
Principles of Education Fee .....	5

**Damages**

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

### **Summer Session Fees**

A special summer session brochure describing programs and fees is available from the Office of Academic Affairs.

### **Payment of Fees**

Charges are calculated on a semester basis and are payable in advance four weeks prior to the first day of classes. The exact due dates will be reflected in the student's Statement of Account (billing statement), which is mailed 30 days prior to the payment date. A revised Statement of Account with balances due will be mailed monthly until the balance is paid. Students who do not register during the time provided will be charged a \$25 late registration fee. Financial aid which has not been finalized (i.e., no Stafford Loan guarantee, no Pell Grant Student Aid Report on file, etc.) is **not** considered payment toward the student's account. Payment will be expected up front; once the financial aid has been finalized, the student may be eligible for a refund. Refunds will not be disbursed until all aid has been posted and funds have been received by the College. Brevard College accepts cash, personal checks, money orders, Visa, and MasterCard for payment of charges.

The College will not finance or handle deferred payments. Persons desiring to pay fees by installments may consider our monthly installment plan. For a minimal application fee this plan provides a low-cost, flexible method for spreading expenses for a full academic year over several months. No interest or finance charges are levied. For more information, contact EduServ Technologies, Tuition Installment Plan (TIP), 800.851.4770.

### **Financial Obligations to the College**

No student will be allowed to register, attend classes, or receive private instruction unless payment is remitted or until satisfactory financial arrangements are made. Furthermore, a student may not be advanced to candidacy for a degree, may not expect to have an official academic transcript released, may not register for the next academic term, and may not participate in Commencement exercises until indebtedness to the College has been settled.

### **Refund Policy**

All financial obligations must be cleared before an official withdrawal from the College is granted. An academic transcript will not be furnished until all payments are made and the student identification card has been returned to the Dean for Campus Life.

All refunds are based on the date contained on the official Brevard College withdrawal form signed by the registrar. No refund will be made for residence hall charges, general fees, or special charges after classes have begun.

Refunds will be based on the day within withdrawal periods and are counted from and include the first day of classes as published in the official Brevard College calendar. Those students receiving financial aid should refer to the financial aid refund policy. (See p. 207) The refund policy will be as follows:

<b>Refund Requested</b>	<b>% of Tuition &amp; Board Refunded</b>
During the first 5 class days	80 percent
During the second 5 class days	60 percent
During the third 5 class days	40 percent
During the fourth 5 class days	20 percent

#### **Refund of Preregistration Deposit**

The preregistration deposit for fall semester is refundable until April 30.

#### **Summer School Policy**

The policy for refund for summer session is outlined in a special summer session brochure that is published annually, ordinarily in March, by the Office for Academic Affairs.

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# SCHOLARSHIPS, LOANS and WORK OPPORTUNITIES

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

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

## THE BREVARD SCHOLARS PROGRAM

The Brevard Scholars receive merit-based scholarships of a minimum of \$2,000 per year in recognition of high ability and achievement. To be considered for the program, a student must have a distinguished high school academic and leadership record and a minimum SAT total of 1000.

A variety of scholarship awards, ranging from \$2,000 to \$8,000, are designed to recognize and encourage exceptional interests and abilities. To be eligible for consideration, students are required to complete the application process. The scholarships are renewable based on maintaining a 3.0 grade point average. Students awarded Brevard Scholar awards above \$2,500 will automatically be offered a work opportunity on campus.

## NAMED SCHOLARSHIPS AWARDED TO BREVARD SCHOLARS

### The Angier B. Duke Scholarships

Five \$8,000 (less the NC Legislative Tuition Grant and the commuter scholarship, if applicable) Angier B. Duke Scholarships are awarded annually by Brevard College to exceptionally gifted entering students. Recipients are designated Duke Scholars in honor of Angier B. Duke.

### **The Annabel Lambeth Jones Scholarship**

One \$8,000 (less the NC Legislative Tuition Grant and the commuter scholarship, if applicable) Annabel Lambeth Jones Scholarship is awarded every four years by Brevard College to an exceptionally gifted student. Recipients are designated Jones Scholars.

### **The Presidential Scholarships**

Brevard College will annually award five \$4,000 Presidential Scholarships to qualified students.

### **The C. Grier and Lena Sue Beam Scholarships**

Fifteen \$3,000 C. Grier and Lena Sue Beam Scholarships will be awarded each year on a competitive basis to qualified students. Recipients are designated Beam Scholars in honor of C. Grier and Lena Sue Beam, longtime benefactors of the College.

### **The Allen H. Sims Scholarships**

Brevard College will award twenty \$2,500 Allen H. Sims Scholarships each year to qualified students. Recipients are designated Sims Scholars in honor of Allen H. Sims, chairman emeritus of the Board of Trustees and longtime benefactor of the College.

## **ACHIEVEMENT SCHOLARSHIPS**

### **Brevard College Achievement Awards**

Achievement scholarships are awarded on a competitive basis. The candidate's application and high school transcript must indicate exceptional leadership ability in academic achievement and/or community service activities. The number of \$500 awards is subject to the availability of funds. This award is not renewable.

#### **The Pinnacle Scholarship:**

A minimum award of \$1,000 is given for outstanding leadership and demonstration of perseverance and service.

#### **Scouting Achievement**

A \$1,000 merit scholarship is awarded to every entering student who presents documented evidence of having achieved the Gold Award in Girl Scouts or the Eagle Badge in Boy Scouts. This scholarship is renewable based on maintaining satisfactory academic progress.

### **Limits on Non-Need Scholarships**

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

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

### **Athletic Scholarships**

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

### **Talent Awards**

Talent awards are granted to students displaying outstanding ability in art, drama, wilderness leadership, environmental studies, or music. Qualifying students may be required to arrange an audition, tryout, or interview with the chairperson of the respective department. Art awards are granted upon the approval of a portfolio of ten slides of the student's work. Amounts may vary according to individual ability. Renewal is not automatic.

### **Need-Based Grants and Scholarships**

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

### **Brevard College Work-Study Grants**

A few work-study grants are awarded to students with special skills, regardless of need. These grants are fully funded by the College.

### **Brevard College Loans**

A limited number of Brevard College loans may be available for qualified students who are able to demonstrate financial need.

## **METHODIST SCHOLARSHIP AWARDS**

### **National United Methodist Scholarships and Loans**

These scholarships and loans are granted upon recommendation by Brevard College and are subject to approval by the Board of Higher Education and Ministry of The United Methodist Church. Contact your local minister or write the Office of Financial Aid at Brevard College for additional information.

### **The Western North Carolina Bishop Scholarship Program**

Two \$1,000 Bishop's Scholarships are available each year. Renewable annually, these scholarships recognize the outstanding youth of our conference. Pastors must recommend candidates based on church service, citizenship, and scholastic achievement to the Office of Financial Aid.

### **Children of Ministers or Missionaries**

Children of ministers or missionaries serving the Western North Carolina Conference of The United Methodist Church will be granted the sum of \$2,000 annually toward tuition costs (or 100 percent of need, if greater). Children of Methodist ministers or missionaries serving outside the WNC Conference will be granted \$1,000 annually.

## **BENEFITS FOR VETERANS**

Brevard College is approved for the education of veterans and their qualifying dependents. Upon registration, the veteran or qualifying dependent must complete the necessary forms in the Office of the Registrar. Veterans and qualifying dependents are advised that the first check will usually be available two months after school begins.

All persons receiving veterans' benefits are required to attend class on a regular basis. The Veterans Administration will be notified should a student cease to attend classes, and this could result in the termination of educational benefits. Records of progress are kept by this institution on all students and are furnished to students, veterans and non-veterans alike, at the end of each scheduled school term (see Definition of Satisfactory Progress, page 176).

## **SPECIAL SCHOLARSHIP PROGRAMS**

### **Commuter Scholarships**

Through the support of local businesses, churches, and friends, the College is able to award scholarships in the amount of \$1,000 for the year (\$500 per semester) to full-time students who are (1) dependent and living with a parent or guardian or (2) independent students who are at least 24 years of age and have established local residency. This scholarship is \$500 per year for half-time students. The determination of eligibility for this scholarship will be made by the Director of Financial Aid.

### **Scholarships for Dependents of Employees**

The College is able to provide tuition scholarships to dependents of eligible employees of the College. A Free Application for Federal Student Aid (FAFSA) must be filed regardless of need.

### **Reciprocal Agreements**

A reciprocal agreement exists between Brevard College and Bennett College, Greensboro College, High Point University, and Pfeiffer College for tuition grants to children of administrative staff and faculty who attend one of the colleges other than the one where his or her parent is employed. A Free Application for Federal Student Aid (FAFSA) must be filed regardless of need.

## **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 resident of the state of North Carolina for the 12 months immediately prior to enrollment. All North Carolina awards described below are contingent upon legislative enactment, appropriation, and actual receipt of funds by Brevard College.

### **North Carolina Legislative Tuition Grants (NCLTG)**

All qualified North Carolina full-time students attending Brevard College will receive a tuition grant each year in the amount of \$1,750, regardless of need, as authorized by the state legislature. Applications verifying residency must be on file in the Office of Financial Aid.

### **North Carolina State Contractual Scholarship Fund (NCSCSF)**

The North Carolina legislature has appropriated funds for financial assistance to needy North Carolina full-time students who are attending private, accredited colleges such as Brevard. The Office of Financial Aid makes the award which is based on financial need. Amounts vary.

### **North Carolina Student Incentive Grants (NCSIG)**

This program is administered for the State Education Assistance Authority by College Foundation, Inc., and is based on exceptional financial need. The student must complete a Free Application for Federal Student Aid (FAFSA) and the deadline for this grant is March 15 prior to the award year.

### **North Carolina Federal Stafford Student Loan**

College Foundation, Inc., is the authorized agency in North Carolina which handles insured student loans for North Carolina residents. Applications may be obtained by writing the foundation at P.O. Box 12100, Raleigh, NC 27605-2100 or the Financial Aid Office. A Free Application for Federal Student Aid (FAFSA) must be filed to establish whether the student qualifies for the need or non-need loan.

### **North Carolina PLUS Loans**

Parents of dependent undergraduate students may borrow under the NC PLUS program. Under this program, there are no income restrictions, but a credit check will be made. Applications are available through College Foundation, Inc., in Raleigh or the Office of Financial Aid.

## **FEDERAL FINANCIAL AID PROGRAMS**

Any commitment of federal funds is contingent upon congressional enactment, appropriation and actual receipt of funds by Brevard College. Federal funds are awarded in accordance with U.S. Department of Education rules and regulations.

### **Federal Pell Grants**

Any student applying for need-based financial aid will automatically be considered for a Pell Grant. The Pell Grant is a federal entitlement program of assistance to needy students. Amounts vary according to U.S. Department of Education regulations.

### **Federal Supplemental Educational Opportunity Grants (SEOG)**

These grants are awarded by the Office of Financial Aid to students of exceptional financial need who would not, except for the grant, be financially able to attend college. Amounts vary.

### **Federal Work-Study Programs (FWS)**

Work grants are available to students with an established financial need. These work grants are provided through the Federal Work-Study Program. Students are paid at least the minimum federal hourly rate for hours worked, and paychecks are issued monthly. Normally, students work about 8 hours per week.

### **Federal Perkins Loans**

These are low-interest federal loans for needy students, with repayment beginning nine months after the student leaves college. Deferment is granted under certain circumstances. Loans originate from the Office of Financial Aid.

### **Federal Stafford Student Loans (formerly GSL)**

These are low-interest loans available to students to help meet post-secondary educational expenses. Application procedures may differ in each state; however, the student may obtain information by contacting the Office of Financial Aid, the Higher Education Assistance Authority in his or her state of residence, or his or her high school guidance counselor. A Free Application for Federal Student Aid (FAFSA) must be filed to establish whether the student qualifies for the need or non-need loan.

## Federal PLUS Loans

Parents of dependent undergraduate students may borrow under the federal PLUS program. Under this program, there are no income restrictions, but a basic credit check will be made. Information concerning these loans may be obtained as for Stafford loans.

## FINANCIAL AID AND SCHOLARSHIP APPLICATION PROCEDURES

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

1. All students applying must indicate that a copy of the report has been sent to Brevard College (FAFSA code #002912).
2. This form is available from high school guidance counselors or the Brevard College Office of Financial Aid.
3. For priority consideration, this form should be filed as soon after January 1 as possible. It cannot be filed before January 1. The requested information should be from a completed U.S. income tax return.
4. Where federal or state funds are involved, the College may need to verify information. For this reason, the parent and the student should forward a copy of their federal tax return for the previous year to the Office of Financial Aid when requested. Other documents may also be requested to validate FAFSA information.

## The College Response

The following steps are taken by the Office of Financial Aid:

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

### Definition of Satisfactory Progress

To receive federal, state, or institutional financial aid at Brevard College, a student must be in good standing at the College and be making positive movement toward a degree by maintaining satisfactory academic progress, as outlined below:

1. A full-time student (enrolled for 12 credit hours or more per semester) must meet or exceed the following at the end of the semester indicated:

<u>Semester</u>	<u>Hours Earned</u>	<u>Cumulative GPA</u>
1	8	1.00
2	18	1.50
3	30	1.75
4*	42*	2.00

\*For each semester after the 4th, the student must earn at least 10 hours each semester and maintain a cumulative 2.0 GPA. The number of semesters reflect enrollment at ANY institution. All transfer students accepted for admission will be allowed one semester of enrollment with aid.

2. Hours earned by a part-time student (half- or three-quarter-time) will be prorated on the above schedule, but the cumulative grade point average will remain the same.

### Compliance with Above Standards

1. Eligibility for continuation of financial aid will be evaluated at the end of each semester of enrollment, excluding summer sessions.
2. A full-time student can receive financial aid for a maximum of 150 percent of their program length excluding summer sessions (for example, a student in a four-year B.A. program is eligible for six years of aid), while three-quarter time students will be allowed a maximum of 225 percent of their program length, and half-time students will be allowed a maximum of 300 percent of their program length.
3. Credit hours will be counted the same as they are for the grading system, as published in the catalog. Credit will be given for A, B, C, D, and Pass. No credit will be given for failure, incomplete, and withdrawal (passing or failing).
4. Summer school at Brevard College may be used to raise the student's cumulative grade point average to the required level for eligibility for aid for the following fall semester.

## Appeal Procedures

A student will always have the right to an appeal to the Director of Financial Aid. The written request must contain an explanation as to the unusual circumstances surrounding the student's failure to meet the guidelines. All facts will be reviewed, a decision reached and documented, and the student notified in a timely manner. The student will be granted one probationary semester with aid during his or her enrollment at Brevard College.

## FINANCIAL AID REFUND POLICY

All financial obligations must be cleared before an official withdrawal from the College is granted. An academic transcript will not be furnished until all payments are made and the student identification card has been returned to the Vice President and Dean for Campus Life. The last date of class attendance will be used to determine any amount refundable to federal, state, and institutional programs, as well as to the student, based on the number of weeks enrolled. *No refund will be granted for residence hall charges, general fees, or other special charges once classes have begun.*

### Brevard College Refund Policy:

<u>Last Date of Attendance</u>	<u>% of Tuition/Board Refunded</u>
During the first week	80%
During the second week	60%
During the third week	40%
During the fourth week	20%

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

## SCHOLARSHIP FUNDS

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

## ENDOWMENT FUNDS

Richard Adams Memorial Scholarship  
Rev. & Mrs. H. G. Allen Scholarship  
Clegg Avett Memorial Scholarship  
Ira M. Baldwin Scholarship  
C. Grier & Lena Sue Beam Scholarship  
Julia and Jesse Beatty Scholarship  
J. A. Belcher Scholarship  
Belk-Simpson Scholarship  
Margaret Wright Black Scholarship  
Dr. Embree Blackard Scholarship  
Tom and Frances Breeden Scholarship  
Brevard Jaycees Scholarship  
Brewer Family Scholarship  
James Zachary Brookshire Memorial Scholarship  
Mark W. & Leonora Johnston Brown Memorial Scholarship  
Evelyn Sherrill Bunch Scholarship  
Fred B. Bunch, Jr., Scholarship  
Mildred S. Cherry Scholarship  
R. Gregg Cherry Scholarship  
Coach John B. Christenbury Memorial Scholarship  
George B. & Clara N. Clemmer Scholarship  
Class of 1938 Scholarship  
Class of 1960 Scholarship  
Robert Hunt Clayton Memorial Golf Scholarship  
Coleman Memorial Scholarship  
Coleman Scholarship  
Eugene Jarvis Coltrane Scholarship

Marion and George Craig Scholarship  
Rachel C. Daniels Scholarship  
Kate Pickens Day Scholarship  
Margaret Mizell Dean Endowed Scholarship  
John H. Dellinger Scholarship  
Meta M. Dings Scholarship  
Robert and Hazel Dixon Scholarship  
Jeffrey W. Duncan Memorial Scholarship  
Ek-Partin Scholarship  
Grace B. Etheredge Scholarship  
A. Mitchell Faulkner Endowed Scholarship  
Louise Y. Ferguson Music Scholarship  
Jack S. Folline Scholarship in Organizational Leadership  
Mary Elizabeth and G. Scott Francis Community Service Scholarship  
W. Edgar Gift Science and Mathematics Merit Scholarship  
Sarah Godfrey Scholarship  
Ottis Green Scholarship  
Groce Memorial Scholarship  
Bishops Harmon and Hunt Scholarship  
Juanita Wells Hearn Scholarship  
Cecil and Jane Bailey Hefner Scholarship  
Mr. and Mrs. Willey Hefner Memorial Scholarship  
Charles B. Herman Memorial Scholarship  
Elisha Honeycutt Scholarship  
Horton Scholarship  
J. P. and Ida C. Horton Scholarship  
Gladys and Gene Houck Scholarship  
W. C. Howard Scholarship  
Mary Helen Huggins Scholarship  
Hunter-Weaver Scholarship  
Mr. and Mrs. George F. Ivey Memorial Scholarship  
Jefferson-Pilot Scholarship  
Eva Holleman Jolley Scholarship

Edwin L. and Annabel Jones Scholarship  
Irene and David Jones Golf Scholarship  
Henry Jordan Memorial Scholarship  
J. Edward Kale Scholarship  
Alice A. Lovin Endowed Scholarship  
Randal J. Lyday Memorial Scholarship  
Elaine Walker McDonald Memorial Scholarship  
Margaret K. McKinney Scholarship  
Dr. E. K. McLarty, Sr., Memorial Scholarship  
E. K. McLarty, Jr., Scholarship  
Emmett and Peg McLarty Scholarship  
James B. McLarty Scholarship  
Charles Merrill Scholarship  
Louise P. Miller Memorial Scholarship  
Ruth Helen Waggoner Miller Scholarship  
Ben R. Morris Scholarship  
Colonel and Mrs. J. Edgar Morris Scholarship  
Wanda Woosley Moser Scholarship  
H. W. Murdock Scholarship  
Albert G. Myers, Jr., Scholarship  
John P. Odom Scholarship  
Oliver and Jennie Taylor Orr Scholarship  
Padrick Scholarship  
Wilma and K. W. Partin Scholarship  
C. M. Pickens Scholarship  
A. W. Plyler Scholarship  
Thomas O. Porter Memorial Scholarship  
C. W. Powell Scholarship  
Dr. Lewis C. Powell Memorial Music Scholarship  
Pryor-Lewis Scholarship  
Lois Reich Scholarship  
Ruth and Henry Ridenhour Scholarship  
Ivon L. Roberts Memorial Scholarship

B. D. Rodgers Scholarship  
Dr. E. O. Roland Scholarship  
C. Edward and Brona Roy Scholarship  
Grace J. Munro Roy Scholarship  
Rutherford College Scholarship  
J. Carlyle Rutledge Scholarship  
Donald and Jean Scott Scholarship  
Flake Sherrill Memorial Scholarship  
Kurt Morgan Shuler Scholarship  
Siebert Ministerial Scholarship  
Dimps and Ray Simmons Scholarship  
Allen H. Sims Scholarship  
Vance A. Smathers Memorial Scholarship  
Ellwood B. Smith Scholarship  
Lucile Smith Scholarship  
H. C. and Annie Sprinkle Scholarship  
Mary Frances Stamey Memorial Scholarship  
Clyde L. Stutts Memorial Scholarship  
Ina Stutts Fine Arts Scholarship  
Jane M. Summey Scholarship  
Rosa B. Taylor Scholarship  
George H. Terry Memorial Scholarship  
Floyd C. Todd Scholarship  
Catherine and William B. Townsend Scholarship  
Mildred Townsend Scholarship  
Mary Tucker Scholarship  
Robert G. Tuttle Scholarship  
James Underwood Scholarship  
The Reverend and Mrs. R. E. Ward Scholarship  
T. Max and Lillian B. Watson Scholarship  
Weaver College Scholarship  
Robert H. Welch Scholarship

Margaret Adele Weston Music Scholarship  
Orville and Edith Woodyard Scholarship  
Joel W. Wright Scholarship

**ANNUAL CONTRIBUTORS**

American Association of University Women, Brevard Branch Scholarship  
Brevard Antique Auto Club Scholarship  
Brevard Elks Lodge Scholarship  
Brevard Kiwanis Club Scholarship  
Brevard Little Theater Scholarship  
Brevard Rotary Club Scholarship  
Connestee Falls Scholarship  
James and Joan Cook Scholarship  
Janet and Richard Cushman Music Scholarship  
Angier B. Duke Memorial Scholarship  
Annabel Lambeth Jones Scholarship  
Johnnie H. Jones Church Music Scholarship  
Lake Toxaway Charities Scholarship  
James G. K. McClure Educational Scholarship  
Mathematics and Natural Science Faculty/Staff Scholarship  
C. L. Robbins Scholarship  
United Methodist Scholarship Program  
R. M. and Hattie L. Waldroup Scholarship  
Western North Carolina Conference, The United Methodist Church Scholarship  
Lettie Pate Whitehead Foundation Scholarship

# FACULTY

*Initial dates of employment with the College are found in parentheses.*

**Nancy G. Ballinger (1982)**

Instructor in Physical Education and Aquatics Coordinator. B.A., University of South Florida

**Betsy O. Barefoot (1999)**

Associate Professor of Educational Leadership; Co-Director, The Center on the First Year of College. B.A., Duke University; M.Ed., Ed.D., The College of William and Mary

**Robert A. Bauslaugh (1998)**

Professor of Ancient History and Classics, Vice President for Academic Affairs, and 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)**

Assistant Professor of Religion and Sacred Music. B.A., University of Georgia; M.A., University of North Carolina–Chapel Hill; M.T.S., Duke University Divinity School; Ph.D., Emory University

**J. Thomas Bertrand (1993)**

President. B.A., Rice University; graduate study, University of Virginia, Bread Loaf School of English; J.D., University of Virginia School of Law; Institute for Educational Management, Harvard University

**Theresa A. Bright (1988–90, 1998)**

Assistant Professor of Mathematics and Coordinator of the Mathematics Major. B.S., B.S., North Carolina State University; M.S., Ph.D., Georgia Institute of Technology

**Margaret L. Brown (1996)**

Assistant Professor of History. B.S., University of Minnesota; M.A., Ph.D., University of Kentucky. *Recipient, 1998 Eugene R. Pendleton Faculty Award; Recipient, 1999 United Methodist Award for Exemplary Teaching*

**Anita M. Bryant (1988)**

Assistant Professor of Chemistry. B.S., North Carolina State University; M.S., Western Carolina University, *First Recipient of Margaret J. and Henry Sprinkle Faculty Award*

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Instructor in English. B.A., Wake Forest University; M.A., University of North Carolina–Chapel Hill

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Associate Professor of Music, Director of Choral and Sacred Music, Director Institute of Sacred Music. B.F.A., State University of New York–Purchase; M.M., D.M., Indiana University

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Assistant Professor of Recreation, Wilderness Leadership, and Experiential Education, Director of the School of Wilderness Education; Co-Leader, *1999 Voice of the Rivers Expedition*; A.S., Montreat College; B.A., Clemson University; M.S., Mankato State University. *Recipient, 1998 United Methodist Award for Exemplary Teaching.*

**Kenneth D. Chamlee (1978)**

Professor of English, Chair of the Division of Humanities, Coordinator of the English Major, and Johnie H. Jones Distinguished Professor in Teaching (1998–2000). B.A., Mars Hill College; M.A., Colorado State University; Ph.D., University of North Carolina–Greensboro

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Assistant Dean of Academic Affairs, Instructor in Reading and English; Coordinator of Developmental Programs. B.A., Gannon University; M.Ed., State University of New York–Buffalo

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Instructor in Physical Education, Women's Basketball Coach, and Assistant Softball Coach. B.A., Limestone College; K–12 Teacher Certification, University of North Carolina–Greensboro

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Instructor in Mathematics. B.A., M.Ed., University of Florida

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Coordinator for Counseling Services, Instructor in Peer Counseling. B.A., King's College; M.S., Western Carolina University; National Certified Counselor; North Carolina Licensed Professional Counselor

**Amanda Degelsmith (1999)**

Instructor in Experiential and Adventure Education. B.A., University of Michigan; M.Ed., Ph.D. (A.B.D.), University of Georgia

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Instructor in Art. B.A., M.A., California State University–Northridge; postgraduate studies, Otis Art Institute

**Kenneth M. Duke (1997)**

Associate Professor of Environmental Studies and Ecology. B.S., M.S., Brigham Young University; Ph.D., University of Georgia

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Instructor in Wilderness Leadership and Experiential Education and Coordinator of Wilderness Leadership and Experiential Education. Major. B.S., Western Carolina University; M.A., Radford University; Ph.D. (A.B.D.), Clemson University

**Paul Elwood (1995)**

Assistant Professor of Music. B.M.E., Wichita State University; M.M., Southern Methodist University; Ph.D., State University of New York–Buffalo

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Lab Manager/Teacher in Biology. A.S., Brevard College B.S., Northland College

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Assistant Professor of Ecology and Environmental Studies. B.S., Ph.D., Clemson University

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Associate Professor for Psychology and Wilderness Leadership and Co-leader of *1997 Voice of the Rivers Expedition*; Vice President for Institutional Advancement. B.S., Wofford College; Ph.D., University of North Carolina–Chapel Hill

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Assistant Professor of Music and Jazz Studies. B.M., Western Washington University; M.M., Indiana University; D.A., University of Northern Colorado

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Chair of the Division of Fine Arts, Chair of the Music Department, Professor of Music, and Coordinator of the Music Major. B.A., University of Kentucky; Ph.D., University of Iowa

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Assistant Professor of Foreign Language and Instructor in Modern Dance. B.S., East Carolina University; M.Ed., University of North Carolina–Greensboro; M.F.A., Southern Methodist University; M.Ed., University of North Carolina–Greensboro. *Recipient, 1997 United Methodist Award for Exemplary Teaching*

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Instructor in Mathematics and Computer Science. B.S., University of North Dakota; M.S. (2), North Dakota State University

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Seese Assistant Professor of Language and Humanities, Director of ESL and Director of International Student Programs. B.A., Anhui University in China; M.A., Beijing Normal University; M.A., Dartmouth College; Ed.D., Harvard University

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Director, Spiers Art Gallery and Mezzanine Gallery at the Porter Center for Performing Arts, Instructor of Art; B.A., Wingate College; Certificate in Sculpture, Pennsylvania Academy of Fine Arts

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Professor of Ethics and Leadership, Coordinator of the Organizational Leadership Major, and Executive Director of the Center for Transformational Leadership. B.A., University of London; M.A., Manhattan College; M.A., Lancaster University; Ph.D., Boston College; postgraduate study at Cambridge University; Institut Catholique, Paris; Boston Theological Consortium

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Assistant Professor of English and Environmental Studies and Co-leader, 1999 *Voice of the Rivers Expedition*. B.A., Connecticut College; M.A., University of Virginia; Ph.D., University of South Carolina; postgraduate study, Duke University; Oxford University, England

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B.A., Emory University; M.A., Georgia State University; Ph.D., University of Florida

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**Jessie Wei (1997)**

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Iva Buch Seese Distinguished Service Professor of Music Theory, Professor of Music, Theory, and Composition. B.M., M.M., University of Alabama; Ph.D., Indiana University

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**Norman L. Witek (1967)**

Professor of Health and Exercise Science and Coordinator of the Teaching/Coaching Emphasis. B.S., M.S., University of Tennessee

**A. Preston Woodruff (1973)**

Robert Wesley Pickens Professor of Religion; Johnie H. Jones Distinguished Professor in Teaching (1996–98). B.A., Georgia State University; M.Div., Candler School of Theology, Emory University; postgraduate study, Emory University; University of North Carolina—Asheville; and Oxford University, England

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

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Instructor in Music/low brass. B.M.Ed., Northwestern University

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Instructor in ESL and Computer Information Science. Diploma of Higher Education, Russian State Teacher's Training College; A.A., Brevard College; M.B.A., Gardner-Webb University

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Instructor in English and Reading. B.A., M.S.Ed., University of Miami

**Patricia Batcher (1988)**

Assistant Professor of Music. B.M., Seton Hill College; M.A., Florida State University

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Senior Adviser on Strategic Planning and Enrollment Management, Instructor in Organizational Leadership. B.A., University of North Carolina-Greensboro; M.Ed., The American University; M.B.A., Loyola University

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Instructor in Computer Information Systems. B.A., St. Leo's College; M.S., North Texas State University

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Assistant Professor of Environmental Studies. B.A., Wake Forest University; M.E.M., Duke University

**Dixon Brady (1998)**

Instructor in Art. B.F.A., Virginia Commonwealth University; M.F.A., Indiana University

**Jeff Carter (1999)**

Visiting Assistant Professor of Religion. Director of Castle Rock Institute. B.A., Davidson College, M.T.S., Harvard University; Ph.D., University of Chicago

**Roger Allen Cope (1999)**

Instructor in Music/Classical Guitar. B.A., Florida State University

**Dawn Davenport (1999)**

Instructor in Environmental Studies. B.A., Trinity University, M.S., University of Texas-San Antonio, J.D., Southern Methodist University School of Law

**Thelbert Dowdy (1999)**

Instructor in History. B.A., Western Carolina University; M.A., Appalachian State University

**Joanne H. Dufilho (1995)**

Instructor in Psychology, B.A., University of Houston; Ph.D., University of Houston

**Lawrence Duke (1999)**

Instructor in History. B.A., M.A., Memphis State University; M.L.S., University of South Carolina

**Robert A. Foster (1994)**

Instructor in English as a Second Language. B.A., Wheaton College; Tokyo School of the Japanese Language; special study, Garrett Theological Seminary; postgraduate study, Syracuse University

**Rita J. Hayes (1994)**

Instructor in Music/Flute. B.M., Cincinnati College, Conservatory of Music; M.A., Western Carolina University

**Beatrice Heywood (1999)**

Instructor of English. B.S., Springfield College; M.A., Trinity College

**Peggy Higgins (1999)**

Instructor in English. B.A., East Carolina University; M.S., Winthrop College; M.L.I.S., University of North Carolina–Greensboro

**Nelda Holder (1999)**

Instructor in English. B.A., North Carolina State University; M.S., Antioch University

**Thomas Mahan (1998)**

Instructor in Psychology. B.A., Catholic University of America; M.A., Fairfield University; Ph.D., University of Connecticut

**Robert Moore (1999)**

Instructor in Acting for Film. A.F.A., University of North Carolina–Asheville

**Jennifer Newell (1999)**

Instructor in Music/Voice. B.A., Salisbury State University; M. M., Indiana University

**Barbara Nussdorfer-Eblen (1999)**

Instructor in Art. B.F.A., Maryland Institute College of Art; M.F.A., Parsons School of Design

**Linda Paulus (1999)**

Instructor in Biology. B.A., Beaver College; M.A., Teacher's College, Columbia University

**Vance Reese (1998)**

Instructor in Music/Sacred Music. B.M., Southern Methodist University; M.M., Scarritt College; D.M., Indiana University

**Kathryn Reiter (1999)**

Instructor in Learning Skills. B.A., Michigan State University; M.S., Barry University; Ed.D., Florida International University

**Gay Schuldt (1999)**

Instructor in Horseback Riding

**Verne Snyder (1999)**

Instructor in German. B.A., State University of New York–Ontario; M.A., Ph.D., State University of New York–Buffalo

**Stephen Spence (1996)**

Instructor in Music/Voice/Music Theory. B.A., Radford University; M.M., Norfolk State University

**Paul Statsky (1999)**

Instructor in Music/Violin. B.M., Julliard School of Music; M.M., Indiana University

**William L. Suder (1988)**

Emeritus, Assistant Professor of Biology and Ecology. B.S., Montana State University, M.S., University of Montana

**Robert Towell (1997)**

Instructor in Psychology. B.S., Clemson University; M.S., Southeastern Baptist Theological Seminary; Ed.D., University of Georgia

**Joe F. Tuttle (1999)**

Instructor in International Business. B.S., M.B.A., University of Cincinnati

**Donald Walter (1997)**

Instructor in String Bass. B.A., University of North Carolina–Greensboro

**Kimberly Wenzel (1998)**

Instructor in Mathematics. B.A., Hastings College; M.S., University of Chicago

**Ruth Wetmore (1998)**

Instructor in Archaeology. B.A., Park College; M.A., University of Kansas; M.A., University of South Carolina

**Glynda Wilkins (1998)**

Volunteer Tutor for North Carolina Governor's Program. B.S., Texas A & I University; M.B.A., Duke University

**Peter Wroblewski (1999)**

Instructor in Mathematics. B.S., State University of New York–Maritime College; M.S., University of Southern California

**Joan Yarbrough (1990)**

Instructor in Music/Class Piano. B.M., Oberlin Conservatory of Music; L.R.A.M. Performance, Royal Academy of Music, London, England

## FACULTY EMERITI

**J. Patricia Batcher (1988–1996)**

Professor of Music, Piano, and Theory. B.M., Seton Hill College; M.M., Florida State University; postgraduate study, Catholic University, Laval University, Juilliard School of Music, Aspen School of Music, Westminster Choir College, Florida State University, and Fontainebleau, France

**Sara S. Beard (1967–1982)**

Professor of English. A.B., M.A., Duke University

**Peter E. Burger (1973–1996)**

Professor of History. B.A., M.A., Mississippi State University; graduate study, University of Alabama

**Carl A. Carlson (1991–1999)**

Professor of Mathematics. Former Supervisor, Bell Telephone Laboratories and District Manager, AT & T. B.S., Bradley University; M.S., M.S., New York University

**Samuel L. Cope (1969–1997)**

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

**Rachel Cathey Daniels (1960–1996)**

Professor of Mathematics. B.A., Meredith College; graduate study, North Carolina State University, Fordham University

**Byrdie E. Eason (1981–1995)**

Professor of Health and Physical Education. Chair of Division of Physical Education, Health and Wilderness Education. B.A., M.Ed, University of Southwestern Louisiana; Ph.D., Florida State University

**C. Ray Fisher (1959–1999)**

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

**S. Eugene Lovely (1969–1996)**

Professor of History. Chair of Division of Social Studies. A.B., Berea College; M.A. East Tennessee State University; M.A. University of North Carolina–Greensboro; graduate study, University of Virginia

**Harvey H. Miller, Jr. (1960–1999)**

Otily Welge Seese Distinguished Service Professor of Voice. Attended the North Carolina State School for the Blind; B.A., B.M., M.A., University of North Carolina–Chapel Hill; M.M., Indiana University

**Mario P. Perez (1961–1982)**

Professor of Economics and Chair of Division of Humanities. C.G., Candler College, La Habana, Cuba; C. P. Escuela de Ciencias Comerciales, Universidad de la Habana, Cuba; graduate study, Madrid, Spain

**Viola C. Perez (1961–1982)**

Professor of Spanish. Bachiller en Ciencias y Letras, Instituto de Santa Clara, Cuba; Doctor en Pedagogia, Universidad de la Habana, Cuba; graduate study, Spain

**C. Edward Roy (1944–1984)**

Professor of Religion. Chaplain of the College. A.B., Piedmont College; M.Div., Emory University; M.A., graduate study, George Peabody College for Teachers; D.D. Greensboro College

**Grace Munro Roy (1940–1945, 1956–1987)**

Professor of Business Administration. B.S., Winthrop College; M.S., University of Tennessee

**Geneva L. Shaw (1989–1998)**

Professor of Biology. B.A., Winthrop College; M.S., University of Tennessee–Knoxville; Ph.D., University of Kansas

**William L. Suder (1988–1998)**

Professor of Biology. B.S., Montana State University; M.S., University of Montana; postgraduate study, South Dakota School of Mines, Central State University in Ohio, Grand Valley State University in Michigan, University of North Carolina–Chapel Hill

**L. Virginia Tillotson (1966–1999)**

Mary Emma Thornton Distinguished Service Professor of Music, Chair of the Division of Fine Arts, and Coordinator of the Music Major. Artistic Director and Conductor, Brevard Chamber Orchestra. B.M., Baylor University; M.M., University of Illinois; postgraduate study, University of North Carolina–Chapel Hill, Northwestern University, Frostburg State University

**David E. Wetmore (1984–1999)**

Professor of Chemistry and Computer Science. B.A., Park College; M.A., University of Kansas; Ph.D., Texas A&M University; postgraduate study, University of California–Berkeley, Clemson University

**Margaret B. Zednik (1983–1999)**

Professor of Philosophy and Resident Director of the Austria Program. B.A., Phillips University; Fulbright Scholar, University of Basel; M.A., University of Texas–Austin; M.A., University of Salzburg; postgraduate study, Institute of European Studies, Vienna

# ADMINISTRATION

*Initial dates of employment with the College are found in parentheses.*

## OFFICE OF THE PRESIDENT

**J. Thomas Bertrand**, President (1993)

B.A., Rice University; postgraduate study, University of Virginia, Bread Loaf School of English; J.D., University of Virginia School of Law; Institute for Educational Management, Harvard University.

**Elizabeth S. Neale**, Assistant to the President (1972–1980), (1988)

A.A., Brevard College; B.A., High Point University

## ADMINISTRATION AND PLANNING

**Daphne L. Chalaron**, Assistant to the Vice President for Administration (1996)

**R. Ann Martin**, Director of Media and Publications (1995)

B.A., University of North Carolina–Charlotte; M.A., Appalachian State University

**Jorge Luis Gonzalez**, Senior Writer and Managing Editor of *The Brevard Magazine* (1999)

B.A., Berry College. Postgraduate study, Yale University, University of Georgia

**Constantin V. Micuda**, A.I.A., Senior Advisor, Facilities Planning and Construction (1994)

Undergraduate studies, University of Berlin; Masters' equivalent, University of Rome; B.S., University of Michigan

## OFFICE FOR ACADEMIC AFFAIRS

**Robert A. Bauslaugh**, Vice President for Academic Affairs, Dean of Faculty, and Professor of Ancient History and Classics (1998)

B.A., University of California at Riverside; M.A., Ph.D., University of California at Berkeley; Society of Fellows in the Humanities, Columbia University

**Judy W. Jones**, Administrative Assistant to the Vice President for Academic Affairs (1997)

**M. Jo Pumphrey**, Associate Dean of Academic Affairs and Assistant Professor of Art (1987)

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

**Bonnie H. Clark**, Assistant Dean of Academic Affairs, Instructor in Reading and English, Coordinator of Developmental Programs (1994)

B.A., Gannon University; M.Ed., State University of New York–Buffalo

## COMMUNITY EDUCATION

**Jacolyn K. Campbell**, Director of Community Education (1988)

B.A.Ed., Pacific Lutheran College

**Carol A. Persek**, Administrative Assistant, Office of Community Education (1998)

**Laurie E. Breiner**, Central Scheduling Coordinator/Producer (1991–1992; 1999)

## FINE ARTS

**Cynthia M. Calabrese**, Managing Director of the Porter Center for Performing Arts (1996)  
B.Mus., Shorter College

**Cameron Austin**, Campus Technical Director (1999)  
B.A., Georgia State University; M.S., Georgia State University

**Linda E. Moser**, Box Office Manager of the Porter Center for Performing Arts (1998)

## LIBRARY

**Michael M. McCabe**, Director of the Library (1982)  
B.S., Edinboro University of Pennsylvania; M.A., East Tennessee State University;  
M.L.I.S., University of South Carolina

**Constance B. Engle**, Librarian (1996)  
B.A., Brown University; M.A., Michigan State University; M.A.L.S.,  
Indiana University

**June N. Greenberg**, Circulation Clerk (1998)

**Peggy Higgins**, Evening Reference Librarian (1999)  
B.A., East Carolina University; M.A., Winthrop University; M.L.I.S., University  
of North Carolina–Greensboro

**Janet B. Jones**, Library Administrative Assistant (1987)

**Brenda G. Spillman**, Librarian (1995)  
B.A., Berea College; M.L.I.S., University of North Carolina–Greensboro

**George E. Stahlberg**, Library Technical Assistant (1988)

## REGISTRAR

**Adelaide H. Kersh**, Registrar and Director of Institutional Research (1960)  
B.A., University of North Carolina–Chapel Hill; M.M., Indiana University;  
postgraduate study, East Carolina University; Registered Music Therapist

**Kelly R. Wheeler**, Assistant Registrar (1999)

**Bobbie Jean Whitmire**, Assistant to the Registrar (1977)

**Susan R. Hamlett**, Records and Eligibility Coordinator (1999)  
B.S.W., Texas Woman's University

## ADMINISTRATIVE ASSISTANTS TO THE ACADEMIC DIVISIONS

**Jan W. Blalock**, Secretary to the Appalachian Center for Environmental  
Solutions, and Secretary to the Division of Environmental Studies,  
Mathematics, and Natural Sciences (1996)  
B.S., East Carolina University

**Christine Cain**, Secretary to the Division of Environmental Studies,  
Mathematics, and Natural Sciences (1999)  
B.S., Auburn University

**Cathy M. Dorner**, Art Department Office Manager (1998)

**Joyce Mazzoichi**, Assistant to the Division of Fine Arts and the Music Department (1997)

**Patricia B. Shores**, Secretary to the Divisions of Humanities and Social Science (1995)

**Shirley A. Wing**, Secretary to the Division of Exercise Science, Wilderness Leadership and Experiential Education (1991)

## OFFICE OF ADMISSIONS AND FINANCIAL AID

**J. Cameron West**, Vice President for Student Enrollment and Church Relations (1999)  
B.A., University of North Carolina—Chapel Hill; M.Div., Yale University; Th.M., Duke University

**Sarah T. Mead**, Administrative Assistant to the Vice President for Student Enrollment and Church Relations (1977)

## ADMISSIONS

**Theodore J. Wiard**, Director of Admissions (1998)  
B.A., New Mexico State University

**Betty Kay Brookshire**, Associate Director of Admissions (1998)  
A.A., Brevard College

**Simon M. Gislimberti**, Assistant Director of Admissions (1999)  
B.A., Hawaii Pacific University

**Kelly S. Surles**, Admissions Counselor (1999)  
B.A., Brevard College

**Angela F. Hemphill**, Coordinator of Mass Mailing and Data Management/  
Admissions Counselor (1997)  
A.A., Brevard College

**Cynthia C. McCall**, Admissions Administrative Assistant (1988)

## FINANCIAL AID

**Lisanne J. Masterson**, Director of Financial Aid (1983)  
B.A., University of Tennessee; M.A.Ed., Western Carolina University

**Caron O. Surrentt**, Assistant Director of Financial Aid (1990)

**Catherine O'Brien**, Financial Aid Secretary (1998)

## OFFICE SERVICES

**Anna S. Eppers**, Director of Office Services (1965)

## RECEPTION

**Sharon J. Freeman**, College Receptionist (1995)

**Raoni Parshal**, College Receptionist (1990)

## OFFICE OF ATHLETICS

**Gilbert W. Payne**, Athletic Director, Head Baseball Coach, and Instructor of Business and Sports Management (1997)

B.S., Bristol College; M.B.A., Milligan College

**Joseph A. Bartlinski**, Soccer Coordinator, Women's Soccer Coach, and Women's Tennis Coach (1989)

A.A., Brevard College

**Harry W. "Tadd" Conner**, Women's Basketball Coach and Assistant Women's Softball Coach (1995)

A.A., Brevard College; B.A., Limestone College; K-12 Certification, University of North Carolina-Greensboro

**Christopher J. D'Antonio**, Athletic Trainer and Instructor of Exercise Science (1998)

B.S., California University of Pennsylvania; M.S., Ohio University

**Robert L. Hutchinson, Jr.**, Assistant Athletic Director for Athletic Fundraising and Community Affairs and Assistant Basketball Coach (1999)

B.S., Western Carolina University

**Michael S. Jones**, Men's Basketball Coach (1999)

B.A., M.S., Eastern Kentucky University

**Guy Payne**, Gym Supervisor (1961)

**Andrew M. Schaefer**, Men's Soccer Coach and Golf Coach (1992)

B.S., Elon College

**Benjamin D. Thomas**, Head Men's and Women's Cross Country and Track Coach, and Sports Information Director (1999)

B.A., Virginia Polytechnic Institute and State University; M.A., Lynchburg College

**Jessie Wei**, Women's Volleyball Coach (1998)

B.A., Huazhong Teachers' University; M.A., Beijing Sport University;

M.A., Lakeland University

**Kimberly M. White**, Women's Softball Coach, Assistant Women's Basketball Coach, and Instructor in Chemistry (1998)

B.S., Beloit College; M.S., University of Notre Dame

## OFFICE FOR CAMPUS LIFE

**Stephen J. Martin**, Vice President and Dean for Campus Life (1988)

A.B.J., University of Georgia; M.S.W., University of North Carolina at Chapel Hill

**Susan N. Chappell**, Administrative Assistant to the Vice President and Dean for Campus Life (1987)

A.A.S.C., Blue Ridge Community College

## RESIDENCE LIFE

**Rachel E. Harris**, Associate Dean of Campus Life (Residence Life) (1991-1992), (1995)

A.A., Brevard College; B.A., M.A., Appalachian State University

**Linda J. Griffith**, Senior Residence Hall Director (1994)

**CAMPUS EVENTS**

**Curt Crowhurst**, Associate Dean for Campus Life (Campus Events) (1995)  
B.S., Southern Illinois University; M.A., North Carolina State University

**CAMPUS LIFE SERVICES**

**Deanne Dasburg**, Coordinator for Counseling Services; Counselor, North Carolina Licensed Professional Counselor (1994)  
B.A., The King's College; M.S., Western Carolina University

**Linda L. Helms**, Director of Internships and Volunteer Services (1994)  
B.A., Lenoir-Rhyne College; M.Ed., University of Georgia; postgraduate study, International Studies, Munich, Germany, and London, England; Comparative Educational Studies, University of North Carolina–Chapel Hill, University of Reading, England

**Pamela M. Johnson**, Director of Placement Center (1992)  
B.S., James Madison University; M.Ed., Campbell University

**Ernest J. Mills, Jr.**, College Chaplain (1992)  
B.A., University of North Carolina–Asheville; M.Div., Candler School of Theology, Emory University; M.R.E., Duke Divinity School, Duke University

**MAIL SERVICES & DISTRIBUTION**

**Raymond Floyd**, Director of Mail Services (1963)

**L. C. Betsill**, Mailroom Assistant (1997)

**MEDICAL SERVICES**

**Susan E. Martin**, Director of Medical Services (1999)  
R.N., Armstrong State College; B.S.P.A., St. Joseph's College

**PUBLIC SAFETY**

**Steven D. Woodson**, Director of Public Safety (1989)

**Greg Dill**, Public Safety Officer (1989)

**C. Alvin Dodson**, Public Safety Officer (1987)

**Ormon Hatten**, Public Safety Officer (1997)

**OFFICE OF FACILITIES AND GROUNDS**

**Reid B. Plemmons**, Director of Facilities and Grounds (1984)

**Patricia D. Allison**, Assistant to the Director of Facilities and Grounds (1987)

**Gary W. Buchanan**, Unlimited Licensed Electrician (1993)

**C. Patrick Butler**, Grounds Technician and Athletic Fields Supervisor (1997)

**Danny L. Corn**, Painting, Wall Paper, General Repair (1988)

**Robert G. DeLisle**, HVAC Technician (1997)

**Jack Hamlin**, Assistant Maintenance Supervisor, Certified Locksmith, Trim Carpenter, NSF Certified Pool Operator (1984)

**Jerry L. Marshall**, Unlimited Licensed Plumber, Computer Technician, NSF Certified Pool Operator, ITT Certified Boiler Operator, Floor Mechanic, CDL Driver (1989)

**Randall J. Marshall**, Floor Mechanic, Janitorial Technologies Certification, Grounds Technician, General Repair (1995)

**Daniel E. McMahon**, HVAC Technician (1998)

**Charles Stewart**, College Mechanic, Carpenter, General Repair (1989)

**Mark O. Walker**, Grounds Technician, Restrictive Pesticide Certification, Certified Arborist, CDL Driver (1985)

**Robert H. York**, Painting, Wall Paper, General Repair (1998)

## OFFICE OF FINANCE

**Deborah P. Hall**, Vice President for Finance (1995)  
B.S., University of North Carolina at Asheville

**Teresa Curto**, Student Accounts Coordinator (1997)  
A.A., Brevard College; B.S., Mars Hill College

**Linda W. Epperson**, Purchasing Agent (1999)

**Ann P. Garren**, Cashier/Administrative Assistant (1999)  
A.A.S., Asheville Buncombe Technical College

**Edith J. Kelley**, Accounting Manager (1999)  
B.S., Ashland University

**Janie C. McCall**, Accounts Payable/General Ledger Coordinator (1999)

**Leah St. John**, Payroll/Benefits Coordinator (1999)  
A.A., Brevard College; A.A.S., Asheville-Buncombe Technical College;  
B.A., Mars Hill College

## OFFICE OF INSTITUTIONAL ADVANCEMENT

**Winford A. Gordon**, Vice President for Institutional Advancement and Associate Professor for Psychology and Wilderness Leadership; coleader of *1997 Voice of the Rivers Expedition* (1996)  
B.S., Wofford College; Ph.D., University of North Carolina-Chapel Hill

**Paige D. Johnson**, Director of Development and Deputy to the Vice President (1987)  
A.A., Brevard College

**Cheryl Walkup**, Administrative Assistant to Institutional Advancement (1999)

**Jody Betsinger**, Administrative Assistant to Institutional Advancement (1999)

**Erica A. Arbogast**, Director of Prospect Research (1998)  
A.A., Brevard College; A.B.J., University of Georgia

**Kelly E. Brandon**, Assistant Director of the Annual Fund (1999)  
B.A., Mars Hill College

**Martha B. Cochran**, Gift Processor and Database Manager (1991)

**David R. Huskins**, Director of Alumni Affairs (1994)  
A.A., Brevard College; B.A., High Point College; M.Div., Duke University

**Bradford M. Kimzey**, Director of the News Bureau, Office of Public  
Information (1991)  
B.A., Western Carolina University

## OFFICE OF OPERATIONS AND INFORMATION TECHNOLOGY

**Paul K. Parker**, Vice President for Operations and Information Technology (1997)  
B.A., Berea College

**Trina O. Burns**, Database Coordinator (1999)

**Christie Cauble**, Office Manager/Web Specialist (1999)

**Teresa W. Credille**, System Administrator (1987)  
B.A., Brevard College

**Sean M. Haynes, MCSE**, Network Manager (1996)  
B.A., St. Andrews Presbyterian College

**Matt Jones**, PC/Network Technician (1998)  
B.A., Baylor University

**Ralph D. Pezoldt**, Database Administrator (1996)  
B.S., M.Ed., West Chester University

**Coty Wood**, Technical Manager (1999)



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# BOARD OF TRUSTEES

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Dallas L. Mackey, Winston-Salem, NC  
James M. Perry, Rutherfordton, NC  
Paul B. Porter, Shelby, NC  
Lizette Lewis Pryor, Raleigh, NC  
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Cameron P. West, Brevard, NC

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John S. Candler, Brevard, NC  
Tom L. Cassady, Greensboro, NC  
C. Harley Dickson, Cornelius, NC  
Gail Conder Dings, Charlotte, NC  
Richard A. Eldridge, Sr., Charlotte, NC  
William G. Ervin, High Point, NC  
F. Crowder Falls, Charlotte, NC  
Reginald D. Heinitch, Jr., Lake Toxaway, NC  
John A. Hillerich III, Louisville, KY  
James E. Holmes III, Winston-Salem, NC  
J. Wesley Jones, Fayetteville, NC  
Johnie H. Jones, Charlotte, NC

Dyeann B. Jordan, Winston-Salem, NC  
C. Thomas Latimer III, Greensboro, NC  
Robert S. Lawrence, Brevard, NC  
James C. Lovin, Brevard, NC  
Joseph P. McGuire, Asheville, NC  
Barbara M. Nesbitt, Asheville, NC  
Amy F. Owen, Charlotte, NC  
Alfred F. Platt, Jr., Brevard, NC  
J. Ernest Riddle, Atlanta, GA  
Bruce V. Roberts, Brevard, NC  
Charles W. Seale, Moraga, CA  
Jerry Stone, Brevard, NC  
Stephen P. Strickland, Washington, DC  
Elizabeth O. Taylor, Brevard, NC  
Dona D. Vaughn, New York, NY  
Richard T. Williams, Chapel Hill, NC  
Earl Wilson, Jr., Charlotte, NC

### ALUMNI TRUSTEES

Stephen G. Hall '68, Jacksonville, FL  
Donna Jessen Hill '74, Alpharetta, GA  
Charles L. Holt '74, Pisgah Forest, NC  
Diane Ritchie Howerton '68, Richmond, VA  
Barbara Allison Hulsey '74, Charlotte, NC  
T. Philip Tappy '60, Charlotte, NC

### EX-OFFICIO TRUSTEES

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Mary Kathryn Denig, Winston-Salem, NC  
George M. Freeman, Brevard, NC  
Lewis C. Gibbs, Asheville, NC  
G. Samuel Hobgood, Cedar Grove, NC  
Charlene P. Kammerer, Charlotte, NC  
Manuel D. Wortman, Chapel Hill, NC

### EMERITI TRUSTEES

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Douglas W. Booth, Charlotte, NC  
L. Bevel Jones III, Decatur, GA  
Albert G. Myers, Jr., Gastonia, NC  
John L. Thompson, Jr., Charlotte, NC

# BOARD OF VISITORS

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Lynn P. Butterworth, Brevard

Rick Byrd, Brevard

Robert Coleman, Brevard

Ruth Coleman, Brevard

Judith E. Dean, Winston-Salem

Phyllis H. Dunning, Winston-Salem

C. Ted Durham, Pisgah Forest

Jack C. Ellsworth, Pisgah Forest

Charles M. Fisher, Hendersonville

Elizabeth C. Freeman, Brevard

Guy Freeman, Brevard

Elizabeth B. Gash, Brevard

Frederick L. Gordon, Brevard

W. Ralph Gray, Brevard

Christine F. Griffin, Charlotte

Harry R. Hafer, Brevard

Leonard A. Hall, Brevard

John R. Hamrick, Mars Hill

James T. Harris, Brevard

William D. Hart, Pisgah Forest

Cecil J. Hill, Brevard

Terry K. Holliday, Brevard

William H. Hough, Pisgah Forest

Marthalou Hunter, Brevard

Diana Jaffe, Hilton Head Island, SC

J. Phillip Jerome, Brevard

Ben M. Jones, III, Hendersonville

Rodney W. Locks, Brevard

Everette H. Lowman, Asheville

William A. Lyday, Pisgah Forest

Joseph C. McCall, Rosman

Charles McLarty, Charlotte

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Constantin V. Micuda, Brevard

Kaye Myers, Asheville

Isabel H. Nichols, Lake Toxaway

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R. Bryan Padrick, Brevard

James L. Patterson, Charlotte

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Michael K. Pratt, Brevard

Virginia W. Ramsey, Brevard

James Robbins, Memphis, TN

Charles W. Roberts, Pisgah Forest

Claire A. Smith, Pisgah Forest

Nathan Thompson, Brevard

Susan S. Threlkel, Pisgah Forest

Stella A. Trapp, Brevard

David K. Watkins, Brevard

Shelly F. Webb, Brevard

Esther B. Wesley, Brevard

Madrid Zimmerman, Pisgah Forest

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# ACCREDITATIONS

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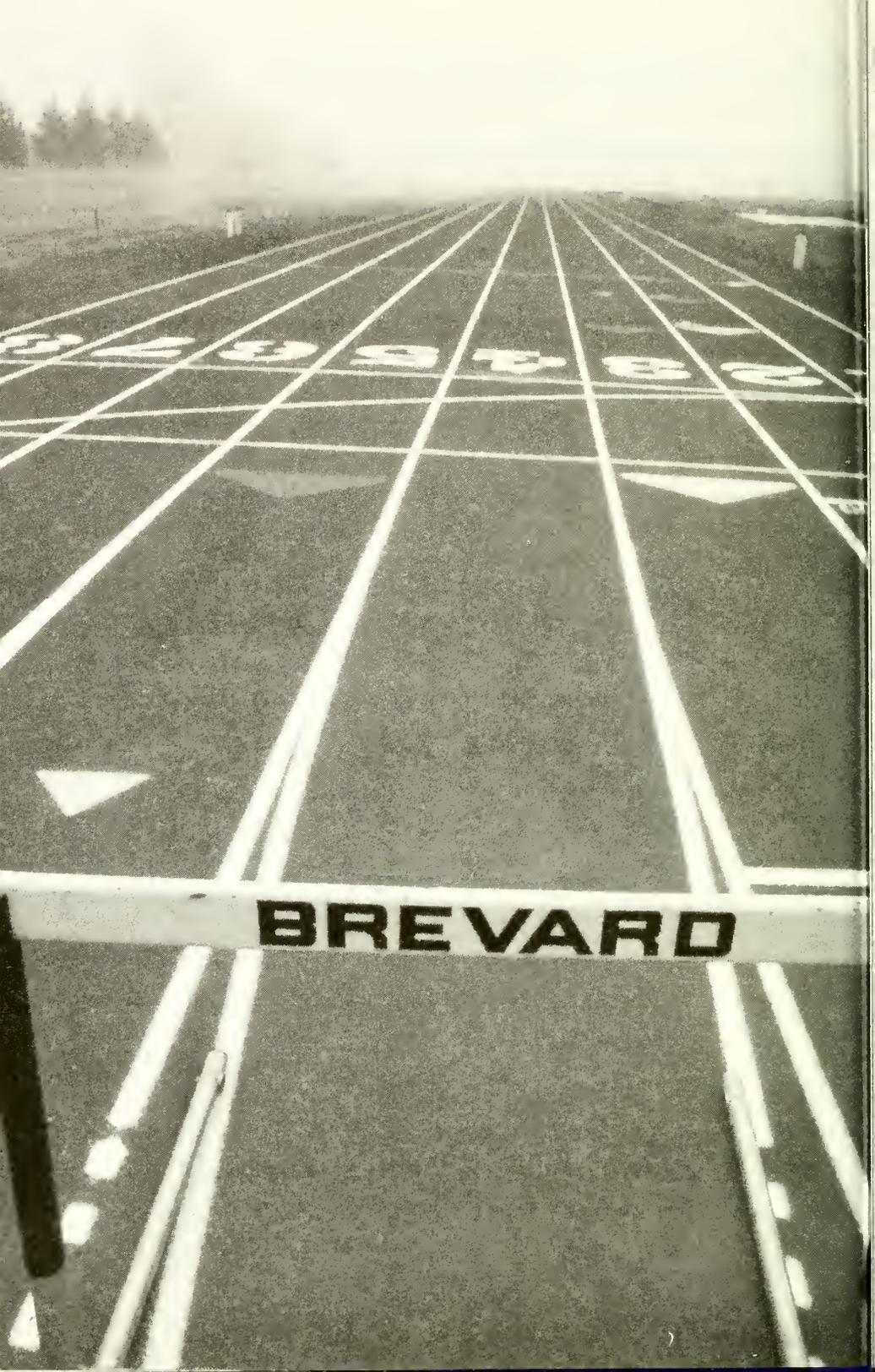
## OFFICIAL ACCREDITATIONS

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

## MEMBERSHIPS

American Association of Collegiate Registrars and Admissions Officers  
American College Testing Program  
American Counseling Association  
American Library Association  
American School of Classical Studies at Athens, Greece  
Association for Computing Machinery  
Carolinas Association of Collegiate Registrars and Admissions Officers  
CAUSE (Association for Managing and Using Information Resources in Higher Education)  
College Entrance Examination Board  
Council for Higher Education, The United Methodist Church  
Council for Higher Education, Western North Carolina Conference  
Council for the Advancement and Support of Education  
Data Processing Management Association  
Digital Equipment Computer User's Society  
Independent College Fund of North Carolina  
Mountain College Library Network  
National Association for Campus Activities  
National Association for College Admissions Counseling  
National Association of College and University Business Officers  
National Association of Independent Colleges and Universities  
National Association of Schools and Colleges of The United Methodist Church  
National Association of Schools of Music  
National Association of Student Financial Aid Administrators  
National Association of Student Personnel Administrators

- National Junior College Athletic Association
- North Carolina Association of Colleges and Universities
- North Carolina Association of Independent Colleges and Universities
- North Carolina Association of Student Financial Aid Administrators
- North Carolina Center for Independent Higher Education
- Southeastern College Art Conference
- Southeastern Association of Housing Officers
- Southeastern Library Network
- Southern Association of College Admissions Counselors
- Southern Association of Colleges and Schools
- Southern Association of Collegiate Registrars and Admissions Officers
- Southern Association of Junior Colleges
- Southern Association of Student Financial Aid Administrators
- Western Carolina Junior College Conference



**BREVARD**

# ACADEMIC CALENDAR

## SPRING 2000

December 15, 1999 Wednesday	Tuition, room, and board due.
January 14 Friday	Faculty Development.
January 16 Sunday	Residence Halls open. Orientation for new students.
January 17 Monday	Martin Luther King, Jr., Day. Registration for new and returning students.
January 18 Tuesday	Classes begin.
January 24 Monday	Last day for course schedule changes, and late registration.  Last day for 80% refund of tuition and board due to official withdrawal from college.
January 28 Friday	Application for degrees to be granted at end of current semester are due in Registrar's Office (105 Beam Administration Building).
January 31 Monday	Last day to drop courses without record.
February 7 Monday	Last day to withdraw with W grade. Withdrawals after this date result in a grade of WR for written verifiable health, medical, or legal reasons, and WF by the professor, division chair, or the dean of faculty for behavior that disrupts the classroom. The WF counts as an F on the transcript.  Last day for 40 percent refund of tuition and board due to official withdrawal from college.
March 8 Wednesday	Midterm grades due.
March 11-19 Saturday-Sunday	Spring Break (no classes).
March 19 Sunday	Residence halls open (1:00 pm).
April 10-14 Monday-Friday	Advising week. Preregistration for Fall 2000.

April 13, 14 Thursday, Friday	Spring meeting, Board of Trustees.
April 21 Friday	Good Friday (no class).
May 2 Tuesday	Last day of classes.
May 3 Wednesday	Reading Day.
May 4-10 Thursday-Wednesday	Final exam period.
May 13 Saturday	End of spring semester. Commencement.

## SUMMER 2000

Creekside Summer Programs will be offered. For specific information on courses contact: Office of Community Education or Office for Academic Affairs.

## FALL 2000

July 28 Friday	Tuition, room, and board due.
August 14-16 Monday-Wednesday	Faculty Advisers' Orientation.
August 17-18 Thursday-Friday	Faculty Development.
August 18 Friday	International Student Day.
August 19 Saturday	New students arrive.
August 20 Sunday	Orientation for new students. Fall Convocation.
August 22 Tuesday	Registration for new students.
August 23 Wednesday	Last day for 100% refund due to official withdrawal from college.*
August 24 Thursday	Classes begin.
August 30 Wednesday	Last day for course schedule changes, and late registration.  Last day for 80% refund of tuition and board due to official withdrawal from college.

September 6 Wednesday	Last day to drop courses without record. Withdrawals after this date result in a grade of W, WR, WF. Last day for 60% refund of tuition and board due to official withdrawal from college.
September 13 Tuesday	Last day to withdraw with W grade. Withdrawals after this date result in a grade of WR for written verifiable health, medical, or legal reasons, and WF by the professor, division chair, or the dean of faculty for behavior that disrupts the classroom. The WF counts as an F on the transcript. Last day for 40% refund of tuition and board due to official withdrawal from college.
September 20 Wednesday	Last day for 20% refund of tuition and board due to official withdrawal from college.
September 22–24 Friday–Sunday	Family Weekend.
September 29 Friday	Legal NC residents must be enrolled full-time to receive their state grant.
October 11 Wednesday	Midterm grades due.
October 12,13 Thursday, Friday	Fall meeting, Board of Trustees.
October 13–15 Friday–Sunday	Homecoming Weekend.
October 21–24 Saturday–Tuesday	Fall Break (no classes).
October 30–Nov. 3 Monday–Friday	Advising week. Preregistration for spring 2001.
November 6	Application for Graduation due in Registrar's Office with Associate or Baccalaureate degrees in December.
November 22–26 Wednesday–Sunday	Thanksgiving Break (no classes).
December 5 Tuesday	Last day of classes.
December 6 Wednesday	Reading Day.
December 7–12 Thursday–Tuesday	Final exam period.
December 13 Wednesday	Tuition, fees, room, and board due for spring semester.
December 14	End of fall semester.

**SPRING 2001**

December 13, 2000 Wednesday	Tuition, room, and board due.
January 12 Friday	Faculty Development.
January 14 Sunday	Residence Halls open. Orientation for new students.
January 15 Monday	Martin Luther King, Jr., Day. Registration for new and returning students.
January 16 Tuesday	Classes begin.
January 22 Monday	Last day for course schedule changes, and late registration. Last day for 80% refund of tuition and board due to official withdrawal from college.
January 26 Friday	Application for degrees to be granted at end of current semester are due in Registrar's Office (105 Beam Administration Building).
January 29 Monday	Last day to drop courses without record.
February 5 Monday	Last day to withdraw with W grade. Withdrawals after this date result in a grade of WR for written verifiable health, medical, or legal reasons, and WF by the professor, division chair, or the dean of faculty for behavior that disrupts the classroom. The WF counts as an F on the transcript. Last day for 40 percent refund of tuition and board due to official withdrawal from college.
March 7 Wednesday	Midterm grades due.
March 10–18 Saturday–Sunday	Spring Break (no classes).
March 18 Sunday	Residence halls open (1:00 pm).
April 2–6 Monday–Friday	Advising week. Preregistration for fall 2001.
April 13 Friday	Good Friday (no class).
April 19, 20 Thursday, Friday	Spring meeting, Board of Trustees.

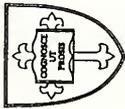
May 1 Tuesday	Last day of classes.
May 2 Wednesday	Reading Day.
May 3-9 Thursday-Wednesday	Final exam period.
May 12 Saturday	End of spring semester. Commencement.

## SUMMER 2001

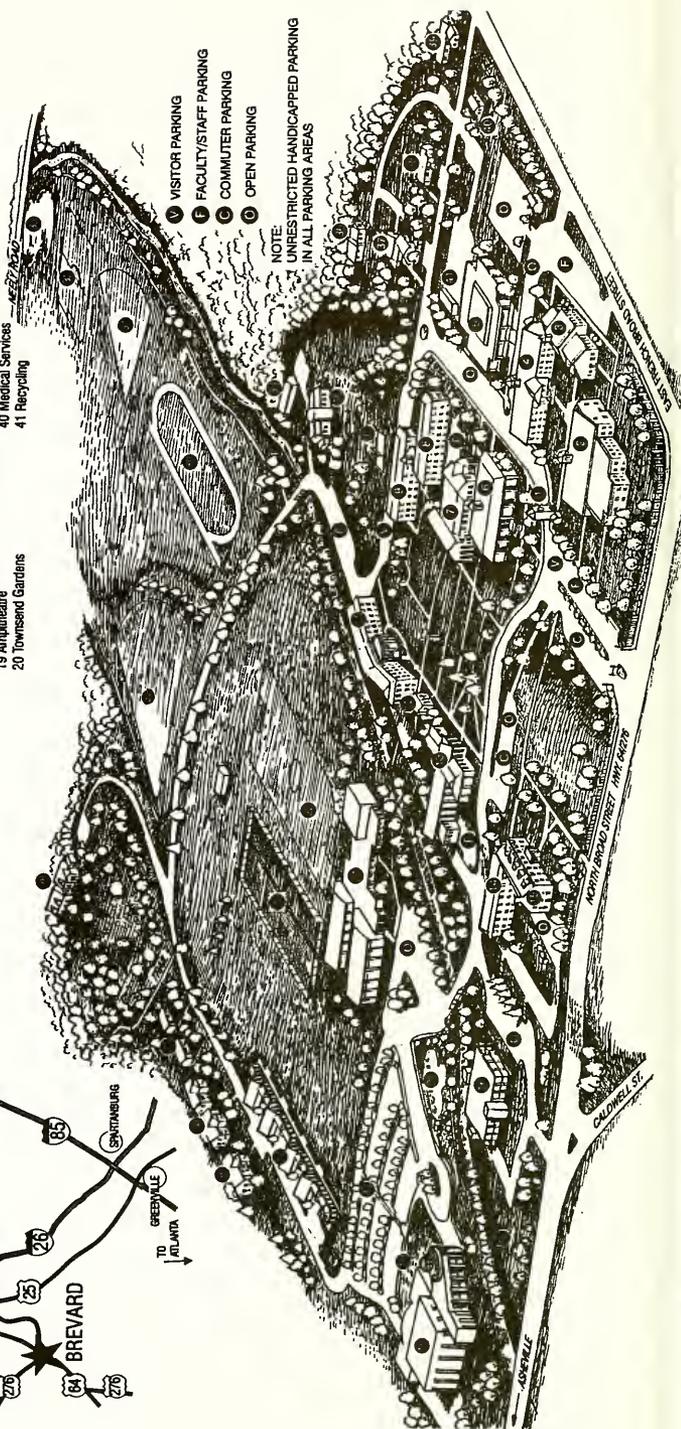
Creekside Summer Programs will be offered. For specific information on courses contact: Office of Community Education or Office for Academic Affairs.



# BREVARD COLLEGE



- |   |                                      |
|---|--------------------------------------|
| 1 Weaver College Bell Tower               | 21 Bostamer Gymnasium                |
| 2 McLary-Goodson Classroom Building       | 21A Athletic Complex                 |
| 3 Beam Administration Building            | 22 Soccer Field                      |
| 3A Office of the President                | 23 Tennis Courts                     |
| 4 Bryan Moore Science Building            | 24 New Residential Village           |
| 5 A.G. Myers Dining Hall                  | 25 Complex                           |
| 6 J.A. Jones Library                      | 26 Dupress                           |
| 7 Coltrane Commons                        | 27 Faculty Housing                   |
| 7A Office of Public Safety                | 28 Ross Hall - Wilderness Leadership |
| 8 East Beam Hall                          | 29 Coan Baseball Field               |
| 9 West Beam Hall                          | 30 Track                             |
| 10 Barn Theatre                           | 31 Softball Field                    |
| 11 Andrew Jones Hall                      | 32 Soccer Field                      |
| 12 Counseling Center                      | 33 Pond                              |
| 13 Durham Music Center                    | 34 Maintenance Complex               |
| 14 Green Hall                             | 35 Beach Volleyball                  |
| 15 Taylor Hall                            | 36 Charles Wesley House              |
| 16 Sims Art Center                        | 37 President's Home                  |
| 17 Sculpture Garden                       | 38 Guest House                       |
| 18 Paul Porter Center for Performing Arts | 39 Alumni House                      |
| 19 Amphitheatre                           | 40 Medical Services                  |
| 20 Townsend Gardens                       | 41 Recycling                         |



- V VISITOR PARKING
  - F FACULTY/STAFF PARKING
  - C COMMUTER PARKING
  - O OPEN PARKING
- NOTE:  
UNRESTRICTED HANDICAPPED PARKING  
IN ALL PARKING AREAS

# KEY OFFICE CONTACTS

## Brevard College Telephone Numbers and email Addresses

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Academic Affairs ..... 884.8312 jonesjw@brevard.edu	Fine Arts Division ..... 884.8211
Admissions .. 884.8300 or 800.527.9090 admissions@brevard.edu	Gymnasium ..... 884.8230
Alumni Affairs ..... 884.8202	Housing ..... 883.8292 x 2246
Art Department ..... 883.8292 x 2288	Humanities Division ..... 884.8238
Athletics ..... 884.8230 sid@brevard.edu	Infirmary ..... 884.8244
Bookstore ..... 883.8612	Info Line ..... 884.8333
Cafeteria ..... 883.8292 x 2283	Information Technology ..... 884.8303
Campus Life ..... 884.8258 smartin@brevard.edu	Institutional Advancement .... 884.8221
Center for Service Learning ..... 883.8292 x 8275	Institute for Sacred Music ..... 966.5504
Church Relations ..... 884.8254	Intensive English Institute ..... 883.8292 x 2236
Community Education ..... 884.8256	Library ..... 884.8268
Dunham Music Center ..... 884.8211	Maintenance ..... 884.8279
Emergency ..... 884.5979	Media & Publications ..... 884.8372
Environmental Studies ..... 883.8292 x 2264	Music Department ..... 884.8211
Env. Stud., Math, Natural Science Division ..... 883.8292 x 2278	Porter Center Box Office ..... 884.8330
Exercise Science & Wilderness Leadership Division ..... 884.8230	President ..... 884.8265
FAX ..... 884.3790	Public Information ..... 884.8373 kimzey@brevard.edu
Financial Aid ..... 884.8287 finaid@brevard.edu	Public Safety ..... 884.8366
Finance Office ..... 884.8263 dphall@brevard.edu	Registrar's Office ..... 883.8292 x 2255
	Sims Art Center ..... 883.8292 x 2288
	Social Sciences Division ..... 884.8238
	Ticket Office (plays) ..... 883.8292 x 2251
	Wilderness Leadership ..... 884.8014

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## X, Y, Z



James A. Jones Library



0 1934 0009577 7

## **For Reference**

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