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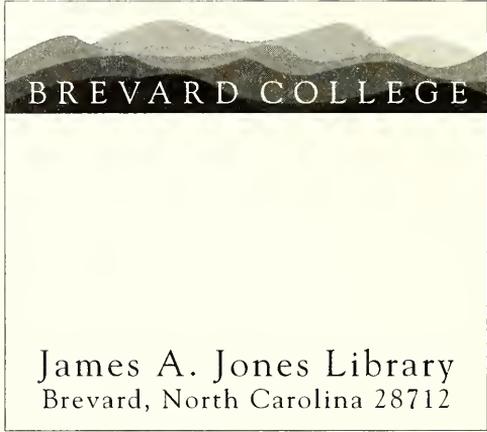
# Brevard College



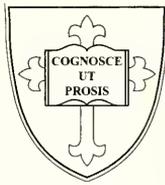
A Four Year College  
for Hearts and Minds  
as Large as the Mountains

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## BREVARD COLLEGE CATALOG 2002-2003

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

### **EQUAL OPPORTUNITY POLICY**

Brevard College does not discriminate in admissions, educational programs, or employment on the basis of race, color, religion, sex, national origin, 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 2003. 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 year covered. If such changes occur, they will be publicized through normal channels and will be included in the catalog of the following printing.

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## MISSION

At the heart of Brevard College's 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 each other.*

Inspired by its setting among some of the world's oldest mountains and founded upon the principles of the Christian faith, Brevard College, a four year liberal arts college, educates students in the spirit of compassionate service. Our faculty and staff, our academic and co-curricular programs, our financial resources and support services—all are devoted to providing an educational climate that fosters the development of leadership and collaborative skills, respect for the beauties and rigors of both art and nature, tolerance and personal integrity, intellect and love of knowledge, vigorous activity and spiritual reflection.

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 challenges that will come their way in this new century. Our core curriculum builds a strong interdisciplinary base in literature and languages, religion, humanities, mathematics and analytical reasoning, history, natural and social sciences, fine arts, physical activity, and environmental studies. Recognizing that responsive and responsible learners operate effectively out of multiple intelligences, we employ diverse instructional techniques: lectures and discussion groups, tutorials, library and laboratory research, internships, studio and master classes, performance ensembles, field studies, and intensive "immersion" experiences which capitalize on regional resources including national parks and forests, white-water rivers, and the Southern Appalachian mountains. As part of its educational mission, Brevard College offers a comprehensive program of enrichment courses for lifelong learners.

We further provide a variety of opportunities for leadership and service in numerous co-curricular organizations, including an active student government association. We balance our nationally competitive athletic programs with a range of intramural activities and outdoor leadership opportunities. Brevard College's programs in music and art afford talented students exceptional educational and performance opportunities and enliven the arts on campus. Our outreach and academic internship programs directly involve students in real-world problem solving. The College's School for Wilderness Leadership, Center for Campus and Community Service, Appalachian Center for Environmental Solutions, Institute for Sacred Music, and Center for Transformational Leadership reach out to the professional community and engage students in making a practical difference outside the classroom.

Brevard College prizes its affiliation with the Western North Carolina Conference of the United Methodist Church. In keeping with the Wesleyan tradition, the College embodies the spirit of inclusive faith, freed from narrow sectarianism. Cherishing diversity, Brevard welcomes students from other religious traditions and from nations around the world.

# WELCOME TO BREVARD COLLEGE

Ranked as the Sixth Best Value College in the South and one of the South's Top 25 Comprehensive Colleges, according to *U.S. News and World Report*, Brevard College offers small classes, personal attention from teachers, and unsurpassed opportunities for personal growth and leadership. These features combine with a diverse curriculum designed to provide students with broad understanding of the historical and cultural forces that shape our world and motivate students to continue learning and growing throughout their lives.

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

**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 selective, we continue to accept 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 programs to provide opportunities for 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 yearly exhibitions, engages every student in experiencing and understanding some of the greatest creations of the human spirit.

**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 recreation. 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, hundreds of waterfalls, the finest climbing rocks in the eastern United States—these compose an immensely diverse ecosystem and an unsurpassed venue for exploration, education, and recreation.

**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.

## 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, comprehensive liberal arts college; affiliated with the Western North Carolina Conference of The United Methodist Church.
<b>Calendar</b>	Two semesters—fall, spring
<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 Fine Arts
<b>Majors (Emphases)</b>	Art (Art History, Archaeology, Graphic Design, Painting, Photography, Sculpture); Business and Organizational Leadership (Computer Information Systems, Entrepreneurship and Small Business, Management and Organizational Leadership, Sport and Event Management); Ecology (Computer Science); English (Art, Creative Writing, Environmental Journalism, History, Literary Studies, Music, Natural Sciences, Pre-Law, Religion, Theatre Arts); Environmental Studies (Archaeology); Exercise Science (Exercise Gerontology and Allied Medical Fields, Fitness Leadership Teaching/Coaching); Health Science Studies; History (Art History and Archaeology, Environmental History, Modern American History, Music History, Modern European History); Integrated Studies (Pre-Law, Pre-Medicine, Psychology and Counseling, Theatre Arts); Mathematics; Music (Church Music, Composition, Jazz Studies, Music Teaching, Music Theory/History, Performance); Religion Studies (Outdoor Ministries, Counseling and Educational Ministries, Youth Ministries, Music Ministries); Wilderness Leadership and Experiential Education.
<b>Pre-Professional Studies</b>	Pre-Law, Pre-Dentistry, Pre-Medicine, and Pre-Veterinary.
<b>Special Programs, Opportunities</b>	Honors Programs; Study abroad; internships; Study abroad internships; experiential studies (Pisgah National Forest, Great Smoky Mountains National Park, Cradle of Forestry,

regional museums, area orchestras); immersion semesters in wilderness leadership, interdisciplinary and environmental studies, including the Voice of the Rivers Expeditions; Institute for Sacred Music; Appalachian Center for Environmental Solutions; and Center for Transformational Leadership, Pisgah Forest Institute.

<b>Faculty</b>	63 full-time.
<b>Student-Faculty Ratio</b>	9:1
<b>Student Body</b>	701 students from 40 states and 22 foreign countries.
<b>Library</b>	55,000 volumes; 300 periodicals; 3,000 microforms; 3,500 audiovisual materials including compact discs, and videos; immediate access to over 350,000 titles and over 3,000 periodicals through the Mountain College Library Network; additional links to other libraries, journals and newspapers online, and regional/state/government information, and other electronic resources are available through the library's web page. Internet-accessible databases containing indexes, abstracts, and thousands of full-text resources include: <i>ABI Inform Academic Search Premier</i> , <i>America History &amp; Life</i> , <i>Art Index</i> , <i>Britannica Online</i> , <i>EbscoHost</i> , <i>Grove Dictionary of Art/Music Online</i> , <i>Historical Abstracts</i> , <i>InfoTrac</i> , <i>International Index to Music Periodicals</i> , <i>Literature Online</i> , <i>Literature and Biography Resource Center</i> , <i>The New York Times</i> , <i>Periodical Abstracts Research II</i> , <i>ProQuest Historical Newspapers</i> , <i>PsycINFO</i> , and the <i>Wall Street Journal</i> . The resources of North Carolina Libraries for Virtual Education (NC LIVE) provide access to a vast range of unique informational and educational resources; other affiliations include the North Carolina Independent Colleges and Universities (NCICU), Southeastern Library Network (SOLINET), and the Online Computer Library Center (OCLC).
<b>Financial Aid</b>	92 percent of students received financial aid (based on need and/or merit).
<b>Residence Halls</b>	Five 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. All residence hall rooms are wired to provide students with access to the campus network and Internet resources. The campus network consists of a server farm, student labs, library lab,

as well as faculty and staff PCs. Special Macintosh labs are provided for Art and Music students in the Sims Art Center and Dunham Music Center. The College is also served by a state of the art distance learning lab located in the Information Technology Center.

# ACCREDITATIONS

## Official Accreditations

Brevard College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone number 404.679.4500) and the University Senate of The United Methodist Church to award degrees at the baccalaureate and associate 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  
Appalachian Athletic Conference  
Association of Governing Boards of Universities and Colleges  
Carolinas Association of Collegiate Registrars and Admissions Officers  
College Entrance Examination Board  
Council for Higher Education, The United Methodist Church  
Council for Higher Education, Western North Carolina Conference  
Council for the Advancement and Support of Education  
Council of Independent Colleges  
Independent College Fund of North Carolina  
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 Intercollegiate Athletics  
National Association of Intercollegiate Athletics Region XII  
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  
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 Student Financial Aid Administrators

# ACADEMIC CALENDAR

## *Fall Semester 2002*

August 15, 2002 Thursday	Faculty Returns
August 19-21, 2002 Monday-Wednesday	Faculty Development Days (schedule will be mailed out)
August 23, 2002 Friday	Check-in for New Students, 1-4 p.m. First meal served in cafeteria: Lunch, Friday, August 23
August 24, 2002 Saturday	Testing and FYF Group Meetings
August 25, 2002 Sunday	Chapel Service 10 a.m., Porter Center Advising; Testing (afternoon)
August 26, 2002 Monday	Testing Make-up Check-in for Returning Students, 1-4 p.m. Residence Halls open at 2 p.m. First meal served in cafeteria for returning students: Supper, Monday, August 26
August 27, 2002 Tuesday	New Students Register for Classes Schedule Change/Pre-registration Confirmation Move-a-Mountain Day, 1 p.m.-5 p.m. Late registration fee assessed after 5 p.m.
August 28, 2002 Wednesday	Convocation, 5 p.m. Porter Center
August 29, 2002 Thursday	Classes Begin
September 4, 2002 Wednesday	Last day to Add Courses Last day for 80% refund of tuition and board due to withdrawal from college. All fees confirmed in Finance Office
September 11, 2002 Wednesday	Last day to Drop Courses Last day for 60% refund of tuition and board due to withdrawal from college
September 18, 2002 Wednesday	Last day a student may withdraw from course without permission of the instructor Last day for 40% refund of tuition and board due to withdrawal from college
September 25, 2002 Wednesday	Last day for 20% refund of tuition and board due to withdrawal from college
October 1, 2002 Tuesday	Graduation applications for May 2003 due in the Office of Registrar
October 10-11, 2002 Thursday-Friday	Board of Trustees

October 11-13, 2002 Friday-Sunday	Homecoming Family Weekend Sesquicentennial Celebration Kick-Off
October 16, 2002 Wednesday	Midterm Grades Due
October 19- 22, 2002 Saturday-Tuesday	Fall Break Last meal served in cafeteria: Supper, Friday, October 18 First meal served in cafeteria: Supper, Tuesday, October 22
November 1, 2002 Friday	Last day for withdrawal from a course with a 'W'. After this date, the instructor may only give a 'WR' (with authorized documentation).
November 4-8, 2002 Monday-Friday	Pre-registration for Classes
November 18-19, 2002 Monday-Tuesday	Spring semester 2003 student bills mailed
November 27-Dec. 1, 2002 Wednesday-Sunday	Thanksgiving Break Last meal served in cafeteria: Supper, Tuesday, Nov. 26 Residence Halls close: Wednesday, November, 27, 10 a.m. Residence Halls reopen: Sunday, December 1, 1 p.m. First meal served in cafeteria: Supper, Sunday, December 1
December 11, 2002 Wednesday	Last day of Classes
December 12, 2002 Thursday	Reading Day
December 13-18, 2002 Friday-Wednesday	Exams Last meal served in cafeteria: Supper, Wednesday, December 18
December 19, 2002 Thursday	Residence Halls Close at 10 a.m.
December 20, 2002 Friday	Spring semester 2003 student bills DUE

*Spring Semester 2003*

January 9-10, 2003 Thursday, Friday	Faculty Orientation
January 10, 2003 Friday	Check-in for new students 1-4 p.m. First meal served in cafeteria: Lunch, Friday, January 10
January 11, 2003 Saturday	Placement Testing
January 12, 2003 Sunday	Returning Students Arrive Residence Halls open at 1 p.m. First meal served in cafeteria for returning students: Supper, Sunday, January 12
January 13, 2003 Monday	Registration for new students Schedule Change/Pre-registration Confirmation Check-in 1-4:00 pm
January 14, 2003 Tuesday	Late registration fee assessed after 5 pm
January 15, 2003 Wednesday	Classes Begin
January 20, 2003 Monday	Campus Celebrations for Martin Luther King Day
January 21, 2003 Tuesday	Last day for 80% refund of tuition and board due to official withdrawal from college All fees confirmed in Finance Office Last day to Add Courses
January 22, 2003 Wednesday	
January 28, 2003 Tuesday	Last day for 60% refund of tuition and board due to official withdrawal from college
January 29, 2003 Wednesday	Last day to Drop Courses without record
February 4, 2003 Tuesday	Last day for 40% refund of tuition and board due to official withdrawal from college
February 5, 2003 Wednesday	Last day a student may withdraw from courses without permission of the instructor
February 11, 2003 Tuesday	Last day for 20% refund of tuition and board due to official withdrawal from college
February 28, 2003 Friday	Graduation applications for December 2003 due in the Office of the Registrar
March 5, 2003 Wednesday	Mid-term grades due
March 8-16, 2003 Saturday-Sunday	Spring Break Last meal served in cafeteria:

	Supper, Friday, March 7
	Residence Halls close:
	Saturday, March 9, 10 a.m.
	Residence Halls reopen:
	Sunday, March 16, 1 p.m.
	First meal served in cafeteria:
	Supper, Sunday, March 16
March 19, 2003 Wednesday	Graduate Salute: Required for all candidates for graduation Lobby of Myers Dining Hall
March 24-28, 2003 Monday-Friday	Pre-registration for Classes
March 26, 2003	Last day for withdrawal from a course with Wednesday a 'W'. After this date, the instructor may only give a 'WR' (with authorized documentation).
April 10-11, 2003 Thursday-Friday	Board of Trustee Meeting
April 18, 2003 Friday	Good Friday
April 29, 2003 Tuesday	Last day of classes
April 30, 2003 Wednesday	Reading Day
May 1-5, 2003 Thursday-Monday	Exams
May 9, 2003 Friday	Graduation Practice for faculty & students 10 a.m., Dunham Baccalaureate, 5 p.m. Last meal served in cafeteria: Supper, Friday, May 9
May 10, 2003 Saturday	Service of Holy Communion, 8:30 a.m. First United Methodist Church Chapel Graduation, 10 a.m.
May 11, 2003 Sunday	Residence Halls Close, 10 a.m.
May 12-15, 2003 Monday-Thursday	Faculty Evaluation Period
June 18-20, 2003 Wednesday-Friday	Fall semester 2003 student bills mailed
July 18, 2003 Friday	Fall semester 2003 student bills DUE

## Fall Semester 2003

August 15, 2003  
Friday

Faculty Returns

August 18-20, 2003  
Monday-Wednesday

Faculty Development Days  
(schedule TBA)

August 22, 2003  
Friday

Check-in for New Students, 1-4 p.m.  
First meal served in cafeteria:  
Lunch, Friday, August 22

August 23, 2003  
Saturday

Testing and FYF Group Meetings

August 24, 2003  
Sunday

Chapel Service (morning)  
Advising; Testing (afternoon)

August 25, 2003  
Monday

Testing Make-up

August 25, 2003  
Monday

Check-in for Returning Students, 1-4 p.m.  
Residence Halls open at 2 p.m.  
First meal served in cafeteria for returning students:  
Supper, Monday, August 25

August 26, 2003  
Tuesday

New Students Register for Classes  
Schedule Change/Pre-registration Confirmation  
Move-a-Mountain Day, 1 p.m.-5 p.m.

August 27, 2003  
Wednesday

Late registration fee assessed after 5 p.m.  
Convocation, 5 p.m.

August 28, 2003  
Thursday

Classes Begin

September 3, 2003  
Wednesday

Last day to Add Courses  
Last day to Drop Courses  
Last day for 80% refund of tuition and board due to  
withdraw from college  
All fees confirmed in Finance Office

September 10, 2003  
Wednesday

Last day a student may withdraw from courses  
without permission of the instructor  
Last day for 60% refund of tuition and board due to  
official withdrawal from college

September 17, 2003  
Wednesday

Last day a student may withdraw from courses  
without permission of the instructor  
Last day for 40% refund of tuition and board due to  
official withdrawal from college

September 24, 2003  
Wednesday

Last day for 20% refund of tuition and board due to  
official withdrawal from college

October 1, 2003

Graduation applications for May 2004 due Wednesday  
in the Office of the Registrar.

October 9-10, 2003  
Thursday-Friday

Board of Trustees (tentative)

October 10-12, 2003 Friday-Sunday	Homecoming Family Weekend (tentative)
October 15, 2003 Wednesday	Mid-term grades due
October 18-21, 2003 Saturday-Tuesday	Fall Break Last meal served in cafeteria: Supper, Friday, Oct. 17 First meal served in cafeteria: Supper, Tuesday, October 21
October 31, 2003 Friday	Last day for withdrawal from a course with a W. After this date, the instructor may only give a 'WR' (with authorized documentation).
November 3-7, 2003 Monday-Friday	Pre-registration for Classes
November 17-19, 2003 Monday-Wednesday	Spring semester 2004 student bills mailed
November 26-30, 2003 Wednesday-Sunday	Thanksgiving Break Last meal served in cafeteria: Supper, Tuesday, November 18 Residence Halls close: Wednesday, November 19, 10 a.m. Residence Halls reopen: Sunday, November 23, 1 p.m.
December 10, 2003 Wednesday	Last day of Classes
December 11, 2003 Thursday	Reading Day
December 12-17, 2003	Exams Last meal served in cafeteria: Supper, Wednesday, December 17
December 18, 2003 Thursday	Residence Halls Close at 10 a.m.
December 19, 2003 Friday	Spring semester 2004 student bills DUE

## Spring Semester 2004

January 8, 9, 2004 Thursday, Friday	Faculty Orientation
January 9, 2004 Friday	Check-in for new students, 1-4 p.m. First meal served in cafeteria: Lunch, Friday, January 9
January 10, 2004 Saturday	Placement Testing
January 12, 2004 Sunday	Returning Students Arrive Residence Halls open at 1 p.m. First meal served in cafeteria for returning students: Supper, Sunday, January 11
January 12, 2004 Monday	Registration for new students Schedule Change/Pre-registration Confirmation Check-in 1-4 p.m.
January 12-13, 2004 Monday - Tuesday	Faculty Orientation
January 13, 2004 Tuesday	Late fees assessed in Finance Office
January 14, 2004 Wednesday	Classes Begin
January 19, 2004 Monday	Campus Celebrations for Martin Luther King Day
January 22, 2004 Thursday	Last day for 80% refund of tuition and board due to official withdrawal from college All fees confirmed in Finance Office
January 23, 2004 Friday	Last day to Add Courses
January 29, 2004 Thursday	Last day for 60% refund of tuition and board due to official withdrawal from college
January 30, 2004 Friday	Last day to Drop Courses without record
February 5, 2004 Thursday	Last day for 40% refund of tuition and board due to official withdrawal from college
February 6, 2004 Friday	Last day a student may withdraw from courses without permission of the instructor
February 12, 2004 Thursday	Last day for 20% refund of tuition and board due to official withdrawal from college
February 27, 2004 Friday	Graduation applications for December 2004 due in the Office of the Registrar

March 3, 2004 Wednesday	Mid-term grades due
March 6-14, 2004 Saturday-Sunday	Spring Break Last meal served in cafeteria: Supper, Friday, March 5 Residence Halls close: Saturday, March 6, 10 a.m. Residence Halls reopen: Sunday, March 14, 1 p.m. First meal served in cafeteria: Supper, Sunday, March 14
March 17, 2004 Wednesday	Graduate Salute: Required for all candidates for graduation, Lobby of Myers Dining Hall
March 22-26, 2004 Monday-Friday	Pre-registration for Classes
March 24, 2004 Wednesday	Last day for withdrawal from a course with a 'W'. After this date, the instructor may only give a 'WR' (with authorized documentation).
April 9, 2004 Friday	Good Friday
April 15-16, 2004 Thursday - Friday	Board of Trustees Meeting
May 4, 2004 Tuesday	Last day of classes
May 5, 2004 Wednesday	Reading Day
May 6-10, 2004 Thursday - Monday	Exams
May 14, 2004 Friday	Graduation Practice for faculty & students 10 a.m., Dunham Baccalaureate, 5 p.m.
May 15, 2004 Saturday	Service of Holy Communion, 8:30 a.m., First United Methodist Church Chapel Graduation, 10 a.m. Last meal served in cafeteria: Supper, Friday, May 14
May 16, 2004 Sunday	Residence Halls Close, 10 a.m.
May 17-20, 2004 Monday - Thursday	Faculty Evaluation Period
June 23-25, 2004 Wednesday-Friday	Fall semester 2004 student bills mailed
July 23, 2004 Friday	Fall semester 2004 student bills DUE

# ADMISSIONS

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

The College is interested in enrolling students who give proof of academic curiosity, creativity, and community concern. We actively seek those who add diversity to the student body and welcome students of any race, national origin, religious belief, gender, or physical ability. We seek students who will contribute their energies to the campus community and display a willingness to place themselves in situations which call for personal initiative and leadership.

An admissions staff of energetic and caring people invites all interested students to visit and learn about our special community. The application process is straightforward and candidate-oriented, so that the admissions staff serves as the applicant's advocate. For the latest admissions information, visit the College's Web site at [www.brevard.edu](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 applicant's file is complete when the following has been received:

1. A completed application and nonrefundable \$30 application fee.
2. Official transcript(s) showing all high school work, grades, and test scores. Transfer students must also submit transcript(s) showing all college work attempted, grades, and test scores if applicable.
3. Official scores from the SAT (Scholastic Aptitude Test) or the ACT (American College Test) may be 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 to whom English is a second language, the TOEFL (Test of English as a Foreign Language) scores are required if SAT/ACT not available. NOTE: Students who have successfully completed an associate degree, 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 for review is required.

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

## CATEGORIES OF ADMISSION

### Freshmen

For those who have not successfully completed at least 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 studies, 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 their selected field and will be asked to audition for music or to submit a portfolio of ten slides of their work for art.

### 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. Developmental courses in English, mathematics, and reading have been designed especially for these students. 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 or taken courses online will be considered for admission as transfer students provided: 1) they are eligible, both socially and academically, to return to the college last attended, and 2) they present a grade point average equal to that expected for continuation at Brevard College.

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 College.
5. Elective credit will be awarded only for courses appropriate to the student's educational program.
6. Transfer courses not offered at Brevard College may be used to satisfy Core, Major, and/or Minor requirements, provided the courses meet the same level and similar content; approval is required from the advisor, Major coordinator, and the division chair, with written documentation from the division chair approving the substitute course.
7. At least 32 hours of work must be taken at Brevard College in order to earn the bachelor of arts degree and no more than 92 credit hours from other institutions may be applied toward graduation.
8. Transfer students must meet all current requirements for graduation.

## Student Athletes

Student athletes must meet all aforementioned requirements. In order to be eligible to participate in competitive intercollegiate athletics, an incoming freshman must meet NAIA eligibility requirements. Please refer to the Athletic section, page 41.

## Home-Schooled Students

Brevard College is an equal opportunity institution. Admission standards are established to help ensure student success in the academic experience. Homeschool applicants should complete a Brevard College application with supporting GED information and submit ACT or SAT scores. Some types of financial aid are not available unless a student has either a high school transcript or GED. Students and parents are encouraged to contact the Financial Aid Office for complete information.

If GED information is not available, Brevard College will consider the following documentation (listed in rank order) in determining the acceptability of the applicant for admission:

1. High school transcripts from accredited high schools,
2. ACT or SAT scores, or
3. Documentation from home school agency, local school district, or State Department of Education, or
4. Submission of reading lists, certification from instructors, documentation of grades, letters of recommendation, portfolios, essays/writing samples, and COMPASS/ASSET/MEAP assessment scores.
5. Admissions interview with possible faculty consultation.

Students admitted under option 4 are required to enroll in appropriate developmental courses during their first term as determined by their COMPASS/ASSET/MEAP scores.

Otherwise, the admissions process and procedures are the same as outlined for all students.

## Nontraditional Students

Brevard College offers the opportunity to individuals who demonstrate, by means other than the normal procedure, their readiness to succeed in college-level study. These individuals must submit a regular application with all available transcripts. Requests for exceptions to regular admissions procedures or standards should be made in writing and submitted to the Dean of Admissions and Financial Aid 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. \$30.

2. Results (500 or above) of the Test of English as a Foreign Language (TOEFL), if English is not the 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.

### 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 111 [formerly 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 may need to take ENG 111 [formerly 101] and ENG 102 [formerly 102].

### 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.

### Academic Forgiveness Policy

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

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

## Enrollment Fees

Upon receipt of an acceptance decision, a new student 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 onetime 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 Dean of Admissions and Financial Aid at Brevard College.

### Early Admission

Students who are on track to graduate from high school and have completed 12 units of high school work with above average grades will be considered for admission, upon the completion of the application process heretofore described. Applicants are also required to take the SAT or ACT examinations. For further information, contact the Dean of Admissions and Financial Aid 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 32 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 call: 800.257.9558. 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.

# FINANCIAL INFORMATION

## EXPENSES

Brevard College makes every effort to offer quality educational programs while keeping costs as reasonable as possible. At Brevard College, students are able to obtain an education for less than the actual cost of instruction and other student services. The difference, 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, see page 31.)

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.

### 2002-2003 TUITION AND FEE SCHEDULE FOR FULL-TIME STUDENTS (Fall and Spring Semesters)

	COMMUTING	RESIDENTIAL
Tuition	\$11,980	\$11,980
Room*	0	2,200
Board	0	3,200
General Fee	930	930
Telecommunications Fee	0	650
Parking Fee	60	120
Student Government Fee	20	20
<b>Total Cost**</b>	<b>\$12,990</b>	<b>\$19,100</b>

Rates for the 2003-2004 academic year will be approved at the spring 2003 Board of Trustees meeting and available by May 1, 2003.

\*The room rate quote above is for older residence halls. Rental for the Residential Village is \$3,120 per year.

\*\*For North Carolina residents, total costs are reduced by the NC Legislative Tuition Grant. For the 2001-2002 academic year, the rate was \$1,800.

# 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 2002-2003 academic year, the fee is \$400 per credit hour.

## Special Tuition

An overload fee will be charged to students taking 20 credit hours or more. For the 2002-03 academic year, the fee is \$330 per credit hour for each additional hour.

Retired individuals 55 years or over, with permission of the instructor, are eligible to request a discount for credit coursework. For the 2002-03 academic year, the fee is \$50 per credit hour (limit: two classes per semester, based on space availability).

## 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 Finance Office to determine the prevailing rate. Single 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. Part-time students taking 5-11 hours are charged \$155 per semester.

## Telecommunications Fee

This fee makes available to each student in campus housing 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. Parking regulations are strongly enforced. Parking decals are good for one academic year. Parking fees are non-refundable.

## Student Government Association Fee

To assist the Student Government Association in its support of other student organizations across campus, a membership fee of \$10 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 \$350 per semester.

## Special Charges:

Application Fee .....	\$30
Graduation Fee .....	75
Audit, per hour .....	40
Credit by Examination .....	150
Enrollment Fee .....	200
Readmittance .....	50
Late Registration Fee .....	50
Parking Fee .....	120
Part-Time Commuter Tuition (per credit hour 2002-03).....	400

## Charges Per Semester for Instruction in Music:

### Electronic Music Fee

Students are charged \$20 per electronic music class for equipment.

### Private Instruction

Students are charged per academic credit hour for a minimum of 12 lessons for all Applied Music (APM) courses. Rates for 2003-04 will be available in spring 2003.

### Music Ensembles

Participants in the Collegiate Singers and Symphonic Winds will be required to purchase formal attire.

### Recital Fee

\$100 (reflects 2001-02 fee)

## Art Instruction Fees:

Ceramics .....	\$40
Design .....	25-40
Drawing*.....	25
Painting* .....	25
Photography* .....	50
Printmaking .....	40
Sculpture* .....	20-50
Specialty Courses* .....	20-50
Senior Exhibition .....	100

*\*Based on Course Level*

## Physical Education Fees:

Backpacking .....	\$35
Bowling .....	45
Canoeing .....	30-50
Golf .....	45-60
Horseback Riding .....	195
Kayaking .....	30-50
Lifeguarding (Red Cross Certificate) .....	40
Rock Climbing .....	30
Sea Kayak Touring .....	50
Snow Skiing .....	290-390

## Wilderness Leadership & Experiential Education Fees:

### Immersion Semester

Resident .....	\$125
Commuter/Audit .....	360
Wilderness First Aid .....	65

### Other Educational Fees:

First Aid and CPR .....	\$10
Outdoor Education .....	40

Note: Class fees are subject to change without notice. Other class fees may be applicable.

## 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. Students who do not register during the time provided will be charged a \$50 late registration fee. Financial aid which has not been finalized (i.e., no Stafford Loan guarantee, no valid Pell Grant payment record, etc.) is not considered payment toward the student's account. Payment will be expected 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 single semester or a full academic year over several months. For more information, contact the Finance Office at 828.884.8263.

### 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 and the student's identification card returned before an official academic transcript from the College will be released. No refund will be granted for residence hall charges, general fees, or other special charges once classes have begun.

To withdraw from the College, the student should obtain a "Request For Withdrawal From Brevard College" form from the Office of the Vice President of Academic Affairs, complete the top portion of the form, and secure the signatures of the college counselor, finance office, campus life/resident director, and library. The completed form should be returned to the Office of the Vice President for Academic Affairs. All refunds are based on the date the student began the withdraw process. Should the student cease class attendance without notifying the College, the midpoint of the semester will be used as the withdraw date.

Those students receiving financial aid\* should also refer to the financial aid refund policy (See page 30). The refund policy will be as follows:

<b>Date of Withdrawal</b>	<b>% of Tuition &amp; Board Refunded</b>
During the first 7 calendar days	80 percent
During the second 7 calendar days	60 percent
During the third 7 calendar days	40 percent
During the fourth 7 calendar days	20 percent

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

### Summer School Policy

The policy for refund for any summer session is outlined in a special summer session brochure that is published annually by the Office for Academic Affairs.

# FINANCIAL AID & SCHOLARSHIP APPLICATION PROCEDURES

Every student desiring need-based 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 be 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 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, and institutional financial aid at Brevard College, a student must be in good standing at the College and be making positive movement toward a degree as outlined below:

<u>Semester</u>	<u>Cum. Hrs. Earned</u>	<u>Cum. GPA</u>
1	8	1.00
2	18	1.50
3	30	1.75
4*	42*	2.00*

\*For each semester after the 4<sup>th</sup>, the student must earn at least 14 hours each semester and maintain a cumulative 2.00 GPA. All transfer students accepted for admission will be allowed to receive financial aid for at least the first semester, regardless of their standing at the previous institution.

## 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 will be allowed to apply for financial aid up to a maximum of 125% of their program length, excluding summer sessions [e.g. a 4 yr. program = 5 yrs. (10 semesters) eligibility]. Three-quarter time students have 175%; Half-time students, 250%.
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 may be used to raise the cumulative GPA and hours earned to the required levels for eligibility for aid the following fall semester.

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 College may decide upon a probationary period of one semester with aid.

## Appeal Procedures

A student will always have the right to an appeal to the Associate Dean 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 and Refund Policy

All financial obligations must be cleared and the student's identification card returned before an official academic transcript from the College will be released. No refund will be granted for residence hall charges, general fees, or other special charges once classes have begun. To withdraw from the College, the student should obtain a "Request For Withdrawal From Brevard College" form from the office of the vice president of academic affairs, complete the top portion of the form, and secure the signatures of the college counselor, finance office, campus life/resident director, and library. The completed form should be returned to the office of the Vice President for Academic Affairs. All refunds are based on the date the student began the withdrawal process. Should the student cease class attendance without notifying the College, the midpoint of the semester will be used as the withdrawal date.

Brevard College Refund Policy:

<b>Date of Withdrawal</b>	<b>% of Tuition/Board Refunded</b>
During the first 7 calendar days	80%
During the second 7 calendar days	60%
During the third 7 calendar days	40%
During the fourth 7 calendar days	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 calendar days remaining and the number of calendar days in the term. Aid will be refunded in the following order: Unsubsidized Stafford Loan, Subsidized Federal Stafford Loan, Perkins Loan, PLUS Loan, Pell Grant, SEOG Grant, Other Title IV Assistance. For NC students, refunds to those programs will be made according to state regulations. All outside scholarship monies received will be fully applied to the student's account to cover costs unless otherwise restricted. Institutional financial aid will be apportioned on a pro-rata basis.

## SCHOLARSHIPS, LOANS & WORK OPPORTUNITIES

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 Finance Office. All students must be making satisfactory academic 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 \$2,500 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 \$2,500 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 receiving Brevard Scholar awards above \$4,000 will automatically be offered a work opportunity on campus.

### Academic Scholarships Awarded to Brevard Scholars

**The Angier B. Duke Scholarships:** Five \$8,000 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 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 eight \$4,000 Presidential Scholarships to qualified students.

**The C. Grier and Lena Sue Beam Scholarships:** Twelve \$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 fifteen \$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 Awards are granted 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 \$1000 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.

**Phi Theta Kappa:** A \$1,000 merit scholarship is awarded to every student transferring into Brevard College who was a member of Phi Theta Kappa National Honor Society for two-year colleges.

### Limits on Non-Needed 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 of the two awards.
- In no case shall the final award exceed the direct cost of tuition for 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 cheerleading as well as golf and baseball teams for men.

### Talent Awards

Talent awards are granted to students displaying outstanding ability in the fine arts as well as academic major areas. Qualifying students may be required to arrange an audition, tryout, or interview with the chairperson of the respective division. Art awards are granted 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). The FAFSA must be filed each year to determine eligibility for these funds.

## Brevard College Work-Study Grants

A few work-study grants are awarded to students regardless of need in order to fill positions requiring special skills. 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 29).

## 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 permanent resident of the state of North Carolina for the 12 months immediately prior to enrollment. All North Carolina awards described below are contingent upon legislative enactment, appropriation, and actual receipt of funds by Brevard College.

**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 \$1,800, 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 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. Loan amounts vary and originate from the Office of Financial Aid.

**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 credit check will be made. Contact the Financial Aid Office for details.

**Federal Stafford Student Loans (formerly GSL):** These are low-interest loans available to students to help meet post-secondary educational expenses. A Free Application for Federal Student Aid (FAFSA) must be filed to establish whether the student qualifies for the need (subsidized) or non-need (non-subsidized) loan. Contact the Financial Aid office for application procedures.

**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.

## 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  
Lillian McConnell Angel Scholarship  
Clegg Avett Memorial Scholarship  
Ira M. Baldwin Scholarship  
C. Grier & Lena Sue Beam Scholarship  
Julia and Jesse Beatty Scholarship  
J. A. Belcher Scholarship  
Leo & Eleanor Brevard Scholarship  
Belk-Simpson Scholarship  
Stuart & Margaret Wright Black Music Scholarship  
Dr. Embree Blackard Scholarship  
John S. Boggs 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  
Lucille Siniard Cain Memorial Scholarship in Organizational Leadership  
Cornelius Oliver, Albert M., and Nancy McCauley Cathey Scholarship  
Mildred S. Cherry Scholarship  
R. Gregg Cherry Scholarship  
Coach John B. Christenbury Memorial Scholarship  
Class of 1938 Scholarship  
Class of 1955 Scholarship  
Class of 1960 Scholarship  
Robert Hunt Clayton Memorial Golf Scholarship  
George B. & Clara N. Clemmer Scholarship  
Coleman Memorial Scholarship  
Coleman Scholarship  
Eugene Jarvis & Isabelle Doub Coltrane Memorial Scholarship  
Marion and George Craig Scholarship  
Rachel C. Daniels Scholarship  
C. Glenn Davis 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  
Lois, Lottie and Virginia Frazier Scholarship  
Evelyn Louise and Channing John Fredrickson Scholarship  
Clara C. Gift English Merit Scholarship  
W. Edgar Gift Science and Mathematics Merit Scholarship  
Charles Glass Memorial 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  
Jerry Hart Jerome Scholarship for Organizational Leadership  
Eva Holleman Jolley Scholarship  
Edwin L. and Annabel Jones Scholarship  
Irene and David Jones Golf Scholarship  
Henry Watson Jordan Memorial Scholarship  
J. Edward Kale Scholarship  
Alice A. Lovin Endowed Scholarship  
Lake Toxaway Charities Scholarship  
Randal J. Lyday Memorial Scholarship

Elaine Walker McDonald Memorial Scholarship  
 Kathleen R. McGrady Scholarship  
 Margaret K. McKinney Scholarship  
 Dr. E. K. McLarty, Sr., Memorial Scholarship  
 E. K. McLarty, Jr., Scholarship  
 Emmett and Peg McLarty Scholarship  
 Rev. James B. McLarty Music Scholarship  
 Charles Merrill Scholarship  
 Louise P. Miller Memorial Music Scholarship  
 Ruth Helen Waggoner Miller Scholarship  
 Ben R. Morris Scholarship  
 Colonel and Mrs. J. Edgar Morris Scholarship  
 Wanda Woosley Moser Scholarship  
 Grace Munro Scholarship  
 H. W. Murdock Scholarship  
 Albert G. Myers, Jr., Scholarship  
 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  
 Roy Citizenship Scholarship Award  
 C. Edward and Grace Munro Roy Scholarship

Rutherford College Scholarship  
 J. Carlyle Rutledge Scholarship  
 Donald and Jean Scott Scholarship  
 Richard & Betty Scott Scholarship  
 Flake Sherrill Memorial Scholarship  
 Kurt Morgan Shuler Scholarship  
 Siebert Ministerial Scholarship  
 Dimps and Ray Simmons Scholarship  
 Allen H. Sims Scholarship  
 Vance A. Smathers Memorial Scholarship  
 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 in Piano  
 Cleon Williams Scholarship  
 Orville and Edith Woodyard Scholarship  
 Joel W. Wright Scholarship

### Annual Contributions

American Association of University Women,  
 Brevard Branch Scholarship  
 BB&T Merit Scholarship  
 Brevard Antique Auto Club Scholarship  
 Brevard Elks Lodge Scholarship  
 Brevard Kiwanis Club Scholarship  
 Brevard Little Theatre Scholarship  
 Clint Foundation Scholarship  
 Coca-Cola Foundation Scholarship  
 Connestee Falls Scholarship  
 J.B. Cornelius Foundation  
 Janet and Richard Cushman Music Scholarship  
 Duke Energy Scholarship  
 Angier B. Duke Memorial Scholarship  
 Friends of Music Scholarship  
 Independent College Foundation of North Carolina

Annabel Lambeth Jones Scholarship  
 Johnnie H. Jones Church Music Scholarship  
 James G. K. McClure Educational Scholarship  
 Dr. C. L. Robbins Scholarship  
 Straus Park Scholarship  
 United Methodist Scholarship Program  
 R. M. and Hattie L. Waldroup Scholarship  
 Western North Carolina Conference,  
 The United Methodist Church Scholarship  
 Ralph Gray Creative Writing Scholarship  
 Broyhill Family Foundation Scholarship  
 Vulcan Materials Co. Scholarship  
 Wachovia Scholarship  
 Lettie Pate Whitehead Foundation Scholarship  
 UPS Scholarship

# CAMPUS LIFE

The Division of Campus Life works with our students to create and maintain a campus environment that enables the development of the “whole” student—intellectual, spiritual, vocational, emotional, physical, and social. We accomplish this through a range of activities, services, and programs. We are committed to creating an atmosphere of community among students, faculty, staff, and the world in which we live. We believe in the healthy development of every member of the community, as we work together to understand and improve the world around us. Our mission is “Totally Committed to Students” (TC2S).

The Campus Life staff is composed of 10 professional staff members who serve in the following areas: Counseling Services, Residence Life, Religious Life, Career Services, Student Activities, Campus and Community Service, International Student Services, Medical Services, Campus Security and Mail Services. Along with faculty and staff, we 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.

**Residence Life:** This staff works with the students who live on campus. We have one Residence Hall Director (RHD) for approximately 100 students. The students and staff plan hall activities and educational programs, and the staff is available to serve as advisors for students as they learn to bring balance to their daily lives. In addition, Peer Advisors (PAs) are student leaders who are selected annually to serve on the Residence Life Staff. (See page 43.)

**Stamey Counseling Center:** Professional counselors, as well as the Chaplain, Director of Career Services, and the International Student Advocate are available to work with students in making decisions that support success and well-being. (See page 45)

**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, the College clinic is staffed by a registered nurse who serves as the Director of Medical Services and works closely with community physicians. (See page 44.)

**The Center for Campus and Community Service:** (See page 40.)

**Student Activities:** This office provides direct staff support for student clubs and organizations, with special emphasis given to the Student Government Association (SGA) and Twister Productions (student events organization). The office also serves as a resource office for all current clubs and organizations, those sanctioned by the SGA and other offices on campus. Twister Productions is the main student events organization and is responsible for many of the student events on campus. Twister activities of note are mini-outdoor festivals with bands, food and games; dances; holiday activities; live bands; recreational activities; and novelty shows (hypnotist, game shows, fantasy photos). SGA and Twister Productions also provide funding for other clubs and organizations on campus for special events and projects which include the Encore’s African-American Celebration and Battle of the Bands; the Outing Club with the Banff Mountain Film Festival and mountain adventure outings; Earth Week

activities; gardening projects; and other projects of interest to student clubs and organizations.

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

The College has clearly stated standards for behavior in the community. These are in the "Student Code of Conduct," stated in the *Student Handbook*. The handbook is given to each student and is available electronically or in the residence halls, the library, or the Campus Life office. The standards are designed to enable our students, faculty, and staff to work together in an environment of mutual respect.

### **Student Government Association (SGA)**

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

### **Student Clubs and Organizations**

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

Student clubs and organizations are funded in part by Student Government Association (SGA), the Office of Student Life and academic departments on campus. In 1998, SGA presented and passed an initiative that provides a student-assessed fee for the work of student government. The fees have added greatly to the student voice on campus with events, forums, committee work, and support of club-sponsored projects and activities.

Campus organizations and activities are open and available to all students without regard to age, gender, race, religion, origin or special challenge. Each organization, however, has the right to establish its own standards, including a minimum grade point average, as long as the "Equal Opportunity Policy" is not violated. It is each student's responsibility to balance participation in activities with academic responsibilities for success at Brevard College. Student organizations are chartered by the Student Government Association, subject to the approval of the Dean of Students. Athletic clubs and intramural activities must be approved by the Dean of Intercollegiate Athletics and Intramurals.

The following is a partial list of clubs and organizations on campus: Outing Club (outdoor adventure programs); Pastimes (History Club); FCA (Fellowship of Christian Athletes); BC Recycles (Campus wide recycling club); Photography Club; Circle K (service organization); International Students' Association; Safe SA (personal safety awareness organization); and Dimensions (Math Club); Twister Productions (student events and activities); Campus Coalition for Service; Environmental Advocates; *The Clarion* (student newspaper); *The Pertelote* (campus yearbook); *Chiaroscuro* (literary magazine); and Beta Beta Beta and Omicron Delta Kappa (academic achievement).

## 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.

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

The College also has an active chapter of the Fellowship of Christian Athletes and Campus Crusade for Christ, open to all students. These organizations meet regularly and provide a means whereby students may grow in their faith and express that faith in worthy projects both on and off campus.

## Move-A-Mountain Day

At Brevard College, Move-A-Mountain Day unites students, faculty, and staff with the community in the spirit of fellowship and volunteerism. As part of fall 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 Move-A-Mountain Day contributes to the goal of building an ethic of service and lifelong learning for students at Brevard College. Move-A-Mountain Day thus emphasizes service as an important aspect of campus life and of the College culture as a whole.

The Center for Campus and Community Service organizes Move-A-Mountain Day 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 First Year Forum groups. Move-A-Mountain Day provides students an opportunity to become acquainted with members of the greater community as they work together in "hands-on" volunteer activities. Service sites are carefully chosen so that students are exposed to a diversity of experiences and citizens in the Brevard area. Community partners include the First United Methodist Church, Habitat for Humanity, Manna Food Bank, the U.S. Forest Service and the Transylvania County School System.

## Athletics and Intramurals

Brevard College owns a distinguished and successful history in intercollegiate athletics for both men and women. As a junior college, Brevard won nine national team championships. Since completing the transition to a four-year institution in 2000, the College has been an active member of the Appalachian Athletic Conference (AAC) of the National Association of Intercollegiate Athletics (NAIA).

Building on a history of success, Brevard has excelled as a member of the NAIA by earning conference championships, regional championships, and national tournament berths in its first two seasons of participation in the AAC. More than 200 Brevard College student athletes have received All American recognition during the College's history as a two and a four-year institution.

Approximately one-third of the College's student body participates in intercollegiate athletics. We believe in a holistic approach to the student athlete's life. The graduation rate for student athletes in the 1990's exceeded that of the student body as a whole. Student athletes participate in the Student Government Association, staff the student newspaper and yearbook, hold positions as Peer Advisors in the residence halls, and are represented heavily on both the Dean's List and Honor Roll. Participating in competitive intercollegiate athletics at Brevard College is hard and demanding work, but the lessons learned in self-discipline, commitment, and responsibility build lifelong character and help mold the world's future leaders.

Intercollegiate programs for men and women include basketball, cross country, indoor and outdoor track and field, soccer and cheerleading. The College also fields teams in women's softball and volleyball and in men's baseball and golf. Athletic talent scholarships are available in all sports and are based on athletic performance and ability as determined by the coach of each sport, in consultation with the Director of Admissions and the Director of Financial Aid. Admission requirements for student athletes are identical to those for other students. In addition, the College adheres scrupulously to NAIA eligibility requirements. In order to be eligible to participate in competitive intercollegiate athletics, an incoming freshman student athlete must meet two of three requirements for eligibility: (1) a minimum ACT score of 18 or SAT score of 860; (2) graduation in the top 50 percent of the high school graduation class; and (3) graduation from high school with a minimum cumulative GPA of 2.0. Please contact the appropriate coach for more information.

At Brevard College, athletic participation encompasses the entire student body. The intramural program is planned by a steering committee which includes students and is managed by the Director of Intramurals. Events include soccer, indoor soccer, softball, flag football, ultimate frisbee, pool, basketball, street hockey, bowling, and other sports in which students express interest. Over 300 students were involved in intramural sports during the 2001-2002 academic year.

## 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 Media and 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 advisors 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.

## Special Events

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

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

The 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 Morrison Playhouse is located in this building along with faculty/staff offices.

**Special Lectureships:** The Purgason Family Life Lectures emphasize the importance of the family in American society and encourage the development of Christian attitudes and values in that context. The 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 is delivered by theologians, historians, and educators of national and international renown. The Blackard Lecture serves as the prime event in the offerings of the Institute for Sacred Music, reaching students, faculty, and the greater Brevard College community.

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

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

**Spring Fest:** The last weekend before finals is set aside for Spring Fest events ranging from live bands, a pig pickin', games, rides, a day at the lake, and SGA's wacky games competition, "Bizarre Wars."

## STUDENT SERVICES

### Residence Halls

Brevard College is committed to being a residential college. Our residence halls provide the atmosphere 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 traditional 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 Villages, consists of apartment-style living with 12-15 students in each of the 16 apartments.

Recruited and trained to serve students, Residence Hall Director's (RHDs) manage each residence hall, assisted by student staff members called Peer Advisors (PAs). Upperclass students, the PAs assist and advise students. Selected for their maturity, leadership, and ability to relate to students, PAs and RHDs 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, guidelines, or anything else pertaining to housing, please contact the Division of Campus Life.

### Resident Student Classification

Brevard College believes that an important part of a student's education is achieved within the group living atmosphere maintained in the residence hall life on campus. Therefore, the College is intentionally a residential college. All full-time students, except for married students, those students commuting daily from the primary home of their parents or legal guardians in Transylvania County or contiguous counties, and those students who have met the eligibility requirements of the Division of Campus Life for off-campus residence, are required to live in College residence halls and to take their meals in the College dining hall. A full-time student is defined as one carrying 12 or more hours during a regular academic semester or six or more hours during a summer session.

The Division of Intercollegiate and Intramural Athletics requires student athletes to live on campus unless they are married or living at the primary home of their parents or legal guardians in Transylvania County or contiguous counties. Exceptions to this requirement for student athletes may be granted by the Associate Dean of Campus Life for Orientation and Residence Life, upon the joint written recommendation of the Dean of Intercollegiate and Intramural Athletics and the Head Coach(s) of an individual student athlete. Student athletes requesting to live off-campus must meet the off-campus residence eligibility requirements of the Division of Campus Life.

## **Commuter Classification**

Married students, single students living with their parents or legal guardians in Transylvania County or counties contiguous to Transylvania County, and students granted permission to live off-campus are considered commuters. If a commuter has a change of address, that student is required to notify the Registrar of the new address, in writing, within 15 days of the change of address. Commuters must be in compliance with all Brevard College policies.

Students who are eligible to apply to live off-campus are those students (1) who are free from academic or disciplinary probation and (2) who become 21 years of age no later than the end of the semester for which application is made to live off campus. A student who achieves senior status before turning age 21 is eligible to apply to live off-campus. An application to live off-campus must be submitted to the Associate Dean of Campus Life for Orientation and Residence Life at least 30 days prior to the beginning of the academic semester in which the student wishes to live off-campus. Any appeal of the Associate Dean's decision must be submitted in writing to the Vice President for Student Life and Dean of Students, no later than 10 days after the original decision.

## **Extenuating Circumstances**

In case of extenuating circumstances, the Vice President for Student Life and Dean of Students may make exceptions to these policies.

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

Staffed by professionals from Transylvania Community Hospital, medical services has access to the full support of the hospital's resources. An experienced registered nurse is on duty from 8:00 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.

### **Career Services Center**

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

The full-time staff of the Career Services Center can help students who know what they want as well as those students who 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 throughout their years at Brevard.

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

### **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 are provided by a variety of campus personnel. Student peer advisors (PAs) work with Residence Hall Directors (RHDs) to provide peer counseling support as well as monitoring compliance with the Student Code of Conduct. The PAs place particular emphasis on helping new students adjust to college life. Academic counseling is provided by assigned faculty advisors who assist students in designing academic programs commensurate with their academic goals. Faculty advisors help students resolve other problems, often by referral. The Vice President for Student Life and Dean of Students also provides guidance as appropriate.

## Religious Life

Religious Life is under the direction of the Chaplain who welcomes students to her office any time for any purpose. The Chaplain is available for personal counseling, assistance with any aspect of College life, or just for good Brevard conversation. In addition, the Chaplain oversees the following program areas: Campus Worship, F.C.A., and Mid-Day Meditations. For more information, see the Student Handbook.

## International Student Services

The College provides an advocate to assist international students as they make the transition to college life. International students can get help with any aspect of college life, from advice about residence halls and campus events to special international student activities and supplemental academic advising. Any questions regarding immigration and naturalization issues need to be addressed to Sarah Mead in the Beam Administration building, 828.884.8313. The international student advocate is Markus Maier.

## Student Code of Conduct

Each year, the College brings together over 700 students from 22 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 Student Code of Conduct reflects the goals, values, and philosophy of Brevard College in order to promote a safe environment in which the rights of all people are protected. By joining the Brevard College community, we all agree to follow and uphold these standards for behavior.

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, take photos and record serial numbers on valuable equipment, and clearly mark all personal property.

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

Alcohol is permitted in individual residence rooms in both Village Complexes for those students 21 years of age or older. The following residence halls are alcohol free: Taylor Hall, Green Hall and Beam Hall. The Village has four alcohol free units, two male and two female.

Brevard College has adopted specific related policies and procedures regarding alcohol usage by students.

Alcohol may be possessed and/or consumed in residence hall rooms, by individuals 21 years of age or older, in residence halls that are specified as allowing alcohol. Common areas, including hallways, lobbies, and lounges of residence halls are alcohol free. Open containers of alcohol are not allowed in any other building or area of campus without prior consent from the President's Office. Any individual, regardless of age, will be charged if s/he is found in possession of an open container of alcohol in these areas.

Student organized events will be alcohol free; student organizations cannot have alcohol present at events they sponsor.

Common containers such as kegs, pony kegs and other similar devices are prohibited.

Students under the age of 21 may be charged with violating the alcohol policy if they are present when alcohol is being consumed.

Any student possessing or consuming alcohol in a "substance-free" hall will be charged with violating the college's alcohol policy.

The College has a four-stage system for addressing alcohol violations. If a student is found in violation of the alcohol policy, no less than the following sanctions will be assigned:

**Stage 1** Completion of Alcohol Education Program, sanction hours (3-5)

**Stage 2** Parental notification if the student is under 21 years of age, referral for evaluation sanction hours ( 5-10)

**Stage 3** Disciplinary probation, other sanctions as deemed appropriate

**Stage 4** Suspension from the college for set period of time.

Campus Security 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 Student Code of Conduct contact the Division of 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 a.m. until 5 p.m. During special events, such as Family Weekend and Homecoming, the bookstore has extended hours. King's Creek Books has the usual mix of college merchandise such as new and used books, school supplies, clothing, gifts, health and beauty aides, candy, snacks, and drinks. It also carries academically priced software, phone cards, art supplies, and stamps. Services include check cashing, stamps, buy-back 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). Students must show their college ID for check cashing and buy-back.

## STUDENT SPACES ON AND OFF CAMPUS

**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. In this building, students have access to a fitness center, Campus Life offices, game area, mail room, SGA, and the Coltrane Station snack bar. King's Creek Books and the Center for Campus and Community Service are located on the main floor of Coltrane. The Underground is downstairs, offering open mic nights, coffeehouse, and an exercise room.

**Charles Wesley Morgan Fitness Center:** This fitness room provides the campus community with easy access to aerobic conditioning equipment, including treadmills, bikes, a stair climber, an elliptical machine, a recumbent bike, and other equipment for stretching and abdominal training. Equipment orientation sessions and help developing a personal fitness program are available through the Fitness Appraisal Lab managed by Dr. May Kay White. The Center is located in the Underground of Coltrane Commons and is open daily from 6 a.m. to 11 p.m.

**The Underground:** The Underground is located in the basement of Coltrane and offers space for watching TV and videos, relaxing, studying, and exercising. During the day, The Underground frequently serves as a meeting place for commuting students. The Twister Productions office is located in the Underground.

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

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

**Beach Volleyball And Basketball Court:** Across the street from the residential quad, near the Barn Theatre and the President's Home, you'll find the beach volleyball court. Join in an impromptu game for some late afternoon relaxation and fun. A converted high jump area near The Village provides a soft surfaced outdoor basketball court for pick-up games.

**"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, weather and student workers permitting.

**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 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, steeplechase, 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.

**Pisgah National Forest:** Resources abound in the nearby Pisgah National Forest where 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.

**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 5,000 species.)

**Blue Ridge Parkway:** The distant ridges visible from Brevard College are traversed by a 470-mile parkway that runs through North Carolina and Virginia. 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 "going off road" to the mountain trails.

# ACADEMIC SUPPORT

## First Year Forum

The Brevard College First Year Forum advising program (FYF) orients new students toward academic and intellectual success through a special one-semester course. A faculty, staff, and student team introduces students to an array of resources, including academic counseling, campus services, and opportunities for social involvement, leadership, and responsibility.

Through the First Year Forum, 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 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. OSSND 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 099 and 100, normally meet four days a week, and, while they do not count toward graduation, do count toward maintaining College eligibility. The developmental courses offered are ENG 100, MAT 099 and 100, and REA 099 and 100. For descriptions of the focus and content of these courses, see Academic Support Courses (page 142). 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 or examination needs. The **Writing Center** offers a faculty-staffed facility for students in need of assistance in the preparation of written work. 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 and the Moore Science Building. The Information Technology Center, located at 703 North Broad Street, also houses a large distance-learning classroom. There is also a **Macintosh-based Graphic Design Lab** located in the Sims Art Center and a **Macintosh-based Music Lab** located in the Dunham Music Center.

### **Career Services Center**

The Career Services Center, located in Stamey Center, offers workshops, seminars, programs, daily drop-in hours, and counseling to help students make informed career 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 internships, summer jobs, individual companies, and graduate schools.

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

### **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 Career Services Center and the student's academic advisor. Interested students should contact the Career Services Center or their academic advisors 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. Practicums will be listed on the student's class schedule and official transcript by the prefix of the subject area and one of the following numbers: 269, 369, 469.

## Library

The J. A. Jones Library offers easy accessible library collections and services to meet the general, instructional, research, and recreational information needs of the Brevard College community. The collections include more than 55,000 volumes, 300 periodical subscriptions, 3,000 microforms, and 3,500 audiovisual materials, including compact discs and videos. The library provides access to a substantial number of Internet-accessible databases containing indexes, abstracts, and thousands of full-text resources, including: *ABI Inform Academic Search Premier*, *America History & Life*, *Art Index*, *Britannica Online*, *EbscoHost*, *Grove Dictionary of Art/Music Online*, *Historical Abstracts*, *InfoTrac*, *International Index to Music Periodicals*, *Literature Online*, *Literature and Biography Resource Center*, *The New York Times*, *Periodical Abstracts Research II*, *ProQuest Historical Newspapers*, *PsycINFO*, and the *Wall Street Journal*. Additionally, all the resources of NC LIVE (North Carolina Libraries for Virtual Education) reach students, faculty, and staff on campus and off campus. Backfiles of periodicals and newspapers are available on microfilm or in bound volumes.

The library's Web page provides additional links to other libraries, Internet exploration, journals and newspapers online, and regional, state, and government sites. The library participates in the Mountain College Library Network, which provides online access to materials owned by 15 academic libraries in Western North Carolina. Extensive resources are readily available through interlibrary loan.

An experienced library staff assists the Brevard College community in selecting and evaluating information. Library orientation is offered in the First Year Forum advising program and further instruction is available through individual classes. 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 provides a pleasant environment for study and research. The library is a member of the North Carolina Independent Colleges and Universities, Southeastern Library Network, Western North Carolina Academic Libraries, and the American Library Association. A college ID is required to borrow materials.

## Fitness Appraisal Laboratory

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

## ACADEMIC STANDARDS

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

### GRADUATION REQUIREMENTS

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 advisor 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 32 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. Normally, the final 32 semester hours earned toward the B.A. degree will be taken at Brevard College or in Brevard College academic credit-granting programs. Exceptions must be approved by the vice president for academic affairs. 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), fundamental mathematical skills, computer skills, 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.

Communication competency is gained throughout the curriculum. Competency in writing is demonstrated initially by passing ENG 111 with a grade of "C" or better

or the equivalent. Students begin to acquire competency in oral skills in ENG 111, with short oral presentations. These skills are further refined in ENG 112, a course specifically designed to cultivate “communication and critical thinking” skills. A uniform assessment grid is used in all sections of ENG 111 and 112, to show students their areas of needed improvement. Courses across the curriculum use the same assessment format. In senior project presentations, students demonstrate their culminating mastery of communications skills that have been nurtured and assessed throughout their undergraduate education.

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, page 75).

## **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. All students must have 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 or associate in fine arts. 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.

### **Repeating Courses**

Any student seeking an associate degree may repeat two different courses. Any student seeking a bachelor of arts degree may repeat four different courses. The courses must be taken and repeated at Brevard College. Although an individual course may be retaken any number of times, only the second grade and subsequent repeats, if necessary, will be calculated in the cumulative grade point average. Students who take advantage of the repeat policy may qualify for honors. The registrar will only use the student’s second grade and subsequent repeats, if necessary, earned in a repeated course when calculating his or her grade point average and qualification for honors.

### **Transfer Credit**

All courses accepted for transfer appear on the student’s official transcript. Courses transferred to Brevard College, including online courses, 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.

### **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 approval by the faculty.

## **ACADEMIC PROGRESS**

### **Grading System**

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

<b>Grade</b>	<b>Interpretation</b>
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 excellence to below average, and are assigned the following grade-point values:

<b>Grade</b>	<b>Grade-Point Equivalent</b>
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

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

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

<b>Letter</b>	<b>Interpretation</b>
<b>E</b>	<b>Conditional failure</b> (Student is entitled to reexamination within 30 days; otherwise, the E converts to an F.)
<b>I</b>	<b>Incomplete</b> (Course work not completed by end of semesters to be completed by assigned deadline; if not, the I converts to F.)
<b>AU</b>	<b>Audit</b>
<b>P</b>	<b>Pass</b> (Satisfactory completion of a course; counts only as hours earned.)
<b>W</b>	<b>Withdrawal without penalty</b> (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>WC</b>	<b>Withdrawal from the College</b> (Indicates that a student has withdrawn completely from the College prior to the announced deadline.)
<b>K</b>	<b>Credit by examination.</b> See page 22.

### Pass/Fail Option

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

### Computation of Grade Point Average

To graduate with 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 overall and in the major field.

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

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

A = hours x 4	C+ = hours x 2.33
A- = hours x 3.67	C = hours x 2
B+ = hours x 3.33	C- = hours x 1.67
B = hours x 3	D = hours x 1
B- = hours x 2.67	F = hours x 0

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

### Classification of Students

**Sophomore:** A student must have passed 32 hours of work to be classified as a sophomore.

**Junior:** A student must have passed 64 hours of work to be classified as a junior.

**Senior:** A student must have passed 95 hours of work to be classified as a senior.

### Normal Progress

Brevard College defines a full year as a minimum of 24 semester hours over two semesters. 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 advisor and the chair of the advisor'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 more than eight semesters to graduate.

A full load for a summer session is 6 semester hours credit, and students may take up to 8 semester hours credit.

### Restriction in Length of Resident Status

Students in the bachelor of arts degree programs will not normally be allowed to continue in on-campus housing at 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 Student Life.

### Academic Probation

Degree-seeking students are in good academic standing and making satisfactory academic progress if they earn a minimum Cumulative Grade Point Average (CGPA) of 2.0 and pass a minimum of 8 credit hours per semester. Degree-seeking students taking 12 or more credit hours receive academic warning if in any semester, they do not earn a minimum semester average of 2.0, or do not pass a minimum of 8 credit hours per semester.

The criteria for academic warning vary by number of credit hours earned, according to the scale below:

Freshman	(8-15 hours earned)	1.5 – 2.0 end of first term
	(16-31 hours earned)	1.5 – 2.0 end of second term
Sophomore	(32-47 hours earned)	1.7 – 2.0 end of third term
	(48-63 hours earned)	1.9 – 2.0 end of fourth term
Junior/Senior	(64+ hours earned)	2.0 – 2.2 CGPA all terms

Any continuing student whose CGPA falls below these requirements will be placed on academic probation for the following semester. Additionally, any student who remains on academic warning for two consecutive semesters will be placed on academic probation and will be subject to all criteria related to academic probation. If at the end of that semester the student's earned hours and CGPA are still below the required minimum, the student will be placed on final probation for the following semester. If the necessary criteria have not been achieved by the end of final probation, the student will be suspended. The student may apply for readmission to the College following an absence of at least one semester.

If it can be arranged, a student may take a course offered by the College during the summer session to raise his/her CGPA for return to the College in fall semester.

Any student whose CGPA falls below 1.0 will be suspended from the College. Any first semester freshman whose end-of-semester CGPA is between 1.0 and 1.5 may return to the College. Any other student (second semester freshman and all upper classmen) whose CGPA is between 1.0 and 1.5 will be suspended from the college but can appeal the suspension. All of the full-time students who are allowed to return to the College, under the above conditions including both those who have made successful appeals and those first semester freshmen allowed to return, are subject to the following conditions:

### **Conditions for Return**

Students must meet with staff of the office of academic affairs and establish a clear plan for achieving improved academic performance. Students must fulfill all other requirements for students on academic probation listed below.

### **Requirements of Academic Probation**

Any student on academic probation must:

- Enroll in at least 12 and no more than 15 credit hours;
- Repeat college level courses (up to four) that were failed;
- Enroll in and earn a minimum grade of C in LSK 101, if this course has not already been taken.

### **Appeal**

A student may appeal any initial academic suspension by writing a letter of appeal to the Office of Academic Affairs. The letter of appeal must state the measures the student will take to amend his/her past academic performance. Students who are allowed to remain at the College on appeal of their suspension are on final probation and must raise their CGPA to good standing if they are to continue at the College. If they are readmitted, they are placed on final probation, and are subject to the conditions of final probation.

If a student's appeal for readmission is rejected by the Office of Academic Affairs, the student may request in writing that the Academic Standards Committee appoint an appeal board consisting of a minimum of three faculty members to consider the student's case. Normally the appeal board's decision will be rendered prior to the start of classes in the semester in which the student wants to return. The decision of the appeal board will be final. Students who are suspended a second time for academic reasons are not normally readmitted to the College.

## **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.

## **Voluntary Withdrawal from the College**

Students will be allowed to withdraw officially from the College (see Academic Calendar for deadlines, page 10) only after they have completed the appropriate forms in consultation with the Vice President for Academic Affairs. To withdraw from the College the student should obtain a "Request for Withdrawal from Brevard College" form from the Office of Academic Affairs, complete the top portion of the form, and secure the signatures of the college counselor, finance office, financial aid office, campus life/resident director, and the library. The completed form should be returned to the Office of Academic Affairs. All refunds are based on the date the student began the withdrawal process. Should the student cease class attendance without notifying the College, the midpoint of the semester will be used as the withdrawal date. Students withdrawing from the College must leave the campus within 12 hours of withdrawal.

## **Exceptions to Academic Standards**

All requests for waivers of, exceptions to, or substitutions for policies stated in this section on Academic Standards must proceed as follows: (1) the student must confer with the advisor and prepare a written statement of the request; (2) upon receiving the written statement, the chair of the appropriate division must confer with

all the parties involved and make a recommendation; (3) the student's written request (with the division chair's recommendation attached) must be presented to the 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. Students may appeal Academic Standards Committee decisions to the vice president for academic affairs.

## PROCEDURES

### Registration

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 Advisor

Faculty advisors discuss academic programs and processes with students and help guide course selection and their choice of degree programs, allowing students to make progress toward both their chosen academic major and their career goals. Students should carefully consult with their faculty advisors before planning course schedules. Returning students who decide to change their schedules after preregistration course requests have been filed should consult with their faculty advisors prior to registration.

### Adding a Course

Students may add courses during the drop/add period (see Academic Calendar, page 10) by securing the written approval of their faculty advisors 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). Students who withdraw during the withdrawal period (see Academic Calendar, page 10) will receive the grade of W (withdrawal without penalty). Following the withdrawal period, students who withdraw receive the following: WR (withdrawal from a course for a written health, medical, family, or legal reason, verifiable by the Office of Academic Affairs) or WC (withdrawal from the College).

If North Carolina residents drop below 12 hours, their eligibility to receive North Carolina grants will be reevaluated. The determining factor shall be the date of withdrawal.

If any full-time student goes below 12 hours, their eligibility to receive state aid, medical insurance, financial aid, athletic eligibility, full Veterans Administration benefits, a residence hall room, and Visa status may be jeopardized.

### Incomplete

The grade of I (Incomplete) is given to a student who, because of circumstances beyond the student's control, has not completed a portion of the semester's work. Students who receive an I must consult with the instructor promptly to determine the steps to be taken to complete the work for the course.

If an Incomplete is awarded in a course which is a prerequisite for another course and if the student intends to register for that course during the semester or session following the one in which the I has been awarded, the Incomplete must be removed no later than two calendar weeks after the first day of classes. If the I is not removed by this deadline, the student will be withdrawn from the higher course and will be required to remove the I by the last day of classes for the semester. If the work is not completed by the extended deadline, the I will automatically convert to an F.

In all other cases, the Incomplete must be removed by the last day of classes for the semester following the one in which the I was awarded. If the I is not removed by this deadline, the I becomes an F.

## **Grade Change Procedure**

At the end of each semester, instructors submit official final grade reports to the registrar. The grades are then recorded as part of the students' 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.

## **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. Studio courses in Art may not be audited.

## **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. The attendance policy for each class will be in the syllabus. 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.

## **Class Conduct**

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 or F. 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 Registrar. 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 seeking 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 92 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 seeking 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 advisors. Three hours credit will be awarded for SPA 201, FRE 201, or GER 201, respectively, to any student who is placed in either

SPA 202, FRE 202, or GER 202 and who successfully completes SPA 202, FRE 202 or GER 202 with a grade of C or higher.

### **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 advisor 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 division chair.
- 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, but 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 advisor 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 consultation with the instructor and faculty advisor, 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.

## POLICIES

### Access to Educational Records

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), only authorized College personnel will have access to the information contained in 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 FERPA, this information may be released without written consent. Any student who does not want this information released should notify the registrar in writing within the first two weeks of the semester. 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 Office of the Registrar 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 advisor and with each instructor and to request specific accommodations.

In order to support a request for accommodations, the student must submit to the Office of 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.

## SPECIAL PROGRAMS & OPPORTUNITIES

### *Adventure of the American Mind*

The Adventure of the American Mind is a congressionally funded pilot project to teach K-12 educators how to use the resources of the Library of Congress' American Memory Program, which now has made available over 7 million documents in digitized format. These documents include Thomas Edison movies, sound recording, maps, handwritten letters from famous Americans, and international collections from Russia and Spain. The Brevard College office coordinates this project for three counties in Western North Carolina under the direction of the Education and

Research Consortium (Brevard College, Furman University, Mars Hill College, Montreat College, and Western Carolina University).

### **Appalachian Center for Environmental Solutions**

The Appalachian Center for Environmental Solutions (ACES) is committed to balancing our human and natural heritage. The Center's staff includes Dr. Larry Ragsdale, ACES Director; Dr. Ken Duke, Associate Director; Dr. Jim Reynolds, Associate Director; and Jan Blalock, Secretary. The Center's primary goal is to consolidate wilderness leadership, environmental studies, and ecology in a mission of outreach to Transylvania County and the greater Appalachian region. Through research, writing, analytical services, and seminars.

ACES interacts with organizations such as the Cradle of Forestry in America National Historic Site, the U.S. Forest Service, the North Carolina Arboretum, and the North Carolina Cooperative Extension Service. 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.

Since 1999 ACES has served as the facilitating agent for the renovation of King's Creek, a mountain stream flowing through the Brevard College campus. Private property owners, Brevard College, and the North Carolina Cooperative Extension Service met over a two-year period and reached consensus on a major reclamation of the incised and eroding stream. The North Carolina Clean Water Trust Fund provides the financial support for King's Creek renovation. During that same two-year period, ACES worked in conjunction with the National Forest Service and the Cradle of Forestry Interpretive Association to organize the highly successful Pisgah Forest Institute (PFI). PFI provides a variety of environmental education programs for secondary school teachers, students and the public. Projects underway for 2002-2003 include support for Brevard College's Environmental Advocates Program, coordination of the College's Recycling Program, logistical and professional support for the Pisgah Forest Institute, and coordination of the King's Creek Stream Restoration Project.

### **Center for Campus and Community Service**

The Center for Campus and Community Service 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 organizations on the campus and in the community.

Essential life skills, such as moral and spiritual development, interpersonal communication and leadership, are emphasized in all service programs. The Center's primary goal is to make service a common expectation and experience within the campus culture. Hands-on service projects include working in a homeless shelter, participating in disaster relief efforts, helping at-risk children and building homes with Habitat for Humanity. Students take part in Christian mission, enjoy spiritual growth, and put faith into action as they work with people in need. Service to the campus and community has fostered respect for experiential learning and hard work, as well as tolerance and personal integrity.

## **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 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.

## **Information Technology Center (ITC)**

On April 27<sup>th</sup>, 2001 the Brevard College Information Technology Center officially opened its doors, making the beginning of a new age in IT in Western North Carolina. This venture began its journey on December 15<sup>th</sup>, 1999 when the College began leasing a 3,500 square foot facility located at 703 North Broad Street across the street from the Brevard College campus. Built through a combination of federal grant and College funding, at the heart of the ITC stands a state-of-the-art distance learning lab, which among other things, is designed to support the Adventure of the American Mind Project.

The ITC greatly expands the computer courses offered to the College and the public alike. Ranging from basic web design to advanced web development techniques, these courses are taught by highly qualified instructors with the same superior standards of quality and academic excellence for which Brevard College is now recognized.

## **Institute for Sacred Music**

The Institute for Sacred Music, under the auspices of the Music and Religion Departments, exists to provide a forum for the advancement of issues relevant to music in worship. Its goals and objectives are to provide opportunities for students and the greater community to study, discuss, observe, and perform sacred music from the vast spectrum of available literature. To that end, the Institute has implemented a series of lectures, public concerts, and workshops that share the gifts of the College with its constituency. These include The Margaret Griffith and Embree H. Blackard Lectureship in Sacred Music, the annual Festival of Nine Lessons and Carols, annual performances of the great sacred works from the choral/orchestral repertoire, and workshops by leading clinicians in the field of music and worship.

## **Porter Center for Performing Arts**

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

The Center contains several important performance venues. The Scott Concert Hall, the acoustical properties of which have been shaped by the internationally respected consultant Larry Kirkegaard of Chicago, contains 700 seats on the orchestra and balcony levels. The centerpiece of the hall will be the Kirkpatrick-Coleman Organ

designed and crafted by organ builder Dan Jaeckel, set above a stage that can accommodate a full symphony orchestra and chorus. The classically proportioned Francis Pavilion entrance also can host small chamber recitals in addition to receptions. The Morrison Playhouse, an experimental "black box" theatre, allows multiple configurations for performances and teaching. 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 amphitheatre. A teaching studio, seminar room, and a rehearsal and pre-performance space for the College's voice, choral, and sacred music programs are also housed in the building.

The dedication of this magnificent new facility took place in the fall of 1998. Each year the Center presents a subscription series, hosting numerous internationally known performers for audiences of all ages. In addition, the Brevard Chamber Orchestra affiliated with the College in 2002 and is in residence at the Porter Center.

### **Pisgah Forest Institute (PFI)**

Pisgah Forest Institute (PFI) is a cooperative effort of Brevard College, the USDA Forest Service, and the Cradle of Forestry in America Interpretive Association. Funded by a congressional grant, PFI is administered by the Appalachian Center for Environmental Solutions (ACES) at Brevard College as part of the Education Research Consortium. The Pisgah Forest Institute offers workshop for teachers utilizing the forest as a learning lab. The PFI is supported primarily through grants and contracts administered through the Education and Research Consortium of Western North Carolina.

### **Policy Center *on the First Year of College***

Funded by a grant from The Pew Charitable Trusts, the Policy Center on the First Year of College was established on October 18, 1999, to work with colleges and universities around the nation to develop and share a range of first-year assessment procedures and tools. These procedures and tools will be used to measure the effectiveness of existing institutional programs, policies, and structures that affect first-year students. This process will help build a body of information on best practices in the first college year, and the findings will be disseminated to other campuses that desire to increase student success as measured by academic performance and retention.

### **Voice of the Rivers**

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

For the inaugural 1997 expedition, seven students and two teachers traveled 1882 miles from Brevard to the Gulf of Mexico along the French Broad, Tennessee, Ohio, and Mississippi Rivers. VOR '97 met with almost 6,000 people in 42 environmental education programs during the 105-day journey. The second VOR expedition, in 1999, covered 365 miles along the Green, Broad, Congaree, and Cooper Rivers from Brevard

to the Atlantic Ocean at Charleston, South Carolina. VOR 2001 went to South America and followed two Argentine river systems from their origins in the Andes to the South Atlantic.

At the heart of a VOR expedition are the students' personal journals. The participants write every day in order to reflect on the experience of traveling along a river and immersing themselves in the natural world. They submit excerpts of their writing to an Internet journal posted on the Brevard College Web site. The Internet journal is a continuing education resource for others interested in environmental issues facing America's rivers.

The students on VOR expeditions also complete a full set of courses during their journey.

### Castle Rock Institute

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

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

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

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

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

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

### **CreekSide: Year-Round Continuing Education and Summer Programs**

CreekSide at Brevard College involves a year-round calendar of offerings encompassing a variety of intensive traditional and nontraditional academic programs, workshops, cultural events, festivals, and athletic camps for students of all ages and includes a variety of continuing education courses. An interdisciplinary and multidisciplinary program, CreekSide is intended to offer distinctive summer sessions plus an array of enrichment opportunities taught and directed by resident Brevard College professors and guest faculty throughout the year. These offerings originate on our mountain campus but may occur in many locations in the United States and abroad. 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 Village residential area and state-of-the-art Porter Center for Performing Arts have expanded the College's already fine facilities for study, recreation, and performance. You can learn more about Creekside by visiting their website at [www.brevard.edu/creekside](http://www.brevard.edu/creekside).

## **HONORS & AWARDS**

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

### **The Brevard College Honors Program**

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

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

### **Dean's List**

Each semester the Office of Academic Affairs recognizes those students who were enrolled in at least 12 semester hours and who earned a grade point average of 3.5 or higher with no grade below a C, and no incompletes or grades not reported (NR).

## Honor Roll

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

## Honor Societies

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

**Omicron Delta Kappa:** In April 2000, Brevard College installed a local chapter of a national leadership society for students seeking baccalaureate degrees. The Omicron Delta Kappa Society recognizes and encourages superior scholarship, leadership, and exemplary character. Membership is based on achievement in scholarship, athletics, campus government, journalism, speech and the mass media, and the creative and performing arts. The society seeks to enhance the development of the whole person, both as a member of the college 40 community and as a contributor to a better society. Two hundred and fifty-eight colleges and universities throughout the United States have Omicron Delta Kappa chapters.

## 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 C. Edward and Brona N. Roy Citizenship Award

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

## Presidential Awards

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

## Division and Organization Awards

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

## 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 Convocation and spring Commencement.

# CURRICULUM

Brevard College offers an innovative, interdisciplinary curriculum leading to bachelor of arts degrees in a broad variety of fields, as well as associate degrees in arts and fine arts and programs in pre-law, pre-medicine, pre-dentistry and pre-veterinary. 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, and ecology and environmental study.

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.

## Core 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 advisors work closely with students, especially during the first two years, to select specific courses that 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 complement one another in solving real world problems.

## 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" beginning on page 75. In order to complete a major program, students must formally designate a program by the end of the sophomore year. The division chairs and the vice president for academic affairs reserve the right to judge the advisability of an applicant's admission to any particular major. Each student's major program must be arranged under the direction and with the approval of a faculty advisor and must be planned with a view toward obtaining reasonable mastery of a chosen field, with due provisions for work outside the field. Minors are also available in many fields. Students must achieve at least a 2.0 grade point average in any major or minor they complete. Additional grade requirements exist in many majors.

## 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, health science studies, history, integrated studies, mathematics, music, organizational leadership, religion, and wilderness leadership and experiential education. For students interested in pursuing psychology or theatre as fields of study, Brevard College offers the integrated studies major which allows a student to have psychology or theatre as an emphasis. Other individually designed interdisciplinary emphases are also available through the integrated studies major.

### **Teacher Certification**

An agreement with Mars Hill College allows students at Brevard College to pursue teacher certification in biology, chemistry, English, mathematics, social studies (9<sup>th</sup> through 12<sup>th</sup> grade) and art (kindergarten through 12<sup>th</sup> 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 advisor at both Brevard College and Mars Hill College. The Mars Hill teacher certificate 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 starting on page 137.

### **Associate in Fine Arts Degree**

Brevard College offers the associate in fine arts degree with concentrations 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 continues to offer the associate in fine arts degree 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 pre-professional preparation in the fine arts, and the courses offered are those that transfer most readily to other 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 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. See page 139 for more detailed curriculum information.

## COURSE LOADS & RESIDENCE REQUIREMENTS

The unit of credit at Brevard College is the semester hour, with most courses providing three or four hours' credit. The normal course load is 15 or 16 hours each semester. Any student whose course load falls below 12 semester hours may lose the privilege of living in the residence halls and be asked to leave campus until such time as his or her course load is brought back up to the requisite 12 semester hours. For further information on residence requirements for graduation, see page 53.

## 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. 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>
	ENG 111 [101] and 112 [102] or	
	ENG 111H [101H] and 112H [102H]	
<b>Area II</b>	<b>Humanities</b> .....	<b>9 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
3	<i>Select one:</i>	
	REL 101, 102	
3	<i>Select one:</i>	
	ENG, any 200-level course except 207 and 211	
3	<i>Select one:</i>	
	ANTH 201	
	COM 110	
	ENG, any 200-level course except 207 and 211	
	PHI 261, 262	
	REL, any 100-or 200-level course	

**Area III Physical Education ..... 2 Semester Hours**  
*Select:*  
 Two activity courses from PE courses or  
 EXSC 200 or  
 one PE activity course and one semester of intercollegiate athletics.

**Area IV Mathematics and Analytic Reasoning ..... 6 Semester Hours**  
**Hours Courses**  
 3 Mathematics course above MAT 100  
 3 *Select one:*  
 A second math course above MAT 100\*  
 CSC 201, 211, 212 with laboratory  
 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.

**Area V History ..... 6 Semester Hours**  
**Hours Courses**  
 3 HIS 102, 102M or 110  
 3 *Select one:*  
 Any HIS prefix course  
 Any AH prefix course  
 MUS 301, 302, 201J

**Area VI Natural Sciences ..... 8 Semester Hours**  
 Select two laboratory courses.

**Area VII Social Sciences ..... 3 Semester Hours**  
**Hours Courses**  
 3 *Select one:*  
 ANTH 201  
 ECON 201, 202  
 PLSC 201  
 PSY 201  
 SOC 201

**Area VIII Fine Arts ..... 3 Semester Hours**  
**Hours Courses**  
 3 *Select one:*  
 AH 201, 202  
 ART 120, 130, 150, 260, 270  
 ENG 207, 211  
 MUS 101, 301, 302

THE 101

Music and Art majors must take a Fine Arts course outside their major.

**Area IX Environmental Studies ..... 3 Semester Hours**  
**Hours Courses**

3 *Select one:*  
ENV 103  
ENV 110

Total Required ..... 46 Semester Hours

**Foreign Language:** Successful study of a foreign language must occur to an elementary 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.
- Transferring appropriate course credits in a language (ancient, modern, or signed) from another accredited post-secondary institution.
- Students with valid documentation of learning disabilities that severely impact their ability to learn a foreign language may apply for appropriate course substitutions to the Director of the Office for Students with Special Needs and Disabilities.
- International students whose first language is other than English will complete the foreign language competency requirement through completion of ENG 111 [101] and 112 [102].

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.

**Other Competencies:** In addition to demonstrating competency in a foreign language, students must also demonstrate competency in written and oral communication skills, fundamental mathematical skills, computer skills, and skills appropriate to the separate degrees by successfully completing appropriate courses in these areas (see page 53, Demonstrating Competency).

# MAJORS, MINORS AND EMPHASES

## MAJORS

### Art

*Optional Emphases:*

Art History  
Archaeology  
Graphic Design  
Painting  
Photography  
Sculpture

### Business & Organizational Leadership

*Required Emphasis (Select one):*

Computer Information Systems  
Entrepreneurship and Small  
Business Leadership  
Management and Organizational  
Leadership  
Sport and Event Management

### Ecology

*Optional Emphasis:*

Computer Science

### English/Interdisciplinary Studies

*Required Emphasis (Select one):*

Art  
Creative Writing  
Environmental Journalism  
History  
Literary Studies  
Music  
Natural Sciences  
Pre-Law  
Religion  
Theatre Arts

### Environmental Studies

*Optional Emphasis:*

Archaeology

### Exercise Science

*Required Emphasis (Select one):*

Exercise Gerontology and Allied  
Medical Fields  
Fitness Leadership  
Teaching/Coaching

### Health Science Studies

### History

*Optional Emphases:*

Art History and Archaeology  
Environmental History  
Modern American History  
Modern European History  
Music History

### Integrated Studies

*Emphases by choice, including:*

Pre-Law  
Pre-Medicine  
Psychology and Counseling  
Theatre Arts

### Mathematics

### Music

*Optional Emphases:*

Church Music  
Composition  
Jazz Studies  
Music Teaching  
Music Theory/History  
Performance

### Religion Studies

*Optional Emphases:*

Outdoor Ministries  
Counseling and Educational  
Ministries  
Youth Ministries  
Music Ministries

### Wilderness Leadership & Experiential Education

## MINORS

Art	History
Biology	Management and Organizational Leadership
Chemistry	Mathematics
Coaching	Music
Computer Information Systems	Personal Fitness
Computer Science	Pre-Law
Ecology	Religion
English	Sport and Event Management
Environmental Art & Design	Theatre
Environmental Studies	Wilderness Leadership & Experiential Education
Fitness Leadership	
Geology	

## PRE-PROFESSIONAL STUDIES

### Pre-Law

*Select one:*

Emphasis in Pre-Law in Integrated Studies Major

Minor in Pre-Law

### Pre-Dentistry, Pre-Medicine, Pre-Veterinary

Students interested in pre-dentistry, pre-medical, pre-veterinary, and other pre-professional school study may major in Health Science Studies in the Division of Environmental Studies, Mathematics, and Natural Sciences. For some professional schools, students may choose any major and take courses required for the professional school in the Division of Environmental Studies, Mathematics, and Natural Sciences, and the Division of Exercise Science and Wilderness Leadership.

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

The Division of Environmental Studies, Mathematics, and Natural Sciences offers bachelor of arts degrees in Ecology, Environmental Studies, Health Science Studies, and Mathematics and a wide variety of courses in ecology, biology, chemistry, physics, geology, mathematics, and computer science. In a cooperative agreement with Mars Hill College, students can earn teacher certification (9–12) in biology, chemistry, and mathematics. Majors in Environmental Studies and Health Science Studies are interdisciplinary and draw on courses throughout the college.

### Faculty

#### Professors:

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

#### Associate Professors:

- Theresa A. Bright: mathematics
- Anita M. Bryant: inorganic chemistry, trace metal chemistry
- Kenneth M. Duke: Coordinator, Environmental Studies Major: environmental studies, ecology
- Robert R. Glesener: ecology, evolutionary biology
- Susan L. Horn: mathematics, statistics
- Donnald H. Lander: Coordinator, Mathematics Major: mathematics, statistics

#### Assistant Professors:

- S. Carroll Brooks III: chemistry, environmental studies
- Janie Sue Brooks: environmental studies, evolutionary ecology
- Jennifer E. Frick: Coordinator, Ecology Major: invertebrate biology, ecology, environmental studies
- James H. Reynolds: geology

#### Instructors:

- Scott K. Yager: physics, astronomy

#### Associated Faculty:

- Robert A. Bauslaugh: ancient history and archaeology
- Mary Ellen Brown: environmental literature and journalism
- 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  
 R. Scott Sheffield: history of science  
 G. Thomas Tait: exercise physiology  
 Mary Kay White: anatomy and physiology, exercise physiology

**Adjunct Faculty:**

Mark R. Burrows: environmental management, environmental studies  
 Marilyn Dirks: mathematics  
 Annie P. Talley: environmental studies  
 Kimberly Wenzel: mathematics  
 Glynda Wilkins: environmental studies  
 Peter Wroblewski: mathematics

**Laboratory Manager:**

Beth Suttles: biology, ecology

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

**B.A. CORE REQUIREMENTS—46 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 110/110L	Principles of Biology I
4	BIO 120/120L	Principles of Biology II
3	ECOL 240	Biodiversity
2	ECOL 494	Senior Project I
2	ECOL 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

Degree Programs

3                    *Select one:*  
 ECOL 350                    Terrestrial Ecosystems  
 ECOL 360                    Aquatic Ecosystem

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 or chemistry courses at 200-level or above.

**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 science courses:

<b>Hours</b>	<b>Courses</b>	
4	CHE 103/103L	Principles of Chemistry I
4	CHE 104/104L	Principles of Chemistry II
4	<i>Select one:</i> CHE 201/201L CHE 210/210 L	Organic Chemistry I Environmental Chemistry
4	GEOL 101/101L <i>or</i> GEOL 105/105L	Physical Geology Historical Geology
4	MAT 121 <i>or</i> higher MAT course	Elementary Functions with Trigonometry
3	<i>Select one:</i> MAT 131  MAT 141 ( <i>suggested</i> ) MAT 211	Calculus for Business and the Applied Sciences Probability and Statistics Analytic Geometry and Calculus I
4	PHYS 103/103L	General Physics I
4	PHYS 104/104L	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:

<b>Hours</b>	<b>Courses</b>	
4	CSC 211/211L	Structured Programming I
4	CSC 212/212L	Structured Programming II
4	CSC 310/310L	Data Structures
3	CSC 320	Computer Architecture
3	<i>Select one:</i>	
	CIS 300	Systems Analysis and Design
	CIS 340	Data Base Management
	ECOL or ENV 340	Behavior of Model Systems

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

**B.A. CORE REQUIREMENTS—46 Semester Hours**

**MAJOR REQUIREMENTS—57 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 110/110L	Principles of Biology I
4	<i>Select one:</i>	
	CHE 101/101L or	General Chemistry I
	CHE 103/103L	Principles of Chemistry I
3	ECON 201	Macroeconomics
3	ENG or COM 302	Environmental Communications
3	ENV 110	Introduction to Environmental Studies
3	ENV 301	Environmental Policy
3	WLEE 101	Outdoor Education
4	<i>Select one:</i>	
	GEOL 101/101L or	Physical Geology
	GEOL 105/105L	Historical Geology
4	GEOL 201/201L	Environmental Geology
3	MAT 141	Probability and Statistics

**Degree Programs**

3	PSY or SWK 210	Personal and Group Environments
3	PSY or SWK 307	Community and the Environment
3	<i>Select one:</i>	
	HIS 301 <i>or</i>	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 from the following 4 groups, including at least one course per group:*

#### 1. Environmental Studies:

Hours	Courses	
3	ENG 217	Studies in Environmental Literature
3	ENV 330	Environment and Spirituality
3	ARCH 201	Principles of Archaeology
3	ENV <i>or</i> ECOL 340	Behavior of Model Systems
3	SOC 325	Population and Contemporary Social Issues
3	ECOL 410	Human Ecology

#### 2. Psychology–Sociology:

Hours	Courses	
3	ANTH 201	Principles of Anthropology
3	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

#### 3. Science:

Hours	Courses	
4	<i>Select one:</i>	
	BIO 120/120L	Principles of Biology II
	<i>or higher numbered course, except BIO 210/210L and BIO 220/220L</i>	
4	<i>Select one:</i>	
	CHE 102/102L	General Chemistry II
	CHE 104/104L	Principles of Chemistry II
	<i>or higher numbered course</i>	

Select one:

MAT 131 Calculus for Business and the Applied Sciences

or higher numbered course

GEOL 101/101L Physical Geology

(if GEOL 105/105L selected above)

GEOL 105/105L Historical Geology

(if GEOL 101/101L selected above)

GEOL 200-Level

or higher numbered course

PHYS 101/101L Concepts of Physics

or higher numbered course

#### 4. Government—Economy—History:

Hours	Courses	
3	ORG 304	Legal Environment of Business
3	ECON 200	Introduction to Economics
3	ECON 202	Microeconomics
3	HIS 301	History of Modern Science
	(if HIS 302 selected as a required course)	
	or HIS 302	Environmental History
	(if HIS 301 selected as a required course)	
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 AN 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 Anthropology
3	Select one:	
	ENV 111	Man and the Environment in Antiquity
	ARCH 201	Principles of Archaeology
	Select two:	
6	AH 321	Art and Archaeology of Ancient Egypt
	AH 322	Art and Archaeology of the Greek Bronze Age
	AH 323	Art and Archaeology of Ancient Greece
	AH 324	Art and Archaeology of Ancient Italy and the Roman Empire
3	AH 325	Seminar in Art History and Archaeology

## MAJOR REQUIREMENTS for the B.A. DEGREE in HEALTH SCIENCE STUDIES

### B.A. CORE REQUIREMENTS – 46 Semester Hours

### MAJOR REQUIREMENTS – 63 Semester Hours

### Required Courses – 46 Semester Hours plus 17 Semester Hours in the Core Requirements

Hours	Courses	
8	BIO 110/110L	Principles of Biology I ( <i>core requirement</i> )
	BIO 120/120L	Principles of Biology II ( <i>core requirement</i> )
8	BIO 210/210L	Human Anatomy and Physiology I
	BIO 220/220L	Human Anatomy and Physiology II
8	CHE 103/103L	Principles of Chemistry I
	CHE 104/104L	Principles of Chemistry II
8	CHE 201/201L	Organic Chemistry I
	CHE 202/202L	Organic Chemistry II
8	<i>Select either option (6 hours core requirements)</i>	
	MAT 121	Elementary Functions with Trigonometry
	MAT 211	Analytic Geometry and Calculus I
	<i>or</i>	
	MAT 211	Analytic Geometry and Calculus I
	MAT 221	Analytic Geometry and Calculus II
8	<i>Select either option:</i>	
	PHY 103/103L	General Physics I
	PHY 104/104L	General Physics II
	<i>or</i>	
	PHY 201/201L	Physics I
	PHY 202/202L	Physics II
<b>Human Interactions and Psychological Knowledge</b>		
3	One ethics course, typically PHI or REL 262, or ORG 305	
3	PSY 201	General Psychology ( <i>core requirement</i> )
3	PSY or SWK 210	Personal and Group Environments
<b>Experiential</b>		
2	HSS 369	Practicum/Internship
<b>Integrative and Experiential</b>		
2	HSS 494	Senior Project and Seminar I
2	HSS 495	Senior Project and Seminar II

**Required Elective Courses – 9 Semester Hours**

Select at least 1 course from a minimum of three academic categories (prefixes), and complete 9 semester hours from the following:

<b>Hours</b>	<b>Courses</b>
3	ART 120, 130, 150
3	COM 110, 201
3	ECON 201, 202
3	EXSC 310, 311, 312, 330
3	ENV 330, 340
3	HIS 301, 353
3	MUS 201J, 209
3	ORG (ANY COURSE)
3	THE 102, 203
3	PHI 105, 261
3	PSY (200-400 level)
3	REL (200-400 level)
3	SOC (200-400 level)
3	SWK or PSY 307

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

**B.A. CORE REQUIREMENTS—46 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**

<b>Hours</b>	<b>Courses</b>	
3	MAT 200	Discrete Mathematics
4	CSC 211/211L	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 340 or 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 A MINOR IN COMPUTER SCIENCE WITH A MAJOR IN MATH—17 Semester Hours

In addition to the Core Requirements and the Major Requirements for Mathematics, the students who want a Minor in Computer Science must complete the following requirements:

Hours	Courses	
4	CSC 212/212L	Structured Programming II
4	CSC 310/310L	Data Structures
3	CSC 320	Computer Architecture
3	CIS 220	Exploring the Internet
3	<i>Select one:</i> any CIS 300 course or above	

## MINORS

### REQUIREMENTS FOR A MINOR IN BIOLOGY—23 Semester Hours

BIO 110 and BIO 120 may meet Core Requirements, Area VI.

Hours	Courses	
4	BIO 110/110L	Principles of Biology I
4	BIO 120/120L	Principles of Biology II
3	BIO 320	Genetics
3	ECOL 240	Biodiversity
3	<i>Select one:</i>	
	ECOL 250	Plant Ecology
	ECOL 260	Animal Ecology
	ECOL 350	Terrestrial Ecology
	ECOL 360	Aquatic Ecology
3	<i>Select one:</i>	
	BIO 310	Environmental Physiology
	BIO 330	Evolutionary Biology
3	<i>Select two of the following field courses:</i>	
	BIO 381	Trees and Shrubs
	BIO 382	Fungi and Lichens
	BIO 383	Mosses and Ferns
	BIO 384	Wildflowers
	BIO 385	Invertebrates
	BIO 386	Fishes and Amphibians
	BIO 387	Reptiles and Mammals
	BIO 388	Birds

### REQUIREMENTS FOR A MINOR IN CHEMISTRY—23 Semester Hours

Hours	Courses	
	<i>Complete one of the following:</i>	
4	MAT 121	Elementary Functions with Trigonometry
3	MAT 131	Calculus for Business and the Applied Sciences
4	MAT 211	Analytic Geometry and Calculus

*Required:*

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

*Choose 1 of the following:*

4	CHE 210, 210L	Environmental Chemistry
4	CHE 301, 301L	Biochemistry

### REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE—

#### 24 Semester Hours

CSC 211 and MAT 200 may meet Core Requirements Area IV.

Hours	Courses	
4	CSC 211/211L	Structured Programming I (formerly CSC 103)
4	CSC 212/212L	Structured Programming II (formerly CSC 104)
4	CSC 310/310L	Data Structures (formerly CSC 201)
3	CSC 320	Computer Architecture
3	MAT 200	Discrete Mathematics
3	CIS 220	Exploring the Internet
3	Choose any one CIS or CSC course 300-level or above <i>CSC 211/211L and MAT 200 may meet core requirements.</i>	

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

BIO 110, 120 may meet Core Requirements, Area VI.

Hours	Courses	
4	BIO 110/110L	Principles of Biology I
4	BIO 120/120L	Principles of Biology II
3	ECOL 240	Biodiversity
3	<i>Select one:</i>	
	ECOL 250	Plant Ecology
	ECOL 260	Animal Ecology

- 3            *Select one:*  
 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
- 1            *Select from any biology or ecology course*

### REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES

The Environmental Studies Minor requires a minimum of 17 semester hours of advisor-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 advisor within 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 Core Requirements for the Bachelor of Arts Degree.*

Hours	Course	
3	ENG 217	<b>Area II</b> Studies in Environmental Literature
4	BIO 110/110L	<b>Area VI</b> Introduction to Organisms, Ecology, Evolution
4	GEOL 101/110L or	<b>Area VI</b> Physical Geology
4	GEOL 105/105L	Historical 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 or SWK 210	Personal and 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 and lab</i>	
COM 302	Environmental Journalism
ECOL 240	Biodiversity
ECOL 250	Plant Ecology
ECOL 260	Animal Ecology
ECOL 350	Terrestrial Ecosystems
ECOL 360	Aquatic Ecosystems
ENG 217	Studies in Environmental Literature
ENV 290	Surface Water Hydrology
ENV 301	Environmental Policy
ENV 330	Environment and Spirituality
ENV 340 <i>or</i> ECOL 340	Behavior of Model Systems
ENV 380	Interdisciplinary Seminar or Environmental Thought and Issues
GEOL 201	Environmental Geology
<i>or higher numbered course</i>	
HIS 110	Global History
HIS 223	History of Southeastern Native Americans
HIS 301	History of Science
HIS 302	Environmental History
PHYS 101/101L	Concepts of Physics
PSY <i>or</i> SWK 210	Personal and Group Environments
PSY <i>or</i> SWK 307	Community and the Environment
SOC 201	Principles of Sociology
SOC <i>or</i> PSY 310	Social Science Research Methods.

**REQUIREMENTS FOR A MINOR IN GEOLOGY—20 Semester Hours**

GEOL 101 and GEOL 105 may meet Core Requirements, Area VI.

<b>Hours</b>	<b>Courses</b>	
4	GEOL 101/101L	Physical Geology
4	GEOL 105/105L	Historical Geology
4	GEOL 210/210L	Mineralogy
8	<i>Select two:</i>	
	GEOL 201/201L	Environmental Geology
	GEOL 310/310L	Structural Geology
	GEOL 312/312L	Geomorphology

## REQUIREMENTS FOR A 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 student's respective Major Requirements:

CSC 211 and MAT 211, 221, and 341 may meet Core Requirements, Area IV.

<b>Hours</b>	<b>Courses</b>	
4	MAT 211	Analytic Geometry and Calculus I
4	MAT 221	Analytic Geometry and Calculus II
3	MAT 341	Linear Algebra
4	CSC 211/211L	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.

## 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: exercise science, exercise physiology, sport pedagogy

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

#### Associate Professor:

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

#### Assistant Professors:

Jennifer Kafsky: outdoor recreation and education, adventure programming and administration, wilderness orientation programs

Mary Kay White, Director of Fitness Appraisal Laboratory and Coordinator, Exercise Science Major: exercise physiology, fitness appraisal, anatomy, physiology

#### Instructors:

Nancy G. Ballinger: dance, aquatics, health

Robert Dye: adventure challenge programs, counseling at-risk students, adventure recreation

Beth Russo, Coordinator of Wilderness Leadership and Experiential Education: outdoor education, counseling, challenge course programs

Van Whitmire, Athletic Trainer: sports medicine, athletic training

#### Adjunct Faculty:

Gay Schuldt: horseback riding

Sheila D. Simmons, Coach of Women's Basketball: exercise science, physical education

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

### B.A. CORE REQUIREMENTS—46 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	WLEE 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 Issues
3	EXSC 330	Introduction to Sports Medicine
2*	HLT 202	First Aid and CPR
3	PHI/REL 262	Introduction to Ethics
4	PHYS 101/101L	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—22 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 <i>and/or</i> EXSC 399A	Special Topics (1-3) Independent Studies (1-3)
1	EXSC 215A	Directed Observation Practicum
3	EXSC 315A	Leadership Practicum
1	EXSC 410A	Preparation for Senior Internship
14	EXSC 415A	Senior Internship

### EMPHASIS IN FITNESS LEADERSHIP—22 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
1	EXSC 410F	Preparation for Senior Internship
14	EXSC 415F	Senior Internship

### EMPHASIS IN TEACHING/COACHING—30 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
1	EXSC 410T	Preparation for Senior Internship
14	EXSC 415T	Senior Internship
3	PSY 203	Adolescent Growth & Development
3	PSY 350	Sports Psychology

### RESTRICTED ELECTIVES—3 Semester Hours

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

### UNRESTRICTED ELECTIVES—to complete 124 Semester Hours

## MINORS

### REQUIREMENTS FOR A MINOR IN COACHING—21 Semester Hours

Hours	Courses	
2	HLT 202	First Aid/CPR
3	EXSC 110	Introduction to Exercise Science
1	EXSC 211T	Selected Topics
1	EXSC 215T	Directed Observation Practicum
2	EXSC 240	Introduction to Theories & Techniques of Coaching
3	WLEE 305	Legal Issues in Exercise Science
3	EXSC 312 <i>or</i>	Sports Nutrition & Wellness Issues
	EXSC 310	Exercise Physiology
3	EXSC 315 T	Leadership Practicum
3	EXSC 340	Teaching/Coaching Methods

\* Additional recommended courses:

Natural Sciences:

BIO 210	Human Anatomy and Physiology I
BIO 220	Human Anatomy and Physiology II

Physical Education:

EXSC 200	Fitness Activities
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### REQUIREMENTS FOR A MINOR IN FITNESS LEADERSHIP—21 Semester

Hours	Courses	
2	HLT 202	First Aid/CPR
3	EXSC 110	Introduction to Exercise Science
1	EXSC 215 F	Directed Observation Practicum
3	WLEE 305	Legal Issues in Exercise Leadership
3	EXSC 310	Exercise Physiology
3	EXSC 311	Fitness Appraisal
3	EXSC 312	Sports Nutrition & Wellness Issues
3	EXSC 315 F	Leadership Practicum

\*Additional recommended courses:

Natural Sciences:

BIO 210	Human Anatomy and Physiology I
BIO 220	Human Anatomy and Physiology II

Exercise Science:

EXSC 200	Fitness Activities
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### REQUIREMENTS FOR A MINOR IN PERSONAL FITNESS—21 Semester

Hours	Courses	
3	WLEE 101	Introduction to Outdoor Education
2	HLT 202	First Aid/CPR
2	EXSC 200	Fitness Activities
1	EXSC 211 A/F/T	Selected Topics*
3	EXSC 110	Introduction to Exercise Science
3	EXSC 312	Sports Nutrition & Wellness Issues
3	PE	Selected Activities**
3	PSY or SWK 210	Personal and Group Environments
3	PSY 350	Sports Psychology

\*Select one semester hour from EXSC 211A, EXSC 211F, or EXSC 211T

\*\*The three selected activities must be chosen from three different categories: basic conditioning, individual sports, wilderness leadership, dance, team sports, and aquatics.

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

### 3.A. CORE REQUIREMENTS—46 Semester Hours

Students majoring in Wilderness Leadership & Experiential Education must complete BIO 110 and lab, ENV 110 and lab, and ENG 217\* within the Core Requirements.

### MAJOR REQUIREMENTS—36 to 46 Semester Hours

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

Hours	Courses	
3	WLEE 101	Introduction to Outdoor Education
3	WLEE 200*	Leadership/Group Dynamics in Outdoor Pursuits
3	WLEE 250*	Wilderness First Aid
1-6	WLEE 301	Wilderness/Experiential Education Practicum
1-6	WLEE 302	Wilderness/Experiential Education Internship
3	WLEE 305	Legal Aspects of Wilderness Leadership, Experiential Education, and Exercise Leadership
3	WLEE 310*	Outdoor Pursuits Education: Water Based
3	WLEE 320*	Outdoor Pursuits Education: Land Based
3	WLEE 350*	Wilderness Expedition
3	WLEE 402	Ethics of Wilderness Leadership, Experiential Education, and Exercise Leadership
3	WLEE 405	Seminar: Open Topics
2	Skill Classes:	<i>Select two:</i> PE 134, 135, 139, 140, 151, 152, 153, 155, 157, 158, 159, 182
4*	Advanced Skill Classes:	<i>Select two:</i> WLEE 253, 255, 256, 257, 260, 261, 265
	Note: Complete Advance Skills after Immersion	
3	PSY 260	Psychological Issues of Experiential Education

\*Only offered as part of the Immersion Semester.

### RESTRICTED ELECTIVES —6 Semester Hours

Select from the following:

<b>Hours</b>	<b>Courses</b>	
2	WLEE 202	Water Safety Instructor
3	WLEE 330	Camp Counseling
3	WLEE 340	Outdoor Program Administration
3	PSY <i>or</i> SWK 210	Personal and Group Environments
3	SWK 307	Community and the Environment
3	ENV 330	Environment and Spirituality
3	WLEE 360	Theory and Practice of Experiential Education
3	WLEE 404	Wilderness Philosophers
1-3	WLEE 420	Special Topics

### UNRESTRICTED ELECTIVES—to complete 124 Semester Hours

#### REQUIREMENTS FOR A MINOR IN WILDERNESS LEADERSHIP AND 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:

##### OPTION 1—21 Semester Hours

<b>Hours</b>	<b>Courses</b>	
3	WLEE 101	Introduction to Outdoor Education
18	Immersion Semester:	
3	ENG 217*	Wilderness Literature
3	WLEE 200*	Leadership/Group Dynamics in Outdoor Pursuits
3	WLEE 250*	Wilderness First Aid
3	WLEE 310*	Outdoor Pursuits Education: Water-Based
3	WLEE 320*	Outdoor Pursuits Education: Land-Based
3	WLEE 350*	Wilderness Expedition

\*Only offered as part of the Immersion Semester.

##### OPTION 2—22 Semester Hours

<b>Hours</b>	<b>Courses</b>	
3	WLEE 101	Introduction to Outdoor Education
1	WLEE 260	Challenge I: Group Games and Initiatives
3	WLEE 305	Legal Aspects of Wilderness, Experiential Education, and Exercise Leadership
3	WLEE 402	Ethics of Wilderness Leadership, Experiential Education, and Exercise Leadership

2 *Select any 2 of the following 1 hour courses:*

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 153	Mountaineering
PE 155	Kayaking
PE 157	Backpacking
PE 158	Mountain Biking
PE 159	Sea Kayak Touring
PE 182	Advanced Rock Climbing

9 *Select any combination of the following 3 hour courses:*

WLEE 202	Water Safety Instructor
WLEE 330	Camp Counseling
WLEE 340	Outdoor Program Administration
PSY or SWK 210	Personal and Group Environments
SWK 307	Community and the Environment
ENV 330	Environment and Spirituality
WLEE 404	Wilderness Philosophers
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, music and theatre.

### Faculty

#### Professors:

S. Kay Hoke, Chair, Division of Fine Arts; Coordinator, Music Major: theory, history and literature of opera

Laura P. McDowell: music history, piano

D. Timothy G. Murray, Edward W. Seese Distinguished Service Professor of Art: sculpture, 3-D design, modern art history

#### Associate Professors:

William B. Byers, Jr., Coordinator, Art Major: photography, painting

Alfred J. Calabrese, Director, choral activities: conducting, choral literature, sacred music, voice

David S. Kirby, Director, Bands: clarinet, bassoon

M. Jo Pumphrey: painting, drawing

Ruth L. Still, conductor, Brass Ensemble: brass

#### Assistant Professors:

Kyle Biery: technical theatre

Julia Broxholm: voice, vocal diction, opera workshop

Anne P. Chapin: art history and archaeology, Minoan art

Mollie Doctrow: printmaking, graphic design

Paul Elwood: composition, theory, electronic music

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

Christopher Harding: piano, music literature, chamber music

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

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

#### Associated Faculty:

Robert A. Bauslaugh: art history

Thomas J. Bell: religion, sacred music 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), Terri

Godfrey (ceramics), Yuki Harding (oboe), Katherine Palmer (staff accompanist),

Robert Palmer (theory), Vance Reese (theory, organ, sacred music), Paul Statsky (violin, chamber music)

**Faculty Emeriti:**

- Patricia Batcher: music theory
- Patricia L. Robinson: accompanying

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

All students who elect an Art Major must submit illustrations of artwork produced previously for review by faculty who will approve admission to the Art Major curriculum.

**B.A. CORE REQUIREMENTS—46-57 Semester Hours**

**MAJOR REQUIREMENTS—22 Semester Hours**

In addition to the B.A. Core Requirements, students majoring in Art must complete the following foundation courses:

Hours	Courses	
3	AH 201	Art History I
3	AH 202	Art History II
1	ART 112	Introduction to Visual Arts
3	ART 120	Drawing I
3	ART 130	2-D Design
3	ART 150	3-D Design
3	ART 410	Senior Exhibition
3	<i>Select one:</i>	
	ART 121	Drawing II
	ART 125	Life Drawing I

**RESTRICTED ELECTIVES—27 Semester Hours** of additional studio art courses and 6 Semester Hours of additional art history courses (beyond AH 201 and AH 202). Students are asked to concentrate in a particular area (Design, Painting, Sculpture, or Photography) and complete at least three courses in that area at the 300-400 level as a prerequisite for ART 410 Senior Exhibition.

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

Students should take the foundation courses before the emphasis courses.

**Graphic Design—18 Semester Hours**

Hours	Courses	
3	ART 230	Introduction to Computer Graphics
3	ART 231	Computer Graphics II
3	ART 330	Graphic Design I
3	ART 335	Typography

Degree Programs

3	ART 430	Graphic Design II: Communication Design
3	ART 435	Design Methods and Portfolio Development

### Photography—15 Semester Hours

Hours	Courses	
3	ART 260	Photography I
3	ART 261	Photography II
3	ART 360	Photography III: Studio Methods
3	ART 460	Photography IV: Alternative Processes
3	ART 410	Senior Exhibition

### Painting—15 Semester Hours

Hours	Courses	
3	ART 240	Painting I
3	ART 241	Painting II
3	ART 340	Painting III
3	ART 440	Painting IV
3	ART 410	Senior Exhibition

### Sculpture—15 Semester Hours

Hours	Courses	
3	ART 250	Sculpture I
3	ART 251	Sculpture II
3	ART 350	Sculpture III
3	ART 450	Sculpture IV
3	ART 410	Senior Exhibition

### UNRESTRICTED ELECTIVES to complete 124 Semester Hours

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

### ADDITIONAL EMPHASIS OPTION—15-18 Semester Hours

Students majoring in Art may earn an optional emphasis in the following area:

### 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 201	Art History I
	AH 202	Art History II

*Select three:*

AH 350	Survey of Modern Art
AH 321	Art and Archaeology of Ancient Egypt
AH 322	Art and Archaeology of the Greek Bronze Age
AH 323	Art and Archaeology of Ancient Greece
AH 324	Art and Archaeology of Ancient Italy and the Roman Empire
AH 325	Seminar in Ancient Art and Archaeology
ARCH 201	Principles of Archaeology
AH 353/ART 306	Seminar in Modern Art
AH 390/490	Special Topics in Art History
ART 390/490	Special Topics in Art
ENV 111	Man and the Environment in Antiquity

## MINORS

### REQUIREMENTS FOR 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	Courses	
3	AH 201 <i>or</i> AH 202	Art History I Art History II
3	ART 120 <i>or</i> ART 125	Drawing I Life Drawing I
3	ART 130 <i>or</i> ART 150	2-D Design 3-D Design

**Elective:**

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

### REQUIREMENTS FOR MINOR IN ENVIRONMENTAL ART AND DESIGN—21 Semester Hours

Hours	Courses	
3	ART 150	3-D Design
3	ORG 330	Entrepreneurship
3	<i>Select one:</i> ARCH 201 ENV 111 HIS 302	Principles of Archaeology Man and the Environment in Antiquity Environmental History

3	<i>Select one:</i> ART 250 ART 260	Sculpture I Photography I
3	ART 308	Internship in Art*
3	<i>Select one:</i> ART 350 ART 410	Sculpture III Senior Exhibition
3	ART 421	Environmental Art and Design

\*Summer with architects, landscape architects, etc.

## 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: Church Music, Composition, Jazz Studies, Theory/History, and Vocal/Instrumental Performance. The Department of Music at Brevard College is an accredited institutional member of the National Association of Schools of Music. All students who elect a Music Major must pass an audition/interview before admission to the Music Major curriculum.

### B.A. CORE REQUIREMENTS—46-54 Semester Hours

#### MAJOR REQUIREMENTS—51 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
3	MUS 104	Harmony II
1	MUS 105	Sight-Singing/Dictation I
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
3	MUS 204	Harmony IV
1	MUS 205	Sight-Singing/Dictation III
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.

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). 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 the level of Class Piano in which they must enroll.

### **RECITAL ATTENDANCE**

Regular attendance at artistic performances is a vital art of a music major's education. Attendance at Wednesday afternoon student recitals or studio classes is required each semester along with eight other approved events. Students who matriculated before Fall of 1999 have the option of fulfilling this requirement through registration for RCT 101 (up to 2 credit hours); for all others, recital attendance is a graduation requirement.

## **MAJOR REQUIREMENTS *for the B.A. DEGREE* *in MUSIC with EMPHASIS in MUSIC TEACHING***

The Division of Fine Arts offers a bachelors of arts degree in Music with Emphasis in Music Teaching. This degree, while not offering certification, does prepare students to enter Masters of Arts in Teaching (MAT) program upon graduation. Then within a year plus a summer in a MAT program, students can receive both certification and a masters of arts in teaching degree. All students who elect a Music Major with an Emphasis in Music Teaching must pass an audition/interview before admission to the Music Major curriculum.

The music core requirement, additional requirements, and recital attendance requirements for the Teaching Emphasis are the same as those for the B.A. Degree in Music. In addition, students are required to take the courses for the Emphasis in Music Teaching.

### **EMPHASIS IN MUSIC TEACHING—25 Semester Hours**

In addition to the Major Requirements for Music, students must complete the following Emphasis Requirements for the B.A. in Music with Emphasis in Music Teaching:

<b>Hours</b>	<b>Courses</b>	
1	MUS 210	Brass Methods
1	MUS 211	Woodwinds Methods
1	MUS 212	Percussion Methods
1	MUS 213	Vocal Methods
3	MUS 306	Orchestration
3	MUS 330	Conducting
3	PSY 201	General Psychology
3	EDU 201	Introduction to Teaching
3	MUS 269	Academic Practicum
3	<i>Select one:</i>	
	MUS 310	Methods and Materials for Teaching Music in the Elementary Schools
	MUS 311	Methods and Materials for Teaching Music in the Middle and Secondary Schools
3	<i>Select one:</i>	
	PSY 202	Child Growth and Development
	PSY 203	Adolescent Growth and Development

### **OPTIONAL EMPHASES—12-25 Semester Hours**

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

### **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 other events to be chosen in consultation with their music advisor. In addition to the Core Requirements and Major Requirements for Music, students must complete the following Emphasis Requirements for Church Music:

<b>Hours</b>	<b>Courses</b>	
3	MUS 330	Conducting
3	MUS 335	Church Music Methods
3	MUS 336	Church Music Literature
3	MUS 430	Church Music Practicum
3	REL 331	Christian Worship
3	REL 335	Christian Tradition and the Arts

### **REQUIREMENTS FOR OPTIONAL EMPHASIS IN COMPOSITION— 16 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	Composition III, IV
1	MUS 484	Recital (Senior Year)

### 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 407	Jazz Styles

*Select 3 additional semester hours from the following:*

.5	ENS 186	Jazz Combo
.5	ENS 187	Jazz Guitar Ensemble
.5	ENS 194	Jazz Ensemble

### REQUIREMENTS FOR AN OPTIONAL EMPHASIS IN PERFORMANCE—

#### 16 Semester Hours

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

Hours	Courses	
4	APM 431, 433	Applied Music
1	MUS 434	Recital (Junior or Senior Year)
2	Major Ensembles	
3	MUS 304	Counterpoint
3	MUS 330	Conducting
3	<i>Select one:</i>	
	MUS 306	Orchestration
	MUS 308	Topics in Music Literature
	MUS 401	Topics in Music History

### 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	Topics in Music Literature
3	MUS 401	Topics in Music History

## MINORS

### REQUIREMENTS FOR A MINOR IN THEATRE—20 Semester Hours

Students will have to declare a minor by the end of the sophomore year in order to complete the requirements.

Hours	Courses	
3	THE 101	Introduction to the Theatre
2	THE 107	Technical Theatre
3	THE 201	Acting I
3	THE 212	Introduction to Directing
1	THE 104	Production— <i>To be repeated for a total of 2 credits</i>

### Elective Courses—Choose a minimum of 7 semester hours from the following:

3	THE 102	Voice and Movement
1	THE 104	Production— <i>May be repeated for a total of 2 credits</i>
2	THE 107	Technical Theatre
1	THE 108	Make-up
3	THE 202	Acting II
3	THE 203	Oral Interpretation
3	THE 304	Introduction to Playwriting
3	THE 420	Special Topics

### REQUIREMENTS FOR A MINOR IN MUSIC—24 Semester Hours

Students other than Music majors may earn a minor in music by completing the following requirements including an audition on an instrument or in voice.

### HARMONY AND SIGHT SINGING REQUIREMENTS—8 Semester Hours

Theory placement required. Students who do not place in MUS 103 will be asked to take MUS 102 as a prerequisite before beginning the theory sequence outlined below. MUS 102 will count as an elective credit in the minor.

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

## OTHER REQUIREMENTS

Hours	Courses	
3	MUS 101 MUS 107	Music Appreciation or Introduction to Music Literature
4	APM	Applied Music—One hour for four semesters. Corequisite: Students taking APM credit are strongly encouraged to be enrolled in at least one ensemble. At the end of the fourth semester of applied lessons, students are required to perform a jury.
1	MUS 121	Class Piano I Placement test required. Possible credit by examination.
2	ENSEMBLES	Four ensemble registrations as recommended. Corequisites of applied music lessons. Ensembles are 0.5 credit hours each.
0	RECITAL ATTENDANCE—Two semesters	Non credit-bearing, but a graduation requirement. For any two semesters students are required to attend eight approved events. A list of these events is posted at the beginning of each semester.

## ELECTIVES:

Choose from among the courses listed below for a total of 6 semester hours.

3	MUS 102	Basic Musicianship
1	MUS 123	Class Piano II
3	MUS 203	Harmony III
3	MUS 204	Harmony IV
1	MUS 205	Sight Singing and Dictation III
1	MUS 206	Sight Singing and Dictation IV
3	MUS 107	Introduction to Music Literature
3	MUS 209	Comparative Studies in Music
3	MUS 201J	History of Jazz
1	APM 300-level	Applied Music
3	MUS 301	Music History I
3	MUS 302	Music History II
0.5	Ensembles	
2	Methods Courses (e.g., MUS 212 Percussion Methods)	

## DIVISION *of* HUMANITIES

The Division of Humanities is composed 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 a liberal arts concept of education and offers a major and minor in English/Interdisciplinary Studies and a major and minor in Religion. The Division of Humanities also supports concentrations and emphases in majors from almost all other divisions.

### **Faculty**

#### **Professors:**

Mary Louise Bringle, chair, Division of Humanities: theology, philosophy  
Kenneth D. Chamlee, Iva Buch Seese Distinguished Service Professor of English and Creative Writing ; coordinator, English Major; 1998-2000 Johnie H. Jones Distinguished Professor of Teaching: modern poetry, creative writing, American and British literature  
A. Preston Woodruff, religion; Johnie H. Jones Distinguished Professor of Teaching 1996-1998, Robert Wesley Pickens Professor of Religion; biblical studies

#### **Associate Professor:**

Mary Ellen Brown: English, communications  
J. Belton Hammond: English composition, (on leave fall 2002)  
Judy C. Hoxit: Spanish

#### **Assistant Professors:**

Thomas J. Bell, coordinator, Religion Major: religion and medieval studies  
Betsy D. Burrows: American literature, British literature, African-American literature  
Ralph A. Hamlett: communications  
Kristina H. McBride, Director, Writing Center: composition, British literature, and world literature

#### **Instructors:**

Markus Maier, International Students' Advocate: German. English as a second language.

#### **Adjunct Faculty:**

Jennifer Browning: English, technical writing, composition  
Roland Dierauf: English, composition  
Jill English: journalism  
Marcia Harper: English, composition  
Peggy Higgins: English, composition  
Susan R. Kuehn, Director of the Learning Enhancement Center: reading  
Patricia Mackel: French  
Kathy Reiter: English, composition  
Shelly Webb: religion, chaplain of the College

**Emeriti Faculty:**

Clara Coleman-West, Lora Lee Schmidt Distinguished Service Professor of English:

American literature, composition and mythology

S. Rhuemma Miller, English and communications: communications, speech, British literature

## **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, Pre-Law, Religion or Theatre Arts.

### **B.A. CORE REQUIREMENTS—46 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—25 Semester Hours**

*minimum 12 at 300-level*

<b>Hours</b>	<b>Courses</b>
3	<p><i>Select one:</i></p> <p>COM 105                      Introduction to Journalism</p> <p>ENG 207                      Creative Writing</p>
3	<p><i>Select one:</i></p> <p>COM 302                      Environmental Journalism</p> <p>ENG 305                      Technical Writing and Editing</p> <p>ENG 308                      Creative Nonfiction</p>
6	<p><i>Select one at 200-level, one at 300-level or higher:</i></p> <p>ENG 205                      British Literature</p> <p>ENG 206                      American Literature</p> <p>ENG 208                      World Literature</p> <p>ENG 217                      Studies in Environmental Literature</p> <p>ENG 220                      Thematic Studies in Literature</p> <p>ENG 322                      Shakespeare</p> <p>ENG 330                      Advanced Studies in Literature</p> <p>ENG 340                      African-American Literature</p> <p>ENG 341                      Women in Literature</p> <p>ENG 342                      Southern Literature</p> <p>ENG 410                      Literature and Related Topics</p>

4	<i>Select one 3-credit course:</i>	
	COM 110	Introduction to Communications
	THE 102	Voice and Diction
	THE 203	Oral Interpretation
	COM 380	Debate
	<i>Select one 1-credit course:</i>	
	COM 106	Journalism Lab
	COM 206	Publication Production
3	<i>Select one:</i>	
	ENG 251	Introduction to Literary Criticism
	ENG 350	Language Studies
6	HUM 461 <i>and</i>	Humanities Research Methodologies
	ENG 495	Senior Project

### REQUIRED EMPHASIS—18-21 Semester Hours

Choose at least one of the following emphases:

Note: In special circumstances, students may petition to substitute courses upon consultation with their academic advisors, the major coordinator and the division chair.

### EMPHASIS IN ART

Hours	Credit	
3	AH 201	Art History I
3	AH 202	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 125	Life Drawing
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	<i>Select one:</i>	
	ART 121	Drawing II (If ART 106 is taken)
	ART 125	Life Drawing
	ART 230	Introduction to Computer Graphics
	ART 241	Painting II
	ART 261	Photography II
	ART 271	Ceramics II

## EMPHASIS IN CREATIVE WRITING

Hours	Credit	
3	ENG 207	Creative Writing
6	<i>Select two:</i>	
	ENG 308	Creative Nonfiction
	ENG 309	Poetry Writing
	ENG 310	Fiction Writing
	THE 304	Introduction to Playwriting
9	<i>Select three:</i>	
	ENG 308	Creative Nonfiction
	ENG 309	Poetry Writing
	ENG 310	Fiction Writing
	ENG 220	Thematic Studies in Literature
	ENG 322	Shakespeare
	ENG 330	Advanced Studies in Literature
	ENG 380	Interdisciplinary Topics
	ENG 410	Special Topics in Literature
	THE 304	Introduction to Playwriting

## EMPHASIS IN ENVIRONMENTAL JOURNALISM

Hours	Credit	
3	COM 302	Environmental Journalism
3	ENG 217	Studies in Environmental Literature
3	ENV 110	Introduction to Environmental Studies
9	<i>Select three:</i>	
	ART 260	Photography I
	ECOL 240	Biodiversity
	ECOL 410	Human Ecology
	ENV 103	Forest and River
	ENV 301	Environmental Policy
	ENV 325	Population and Contemporary Social Issues
	ENV 330	Environment and Spirituality
	ENV 380	Environmental Seminar
	GEO 201	Environmental Geology
	HIS 302	Environmental History

## EMPHASIS IN HISTORY

Hours	Credit	
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

<b>Hours</b>	<b>Credit</b>	
3	ENG 251	Literary Criticism
3	ENG 322	Shakespeare
3	<i>Select one beyond B.A. core requirements:</i>	
	ENG 205	British Literature
	ENG 206	American Literature
	ENG 208	World Literature
	ENG 217	Studies in Environmental Literature
	ENG 350	Language Studies
9	<i>Select three:</i>	
	ENG 220	Thematic Studies in Literature
	ENG 330	Advanced Studies in Literature
	ENG 340	African American Studies
	ENG 341	Women in Literature
	ENG 342	Southern Literature
	ENG 380	Interdisciplinary Topics
	ENG 410	Special Topics in Literature
	THE 420	Special Topics in Theatre

## EMPHASIS IN MUSIC

<b>Hours</b>	<b>Credit</b>	
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 for a total of 2 ensemble registrations)	
3	<i>Select one:</i>	
	MUS 101	Music Appreciation
	MUS 107	Introduction to Music Literature
3	<i>Select one:</i>	
	MUS 200	Electronic Music
	MUS 201J	Jazz History
	MUS 308*	Topics in Music Literature
	MUS 401*	Topics in Music History

Note: Prerequisite courses required.

## EMPHASIS IN NATURAL SCIENCES

Hours	Credit	
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	Environmental Policy
	ENV 330	Environmental and Spirituality
	MAT 211, 221, 231	Analytical Geometry and Calculus I, II and III
	MAT 341	Linear Algebra
	MAT 351	Differential Equations
	BIO, CHE, GEO or PHYS—any course not taken in the above sequence	

## EMPHASIS IN RELIGION

Hours	Credit	
3	REL 101 or REL 102	Old Testament New Testament
6	Any 200 level REL courses	
9	Any 300-400 level REL courses	

## EMPHASIS IN THEATRE ARTS

Hours	Credit	
3	THE 101	Introduction to Theatre
3	THE 102	Voice and Movement
3	THE 104	Production (1 semester hour. Must take 3 times)
3	<i>Select one:</i>	
	THE 201	Acting I
	THE 202	Acting II
9	<i>Select from the following:</i>	
	THE 105	Stagecraft
	THE 107	Technical Theatre
	THE 108	Make-up
	THE 201 or THE 202	Acting I or II

THE 203  
THE 304

Oral Interpretation  
Introduction to Playwriting

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

**MINOR**

**REQUIREMENTS FOR A MINOR IN ENGLISH/INTERDISCIPLINARY STUDIES—19 Semester Hours**

<b>Hours</b>	<b>Credit</b>	
3	<i>Select one:</i> COM 105 ENG 207	Introduction to Journalism Creative Writing
3	<i>Select one:</i> COM 302 ENG 305 ENG 308	Environmental Journalism Technical Writing and Editing Creative Nonfiction
6	<i>Select one at 200-level, one at 300-level or higher:</i> ENG 205 ENG 206 ENG 208 ENG 217 ENG 220 ENG 322 ENG 330 ENG 340 ENG 341 ENG 342 ENG 410	British Literature American Literature World Literature Studies in Environmental Literature Thematic Studies in Literature Shakespeare Advanced Studies in Literature African American Literature Women in Literature Southern Literature Literature and Related Topics
4	<i>Select one 3-credit course:</i> COM 110 THE 102 THE 203 COM 380	Introduction to Communications Voice and Diction Oral Interpretation Debate
	<i>Select one 1-credit course:</i> COM 106 COM 306	Journalism Lab Publication Production
3	<i>Select one:</i> ENG 251 ENG 350	Introduction to Literary Criticism Language Studies

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

In keeping with the overall mission of Brevard College, programs in Religion Studies promote an open-minded appreciation for the varied practices and beliefs of the Hebrew and Christian traditions as well as other religious and philosophical traditions. Through critical and careful instruction, the major and minor address four principal aims: 1) to provide opportunities for students to explore issues of belief and practice from the Judeo-Christian tradition and other major religions and philosophies of the world, past and present; 2) to enable students to hone their skills in academic inquiry, dialogue, and debate; 3) to assist students in acquiring the skills and knowledge to undertake meaningful professional careers, whether in ministerial vocations (e.g. outdoor ministries, educational and counseling ministries, music ministries) or other fields which contribute to human well-being; 4) where appropriate, to prepare students for graduate study in religion and related disciplines (e.g. law, health professions, organizational leadership).

Students majoring in Religion Studies can earn the B.A. by pursuing either (1) the Major in Religion or (2) the Major in Religion with Emphasis. Students majoring in other disciplines may earn (1) the Minor in Religion Studies or (2) an emphasis in Religion.

### **MAJOR REQUIREMENTS—21 Semester Hours (including senior project/thesis)**

In addition to the core requirements, students pursuing the Major or the Major with Emphasis must complete 21 hours of Major Requirements in Religion. This course work will include: \*

<b>Hours</b>	<b>Areas of Study</b>
3	Hebrew Bible / Old Testament Studies
3	New Testament Studies
3	Historical Studies
3	Philosophy, Theology, and Ethics
3	Studies in Religious Diversity
3	Humanities Research Methodologies
3	Senior project/thesis

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

### **RESTRICTED ELECTIVES—12 Semester Hours**

For the Major in Religion students must also take 12 hours of religion and/or philosophy electives at or above the 200 level. At least 6 of the 12 hours must be at the 300-400 level.

### **UNRESTRICTED ELECTIVES—To complete 124 Semester Hours**

To graduate with the Major in Religion Studies, a student must earn enough religion and non-religion hours to have at least 124 hours of course credit. A minimum of 36 of these overall hours must be at the 300-400 level.

## MAJOR REQUIREMENTS LIST

### HEBREW BIBLE / OLD TESTAMENT STUDIES—3 Semester Hours

Hours	Courses
3	<i>Select one:</i>
	REL 301 History of Israel
	REL 308 Old Testament Studies

### NEW TESTAMENT STUDIES—3 Semester Hours

Hours	Courses
3	<i>Select one:</i>
	REL 312 Jesus in the Gospels
	REL 316 St. Paul: Ancient Biography, Personality, and Thought
	REL 318 New Testament Studies

### HISTORICAL STUDIES—3 Semester Hours

Hours	Courses
3	<i>Select one:</i>
	REL 221 The Rise of Western Christendom
	REL 241 The History of the Churches in America
	REL 325 The Age of Reform
	REL 331 Christian Worship
	REL 335 Religion and the Arts
	MUS 336 Church Music Literature
	HIS 210 Renaissance and Reformation Europe
	HIS 312 20th Century European Cultural and Intellectual History

### PHILOSOPHY, THEOLOGY, and ETHICS—3 Semester Hours

Hours	Courses
3	<i>Select one:</i>
	PHI 261 Introduction to Philosophy
	PHI/REL 262 Ethics
	REL 264 Religious Education and Faith Development
	REL 365 Philosophy of Religion
	REL 378 Issues in Contemporary Theology

### STUDIES IN RELIGIOUS DIVERSITY—3 Semester Hours

Hours	Courses
3	<i>Select one:</i>
	REL 253 World Religions
	REL 258 Ancient Cosmology

REL 280/380  
 ENG 281  
 HIS 223  
 ENV 330

Women and Religion  
 Myths at Work  
 History of Southeastern Native Americans  
 Environment and Spirituality

## RESEARCH METHODOLOGIES & SENIOR PROJECT/THESIS

### REQUIREMENT—6 Semester Hours

All majors in Religion Studies must complete a senior project or thesis. The religion studies faculty must approve the topic and nature of this project/thesis by the end of the student's first semester as a senior. Normally, the proposal for the project/thesis will be developed in conjunction with the divisional seminar in Humanities Research Methodologies, HUM 461. The proposal should be turned in by the fifth class day after midterm break and should include a brief summary of the project, a bibliography and review of available literature in the topic area, and a statement of proposed methodology. The project or thesis itself should be completed by the tenth week of the semester in which the student plans to graduate, and presented in oral defense before faculty and students from the Humanities Division. Upon the approval of the faculty in Religion Studies, the student will be awarded credit for REL 490. No degree in Religion will be awarded without completion of the senior project/thesis.

Hours	Courses	
3	HUM 461	Humanities Research Methodologies
3	REL 490	Senior Project/Thesis

## PHILOSOPHY and the RELIGION MAJOR

Students who are particularly drawn to questions and issues of a philosophical nature can map out a philosophical pathway under the 33 hours of the Religion Major requirements. Such a journey might look like the following:

### 21 Hours of Major Requirement (example courses)

REL 308	Old Testament Studies: The Pentateuch
REL 318	New Testament Studies: Apocalyptic Literature
HIS 312	20 <sup>th</sup> Century European Cultural and Intellectual History
PHI 261	Introduction to Philosophy
REL 253	World Religions [Eastern Philosophies]
HUM 461	Humanities Research Methodologies
REL 490	Senior Project/Thesis [Focus on philosophical problem or issue]

### 12 Hours of Restricted Electives in Philosophy and Religion (example courses):

PHI 262	Introduction to Ethics
REL 258	Ancient Cosmologies
REL 365	Philosophy of Religion
PHI 389	Independent Study in Philosophy

## REQUIREMENTS FOR OPTIONAL EMPHASIS

Students who pursue the Major in Religion Studies work with a member of the religion faculty in designing their individual program of study. Students may also choose to design a major with an emphasis. Emphases may be used to prepare students for various careers in ministerial vocations (Outdoor Ministries, Counseling and Educational Ministries, youth Ministries, Music Ministries). Or an emphasis may be used to create an interdisciplinary program such as Religion and the Arts, Religion and English, Religion and Environmental Studies, and Religion and Business/Organizational Leadership.

Every emphasis must include the requirements of the Major in Religion: 21 hours of Major requirements and 12 hours of Restricted Electives in Religion. Along with such course work, the student and his or her advisor will design an emphasis that reflects the student's vocational aspirations and intellectual interests. The student's senior project or thesis will normally focus in the area of emphasis. The student in consultation with his or her advisor will determine the title of the emphasis (e.g. Major in Religion with Emphasis in Health Science Studies).

The student and his or her advisor will determine the specific courses that define the "terms" of the emphasis. **The list of emphasis courses must total 15 hours and be at the 200 level or higher, of which 9 hours must be at the 300-400 level.** Courses within an emphasis may come from more than one discipline. The student must develop a rationale explaining how the courses included within the emphasis figure into his or her B.A. degree in Religion Studies. The list of emphasis courses and statement of rationale must be approved by the faculty in Religion Studies before the emphasis will be awarded; normally, such approval should occur no later than the first semester of the student's junior year.

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

Students wishing to pursue careers in Counseling and Educational Ministries (including Youth Ministry) are encouraged to pursue the Major in Religion Studies with an Emphasis in Psychology and Counseling (courses chosen in consultation with advisor).

The following is a sample Major in Religion with Emphasis in Counseling:

### 21 Hours of Major Requirements (example courses):

REL 308	Old Testament Studies
REL 312	Jesus in the Gospels
REL 331	Christian Worship
REL 380	Psychology of Religion
ENV 330	Environment and Spirituality
HUM 461	Humanities Research and Methodologies
REL 490	Senior Project/Thesis

**12 Hours of Restricted Electives in Philosophy and Religion (example courses):**

REL 262	Ethics
REL 264	Religious Education and Faith Development
REL 316	St. Paul: Ancient Biography, Personality, and Thought
REL 369	Practicum/Internship

**15 Hours in Area of Emphasis (example courses):**

COU 201	Introduction to Basic Counseling Skills
PSY 201	General Psychology
PSY 305	Theories of Personality
PSY 325	Abnormal Psychology
PSY 330	Educational Psychology

**REQUIREMENTS FOR A MINOR IN RELIGION STUDIES—**

**21 Semester Hours**

Students who pursue the Minor in Religion Studies must complete 21 semester hours of course work at or above the 200 level in Religion and related disciplines. At least 12 of the semester hours must be at the 300-400 level.

**Hours**

21

**Courses**

*Select From:*

Any REL or PHI courses at or above the 200 level

*Any of the following courses:*

- ENG 281
- ENV 330
- HIS 223
- HIS 210
- MUS 336

## 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 and organization leadership, computer information systems, economics, history, learning skills, 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, Ruth Stafford Conabeer Distinguished Service Professor of Sociology and Organizational Systems; chair, Division of Social Sciences; coordinator, Integrated Studies Major: sociology, organizational systems

Robert A. Bauslaugh, Ancient History and Classics: Greek history and archaeology, Greek and Roman law

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

#### **Associate Professor:**

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

Michelle W. Choate: computer information systems, business

Alyse W. Hollingsworth: computer information systems

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

#### **Assistant Professors:**

B. Barbara Boerner: organizational leadership

Monica Cain: economics, US Healthcare

Ralph A. Hamlett: political science

Stephen J. Martin: social work; sociology

#### **Instructors:**

Deanne Dasburg: peer counseling

Gilbert W. Payne: business

#### **Adjunct Professors:**

Cameron Austin: computer information systems

Deborah DeWitt: psychology

Joanne H. Dufilho: psychology

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

### 3.A. CORE REQUIREMENTS—46 Semester Hours

Students majoring in History must complete HIS 102, HIS 104 and HIS 110 within the Core Requirements (plus competencies to an intermediate level in foreign language, as well as in fundamental mathematics and computer applications).

### MAJOR REQUIREMENTS—35 Semester Hours

In addition to the Core Requirements, the History Major includes the following: 3 hours of upper-level U.S. history; 3 hours of upper-level European 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.

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 and Art History, American History, Modern European History, Music History, Environmental History.

The tables below describe areas of study and other requirements:

### UNITED STATES HISTORY AREA—3 Semester Hours

Hours	Courses
3	<i>Select one:</i>
	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 353 Social/Cultural History of the United States in the 20 <sup>th</sup> Century
	HIS 420 Special Topics in American History

### EUROPEAN HISTORY AREA—3 Semester Hours

Hours	Courses
3	<i>Select one:</i>
	HIS 210 European Renaissance and Reformation History
	HIS 215 History of 18 <sup>th</sup> and 19 <sup>th</sup> Century Europe
	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 20 <sup>th</sup> Century Europe
HIS 312	20 <sup>th</sup> Century European Cultural and Intellectual History
HIS 430	Special Topics in European History

### RESTRICTED ELECTIVES—15 Semester Hours

Hours	Courses
15	<i>Selective</i> (only one 100-level course and one independent study course can be used as History Major electives; at least 3 of the courses must be HIS courses):
	AH 201 Art History I
	AH 202 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
	<i>Any HIS course, 200 level or above</i>
	MUS 201J Jazz History
	MUS 301, 302 Music History
	REL 221 The Rise of Western Christendom
	REL 241 American Church History
	REL 253 World Religions
	REL 301 History of Israel
	REL 325 The Age of Reform: 1250-1550

### RELATED STUDY—6 Semester Hours

*Select two courses with the same academic prefix at the 200 level or above.*

### SEMINAR—3 Semester Hours

Hours	Courses
3	HIS 401 Historiography and Methodology Seminar

### SENIOR PROJECT REQUIREMENT—2 Semester Hours

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

### UNRESTRICTED ELECTIVES—to complete 124 Semester Hours

### OPTIONAL EMPHASES—12 or 15 Semester Hours

#### 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:

Hours	Courses
6	AH 201 Art History I
	AH 202 Art History II

*Select three of the following courses:*

AH 350	Survey of Modern Art
AH 321	Art and Archaeology of Ancient Egypt
AH 322	Art and Archaeology of the Greek Bronze Age
AH 323	Art and Archaeology of Ancient Greece
AH 324	Art and Archaeology of Ancient Italy and the Roman Empire
ARCH 201	Principles of Archaeology
AH 289/389/489	Independent Study in Art History
AH 290/390/490	Special Topics in Art History
AH 325	Seminar in Ancient Art and Archaeology
AH 353/ART 306	Seminar in Modern Art
ART 290/390/490	Special Topics in Art
ENV 111	Man and the Environment in Antiquity

**EMPHASIS IN ENVIRONMENTAL HISTORY—12 Semester Hours**

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

<b>Hours</b>	<b>Courses</b>
3	HIS 302 Environmental History
3	HIS 301 History of Modern Science
6	<i>Select two:</i>
	ENG 217 Studies in Environmental Literature
	ENV 301 Environmental Policy
	ENV 330 Environment and Spirituality
	ENV 380 Environmental Seminar
	PSY or SWK 307 Community and the Environment

**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:

<b>Hours</b>	<b>Courses</b>
15	<i>Select five:</i>
	ENG 206 American Literature
	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 U.S. History Since 1945
	HIS 302 Environmental History
	HIS 353 Social/Cultural History of the U.S. in the 20 <sup>th</sup> Century
	PLSC 201 American Government

**EMPHASIS IN MODERN EUROPEAN HISTORY—12 Semester Hours**

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

Degree Programs

<b>Hours</b>	<b>Courses</b>	
9	<i>Select three:</i>	
	HIS 210	Renaissance and Reformation Europe
	HIS 215	History of 18th and 19th Century Europe
	HIS 301	History of Modern Science
	HIS 311	Social and Political History of 20 <sup>th</sup> Century Europe
	HIS 312	20 <sup>th</sup> Century Europe, Cultural and Intellectual History
3	<i>Select one</i>	
	AH 350	Survey of Modern Art
	ENG 208	World Literature
	ENG 330	Advanced Studies in Literature

*Additional Recommendations for Modern European History Emphasis*

Students with an emphasis in Modern European History are advised to participate in a semester abroad program and to take the 200-level sequence in French, Spanish, or German.

**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:

<b>Hours</b>	<b>Courses</b>	
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 take MUS 201J (Jazz History), MUS 303 (Twentieth Century Music), MUS 308 (Topics in Music Literature), and/or MUS 401 (Topics in Music History).

**MINOR**

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

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

<b>Hours</b>	<b>Courses</b>
9	HIS courses, any level
12	Select 4 (at least 2 courses must be at the 300-level or above): HIS or AH 200 level or above MUS 201, 301, 302 REL 221, 241, 253, 301, 325 ENV 111

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



\* 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) or General.

#### A. Two Focused Emphases—30 Hours

##### 1. Emphasis in [selected topic one, e.g. social sciences]:

###### 15 Semester Hours

Select five courses beyond the B.A. Core Requirements (At least 3 of these must be at the 300-400 levels.) A list of courses available and appropriate for this requirement is available from the major coordinator.

##### 2. Emphasis in [selected topic two, e.g. art history]:

###### 15 Semester Hours

Select five courses beyond the B.A. Core Requirements (At least 3 of these must be at the 300-400 levels.) A list of courses available and appropriate for this requirement is available from the major coordinator.

#### B. General Emphases—30 Semester Hours

Select a minimum of 10 courses beyond the B.A. Core Requirements, including at least one course per division. At least six of these courses must be at the 300-400 levels. A list of courses available and appropriate for the selected area of study (Environmental Studies, Social Sciences, Fine Arts, Exercise Science, Humanities) is available from the major coordinator and must be approved by the committee.

### ELECTIVES AND OUT-OF-FIELD REQUIREMENTS— TO COMPLETE 124 HOURS

A list of courses available and appropriate to support the selected areas of study is available from the major coordinator. At least two of these electives must be at the 300-400 level.

### EXAMPLES OF INTEGRATED STUDIES FOCUSED EMPHASES

#### A. Combination of Emphases:

Theatre, Fine Arts and Humanities Emphases—30 Semester Hours  
(at least 18 hours must be at the 300-level or above.)

#### EMPHASIS ONE (Theatre: 15 hours)

Hours	Courses	
3	THE 101	Introduction to Theatre
3	THE 201	Acting I
3	THE 102	Voice and Movement
1	THE 104	Production (Up to 3 credits)
3	THE 105	Stagecraft
3	THE 107	Lighting and Sound
1	THE 108	Make-Up

3	THE 202	Acting II
3	THE 212	Introduction to Directing
3	THE 304	Introduction to Playwriting
3	THE 389 <i>and/or</i> 489	Independent Study
3	THE 420	Special Topics in Theatre

### EMPHASIS TWO (Humanities/Fine Arts: 15 hours)

Hours	Courses	
3	ENG 322	Shakespeare
3	ENG 211	Introduction to Film
9	<i>Select from the following not taken in Emphasis One:</i>	
3	ART 130	2-D Drawing
3	COM 110	Introduction to Communication
.5	ENS 192	Opera Workshop
3	ENG 330	Advanced Studies in Literature
3	ENG 410	Special Topics in Literature
3	MUS 101	Music Appreciation
1	PE 122C	Tae Kwon Do
1	PE 164C	Modern Dance
1	PE 161C	Ballet
3	PSY 201	General Psychology
3	PSY <i>or</i> SWK 210	Personal and Group Environments
3	REL 335	Christian Tradition and the Arts
3	THE 203	Oral Interpretation
3	THE 304	Introduction to Playwriting
3	THE 389 <i>and/or</i> 489	Independent Study
3	THE 420	Special Topics

### B. Examples of single emphasis areas—to be used in combination with another focused emphasis

#### 1. EMPHASIS IN PRE-LAW—27 Semester Hours

The courses for the Pre-Law Minor (see page 136) may be used as an emphasis in Integrated Studies rather than as a minor. Pre-Law may not be used as both a minor and as an emphasis in Integrated Studies.

#### 2. EMPHASIS IN PSYCHOLOGY & COUNSELING—

##### 15 Semester Hours

Hours	Course	
6	<i>Select 6 semester hours from the following:</i>	
	PSY 202	Child Growth and Development
	PSY 203	Adolescent Growth and Development
	PSY 204	Marriage and the Family

COU 201	Introduction to Basic Counseling Skills
PSY or SWK 210	Personal and Group Environments
PSY 260	Psychological Issues in Experiential Education

9 Select any 3 PSY 300/400 level courses

### 3. EMPHASIS IN THEATRE—15 Semester Hours

Select 15 hours from the following. At least 9 hours must be at the 300-level or above.

Hours	Course	
3	THE 101	Introduction to Theatre
3	THE 102	Voice and Movement
1	THE 104	Production (Up to 3 credits)
2	THE 105	Stagecraft
2	THE 107	Technical Theatre
3	THE 201	Acting I
3	THE 202	Acting II
3	THE 212	Introduction to Directing
3	THE 304	Introduction to Playwriting
3	THE 389/489	Independent Study
3	THE 420	Special Topics in Theatre

4. EMPHASIS IN PRE-MEDICINE (This represents an exception to the requirement for three courses at the 300/400 level, but includes more focused hours and more specification in restricted electives.)

### Focused EMPHASIS—20 Semester Hours

Two of these courses will count toward the B.A. Core Requirements.

Hours	Course	
4	BIO 120/120L	Principles of Biology II
4	CHE 103/103L	Principles of Chemistry I
4	CHE 104/104L	Principles of Chemistry II
4	CHE 201/201L	Organic Chemistry I
4	CHE 202/202L	Organic Chemistry II

### Restricted Electives—12 Semester Hours

Select 3-4 courses (Two of these courses may count for the B.A. Core.)

Hours	Course	
4	MAT 121	Elementary Functions with Trigonometry
4	MAT 131	Calculus for Business and Applied Sciences
4	MAT 211	Analytic Geometry and Calculus I
4	MAT 221	Analytic Geometry and Calculus II
4	PHYS 103/103L	General Physics I
4	PHYS 104/104L	General Physics II
3	BIO 310	Environmental Physiology
3	BIO 320	Genetics
3	BIO 330	Evolutionary Biology

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

To enter the Business and Organizational Leadership Major, a student must meet with a major advisor to outline the educational goals for the major. The student must have a grade point average of 2.0 or better to enter the major. The plan must be approved by the major coordinator for Business and Organizational Leadership and the division chair of social sciences. This major should be declared before the end of the sophomore year.

Students majoring in Business and Organizational Leadership must complete the Core Requirements and all of the following Major requirements, including one of the Emphasis Areas. All Business and Organizational Leadership majors participate in experiential courses described as seminars, independent study, practicums and internships, and projects. A student must maintain a 2.0 or better in all Major courses. (The Repeat Policy to improve grades is described elsewhere in this catalog.) No more than two courses in the Major may be taken as independent study.

**B.A. CORE REQUIREMENTS—46 Semester Hours**

(plus competencies to an intermediate level in foreign language, as well as in fundamental mathematics, and computer applications.)

Selected course requirements in the Organizational Leadership Major may satisfy up to four B.A. Core Requirements (indicated with \*)

**MAJOR REQUIREMENTS—42 Semester Hours**

<b>Hours</b>	<b>Courses</b>	
3	ACC 201	Principles of Accounting I
3	ACC 202	Principles of Accounting 11
3	CIS 210	Business Computing
3	ECON 201	Macroeconomics*
3	ECON 202	Microeconomics*
3	HIS 311 <i>or</i>	Social & Political History of 20 <sup>th</sup> Century Europe*
	HIS 222	Industrialization of America: 1877-1920*
3	ORG 240 <i>or</i>	Introduction to Business Statistics
	MAT 141	Probability and Statistics*
3	ORG 103	Critical and Practical Reasoning
3	ORG 301	Principles of Finance
3	ORG 302	Principles of Marketing
3	ORG 304	Legal Environment of Business
3	ORG 305 <i>or</i>	Business Ethics
	PHI 262	Introduction to Ethics*
3	ORG 340	Statistical Process Control
3	ORG 450	Senior Capstone Seminar: Strategic Planning and Policy Making

**Degree Programs**

## REQUIRED EMPHASIS—21-27 Hours

Choose one of the following four emphases:

### EMPHASIS IN COMPUTER INFORMATION SYSTEMS—22 Semester Hours

In addition to the B.A. Core Requirements and Major Requirements for Business and Organizational Leadership, students must complete the following requirements.

Hours	Course	
3	ORG 205	Business Communications
3	ORG 303	Principles of Management
4	CSC 211/211L	Structured Programming
3	<i>Select one or more from the following:</i>	
	ART 230	Graphics Design I
	CIS 220	Exploring the Internet
	CSC 200-400 level, <i>Select any</i>	
	MUS 200	Electronic Music
	ORG 110	Introduction to Business: Inside and Out
	ORG 210	Organizational Behavior
	ORG 306	Investments
	ORG 269/369/469	Practicum/Internship
	ORG 389/489	Independent Study
	PSY 310 <i>or</i>	
	SOC 310	Social Sciences Research Methods
9	<i>Select three or more courses from the following:</i>	
	CIS 300	Systems Analysis and Design
	CIS 310	Management Information Systems
	CIS 320	Special Topics in Computer Information Systems
	CIS 340	Database Management
	CIS 350	Small Business Computer Applications
	CIS <i>or</i>	Independent Study
	ORG 389/489	
	CIS <i>or</i>	Practicum/Internship
	ORG 369/469	
	CIS <i>or</i> ORG 390	Special Topics Seminar

### EMPHASIS IN MANAGEMENT AND ORGANIZATIONAL LEADERSHIP—21 Semester Hours

In addition to the B.A. Core Requirements and Major Requirements for Business and Organizational Leadership, students must complete the following requirements:

Hours	Courses	
3	ORG 205	Business Communications
3	ORG 303	Principles of Management
15	<i>Select five or more courses (at least 4 of these must be at the 300-400 level)</i>	

ORG 110	Introduction to Business: Inside and Out
ORG 210	Organizational Behavior
ORG 306	Investments
ORG 310	Free Enterprise and the New Economic Age
ORG 320	International Business
ORG 330	Entrepreneurship
ORG 360	Selected Topics in Management
ORG 390	Special Topics Seminar
ORG 410	Organizational Theory
ORG 420	Transformational Leadership
ORG 430	Quality, Productivity, and Management
ORG 470	Colloquium
ORG 269/369/469	Practicum/Internship
ORG 389/489	Independent Study
PSY 310 <i>or</i>	Social Sciences Research Methods
SOC 310	

## EMPHASIS IN ENTREPRENEURSHIP AND SMALL BUSINESS

### LEADERSHIP—21 Semester Hours

In addition to the B.A. Core requirements and Major Requirements for Business and Organizational Leadership, students must complete the following requirements:

Hours	Courses
3	ORG 205 Business Communications
3	ORG 303 Principles of Management
3	ORG 330 Entrepreneurship
12	<i>Select four or more courses from the following:</i>
	CIS 220 Exploring the Internet
	CIS 320 Special Topics in Computer Information Systems
	CIS 340 Data Base Management
	CIS 350 Small Business Computer Applications
	ORG 110 Introduction to Business: Inside and Out
	ORG 210 Organizational Behavior
	ORG 360 Selected Topics in Management
	ORG 269/369/469 Practicum/Internship
	ORG 389/489 Independent Study
	PSY 310 <i>or</i> Social Sciences Research Methods
	SOC 310

### EMPHASIS IN SPORT AND EVENT MANAGEMENT—27 Semester Hours

In addition to the B.A. Core Requirements and Major Requirements for Business and Organizational Leadership, students must complete the following requirements (including a 12 hour internship/practicum ):

<b>Hours</b>	<b>Courses</b>
3	EXSC 150 <i>or</i> ORG 150 Principles of Sport and Event Management
3	EXSC 250 <i>or</i> ORG 250 Facility and Event Management
3	EXSC 350 <i>or</i> ORG 350 Public Relations and Marketing in Sport and Event Management
12	ORG 469 Sport or Event Practicum/Internship
6	<i>Select two or more courses from the following:</i>
	CIS 220 Exploring the Internet
	EXSC 240 Introduction to Theories and Techniques of Coaching
	EXSC 330 Introduction to Sports Medicine
	EXSC 340 Teaching Coaching Methods
	ORG 330 Entrepreneurship
	ORG 360 Selected Topics in Management: Finance for Sport and Event Management
	PSY 350 Sport Psychology
	WLEE 340 Program Administration

**UNRESTRICTED ELECTIVES—to complete 124 hours**

**MINORS**

Twenty one semester hours are needed to complete a minor in Computer Information Systems, Management and Organizational Leadership or Sport and Event Management beyond the B.A. Core Requirements and those hours expected for a declared major. Three minors are available.

**REQUIREMENTS FOR A MINOR IN COMPUTER INFORMATION SYSTEMS—21 Semester Hours**

<b>Hours</b>	<b>Courses</b>
2-3	CIS 369/469 Internship/Practicum
4	CSC 211/211L Structured Programming
15	<i>Select five courses (2 courses must be selected from CIS 300-level or above)</i>
	Any CIS 200-level courses or above
	Any CSC 200-level or above
	MUS 200 Electronic Music
	ART 230 Introduction to Computer Graphics
	ORG 110 Introduction to Business: Inside and Out
	Others Courses with significant computer applications (e.g. ACC 202) if approved by the coordinator of the minor.

**REQUIREMENTS FOR A MINOR IN MANAGEMENT AND ORGANIZATIONAL LEADERSHIP—21 Semester Hours**

<b>Hours</b>	<b>Courses</b>
3	<i>Select one:</i> ECON 201                      Macroeconomics* ECON 202                      Microeconomics*
3	ORG or CIS 369/469      Internship/Practicum
15	Any 5 ORG, ACC, ECON, or CIS 200-level or above, 2 courses must be selected from 300-level or above.

\*Courses listed with an \* may fulfill B.A. Core Requirements.

**REQUIREMENTS FOR A MINOR IN SPORT AND EVENT MANAGEMENT—21 semester hours**

<b>Hours</b>	<b>Courses</b>
3	ECON 202                      Microeconomic
3	ORG 360                        Special Topics in Management: Finance for Sport and Event Management
3	ORG 304 or WLEE 305                      Legal Environment of Business Legal Aspects of Wilderness Leadership, Experiential Education, and Exercise Leadership
3	EXSC 150 or ORG 150                        Principles of Sport and Event Management
3	EXSC 250 or ORG 250                        Facility and Event Management
3	EXSC 350 or ORG 350                        Public Relations and Marketing in Sport and Event Management
3	ORG 469                        Internship in Sport and Event Management



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

No courses numbered 100 or lower will apply toward the associate in arts degree. 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 competency in the areas of oral communication, mathematics, and the use of computers. (See Demonstration of Competency, page 53.)

### CORE REQUIREMENTS—48 Semester Hours

<b>Area I</b>	<b>Language and Literature.....</b>	<b>6 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
6	ENG 111 [101] and 112 [102] or ENG 111H [101H] and 112H [102H]	
<b>Area II</b>	<b>Humanities .....</b>	<b>9 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
3	<i>Select one:</i> REL 101, 102	
3	<i>Select one:</i> ENG, any 200-level course except 207 and 211	
3	<i>Select one:</i> ANTH 201 COM 110 ENG, any 200-level course except 207 and 211 PHI 261, 262 REL, any 100-or 200-level course	
<b>Area III</b>	<b>Physical Education .....</b>	<b>2 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
2	<i>Select:</i> Two activity courses from PE courses including WLEE 201 or EXSC 200 or one PE activity course and one semester of intercollegiate athletics	
<b>Area IV</b>	<b>Mathematics .....</b>	<b>6 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
3	Mathematics course above MAT 100	
3	<i>Select one:</i> A second math course listed above MAT 100* CSC 201, CSC 211, 212 with laboratory PHI 105 Foreign language at the intermediate (201 or 202) level	

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

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

<b>Area V Hours</b>	<b>History</b> .....	<b>6 Semester Hours</b>
3	<b>Courses</b> HIS 102, 102M or 110	
3	<i>Select one:</i> Any HIS prefix course Any AH prefix course MUS 301,302,201 J	
<b>Area VI Hours</b>	<b>Natural Sciences</b> .....	<b>8 Semester Hours</b>
	<i>Select two laboratory courses</i>	
<b>Area VII Hours</b>	<b>Social Sciences</b> .....	<b>3 Semester Hours</b>
3	<b>Courses</b> <i>Select one:</i> ANTH 201 ECON 201, 202 PLSC 201 PSY 201 SOC 201	
<b>Area VIII Hours</b>	<b>Fine Arts</b> .....	<b>3 Semester Hours</b>
3	<b>Courses</b> <i>Select one:</i> AH 201, 202 ART 120, 130, 150,260, 270 ENG 207, 211 MUS 101, 301*, 302* THE 101 Music and Art majors must take a Fine Arts course outside their major.	
<b>Area IX Hours</b>	<b>Environmental Studies</b> .....	<b>3 Semester Hours</b>
3	<b>Courses</b> <i>Select one:</i> ENV 103 ENV 110	

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

Note: Prerequisite courses required.

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

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

### CORE REQUIREMENTS—39 Semester Hours

Area I Language and Humanities..... 12 Semester Hours

Hours Courses

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<b>Area V</b>	<b>Field Requirements.....</b>	<b>19 Semester Hours</b>
<b>Hours</b>	<b>Courses</b>	
6	AH 201, 202	
1	ART 112	
6	ART 120, 121, or 125	
6	ART 130, 150	

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

Select from remaining ART courses

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

**REQUIREMENTS for the A.F.A. DEGREE in MUSIC CORE**

**REQUIREMENTS—55 Semester Hours**

**Area I Language and Humanities..... 12 Semester Hours**

**Hours Courses**

6 ENG 111 and ENG 112 *or*  
ENG 111H and ENG 112H

3 *Select one:*

COM 110

ENG, any 200-level course except 207 and 211

3 *Select one:*

REL 101, 102

**Area II Social and Behavioral Sciences..... 3 Semester Hours**

**Hours Courses**

3 *Select one:*

ANTH 201

ECON 200, 201, 202

HIS 102, 102M, 110

PLSC 201

PSY 201

SOC 201

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

**Hours Courses**

2 *Select:*

Two activity courses from PE courses *or*

EXSC 200 *or*

One PE activity course and one semester of intercollegiate athletics

**Area IV Mathematics..... 3 Semester Hours**

**Hours Courses**

3 Mathematics course above MAT 100 *or*

Natural Sciences course with lab

Area V Hours	Field Requirements (Music) ..... 35 Semester Hours
	<b>Courses</b>
3	APM 131, 133, 231, 233
2	MUS 103, 104, 203, 204
4	MUS 105, 106, 205, 206
3	MUS 107
2	MUS121, 123
1.5	ENS 186, 188, 189, 190, 191, 192, 193, 194, 195A, 196A, 196B, 197, 198
1.5	RCT 101

**RESTRICTED ELECTIVES—9 Semester Hours**

Select from additional courses other than music.

**ADDITIONAL REQUIREMENTS**

Piano Competency Exam (the final for MUS 123)

## INDIVIDUALIZED LEARNING OPPORTUNITIES

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

### **Academic Practicum 269/369/469**

**Variable Credit**

This course provides a means through which a student may receive academic credit for career-related, non-classroom work in any faculty-approved area of study that falls within the general boundaries of a Brevard College major. The student, a faculty advisor, 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.

### **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 must initially consult with their academic advisor before attempting to register for the study. This course carries the same designation as the regular course (e.g., PSY 201).

### **Independent Study 289/389/489**

**Variable Credit**

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

## ACADEMIC SUPPORT COURSES

Placement in these courses is based on high school performance, SAT scores, and College Placement tests. Only those students whose placement profile so indicates may take these courses. No academic support courses will count toward graduation or the cumulative hours a student earns. However, these courses count in the total number of hours a student carries to maintain College eligibility during the semester taken. They will be included only in the calculation of hours for the semester and the semester grade point average. For international students who need further training in English, the academic support courses are listed under ESL, English as a Second Language (page 161).

**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.

**MAT 099 Preparatory Mathematics 3 Semester Hours**

Designed for students with low mathematics SAT scores and/or a weak background in high school mathematics, MAT 099 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 099 with a C or higher grade or placement. Enrollment by placement.

**REA 099 Reading Methods I 3 Semester Hours**

An intensive developmental reading course, REA 099 aids students in improving overall reading competency through basic comprehension, vocabulary, and reading skills. Students placed in REA 099 are required to demonstrate proficiency by completing REA 099 with a grade in the C range or higher or achieving a qualifying score on a standardized reading post-test. Students placed in REA 099 may not take core courses in Areas V, VI, or VII unless enrolled in REA 099. Enrollment by placement.

**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 in the C range or higher or achieving a qualifying score on a standardized reading post-test will meet the reading competency requirement of the College. Students placed in REA 100 may not take core classes in Areas V, VI, or VII unless enrolled in REA 100. Enrollment by placement.

# COURSES

## 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 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 See FIRST YEAR FORUM

## 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. The course 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. **Prerequisite:** ANTH 201

## ARCHAEOLOGY (ARCH)

**ARCH 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. Prerequisite: SOC 201

## ART (ART)

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

An overview of the visual arts for foundation level art majors. A supplement to and reinforcement of foundation courses. A supplement to the ART core courses. Strongly recommended for first semester. Offered fall only.





studio professor. Prerequisite: all courses offered in the specific discipline in which this directed study should be taken.

**ART 306 Seminar in Modern Art 3 Semester Hours**  
Seminar topics develop from material presented in AH 350 and include nineteenth century art, twentieth century art, contemporary art, and theories of modern art. Prerequisite: AH 102, 150, or permission of instructor.

**ART 308 Internship in Art 3 Semester Hours**  
A student may work in art-related employment settings such as advertising agencies, galleries, arts councils, or museums to provide the student with practical management experience. Prerequisite: permission of instructor.

**ART 325 Life Drawing III 3 Semester Hours**  
Students address problems in figure drawing through an individualized approach to methods and materials. Emphasis is on compositional exploration, media exploration, and thematic or conceptual analysis. Prerequisites: ART 225, or permission of instructor.

**ART 330 Graphic Design II: Web Design 3 Semester Hours**  
This course will introduce students to web design software and the strategies and processors of developing web sites. The software studied will be Dreamweaver, Fireworks, and Flash. Prerequisite: ART 130, 230, 231.

**ART 331 Graphic Design III: Communication Design 3 Semester Hours**  
This course presents students with an increasingly complex sequence of graphic design and visual communication problems. Emphasis will be on applying acquired knowledge and skills (i.e. typography, visual translation, color, photography, computer skills) to develop finished pieces from concept to production. Prerequisites: ART 231, 235, 260.

**ART 340 Painting III 3 Semester Hours**  
Designed to provide a further development of principles presented in ART 241 Painting II, this course introduces oil medium and technique. Assignments progress from concrete to more conceptual as the student is asked to begin to develop a theoretical and personal foundation in his/her work. Prerequisite: ART 241 with a grade of C or higher, or permission of instructor.

**ART 350 Sculpture III 3 Semester Hours**  
This course expands the students' knowledge and understanding of metal sculpture through sketches, models, and the finished work. Students are encouraged to develop personal directions. There will be assigned reading and seminar discussions. Prerequisite: ART 251.

**ART 360 Photography III: Studio Methods 3 Semester Hours**  
ART 360 is a course designed to introduce the student to a range of basic techniques used in studio photography. Emphasis will be upon photographic design; a controlled approach to producing a photograph in the studio environment. Students will be expected to develop familiarity with basic studio equipment and principles of color and light. Small, medium and large format cameras will be employed using black and white, and color processes and materials. Techniques used in commercial studio photography will be addressed but students will also be encouraged to produce work reflective of personal concerns. Prerequisite: ART 261.

**ART 410 Senior Exhibition 3 Semester Hours**  
An exhibition of a body of work during the final semester. Work exhibited will be separate from prior course work and will be completed under the guidance of an instructor. Periodic reviews take place during the semester. Prerequisite: permission of instructor.

**ART 421 Environmental Art and Design 3 Semester Hours**

A seminar utilizing local and regional designers, architects and artisans incorporating concepts/terms of built environments and architectural elements. Prerequisite: permission of instructor.

**ART 435 Design Methods and Portfolio Development 3 Semester Hours**

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

**ART 440 Painting IV 3 Semester Hours**

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

**ART 450 Sculpture IV 3 Semester Hours**

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

**ART 460 Photography IV: Alternative Processes 3 Semester Hours**

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

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

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

**ART HISTORY (AH)**

**AH 201 Art History I 3 Semester Hours**

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

**AH 202 Art History II 3 Semester Hours**

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

**AH 289/389/489 Independent Study in Art History 1-3 Semester Hours**

Prerequisite: AH 201 or 202; art, history, or integrated studies major; and permission of instructor.

**AH 290/390/490 Special Topics in Art History****1-3 Semester Hours**

An opportunity for the exploration of a single topic in art history. Prerequisite: AH 201 or 202; or 390 and 490, junior status or permission of instructor.

**AH 321 Art and Archaeology of Ancient Egypt****3 Semester Hours**

This course offers an introduction to the history of Egyptian art and archaeology from its early development to the end of pharaonic Egypt under Cleopatra, followed by a review of Egypt under Roman rule—a period of over 3000 years. In addition, the course tracks the discovery of ancient Egypt first by European explorers and travelers, later by treasure hunters and collectors, and finally by trained archaeologists. Prerequisite: AH 201, sophomore standing or permission of instructor. Offered fall semester in even years.

**AH 322 Art and Archaeology of the Greek Bronze Age****3 Semester Hours**

This course offers an introduction to the archaeological remains of ancient Greece from the Paleolithic and Neolithic periods through the Bronze Age, c. 20,000-1000 BC, with special emphasis given to the Minoan and Mycenaean cultures of Crete and the Greek mainland. Topics include the status of women in Minoan society, the great volcanic eruption of Thera, and evidence for the historicity of the Trojan War. Prerequisite: AH 201, sophomore standing, or permission of instructor. Offered spring semester in odd years.

**AH 323 Art and Archaeology of Ancient Greece****3 Semester Hours**

This course surveys the development of ancient Greek painting, sculpture, and architecture from the Greek Dark Age (c. 1000 BC) through the Archaic, Classical, and Hellenistic periods (to 27 BC). Topics include the architectural development of the Acropolis in Athens, the Panhellenic sanctuaries at Olympia and Delphi, and the Greek interest in the male athlete as a vehicle for artistic expression. This course has an interdisciplinary focus on Greek history and culture. Prerequisite: AH 201, sophomore standing, or permission of instructor. Offered fall semester in odd years.

**AH 324 Art and Archaeology of Ancient Italy and the Roman Empire****3 Semester Hours**

This course surveys the art and archaeology of ancient Italy, from the early development of Republican Rome to the growth of the Roman Empire and the embellishment of Rome as the capital of antiquity's largest empire. Topics include the Etruscan civilization, the art and architecture of Republican Rome, Augustan art, and the rise of Imperial Roman art and architecture that spread into Greece, Turkey, Egypt, France, Spain, Britain, and other parts of the European and Mediterranean worlds. This course also has an interdisciplinary focus on Roman history and culture. Prerequisite: AH 201, sophomore standing, or permission of instructor. Offered spring semester in even years.

**AH 325 Seminar in Ancient Art and Archaeology****3 Semester Hours**

This course allows students to investigate more deeply into a specialized topic in the ancient art and archaeology of the Mediterranean, including Egypt, Greece, and Rome. Topics may be broadly focused (e.g., women in antiquity) or narrowly focused (e.g., Greek painting). Prerequisite: AH 201, a 300-level AH course, or permission of instructor.

**AH 350 Survey of Modern Art****3 Semester Hours**

The Age of Reason, the American Revolution, and the French Revolution of the 18<sup>th</sup> century all heralded the rise of a modern age and, with it, modern art. This course surveys Neoclassical and Romantic art in Europe and the United States, followed by the "isms": Realism, Impressionism, Post-Impressionism, Surrealism, Expressionism, Cubism, and others leading to today's Postmodernism. Prerequisite: AH 202, or permission of instructor.

**AH 353 Seminar in Modern Art 3 Semester Hours**  
 Seminar topics develop from material presented in AH 350 and include 19<sup>th</sup> century and 20<sup>th</sup> century art, contemporary art, and theories of modern art. Prerequisite: AH 202, 350, or permission of instructor.

## **BIOLOGY (BIO)**

**BIO 105 Concepts of Biology 3 Semester Hours**  
**BIO 105L Lab 1 Semester Hour**

This course, intended for the liberal arts student, provides an introduction to core concepts in biology. Topics include cellular biology (structure and function, cellular respiration, photosynthesis), genetics (Mendelian, population, molecular), evolution (natural selection, adaptation, microevolution), and ecology (population, community, ecosystem). A student may not enroll in this course if he/she previously received credit for BIO 110 or BIO 120. Prerequisite: MAT 099, or placement in MAT 100, or above.

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

This course introduction students to the unifying principles of biology. Topics include ecology, Mendelian and population genetics, evolution, animal behavior, and development. Prerequisite: MAT 099, or placement in MAT 100.

**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. Topics include biochemistry, cell structure and function, bio-energetics, and molecular genetics. Prerequisite: MAT 099, or MAT 100.

**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, 210L is designed for pre-medical students and exercise science majors, and students interested in allied health, nursing, exercise science, and environmental studies. Lecture and laboratory topics include the structure and function of the integumentary, skeletal, muscular, and nervous systems. Offered fall semester. Prerequisite: BIO 120, 120L.

**BIO 220 Human Anatomy and Physiology II 3 Semester Hours**  
**BIO 220L Lab 1 Semester Hour**

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

**BIO 280 Nature and Technical Photography 1 Semester Hour**

This course introduces the photography of natural subjects through outdoor and close-up photography, micrography, photograph composition, camera use, film selection, and darkroom techniques. Offered in second half of fall semester or first half of spring semester. Prerequisites: personal camera with macro lens recommended, permission of instructor required.

**BIO 310 Environmental Physiology 3 Semester Hours**

A study of the physiological adaptations of organisms to their environment, involving comparison of the physiological effects of common stressors on plants, animals, and humans. Prerequisites: BIO 110, 110L and BIO 120, 120L.

- BIO 320                      Genetics    4 Semester Hours**  
 Students learn the principles and mechanisms of heredity and gene expression. Topics studied include transmission genetics, molecular genetics, biotechnology, and the control of development. Prerequisites: BIO 110, 110L and BIO 120, 120L.
- BIO 330                      Evolutionary Biology    4 Semester Hours**  
 Students learn the mechanisms of change, both micro and macro, in population characteristics. Topics include sources of variation, types of selection, cultural inheritance, speciation, and population genetics. Prerequisites: BIO 110, 110L and BIO 120, 120L.
- BIO 381                      Trees and Shrubs    1.5 Semester Hours**  
 Through field and laboratory experience, students study natural history, taxonomy, and identification of local trees and shrubs. Offered in first half of fall semester. Field and laboratory based. Prerequisite: ECOL 240.
- BIO 382                      Fungi and Lichens    1.5 Semester Hours**  
 Through field and laboratory experience, students master natural history, taxonomy, and identification of local fungi and lichens. Offered in second half of fall semester. Prerequisite: ECOL 240.
- BIO 383                      Mosses and Ferns    1.5 Semester Hours**  
 Students learn the natural history, taxonomy, and identification of local mosses and ferns through field and laboratory experience. Offered in first half of spring semester. Prerequisite: ECOL 240.
- BIO 384                      Wildflowers    1.5 Semester Hours**  
 Covering the natural history, taxonomy, and identification of local herbaceous flowering plants, this course 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 to learn 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**  
 Students learn the natural history, taxonomy, and identification of local reptiles and mammals through field and laboratory experiences. Offered in first half of fall semester. Prerequisite: ECOL 240.
- BIO 388                      Birds    1.5 Semester Hours**  
 An intensive study of local and neotropical spring birds that covers natural history, taxonomy, and identification through field and laboratory experience. Offered in second half of spring semester. Prerequisite: ECOL 240.

**CHEMISTRY (CHE)**



explorations and acquiring data. Offered fall semester. Prerequisites: CHE 102/102L or CHE 104/104L, or permission of instructor.

**CHE 301 Biochemistry 3 Semester Hours**  
**CHE 301L Lab 1 Semester Hour**

This course covers the principles of biological compounds. The lecture section begins with the foundations of biochemistry and proceeds with structure and catalysis, bioenergetics and metabolism, and information pathways. The laboratory sessions involve cells, proteins, nucleic acids, carbohydrates, lipids, and membranes. Prerequisite: CHE 201, 201L.

## COMMUNICATIONS (COM)

**COM 105 Introduction to Journalism 3 Semester Hours**

This course offers an introduction to the elements of contemporary journalism concentrating on the writing of various types of news stories according to professional journalism standards. Participation on the staff of the *Clarion* is required.

**COM 106 Journalism Laboratory 1 Semester Hour**

The journalism Laboratory gives practical experience in journalism on the *Clarion*, *Pertelote*, or *Chiaroscuro* staff with credit upon recommendation of the publication advisor. It cannot be taken concurrently with COM, 105 unless the COM 105 instructor and the Humanities Division Chair grant permission. Satisfies the journalism lab requirement for the English major.

**COM 110 Introduction to Communications 3 Semester Hours**

This course offers a survey of the basic principles and theories of human communication and their practical applications to various discursive contexts like relationships, job performance, and public communication.

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

Mass Media and Society explores the social impact of mass media on public policy, behavior, consumption and other cultural phenomena. Students gain an overview of the major fields within mass media like advertising, telecommunication, newspapers, magazines, books and film.

**COM 302 Environmental Journalism 3 Semester Hours**

This advanced journalism course confirms the importance of research in writing about environmental issues as well as investigative policy reports for popular audiences. Class experiences stress creative thinking, thorough research, interviewing, information organizing, and clear writing. The class is designed to help students understand concepts and issues in environmental journalism and to develop the skills to write for and publish in the field of environmental journalism.

**COM 306 Publication Management 1-3 Semester Hours**

This course gives students experience managing the production of a student publication. Students are responsible for the design, staffing, public relations, writing, editing, setting deadlines, and other logistics necessary for publication. Open only to editors of student publications, by permission of the publication advisor. Satisfies the journalism lab requirement for the English major.

**COM 316 Special Topics in Communication or Journalism 3 Semester Hours**

This course offers special topics in the fields of communication or journalism. Some possibilities include Conflict Resolution, History of Environmental Journalism, or Gender and Communication.

**COM 340**                      **First Amendment Freedoms**                      **3 Semester Hours**

This course explores the theories, doctrines, statutes, and cases related to the First Amendment guarantees of Freedom of Religion [Separation of Church and State], Speech and Assembly.

**COM 380**                      **Argumentation and Debate**                      **3 Semester Hours**

Argumentation and Debate is designed to enhance the critical thinking, logical reasoning, research and oral advocacy skills of the student. Regardless of the student's program of study, the concepts learned in the class will contribute to her or his success in the acquisition of knowledge and research skills. This course can be taken for honors credit.

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

**CIS 10**                      **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 current technologies, the development of new technologies and the role of computers in society, including ethical, legal, privacy and security issues. The successful completion of this course with a C or better satisfies Brevard College's Competency Requirement.

**CIS 210**                      **Introduction to Computing Applications**                      **3 Semester Hours**

An advanced computer course within the Business and Organizational Leadership curriculum providing a technical and conceptual background for recognizing the role of computer information resources in enhancing organizational processes. Class structure stresses extensive hands-on experience to plan, analyze, design, develop and test business solutions utilizing software applications for electronic communication, word processing, spreadsheet analysis, database management, and professional presentation development found in an integrated business software program. Prerequisite: CIS 101 or placement.

**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. Students will develop a working knowledge of how to differentiate among the various electronic resources to satisfy specific information needs. Particular attention will be paid to analysis and evaluation of the quality and applicability of each source to a student's information requirements. Students will also be introduced to the basics of web page design using HTML. The successful completion of this course with a C or better satisfies Brevard College's Computer Competency Requirement. Corequisite: ENG 111 or permission of instructor.

**CIS 300**                      **Systems Analysis and Design**                      **3 Semester Hours**

The course introduces and familiarizes students with the five phases of the Computer Information Systems life-cycle: planning analysis, design, 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 210 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



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                      1-3 Semester Hours**

This 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. Assignments include both written and oral presentations.

### **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, some geologic history and field experiences. Prerequisites: BIO 110, 110L and BIO 120, BIO 120L.

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

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. Written lab reports and a formal oral presentation are required. Prerequisites: BIO 110, 110L and BIO 120, 120L.

### **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. Written lab reports and a formal oral presentation are required. Prerequisites: BIO 110, 110L and BIO 120, 120L.

### **ECOL 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, two formal oral presentations, and an interdisciplinary perspective. Prerequisites: MAT 131 (or equivalent), MAT 141, computer literacy, and ENV 110; or permission of 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. Written lab reports and a formal oral presentation are required. Prerequisites: BIO 110, 110L and BIO 120, 120L.

### **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

roduction. Structure, function, and cultural use of ecosystems are integrated by developing models of ecosystems. Prerequisites: BIO 110, 110L and BIO 120, 120L.

**ECOL 400            Advanced Topics in Ecology            1-3 Semester Hours**

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

**ECOL 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, 110L or ENV 110.

**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 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 or permission of instructor.

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

Students complete senior projects begun in ECOL 494. Class meetings continue with discussion, critical thinking, and problem solving. Students also meet privately with their advisors to review their papers or projects. The one-on-one reviews are used by the student to improve the writing, content, logic, and organization of the paper or project. Requirements include the final written paper and a formal oral public presentation summarizing the paper. Prerequisites: ecology major with all 100-/200- level major requirements, ECOL 494, or permission of instructor.

## **ECONOMICS (ECON)**

**ECON 201            Macroeconomics            3 Semester Hours**

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

**ECON 202            Microeconomics            3 Semester Hours**

A study of the market system, supply and demand, price mechanisms and allocation of resources, Microeconomics looks closely at competition, monopoly, and imperfect competition. Prerequisite: sophomore standing or permission of instructor.

## **ENGLISH (ENG)**

Students who have an inadequate foundation in English may be required to complete ENG 100 (Basic Grammar and Composition) before attempting higher level courses in English. See description under Academic Support Courses.

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

This course emphasizes all skills related to expository prose. Students write using major rhetorical modes and do basic research following MLA guidelines. The development of writing style through prewriting, writing, and revision is emphasized. Essays are regularly assigned. Some sections of

ENG 111 will focus readings and writing assignments on themes such as Writing about Nature, Writing about the Arts, Writing about Media, etc. Prerequisite: placement in ENG 111 or a grade of C- or higher in ENG 100.

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

An honors course, ENG 111H is an interdisciplinary writing seminar designed to develop students' abilities for writing clear, cogent expository prose. Thematically organized, topics will change on a semester by semester basis. This honors seminar is designed to promote rigorous written and oral intellectual exchange. Essays and research are regularly assigned. Prerequisite: placement or permission of instructor.

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

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

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

An honors course, ENG 112H is an advanced study of selected literature, mainly nonfiction, designed to promote rigorous written and oral intellectual exchange and to develop further students' critical thinking skills in argumentative and persuasive modes, expressed in both written and oral forms. Essays and oral presentations are regularly assigned; a research paper and presentation are also required. Prerequisite: placement or permission of instructor.

**ENG 205 British Literature 3 Semester Hours**

A study of major writers, genres, periods, and/or themes in British Literature, this course may include such authors as Spenser, Shakespeare, Pope, Shelley, Keats, Arnold, and Tennyson. Although literature will be from British writers, the course is thematic and may consist of topics such as Medieval Literature or The Gothic Novel. Prerequisite: ENG 112 or 112H.

**ENG 206 American Literature 3 Semester Hours**

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

**ENG 207 Creative Writing 3 Semester Hours**

An introductory class, creative writing allows students to explore imaginative resources, develop descriptive power, and experiment with original poetry and fiction. Prerequisite: ENG 112 or 112H.

**ENG 208 World Literature 3 Semester Hours**

A study of major authors, genres, periods, nationalities, and/or themes in literature from countries other than the US and Great Britain (taught primarily in English translation), the focus of this course varies according to faculty interests and student demand. Prerequisite: ENG 112 or 112H.

**ENG 211 Introduction to Film 3 Semester Hours**

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

**ENG 217 Studies in Environmental Literature 3 Semester Hours**

American culture developed from confrontation with the frontier. Environmental literature reflects

ur roots grounded in landscape and responds to the rise of ecological awareness in the late 20<sup>th</sup> century ecological criticism or “eco-criticism” of literature uses concepts from the science of ecology to analyze literary style and content. In this course, students encounter poetry, short stories, the historic memoirs of frontier explorations of North America, and essays on wilderness issues. They develop critical thinking skills and practice writing critical and creative essays. Prerequisite: ENG 112 or 112H.

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

Covering the basic terminology and methods of literary analysis, this topic-specific course connects literature with other fields of study, showing its relevance to any major discipline. Critical essays and oral presentations are required. Sample themes might include Literature and Medicine, Literature and the Vietnam War, etc. Prerequisite: ENG 112 or 112H. May be repeated if the topic changes.

**ENG 251                    Literary Criticism                    3 Semester Hours**

What do the terms literature, interpretation, meaning and text really mean? This class provides a brief historical overview of the development of literary criticism, then concentrates on the application of modern methods such as formalism, structuralism, deconstruction, reader-response, and cultural historicism. Students will write practical criticism on a variety of genres. Prerequisite: ENG 112 or 112H. A prior sophomore literature course is highly recommended.

**ENG 305                    Technical Writing and Editing                    3 Semester Hours**

Through exercises in workplace correspondence, ENG 305 introduces students to the specialized writing styles and formats used for business and other technical audiences. Assignments and class discussions are geared to real-life situations. Students study advanced grammar and refine style, analyze content, write effective letters and memos, present oral reports, and write such specialty items as feasibility studies and formal bids or proposals. Prerequisite: ENG 112 or 112H.

**ENG 308                    Creative Nonfiction                    3 Semester Hours**

An advanced writing class, creative nonfiction fuses attention to style and form with concern for fact, often using powerful setting and characterization. Essays are enhanced by personal reflection, honed by careful crafting, and may inform, persuade, or amuse. Prerequisite: ENG 112 or 112H.

**ENG 309                    Poetry Writing                    3 Semester Hours**

An advanced creative writing class, poetry writing seeks to make students aware of their obligations to craft. Students will keep a journal of ideas, do exercises that stimulate figurative power, practice laser-like description, experiment with form and rhyme and meter, learn to peel away sentimentality and self-pity, and begin developing a personal style. Students will build a manuscript of verse separate from their class exercises, will read aloud frequently, and will do at least one special project. Prerequisite: ENG 207.

**ENG 310                    Fiction Writing                    3 Semester Hours**

An advanced creative writing class, fiction writing explores the forms and techniques of the short story by requiring a wide range of reading and by exploring narrative technique, point of view, characterization, structure, and style. Students will write several stories and do at least one special project. Prerequisite: ENG 207.

**ENG 322                    Shakespeare                    3 Semester Hours**

If comedy is about laughing, students will laugh with Shakespeare’s *A Midsummer Night’s Dream*. If tragedy is about crying, students will cry over *Othello* and *King Lear*. If history is about conflict, students will fight about *Henry IV* and *Richard III*. In other words, students in ENG 322 will

laugh, cry, and fight as they discover why Shakespeare is the most quoted writer of all time. Prerequisite: a 200-level ENG course other than ENG 207.

**ENG 330                      Advanced Studies in Literature                      3 Semester Hours**

An upper-level study of literature, this course offers the opportunity for in-depth study of a particular author, period, theme, or genre in American, British, or world literature. Prerequisite: a 200-level ENG course or permission of instructor.

**ENG 340                      African-American Literature                      3 Semester Hours**

Many of the most exciting writers in English today are African-American; they have discovered and rewritten their own history while filling in gaps in the larger quilt of American tradition. Authors studied may include Wheatley, Douglass, Hughes, Ellison, Wright, Brooks, Dove, and Morrison. Topics may include slavery, religion, family, and oral history. Prerequisite: a 200-level ENG course or permission of instructor.

**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: a 200-level ENG course or permission of instructor.

**ENG 342                      Southern Literature                      3 Semester Hours**

Whether viewed as one region or as several "Souths," the southeastern United States has a recognized identity in literature as well as history. This course charts the development of Southern writers and themes, and includes such authors as Faulkner, Wolfe, O'Connor, Welty, and Warren. Prerequisite: a 200-level ENG course or permission of instructor.

**ENG 350                      Language Studies                      3 Semester Hours**

An exploration of the development of the English language from its Indo-European background to the present, ENG 350 covers various grammars, dialects, and levels of language use. The class explores psychological factors, cultural roles, and the nature and development of human/other languages and their historical changes. Prerequisite: ENG 112 or 112H; a 200-level ENG class is strongly encouraged.

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

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

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

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

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

Students do an in-depth project in their emphasis area. Possibilities include a significant research paper, a course or workshop proposal, or an extended creative writing assignment. A committee

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

## ENGLISH AS A SECOND LANGUAGE (ESL)

### INTERNATIONAL STUDENT (ISF)

**ISF 101                      International Student Forum                      1 Semester Hour**

The primary goal of this course is to help students understand general American culture. It focuses on Americans' perspectives on education, political systems and other aspects of their lives. It also uses field experiences and selected articles from newspapers and magazines to provide students with more information about American culture.

**ESL 101/102                      Intensive English as a Second Language                      3 Semester Hours**

This intensive ESL course is designed to further the reading, writing, listening and speaking skills of intermediate and advanced non-native speakers of English. Students will review instruction in English grammar, usage and vocabulary development with attention to composition and comprehension. This course does not satisfy the English requirement for any degree program. Prerequisite: Minimum 500 TOEFL.

**ESL 201                      Communication Skills 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                      Communication Skills 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, Service                      1 Semester Hour**

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

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

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

**ENR 203H                      Enrichment Seminar, Communication                      1 Semester Hour**

This course is a seminar designed for students in the Brevard College Honors Program. The focus is on communication. Cultural activities that include musical or theatrical performances are also part of the course. Students will make both oral and written presentations on a topic of their choice. Pass/Fail.

**ENR 204H      Enrichment Seminar, Comprehension****1 Semester Hour**

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

**ENVIRONMENTAL STUDIES (ENV)****ENV 103      The Forest and the River****3 Semester Hours**

An interdisciplinary study of the past, present, and future of forest and river ecosystems, this course looks at ecology and natural history, effects of human activities, and environmental economics, ethics, and policy. Lectures, panel discussions, laboratory exercises, and field trips are offered. Two one-hour weekly meetings. Saturday field trips. A student may not enroll in this course if he/she previously received credit in ENV 110. Not required for environmental studies majors.

**ENV 110      Introduction to Environmental Studies****3 Semester Hours**

This course presents the connections between environment and people including values, science, social science, ethics, energy, biodiversity, sustainability, and environmental controversy. Special guest lectures make connections between the arts, music, humanities, science, social science, and environmental studies. Presentation formats include lectures, roundtable discussion, and team debates. Requirements include a brief formal oral presentation that is graded. Prerequisite: BIO 110, 110L or permission of instructor. Required for environmental studies majors.

**ENV 111      Humans and the Environment in Antiquity****3 Semester Hours**

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

**ENV 301      Environmental Policy****3 Semester Hours**

A study of the major environmental laws and policies including NEPA, RCRA, CERCLA and TSCA. Environmental agencies reviewed include DOE, EPA, NIOSH, USFS, and USGS, among others. Although concentrated on the United States, the course presents a brief introduction to the international aspects of environmental law.

**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, HIS 301, or HIS 302; ENV 110 or GEOL 201; ENG 217, or REL 203; or permission of instructor.

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

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 interdisciplinary perspective. Prerequisites: MAT 131 (or equivalent), MAT 141, computer literacy, and ENV 110, or permission of 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 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, or permission of 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, and PSY 307, or permission of instructor.

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

For course description see ECOL 494. Prerequisites: environmental studies major with all 100-/200- level major requirements, ENV 394, and PSY 307, or permission of instructor.

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

For course description see ECOL 495. Requirements include the final written paper and a formal oral presentation summarizing the paper. Prerequisites: environmental studies major with all 100-/200- level major requirements, ENV 394, PSY 307, and ENV 494, or permission of instructor.

**EXERCISE SCIENCE (EXSC)****EXSC 110****Introduction to Exercise Science****3 Semester Hours**

Designed to introduce the student to exercise science as a field of study and as a career pathway, the course emphasizes the fundamental biophysical principles of human movement and their relationship to physical activity and fitness.

**EXSC 150****Principles of Sport and Event Management****3 Semester Hours**

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

**EXSC 200****Fitness Activities****2 Semester Hours**

Students are introduced to the theoretical bases for fitness development and participate in a variety of activities (land-based, aquatic, and strength-developing) designed to foster physical fitness.

**EXSC 211A****Selected Topics in Exercise Gerontology  
and Allied Medical Fields****1-3 Semester Hours**

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 Leadership 1-3 Semester Hours**

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: Exercise Gerontology and Allied Medical Fields 1 Semester Hour**

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: Fitness Leadership 1 Semester Hour**

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: Teaching/Coaching 1 Semester Hour**

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 Techniques of Coaching 2 Semester Hours**

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

**EXSC 250 Facility and Event Management 3 Semester Hours**

Planning, design, financing, administration, and risk management functions associated with managing assembly sporting facilities are examined. Prerequisites: EXSC/ORG 150 or permission of instructor.

**EXSC 310 Exercise Physiology 3 Semester Hours**

The focus is on studying the various relationships of health, wellness, exercise, and sports to the structures and functions of the human body. Prerequisite: BIO 220/220L.

- EXSC 311 Fitness Appraisal 3 Semester Hours**  
 The theoretical bases are combined with practical experience to enhance understanding of fitness assessment. Students will gain competence in test administration and interpretation, screening, emergency procedures, and exercise prescription. Prerequisite: EXSC 310.
- 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 Gerontology and Allied Medical Fields 3 Semester Hours**  
 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: Fitness Leadership 3 Semester Hours**  
 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: Teaching/Coaching 3 Semester Hours**  
 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 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 350 Public and Media Relations in the Sport/Event Industry 3 Semester Hours**  
 This course emphasizes the building and management of positive relationships with the community and the media. Examines public opinion and research, management of public relation tools and resources, and ethics. Prerequisites: EXSC/ORG 250 or permission of instructor.
- EXSC 399 Independent Studies in Exercise Science 1-3 Semester Hours**  
 Students who wish to pursue knowledge and/or practical experience (not generally available through other courses) in an exercise science-related field may design a contract course with the approval and guidance of an exercise science instructor. The number of credits will be determined mainly by the academic rigor of the proposed study.
- EXSC 410A Preparation for Senior Internship: Exercise Gerontology and Allied Medical Fields 1 Semester Hour**  
 This course should be taken the semester prior to beginning the senior internship. It is designed to prepare the student for said internship. Contracts, resumes, calendar and other details will be finalized, and reporting procedures and visitation schedules (where appropriate) will be planned.

**EXSC 410F      Preparation for Senior Internship: Fitness Leadership      1 Semester Hour**

This course should be taken the semester prior to beginning the senior internship. It is designed to prepare the student for said internship. Contracts, resumes, calendar and other details will be finalized, and reporting procedures and visitation schedules (where appropriate) will be planned.

**EXSC 410T      Preparation for Senior Internship: Teaching/Coaching      1 Semester Hour**

This course should be taken the semester prior to beginning the senior internship. It is designed to prepare the student for said internship. Contracts, resumes, calendar and other details will be finalized, and reporting procedures and visitation schedules (where appropriate) will be planned.

**EXSC 415A      Senior Internship: Exercise Gerontology and Allied Medical Fields      14 Semester Hours**

This course is designed to be a bridge between the end of a student's undergraduate education and the beginning of a career pathway. The student devotes an entire semester to working and learning at an approved student-chosen site under the direct supervision of an on-site professional. Prerequisites: EXSC 410A.

**EXSC 415F      Senior Internship: Fitness Leadership      14 Semester Hours**

This course is designed to be a bridge between the end of a student's undergraduate education and the beginning of a career pathway. The student devotes an entire semester to working and learning at an approved student-chosen site under the direct supervision of an on-site professional. Prerequisites: EXSC 410F.

**EXSC 415T      Senior Internship: Teaching/Coaching      14 Semester Hours**

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. Prerequisites: EXSC 410T.

## **FIRST YEAR FORUM (FYF)**

**FYF 101      First Year Forum      1 Semester Hour**  
**\*For First Time Students**

First Year Forum 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 advisor, staff advisor, and student peer advisor to help make the academic and social transitions into the College community successful. Topics for discussion include college majors, academic ethics, time and stress management, career and vocational development, community building, and other key transitional issues.

**FYF 102      First Year Forum for Transfer and Returning Students      1 Semester Hour**  
**\*For First Time Students**

This course is offered to all new transfer and returning students who have not been enrolled at Brevard College for more than one semester. Like the First Year Forum for new students, it is a one hour per week small group session that provides every student with an initial faculty advisor, staff advisor, and student peer advisor to help make the academic and social transitions into the College community successful.

**FYF 201      New Student Advising Leadership      1 Semester Hour**

Offered to upperclassmen, this course offers credit to student leaders who participate in the advising

program. During the weekly small group sessions, students serve as leaders in advising and group-building. This course may be repeated for credit.

## **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 instructor.

## **GEOLOGY (GEO)**

**GEOL 101 Physical Geology 3 Semester Hours**

**GEOL 101L Lab 1 Semester Hour**

Through lecture, laboratory and field experiences, Physical Geology introduces the student to the processes that shape Earth's surface. After introducing minerals and rocks, the course explores mountain building through plate tectonics, earthquakes, and volcanism. Sculpting of the surface is addressed through weathering and erosion caused by water, wind, and ice. GEOL 101, 101L together with GEOL 105, 105L, GEOL 201, 201L, CHE 101, or PHYS 101, 101L will meet a two-semester physical science sequence. Prerequisite: MAT 099.

**GEOL 105 Historical Geology 3 Semester Hours**

**GEOL 105L Lab 1 Semester Hour**

Historical Geology focuses the sequence of the interactions of the tectonic plates throughout the 4.6 billion-year history of the planet. Interwoven with the geological aspect is the history of the evolution of life as revealed by the fossil record. GEOL 105 has no prerequisite and will satisfy the Area VI Core Requirements. Course activities include lecture, lab, and field trips.

**GEOL 201 Environmental Geology 3 Semester Hours**

**GEOL 201L Lab 1 Semester Hour**

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

**GEOL 210 Mineralogy 3 Semester Hours**

**GEOL 210L Lab 1 Semester Hour**

Students learn the chemistry, structure, and diagnostic properties of the major rock-forming and economic minerals as well as hand-specimen identification of rocks. Analytical techniques used in mineral identification and the application of specific minerals toward the resolution of geological problems are covered in detail. Field trips to important mineral localities will supplement the lecture and laboratory. Prerequisite: GEOL 101, 101L.

**GEOL 270 Field Study in Geology 4 Semester Hours**

Students will investigate a specific topic in Geology that will be enhanced by a field excursion to a classic locality that exemplifies the topic. Weekly, 2-hour seminar meetings will prepare students



**HIS 101 History of Western Civilization to 1648 3 Semester Hours**  
 This is an introductory level course on ancient, medieval, and early modern Western Civilization. Focusing on western European society from the Greeks to the seventeenth century, the course includes a discussion of the major civilizations in Europe during that time period and their contributions to the West. Students learn about Greco/Roman heritage, the Middle Ages and Christian heritage, the Renaissance, the Reformation, and the Scientific Revolution as defining events.

**HIS 102 History of Western Civilization Since 1648 3 Semester Hours**  
 An introductory level course, HIS 102 focuses on European society from the seventeenth through the twentieth century. It includes a discussion of such major events as the Enlightenment, European Fascism, the Fall of Communism, and the European Integration Movement.

**HIS 103 U.S. History to 1865 3 Semester Hours**  
 This course examines the social, cultural, economic, and political development of the United States to 1865. Through reading, writing, and discussion, students appreciate major movements, such as the Great Awakening, the American Revolution, the Market Revolution, and Jacksonian Democracy and how they shaped the new nation. They also become familiar with major figures, including Pocahontas, John Winthrop, Benjamin Franklin, Thomas Jefferson, Dorothea Dix, Frederick Douglas, and Abraham Lincoln, from the colonial period through the Civil War.

**HIS 104 United States History Since 1865 3 Semester Hours**  
 This course explores the social, cultural, economic, and political development of the United States since 1865. Through reading, writing, and discussion, students analyze major currents, such as the Industrial Revolution, the New South, World Wars, the 1960s, and the Cold War. They also study major personalities, including John Rockefeller, Eugene Debs, Jane Addams, Franklin Roosevelt, Martin Luther King, Jr., and John F. Kennedy, from Reconstruction to the present.

**HIS 110 Global History 3 Semester Hours**  
 This course introduces students to a global perspective on history by: (1) examining the role of culture in individual and social behavior in various world civilizations; (2) comparing major civilizations as a whole and with regard to key features such as government, economic institutions, and culture; and (3) describing how the major civilizations have changed and interacted, particularly in the past few centuries.

**HIS 210 European Renaissance and Reformation History 3 Semester Hours**  
 This course provides a broad overview of the major cultural, political, and social changes in Early Modern Europe. Topics covered in the course include the Italian Renaissance, the Northern European Renaissance, the Scientific Revolution, the rise of absolutist monarchs and the formation of nation states, the Reformation and Catholic Reformation, the Commercial Capitalist Revolution, European colonization and imperialism, and the Glorious Revolution.

**HIS 215 The History of 18<sup>th</sup> and 19<sup>th</sup> Century Europe 3 Semester Hours**  
 This course provides a broad overview of the major cultural, political, and social changes associated with the emergence of Modern Europe. Topics covered in the course include the Enlightenment, Enlightened Despotism, the French Revolution and Napoleon, the Industrial Revolution, and 19<sup>th</sup> century European Imperialism.

**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: 1877-1920 3 Semester Hours**

The mine shaft, railroad switch yard, urban tenement house, and mill floor provide a few of the compelling images of turn of the century America. Placing these and other images in historical context, this course undertakes an examination of the price of progress. Robber barons, wage workers, immigrants, and reformers struggled to see whose vision of America would prevail in the 20<sup>th</sup> 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 Native Americans 3 Semester Hours**

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 conquistadors, the impact of disease and biological exchange, European contact, early Indian wars, the Trail of Tears, civilization programs, the Bureau of Indian Affairs, Indian New Deal, the rise of the new Indian, and the impact of legalized gambling. In addition to lectures and readings, students will go on a field trip to the Museum of the Cherokee and attend a lecture by a visiting Cherokee speaker.

**HIS 224 U.S. History Since 1945: The Historical Context of Generation X 3 Semester Hours**

A study of the major political events and social movements in the United States since World War II. The course examines the Cold War, McCarthyism, the Civil Rights Movement, the Vietnam War, student protests of the 1960s, the counterculture movement of the 1970s, the Women's Movement, Watergate, the Reagan Revolution, environmental politics, and the rise of a global economy. Film, oral history, and primary sources from the periods studied play major roles in this course.

**HIS 250 History of Ancient Greece 3 Semester Hours**

This course provides an introduction to the profoundly influential history of ancient Greece. It provides an historical context for such important developments as the origin of democracy, tyranny, imperialism, international diplomacy and law, the invention of coined money, competitive sports, human rights, and other innovations in art, architecture, drama, and literature that remain basic cornerstones of Western culture.

**HIS 251 History of Ancient Rome and the Roman Empire 3 Semester Hours**

This course provides an introduction to antiquity's greatest empire and its powerful influence in the subsequent history of the West. Topics discussed include the foundation of Rome and its archaic history, the evolution from rule by kings to republican government, the wars of expansion, the rise of uncontrollably ambitious military leaders, the rule of emperors, the zenith of the Roman Empire, the challenges of Christianity within and barbarians without, and the final division and dissolution of the empire.

- HIS 301                    History of Modern Science                    3 Semester Hours**  
 This course engages science and non-science students in a discussion of the nature of science and its relationship to society. Some of the major conceptual developments in science since the Renaissance, including the work of Galileo, Newton, Darwin, and Einstein, are presented and examined so that students gain an appreciation for the philosophical, social, and cultural contexts that have shaped science and defined the role of the scientist in the modern world. Prerequisite: HIS 102 or permission of instructor.
- HIS 302                    Environmental History                    3 Semester Hours**  
 Human beings have always modified their environment; but the scale of human activity has increased steadily since about 1700. Rapid technological change has provided the means for increased development of a world economy and larger nation-states. The result has been that environmental impacts have moved from a limited local and regional focus to becoming more global in recent decades. This course puts the increasing environmental effects of human values and culture into historical context. Students also research the environmental changes in a distinct bio-region or a smaller place. Prerequisite: HIS 102 or HIS 104 or permission of instructor.
- HIS 311                    The Social and Political History of 20<sup>th</sup> Century Europe: The Emergence of a Unified Europe                    3 Semester Hours**  
 Instead of presenting the history of Europe through the political prism of the nation-state, this course historically examines transnational social and political developments in 20<sup>th</sup> century Europe. This course also critically examines recent attempts to construct a unified Europe through such integrating mechanisms as the European Economic Community (EEC), the European Currency Unit (ECU), and the European Union (EU). Prerequisite: HIS 102 or permission of instructor.
- HIS 312                    20<sup>th</sup> Century European Cultural and Intellectual History: The Emergence of a Postmodern Culture                    3 Semester Hours**  
 This course examines transnational cultural and intellectual trends in 20<sup>th</sup> century Europe. The tendency toward homogeneity and the influence of the U.S. culture on European popular culture are explored along with trends in European academia. In particular, this course focuses on the transition from modernism to postmodernism in European academia by looking at such writers as Whitehead, Wells, Foucault, LeviStrauss, and Derrida. Prerequisite: HIS 102 or permission of instructor.
- HIS 340                    Senior Thesis I                    1 Semester Hour**  
 Under the supervision of a history faculty project advisor, 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 353                    Social/Cultural History of the U.S. in the 20<sup>th</sup> Century                    3 Semester Hours**  
 This class explores major race and gender issues in postindustrial America. Students look at how race relations have shaped modern America, from the Jazz Age and segregation to the Civil Rights Movement and Black Power. The course also discusses the shifting nature of gender and the relationship between the sexes, from Amelia Earhart and the suffragettes to Rosie the Riveter and the modern feminists. Lectures, readings of primary sources, and discussions are major components. Prerequisite: HIS 104 or permission of instructor.
- HIS 389/489                    Independent Study in History                    Variable credit**  
 Prerequisite: HIS 102 or HIS 104, junior status and history major, or permission of instructor.

**HIS 401 Historical Methodology 3 Semester Hours**

Through discussion and reading, students explore major issues in historiography and methodology with the intent of understanding how a professional historian works. Another goal of this course is to help young historians develop their own philosophy of history by studying the major schools of historical thought. Prerequisite: junior status and history major.

**HIS 420 Special Topics in American History Variable credit**

This course allows students to probe more deeply into a specialized topic in U.S. history. Topics may be broadly focused (race or gender) or narrowly focused (the Great Depression or the Populist Movement). Prerequisite: HIS 104 or permission of instructor.

**HIS 430 Special Topics in European History Variable credit**

This course allows students to probe more deeply into a specialized topic in European history. Topics may be broadly focused (race or gender) or narrowly focused (the Holocaust or the Enlightenment). Prerequisite: HIS 102 or permission of instructor.

**HIS 440 Senior Thesis II 1 Semester Hour**

Under the supervision of a history faculty project advisor, history majors must complete their senior project. The completed project should be turned in to the project advisor no later than one month before the end of the student's last semester. In addition, history majors must present an oral summary of their project to the history faculty sometime during their senior year. Prerequisite: HIS 340 and history major.

## HEALTH SCIENCE STUDIES (HSS)

**HSS 369 Practicum/Internship 2 Semester Hours**

Career-related, non-classroom work experience in a healthcare-related facility. The healthcare facility is selected by the student in consultation with the facility supervisor. A minimum of 90 contact or work hours must be completed. Prerequisite: HSS major, junior standing, permission of the faculty supervisor.

**HSS 494 Senior Project/Internship 2 Semester Hours**

Weekly exploration and discussion of current topics related to the healthcare field. One topic will be selected by the student in consultation with the instructor and explored in greater depth resulting in a senior thesis and oral presentation. Prerequisite: HSS major, senior standing, permission of faculty supervisor.

**HSS 495 Senior Project/Internship 2 Semester Hours**

Continuation of HSS 494, including weekly exploration and discussion of current topics related to the healthcare field and final preparation of the senior thesis and oral presentation. Prerequisite: HSS 494 and permission of faculty supervisor.

## HUMANITIES (HUM)

**HUM 461 Humanities Research Methodologies 3 Semester Hours**

This course is primarily intended to assist English majors and Religion Studies majors in developing the skills necessary to design, implement, report and defend senior projects. With the help of a teaching team drawn from various academic fields, students will hone techniques in generating ideas, refining theses, planning and carrying out research, evaluating sources and documenting them in accordance with discipline-specific norms, writing in multiple genres, and presenting material orally in both formal and extemporaneous contexts. The course is required of majors in

English and Religion Studies. It is open to other students at the junior/senior level with permission of instructor.

## **INTEGRATED STUDIES (INT)**

### **INT 369/469      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 four or more hours per week.

### **INT 460      Integrated Studies Seminar      1 Semester Hour**

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 presenting and discussing a project such as a senior thesis. Prerequisites: senior status and integrated studies major.

### **INT 480      Senior Project      3 Semester Hours**

In consultation with the advisor 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 advisor and committee, students prepare and submit a final project. 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 (INT 460). Prerequisite: senior status and integrated studies major.

## **LATIN (LAT)**

### **LAT 101      Latin I      4 Semester Hours**

This course introduces students to Latin. Since Latin is written rather than a spoken language today, students focus on introductory vocabulary, grammar and translation. Successful completion of LAT 101 with a grade of C or better permits students to enroll in LAT 102; successful completion of LAT 102 satisfies the Brevard College competency requirement in foreign language.

### **LAT 102      Latin II      4 Semester Hours**

This course continues the study of first-year Latin. Latin with further lessons in Latin vocabulary, grammar and translation. Successful completion of LAT 102 satisfies the Brevard College competency requirement in foreign language. Prerequisite: placement, or the successful completion of LAT 101 with a grade of C- or better.

## **LEARNING SKILLS (LSK)**

### **LSK 101      Becoming a Master Student      3 Semester Hours**

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 instructor.

## MATHEMATICS (MAT)

Students requiring a stronger foundation in mathematics may be placed in academic support courses: MAT 099 and MAT 100.

### **MAT 101**                      **Elementary Functions**                      **3 Semester Hours**

Functional notation and manipulations; graphs and properties of algebraic, exponential, and logarithmic functions; elementary applications of these functions; inequalities; and absolute value. This course serves as preparation for MAT 131 and MAT 141. Credit is not 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.

### **MAT 111**                      **Topics in Mathematics**                      **3 Semester Hours**

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 or MAT 111 and MAT 101. Prerequisite: MAT 100 (with a grade of C or higher) or placement.

### **MAT 121**                      **Elementary Functions with Trigonometry**                      **4 Semester Hours**

Concepts and manipulations of inequalities, absolute value, and functions of one variable: linear, quadratic, absolute value, polynomial, rational, exponential, logarithmic, and trigonometric functions; and introduction to analytic geometry. MAT 121 serves as preparation for MAT 131 and MAT 211. Credit is not given for both MAT 121 and MAT 101 or MAT 121 and MAT 111. Algebraic and pictorial points of view are stressed simultaneously. Prerequisite: MAT 100 (with grade of C or higher) or placement.

### **MAT 131**                      **Calculus for Business and the Applied Sciences**                      **4 Semester Hours**

Functional notation and manipulations; limits; differentiation and integration of algebraic, exponential, and logarithmic functions. 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, including logic, set theory, relations and functions, counting principles, recurrence relations, and mathematical induction. Applications of these topics to computer science, population dynamics, and scheduling are included. Prerequisites: MAT 101 or 121.

### **MAT 211**                      **Analytic Geometry and Calculus I**                      **4 Semester Hours**

Study of analytic geometry of the line and circle, functions, limits and continuity, differentiation of algebraic functions and applications, 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**  
 Applications of the integral, transcendental functions and their derivatives, introduction to differential equations, techniques of integration, improper integrals and indeterminate forms, and infinite series. Prerequisite: MAT 211 (with grade of C or higher) or placement.
- MAT 231      Analytic Geometry and Calculus III      4 Semester Hours**  
 Calculus of several variables; plane and solid analytic geometry; parametric equations; vectors and vector functions; non-Cartesian coordinate systems; partial differentiation; multiple integration; and introduction to theorems of vector calculus. Prerequisite: MAT 221 (with grade of C or higher).
- MAT 341      Linear Algebra      3 Semester Hours**  
 Simultaneous linear equations; vectors; matrices; vector spaces; linear transformations; determinants; and eigenvalues. Prerequisite: MAT 211 (with grade of C or higher) or permission of instructor.
- MAT 351      Differential Equations      3 Semester Hours**  
 Solution techniques for first order ordinary differential equations; second order linear differential equations and linear systems; series solutions; and Laplace transforms. Prerequisite: MAT 221.
- MAT 361      Modern Algebra      3 Semester Hours**  
 Basic algebraic structures; a review of set theory; equivalence relations; theory of groups, rings, integral domains, and fields; quotient structures; homomorphisms; rational, real, and complex fields; and polynomial rings. Prerequisite: MAT 341.
- MAT 411      Real Analysis      3 Semester Hours**  
 A study of the real numbers including some topology of the real line; sequences and series; continuity, differentiation, integration, and sequences and series of functions. Prerequisites: MAT 231 and MAT 341.
- MAT 412      Complex Variables      3 Semester Hours**  
 Algebra, topology, and geometric representation of complex numbers; analytic functions of a complex variable, including integration, Taylor and Laurent series, residues, and an introduction to conformal mapping. Prerequisite: MAT 231, MAT 351, or permission of the faculty.
- MAT 415      Special Topics in Mathematics      3 Semester Hours**  
 A study of selected areas not listed in the catalog as named courses. The topics will be chosen from among functions of a complex variable, partial differential equations, Fourier analysis, number theory, general topology, and geometry. Prerequisites: MAT 231, MAT 341, and permission of the faculty.
- MAT 450      Math Seminar      1 Semester Hour**  
 Written and oral presentations by students of the results of extensive research on advanced topics selected by the faculty and students. Prerequisite: permission of instructor.

**MUSIC (MUS)**

- MUS 101      Music Appreciation      3 Semester Hours**  
 MUS 101 introduces students to important styles and periods of music history, promoting careful listening and appreciation of music for enjoyment and cultural purposes. Occasionally, some sections of the course focus on topics such as American music, musical theatre, or world music. Not open to music majors.





- MUS 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. Prerequisite: MUS 104.
- MUS 208 Jazz Theory/Improvisation 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**  
This is a comparative study of the music of a selected group of composers, e.g. the Viennese classicists, within the cultural-historical context of the era. Not offered regularly.
- MUS 210 Brass Methods 1 Semester Hour**  
This course offers class instruction in basic brass instruments, including performance, pedagogy, and literature for public school instruction.
- MUS 211 Woodwind Methods 1 Semester Hour**  
This course offers class instruction in basic woodwind instruments, including performance, pedagogy, and literature for public school instruction.
- MUS 212 Percussion Methods 1 Semester Hour**  
Students receive class instruction in basic percussion instruments, including performance, pedagogy, and literature for public school instruction.
- MUS 213 Vocal Methods 1 Semester Hour**  
Students receive 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 receive class instruction, which includes study of piano methods, discussion of pedagogical concepts, and observation of piano lessons and classes.
- MUS 301/302 Music History 3 Semester Hours**  
A survey of developments in Western music from ancient Greece to the present, 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 instructor.
- MUS 303 20<sup>th</sup> Century Music 3 Semester Hours**  
A survey of compositional techniques and musical styles of the 20<sup>th</sup> century. Score study, analysis, primary source readings, listening, and performance are emphasized. Prerequisite: MUS 204 or permission of instructor.
- MUS 304 Counterpoint 3 Semester Hours**  
A study of the polyphonic techniques based on the stylistic principles of the 16<sup>th</sup> and 18<sup>th</sup> centuries, MUS 304 challenges students with analysis and written projects. Prerequisite: MUS 204 or permission of 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





- lectives:** 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 10 semester hours of ENS will be counted toward graduation for the B.A. degree.

### **ENS 186 Jazz Combo 0.5 Semester Hour**

This small ensemble allows for more concentration on improvisation. Repertory is mostly drawn from the common practice period of jazz, including jazz standards and tunes from the American Songbook.

### **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 instructor.

### **ENS 188 Guitar Ensemble 0.5 Semester Hour**

Rehearsal and performance of chamber music with guitar and guitar ensemble literature; students are also coached on playing accompaniments. Required of all guitarists each semester; all others with permission of instructor.

### **ENS 189 Accompanying 0.5 Semester Hour**

A study of technique, sight reading, preparation of literature, and practice in accompaniments of all genres. Ordinarily two hours of class per week and/or an assignment of two students to accompany per semester. Required of all keyboard majors each semester.

### **ENS 190 Concert Choir 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 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 20<sup>th</sup> century. By audition only. Prerequisite: Permission of instructor. Corequisite: ENS 190.

### **ENS 192 Opera 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 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 instructor.

- ENS 194 A Jazz Ensemble 0.5 Semester Hour**  
Rehearsal and performance of standard big band, jazz, and jazz-rock music. An audition is required.
- ENS 194 B Night Band 0.5 Semester Hour**  
Rehearsal and performance of standard jazz literature. Emphasis on developing fundamental jazz performance skills. Open to all students with permission of 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, coaching and performance of instrumental chamber literature in combination with string instruments. Open to all students with permission of instructor. Not offered regularly.
- 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 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 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 instructor.

## RECITAL (RCT)

- RCT 101 Recital Attendance 0.5 Semester Hour**  
Music majors are required to attend designated programs for their enrichment. Students who matriculated before fall 1999 must earn two semester hours of RCT 101.

## BUSINESS AND ORGANIZATIONAL LEADERSHIP (ORG)

- ORG 103 Critical and Practical Reasoning 3 Semester Hours**  
An introduction to the meaning of deductive and inductive reasoning, the various forms of fallacy and an application of reasoning to a variety of areas in social, political and economic life and world view are presented in this course.
- ORG 110 Introduction to Business: Inside and Out 3 Semester Hours**  
This course is designed to provide students with a foundation in the understanding of personal,

professional, and corporate business. The course will provide opportunity to explore investment opportunities and risks, ethical problems of both consumers and producers, marketing and advertising, management principles, career opportunities, legal constraints in the business world, and personnel issues. Corequisite: ENG 111.

**ORG 150 Principles of Sport and Event Management 3 Semester Hours**  
This course is an overview of management principles as they apply to the sport and/or event industries. Areas emphasized include program evaluation, competencies, ethics, historical foundation, current industry trends, and career opportunities.

**ORG 205 Business Communications 3 Semester Hours**  
This course focuses on the power and politics of effective communication, both verbal and non-verbal, within organizations. Each student will participate as a member of a hypothetical management group and will study techniques of communicating both good news and bad news through written memoranda, reports, executive summaries, email, resumes, letters; and oral presentation. Understanding of audience sensitivity, group communication and active listening will be demonstrated through simulations and direct experiences. Corequisite: ENG 111.

**ORG 210 Organizational Behavior 3 Semester Hours**  
This course will explore the concepts, theories, and research in organizational behavior in order to develop a comprehensive framework for understanding the importance of effective leadership in promoting an organization's mission. An understanding of the complexities of person-situation interaction in formal organizations will be addressed through discussions, case materials, simulations and direct experiences. Corequisite: ENG 111.

**ORG 240 Introduction to Business Statistics 3 Semester Hours**  
Introduction to basic statistical concepts and data analysis as applied to problems in business and economic statistics. An emphasis will be given to making business decisions and fostering statistical analysis merged with managerial planning for decision-making under uncertainty. Prerequisites: MAT 101, 111, or 121 (with grade of C or higher), or placement, and CIS 101. MAT 141 is highly recommended.

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

**ORG 269/369/469 Practicum/Internship Variable 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 four 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 on 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 instructor.

**ORG 301S Principles of Finance 3 Semester Hours**  
A study of the principles and practices involved in the organization and administration of the financial resources of business is the basis of this course. Emphasis will be placed on cash flow, capital budgeting, and capital structure relating to a variety of business settings.

**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. Prerequisites: ORG 103 or ORG 110.

**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. Prerequisites: ORG 103 or ORG 110.

**ORG 305 Business Ethics 3 Semester Hours**

This course emphasizes theory of ethics from different philosophical schools of thought. Ethical dilemmas, values, and traditions are examined through questioning and determination of solutions. Case studies are emphasized and individual research is expected. Prerequisite: junior standing or permission of instructor. Prerequisites: ORG 103 or ORG 110.

**ORG 306 Investments 3 Semester Hours**

This course introduces financial instruments available to investors, emphasizing stocks, bonds and mutual funds. Characteristics and unique features of each instrument will be considered and an overall strategy of asset allocation appropriate to individual risk tolerance will be considered. Funding primary investment opportunities and trading techniques will be evaluated. Prerequisites: ORG 301 or permission of instructor.

**ORG 310 Free Enterprise 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 Entrepreneurship 3 Semester Hours**

This course examines the financial, marketing, and physical resources of a new venture and the approach of successful entrepreneurs. Prerequisite: junior status or permission of instructor.

**ORG 340 Statistical Process Control 3 Semester Hours**

This course explores the role of data in management: the collection, analysis and interpretation of data in business and industrial contexts, operational definitions, the construction of control charts, and the meaning of tampering with a system. Students will be expected to develop tools for the analysis of both quantitative and qualitative data. Prerequisite: junior status or permission of instructor.

**ORG 350 Public and Media Relations in the Sport/Event Industry 3 Semester Hours**

This course emphasizes the building and management of positive relationships with the community and the media. Examines public opinion and research, management of public relation tools and resources, and ethics. Prerequisites: EXSC/ORG 250 or permission of instructor.

**ORG 360 Selected Topics in Management 3 Semester Hours**

Through discussion and reading, students will explore major issues in management as they apply to principles of organizational development and process. The “changing-topic” course will help students develop their own philosophies of management based on theory, research, critical thinking, and practical application in areas of interest. Prerequisite: junior status or permission of instructor.

**ORG 390/490 Special Topics Seminars Variable Credit (1-3)**

These seminars provide the perspectives of invited corporate and small business leaders. The students engage in in-depth discussions with the leaders both in and out of class.

**ORG 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 Quality, Productivity and Management 3 Semester Hours**

This course addresses both macro- and micro-systems and processes and examine inputs to planning, outcomes, process design, and feedback mechanisms. Students will examine communication systems and delegation of roles and responsibilities.

**ORG 450 Senior Capstone Seminar: Strategic Planning and Policy Making 3 Semester Hours**

A capstone course for seniors, in which the students will investigate the establishment of organizational aims and strategic planning for improvement in leadership. This course builds on the concepts contained in Major courses and provides an opportunity to bring together all prior learning in organizational leadership, business, and related coursework as well as professional and personal experiences. It enables students to expand their thinking outside present concepts and to explore the arena of strategic planning as it will impact and apply in the future to an individual, group, organization, and industry. Learners complete a comprehensive project that will include a final written paper and a formal oral presentation summarizing the paper. Prerequisites: Business and Organizational Leadership major with senior status.

**ORG 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 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 categorical and conditional propositions.

**PHI 261 Introduction to Philosophy 3 Semester Hours**

An elementary study of selected topics in philosophical thought, PHI 261 presents a critical analysis of ancient, medieval, and modern philosophical writings. It covers such issues as knowledge, existence, logical analysis, the physical world, aesthetics, ethical behavior, and religious beliefs. Prerequisite: permission of instructor.

This course focuses on the origin, shape, and content of modern and pre-modern moral thought and action. Students closely examine various theories of ethics, giving special attention to modern modes of moral thought. The course seeks to help students explore their own ethical world through case studies, group projects, and individual research. Prerequisite: sophomore standing or permission of instructor.

**PHI 282/382****Existential Literature****3 Semester Hours**

This course explores a major movement in twentieth century continental philosophy. The existentialists' focus on "lived experience" makes literature a particularly conducive medium for addressing major questions of freedom, responsibility and meaning. Course readings therefore include both philosophical writings (by Kierkegaard, Nietzsche, Sartre and others) and works of fiction (by Camus, Sartre, Kafka, Hesse and others). Students taking the course at the 382-level complete an additional research project and reading log.

**PHYSICAL EDUCATION (PE)**

Through the athletic and physical education programs, the College provides an excellent opportunity for students to gain skills and knowledge in recreational activities that will prepare them for a lifetime of leisure enjoyment and appreciation of sports. Provisions will be made for nontraditional students and students with physical disabilities.

In addition to the basic physical education requirement, varsity athletes will be allowed to earn no more than four elective credits for participating in intercollegiate athletics. This credit will be given at the end of the semester, and only athletes who sign the NAA eligibility form will receive credit. A maximum of 1 credit of ATH may count toward Area III (Physical Education) of the Core Requirements.

Courses will be offered according to demand and to the availability of qualified instructors. Additional fees will be charged for some courses, and the student will occasionally be required to purchase or rent additional equipment. Physical education (PE) activity courses receive 1 semester hour of credit per course.

**Basic Conditioning**

Course		Fees
PE 101	Personal Fitness	No
PE 105	Weight Training	No
PE 109C	Track	No
PE 166C	Aerobic Dance	No

**Individual Sports**

Course		Fee
PE 130	Badminton I	No
PE 133	Golf	Yes
PE 134	Horseback Riding I	Yes
PE 135	Horseback Riding II*	Yes
PE 139	Snow Skiing I	Yes
PE 140	Snow Skiing II*	Yes
PE 141	Tennis I	No
PE 142	Tennis II*	No
PE 144	Badminton II*	No
PE 145	Snowboarding I	Yes
PE 146	Snowboarding II*	Yes

**Wilderness Education**

Course		Fee
PE 151	Canoeing	Yes
PE 152	Rock Climbing I	Yes
PE 153	Rock Climbing II*	Yes
PE 154	Physical Ed. Activities	No
PE 155	Kayaking	Yes
PE 157	Backpacking	Yes
PE 158	Mountain Biking	Yes
PE 159	Sea Kayak Touring	Yes
PE 182	Advanced Rock Climbing	Yes
PE 250	River Rescue	Yes

## Dance

Course		Fee
PE 161	Ballet I	No
PE 163	Ballet II*	No
PE 164	Modern Dance I	No
PE 169	Modern Dance II*	No

## Team Sports

Course		Fee
PE 175	Volleyball	No
PE 177	Indoor Soccer	No

## Aquatics

Course		Fee
PE 191	Swimming I	No
PE 192	Swimming II*	No

Note: The fees for activity courses may vary depending on equipment and facilities available.

\* Prerequisite: Successful completion of Level I or permission of instructor.

## 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 099 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, 102L introduces the fascinating world of astronomy. Students encounter early astronomy and astronomers; become familiar with the nighttime sky; develop the tools of astronomy; and study the solar system, stars and their evolution, galaxies, cosmology, and the Big Bang.

<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. Lecture and laboratory topics include Newtonian mechanics, wave motion, and thermodynamics. Prerequisites: MAT 121.

<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, 103L, this course examines 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, 201L, PHYS 202, 202L allows advanced physics students to experiment with electricity, magnetism, light, and optics through lecture and laboratory experiences. Prerequisite: PHYS 201, 201L.



## PSYCHOLOGY (PSY)

### **PSY 201                      General Psychology                      3 Semester Hours**

This survey course explores the fundamental principles governing behavior and the research methods employed. Areas covered include the brain and behavior; sleep and dreaming; learning and memory; intelligence, thinking and reasoning; behavior in social and cultural contexts; theories of emotion, motivation and personality; and mental disorders and their treatment. Prerequisite: sophomore standing or permission of 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 relations between theory and practice in the field of child development. Prerequisite: PSY 201 (or equivalent) or permission of 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 instructor.

### **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 instructor.

### **PSY 210                      Personal and Group Environments                      3 Semester Hours**

Students are introduced to the concepts of Personal Ecology and Group Environments. Students will learn to identify their personal strengths using the personality framework described by Carl Jung and others and popularized by Isabel Myers and Katherine Briggs through the development of the Myers, Briggs Type Indicator (MBTI). Students will learn to be active leaders in their own lives and in the lives of the groups in which they find themselves. Study, discussions, and experiences will focus on the nurturance and preservation of each individual's personal eco system as it grows and develops. From this foundation, students will experience how to apply this knowledge as members and leaders of groups. (Replaces PSY/SWK 105/206)

### **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 305                      Theories of Personality                      3 Semester Hours**

This course introduces students to personality by examining current and historic research within the context of a range of theories including psychoanalytic, behavioral, and humanistic. Topics will include personality, personality development, personality and health, personality disorders and therapy, and personality assessment. Prerequisite: PSY 201 (or equivalent) or permission of instructor.

### **PSY 307                      Community and the Environment                      3 Semester Hour**

This course focuses on small and large group interaction, participation, management, and conflict resolution. This course is experiential in nature, because the most powerful learning about groups occurs within the environment of the group. Prerequisite: PSY105, 206 or 210.

**PSY 310                      Social Science Research Methods                      4 Semester Hours**

PSY 310 presents the basic principles of qualitative and quantitative research methods, including experimental studies, focus groups, interviews, and surveys. It addresses study design, implementation, interpretation, and presentation. Prerequisite: SOC 201 or PSY 201.

**PSY 315                      Biological Basis of Behavior                      3 Semester Hours**

This course introduces students to the physiology of neural systems as it relates to significant psychological functions by examining major areas of research and data. Theories will be analyzed and compared using relevant data. Prerequisite: BIO 110 and PSY 201 (or equivalent) or permission of instructor.

**PSY 325                      Abnormal Psychology                      3 Semester Hours**

Students in PSY 325 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 350                      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 390/490                      Special Topics Seminars                      Variable Credit**

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

**READING (REA) SEE ACADEMIC SUPPORT COURSES**

**RELIGION (REL)**

**REL 101                      The Old Testament                      3 Semester Hours**

This course explores the development of Hebrew history, literature, society, and religious thought and practice through careful reading of the Hebrew Bible.

**REL 102                      The New Testament                      3 Semester Hours**

This courses focuses on the literature of the New Testament, placing emphasis on the life and teachings of Jesus, the life and letters of Paul, and the characteristics of the early Christian church.

**REL 221                      The Rise of Western Christendom                      3 Semester Hours**

This course focuses on the history of the people, struggles, defeats, victories, beliefs, and practices that together compose the history of the first one thousand years of Christianity. It ranges across the whole of Asia Minor, North Africa, and Europe, focusing upon decisive moments in Christian history and explaining how by the end of the first Christian millennium, Christianity had become

the dominant factor in political power and cultural life throughout Western Europe and the Byzantine East. Prerequisite: REL 101 or 102 or permission of instructor.

**REL 241 American Church History 3 Semester Hours**

The course explores the growth and demise of various churches from the arrival of the Europeans in the "New World" to the present. Careful attention is given to key denominational groups along with their distinctive doctrines and modes of life. Prerequisite: REL 101 or 102, sophomore standing, or permission of instructor.

**REL 253 World Religions 3 Semester Hours**

A study of myth, ritual, and belief in religions other than Christianity, the course examines the religions and philosophies of India, China, and the Near East. Prerequisite: REL 101 or 102 or permission of instructor.

**REL 258 Ancient Cosmology 3 Semester Hours**

This course is a comparative study of the myths of creation and order in various cultures throughout the world, from the earliest available texts and oral traditions to the time of Copernicus. Students learn to appreciate the sheer variety of these myths (and note parallel traditions when they occur), and seek to understand how cosmology relates to other important aspects of culture, particularly religion and ethics. Prerequisite: REL 101 or 102, or permission of instructor.

**REL 262 Introduction to Ethics 3 Semester Hours**

For course description see PHI 262. Prerequisite: Sophomore standing or permission of instructor.

**REL 264 Religious Education and Faith Development 3 Semester Hours**

A blend of class work and field experience, this course serves as a general introduction to faith development and religious education in a variety of settings (churches, camps, retreat centers, etc.). Each student will develop his/her own philosophy of religious education, informed by major trends in the discipline, and exercise practical skills in lesson planning, curriculum development, and group leadership. Prerequisite: sophomore standing or permission of instructor.

**REL 280/380 Special Topics in Religion 3 Semester Hours**

Periodically religion faculty or visiting religion faculty will offer a special course on distinctive topics in religion. Prerequisite: REL 101 or REL 102, or permission of instructor. Students of junior standing or higher may pursue additional research assignments in order to take the course at the 380-level. The course may be taken for credit more than once, provided the topical focus differs each time.

**REL 301 History of Israel 3 Semester Hours**

This course explores the history of Israel from the Hebrew peoples' movement into Canaan through the rise of Judaism and Christianity. It also examines the relationship of ancient Israel to the rise of Zionism in the nineteenth century and the creation of the modern state of Israel in the twentieth century. Prerequisite: REL 101 or 102.

**REL 308 Old Testament Topics 3 Semester Hours**

This course is an upper level seminar focused on historical, literary, and theological study of various writings of the Hebrew Scriptures. Topical foci will vary, according to student demand and special interests of religion studies majors and faculty. Topics include: A. The Pentateuch; B. Hebrew Prophets; and C. Psalms and Wisdom Literature. The course may be taken for credit more than once, provided the topical focus differs each time. Prerequisite: REL 101, or REL 102 with permission of instructor.

**REL 312**                    **Jesus in the Gospels**                    **3 Semester Hours**  
Each of the four Gospels of the New Testament contains a different portrait of Jesus. Comparing these portraits and placing them in both Jewish and Hellenistic backgrounds is the main work of this course. The history of Jewish and Christian interpretations of Jesus is also included. Prerequisite: REL 101 or 102.

**REL 316**                    **St. Paul: Ancient Biography**                    **3 Semester Hours**  
This course explores the biography and character of the Apostle Paul in light of ancient descriptions of personality and human identity. Drawing on primary sources from antiquity, as well as lessons from cultural anthropology, we seek to understand through Paul's story what ancient people expected in biography. Prerequisites: REL 101 or 102, sophomore standing, or permission of instructor.

**REL 318**                    **New Testament Topics**                    **3 Semester Hours**  
This course is an upper level seminar focused on historical, literary, and theological study of various writings of the New Testament. Topical foci will vary, according to student demand and special interests of religion studies majors and faculty. Topics include: A. Johannine Literature; B. General Letters; and C. Apocalyptic Literature. The course may be taken for credit more than once, provided the topical focus differs each time. Prerequisite: REL 102, or REL 101 with permission of instructor.

**REL 325**                    **The Age of Reform: 1250-1550**                    **3 Semester Hours**  
This course seeks to enter imaginatively into the intellectual, religious, and social world of late Medieval and Reformation Europe. Students discover that the Protestant Reformation was one of many different medieval reformations that preceded and followed great reformers like Martin Luther and John Calvin. We explore these early reformation movements, analyzing their nature, how church leaders reacted to them, and why they did not lead to the kind of church division caused by the Protestant Reformation. Then we turn to the Protestant movement and explore how it preserved certain aspects of medieval thought and protested against others. Prerequisite: REL 101 or 102 and sophomore standing, or permission of instructor

**REL 331**                    **Christian Worship**                    **3 Semester Hours**  
This course focuses on the theology and practice of Christian worship from the church's earliest Jewish days into the present. Students explore the history, purpose, and content of the church year, sacred space, sacraments, liturgical books, musical settings of the liturgy, and various theological understandings of the use of music in worship. The course includes field experiences as appropriate. Prerequisite: REL 101 or 102 permission of instructor.

**REL 335**                    **Christian Tradition and the Arts**                    **3 Semester Hours**  
Art, dance, music, drama, literature, and poetry have all given voice and expression to the Christian message and life. This course explores the place of the arts in Christian tradition through careful reflection on such topics as church architecture, Christian symbols, sacred music, liturgical dance, and drama and literature. Prerequisite: REL 101 or 102.

**REL 365**                    **Philosophy of Religion**                    **3 Semester Hours**  
This course explores how Religion as a historical category emerged in the West and has come to be applied as a universal concept by the modern western world. The course probes into the assumptions behind this modern concept of "Religion" and examines the content and purpose of the modern "philosophy of Religion." Prerequisite: REL 201 or REL 202, or permission of instructor.

**REL 378**                    **Issues in Contemporary Theology**                    **3 Semester Hours**  
An upper level seminar, this course will focus on key thinkers, movements, or issues within

Christian theology, particularly in the contemporary context. Topical foci will vary, according to student demand and special interests of religion studies majors and faculty. Topics include: A. Practical or Pastoral theology; B. Tillich and Barth; C. Process theology (and ecotheology); D. Liberation theologies; and E. Interfaith dialogue. The course may be taken for credit more than once, provided the topical focus differs each time. Prerequisite: one prior course in REL or PHI, or permission of instructor.

**REL 490 Senior Thesis 3 Semester Hours**

Under consultation with the student's major advisor, each religion major writes a senior thesis. The nature of this thesis varies with the student's interests. Religion Studies majors may choose to write a research paper on a particular topic or do an on-site investigation of an existing religious tradition. They might also participate in church or social work and write a detailed description and analysis of their work. The length of the final written form of the project, as well as the breadth of sources used, will vary according to the subject chosen. All projects will be presented in a public oral defense. Prerequisite: HUM 461 and Religion Studies major.

**SOCIAL WORK (SWK)**

**SWK 210 Personal and Group Environments 3 Semester Hours**

Students are introduced to the concepts of Personal Ecology and Group Environments. Students will learn to identify their personal strengths using the personality framework described by Carl Jung and others and popularized by Isabel Myers and Katherine Briggs through the development of the Myers-Briggs Type Indicator (MBTI). Students will learn to be active leaders in their own lives and in the lives of the groups in which they find themselves. Study, discussions, and experiences will focus on the nurturance and preservation of each individual's personal eco system as it grows and develops. From this foundation, students will experience how to apply this knowledge as members and leaders of groups. (Replaces PSY/SWK 105/206)

**SWK 307 Community and the Environment 3 Semester Hours**

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: SWK 105, 206, or 210.

**SOCIOLOGY (SOC)**

**SOC 201 Principles of Sociology 3 Semester Hours**

In this introductory course, students identify the nature, concepts, and principles of sociology, including societies, cultures, the socialization process, social groups and institutions, social classes, and social change. Prerequisite: sophomore standing or permission of instructor.

**SOC 204 Marriage and the Family 3 Semester Hours**

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

**SOC 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 addresses study design, implementation, interpretation, and presentation. Prerequisite: SOC 201 or PSY 201.

**SOC 325                      Population and Contemporary                      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. Prerequisite: SOC 201, ENV 103, or ENV 110.

**SOC 390/490                      Special Topics Seminars                      Variable Credit**

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

## **SPANISH (SPA)**

**SPA 101                      Elementary Spanish I and II                      4 Semester Hours**

The fundamentals of Spanish grammar are covered in this course, with an emphasis on oral communication. Students gain experience through regular work in the language laboratory. Note: No college credit is given toward graduation for SPA 101 if the student has had two semesters of high school Spanish with a C or better in the last semester.

**SPA 102C                      Spanish Culture                      4 Semester Hours**

A course designed to expose students to the culture of the Spanish speaking world, both past and present. Practical language use will be emphasized. Since the culture track does not focus on grammar, the student will not be permitted to continue directly to the intermediate level. Note: A student may choose either of the 102 options in order to fulfill the language competency.

**SPA 201/202                      Intermediate Spanish                      3 Semester Hours each**

Students in SPA 201/202 review Spanish grammar with an increasing amount of reading and composition. Prerequisite: SPA 101-102, placement, or permission of instructor.

## **THEATRE ARTS (THE)**

**THE 101                      Introduction to Theatre                      3 Semester Hours**

An exploration of the history and growth of the theatre, including a study of representative playwrights and plays.

**THE 102                      Voice and Movement                      3 Semester Hours**

A practical study for the actor in the development of on-stage vocal and physical characterization.

**THE 104                      Production                      1 Semester Hour**

Provides credit for actors, technicians, or musicians to participate in a theatre production. May be repeated for a maximum credit of 4 semester hours.

**THE 105                      Stagecraft                      3 Semester Hours**

An introduction to aspects of technical theatre, this course provides experience with make-up, set construction, and operation.

**THE 107                      Lighting and Sound                      3 Semester Hours**

Through practical assignments, students in this course study the problems of lighting and sound for the stage.

<b>THE 108</b>	<b>Makeup</b>	<b>1 Semester Hour</b>
THE 108 introduces students to basic stage, character, and special-effects makeup. Prerequisite: permission of instructor.		
<b>THE 201</b>	<b>Acting I</b>	<b>3 Semester Hours</b>
THE 201 explores acting techniques through laboratory exercises, demonstrations, and performances. Students will explore acting techniques used in professional theatre.		
<b>THE 202</b>	<b>Acting II</b>	<b>3 Semester Hours</b>
A continuation of Acting I that includes projects and performances of monologues and/or scenes. Students will explore advanced professional acting techniques and styles. Prerequisite: THE 201 or permission of instructor.		
<b>THE 203</b>	<b>Oral Interpretation</b>	<b>3 Semester Hours</b>
An introduction to the study of literature through the medium of performance. The student performs poetry, prose, dramatic literature and does storytelling.		
<b>THE 212</b>	<b>Introduction to Directing</b>	<b>3 Semester Hours</b>
A study of the selection, analysis, audition and casting, and blocking of a play for production.		
<b>THE 304</b>	<b>Introduction to Playwriting</b>	<b>3 Semester Hours</b>
An introductory course that involves the development of plot and characterization and the use of stage directions and terminology. Prerequisite: ENG 111-112 or ENG 111H-112H.		
<b>THE 420</b>	<b>Special Topics in Theatre</b>	<b>Variable Credit</b>
This course allows students to probe more deeply into specialized topics in theatre. The topics may be broadly or narrowly focused. Prerequisite: permission of instructor.		

**WILDERNESS LEADERSHIP (WLEE)**

<b>WLEE 101</b>	<b>Introduction to Outdoor Education</b>	<b>3 Semester Hours</b>
This course explores the theories, principles and skills of wilderness leadership and experiential education, including the historical and philosophical foundations. Field experiences may include minimum impact backcountry travel and living skills, environmental ethics and interpretation, navigation, climbing, canoeing, sea kayaking and service learning opportunities. There is a required weekend trip.		
<b>WLEE 200*</b>	<b>Leadership and Group Dynamics in Outdoor Pursuits</b>	<b>3 Semester Hours</b>
This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going fashion. This course will study theories and principles of small group dynamics, leadership principles, including problem solving, group member roles, decision making, ethical issues, communication skills and a variety of other concepts. Emphasis will be placed on situations and populations relevant to wilderness based and experiential education programs. *Only offered as part of the Immersion Semester.		
<b>WLEE 201</b>	<b>Lifeguarding</b>	<b>1 Semester Hour</b>
With completion of this course, students will receive their American Red Cross Lifeguard Training Certification. Students must be at least 17 years old.		
<b>WLEE 202</b>	<b>Water Safety Instructor (WSI)</b>	<b>2 Semester Hours</b>
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 (WLEE 201); students must be at least 17 years old.

**WLEE 250\* Wilderness First Aid 3 Semester Hours**

This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going fashion. This course focuses on medical emergencies when help is miles away and dialing 911 is not an option. Lecture and hands-on simulation sessions help students prepare to handle emergency situations that involve prolonged patient care, severe environments, and improvised gear. Students will have an opportunity to receive Wilderness First Responder certification through a nationally recognized medical education provider with complete attendance and ability to meet WFR knowledge, skill, and certification criteria. Taking the course does not guarantee certification. \* Only offered as part of the Immersion Semester.

**WLEE 257 Environmental Practices in the Outdoors 2 Semester Hours**

This 2 credit advanced WLEE skills course is designed to develop understanding and appreciation of Minimum Impact travel and outdoor living skills. The student will develop an appreciation of Minimum Impact philosophies and specific practices. This course offers a Leave No Trace Trainer certification; participation in the course does not guarantee certification. There is an overnight trip required. Prerequisites: Completion of Immersion Semester and WLEE Major.

**WLEE 256 Advanced Navigation 2 Semester Hours**

This 2 credit advanced WLEE skills course is designed to familiarize students with advanced wilderness navigation skills including the use of various map grids, the various map types used in North America, the Global Positioning System, deduced reckoning, triangulation, coastal navigation, off trail navigation and the use of computer software in trip planning. Two Saturday field days will be required. Prerequisites: Completion of Immersion Semester and WLEE Major.

**WLEE 265 Advanced Swiftwater Rescue 2 Semester Hours**

This 2 credit advanced WLEE skills course focuses on the prevention of river accidents, including knowledge of river and flood dynamics, swiftwater hazards, swimming, boat handling and trip management. The course emphasizes the safety of rescuers, while instilling the skills, knowledge, and rescue philosophy needed for access and rescue of river victims. Certification in American Canoe Association Advanced Swiftwater Rescue may be offered; however, participation in the course does not guarantee certification. There is a weekend trip required.

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

This course provides students with practical work experience, either through a program offered by the College or in an existing outdoor or experientially based agency. The student's work program must be approved by the faculty. Prerequisite: Junior level standing or permission of instructor.

**WLEE 302 Wilderness/Experiential Education Internship 6 Semester Hours**

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. Prerequisite: Junior level standing or permission of instructor.

**WLEE 305 Legal Aspects of Wilderness Leadership, Experiential Education and Exercise Leadership 3 Semester Hours**

This course familiarizes students with civil law as it applies to experiential and exercise programming. Topics covered include torts, legal duties, legal liability, the structure of the lawsuit, the notion of the prudent practitioner, the "reasonable man or woman standard," readings in relevant case law, and risk management from a legal perspective. Prerequisite: Junior level standing or permission of instructor.

- WLEE 310\***      **Outdoor Pursuits Education: Water-Based**      **3 Semester Hours**  
 This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going fashion. The focus will be on developing teaching styles, techniques and methods for water-based outdoor pursuits. This course offers hands-on experience in skill development and leadership training of sea kayaking, flatwater and whitewater canoeing, and flatwater and whitewater kayaking. \* Only offered as part of the Immersion Semester.
- WLEE 320\***      **Outdoor Pursuits Education: Land-Based**      **3 Semester Hours**  
 This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going fashion. The focus will be on developing teaching styles, techniques and methods for land-based outdoor pursuits. This course offers hands-on experience in skill development and leadership of backpacking, rock climbing, caving, navigation and backcountry living skills. Other land-based activities may be included. \* Only offered as part of the Immersion Semester.
- WLEE 330**      **Camp Counseling**      **3 Semester Hours**  
 An introduction to the field of camp counseling, including philosophies, national standards, leadership training, conflict resolution, communication skills, normal and abnormal developmental processes, behavior management, 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. Prerequisite: Junior level standing or permission of instructor.
- WLEE 340**      **Outdoor Program Administration**      **3 Semester Hours**  
 This course examines administrative and program issues uniquely related to outdoor recreation and education programs in a variety of program settings including camps, schools, colleges and universities, community/county recreation programs, and military recreation programs. Prerequisite: Junior level standing or permission of instructor.
- WLEE 350\***      **Wilderness Expedition**      **3 Semester Hours**  
 This course is offered as a component of the Immersion Semester in which five interrelated courses are taught in an on-going fashion. This course involves participation in the planning, leadership, instruction, execution and evaluation of a 21-day expedition in the Southern Appalachian Mountains. \* Only offered as part of the Immersion Semester.
- WLEE 360**      **Theory and Practice of Experiential Education**      **3 Semester Hours**  
 This course begins with an examination of historical, philosophical, social and psychological foundations of experiential education and proceeds to examine current trends and theoretical developments. Particular attention will be focused on understanding how current theory may be applied to the practice of Wilderness Leadership and Outdoor/Adventure Education. Prerequisite: Junior level standing or permission of instructor.
- WLEE 402**      **Ethics of Wilderness Leadership, Experiential Education, and Exercise Leadership**      **3 Semester Hours**  
 This course has a threefold focus: (1) students take a critical look at the complex ethical dilemmas and situations that arise within camps, wilderness and fitness programs, and other experiential settings; (2) students learn to use the tools of normative and analytic ethics from a philosophical perspective, consider various approaches to ethics in general, and apply these approaches to practical situations; (3) students examine their own personal ethical perspectives as these influence their work within professional contexts. Prerequisite: Junior level standing or permission of instructor.
- WLEE 404**      **Wilderness Philosophers**      **3 Semester Hours**  
 This course familiarizes students with the important ideas and people within the deep intellectual history of the wilderness movement. The philosophy of Muir, Leopold, Carson, Thoreau and

others will be studied to help students develop a greater understanding and appreciation as well as develop a personal philosophy for the wilderness. Prerequisite: Senior level standing or permission of instructor.

**WLEE 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. Prerequisite: Senior level standing or permission of instructor.

**WLEE 420 Special Topics 3 Semester Hours**

Advanced study of varying focuses in Wilderness Leadership. Prerequisite: Senior level standing or permission of instructor.

# FACULTY

## TEACHING AND PROGRAM PERSONNEL

*Initial dates of employment with the College are found in parentheses.*

**Jancy G. Ballinger (1982)**

Instructor in Physical Education and Health. B.A., University of South Florida

**Robert A. Bauslaugh (1998)**

Professor of Ancient History and Classics, B.A., University of California-Riverside; M.A., Ph.D., University of California-Riverside; University of California-Berkeley; postgraduate Society of Fellows, Columbia

**Thomas J. Bell (1996)**

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

**Kyle Biery (2002)**

Assistant Professor of Theatre Studies. B.A., University of Tennessee; M.F.A., University of North Carolina-Greensboro.

**B. Barbara Boerner (1997)**

Assistant Professor of Organizational Leadership. B.A., University of North Carolina-Greensboro; M.Ed., The American University; M.B.A., Loyola University

**Theresa A. Bright (1988-90, 1998)**

Associate Professor of Mathematics. B.S., North Carolina State University; M.S., Ph.D., Georgia Institute of Technology

**Mary Louise Bringle (2000)**

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

**Janie Sue Brooks (2000)**

Assistant Professor of Environmental Studies and Ecology, B.S., Cumberland College; Ph.D. Cornell University

**S. Carroll Brooks III (2001)**

Assistant Professor of Chemistry and Environmental Studies. B.A., Wayne State University; Ph.D., Cornell University

**Margaret L. Brown (1996)**

Associate Professor of History and Coordinator of the History Major. B.S., University of Minnesota; M.A., Ph.D., University of Kentucky. Recipient, 1992, 2000 Eugene R. Pendleton Faculty Award; 1999 United Methodist Award for Exemplary Teaching; 2001 Margaret J. and Henry Sprinkle Faculty Award

**Mary Ellen Brown (2001)**

Visiting Associate Professor of English and Communications. B.A. Louisiana University at Lafayette; M.A., Louisiana University at Lafayette; M.A., University of South Florida; M.A., University of Iowa; Ph.D., Murdoch University (Perth, Australia)

**Julia Broxholm (2001)**

Assistant Professor of Music, B.M., M. M., Mus.D., University of Michigan

**Anita M. Bryant (1988)**

Associate Professor of Chemistry. B.S., North Carolina State University; M.S., Western Carolina University, First Recipient of Margaret J. and Henry Sprinkle Faculty Award

**Betsy D. Burrows (1992)**

Assistant Professor of English. B.A., Wake Forest University; M.A., University of North Carolina—Chapel Hill

**William B. Byers (1986)**

Associate Professor of Art and Coordinator of the Art Major. B.A., Atlantic Christian College; M.F.A. and postgraduate study, East Carolina University

**Monica Cain (2000)**

Assistant Professor of Economics. B.B.A. Walsh College; M.A., M.S., Ph.D. Wayne State University

**Alfred J. Calabrese (1996)**

Associate Professor of Music, Director of Choral Activities. B.F.A., State University of New York—Purchase; M.M., D.M., Indiana University

**Clyde W. Carter (1989)**

Associate 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)**

Iva Buch Seese Distinguished Professor of English, Coordinator of the English Major, B.A., Mars Hill College; M.A., Colorado State University; Ph.D., University of North Carolina—Greensboro; Johnnie H. Jones Distinguished Professor in Teaching (1998–2000)

**Anne P. Chapin (1998)**

Assistant Professor of Art History and Archaeology and Coordinator for First Year Forum Program. B.A., Duke University; M.A., Ph.D., University of North Carolina—Chapel Hill. Recipient, 1998, 2000 Margaret J. and Henry Sprinkle Faculty Award

**Michelle W. Choate (1990)**

Associate Professor of Computer Information Systems and Business. B.A., University of North Carolina at Chapel Hill; M.B.A., Western Carolina University; postgraduate study at Western Carolina University

**Mollie L. Doctrow (1994)**

Assistant Professor of 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, Coordinator of the Environmental Studies Major. B.S., M.S., Brigham Young University; Ph.D., University of Georgia

**Robert W. Dye (1999)**

Instructor in Wilderness Leadership and Experiential Education, Co-leader 2001 Voice of the Rivers Expedition. 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 Recipient, 2000 Margaret J. and Henry Sprinkle Faculty Award.

**Laura Franklin (1998)**

Assistant Professor of Music. B.M., Texas Tech University; M.M., New England Conservatory of Music; D.M.A., University of North Carolina–Greensboro.

**Jennifer E. Frick (1997)**

Assistant Professor of Ecology and Environmental Studies, Director of the College Honors Program, and Coordinator of the Ecology Major. B.S., Ph.D., Clemson University

**Helen C. Gift (1997)**

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

**Robert R. Glesener (1979)**

Associate Professor of Biology. B.S., University of Maryland; M.S., Ph.D., University of Michigan Recipient, 2000 Margaret J. and Henry Sprinkle Faculty Award.

**Jon K. Gudmundson (1997)**

Assistant Professor of Music and Jazz Studies, Western Washington University; M.M., Indiana University; D.A., performance-pedagogy, University of Northern Colorado. Recipient, 2000 Margaret J. and Henry Sprinkle Faculty Award.

**Ralph A. Hamlett (1998)**

Assistant Professor of Communications. B.A., Western Carolina University; M.A., University of North Carolina–Greensboro; Ph.D., Louisiana State University

**J. Belton Hammond (1980)**

Associate Professor of English. B.A., Presbyterian College; M.A., Clemson University

**Christopher Harding (1999)**

Assistant Professor of Music. B.M., Eastman School of Music; M.M., Artistic Diploma, Indiana University

**John S. Hardt (2002)**

Professor of English; Vice President for Academic Affairs and Dean of Faculty; B.A., Centenary College of Louisiana; M.A., Texas Tech University; Ph.D., University of Missouri-Columbia; Management Development Program, Harvard University

**S. Kay Hoke (1998)**

Professor of Music. Chair of the Division of Fine Arts, and Coordinator of the Music Major. B.A., University of Kentucky; M.A. enpassant, Ph.D., University of Iowa

**Alyse W. Hollingsworth (1984)**

Associate Professor of Computer Information Systems. A.A., Brevard College; B.S., Mars Hill College; M.A., postgraduate study, Western Carolina University

**Susan L. Horn (1977)**

Associate Professor of Mathematics. B.S., M.S., Louisiana Technical University. Recipient, 1998 Margaret J. and Henry Sprinkle Faculty Award

**Judy Hoxit (1987)**

Associate Professor of Foreign Language. B.S., East Carolina University; M.Ed., University of North Carolina—Greensboro; M.F.A., Southern Methodist University; M.Ed., University of North Carolina—Greensboro. Recipient, 1997 United Methodist Award for Exemplary Teaching

**Jennifer Kafsky (2000)**

Assistant Professor of Wilderness Leadership and Experiential Education. B.S., Ohio University; M.S., Ohio University; Ph.D., Clemson University

**Suzanne R. Kavli (1998)**

Assistant Professor of Business and Organizational Leadership. B.S., University of North Dakota; M.S. (2), North Dakota State University

**David S. Kirby (1993)**

Associate Professor of Music and Director of Bands. B.M., Appalachian State University; M.M., D.M.A., University of Cincinnati College—Conservatory of Music

**Susan R. Kuehn (1995)**

Instructor in Reading and Director of the Learning Enhancement Center. B.A., Clarke College; M.A., Northeastern Illinois University; postgraduate Recipient, 1998 Evelyn Sherrill Bunch Faculty Award.

**Donnald H. Lander (1979)**

Associate Professor of Mathematics and Coordinator of the Mathematics Major. B.S., M.S., Florida State University; D.A., Idaho State University

**Jeffrey B. Llewellyn (1990)**

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

**Markus Gunnar Maier (2000)**

Instructor of German and English as a Second Language; International Student Advocate. B.A., University of Montana, M.A., University of Montana; postgraduate study, University of North Carolina Asheville

**Kristina H. McBride (1987)**

Assistant Professor of English and Director of the Writing Center. A.A., Brevard College; B.A., Wake Forest University; M.A., Western Carolina University. Recipient, 1996 Evelyn Sherrill Bunch Faculty Award; 2000 United Methodist Award for Exemplary Teaching

**Laura P. McDowell (1976)**

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

**Stephen J. Martin (1988)**

Assistant Professor of Social Work and Sociology. A.B.J., University of Georgia; M.S.W., University of North Carolina—Chapel Hill

**William Moncrief (2001)**

President. B.S., Emory University; Ph.D., Harvard University; postgraduate study, Oxford University

**J. Timothy G. Murray (1963)**

Edward W. Seese Distinguished Service Professor. A.A., Mars Hill College; B.A., M.A.C.A., University of North Carolina—Chapel Hill; postgraduate study, Archie Bray Foundation, Helena, Montana; University of Tennessee—Gatlinburg; Arrowmont; Clemson University; Arts Management Diploma, University of North Carolina—Chapel Hill. Johnie H. Jones Distinguished Professor in Teaching (2000-2002)

**M. Jo Pumphrey (1987)**

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

**Michael E. Quigley (1998)**

Professor of Ethics and Leadership, Coordinator of the Business and 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, honorary doctorate, Rivier College

**H. Larimore Ragsdale (1995)**

Dalton Professor of Environmental Studies, Chair of the Division of Environmental Studies, Mathematics, and Natural Sciences, Director of the Appalachian Center for Environmental Solutions. B.A., Emory University; M.S., Ph.D., University of Tennessee—Knoxville

**James H. Reynolds (1999)**

Assistant Professor of Geology. A.B., M.A., Ph.D., Dartmouth College, Fulbright Scholar in Argentina, 1989, Recipient, 2001 Margaret J. and Henry Sprinkle Faculty Award

**Elizabeth E. Russo (1999)**

Instructor of Wilderness Leadership and Experiential Education and Coordinator of Wilderness Leadership and Experiential Education. B.A., St. Andrews Presbyterian College; M.Ed., East Carolina University; M.Ed., Georgia College and State University

**R. Scott Sheffield (1993)**

Associate Professor of History. B.A., Emory University; M.A., Georgia State University; Ph.D., University of Florida

**Ruth L. Still (1992)**

Associate Professor of Music. B.S., Juilliard School of Music; M.A., Columbia University; M.A., Florida State University; postgraduate study, Florida State University; Ecoles Americaines des Beaux Arts, Fontainebleau, France

**G. Thomas Tait (1996)**

Otilly Welge Seese Distinguished Service Professor of Exercise Science and Coaching, Chair of the Division of Exercise Science and Wilderness Leadership. B.S., University of Maryland; M.S., Ph.D., Pennsylvania State University

**C. Clarke Wellborn (1976)**

Edwin L. Schmidt Distinguished Service Professor of Physics and Mathematics. B.S., Ph.D., Tulane University. Recipient, 1995 Evelyn Sherrill Bunch Faculty Award

**Mary Kay White (2000)**

Assistant Professor of Exercise Science and Physiology and Coordinator of the Exercise Science Major. A.B., Fairmont State College, M.S., West Virginia University, Ed.D., West Virginia University

**Robert A. White (1991)**

Assistant Professor of Theatre Studies and Director of the Morrison Playhouse. B.A., Wagner College; M.A.L.S., Dartmouth College; M.A., Antioch College; Ph.D., Union Institute of Cincinnati; Educational Certification, Morgan State University; postgraduate studies, Paideia Institute, University of North Carolina—Chapel Hill

**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; B.A., Georgia State University; M.Div., Candler School of Theology, Emory University; M.L.A., University of North Carolina—Asheville; postgraduate study, Oxford University, England; Johnie H. Jones Distinguished Professor in Teaching (1996–98).

**Scott K. Yager (1992)**

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

## **ADVENTURE OF THE AMERICAN MIND**

**Chesley Huskins (2000)**

Program Assistant. B.A., Brevard College

## **CASTLE ROCK INSTITUTE**

**Jeffrey Carter (1999)**

Visiting Assistant Professor of Religion. B.A., Davidson College; M.T.S., Harvard University; Ph.D. The University of Chicago

**Deborah Fitzgerald (2000)**

Instructor in Philosophy. B.A., Northwestern University; M.A., University of Iowa; Ph.D., University of Iowa

**John G. Gardner (2000)**

Instructor in English. B.A., Ph.D., Yale University

## **PISGAH FOREST INSTITUTE**

**Robert Sweeney (2000)**

Executive Director; Director of Research Advancement; Professor of Environmental Science and Biology. B.S., The State University of New York at Albany; M.S., Ph.D., Ohio State University.

## **POLICY CENTER ON THE FIRST YEAR OF COLLEGE**

### **John N. Gardner (1999)**

Executive Director, Policy Center on the First Year of College, Distinguished Professor of Educational Leadership; B.A., Marietta College; M.A., Purdue University; Doctor of Laws, Honoris Causa, Marietta College; Doctor of Education, Honoris Causa, Baldwin-Wallace College; Doctor of Public Education, Honoris Causa, Bridgewater State College; Doctor of Humane Letters, Honoris Causa, Millikin University; Doctor of Higher Education, Honoris Causa, Purdue University; Doctor of Letters, Honoris Causa, Teesside University; Doctor of Humanities, Honoris Causa, Rowan University

### **Betsy O. Barefoot (1999)**

Co-Director, Policy Center on the First Year of College, Associate Professor of Educational Leadership; B.A., Duke University; M.A., College of William and Mary; Ed.D., College of William and Mary

### **Marc Cutright (2001)**

Research Associate; B.A., Lindenwood College; M.Ed., North Georgia College; Ed.D., University of Tennessee, Knoxville

### **Samantha J. Landgrover (2000)**

Executive Office Manager; A.A., Asheville Buncombe Technical Community College; B.A., University of North Carolina at Asheville

### **Michael J. Siegal (2001)**

Research Associate; B.A., Wake Forest University; M.S., Georgia State University; Ph.D., Indiana University in Bloomington

### **Randy L. Swing (1999)**

Co-Director, Policy Center on the First Year of College; B.A., University of North Carolina at Charlotte; M.A., Appalachian State University; Ed.S., Appalachian State University; Ph.D., University of Georgia

### **Angie Whiteside (2001)**

Administrative Assistant; A.A., Southwestern Community College

## **ADJUNCT FACULTY**

*Initial dates of employment with the College are found in parentheses.*

### **Matthew Anderson (1999)**

Instructor in Music. B.M.Ed., Northwestern University

### **Sherry Angel (2002)**

Instructor in Accounting. B.A., University of North Carolina—Asheville; M.B.A., Montreat College

### **Cameron Austin (1999)**

Instructor in CIS. B.A., M.S., Georgia State University

### **Dixon Brady (1998)**

Instructor in Art. B.F.A., Virginia Commonwealth University; M.F.A., Indiana University

**Jennifer Browning (2000)**

Instructor in English, B.A., University of North Carolina-Asheville, M.A., Ph.D. (A.B.D.), Georgia State University

**Roger Allen Cope (1999)**

Instructor in Music, B.A., Florida State University

**Dee Dasburg (1994)**

Instructor in Peer Counseling, Associate Dean of Campus Life for Student Growth and Development, and Coordinator of Counseling Services, B.A., King's College; M.S., Western Carolina University; National Certified Counselor; North Carolina Licensed Professional Counselor

**Ryan DeGarmo (2002)**

Instructor in Canoeing

**Deborah DeWitt (2000)**

Instructor in Psychology, B.A., North Carolina State University, M.S., University of North Carolina-Greensboro, Ph.D., Kensington University

**Roland Dierauf (2001)**

Instructor in English, B.S., James Madison University; M.F.A., Virginia Commonwealth University

**Marilyn Dirks (2000)**

Instructor in Mathematics, B.A., Wells College; M.S.T., Florida Atlantic University

**Kimberly Dobberstein (2002)**

Instructor in Exercise Science, B.S., Carson Newman; M.A., University of South Florida

**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., Memphis State University; M.A., Memphis State University; M.I.L.S., University of South Carolina

**Jill English (2000)**

Instructor in English and Communications, B.S., Western Carolina University, M.S., University of South Carolina

**Don Gentle (2002)**

Instructor in Kayaking

**Terri Godfrey (2000)**

Instructor in Art, B.A., Warren Wilson College, M.A., Graduate College of Norwich University, M.A., Western Carolina University, M.F.A., Vermont College of Norwich University

**Jon Green (2002)**

Instructor in Accounting, M.B.A., Indiana University

**Mereryl Hallowell (2000)**

Instructor in Chemistry. B.S., University of Maine, M.S., Western Carolina University, Ph.D., Clemson University

**Mereryl Harding (2000)**

B.M., Eastman School of Music

**Marcia Harper (2002)**

Instructor in English. B.A. Oberlin College; M.A.T., Yale University; Ph.D., Northern Illinois University

**Lita Hayes (1994)**

B.M., Cincinnati College, Conservatory of Music; M.A., Western Carolina University

**Patricia Mackel (2001)**

Instructor in French. The Lycée International of St Germain en Laye; Baccalauréat; Université de Paris à Nanterre

**Robert Palmer (2001)**

Instructor in Music Theory. B.A., Davidson College; D.M., Florida State University

**Deborah Park (2001)**

Instructor in Exercise Science and Wilderness Leadership. M.S. Mankato State University, B.A. Mary Washington College

**Vance Reese (1998)**

Instructor in Music. B.M., Southern Methodist University; M.M., Scarritt College; D.M., Indiana University

**Kathryn Reiter (1999)**

Instructor in English and Learning Skills. B.A., Michigan State University; M.S., Barry University; Ed.D., Florida International University

**Gay Schuldt (1999)**

Instructor in Horseback Riding

**Mary Beth Shumate (2002)**

Instructor in Music.

**Paul Statsky (1999)**

Instructor in Music. B.M., Julliard School of Music; M.M., Indiana University

**Annie P. Talley (2002)**

Instructor in Environmental Studies. B.S., Western Carolina University; M.A., University of North Carolina–Greensboro

**Todd Weatherly (2002)**

Instructor in Mountain Biking. B.A., University of North Carolina–Greensboro; M. Ed., Georgia College and State University

**Shelly Webb (2002)**

Instructor in Religion and College Chaplain. B.A. Wofford College; M. Div., The Divinity School, Duke University

**Kimberly Wenzl (1998)**

Instructor in Mathematics. B.A., Hastings College; M.S., University of Chicago

**Glynda Wilkins (1998)**

Volunteer Instructor in Environmental Studies. 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

## FACULTY EMERITI

**J. Patricia Batcher (1988–1998)**

Assistant Professor of Music, Piano, and Theory. B.M., Seton Hill College; M.M., Florida State University; postgraduate study, Catholic University, Laval University, Juilliard School of Music, Aspen School of Music, Westminster Choir College, Florida State University, and Fontainebleau, France

**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)**

Assistant Professor of Mathematics. Former Supervisor, Bell Telephone Laboratories and District Manager, AT & T. B.S., Bradley University; M.S., M.S., New York University

**Clara Coleman-West (1976–2001)**

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

**Samuel L. Cope (1969–1997)**

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

**Rachel Cathey Daniels (1960–1996)**

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

**Byrdie E. Eason (1981–1995)**

Professor of Health and Physical Education and 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 Conabear 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

**Robert A. Foster (1994)**

Instructor in English as a Second Language. B.A., Wheaton College; Tokyo

**Eugene Lovely (1969–1996)**

Professor of History and Chair of Division of Social Studies. A.B., Berea College; M.A. East Tennessee State University; M.A. University of North Carolina–Greensboro; graduate study, University of Virginia

**Harvey H. Miller, Jr. (1960–1999)**

Otilly Welge Seese Distinguished Service Professor of Voice. 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

**Rhuetta Miller (1968–78, 1985)**

Assistant Professor of English and Communications. A.A., Mars Hill College; B.A., Furman University; M.A., Appalachian State University; postgraduate study, University of South Carolina

**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 Pedagogía, Universidad de la Habana, Cuba; graduate study, Spain

**Patricia L. Robinson (1976)**

Associate Professor of Music. B.M., Greensboro College; M.M., University of North Carolina–Chapel Hill; postgraduate study, Juilliard School of Music; Teacher's Certificate, University of North Carolina–Greensboro. Recipient, 1998 Eugene R. Pendleton Faculty Research Award

**C. Edward Roy (1944–1984)**

Professor of Religion and Chaplain of the College. A.B., Piedmont College; M.Div., Emory University; M.A., graduate study, George Peabody College for Teachers; D.D. Greensboro College

**Grace Munro Roy (1940–1945, 1956–1987)**

Professor of Business Administration. B.S., Winthrop College; M.S., University of Tennessee

**Geneva L. Shaw (1989–1998)**

Professor of Biology. B.A., Winthrop College; M.S., University of Tennessee–Knoxville; Ph.D., University of Kansas

**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

**G. Larry Whatley (1963)**

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

**Margaret B. Zednik (1983–1999)**

Instructor in 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. William Moncrief**, President (2001)

BS, Emory University; Ph.D., Harvard University

**Elizabeth S. Neale**, Assistant to the President (1972–1980), (1988) A.A., Brevard College; B.A., High Point University

**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 of ACADEMIC AFFAIRS

**John S. Hardt**, Professor of English; Vice President for Academic Affairs and Dean of Faculty (2002); B.A., Centenary College of Louisiana; M.A., Texas Tech University; Ph.D., University of Missouri-Columbia; Management Development Program, Harvard University

**Judy W. Jones**, Administrative Assistant to the Vice President for Academic Affairs (1997)

**Deanna J. Latell**, Assistant Dean of Academic Affairs and Instructor in Developmental Studies (2000) B.S., M.S., Florida State University

## PORTER CENTER for PERFORMING ARTS

**Cynthia M. Calabrese**, Managing Director of the Porter Center for Performing Arts (1996)  
B.Mus., Shorter College

**Cameron Austin**, Porter Center Production Manager and Instructor in Computer Systems (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

**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

**Shannon M. Lucas**, Cataloger, Technical Services Librarian (2002) B.A. Hamline University; M.L.I.S. San Jose State University

**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

**Susan R. Hamlett**, Records and Eligibility Coordinator (1999) B.S.W., Texas Woman's University

**Kelly R. Wheeler**, Assistant Registrar (1999) A.A.S., Asheville-Buncombe Technical College

**Bobbie Jean Whitmire**, Assistant to the Registrar (1977)

## 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

**Heidi M. Galloway**, Secretary to the Division of Environmental Studies, Mathematics, and Natural Sciences (2000) B.S., Berea College

**Joyce Mazzochi**, Assistant to the Division of of Fine Arts and the Music Department(1997)

**Kimberly A. Owen**, Art Department Office Manager (2001)

**Patricia B. Shores**, Secretary to the Divisions of Humanities and Social Science (1995)

**Beth F. Suttles**, Laboratory Manager, Division of Environmental Studies, Mathematics, and Natural Sciences (1999) A.S., Brevard College, B.S., Northland College (1999)

**Shirley A. Wing**, Secretary to the Division of Exercise Science, Wilderness Leadership and Experiential Education (1991)

## OFFICE *of* ADMISSIONS *and* FINANCIAL AID

**Bridgett Golman**, Dean of Admissions and Financial Aid (2001): B.A. Lander University and the University of South Carolina: Bachelor of Science degree in Psychology and a Master of Education in Student Personnel Services.

**Betty Kay Brookshire**, Associate Director of Admissions/Transfer Counselor (1998)A.A., Brevard College

**Cathy M. Dorner**, (1998) Data and Mass Mailing Coordinator

**Anna S. Etters**, Director of Office Services (1965)

**Sheron J. Freeman**, College Receptionist (1995)

**Lisanne J. Masterson**, Director of Financial Aid and Associate Dean of Admissions and Financial Aid (1983) B.A., University of Tennessee; M.A.Ed., Western Carolina University

**Cynthia C. McCall**, Administrative Assistant to the Dean of Admissions and Financial Aid (1988)

**John C. Oakes**, Admissions Counselor (2002) A.A., Brevard College

**Raoni Parshal**, College Receptionist (1990)

**Catherine Riddle**, Financial Aid Administrative Assistant (1998) A.A., Brevard College

**Caron O. Surrent**, Assistant Director of Financial Aid/Admissions Counselor (1990)

## OFFICE *of* STUDENT LIFE

**J. Cameron West**, Vice President for Student Life, Dean of Students and Director of Church Relations (1999) B.A., University of North Carolina-Chapel Hill; M. Div., The Divinity School, Yale University; Th.M., The Divinity School, Duke University

**Susan Chappell**, Administrative Assistant to the Office of Student Life (1987) A.A.Sc., BlueRidge Community College.

## Division of Campus Life

**L. C. Betsill**, Mailroom Assistant (1997)

**Dee Dasburg**, Associate Dean of Students and Coordinator for Counseling Services (1994) B.A., The King's College; M.S., Western Carolina University

**Vrindy Delisle**, Residence Hall Director (2002)

**Greg Dill**, Security Officer (1989)

**Raymond Floyd**, Director of Mail Services (1963)

**Lance Galloway**, Residence Hall Director (2001) B.A., Berea College

**Jessica Hodge Graham**, Director of Career Services (2001) B.A., University of North Carolina-Greensboro; M.S., Western Carolina University

**Linda J. Griffith**, Residence Hall Director (1994) A.A.Sc., Patricia Stevens Fashion School

**Stanley Jacobsen**, Director of Campus Security (2001) B.A., University of Rochester; M.S., Long Island University

**Markus Gunnar Maier**, International Student Advocate, (2000) B.A., M.A., University of Montana

**Susan E. Martin**, Director of Medical Services (1999) R.N., Armstrong State College; B.S.P.A., St. Joseph's College

**Ricardo R. Reddick**, Director of Student Activities and Orientation (2002) B.A., University of North Carolina-Wilmington; M.A., Appalachian State University

**Robert A. Seay**, Associate Dean of Students (2001) B.S., Clemson University; M. Ed., University of Georgia

**Rhea Louise Sullivan**, Residence Hall Director (2000)

**Jerry Valentine**, Security Officer (2002)

**Shaun Ward**, Security Officer (2000)

**Shelly F. Webb**, Chaplain (2002) B.A., Wofford College; M. Div., The Divinity School, Duke University

### **Division of Intercollegiate and Intramural Athletics**

**Gilbert W. Payne**, Dean of Intercollegiate and Intramural Athletics, Head Baseball Coach, and Instructor in Business and Sports Management (1997) B.S., Bristol College; M.B.A., Bristol University

**Todd Anderson**, Junior Varsity Baseball Coach and Field Maintenance Supervisor (1999) B.S., East Tennessee State University

**Kelly A. Jones**, Women's Softball Coach, Assistant Facilities Manager and Sports Information Director (2000) B.S., Castleton State College; M.S., Central Missouri State University

**Michael S. Jones**, Associate Dean of Intercollegiate and Intramural Athletics and Men's Basketball Coach (1999) B.A., M.S., Eastern Kentucky University

**Michael Louter**, Men's Soccer Coach (2002) B.A., Berry College; M.S. United States Sports Academy

**Thorsten Path**, Women's Soccer Coach, (2001) B.A., College of Charleston; M.Ed., The Citadel

**Carol Payne**, Women's and Men's Cheerleading Coach (2001)

**David E. Pennell**, Men's Golf Coach (2001)

**Sheila Simmons**, Women's Basketball Coach, Athletic Facilities Manager and Instructor in Physical Education (2000) B.S., M.Ed., University of Montevallo

**Brenda L. Skeffington**, Women's Volleyball Coach, Athletic Facilities Manager and Director of Intramurals (2000) B.S., Springfield College (MA); M.S., United States Sports Academy

**David R. Troy**, Men's and Women's Cross Country and Track Coach (2001) B.A., Saint Olaf College; M.S., University of Colorado

**Van Whitmire**, Athletic Trainer and Certified Pool Operator (2001) B.S., Pfeiffer University

### **OFFICE of FACILITIES and GROUNDS**

**Reid B. Plemmons**, Director of Facilities and Grounds (1984)

**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)

**Travis N. Crawford**, Grounds Technician (2000)

**Robert G. DeLisle**, HVAC Technician (1997)

**Jack Hamlin**, Assistant Maintenance Supervisor, Certified Locksmith,

**Jeanne Landreth**, Office Manager of Facilities and Grounds (2000)

**Jerry L. Marshall**, Unlimited Licensed Plumber, Computer Technician, NSF Certified Pool Operator, ITT Certified Boiler Operator, Floor Mechanic, CDL Driver (1989)

**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)

## OFFICE *of* FINANCE

**Deborah P. Hall**, Vice President for Finance (1995) B.S., University of North Carolina at Asheville

**Sarah D. DerGarabedian**, Administrative Assist. to the Vice President for Finance (2001) B.A., Wellesley College

**Linda W. Epperson**, Purchasing Agent (1990)

**Ann P. Garren**, Student Accounts Coordinator (1999) A.A.S., Asheville Buncombe Technical College

**Claudia Hawkins** (2002) B.S.B.A., University of North Carolina-Chapel Hill

**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

**Susan L. Stromberg**, Acting Vice President for Institutional Advancement and Director of Development (2001) B.S., University of Southern Mississippi; M.B.A., William Carey College

**Jody Betsinger**, Administrative Assistant to Institutional Advancement (1999)

**Marty Cochran**, Gift Processor and IA Database Manager (1991)

**Angelita Colon-Francia**, Media Relations Manager (2001) B.A., George Washington University; M.S., Troy State University-Dothan

**David R. Huskins**, Director of Development/Alumni Affairs (1994) A.A., Brevard College; B.A., High Point College; M.Div., Duke Divinity School, Duke University

**Wendy E. Jones**, Director of Communications (2001) B.A. University of South Carolina

**Cheryl Walkup**, Special Events Coordinator (1999)

**Brett L. Woods**, Director of Development (2000), BS, University of Mobile, Master of Liberal Arts, Spring Hill College; Graduate Studies in Business at University of South Alabama

## OFFICE *of* OPERATION *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 L. Cauble**, Web Specialist (1999) A.A., Brevard College

**Teri W. Credille**, System Administrator (1987)

**Steven Herman**, Database Programmer (2000) B.A., Wake Forest University

**Matt S. Jones**, PC/Network Technician (1998) B.A., Baylor University

**June Thompson**, Office Manager (2000), AA, Andover College A.A., Brevard College

**Sharon Parsons**, Network Administrator (2000) M.C.S.E., A.A., Blue Ridge Community College

**Coty R. Wood**, Technical Manager (1999)

## COMMUNITY EDUCATION

**Jacelyn K. Campbell**, Director of Community Education (1988) B.A.Ed., Pacific Lutheran College

**Carol A. Persek**, Administrative Assistant, Office of Community Education (1998)

**Stephanie Marshall**, Central Scheduling Coordinator (2001)

# BOARD OF TRUSTEES

**Dyeann B. Jordan, Chair**

Joseph P. McGuire, Vice-Chair

James E. Holmes III, Secretary

## Life Trustees

Martha R. Amos, High Point, NC

Lena Sue Beam, Cherryville, NC

John A. Carter, Linville, NC

Marion C. Clarke, Wadesboro, NC

C. Harley Dickson, Cornelius, NC

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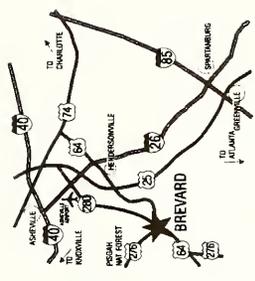
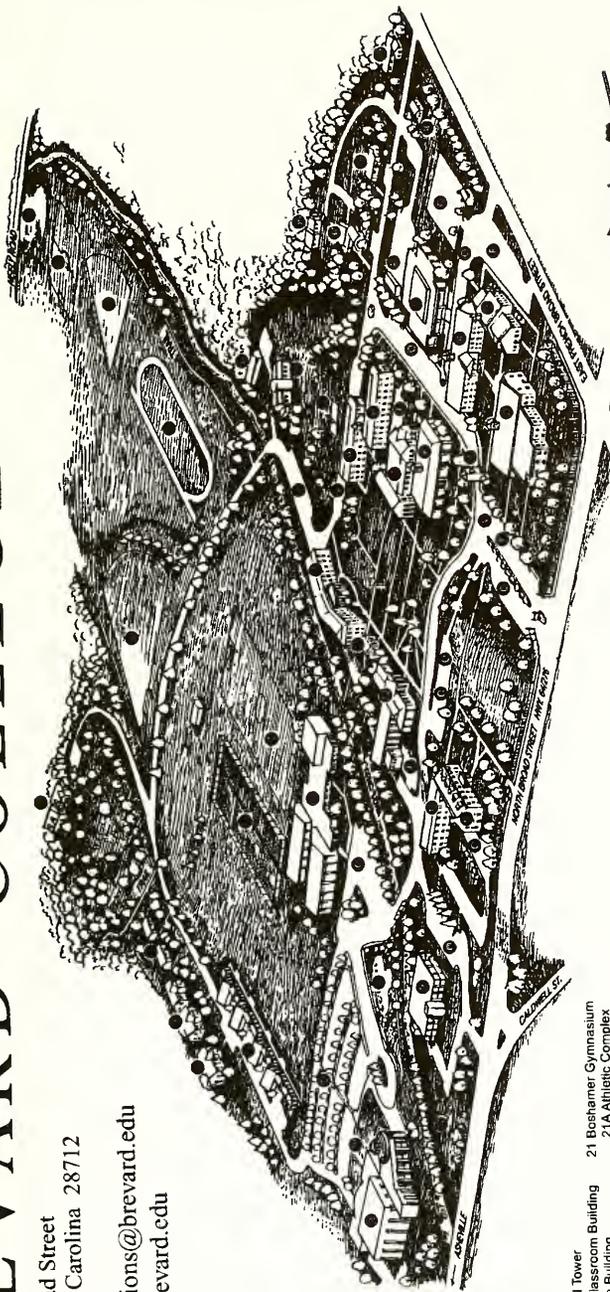
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- |   |                                      |
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| 1 Weaver College Bell Tower               | 21 Boshamer Gymnasium                |
| 2 McLarty-Goodson Classroom Building      | 21A Athletic Complex                 |
| 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 Duplexes                          |
| 7 Coltrane Commons                        | 27 Faculty Housing                   |
| 7A Office of Public Safety                | 28 Rose Hall - Wilderness Leadership |
| 8 East Beam Hall                          | 29 Coan Baseball Field               |
| 9 West Beam Hall                          | 30 Track                             |
| 10 Barn Theatre                           | 31 Softball Field                    |
| 11 Anabel Jones Hall                      | 32 Soccer Field                      |
| 12 Counseling Center                      | 33 Performance Complex               |
| 13 Dunham Music Center                    | 34 Performance Complex               |
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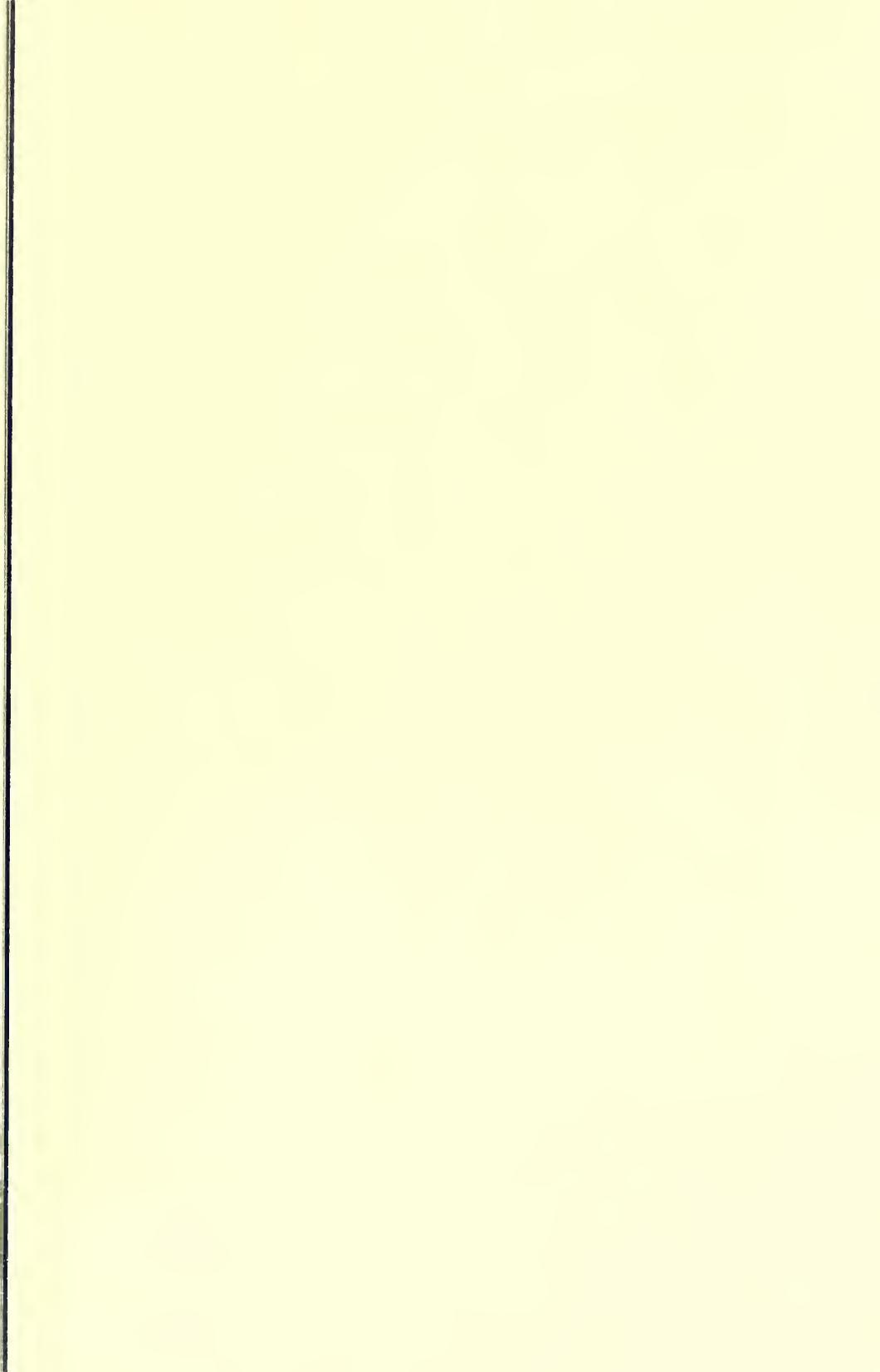
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