

ACADEMIC CATALOG 2012-13



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Mars Hill College Catalog 2012–13

Mission Statement

Mars Hill College, an academic community rooted in the Christian faith, challenges and equips students to pursue intellectual, spiritual, and personal growth through an education that is:

- grounded in a rigorous study of the Liberal Arts
- connected with the world of work
- committed to character development, to service, and to responsible citizenship in the community, the region, and the world.

Mars Hill College

Accreditations

Mars Hill College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane; Decatur, Georgia; Telephone 404/679-4501) to award bachelor's degrees and the Master of Education.

(Interested constituents may contact the Commission (1) to learn about the accreditation status of the institution, (2) to file a third-party comment at the time of the institution's decennial review, or (3) to file a complaint against the institution for alleged non-compliance with a standard or requirement. Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to Mars Hill College at the address listed below.)

Others:

Commission on Accreditation of Athletic Training Education
Council on Social Work Education
National Association of Schools of Music
National Council for Accreditation of Teacher Education
National Association of Schools of Theatre
State Department of Public Instruction (for Teacher Education)

Affiliations

Appalachian College Association
Association of American Colleges and Universities
Association of College and Research Libraries
College Entrance Examinations Board
Council for Advancement and Support of Education
Council on Christian Higher Education
Council of Independent Colleges
Independent College Fund of North Carolina
National Association of Summer Schools
North Carolina Campus Compact
North Carolina Independent Colleges and Universities

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Mars Hill College reserves the right to add or drop programs and courses, to institute new requirements, and to change its calendar. Inclusion in this catalog, therefore, does not constitute a guarantee that a particular course or program will be offered or that a requirement or policy may not be modified. The college will attempt to minimize the inconvenience to students, should changes be necessary.

Nondiscrimination Policy

Mars Hill College seeks to have a diverse student body as well as a diverse faculty and staff. To this end, Mars Hill College admits students of any race, color, national, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national, and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

In addition, Mars Hill College hires faculty and staff of any race, color, national, and ethnic origin as to expand diversity in teaching and administration of the college.

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About the College

What one first notices about the Mars Hill College campus is the unusual combination of the old and the new, the traditional and the modern. A two-story brick building, Founders Hall, erected in 1892, stands in stark simplicity alongside a contemporary three-story structure, Blackwell Hall. The programs described in this catalog also reflect the merging of the traditional and the contemporary. At Mars Hill College we are conscious of both the enduring core values of our heritage and the demands of the twenty-first century.

The old symbolically represents the rich 156-year heritage of Mars Hill College and its tradition of serving thousands of young people from throughout North Carolina, the United States, and the world. The traditional also points to the strong emphasis, throughout our existence, on providing students a broad liberal arts education which includes academic skills and knowledge that have been valued for centuries; and we celebrate our Baptist roots which are a significant part of our long commitment to education in a Christian context.

The new, the modern, symbolically represents the commitment of Mars Hill to offering the kind of education that will make our students aware of the practical benefits of the knowledge and skills provided by a liberal arts education. It also speaks of our continuing efforts to consider the needs of the community and of society in our programs, our facilities, and our technology.

In the fusing of the traditional and the modern, Mars Hill College asserts that we value, cultivate, and build on a rich heritage of liberal arts education; and we strive to give our students the skills and knowledge they will need to adapt to and function well in the rapidly changing world which they will enter. We intend to empower our graduates for service and leadership within their chosen vocations.

Our Mountain Home

Mars Hill College is located in one of the most beautiful and healthful regions of the eastern United States, the mountains of western North Carolina. The town, which derives its name from the college, has a population of about 1,700. It is 18 miles north of Asheville (via Interstate 26), which is the largest city in the western third of the state with a population of approximately 70,400. Asheville has the sophisticated attractions of a major urban center, and is known for its quality arts, crafts, and music offerings. Its annual Bele Chere festival each summer draws about 300,000 people. The campus is 10 miles east of Marshall, the county seat of Madison County.

From the 194-acre campus, which has an elevation of 2,330 feet, an inspiring panorama of lofty peaks may be viewed, including the Craggies, Clingman's Peak and Pisgah. Such scenic attractions as Mount Mitchell, Great Smoky Mountains National Park, Craggy Gardens, Linville Falls and Cavern, Biltmore House and Gardens, Big Bald Mountain, and the Blue Ridge Parkway are within easy driving distance.

Located in a small town surrounded by mountains, rivers, woods and all the outdoor activities they offer, the college's environment offers ample opportunity for study and reflection. In this place a student can find guidance and develop skills and inspiration for a successful life.

Mission & Religious Identity Statements

Mission Statement

Mars Hill College, an academic community rooted in the Christian faith, challenges and equips students to pursue intellectual, spiritual, and personal growth that is:

- grounded in a rigorous study of the Liberal Arts,
- connected with the world of work, and
- committed to character development, to service, and to responsible citizenship in the community, the region, and the world

Religious Identity Statement

Mars Hill College, an academic community rooted in the Christian faith...

"Paul stood up in the midst of Mars Hill and said: 'People of Athens, I see that you are very religious.'" Acts 17:22

Mars Hill College is a place where faith and reason meet, where students, faculty and staff explore questions of faith reasonably in the spirit of Christ-like compassion and respect. While Mars Hill is not a church, our roots are Christian and our heritage is Baptist. We encourage students, faculty, staff, administrators, trustees and alumni in their practice and expression of faith. We honor the variety of denominations, faith traditions, worship practices, theological persuasions and spiritual disciplines represented among our constituencies.

...challenges and equips students to pursue intellectual, spiritual, and personal growth...

"The most important commandment," answered Jesus, "is this...Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength." Mark 12:28-30

At Mars Hill, we see that developing knowledge, values, and skills are integral ways of loving God and following what Jesus called the greatest commandment. Pursuing intellectual growth—developing knowledge—is critical to loving God with all your mind. Pursuing spiritual growth—deepening values—is critical to loving God with all your heart and soul. And pursuing personal growth—strengthening skills for life and work—is critical to loving God with all your strength.

...through an education that is grounded in a rigorous study of the liberal arts...

"You shall know the truth, and the truth shall make you free." John 8:32

"Liberal arts" comes from a Latin phrase meaning the arts suitable and necessary for free people to govern themselves. The liberal arts at Mars Hill are rooted in freedom—freedom to explore critical questions of life from different perspectives in the pursuit of truth. Our Baptist heritage strongly emphasizes religious liberty, expressed as the freedom and autonomy of persons and churches in a free state. This heritage nurtures our practice of academic freedom. We recognize that any form of coercive dogmatism claiming to have the only correct version of truth, imposing that view on others, and restricting freedom of inquiry is incompatible with the way we experience the liberal arts and Christian higher education at Mars Hill.

...connected to the world of work...

"I urge you to live a life worthy of the calling you have received." Ephesians 4:1

The idea of vocation, or calling, is central to Mars Hill's mission, God gifts people with a wide variety of abilities and interests and calls them to employ their gifts across the spectrum of professions: ministry, law, medicine, education, business, social work, etc. We want our graduates to find worthwhile work and distinguish themselves in every field by doing good (ethical work—making a life) and doing well (successful work—making a living).

**...and committed to character development, to service, and to responsible citizenship
in the community, the region, and the world.**

“There are different kinds of service...[and] varieties of working, but it is the same God who inspires them all in every one. To each is given the manifestation of the Spirit for the common good.” I Corinthians 12:5–7

At Mars Hill, we balance the freedom inherent in a liberal arts education with responsibility. We challenge our students to become “response-able,” prepared to respond to the difficult challenges of the 21st century with core commitments and activities that serve the common good. We want our graduates to value civic engagement, to be the kind of people who live out their faith commitments in every arena and spend their lives making a positive difference in their homes, in their workplaces, in their communities, and in their world.

Mars Hill’s religious identity will never be fully answered through a simple written statement, but will continually emerge through an ongoing dialogue among members of the Mars Hill family. It represents our best understanding of who we are, relative to our Christian roots, and it is an invitation to all members of the Mars Hill community—alumni, trustees, faculty, staff, students and prospective students—to join us as we seek to fulfill our mission.

History of the College

Mars Hill College is the oldest educational institution on its original site in western North Carolina. It was founded by a small group of pioneer citizens, descendants of the original settlers of the area. They erected a modest building on a tract of land given by Edward Carter. Most of the work was done by voluntary labor; some was performed by an Asheville contractor.

The school opened in the fall of 1856 as the French Broad Baptist Academy, taking its name from the association of churches in which it was located. The first president was W. A. G. Brown. He was succeeded in 1858 by the Rev. J. B. Marsh of Binghamton, NY, who served until the outbreak of the Civil War in 1861.

On February 16, 1859, the school was chartered by the North Carolina General Assembly as Mars Hill College, a name suggested by trustee Lewis Palmer (1791–1874) based on scripture from the Bible’s Acts 17:22, “Then Paul stood in the midst of Mars Hill . . .” The charter gave the college power to confer “all such degrees and marks of literary distinction as are usually conferred in colleges or seminaries of learning.”

During the first two years of the Civil War, the school remained in operation, but it was closed from 1863 until 1865. After the war the institution was kept alive by the heroic efforts of local men and women. Fourteen men filled the presidency during the next 32 years.

The election of Dr. R. L. Moore as president in 1897 was, in a sense, a second founding. Under his leadership the college grew continuously, its assets multiplied, and its character as an institution of higher education was firmly established.

During most of its early history the college was operated as an academy or boarding high school, but it did offer some college-level courses. In 1921 it was reorganized as a junior college and became a successful pioneer in that field.

In 1938, after 41 years of distinctive service, Dr. Moore retired from the presidency. A scholarly member of the faculty, Dr. Hoyt Blackwell, was unanimously selected as his successor. Under Dr. Blackwell’s leadership the progress of the school continued. High standards were maintained, facilities were expanded and improved, and the curriculum was revised.

In 1960 the Baptist State Convention approved plans for converting Mars Hill into a senior college. The junior year was added in 1962–63, and the first baccalaureate degrees were awarded in May 1964.

After 28 years of distinguished service as president Dr. Blackwell retired; and on July 1, 1966, he was succeeded by Dr. Fred Blake Bentley, at that time the youngest college president in the nation. Taking “Emphasis on Excellence” as the creed of his administration, he guided Mars Hill to accreditation as a senior college, led faculty development and curriculum innovation, and fostered numerous other educational and physical advances. After almost 30 years in the presidency, he retired in February, 1996. In March, 1996, Dr. A. Max Lennon (Class of 1960) returned to Mars Hill College as President, and served until January, 2002.

The Mars Hill College Board of Trustees named Dan G. Lunsford (Class of 1969) as Interim President in January 2002, and in May 2003 affirmed his leadership by naming him President of the college. Dr. Lunsford earned his B.A. in Elementary Education from Mars Hill, and a M. A. and Ed.D. in Education Administration from the University of North Carolina-Chapel Hill. Dr. Lunsford had a long career in public education in North Carolina and returned to Mars Hill in 1998 as Dean of the School of Education and Leadership. Under President Lunsford’s leadership the college completed its first ever comprehensive capital fundraising campaign; new buildings have been built (including the Bailey Mountain Residential Apartments and Ferguson Math and Science Center), programs have been enhanced; student activities have been expanded; and in 2011 the college’s first graduate level program, the Master of Education, was added. The history of the college is rich and the future is bright.

Academic Calendar

Fall 2012

AGS First Short Term Begins & New/Late Registration in AGS office	Monday, August 6, 2012
Faculty Workshop Begins	Monday, August 13, 2012
Residence Halls open for New Freshmen & Transfers/Orientation Begins	Friday, August 17, 2012
Residence Halls open for Registered Continuing Students	Sunday, August 19, 2012
Registration & Clearance of Stops	Monday, August 20, 2012
Traditional Classes begin at 8 a.m.	Tuesday, August 21, 2012
Last day for faculty to drop a student from class for non-attendance	Friday, August 24, 2012
Last day for registration, schedule adjustment, internship applications.	Monday, August 27, 2012
Opening Convocation	Tuesday, August 28, 2012
Schedule Drop Period	August 28–September 17
Last day for dropping a class without transcript entry; removing “I” Grades.	Monday, September 17, 2012
Last day to apply for graduation in December	Monday, October 1, 2012
Madison County Heritage Festival/Bascom Lamar Lunsford Festival	Saturday, October 6, 2012
Mid-Semester Evaluation Week	October 1–5, 2012
Fall Break begins at end of classes	Friday, October 5, 2012
AGS Second Short-term begins	Monday, October 8, 2012
Fall Break ends and classes resume at 8 a.m.	Wednesday, October 10, 2012
Mid-Semester Evaluations due	Thursday, October 11, 2012
Homecoming, Alumni Day	Saturday, October 13, 2012
Founders Week begins.	Monday, October 15, 2012
Last day to withdraw from a class with grade of “W”	Thursday, October 18, 2012
Early Spring Registration	October 29–November 2, 2012
Deadline for Juniors/Seniors to indicate S/U grade option	Monday, November 5, 2012
Thanksgiving holidays begin at close of classes	Tuesday, November 20, 2012
Residence halls close for Thanksgiving break	Wednesday, November 21, 2012
Administrative Offices close at noon for Thanksgiving holiday	Wednesday, November 21, 2012
Classes Resume/Offices reopen at 8:00 a.m.	Monday, November 26, 2012
Last day of regular classes.	Tuesday, December 4, 2012
Reading Day, Evening Exams Begin	Wednesday, December 5, 2012
Regular day exams begin	Thursday, December 6, 2012
Examinations end; Christmas holidays begin	Wednesday, December 12, 2012
Final Grades posted by faculty	Thursday, December 13, 2012
Graduation Exercises	Friday, December 14, 2012
Residence halls close for Christmas break	Friday, December 14, 2012
Administrative Offices Close for Christmas holidays.	Tuesday, December 18, 2012

Spring 2013

Administrative Offices open for spring semester	Wednesday, January 2, 2013
AGS First Short Term Begins & New/Late Registration in AGS office	Monday, January 7, 2013
Residence Halls open for New Freshmen & Transfers/Orientation Begins.	Saturday, January 12, 2013
Residence Halls open for Registered Continuing Students	Sunday, January 13, 2013
Registration & Clearance of Stops - Monday	Monday, January 14, 2013
Traditional Classes begin at 8 a.m. - Tuesday.	Tuesday, January 15, 2013
Last day for faculty to drop a student from class for non-attendance	Friday, January 18, 2013
Last day for registration, schedule adjustment, internship applications.	Monday, January 21, 2013
Opening Convocation	Tuesday, January 22, 2013
Schedule Drop Period	January 22–February 11
Choral Festival.	February 1–2, 2013
Last day for dropping a class without transcript entry; removing “I” Grades.	Monday, February 11, 2013
Last day to apply for graduation in May or August	Friday, March 1, 2013
Mid-Semester Evaluation Week	February 25–March 1, 2013
AGS Second Short-term begins	Monday, March 11, 2013
Mid-Semester Evaluations due	Wednesday, March 6, 2013
Spring Break Begins at end of classes.	Friday, March 8, 2013
Residence halls close for spring break	Friday, March 8, 2013
Administrative Offices reopen after spring break	Wednesday, March 13, 2013
Residence halls reopen at 12 noon	Sunday, March 17, 2013
Spring Break Ends and Classes resume, 8 a.m.	Monday, March 18, 2013
Last day to withdraw from a class with grade of “W”	Tuesday, March 19, 2013
Early Fall Registration.	March 25–28, 2013
Good Friday Holiday	Friday, March 29, 2013
Deadline for Juniors/Seniors to indicate S/U grade option	Friday, April 5, 2013
SLAM	Wednesday, April 10, 2013
Last day of regular classes.	Wednesday, May 1, 2013
Reading Day, Evening Exams Begin	Thursday, May 2, 2013
Regular day exams begin	Friday, May 3, 2013
Examinations end	Wednesday, May 8, 2013
Residence halls close for all students not involved with graduation	Wednesday, May 8, 2013
Final Grades posted by faculty	Thursday, May 9, 2013
Graduation Exercises	Saturday, May 11, 2013
Residence halls close	Saturday, May 11, 2013

Summer 2013

Summer Term I Begins (Subject to change).	Monday, May 27, 2013
Summer Term II Begins (Subject to change)	Monday, July 1, 2013
Independence Day Holiday	Thursday, July 4, 2013

Semester Exam Schedules

Fall Semester 2012

Reading Day: Wednesday, December 5.

Wednesday classes meeting at 5:00 p.m. or later will have exam on Wednesday, December 5.

EXAM TIMES:	8-10 A.M.	11 A.M. – 1 P.M.	2:30 – 4:30 P.M.
Thursday, December 6	11 MWF	8 MWF	9:30 TR
Friday, December 7	9 MWF	3 MWF	2 MWF
Monday, December 10	10 MWF	8 TR	1 MWF
Tuesday, December 11	12 MWF	12 TR	1:30 TR
Wednesday, December 12	3 TR	Conflicts	

Classes that meet at or after 5 p.m.– Exam at regularly scheduled time during exam week.

Classes that meet on Saturday – At regularly scheduled time on final Saturday of class.

Spring Semester 2013

Reading Day: Thursday, May 2

Thursday Classes meeting at 5 p.m. or later will have exam on Thursday, May 2.

EXAM TIMES:	8-10 A.M.	11 A.M. – 1 P.M.	2:30 – 4:30 P.M.
Friday, May 3	11 MWF	3 MWF	9 MWF
Saturday, May 4	10 MWF	9:30 TR	
Monday, May 6	12 MWF	1:30 TR	2 MWF
Tuesday, May 7	1 MWF	8 MWF	12 TR
Wednesday, May 8	8 TR	3 TR	Conflicts

Classes that meet at or after 5 p.m.– Exam at regularly scheduled time during exam week.

Classes that meet on Saturday – At regularly scheduled time on final Saturday of class.

Telephone Directory

Academic Departments	Location	Ext.	Services	Location	Ext.
Academic Dean	Blackwell	1156	Adult and Graduate Studies/ Summer School	Renfro	1166
Art	Moore	1209	Bookstore	Main Street	1248
Biology	Wall Science	1144	Campus Security	Wren College Union	1230
Business Administration	Cornwell	1132	Campus Post Office	Wren College Union	1411
Center for Service Learning/ Internships	Marshbanks	1162	CARA (Center for Assessment and Research Alliances)	Marshbanks	1337
Chemistry	Wall Science	1144	CASS (Campus Action for Student Success)	Marshbanks	1480
Education	Nash	1204	Chaplain (Campus Minister)	Bentley Fellowship Hall	1128
English	Cornwell	1238	Conferences/Events	Spilman	1167
Fashion Merchandising	Wall Science	1150	Counseling Services	Robinson Bldg.	1196
Foreign Languages	Cornwell	1238	Dean of Students	Marshbanks	1481
Health/PE/Recreation	Chambers	1212	First Year Experience	Marshbanks	1481
History	Cornwell	1238	Housing/Residential Living	Wren College Union	1253
International Education	Cornwell	1238	Information Desk–Students	Wren College Union	1135
Library	Renfro	1244	LifeWorks	Marshbanks	1162
Mathematics	Wall Science	1144	Media Center	Wall Science	1125
Music	Moore	1209	Retention	Marshbanks	1480
Religion	Cornwell	1238	Student Support Services	Marshbanks	1380
Political Science	Founders	1338	Upward Bound Program	Cornwell	1251
Psychology	Founders	1186	Wellness Center	Robinson Bldg.	1243
Social Work	Founders	1303			
Sociology	Founders	1134			
Theatre Arts	Spilman	1203			
Administrative Departments	Location	Ext.	Sports	Location	Ext.
Admissions	Blackwell	1201	Athletics	Chambers Gym	1213
Alumni	Blackwell	1102	Sports Information Director	Chambers Gym	1373
Business Office	Blackwell	1100			
Institutional Advancement	Blackwell	1102	Student Development	Location	Ext.
Facilities Management	Crooked Street	1246	Student Development Office	Wren College Union	1253
Financial Aid	Blackwell	1123	Student Government	Wren College Union	1254
Food Services:			Student Programs	Wren College Union	1253
Dining Hall	Pittman Dining Hall	1221	Student Publications		
Snack Bar	Wren College Union	1258	Cadenza	Wren College Union	1420
Ice Cream Shop	Spilman Porch	1321	Hilltop	Marshbanks	1419
Human Resources	Harris Media Center	1275	Laurel	Wren College Union	1253
Information Technology Services	Wall Science	1346	Theatre	Location	Ext.
IT Help Desk	Wall Science	1444	Information/Box Office	Owen Theatre	1239
Public Information	Blackwell	1298	Southern Appalachian		
President's Office	Blackwell	1141	Repertory Theatre (SART)	Owen Theatre	1384
Registrar	Blackwell	1151			
Ramsey Center for Regional Studies	Location	Ext.	Emergency (Campus Security)		1230
Rural Life Museum	Montague	1424			
Appalachian Room	Renfro	1394			
Ramsey Center	Renfro	1262			

Admissions

Mars Hill College offers admission to all qualified applicants. However, early submission of all required documents is encouraged to ensure timely processing and financial aid counseling. Admission decisions are made on a rolling basis, usually within one week of the receipt of a complete application. Further, all rights generally accorded to students are made without regard to race, color, religion, national or ethnic origin, sex, or impairment of the student. The college affirms its intent to comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title IX, and other relevant civil rights laws.

Campus Visits

All students interested in attending Mars Hill College are strongly encouraged to attend a campus visit. The visit will allow the student to meet faculty, admissions and financial aid staff, and take a campus tour. Contact the admissions office at admissions@mhc.edu or call 1-866-MHC-4YOU.

Freshmen

Candidates must submit an application, a \$25 application fee, official high school transcript, and SAT or ACT scores. A personal essay is strongly recommended. Applicants are encouraged to complete a minimum of 18 units with a C average or better on college preparatory units. Such units should include 4 English, 2 History, 2 Natural Science, and 3 Mathematics. It is recommended that the balance include 2 Foreign Language and/or 1 Computer Science unit. A final transcript certifying high school graduation must be submitted prior to the first day of class. Failure to submit official transcripts from all colleges attended and failure to submit official final high school transcripts will result in the suspension of financial aid. The General Equivalency Diploma (GED) is acceptable certification of diploma. However, the incomplete high school transcript must be submitted in addition to the GED.

Transfer Students

Candidates must submit the application for admission, \$25 application fee, official high school transcripts, SAT or ACT scores (these may be waived if 28 or more transferable semester hours have been earned, or the student is 21 years old or older), and official college transcripts from all previous institutions.

Transcript evaluations are completed by the registrar. Credit is granted on a course-to-course basis and all transferable credits, including grades and quality points, will be entered on the student's transcript.

Transcripts from institutions not accredited by a regional accrediting agency will be evaluated on a course-to-course basis when the student submits the course descriptions, course syllabi, and faculty credentials. The Registrar, in cooperation with the department chairpersons, will determine credit to be granted.

Although a student may transfer more than 68 hours of credit from a community college, he/she must complete 60 semester hours at the senior college (4-year) level. In order to receive a degree from Mars Hill College a student must earn the last 25% of the required semester hours at Mars Hill (12 hours in the major) with at least a cumulative 2.0 grade point average.

Transfer Credit under the North Carolina Comprehensive Articulation Agreement

Mars Hill College participates in the North Carolina Comprehensive Articulation Agreement which provides for transfer of credits from the North Carolina Community Colleges. Students who have completed the core curriculum in a college transfer program, as outlined in the CAA, and apply to study any major at Mars Hill College will receive general education core credit for their credits from a North Carolina Community College. Students completing the associate degree will enter Mars Hill with junior classification, and most majors can be completed within two years. Some professional programs may require additional semesters of study. Students entering Mars Hill under this transfer agreement must also meet the minimum levels of residency credit outlined above.

International Students

Any student who has not established legal residency in the United States is considered an international student for admission purposes. Such candidates must submit the following information to the Admission Office for consideration: 1) application with \$25 application fee; 2) two letters of recommendation from individuals who can attest to academic ability and personal character; 3) official transcripts from previous or current institutions (translated into English if necessary); 4) SAT, ACT or TOEFL scores (all three are not required, but SAT/ACT scores must be submitted to be considered for academic grants and scholarships); 5) national examination results, such as A levels (United Kingdom), Baccalaureate (France), if applicable; 6) a financial statement certifying the student's ability to meet college and personal expenses; and 7) official documentation from banks and/or corporate sponsors or government ministry verifying financial ability to meet the costs of education for one year. Admission decisions are made on a rolling basis. However, it is strongly recommended that international students have their completed applications submitted early to allow for I-20 processing.

A comprehensive orientation to the college as well as academic and personal counseling is specially prepared for international students. The International Club provides casual outings, speaking opportunities in the community, and good fellowship for all students. Mars Hill College has limited financial aid for international students. Further inquiry concerning international students may be directed to the Admission Office.

Readmission

Students who withdraw from Mars Hill College for any reason must apply for readmission through the Admissions Office. Students who receive a medical withdrawal from Mars Hill College may be eligible for readmission after a full semester or summer term away, and with the recommendation from the attending treatment provider. Medical documentation must include the recommendation that the student's condition has improved to the point that he/she is able to effectively resume enrollment at the college. Medical clearance by the College Medical Director or Director of Counseling is required before readmission is approved. Please see Student Handbook for specific documentation requirements for readmission and for questions and appeals procedures. All transcripts from other institutions attended during this absence must be submitted to the Admission Office. Further, students who discontinue their enrollment for one year or more will be under the requirements of the catalog in effect at the time of readmission.

Generally a student's catalog of entry is considered his/her catalog for general education, major, and minor requirements as long as he/she is continuously enrolled full-time. However, when significant general education, major, or minor requirements change, the student may be required (or may choose) to complete the requirements, with appropriate substitutions, in a subsequent catalog. Full-time or part-time students not completing a degree within six years may be required to complete current catalog requirements.

Readmission After Academic Suspension

Students who leave Mars Hill College while on academic probation or who have been suspended for academic reasons, may be accepted for readmission if they have attended another accredited institution and raised their cumulative grade point average to that required for academic good standing for their classification upon readmission.

In exceptional cases, the Admissions, Academic Standards and Financial Aid Committee may vote to readmit a student who does not qualify under the previous conditions, if, and only if, 1) it is possible for the student to attain good standing within one semester of readmission without taking an overload and 2) the student's previous academic record at Mars Hill College gives strong indication that the requisite grades to attain good standing will be attained.

A student may not be readmitted to Mars Hill College if he/she has been suspended for academic reasons more than three times, unless approved to do so by the Admissions, Academic Standards and Financial Aid Committee.

Early Admission

High school students of exceptional ability and motivation may begin their college careers through either summer or regular semester enrollment while continuing their high school education. Such credits will apply toward a degree at Mars Hill College. All candidates must follow the application process for regular freshmen, submit recommendations from two high school personnel with regard to psychological, social, and academic readiness, and request an interview with the Director of Admission. Federal financial assistance is unavailable for early admission students.

Dual Enrollment

High school juniors or seniors, or equivalent status, who wish to take classes at Mars Hill College under dual enrollment may do so if they meet the following criteria:

Student must submit an application for admission to Mars Hill College;

Student must submit a letter of recommendation from both a guidance counselor and a high school principal, (home-school students may omit this section);

Student must submit a copy of high school transcripts that show they are in good academic standing.

Any student who chooses to take a physical education class and/or 4 semester hours or more at Mars Hill College must also submit a medical examination form and immunization records as required by state law.

1. A fee for each course is \$295. Students are responsible for purchasing their books and other necessary materials.
2. Mars Hill College facilities are available for students at no extra cost (excluding course-specific fees), which include Renfro Library, computer labs, and Curriculum Library (located in Nash Building).
3. Students are limited to three courses per semester. It is strongly recommended that students register for high school classes as a contingency plan. Only freshman and sophomore classes will be offered to dual enrollment students, unless otherwise approved. Regular admission Mars Hill College students have priority over classes that a dual or home school student may desire.

Provisional or Conditional Enrollment

The admissions office reserves the right to grant admission to our provisional student program to select students who may not meet all of the institutional admissions standards. Decisions on provisional admission are subject to approval by the Admissions, Academic Standards, and Financial Aid (AASFA) Committee. Conditional admission may be granted in select cases pending furnishing of select admissions documents.

Medical Examination Forms

North Carolina law provides that “no person shall attend a college or university unless a certificate of immunization indicating that the person has received immunizations required by North Carolina General Statute is presented to the college or university on or before the first day of enrollment.”

A Certificate of Medical Examination form, which includes space for the listing of the required immunizations, must be completed, submitted to the Admission Office, and approved by the Director of Health Services before the student is permitted to register for classes. Failure to submit the completed medical form prior to registration could result in delayed registration or inability to register at all. International students must present the medical form upon arrival, and athletes will not be permitted to dress out and practice until this form is submitted.

Policy on Persons with Disabilities

Mars Hill College affirms its intent to comply with federal regulations regarding persons with disabilities, specifically with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The college does not discriminate on the basis of disability in employment or admissions, and the college makes reasonable accommodations as needed for persons with documented disabilities. Questions and grievances should be directed to the Committee on Disabilities at PO Box 6714, or to disabilityinfo@mhc.edu.

Adult and Graduate Studies (AGS)

Mars Hill College offers accelerated degree programs evenings and weekends to working adults who have full-time jobs and family responsibilities. Students may begin or continue their education toward a Bachelor’s degree, licensure in education, or Master of Education degree.

Undergraduate Adult Studies

Adult Studies classes are offered on campus, online, and in Asheville, Burnsville, Hendersonville, and Marion. Enrollment may be for one course or for several each semester. Some classes may be offered in a short term format, while others meet the full college semester. Majors offered in Adult Studies include Education (Elementary & Middle Grades,) Special Education, Integrated Education, Business Management, and Social Work. Licensure programs are offered in Education, English as a Second Language, Reading Specialist, AIG (Academically Intellectually Gifted), and Special Education. A limited amount of credit may be earned through credit by examinations, internships, and independent study. These options are the same as for traditional day students.

Adult Studies students should be at least 23 years of age or working during the day. Students should submit an Adult Studies application and all high school and college official transcripts to the Adult and Graduate Studies office and pay the \$25 application fee. The SAT and ACT scores are not required for Adult Studies undergraduate applicants. Admissions decisions are made on a rolling basis, usually within two weeks of receipt of the completed applications. Refer to the Adult and Graduate Studies Student Handbook for additional information.

Graduate Studies

Classes for the Master of Education (elementary education focus) are offered in the evening currently on the Mars Hill College campus and in Asheville. Students should submit a Graduate Studies application and official college transcripts to the Adult and Graduate Studies office and pay the \$50 application fee. Each applicant is evaluated by an admissions committee on the basis of baccalaureate-level preparation, undergraduate grade point average, standardized test scores (GRE or MAT), work experience, professional recommendations, and other criteria established by the Teacher Education Department. Applicants must have successfully completed a bachelor’s degree program from a regionally accredited four-year institution. Applicants must be licensed teachers. Refer to the Mars Hill College Graduate Catalog for additional information.

Contact the Adult and Graduate Studies office by calling 828-689-1166 or 800-582-3047, or by visiting the mhc.edu website and following the “Adult and Graduate” link. You are also invited to visit our offices in the lower level of Renfro Library room 110.

Financial Information

Expenses

Current charges for tuition, fees, housing, and campus dining can be found on the college website (www.mhc.edu) under Admissions > Financial Aid > Tuition & Fees. Bills are sent to students prior to each semester and they must be paid in full.

Dining fees: All students living on campus must have a meal plan, selected from those listed in the Food Services section, page 19.

Part-time fees: All part-time students (those taking fewer than 12 credit hours) pay per credit hour instead of the full-time tuition charge.

Auditing a course: A fee of \$225 is charged for non-MHC students auditing a course. A full-time student may audit one course free of charge, but will be charged a fee if the course requires the use of special supplies.

Single room: The cost of a private room, when available, will be the regular charge for one person plus 50 percent of that charge.

Textbooks: Estimated at \$500 for each semester, textbooks are available in the College Bookstore along with other school supplies. All purchases are on a cash or credit card (Visa/Discover/Master Card) basis. A limited supply of secondhand books may be purchased at considerable savings.

Summer School Costs

Charges for summer school are also found on the college website (www.mhc.edu). Along with a registration fee, tuition is charged on a per credit hour basis. Housing and meal plans are also available.

Other Charges 2012–2013

Listed below are other charges that apply in particular situations.

- Application fee (non refundable): \$25–\$50 (varies depending on whether student is categorized as “traditional” or “Adult and Graduate Studies”)
- Applied Music (charged per credit hour): \$590
- Accompanist Fee (Voice students): \$295
- Auditing a Course: \$225
- Credit by Exam (charged per credit hour): \$200
- Dual Enrollment (charged per course): \$295
- Overload (charged per credit hour)¹: \$705
- Facilities Cost Recovery Fee²: \$325

¹ Charged to students carrying more than 20 hours during regular semester (exclusive of applied music and PE 115 - Varsity Athletics courses) or 9 hours during a five-week summer term.

² If students are allowed to break their MHC housing and food service contract during the academic year, there will be a facilities cost recovery fee.

Schedule Of Payments

Each semester’s expenses must be paid in full by the due date. The Business Office mails statements in June for the fall semester payment that is due in July and in December for the spring semester payment that is due in January. A mid-semester billing may be necessary for any miscellaneous fees not known at the time of registration.

All charges are due and payable in accordance with this schedule. Students who do not make the required payments promptly may be suspended from school.

Final official high school and college transcripts are required before financial aid will be disbursed. Failure to submit these transcripts will result in loss of financial aid.

For Fall Semester

Advanced tuition payment: (a) \$250 for incoming residential students payable within three weeks of the date of acceptance for admission, (b) \$150 for incoming non-residential students, and (c) \$150 for continuing students. The advanced tuition payment is fully refundable to incoming students until May 1.

For Spring Semester

Advanced tuition payment: (a) \$250 for incoming residential students payable within three weeks of the date of acceptance and (b) \$150 for incoming non-residential students. The deposit is fully refundable to incoming students until December 1.

Veterans

Special payment arrangements will be made for students receiving educational benefits. Please contact the Business Office by July 1.

Monthly Payment Plan

Some students and their parents may be unable to meet the preceding schedules of payments or prefer to make monthly installments through most of the year. All arrangements for monthly payments must be through Academic Management Services and payments should begin in the summer prior to enrollment. Information concerning these programs is sent to parents of all students each year.

Financial Obligations and Refund Policy for Withdrawing from College

The college contracts for various services it provides to students. Most such obligations are made in the spring for the following academic year. These include (but are not limited to) faculty and staff salaries, food service management, and commitments to new students. Registration is considered a contract binding the students and their parents for charges for the entire semester. The college will, however, allow a reduction in charges through the first four weeks of the semester in certain cases.

A student who drops below 12 credit hours after the end of four weeks from the date of registration will be charged the full semester’s charges.

A student who withdraws from school because of personal illness must obtain a statement from a physician chosen by the college who recommends discontinuance. Refunds for certified medical withdrawals will be computed using the reduction schedule below.

A student suspended for disciplinary purposes does not receive reductions and is liable for the cost of the entire semester.

The Refund Policy as it pertains to federal aid recipients is subject to change as necessary to remain in compliance with federal regulations.

The financial balance percentage due will be computed on total charges for tuition, room and campus dining. In addition total fees and fines are due.

- Withdrawals during the first week of classes for each semester result in a financial obligation of 20%.
- Withdrawals during the second week of the semester result in a financial obligation of 40%.
- Withdrawals during the third week of the semester result in a financial obligation of 60%.
- Withdrawals during the fourth week of the semester result in a financial obligation of 80%.

If a student withdraws from school, college scholarships will be prorated according to the appropriate schedule. Federal aid is determined by the Return of Title IV Funds guidelines. (See Academic Section for the academic record consequences of withdrawal and the process for official withdrawal from the college.)

If the financial aid package exceeds direct costs (tuition, room, board, and course related fees), a student may receive a refund from the Business Office. Financial aid packages generally can exceed direct costs only if the student secures a loan. Refunds resulting from excess financial aid will not be issued until ALL financial aid funding has been received by the college.

A student officially withdrawing from school should follow a specific withdrawal procedure initiated in the Registrar's Office.

Return of Title IV Funds

Students who withdraw from school must notify Mars Hill College of their intent in writing. The withdrawal process will begin in the Registrar's Office. Students must complete a withdrawal form to start the official withdrawal process. A date of withdrawal will be determined in order to return any Title IV funds. If the student does not notify the school, the midpoint of the semester will be used as the official withdrawal date. If the student did not notify the school because of circumstances beyond the student's control, then the date related to that circumstance will be used as the official withdrawal date. Other dates such as the last date of attendance or attendance at an academically-related activity may be used in certain circumstances.

Students may rescind their official notification with written notification to the Student Development and Registrar's offices. If the student stops attending class subsequent to the rescission, the withdrawal date is the original date of notice of intent to withdraw.

The Return of Title IV calculations for all Federal aid are based on current Department of Education regulations and are subject to change. These regulations can be found in the Financial Aid Office.

Any funds other than Title IV funds will be refunded in the following order: state funds, outside donors, institutional funds and cash to the student. The amount of the refund cannot exceed the amount of the original award/disbursement.

Mars Hill College will then determine the institutional charges for the payment period. Typical institutional charges are tuition, fees, room, board or books and supplies that students must purchase from the school. A student may authorize the school to include any non-institutional charges such as group health insurance, if it is required of all students and stays in effect.

A student who misses two consecutive weeks of class is reported to the Retention Office. If the student cannot be contacted and does not return to class, an administrative withdrawal is effected.

Miscellaneous

Infirmary: Infirmarium patients who require personally prescribed drugs, other supplies, and/or emergency transportation will be responsible for such charges.

Insurance: All full-time students are automatically included in the \$5,000 Blanket Accident Program. In addition, sickness coverage is added on a waiver basis. The plan is required for all full-time students unless waived by completing the college waiver form indicating other health insurance is in effect. The additional cost of the health insurance is on the college Web site (www.mhc.edu). The waiver must be completed and returned to the Business Office no later than September 1 for fall semester and February 1 for new spring enrollees.

Returned checks: A fine of \$30 is charged by the Business Office for each "non-sufficient funds check" received from any student. Check cashing privileges will be revoked after the first offense.

Transcripts of academic record: A transcript is an exact copy of a student's permanent academic record at the time it is issued. Official or unofficial transcripts are provided upon written request by the student to the Registrar's Office for \$8 per transcript. No official transcript may be issued to or for a student who is indebted to the college until such indebtedness (tuition, fees, various fines, and all loans) has been paid or satisfactory arrangements have been made with the Busi-

ness Office. Official transcripts are released only upon the written request of the student to the Registrar's Office. College personnel have access to student academic information as needed for the execution of their duties.

On-campus Residence Requirement

The college recognizes the educational benefits to be derived from living on campus; therefore, all freshman and sophomore students must live and eat on campus unless they are living at home with parents or legal guardians, are 21 years of age, are veterans of 180 or more consecutive days of military service, or are married.

Students who reserve a room on campus must sign a Mars Hill Housing Contract and Food Service Contract. The term of the contract is for the full academic year. The provisions of the contract and the information included in the Mars Hill College Student Handbook and Residential Living Policies and Regulations pamphlet apply to any student living in campus housing.

A student to whom the Housing and Food Service Contract applies is liable for the academic year's charges unless conditions of the Refund Policy are met.

Food Services

Good food and good service are essential to your happiness in your collegiate adventure at Mars Hill College, and Chartwells is pleased to have the opportunity of helping you be happy and healthy!

As the food service management for the college, Chartwells is firmly committed to your needs. You are our customer and we are eager to serve you. Everything we do is directed toward this goal.

Food Service Facilities

- Pittman Dining Hall
- The Lion's Den, located in the Wren Student Union
- The College Street Ice Cream and Soda Shop, located on the Quad in Spilman Hall

Resident Student Meal Plans

Two plans are offered to students. All students who live in campus housing must purchase a meal plan. The plans are:

THE UNLIMITED: This plan offers unlimited meals or snacks in our all-you-care-to-eat Dining Hall during normal scheduled hours, \$100 in Lion Bucks that can be used in any of the campus dining facilities and 5 meal exchange swipes per week in the retail outlets.

THE COMMUTER/APARTMENT PLAN: This plan offers 150 meal swipes at our all-you-care-to-eat Dining Hall during normal scheduled hours and \$100 in Lion Bucks that can be used in any of the campus dining facilities.

Balances on meal plans are non-refundable and non-transferable between semesters.

Check out "My Meals" at Dineoncampus.com/MarsHill and "Like us" on Facebook at Mars Hill Dining Services.

The College Bookstore

The college bookstore is owned and operated by Mars Hill College and welcomes you to the “Hill.” The bookstore is located on Main Street in Mars Hill. Fall/Spring business hours are Monday through Friday, 9:00am -5:00pm with extended hours until 8:00pm on Tuesdays. The store is open on Saturdays, 11:00am -2:00pm. The bookstore is closed on Sundays and official school holidays. Shopping is also available online at www.mhcbookstore.com.

Returns Policies

Cash Register Receipts Must Accompany all Returns

GENERAL MERCHANDISE: General merchandise may be returned within a 24-hour period. Defective merchandise may be returned within five working days and will be replaced at no charge.

CLOTHING AND INSIGNIA ITEMS: There are no refunds on clothing or insignia purchases. Clothings may be exchanged, size for size within a 48-hour period. Defective merchandise due to manufacturer errors will be replaced at no charge.

Textbook Information

The College Bookstore offers new, used and e-books for purchasing. Used books retail for approximately 25% less than new books. E-books require some sort of electronic device for downloading from the internet and cost savings are up to 50%. The bookstore also offers a textbook rental program to save students money as well. Students save up to 50% off the regular purchase price by choosing the rental option. Rental fees for available texts are posted on the bookstore website along with the purchase price. Besides the rental fee, a valid credit card number is required to be given as rental security on the textbook(s) rented. There are no charges other than the rental fee as long as rented textbook(s) are returned by the end of the rental term. Rental books not returned by the specified deadline date will be assessed charges for replacement against the credit card number given for rental security. All information concerning textbook rental deadlines and replacement fees is printed on the cash register receipt.

Semester booklists are available online at www.mhcbookstore.com. Textbooks do not appear online until we receive requisitions from the faculty. If a text is not listed for a course, please keep checking for updates. The bookstore updates the website as soon as requisitions are received. Some courses do not require textbooks, therefore no listings will appear for the course.

Book Returns Policy

If you drop or change a course, the texts may be returned under the conditions stated below:

1. Returns are allowed for a specified length of time at the beginning of each term. Dates are posted in the bookstore.
2. You must have the cash register receipt as proof of purchase for a refund.
3. Do not write in your new books until you are certain you have the right ones. New books that are written in can only be refunded at 25% off the list price.
4. Textbooks purchased after book rush can be returned within 24 hours of purchase. A 15% restock fee will be assessed on the return.
5. Defective (new) books will be replaced at no charge. Used books are purchased as is, therefore no replacement on defects.
6. There are no returns on Trade Books.

NEW EDITIONS: The bookstore orders the edition requested by the teaching staff. Once the book has been updated and published in a new edition, the old one has no cash value.

Book Buyback

We buy books back at the end of each fall and spring semester. If the books are being used the next semester and are needed for stock, up to 50% of the current list price will be paid. If books aren't needed, the national wholesale company conducting the buyback will offer to purchase them at a price they determine.

Students who sell back books that rightfully do not belong to them will be subject to the judicial process and sanctioned accordingly. (Code of Student Conduct, Section I, Paragraph E).

Campus Vending

Vending services are provided on campus by the Auxiliary Services Department and machines are located in many of the campus buildings. Any problems, including request for refunds, should be reported to the Office of Auxiliary services at 828-689-1167 during regular hours.

Students who are charged with vandalizing vending machines will undergo the judicial process and will be sanctioned accordingly. (See Section I, Paragraph E, under the Code of Student Conduct).

Financial Aid Information

The primary responsibility of meeting the costs of college belongs to the student and the student's family. Mars Hill College understands circumstances may exist that make it difficult for a student and his/her family to meet the entire cost of a college education. Therefore, the Financial Aid Office at Mars Hill College participates in various need-based, merit-based, and other aid programs to help cover the difference between what a student can afford to pay for college and the cost of college itself.

The first step of the financial aid process begins when a student completes the Free Application for Federal Student Aid (FAFSA). The FAFSA may be accessed at www.fafsa.gov. The FAFSA provides the Financial Aid Office with a vast amount of information including the Expected Family Contribution (EFC). The EFC is the result of an elaborate formula that includes the parents' income and assets (for dependent students) and the student's income and assets (for all students). By taking the Cost of Attendance (Direct Costs plus Indirect Costs) and subtracting the EFC, the Financial Aid Office determines the student's Federal financial need. The cost of attendance for each individual student can be obtained from the Financial Aid office.

A student's financial aid package, excluding loans and/or outside scholarships but including federal grants and work study, cannot exceed direct costs as charged by the college. Institutional awards, including merit awards, will be adjusted to meet this policy. (See Adult & Graduate Studies website for financial information for these programs.)

Need-Based Aid

Need-based aid is used to assist a student with a portion of his/her need up to but not exceeding the direct cost of school.

Examples of Need-Based Aid

Federal

1. Pell Grant—The Pell Grant is the base grant in the Federal financial aid programs. For 2012–2013, full-time students with an EFC of \$4,995 or less are able to receive a grant that will range from \$577 to \$5,550. The grant is lower for less than full-time status.
2. Supplemental Education Opportunity Grant (SEOG)—This grant is a supplement to the Pell Grant. Awards are up to \$2,000 and are limited to those students with the greatest need.
3. Work-Study—Students are given awards to work on campus. Students must apply and interview for a job. A check will be issued each month as the student works the required hours. Awards are up to \$3,000 and are limited to those students with the greatest need.
4. Perkins Loan—This is a subsidized loan for high need students. The pool of money for this aid is limited. The student must complete a Promissory Note and have entrance counseling. Repayment begins nine months after the student drops below half-time, withdraws or graduates. At that time, the student must complete exit counseling as a reminder of his/her rights and responsibilities as a borrower of the Perkins Loan Program.
5. Subsidized Stafford Loan—This loan is subsidized (the federal government pays the interest while the student is enrolled in at least six hours). Freshmen, transfers and first time borrowers must complete a Master Promissory note and entrance counseling. The loan will be credited to a student's account approximately 30 days into the semester if the student is a first time borrower at Mars Hill College. Repayment begins six months after the student drops below half-time, leaves school or graduates. At that time, the student must complete exit counseling as a reminder of his/her rights and responsibilities as a borrower of the Stafford Loan Program.

State

- North Carolina now only offers the North Carolina Need Based Scholarship. Students must complete a FAFSA in order to receive this fund and is limited to students with EFC's ranging from 0-15,000.

Institutional

1. Mars Hill College Opportunity Grant—This grant assists students with need. Award amounts vary.

Merit Based Aid

Merit based aid is earned through special talent or academic achievement, and is awarded on an individual basis. Merit based aid is awarded with the expectation that a student maintains certain standards or performance goals. Residence affects all merit based awards, i.e. if a student moves off campus.

Examples of Merit Based Aid:

Mars Hill College Grant and Scholarships: awarded on or before the student's acceptance to the college. Award amounts vary according to academic qualifications. Students must maintain satisfactory academic progress (SAP) as defined by the institution to maintain award eligibility.

Scholarships awarded in prior years to upperclassmen include:

- Presidential Scholarship—Students must maintain a 3.2 GPA.
- Alumni Award—Students must maintain a 2.5 GPA.
- Mars Hill College Award—Students must maintain a 2.0 GPA.

A student who does not meet the minimum grade point average for merit awards will be placed on scholarship probation for the following semester. If, during the following semester, the student's cumulative grade point average drops below the standard, yet the semester grade point average meets the standard, the student will continue on probation. If the student's cumulative grade point average and semester grade point average continue below the standard, the scholarship will be suspended until such time as the student brings his/her grade point average back to the standard.

Athletic Grants—These grants are determined by the coaches of the individual sports and by the leaders of the various performance areas.

If a student is readmitted to the college after a period of non-enrollment, all institutionally controlled awards will be reevaluated based on their current academic profile including any transfer credits.

Non-Need-Based Aid

Federal

1. Unsubsidized Stafford Loan—This loan has the same criteria as the Subsidized Stafford Loan except the student is responsible for the interest that accrues while the student is in school.
2. PLUS (Parent) Loan—This is a loan that a parent may be eligible for to pay for a student's educational expenses. Eligibility is determined by the Department of Education and is based on the credit standing of the parent. Repayment begins within 60 days after the final loan disbursement for the period of enrollment for which the parent borrowed.

Endowed scholarships: the college utilizes endowed/annual scholarships to supplement student financial aid for both need and non-need based financial aid. Endowed scholarships may replace current college funded financial aid. Scholarships are awarded through the financial aid office following criteria set forth by the scholarship donor.

Verification: A student's FAFSA may be selected for verification. In the verification process, the student completes a verification worksheet and provides a signed copy of his/her tax forms as well as his/her parents' tax forms if the student is dependent. Approximately 40–45% of all financial aid applicants are selected for verification. You will not receive any Federal financial aid or participate in work-study until you complete the verification process.

Books: Books are part of the indirect cost of school. The Financial Aid Office will assist students with direct costs only. Students must make their own arrangements to pay for books.

Enrollment Status: Students who are enrolled full time and then drop to less than full time will have their financial aid award revised or reduced.

Residency: If your residency status changes (you move from on-campus to off-campus or vice versa), you must notify the Financial Aid Office since your financial aid award as residency affects financial aid.

Payment of Awards: Financial aid awards for each semester will be credited to your student account for each specific term once all required paperwork is received by the Financial Aid Office.

Reapplication: Financial aid awards for the next academic year are not automatic. All recipients must reapply for aid each spring prior to the academic year of attendance by filling out the renewal FAFSA application.

Cancellation: The Financial Aid Office reserves the right to revise or cancel the award because of changes in your financial aid or academic status. The submission of false or misleading information will also be considered reason for immediate cancellation of your aid.

Condition of Award: Federal, State and Institutional grants committed in this award are conditional upon receipt of actual funds.

Balance Due: The Business Office notifies students on a semester basis of their charges and balances due. Parents and students may also utilize the PLUS loan program or a college approved payment plan program to satisfy outstanding balances after financial aid is applied. Contact the Business Office for payment plan servicer options.

Satisfactory Academic Progress: To be eligible for financial aid, a student must make satisfactory academic progress. Satisfactory academic progress includes both a qualitative measure (the use of a cumulative grade point average) and a quantitative measure (the maximum time frame for completion). Students who do not meet the requirements and are ultimately placed on financial aid suspension will no longer be eligible to receive any federal, state or institutional financial aid.

Satisfactory progress standards for financial aid eligibility are the same as the standards for academic standing.

Mars Hill College students must demonstrate their ability to perform satisfactorily both by grade point average and by hours earned. To remain enrolled in good academic standing, a student must have maintained at the end of any semester the following cumulative grade point average and earn the minimum hours listed:

Qualitative Standards:

Freshmen (1-27 hours earned)	1.50
Sophomores (28-59 hours earned)	1.80
Juniors and above (60 or more hours earned)	2.00

Quantitative Standards:

Semester Attempted Hours	Minimum Required Earned Hours
12 hours or more (full time)	12 hours
9-11 hours (3/4 time)	9 hours
6-8 hours (1/2 time)	6 hours

A student who does not meet the minimum requirement will be placed on academic probation for the following semester. A student who fails to meet the requirements during the probationary semester will be placed on academic suspension for one regular semester. However, a student who earns 12 hours and a 2.0 grade point average for the probationary semester (full-time enrollment) will automatically be granted one more semester to achieve the required cumulative standard.

Students placed on academic suspension at the end of the spring semester may use the summer session to meet the minimum standards to be reinstated for the fall semester; those placed on academic probation may use the summer session to return to good standing for the fall semester.

Any student may appeal to the Admissions, Academic Standards and Financial Aid Committee by completing an official appeal form. Students who have been academically suspended may apply for readmission through the Admissions Office after one semester.

Full-Time Students

Full-time students will be allowed six academic years (one academic year begins with a summer session followed by two semesters) in which to complete the baccalaureate degree.

Part-Time Students

Part-time students will be allowed twelve academic years (one academic year begins with a summer session followed by two semesters) in which to complete the baccalaureate degree.

Student Development

LifeWorks Civic Engagement & Service-Learning Office

Director..... *Deb Myers*
Bonner Scholars Coordinator..... *Cindy Frost*
Field Coordinator..... *Caroline Twiggs*

LifeWorks Civic Engagement and Service-Learning is designed to make connections and encourage student participation in meaningful service to the community. Through LifeWorks individuals can explore their roles in the community in many ways. Some examples are:

- Tutoring and mentoring a child in local school systems or afterschool programs
- Partnering with agencies such as Habitat for Humanity and Community Housing Coalition for housing construction and rehabilitation
- Participating in a community-based research project
- Attending a lecture or discussion on community and societal issues

Through one-time volunteer opportunities, regular service with a community partner, citizenship lecture series, course-based service-learning, and alternative breaks any student can get involved in LifeWorks programs. Additionally, students may apply for the Bonner Scholars Program, a service-based scholarship available to a limited number of select students.

Career Development & Internships

Director *Gill Bosonetto*

The Career Development Center assists students in their career decision-making process, as well as with seeking employment and other graduate opportunities during and after college. We aim to provide students with the resources to help make informed choices, develop experience and skills in their fields of interest, and to apply their personal values, preferences and abilities towards a rewarding career path. We also help increase our students' understanding of, and ability to articulate, the value and marketability of a liberal arts education in the world of work. Building meaningful networks related to job opportunities, internships and a wide variety of for-profit, non-profit, and public organizations is part of this program. Mars Hill alumni play an important role in the network.

The Career Development Center is located in Spilman Hall. Students are invited to stop by and talk with Gill Bosonetto about their career concerns, or to log onto the career development Web site at www.mhc.edu/career-development. At this site students can access career interest surveys such as FOCUS, information about career development services and events, as well as explore current job opportunities by clicking on the Service Learning and Internships database and national job hunting vehicles such as NACElink.

Campus Action for Student Success

Director of Retention *Lisa Wachtman*
Director of First Year Experience..... *Murphie Culpepper*

Campus Action for Student Success (CASS) is an office specifically designed to assist our students in making the most of their academic experience at Mars Hill College.

CASS offers a variety of services to support students and their success:

- Personalized Action Plans for academic success
- Connections to other campus resources and services

- Workshops and trainings related to study skills and student success
- Regular feedback from professors through the Early Alerts program if you are experiencing difficulty in a course
- Someone to talk to about all things Mars Hill

The CASS office is located in Marshbanks 303 and includes Retention and First-Year Experience.

Early Alerts Program

Surveys are sent out to all instructors roughly every 2-3 weeks during the semester; this gives instructors a chance to report problems in a way that gives students the opportunity to take some action to increase their chances of success. This is a tool that CASS uses to communicate with students so they are fully aware of issues that may be affecting their success.

For students who have an alert, an email is automatically generated to let them know what the general issue is in the course for which they receive an alert. They are urged to speak with their instructor and academic advisor. Of course, students are always welcome to visit the CASS office if they have questions or concerns about the Early Alerts they receive.

- Academic Alert—poor academic progress at the time of the report
- Attendance Alert—missing too many classes
- Behavioral Alert—exhibiting classroom behavior that is getting in the way of success such as sleeping in class, texting, etc.

Advisors are given a list of their advisees with alerts and are yet another means of support to students who are having difficulty.

Student Support Services Program

Director of Student Support Services..... *Weston Burgess*
Program Coordinator *Lee Cope*
Academic Coordinator..... *Rebecca Bodenheimer*

The Student Support Services TRIO Program can provide tutoring for a difficult course, help reduce test anxiety, suggest wise time management strategies, offer academic advising, and provide career and personal counseling, among other services. This program provides trained staff members and carefully selected peers to work with students who qualify for services. Interested students who are not certain of their eligibility for the program or who wish to learn more about the services and activities should call 689-1380 or come by the Student Support Services office, located on the main floor of Marshbanks Hall. The office is open Monday through Friday from 8:00 a.m. to 4:30 p.m. Services are tailored to individual needs and are free to eligible students. The program is 100% funded through a grant from the U.S. Department of Education.

Chaplain's Office

Chaplain..... *Rev. Stephanie McLeskey*
Campus Ministry Associate..... *Debra Huff*

Mars Hill College is a liberal arts institution with Christian commitments and roots in the Baptist tradition. Whether it is in the classroom, with a faith-based organization, or on a service project, you will find that Mars Hill is a place where students are encouraged to integrate faith into their exploration of the world. The Chaplain's Office serves as a resource that sponsors weekly Crossroads services; facilitates the workings of the Christian Student Movement; provides pastoral counseling and guidance to students, faculty and staff; and relates externally to congregations and agencies who support our mission. In general, we seek to encourage religious dialogue on campus and meet the spiritual needs of the Mars Hill family.

crossroads: \`kros- rods\
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a: the place of intersection of two or more roads

b: a community located at such a crossroads

c: a central meeting place

The Chaplain's Office and the Religious Life Committee at Mars Hill define Crossroads as:

- a) the place where spiritual, intellectual, and personal growth intersect; where the faith journey meets the liberal arts; where mind, heart, soul, and strength connect
- b) The community of people -- students, faculty, staff, administrators and other friends of the college who gather to discover and celebrate these connections
- c) the central meeting place for experiencing these connections — Broyhill Chapel

Crossroads gatherings are held at 11:00 a.m. in Broyhill Chapel each Tuesday that classes are in session during the semester. These services, sponsored by the Chaplain's Office and the Religious Life Committee, are an integral element of the religious life program on the Mars Hill College campus. Crossroads seeks to promote the spiritual and personal growth of members of the college community by raising awareness of how faith informs our living; making us aware of the radical relevance of the life and teachings of Christ to our everyday lives; and fostering the development of compassion, responsibility and respect. The programs involve students, staff, faculty and invited guests from off campus as active participants and leaders.

Crossroads encompasses a diversity of gatherings you will experience in Broyhill Chapel

Tuesday mornings at 11:00 a.m.:

- Prayer and Meditation, a time that an individual can sit quietly and reflect on the journey
- Traditional Worship, which includes the traditional elements: prayers, music, scripture, preaching
- Spiritual Enrichment, which emphasizes one or more of the following elements of worship: prayer, praise, testimony, music, drama, dance
- Convocation, which includes official college events: Founders Day, Community Service Convocation, Senior Convocation

The styles of music and preaching in the various gatherings will be diverse, representing the richness of our own community, giving us all an opportunity to develop an appreciative understanding of many different forms of worship and celebration.

Other opportunities for religious life include faith-based organizations, spiritual and personal growth groups, musical ensembles, the Christian Student Movement (CSM, which offers a weekly program for fellowship and spiritual nurture),

weekly praise and worship, FCA, Journey Teams (providing weekend youth ministry opportunities in local churches), residence hall Bible studies, blueprint (Bible study and coffee house), Ethos (inter-spirituality student group), and mission opportunities -- local, national, and international.

Academic Resources

Renfro Library

The Mars Hill College academic community promotes intellectual, spiritual, and personal growth by providing an education grounded in the liberal arts, connected with the world of work, and committed to character development. The Renfro Library facilitates the mission of the college by providing resources and services that support and enhance academic, professional and personal growth.

The Library maintains a highly qualified professional and support staff that is responsive to individual needs and enables the students, faculty and staff of Mars Hill College to fully utilize all available resources necessary to support the mission of the college.

Library Services and Policies

Renfro Library contains approximately 93,000 books and periodical volumes, and maintains current subscriptions to over 170 magazines and journals. Over 90 web-based subscriptions, including over 110,000 electronic books and 21,000 electronic journals are available to the MHC community through the library network. Interlibrary loan services are available through network agreements with regional and national consortia. Research assistance for individual students or faculty members is available during posted hours or by appointment.

The MHC computer network provides access to the Renfro Library catalog and direct access to approximately 90 electronic reference resources and databases. These subscriptions are password-protected and available 24/7 to all Mars Hill faculty, staff, and students, on and off campus.

As part of Mars Hill College's membership in the Appalachian College Association (ACA) and the Bowen Central Library of Appalachia (BCLA), a variety of resources are available to faculty, staff, and students. The BCLA has a core collection of more than 100,000 eBook titles representing eleven collections which continue to grow annually through new purchases. In addition, the BCLA also purchases or annually subscribes to eight database collections; including journals, reference materials, digital images, and language learning tools, at an annual consortia cost of slightly more than \$400,000. For each institution to purchase or subscribe to the same content individually would be close to \$25,000 per institution or a total cost of \$900,000.

Visit the Renfro Library website for hours, staff contact information, and current information of services and policies: library.mhc.edu.

Liston B. Ramsey Center for Regional Studies

The Liston B. Ramsey Center for Regional Studies, centrally located in Renfro Library, was named in honor of the former Speaker of the North Carolina House of Representatives who passed away in 2001. An alumnus of the college, Mr. Ramsey made Mars Hill the depository for the records of his long and distinguished legislative career. In keeping with the Speaker's commitment to Western North Carolina and to education, the Center encourages study of the college's extensive collections of photographs, sound recordings, documents, and artifacts. These materials are housed in the Southern Appalachian Archives, the Appalachian Room, the Rural Life Museum, and the Heritage Cabin. The Ramsey Center provides support for the Regional Studies Program of the college, offers assistance with individual research, and provides a venue in which faculty, students, and community members come together for regionally oriented programs and events.

Appalachian Room

The Appalachian Room, housing non-circulating books and other resources related to the southern mountain region, represents Renfro Library's major special collection. The room provides materials for student and faculty use and maintains sources for local history research. Additional books on Appalachia can be found in the library's circulating collection.

The Southern Appalachian Archives is home to a wealth of photograph and manuscript collections. Notable among these is the Bascom Lamar Lunsford Collection that includes scrapbooks, instruments, photographs, sound recordings, and over 2,300 handwritten folksongs and ballads. Other Southern Appalachian Archives collections are the James G.K. McClure

Farmers Federation Collection; the Gertrude M. Ruskin Collection of Cherokee artifacts and materials; regional Baptist records, including associational minutes and church histories; and the college archives, consisting of papers relating to the history of Mars Hill College.

The Appalachian Room and the Southern Appalachian Archives are located in Renfro Library.

Rural Life Museum

Located in the Montague Building, the museum collects, preserves, exhibits, and interprets rural life artifacts relevant to the history and culture of the Southern Appalachian region. Through its exhibits and educational program, the museum assists students, faculty members, and other patrons in understanding rural heritage. The Rural Life Museum is currently closed for renovation. Please contact the Liston B. Ramsey Center for Regional Studies at (828) 689-1262 for more information.

Visiting Artists and Lecturers

Through its Visiting Artist and Lecturers Committee the College brings to the campus a variety of cultural programs to support the academic programs. In past years these have included the Vienna Choir Boys, the Chinese Golden Dragon Acrobats, the Peking Acrobats, the Atlanta Symphony, the Bulgarian Symphony, the Acting Company, the Amazing Kreskin, Broadway Shows like Big River and Buddy, the National Opera Company and the National Players, the Duke Ellington Orchestra, the Lionel Hampton Orchestra, and dance companies such as the North Carolina Dance Theater, the Ballet Folklorico de Mexico, and the Atlanta Ballet.

International Education

The college recognizes the importance of global awareness and supports academic programs that emphasize international/intercultural education. Through the Liberal Arts in Action sequence of courses, global learning and understanding will be central to the Mars Hill student's academic experience. In addition, all Bachelor of Arts, Bachelor of Music, and Bachelor of Fine Arts majors are required to take two semesters of a foreign language.

The Center for International Education was established to provide leadership and coherence to the international programs on campus. The college has an active International Club, hosts lectures and other cultural events dealing with global issues, and celebrates international diversity with an annual International Festival. Foreign students are valued highly at the college and international student orientation and advising are important responsibilities of the Director of International Education.

The college also offers the International Studies major. Through an interdisciplinary approach, students take courses in a wide range of fields. Moreover, the college offers over 60 courses of an international nature in many different disciplines.

Study Abroad

Mars Hill College values study abroad as an important element of a student's international education. Through a variety of programs, students can find ample options to study, work or participate in service learning/volunteer projects in virtually all areas of the world. Mars Hill sponsors several international study opportunities for credit, including Mars Hill in Mexico, a study tour of Chiapas, Mexico; and Mars Hill in Italia, a summer program in Pirugia, Italy. Faculty have also led trips to Europe, Asia, and Latin America.

In addition to these programs, Mars Hill maintains several affiliations with other institutions and consortia that provide semester, year-long, and short term study abroad opportunities. Through the International Student Exchange Program (ISEP), students can study at more than 100 universities on 5 continents. Mars Hill is the only private NC member school of ISEP, the largest student exchange program of its kind. Students also can participate in the Semester in London program, managed by a consortium of Appalachian colleges. Scholarships are available for this program through the Appalachian College Association. Mars Hill maintains active affiliations with Regents College in London and other providers. It is also possible for students to register directly with other U.S. or foreign programs and transfer both elective and required credits back to the college. Director of International Education is Gordon Hinners.

Mars Hill College Upward Bound

MHC Upward Bound (TRIO) is a free college preparation program that has been housed on the Mars Hill College campus for over 40 years. Qualified 9th - 12th graders in select schools within Buncombe, Madison, Mitchell and Yancey Counties are eligible. The program includes:

- Weekly afterschool tutoring and academic advising.
- Opportunities to visit colleges and universities.
- Trips to museums, plays, and other cultural events.
- Fee waivers for the SAT, ACT, and college applications.
- A 6-week residential summer program on the campus of Mars Hill College, and a week-long cultural trip.

Some MHC students have been past participants of MHC Upward Bound. Others work in the program as tutors and summer staff.

MHC Upward Bound is funded through grants from the U.S. Department of Education and the N.C. Simplified Summer Food Service Program (SFSP). MHC Upward Bound can be reached at (888) 230-5643.

Asheville Area Educational Consortium

The Asheville Area Educational Consortium is a consortium of Mars Hill College, University of North Carolina at Asheville, and Warren Wilson College for the purpose of enriching the educational experience of students at the participating institutions. This affords students access to broader educational experiences through inter-institutional cross-registration, which enables a student at any member institution to enroll in courses at any of the member institutions without separate admission procedures or incurring registration fees at the other institution. Registration is on a space-available basis and is handled through the registrar's offices of the institutions.

Academic Policies

Academic Orientation and Advising

Incoming new students participate in Gateway Orientation, administered jointly through the offices of Student Development, Admissions, and Academic Affairs. A special orientation is done for International students through the Office of the Coordinator of International Education. The student's faculty advisor offers counsel in planning an academic program and in selecting appropriate learning experiences. The individual student is ultimately responsible for fulfilling all requirements for the degree. Completion of requirements and eligibility for graduation is certified by the registrar's office; therefore, special questions and/or matters of interpretation should be addressed to personnel in that office.

A college course, LAA 111-Challenges, is used to introduce students to the educational program of the college and to related services and resources. Through LAA 111 each incoming first-year student becomes part of a small group of other freshmen and an advising team composed of a faculty member and an upperclassman, known as a "Challenger." The team works with the first-year group during orientation and throughout the semester.

The Academic Placement Tests (APT), a series of tests in mathematics, writing, reading, and modern foreign languages, may be used to assess the basic skills level of incoming students. Using the results of the APT, an advisor will meet with each first-year student during SOAR (Summer Orientation And Registration) or Gateway for a personal conference to plan the academic schedule for the coming semester. Students may be required to take one or more developmental courses (ED 101, ENG 100, ENG 101, MTH 101) if the APT scores are below the required standards.

Students for whom English is a second language will register for ENG 100. Other students will be placed in ENG 101, ENG 111, or ENG 113 based upon their high school records, their standardized test scores, and the results of the APT. Students who place into ENG 111 and have transfer or advanced placement credit for English will register for ENG 112. All students must register for appropriate English composition courses until the College Composition Connector component of the General Education Curriculum has been satisfactorily completed and may not withdraw from these courses without special permission from the department chairperson.

In the advising process, each student is ultimately responsible for choosing a course of study and fulfilling its requirements as set forth by the college. Other sub-sections on "General Academic Information" and the section on "Majors" in this catalog provide essential information about educational requirements and options which students should carefully read.

College Policy for Communicating with Students

The official means of communicating with students at Mars Hill College is through the college e-mail address, college intranet (my.mhc.edu), and campus post office box.

The college must have a permanent "home" address and phone number for each student, and an emergency contact person and number if different.

Commuters must provide a local residence address and phone number if different from permanent address.

Verification of permanent home address and phone number and if student is a commuter, the local address and phone number, are to be made at the beginning of the academic year when the student receives a vehicle parking sticker. Changes to permanent address and phone during the academic year, and initial verification for those students who do not register a vehicle, may be made in the Registrar's Office.

The Academic Major/Minor

Majors recorded in the student records system are considered only as an area of interest until a student's fifth semester of enrollment. At a student's fifth semester, the area of interest becomes the student's official major and degree. Transfer students should declare a major upon matriculation if transferring 60 or more semester hours of credit. Because the requirements for a major vary according to each department, the specific requirements are outlined in the descriptions of the academic departments and majors later in this catalog. To provide students the opportunity to specialize within a field

of study, many majors offer a number of concentration areas. To complete degree requirements for those majors, a student will be required to complete requirements for one or more concentrations. Minors are also offered by many departments. To receive a degree from Mars Hill College, a transfer student must complete a minimum of 12 hours in a major, 60 hours at a senior college, and the last 25 % of the required hours for the degree at Mars Hill. A student must also complete a minimum of 6 of the required hours to receive a minor at MHC.

Credit-hour guidelines for majors and minors are as follows:

Minimum, all majors:	30 hours
Maximum, liberal arts majors:	48 hours
Maximum, all professional majors:	64 hours
Minimum, all minors:	18 hours
Maximum, all minors:	24 hours

Note:

“Hours” in the major/minor are defined as all credits earned within the major or minor department, plus credits from courses outside the department that are required in the major or minor and cannot be counted as part of General Education (excludes Professional Education requirements).

Change of Faculty Advisor or Major

To ensure timely progress toward completing degree requirements, students should officially declare a major in their fourth semester of enrollment. Freshmen will be advised for second semester classes by their LAA111 instructors. During the fall semester, academic departments host a Majors Fair to provide freshmen (or other students with no declared interest area) with major and career information. Following the fair, a major or area of interest declaration day is held in the LAA111 classes. The students are assigned an academic advisor from among faculty in their declared interest area. At the fifth semester of enrollment the area of interest becomes the student’s official major and degree.

Transfer students transferring 60 or more semester hours credit (and enter with junior standing) should declare a major and are assigned an academic advisor upon matriculation. A student who wishes to change his/her major may do so by completing the appropriate form in the Registrar’s Office.

Students are expected to meet the degree requirements in effect for the year/term of initial enrollment at MHC unless he/she discontinues enrollment for two consecutive semesters, in which case the catalog at the time of reenrollment will be his/her catalog of record. Students may choose to complete the requirements in a subsequent catalog.

Academic Calendar and Credit

The college operates on a semester basis with most traditional courses offered during two 15-week terms in the fall (August-December and the spring (January –May). Most courses delivered through the Office of Adult and Graduate Studies are offered during four nine-week short terms, two in the fall (August –October, October-December) and two in the spring (January-March, March-May). The college also offers two five-week summer terms (May-June, July-August).

The quantity of work performed by a student is measured in semester hours of credit, also known as “credit hours” or simply “credits.” Each credit hour consists of at least 37.5 clock hours of work. All courses consist of one or more of the following categories of credit:

Lecture: One hour of lecture credit is equivalent to at least 50 minutes of direct faculty instruction and at least 100 minutes of out-of-class student study per week for 15 weeks (12.5 instruction hours +25 study hours = 37.5 total hours).

Internship: One hour of internship credit is equivalent to at least 150 minutes of on-site work and at least 25 minutes of direct student-faculty discussion per week for 15 weeks (37.5 on-site hours + 6.25 discussion hours = 43.75 total hours.)

Lab: One hour of lab credit is equivalent to at least 100 minutes of direct faculty instruction and at least 50 minutes of out-of-class student study per week for 15 weeks (25 instruction hours +12.5 study hours = 37.5 total hours). (Lab courses do not carry separate lab credit but lecture and lab are combined for course credit.)

Applied Music Lesson: One hour of lesson credit is equivalent to at least 50-minutes of instructor-led lessons and at least 100 minutes of practice per week for 15 weeks (12.5 lesson hours + 25 practice hours = 37.5 total hours).

Ensemble: One hour of ensemble credit is equivalent to at least 150 minutes of instructor-led practice and/or performance per week for 15 weeks (37.5 total hours).

Online courses conducted via the college’s course management system or another technology-mediated communication system must have the same learning outcomes as their conventional counterparts, and students in such sections are expected to demonstrate comparable levels of achievement. Online courses are for lecture or internship credit only, with instruction or discussion conducted synchronously or asynchronously.

The maximum credit which may be earned for internships and practica, directed reading programs, and independent study is 24 semester hours with separate maximums as follows: internships and practica, 21; directed reading programs, 6; independent study, 6. Departments may set lower maximums. Approved exceptions may be found in the departmental sections of this catalog.

Acceptance of Credit

Mars Hill College will accept for credit those courses completed at regionally accredited undergraduate two- and four-year institutions or from other institutions when appropriate documentation is provided. Students transferring 68 or more credits from two-year institutions must earn a minimum of 60 additional semester hours at four-year institutions. The last 25 percent of the credit hours and a minimum of 12 hours in the major must be earned at Mars Hill.

Courses submitted for transfer credit are evaluated by the Registrar’s Office in consultation with the appropriate department chairpersons. Courses to satisfy general education and major requirements are evaluated individually. Students transferring with the core general education requirements in a college transfer program from a North Carolina community college will receive credit for most general education requirements. (See Admissions section for more information on transfer credit).

Special Kinds of Academic Credit

Mars Hill College provides for College Level Examination Program (CLEP) credit, Credit by Examination, and Advanced Placement credit in accordance with the following policies:

1. Three semester hours of CLEP credit will be awarded for a score of at least 500 on each of the general examinations. Students who earn the score recommended by the Council on College-Level Examinations on one of the subject examinations will be awarded three semester hours of credit.
2. Credit by Examination is awarded to students who test out of certain courses or competencies. This includes both CLEP and other tests designed by the college. The maximum credit awarded is 15 semester hours. The department chairperson will make final determination of the exact amount of credit. Application is made through the appropriate academic department. Tuition is charged for academic credit obtained by in-house examinations. The current rate may be ascertained in the Business Office or in the Financial Information section of this catalog.
3. The college participates in the Advanced Placement Program of the College Entrance Examination Board. Freshmen who have demonstrated their achievement of specific placement tests may submit their scores to the Registrar’s Office. Those achieving a score of three (3) or better will be granted course credit and advanced placement in the area of their proficiency.
4. Mars Hill College accepts the International Baccalaureate Degree for secondary certification and awards advanced placement credit.

- Three semester hours of Physical Education Credits (PE 101- Foundation of Physical Education-3 semester hours) will be given for basic military training upon the submission of the student's DD 214. Additional credits for military training are awarded on the basis of the American Council of Education recommendations.

Academic Load and Overload Policy

No student living in a college residence hall may take fewer than 12 semester hours except with special permission from the dean of students and the registrar. A normal full-time academic course load is 12 to 20 semester hours. The maximum number of hours a student may carry in a regular semester without paying an overload fee is 20 (exclusive of applied music and varsity athletics courses).

Any student who wishes to take more than 20 hours in a regular semester must have a GPA of 3.0, based on at least 12 credit hours in the previous semester, regardless of classification.

An overload fee of \$670 will be charged for each semester hour over 20. (Exception: AMU Applied Music courses and PE 115 Varsity Athletics are excluded from overload fees.)

No student is permitted to take more than 23 hours in a single semester or 18 hours in the summer terms. In a five-week summer term the maximum load is 9 hours per term (overload fees do not apply in summer terms).

Appeals of the GPA requirement must be approved by the student's advisor. Students having approval to take work at another institution while enrolled at Mars Hill College must keep their total course load within these stated limits.

Requirements for Enrollment in Online Courses

Online instruction is appropriate for some, but not all, students. Students who enroll in online courses shall:

- be in good academic standing (not on academic probation), have completed 28 credit hours of college credit with at least 12 credit hours at Mars Hill College, and have successfully completed ENG 112;
- be technologically competent by having the appropriate hardware, speed of internet connection, and skill with software employed; and
- have the appropriate attitude toward learning as demonstrated by discipline, self-motivation, and time management.

The Registrar's office may drop students who are not in good academic standing from class rolls.

Registration and Schedule Changes

Registration: Courses are offered on a semester basis with schedules published in PowerCampus Self-Service in October and March for the following semesters. Early registration with advisors is held for continuing students during the fall and spring semesters. Continuing students not registered during early registration, may register at the beginning of the semester with new students. No student may attend class unless cleared by the Business Office and officially registered.

Class Add: During the first 5 days (2 days in summer terms) of class a student may make schedule changes with advisor authorization. Normally, no course may be added after these 5 days (2 in summer); however, exceptions may be made with the approval of the instructor and the registrar. Any instructor may refuse to accept a student after the initial registration period if too much subject matter has already been covered. If a student fails to attend a class during the first four days of regular classes, the faculty member may request that the student be dropped from the class roll.

Class Drop: A student is allowed to drop a course, with advisor authorization, during the first 20 days of classes (two weeks for short-term classes; five days for summer session classes) with no grade entry on the transcript. All courses on the student's schedule after that deadline are considered courses attempted and will appear on the student's transcript.

Class Withdrawal: After the last drop date and before the stated deadline in the academic calendar (day following fall or spring breaks in regular terms; after 4-weeks in the AGS 9-week terms), a student is allowed to withdraw from a class with a grade of "W" as long as the student remains full-time (12 semester hours) after the withdrawal. After this stated deadline, a student may not withdraw from class/classes, but must withdraw from the college (see section below). Courses for which a grade of "W" is posted will remain on the transcript but the grade will not be calculated in the grade point average.

Withdrawal from the College

To officially withdraw from the college, a student must obtain the appropriate withdrawal form from the Registrar's Office and follow the specific withdrawal procedures. Withdrawal from the college after the 20th day of class will result in grades of "F" for all classes, unless the withdrawal is for medical or psychiatric reasons, or for extraordinary extenuating circumstances which are approved by the chief academic officer for grades of "W." No withdrawals, including medical or psychiatric, are allowed in the last two weeks of regular classes. (See Financial Aid and Refund Policy for Withdrawals for information about the financial obligations when withdrawing from the college.)

Medical and Psychiatric Withdrawals

These withdrawals are reserved for the student with a serious, chronic health or mental health problem that requires him/her to leave school for treatment, or that prevents the student from performing necessary activities of daily living on a college campus. For a medical or psychiatric withdrawal to be approved, a letter from a medical doctor must be received within ten working days of the initiation of the withdrawal. All these withdrawals will be reviewed for approval by the Director of Medical Services and/or the Director of Counseling. Please see Student Handbook for detailed requirements for medical/psychiatric withdrawals.

Readmission after Medical or Psychiatric Withdrawal

Students who receive a medical/psychiatric withdrawal from Mars Hill College may be eligible for readmission after a full semester or summer term away, with documentation from the student's treatment provider. Please see Student Handbook for documentation requirements for readmission.

Administrative Withdrawals

A student may be administratively withdrawn from all classes when he/she fails to attend classes for two weeks. Grades will be entered on the transcript according to withdrawal guidelines.

Other Withdrawals

Withdrawals for extenuating circumstances must be approved by the Chief Academic Officer. (AGS students' withdrawals must also be approved by the Dean of Adult & Graduate Studies.)

Further information on the withdrawal process is listed in the Student Handbook. Please refer to the financial section of the catalog for financial responsibilities when withdrawing.

Appeals Procedure

If a student is denied withdrawal, return to campus, or readmission, he/she may write a letter of appeal. This letter must be submitted within 5 working days of the time the student is informed of the denial to:

Disabilities Committee, P. O. Box 6744, Mars Hill College, Mars Hill, N.C.,

Or, the student may bring the letter to:

The Disabilities Office, 2nd floor, Robinson Infirmary, Mars Hill College.

The letter will be reviewed by the Disabilities Committee, and the student (and parents if within HIPAA and FERPA guidelines) will be informed of the decision.

In emergency situations, the College reserves the right to act immediately to protect the health and safety of the student and the College community. This action may include immediate separation from the college, pending appeal.

Auditing a Course

Individuals not enrolled at Mars Hill College who wish to audit a course must: 1) complete an application for audit, 2) obtain approval from the Registrar, 3) obtain approval from the instructor when so advised, and 4) pay the audit fee. Traditional students enrolled full-time may audit one course per term without additional charge providing approval is obtained from the academic advisor and instructor concerned. Audited courses are not reflected on the academic transcript.

Evaluation, Grading, and Transcripts

A student's academic transcript is considered the permanent academic record and consists of directory information—name, address, identification number, graduation date, degree, major(s), minor(s); and the complete academic record including transfer credits.

Records of progress are kept on veteran and non veteran students alike. Semester grade reports are available on-line through PowerCampus Self-Service. Mid-semester, unsatisfactory grades are available on-line through Self-Service.

The basic unit of credit is the semester hour. See “Academic Calendar and Credit” for specific credit definitions.

A two-part grading system is employed to indicate levels of student performance in courses. One is the traditional A-F system, as follows:

A - excellent; B - good; C - acceptable; D - marginal; and F - failure.

The second grading system is as follows: S - satisfactory; U - unsatisfactory. (Further details follow in this section.)

The meanings of other final grades are as follows: CE - credit by examination; CR – Advanced Placement Credit; I - incomplete; W - withdrawal.

Grade Point Calculation

The college seeks to encourage its students in the quality – as well as the quantity – of their work through a grade point system. The following grade points will be assigned for each letter grade: A = 4; A minus = 3.7; B plus = 3.3; B = 3; B minus = 2.7; C plus = 2.3; C = 2; C minus = 1.7; D = 1; F = 0. For example, if a student receives a final grade of B in a course that carries three semester hours credit, he/she is awarded 9 quality points. The grade point average is computed by dividing the total quality points on hours earned by the number of hours attempted, except for courses with grades of CE, CR, W, S, and U; and those excluded under the Repeat Course Policy.

To be eligible for graduation, students must (1) complete a minimum of 128 hours (with at least 25% taken at Mars Hill), (2) complete all requirements for a degree program, and (3) have a cumulative GPA of 2.0. The cumulative GPA will be used for financial aid standards of progress and for computation of academic standing for probation and suspension.

Any student who withdraws from a course after the initial registration and adjustment period and the specified period for withdrawing from a course will receive the grade of “F” unless approved for other grade by the chief academic officer.

Incomplete Grades

A grade of “I” is a temporary grade and will automatically be changed to an “F” by the Registrar at the end of the drop period in the semester following the semester in which the “Incomplete” grade was given, unless the instructor replaces it with a grade. The instructor may shorten or lengthen the time permitted for making up an Incomplete. The instructor may grant an extension for an Incomplete for one semester by completing an Extension Card in the registrar's office.

Satisfactory/Unsatisfactory Grading

Each student is permitted to identify four elective courses (outside general education, major, or minor requirements) during the junior and senior years, to be taken on an S/U basis. These are limited to one per semester. In addition, cer-

tain courses designated by the departments are graded on an S/U basis rather than on the traditional ABCDF scale. An S indicates that the student has demonstrated a level of mastery in course skills and knowledge that has been established by the instructor as meeting the criteria for competence (i.e. a level of A,B, or C). In some cases the student must demonstrate a higher level of proficiency in order to earn a grade of S. A grade of U indicates that the student has failed to meet the criteria for competency. No quality points are awarded for grades of S/U, nor are the hours included in the calculation of the grade point average.

Grade Report/Transcripts

Semester grade reports and unofficial transcripts are available to currently enrolled students online through PowerCampus Self-Service. Official transcripts must be requested from the Registrar's Office and must include the student's signature and the transcript fee. Request forms are available online at www.mhc.edu/about-mhc/administration/registrar or in the Registrar's Office, Blackwell Hall. Transcripts are issued only to those students who have met their financial obligations to the college. Graduates are issued one unofficial and one official transcript (without charge) upon graduation and have 30 days to appeal any entry on the transcript.

Academic Honors

Full-time students who earn a grade point average of 3.50 and no grade below C are included on the Dean's list at the end of the semester.

Membership in the campus chapter of Alpha Chi National Honor Scholarship Society is based primarily on grades. The chapter, designated as the North Carolina Epsilon Chapter, is open to juniors and seniors in the top five percent of their class who have a grade point average of not less than 3.50.

Adult and Graduate Studies honor students are eligible for membership in Mu Kappa Lambda , a chapter of Alpha Sigma Lambda. Alpha Sigma Lambda National Honor Society recognizes adult students in continuing higher education who achieve academic excellence, while managing responsibilities to family, work and the community.

Honors printed in graduation programs will be based on Mars Hill College credits only, and will be calculated on a student's academic record at the end of the semester prior to the graduation semester. To be eligible for graduation with honors, a student must have completed at least 60 semester hours (with no repeat courses) at Mars Hill College by the end of the semester prior to the graduation semester. The student's final transcript will indicate the actual honors earned based on the final MHC grade point average.

The diploma of a student who has a cumulative MHC grade point average of 3.50 is inscribed “cum laude”; the diploma of a student who has a grade point average of 3.70 is inscribed “magna cum laude”; and the diploma of a student who has a grade point average of 3.90 is inscribed “summa cum laude.”

Repeat Course Policy

Students who repeat a course are not eligible for graduation honors. Courses in which a student has earned a grade of F, U, or W may be repeated. The grade and hours for each attempt will be recorded but the grade and hours for the last attempt will be used to calculate earned hours and the grade point average (gpa). A student may not repeat a course for which he/she has a grade of D or better.

Academic Probation/Suspension

Mars Hill College students must demonstrate their ability to perform satisfactorily both by grade point average and by hours earned. To remain enrolled in good academic standing, a student must have maintained at the end of any semester the following cumulative grade point average and earn the minimum hours listed:

Qualitative Standards:

Freshmen (1-27 hours earned)	1.50
Sophomores (28-59 hours earned)	1.80

Juniors and above (60 or more hours earned) 2.00

Quantitative Standards:

Semester Attempted Hours	Minimum Required Earned Hours
12 hours or more (full time)	12 hours
9-11 hours (3/4/ time)	9 hours
6-8 hours (1/2 time)	6 hours

A student who does not meet the minimum requirement will be placed on academic probation for the following semester. A student who fails to meet the requirements during the probationary semester will be placed on academic suspension for one regular semester. However, a student who earns a 2.0 grade point average for the probationary semester (full-time enrollment) will automatically be granted one more semester to achieve the required cumulative standard.

Students placed on academic suspension at the end of the spring semester may use the summer session to meet the minimum standards to be reinstated for the fall semester; those placed on academic probation may use the summer session to return to good standing for the fall semester.

Any student may appeal to the Admissions, Academic Standards and Financial Aid Committee for continued enrollment.

Students who have been academically suspended may apply for readmission through the Admissions Office after one semester.

Readmission After Academic Suspension

Students who leave Mars Hill College while on academic probation or who have been suspended for academic reasons, may be accepted for readmission if they have attended another accredited institution and raised their cumulative grade point average to that required for academic good standing for their classification upon readmission.

In exceptional cases, the Admissions, Academic Standards and Financial Aid Committee may vote to readmit a student who does not qualify under the previous conditions, if, and only if, 1) it is possible for the student to attain good standing within one semester of readmission without taking an overload and 2) the student's previous academic record at Mars Hill College gives strong indication that the requisite grades to attain good standing will be attained.

A student may not register for classes at Mars Hill College if he/she has received academic suspension status three times, unless approved to do so by the Admissions, Academic Standards and Financial Aid Committee.

Class Attendance

A student should recognize that one of the most vital aspects of a residential college experience is attendance and punctuality in the classroom and that the value of this academic experience cannot be fully measured by testing procedures alone. The effect of absences upon grades is determined by the instructor. Arranging to make up work missed because of legitimate class absence is the responsibility of the student, who takes full responsibility for attending classes and is accountable to his/her instructor for all work. The consequence of failure to assume this responsibility must be accepted by the student.

The number of absences permitted in each class is determined by the academic department concerned in accordance with the following principles:

That the number of absences permitted be set realistically to provide students an opportunity to participate in extracurricular activities;

That each instructor distribute a course syllabus including the absence policy within the first week of class.

That faculty maintain attendance rosters and report excessive absences to the retention office. For relation to financial aid see "Refund Policy for Federal Aid Recipients."

Change of Grade

Once reported to the registrar, all grades become part of the permanent record. A faculty member may not change a grade except for a clerical or calculation error. After the grades have been recorded and grade processing is complete, a posted grade (other than Incomplete) may not be changed without approval from the chief academic officer. A student appeal for a grade change or a challenge to the academic record must be made before the end of the semester following the term in which the challenged grade was received.

Classification of Students

Requirements for classification of students are as follows:

- 28 hours earned to be classified as a sophomore
- 60 hours: junior
- 90 hours: senior

Persons who meet entrance requirements and are taking college courses for credit but with no intent to earn a degree are designated as "Unclassified Students."

Graduation and Residence Requirements

To participate in the Commencement ceremony, a student must have completed all requirements for a degree. Students completing requirements in May will be allowed to participate in May commencement. Those completing requirements in August or December will be allowed to participate in the December commencement.

To receive a degree from Mars Hill College, a student must complete the general education and major requirements specified in the student's catalog of entry and electives necessary to earn a minimum of 128 semester hours of credit. Sixty credit hours must be earned at a senior level institution. A minimum of 12 hours in the major and at least 25% of total required credit hours must be earned at Mars Hill.

The student must earn a cumulative grade point average of 2.00 for all courses attempted excluding those taken on an S/U basis and those for which the repeat course policy was applied.

The academic program which leads to a degree is composed of related parts: general education, the major, and electives. Courses taken as electives may be in the student's major, in related disciplines, or in other areas of special interest. A maximum of nine semester hours of credit for developmental courses (ED 101, ENG 100, ENG 101, MTH 101) may be applied toward graduation as electives.

Generally a student's catalog of entry is considered his/her catalog for general education, major, and minor requirements as long as he/she is continuously enrolled full-time. However, when significant general education, major, or minor requirements change, the student may be required (or may choose) to complete the requirements, with appropriate substitutions, in a subsequent catalog. Full-time or part-time students not completing a degree within six years may be required to complete current requirements. When Mars Hill College students have earned 90 semester hours of credit, they are classified as seniors and must apply for graduation with the Registrar's Office. They will then receive an academic audit, which will outline remaining course requirements for degree completion. It is required that the student then have a meeting with the Assistant Registrar to determine graduation eligibility. After the meeting, it is the student's responsibility to notify the Assistant Registrar of any changes in his/her academic plan.

Substitution of Requirements

Substitutions of required courses, other degree requirements, and academic regulations may be made only with adequate cause. Substitutions in major requirements established by an academic department must be approved by the department chairperson. Substitutions in college-wide regulations and requirements must be approved by the chief academic officer. All requests must be submitted in writing to the appropriate person for approval and forwarded to the Registrar. Course substitution requests related to disabilities accommodation should be submitted in writing to the Committee on Disabilities. Approved requests become part of the student's academic file in the Registrar's Office.

Independent Study/Directed Readings

There are opportunities in most academic departments for students to engage in independent study, research, seminars, and directed readings. Such opportunities are open to all students in accordance with policies established by the Curriculum Committee. Students who wish to receive credit for work in independent study must submit a proposal to the Curriculum Committee before registration for the class. The proposal must be signed by the faculty member directing the study and by the department chairperson. The Curriculum Committee will promptly notify the student and supervising faculty member if credit for the study is approved. Independent study is defined as a program of study designed by a student and faculty member to achieve mutually agreed objectives. An independent study program may not be substituted for a regular course requirement. At times, a faculty member may offer a regular course by working individually with a student; in which case Curriculum Committee approval is not required.

Directed reading programs of study are approved at the department level and should not be referred to the Curriculum Committee. Students wishing to pursue directed reading programs should contact a faculty member, department chairperson, or program coordinator.

Independent study and directed reading projects are designed to allow students to engage in research or study not available in regularly scheduled courses or to pursue in greater depth a subject of interest to which the student was introduced during a regular course. Students approved for independent study and directed readings are deemed capable of showing the creativity and independence that such subjects are intended to encourage; however, all independent study and directed reading projects are supervised by faculty, always involve regular periodic meetings between the student and the faculty supervisor, result in a product of some kind, and are graded by the faculty supervisor according to evaluative criteria stated at the beginning of the project.

The maximum credit which may be earned for internships and practica, directed reading programs, and independent study is 24 semester hours with separate maximums as follows: internships and practica, 21; directed reading programs, 6; independent study, 6. Departments may set lower maximums. Approved exceptions may be found in the departmental sections of this catalog.

Summer School

Mars Hill College offers a comprehensive Summer School program allowing students to spend summer in the refreshing mountains, just outside of Asheville, North Carolina. The summer session constitutes an important segment of the total college program. All Mars Hill College students are invited to participate in Summer School. Admission requirements are generally the same as those for the regular terms. The same academic standards are maintained, and the credits earned are of equal value. The full-time faculty and staff of the college serve during the summer, supplemented by visiting instructors and specialists. All of the facilities of the college are available during the summer.

Come to campus and stay as a residential student, or take online classes from the comfort of your home (or wherever you may be on vacation). Summer classes allow you to stay on track academically or take classes you may have missed out on during the traditional academic year.

A student who registers for 12 semester hours in summer school is considered full time (half time is 6 semester hours). A maximum of 18 semester hours credit may be earned in summer school without special overload approval by advisor and the registrar.

The list of courses to be offered during the summer session is determined primarily by the needs and requests of the students. It is published sufficiently early in the spring semester to allow students to register for summer classes when they early register for fall semester. In addition to the wide choice of regular courses the summer session is enriched by numerous workshops, institutes, and special conferences held on campus. Summer is a good time for freshmen to begin college. Classes are small, and tuition is less than during the regular school year.

Students from other colleges and universities are welcome in the summer program. Simply fill out a visiting student application found by clicking the “Adult & Graduate” link on the Mars Hill College website, www.mhc.edu. Summer School at Mars Hill College is run through Adult and Graduate studies. Summer School is divided into two five-week terms, with some classes spanning both terms. Evening on- and off-campus classes are available as well as day classes on campus and online classes.

Contact the Adult and Graduate Studies and Summer School office by calling 828-689-1166 or 800-582-3047, or by visiting the www.mhc.edu website and following the “Adult & Graduate” link. You are also invited to visit our offices in the lower level of Renfro Library, room 110.

Permission to Take a Course at Another Institution

After enrolling at Mars Hill, any student wishing to take a course from another institution and transfer the credit to Mars Hill must secure permission from the registrar prior to taking the course.

The student must submit the following to the office of the registrar:

The name of the institution which will be attended and the year and term of the enrollment.

The courses, course numbers, and descriptions of the courses to be taken.

If a course is to be used to satisfy a major requirement, the signature from the major department chairperson.

The registrar shall grant approval if, in her judgment, the proposed action is justifiable, the student has obtained the necessary approvals, and the student is not a senior. If the student is classified as a senior, the registrar will make a decision in consultation with the chief academic officer. The student must obtain a waiver of the residency requirement from the chief academic officer if he/she is within the last 25% of the remaining degree requirements.

Confidentiality of Student Records

Access to most student records is limited by federal regulations, which are incorporated into the college’s official statement on the confidentiality of student records. This policy is included in the Student Handbook and on the Mars Hill College Web page.

College Honor Code and Policy on Plagiarism

Honor Code

We, the students of Mars Hill College,
pledge ourselves to uphold
integrity, honesty, and academic responsibility
in and out of the classroom.

Honor Pledge

On my honor, I have neither given nor received
any academic aid or information
that would violate the Honor Code
of Mars Hill College.

Mars Hill students are expected to know how to recognize and avoid plagiarism. Plagiarism is presenting other people’s work as your own. Using another person’s idea, words, or work is theft, just as surely as is the theft of a car, CD player, or other tangible property. As members of the academic community, students must be mindful of other people’s property. Failure to respect such property rights is considered a serious and punishable violation of the Mars Hill College Honor Code.

Plagiarism is:

- Presenting someone else’s idea but not giving credit for it (implying the idea is yours).
- Presenting someone else’s words without giving credit.
- Submitting any work which was done by someone else (including another student) and claiming it is your own work. Examples: lab reports and computer assignments.

A student who plagiarizes an assignment is violating the Honor Code. Penalties for violations are determined by the Honor Council or by the instructor of the course in which the incident occurred and range from a zero on the assignment up to and including suspension from the college.

The Honor Council consists of ten members (six students and four faculty representatives, with the Director of Judicial and Leadership Programs as a non-voting member) and is responsible for enforcement of the Honor Code. Refer to the Student Handbook for a full description of the Honor Council and the procedure governing hearings.

Types of Honor Code Violations

Cheating - plagiarism, cheat sheets, handing in someone else's work as one's own—for example: material from the Internet, helping someone in class in a manner that is considered cheating, giving or receiving any information that is prohibited.

Lying - lying about any offense under the Honor Code and Honor Pledge.

Stealing - only in those violations that are not covered by the Student Code of Conduct.

Academic Appeals Procedure

Only academic matters come under these guidelines. Personnel matters are handled by administrators; social issues in Student Development go through Student Government Association judicial procedures. The rights and responsibilities of the faculty and students in the academic areas of campus life are included in the Student Handbook. The statement of a grievance and the appeal of a decision should follow procedures that encourage fairness, civility, and responsible citizenship and should not infringe upon the rights of either students or instructors. For details, consult the Mars Hill College Student Handbook, Section 4.6 Academic Appeals Procedure.

Degrees Offered by Mars Hill College

Bachelor of Arts

with majors in the following:

- Art
- Art Therapy
- Elementary Education (K-6)
- English
- English as a Second Language
- History
- Integrated Education
- International Studies
- Middle Grades Education (6-9)
- Music
- Political Science
- Psychology
- Religion and Philosophy
- Sociology
- Spanish
- Special Education
- Theatre Arts

Bachelor of Fine Arts

with major in the following:

- Musical Theatre
- Visual Communications Design (Art)

Bachelor of Music

with majors in the following:

- Music Education
- Music Performance

Bachelor of Science

with majors in the following:

- Apparel and Interior Merchandising
- Athletic Training
- Biology
- Business Administration
- Business Management (Adult & Graduate Studies only)
- Chemistry
- Computer Science
- Mathematics
- Physical Education
- Recreation & Sport Management
- Zoology

Bachelor of Social Work

with major in the following:

- Social Work

Master of Education

(see Adult & Graduate Studies catalog)

Academic Divisions and Departments

Academic departments are organized into three divisions with a dean.

Division of Humanities and Social Sciences

Department of Language & Literature

Majors: English, Spanish

Minors: English, Spanish, French

Department of History, Religion and Philosophy

Majors: History, Religion

Minors: History, Religion, Philosophy & Religion

Department of Social Sciences

Majors: Art Therapy, Political Science, Psychology, Sociology

Minors: Political Science, Psychology, Sociology, Criminal Justice

Division of Mathematics and Natural Sciences

Department of Health, Physical Education, Recreation

Majors: Physical Education, Recreation & Sport Management

Minors: Physical Education, Coaching, Health & Wellness Promotion, Recreation & Leisure Management, Sport Management

Department of Mathematics and Computer Science

Majors: Computer Science, Mathematics

Minors: Computer Science, Computer Information Systems, Mathematics, Webmaster

Department of Natural Sciences

Majors: Athletic Training, Biology, Chemistry, Zoology

Minors: Biology, Biological Natural History, Chemistry, Pre-Professional Studies

Phyllis Smith

Joanna T. Pierce

Lucia Carter

Ashby F. Walker

Scott Pearson

Joy Clifton

Gordon Roberts

Alan Smith

Division of Professional Programs

Department of Art & Theatre Arts

Majors: Art, Musical Theatre, Theatre Arts, Visual Communications Design

Minors: Art Studio, Art History, Theatre Arts

Department of Business Administration

Majors: Apparel & Interiors Merchandising, Business Administration, Business Management (AGS only)

Minor: Business Administration

Department of Education

Majors: Elementary Education (K–6), English as a Second Language, Integrated Education (Elementary & Special Ed), Middle Grades (6–9), Special Education (K–12)

Department of Music

Majors: Music, Music Education, Music Performance

Minor: Music

Department of Social Work

Major: Social Work

Interdisciplinary Majors & Minors

International Studies Major

Environmental Studies Minor

Regional Studies Minor

Women's Studies Minor

Gordon Hanners

Alan Smith

Carol Boggess

Yael Baldwin

Richard Cary

William Gregg

Grainger Caudle

Deb Morris

Joel Reed

Elizabeth Vogler

Liberal Arts in Action: General Studies at MHC

Mars Hill College, an academic community rooted in the Christian faith, challenges and equips students to pursue intellectual, spiritual and personal growth through an education that is

- grounded in a rigorous study of the liberal arts;
- connected with the world of work; and
- committed to character development, service and responsible citizenship in the community, region, and the world.

“Grounded in a rigorous study of the liberal arts”...What does that mean??

For the ancient Greeks and Romans, the liberal arts were the skills that free peoples needed to govern themselves, e.g., how to think critically, how to speak clearly, and how to build civil relationships for civil society.

For the early European universities, the liberal arts meant gaining competence in the “trivium” (grammar, rhetoric, logic) and the “quadrivium” (arithmetic, geometry, music, and astronomy). Philosophy was seen as feeding and nurturing all of the seven liberal arts.

For liberal arts colleges today, the liberal arts refer both to content areas (math, science, humanities, arts) and to skill areas (critical & creative thinking, speaking, reading, writing, and doing art & science). Liberally educated persons ask good questions, don’t stop at the first answer, and contribute responsibly to their world.

At Mars Hill College, the liberal arts curriculum has three parts:

- Liberal Arts in Action (LAA) Commons: exploring central human questions;
- The major, providing depth in a field of study; &
- The LAA Connectors plus electives, and providing breadth of study.

Mars Hill College offers students a well-rounded, total education, the essence of a liberal arts college. Through the general education program we help students acquire the abilities and knowledge needed to be responsible and successful in their lives and to continue the life-long learning that the twenty-first century will demand of them. In the general education program students explore many fields of study essential to a liberal arts education and that provide a sound foundation for a major. We recognize that work in the majors is also an essential part of a college education. We expect our students to acquire the level of knowledge and ability needed to enter a vocation related to their major and to pursue graduate studies.

Students in most majors may take as many as one-third of the course hours required for graduation (a total of 128 semester hours) from areas outside the major and the general education program. A few majors, however, have requirements that decrease the number of elective hours. Students may use their elective hours to meet the requirements of a second major or one or more minors, or to broaden even further their total education.

We believe that activities outside of class should support the goals of general and specialized education. Many such activities complement and enrich classroom studies. They also lead to individual growth and development in being responsible and accountable, setting priorities, developing leadership, expressing creativity, and serving people with special needs. The LifeWorks program, described elsewhere in the catalog, gives form and substance to these dimensions of student learning.

The heart of our educational programs is the Mars Hill College faculty. All faculty members are well-trained in their respective fields and skilled in the art of teaching. They continue to learn through summer study, sabbaticals, research, and individual study. A number of faculty members conduct noteworthy research, but the primary concern of the faculty at Mars Hill is leading students to be disciplined and effective learners.

The Place

Community is the term that best describes the learning environment at Mars Hill College. The environment in which Mars Hill students learn is warm, supportive, accepting, and caring - characteristics that have grown out of our Christian heritage.

Community, however, means more at Mars Hill than friendliness and caring. The term also implies expectations and responsible behavior of all the members of the community. Community is a reality only to the extent that all members are committed to maintaining high moral and academic standards, treating other members of the community with respect, serving one another unselfishly, and actively participating in college life.

The Honor Code, which was written and approved by the Student Government Association 1999-2000, is one example of a student initiative to build trust among members of the college community and to encourage a sense of responsibility and integrity.

The Purpose

The purpose of the General Education program, Liberal Arts in Action, is to assist Mars Hill College students to learn to apply the breadth of the Liberal Arts in a practical way:

- To one’s vocation (preparing them to make a living, i.e., to do well, equipping them with knowledge, skills, and values that can be transferred across the job market), and
- To life (preparing students to make a life, i.e., to do good, equipping them with knowledge, skills, and values that can be transferred across a wide range of life situations).

Applying the Breadth of the Liberal Arts: Practical Ways of Knowing

In order to solve the problems and meet the challenges facing us in the new millennium, we must cultivate the ability to see potential solutions from a variety of perspectives. We need to be able to see the world, its problems and its potential, through a variety of “lenses.” Many of the issues of life and work in the 21st century are in a broad sense the same issues humankind has been wrestling with throughout the ages: issues involving health and well-being, the environment, and the complexities of human relationships. The important questions surrounding these issues are still the age-old questions: What is real? What is true? What is beautiful and good? Those who seek to answer such questions relative to the challenges of the 21st century will need to employ a breadth of skill and a depth of understanding in order to reach both individual achievement and the good of humanity on the regional, national, and global levels.

The Liberal Arts in Action approach enables students to understand themselves and the world through various lenses, that is, through various ways of knowing. Students explore questions of reality, beauty, and truth through empirical, symbolic, and narrative inquiry. Through empirical inquiry, students explore these questions through the lens of deductive and inductive reasoning. Through symbolic inquiry, students explore the questions through the lens of creative thinking and expression. Through narrative inquiry, students explore the questions through the lens of critical analysis and interpretation of texts. Through a rigorous study in these multiple ways of knowing and modes of inquiry, students gain a body of knowledge in a variety of disciplines and gain valuable experience in how to apply this knowledge for personal growth, career development, and the common good. They also discover the meaning and joy of learning.

Applying the Liberal Arts to Vocation: Preparing Students to Make a Living, to Do Well

Today’s college graduates will face a workplace experiencing rapid change. Leaders in education, business, government, and non-profit work note that one example of rapid change involves the constantly changing job market. Today’s graduates will likely change jobs several times before they retire, and therefore will be required to be life-long learners, acquiring new skills and abilities in order to succeed in changing workplaces. In order to be successful, they will need to be flexible and pro-active, equipped with a body of knowledge and skills that can be transferred from one setting to another.

Another example of radical and rapid change involves the complexities brought on by the information revolution. Today’s college graduate must be able to negotiate ever-changing technology in order to analyze, evaluate, synthesize, and inter-

pret complex data generated by the information age. The skill sets and the body of knowledge gained from the Liberal Arts in Action will enable students to exercise powers of discernment, weighing competing claims present in the mass of information, as they seek to make reasoned choices and responsible decisions.

A third change involves the radical shift in demographics taking place in this country and the world. The ability to work with a diverse group of people in and out of the workplace is a necessity today as never before. Liberal Arts in Action will lead to an appreciative and respectful understanding of diverse cultures, helping students meet this challenge. In addition, effective communication skills, including the skills of active listening, speaking and writing, are critical to the building of strong teams of diverse people who work together to solve problems and meet the challenges of the workplace.

Applying the Liberal Arts to Life: Preparing Students to Make a Life, to Do Good

A practical approach to the Liberal Arts will assist the individual student in his or her spiritual, personal, and intellectual growth in an ever-changing world. Development of the self is the hallmark of a Liberal Arts education. An education for life will empower the student to become an active and effective member of a rapidly changing community.

One of these changes involves the growing cultural, ethnic, and religious pluralism in American society. Such pluralism raises new questions and forces us to expand the conversation regarding major questions of human existence: meaning and purpose, ethics and morality, and one’s relationship with the natural world, with others, and with God.

Another major change involves the growing disparity between rich and poor both in the United States and in the world. A growing realization of this gap makes the ability to reach common understandings of character, service, and responsible citizenship more challenging in the new millennium.

A third major change affecting community is the increasing reorganization of family systems and the fragmentation of community. A liberal arts graduate needs to be able to negotiate and contribute to both family and community in these shifting contexts.

Liberal Arts in Action will be cognizant of these changes. The skill sets required through Liberal Arts in Action will include creative and critical thinking, inquiry and research, and communication. These will enable students to explore these major questions of life in community. The body of knowledge gained, along with practical applications in real life settings, should empower the Mars Hill graduate to re-define and embody deep commitments to both individual virtue (character development) and social ethics (responsible citizenship) in service to a rapidly changing community, region, and world.

The Curriculum

It is essential that all students pay careful attention to the specific academic requirements that pertain to them, for it is ultimately the responsibility of each student to meet the stated requirements. Sound, helpful counseling and advice are available through the faculty advisor, the registrar, the school deans, and other college personnel.

The college reserves the right not to offer any course for which there is insufficient enrollment, which is usually considered when registration is fewer than 12 students in general education courses or 7 students in major courses.

General Education Requirements

There are two types of requirements in general education: Commons courses and Connectors courses. The two-part structure below summarizes the requirements listed for each part. Please note that one course may not meet two general education requirements.

The Commons

The courses in the Commons constitute the heart of Liberal Arts in Action. They emphasize the connectivity of learning, life, and work and provide opportunities to explore major questions of human existence from different perspectives. These courses also provide a common experience for Mars Hill College students that promotes community and collaborative learning. They are required of all students.

The Liberal Arts in Action Commons explores central human questions:

LAA 111 Challenges: Who are you? What do you want from college?

What is a liberal arts education and what learning challenges and opportunities do you have at MHC? Challenges courses have different themes, for which student interest and teacher interest match. All have reading, formal & informal writing, oral presentations, and service-learning experiences. The goal is to help students connect to MHC in a variety of ways that promote character development, service, and responsible citizenship. (first semester of the first year)

LAA 121 Character: What is human nature? What makes good character?

How much are we all more alike than we are different? Underneath differences in individual character and cultural differences, how alike are we? What are we like? What makes us tick? How much are we determined by our genes, by our families or culture, by outside forces, and how much freedom do we have? (first year—can be taken concurrently with LAA 111)

LAA 221 Civic Life: How do societies work? What makes a good society?

How have human beings across time and cultures organized their lives together? How do geography, religion, politics, athletics, and the arts shape communities? Case studies of different cultures provide context for asking: How does this society work? What makes for a good society? What kinds of rights and responsibilities should individuals, communities, and states practice? (sophomore year – fall; prerequisite: LAA 121)

LAA 231 Critique-Faith & Reason: How do we know what is real, true, important?

How does this tradition wrestle with scientific and religious questions about the nature of reality, knowledge, and value? From the Greeks to the Geeks – this course explores the narrative of “the western tradition.” Aural, visual, and written material provide the conceptual framework for examining the forces that have shaped the conversation in western societies about what we know, what we don’t know, how science and religion relate to each other, and what matters. (sophomore year – spring; prerequisites: LAA 121 and LAA 221)

LAA 321 Creativity: What is creativity? How do we nurture it in life and work?

This course explores the creative spark – in process and product across disciplines and cultures, across personality and preferences. How do the liberal arts disciplines express creativity? What is universal about creativity? How can each person bring creative energy, processes, and products into their lives and work? (junior or senior year—each semester; prerequisites: LAA 121, LAA 221, and LAA 231)

Capstone Requirement: How do we put it all together?

Goal: to demonstrate advanced critical thinking, writing, and oral communication skills. Senior seminars, internships (pre-approved), significant civic engagement project, or international study-travel. Written & oral presentations.

The Commons Requirements

	Credit Hours
LAA 111. Challenges*	3
LAA 121. Character	3
LAA 221. Civic Life	3
LAA 231. Critique: Faith and Reason	3
LAA 321. Creativity	3
LAA Capstone Experience	
ART 450 and ART 407 Senior Exhibition and Art History III	
AT 427 and AT 472-Senior Seminar and Athletic Training Practicum VI	
BA 450 Senior Seminar	
BIO 350 and BIO 450 Research Methods & Senior Seminar	
CHM 350 and CHM 450 Research Methods & Senior Seminar	
CS 450 Senior Seminar	

ED 470 Diversity in American Schools
 ENG 450 Senior Seminar
 FIM 459 Professional Seminar
 HIS 491 Senior Seminar
 INS 450 Senior Seminar
 MTH 450 Senior Seminar
 MUS 410 Contemporary Music
 PE 450 Physical Education Internship
 PS 470 Senior Seminar
 PSY 470 Senior Seminar
 RSM 450 Recreation Internship
 REL 450 Senior Seminar
 SOC 461 Sociology Internship
 SOC 470 Senior Seminar
 SW 500 Senior Internship
 SPA 450 Senior Seminar
 TA 302 Theatre History and Literature II

* The general education curriculum for Adult Studies students parallels the Commons courses listed above with this modification: Adult Studies students take LAA 101 (Reflective Life Experience) in place of LAA 111.

The Connectors Requirements

The Connectors courses enhance and strengthen the Commons by developing specific skills and by approaching questions about human existence in greater depth from the perspective of the traditional academic disciplines.

	Credit Hours
American Diversity	3
Arts Experience	3
College Composition:	3–6
English 111 and 112 or English 113	
Foreign Language for the B.A., B.M., B.F.A. degrees only. Two courses in the same language, course level determined by a placement exam.	0–6
Health and Wellness, PE 101	3
Literature	3
Mathematics	3–6
B.A., B.M., B.F.A.: Math 107 or Math 115	
B.S., B.S.W.: Math 107 and 207 or Math 115	
Natural Science	4–8
B.A., B.M., B.F.A.: one course	
B.S., B.S.W.: an additional course in Natural or Social/Behavioral Science	
Social/Behavioral Science	3–6
B.A., B.M., B.F.A.: one course	
B.S., B.S.W.: an additional course in Natural or Social/ Behavioral Science	
Total	34–37
Total commons and connectors	45–51
+Capstone Requirements	

The Following Courses Meet the Requirements for Connectors:

American Diversity	Credit Hours 3
COM 301- Mass Comm/Society	
ENG 329 Diversity in American Literature	
ENG 354 Language and Popular Culture	

GE 211 American Culture in Film
 HIS 223 United States to 1865
 HIS 224 United States since 1865
 HIS 330 Women and the American Experience
 HIS 350 African American History
 PHI 216 American Philosophy
 REL 235 Judaism
 REL 237 Religion in America
 RS 211 Introduction to Regional Studies
 SOC 213 American and Appalachian Cultural Systems
 SOC 226 Sociology of the Family
 WS 200 Women in Society

Arts Experience

Credit Hours 3

AIM 125 Decorative and Wearable Arts
 ART 109 Introduction to Computer Graphics
 ART 110 Introduction to the Visual Arts
 ART 126 Digital Photography
 ART 201 Drawing I: Visual Thinking
 ART 202 Painting I: Introductory Color and Painting
 ART 205 Pottery I
 ART 206 Sculpture I
 ART 226 Photography I
 ED 375 Creative Drama
 ENG 430 Fiction Writing Workshop
 ENG 431 Poetry Writing Workshop
 MUS 218 World Music
 PE 209 Dance as Art
 TA 130 Acting for non-Majors
 TA 131 Acting I: Fundamentals

College Composition

Credit Hours 3-6*

ENG 111 Expository Essay	3
ENG 112 Documented Essay	3
or ENG 113 Introduction to Research & Documentation	3

Some students may be exempted from English 111 on the basis of their demonstrated abilities through Advanced Placement Credit. These students may take English 112.

* Note: All full-time students must take an English course every semester until the English requirement is complete. Based on the results of the writing section of the APT (academic placement test) or high school records, students will be placed in English 101, 111 or 113. Students are not permitted to drop 100-level English courses. Students for whom English is a second language may be required to enroll in English 100 (ESL: English as a Second Language) as a prerequisite for English 111.

Mathematics

Credit Hours 3–6*

MTH 107 Finite Mathematics	3
or MTH 115 Calculus	5
for students seeking the B.A., B.M., or B.F.A. degrees.	
MTH 107 Finite Mathematics	3
and MTH 207 Finite Mathematics II	3
or MTH 115 Calculus	5
for students seeking the B.S. or B.S.W. degrees.	

* Note: Based on the results of the mathematics exam of the APT and the high school record, some students will be placed in Math 101 (Basic Math) before registering for other mathematics courses.

Literature

ENG 190 Introduction to Literature
 ENG 201 Survey of British Literature I
 ENG 202 Survey of British Literature II
 ENG 205 Survey of American Literature
 ENG 321 American Literature to 1900
 ENG 322 American Lit. from 1900 to the Present
 ENG 323 British Literature to 1700
 ENG 324 British Literature from 1700 to 1900
 ENG 325 British Literature III
 ENG 329 American Diversity Literature
 ENG 330 Women Writers
 ENG 335 Modern and Contemporary Literature
 ENG 340 Appalachian Literature
 ENG 371 World Literature
 ENG 442 Shakespeare
 REL 201 Biblical Literature

Credit Hours 3**Natural Science**

BIO 115 Introduction to Cellular Biology and Genetics
 CHM 113 General Chemistry I
 NS 111 - Introduction to Biological Science
 NS 112 Introduction to Environmental Science
 NS 113 Introduction to Physical Sciences
 NS 114 Introduction to Meteorology and Weather Forecasting
 PHY 223 General Physics I
 PHY 224 General Physics II

Credit Hours 4**Foreign Language**

FRN 111 Basic Communication Skills I
 FRN 112 Basic Communication Skills II
 FRN 113 Basic Communication Skills III
 FRN 114 French Culture in French
 GRK 111 Elementary Greek I
 GRK 112 Elementary Greek II
 HEB 115 Hebrew I
 HEB 116 Hebrew II
 SPA 111 Basic Communication Skills I
 SPA 112 Basic Communication Skills II
 SPA 211 Intermediate Spanish I
 SPA 212 Intermediate Spanish II
 SPA 311 Conversational Spanish
 SPA 312 Introduction to Spanish Phonetics & Phonology
 SPA 313 Spanish Stylistics
 SPA 314 Hispanic Culture in Spanish
 SPA 260 Business Spanish
 SPA 330 Peninsular Literature I
 SPA 340 Peninsular Literature II
 SPA 350 Latin American Literature I
 SPA 360 Latin American Literature II

Credit Hours 6***Social/Behavioral Science**

ECO 220 Principles of Economics
 ECO 221 Principles of Microeconomics
 PS 111 American Government
 PSY 111 General Psychology
 SOC 111 Introduction to Sociology

Credit Hours 3**Basic Skills Courses**

The college offers basic skills courses in English, English as a Second Language, mathematics and reading. Although these courses do not meet a specific requirement in general education, the elective credit earned for these courses may be applied toward the total number of hours required for graduation.

ENG 100 English as a Second Language	3
ENG 101 Basic Writing	3
ED 101 College Reading	*3
MTH 101 Basic Mathematics	3

* Note: All students must either achieve an acceptable score on the SAT or ACT or complete Education 101.

* Note: Course sequence will be determined by a placement exam. Two semesters of a foreign language are required for B.A., B.M., and B.F.A. degrees.

Health and Wellness

PE 101 Foundations of Health and Wellness (recommended for first year)

Credit Hours 3*

* Note: No substitutions are permitted in meeting the physical education requirements in Health and Wellness except for those who have completed Basic Military Training; however modifications will be made for those students with legitimate medical conditions. Each case will be evaluated by the Medical Services manager and the department chairperson of health and physical education. The student must make the initial request through the Infirmary. The Medical Services manager will determine the adaptation made in the student's course.

The MHC Writing in the Disciplines Program

The Mars Hill College Writing in the Disciplines (WID) Program provides participating faculty and students opportunities for deepening teaching and learning through an emphasis on integrating writing into classes across campus. With the added emphasis on writing, courses in the writing program allow students to deepen their level of engagement with course materials while strengthening critical thinking skills. Faculty, in turn, have opportunities to revitalize their teaching as they use writing to help reach course goals while strengthening assignments, assessment, and student learning.

How does it work?

Faculty who teach in the WID program are assigned a Writing Fellow; the Fellow, or classroom-based peer tutor, works exclusively with the written component of the class. The Fellow's main responsibility is to read and respond to student writing. As well, Fellows conduct one-on-one conferences with each student in the class as a way of providing helpful feedback. After working with a Fellow, students are more likely to make important and effective revisions to their written work, thus improving their understanding of course content and strengthening their approach to effective writing. Faculty benefit as well by receiving final papers that demonstrate more effective student learning.

What courses participate in the WID Program?

Courses that are part of the WID program are identified throughout the catalog with a superscripted WID (^{WID}). As the program grows and builds momentum, more courses will be added yearly. Courses throughout the catalog that have asuperscripted WID (^{WID}) identify writing intensive courses.

(BA 420^{WID}; HIS402; SW300, SW400; CHEM215, CHM227; BIO215, BIO336; MUS312)

Majors

Apparel & Interior Merchandising (Bachelor of Science)

Department of Business Administration, Division of Professional Programs

Professors:	Teresa Burkett Grainger Caudle
Associate Professor:	Rebecca Cody
Assistant Professors:	Ted Berzinski Colleen May

The Apparel and Interior Merchandising Major provides a broad-based education in apparel and interiors with emphasis on fashion, business, technology and design. The curriculum promotes the importance of conceptual thinking, analytical problem solving and creative development. This program of study enables students to develop attributes, skills and abilities to become effective contributors to businesses and organizations.

Program Outcomes

- AIM majors demonstrate comprehensive knowledge in the core areas of apparel, interior, and textile merchandising.
- AIM majors propose and implement critical thinking strategies to address core issues in the discipline.
- AIM majors effectively communicate merchandising strategies.
- AIM majors demonstrate aesthetic understanding in environmental or apparel design.
- AIM majors apply aesthetic knowledge to solve merchandising problems.
- AIM majors explore ethical and social responsibility issues in merchandising.
- AIM majors demonstrate personal growth in academic and professional fields related to apparel and interior merchandising.
- AIM majors apply knowledge, skills, and values in professional field experience.

Additional Information

Field trips and out-of-class experiences where students connect to the world of work are an important component for the AIM major. Trips include those to wholesale markets in Atlanta, GA, and High Point, NC, as well as trips in the local area to businesses, mills, and galleries where there is a connection to fashion and interiors.

Small class sizes allow professors to connect with students and be sensitive to individual needs, both professional and personal. Activities are structured to enhance academic and personal growth through a variety of classroom experiences including a student directed and produced fashion show, undergraduate research, internship experiences, and participation in campus-wide promotional events.

A variety of elective opportunities allows students to customize their curricular choices to meet personal interests and needs including:

- AIM 100, Fashion Study Tour, which introduces students to topics in the apparel and interior industry including design, market centers, manufacturing centers, wholesaling, retailing, historic design centers and cultural centers of current prominence.
- AIM 125, Decorative and Wearable Arts, which encourages students to express individual creativity as they apply design elements and principals to create wearable or decorative items.

- AIM 457, Directed Readings, and AIM 327, Special Topics, which allow students to identify areas of interest and design learning experiences for self-directed learning opportunities.
- AIM 460, Independent Study, actively engages students in undergraduate research and creating product. Students are encouraged to present and/or publish work on local, state, and national levels.

128 Hours

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Three semester hours of Connector requirements may be met by the major as follows:

ECO 221 Principles of Microeconomics

II. Major Requirements

AIM 111 Intro. to Apparel and Interiors	3
AIM 211 Fashion Designers	3
AIM 230 The Interior Environment	3
AIM 240 Interiors in Retrospect	4
AIM 311 Apparel Analysis/Evaluation	3
AIM 322 Markets/Visual Merchandising	3
AIM 334 Textile Fundamentals	3
AIM 337 The Fashion Industry	4
AIM 434 Textiles for Apparel/Interiors	4
AIM 459 Professional Seminar	2
AIM 463 Fashion/Inter Mdse Internship	6
AIM 470 Portfolio Development (Capstone Course)	3
BA 236 Principles of Management	3
BA 351 Principles of Marketing	3
BA 355 Marketing Research & Management	3
BA 366 Retailing and Sales Management	3
ECO 221 Principles of Microeconomics	
Choice of either	
AIM 330 Environmental Design Applications	4
AIM 332 Apparel Design Applications	4

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Art (Bachelor of Arts)

Department of Art & Theatre Arts, Division of Professional Programs

Professor:	Richard Cary
Associate Professors:	Scott Lowrey Jane Sibley Renfroe
Assistant Professor:	Phil Murray

The Art Department's purposes are:

- to provide art majors, teacher licensure students, and art minors with engaging educational experiences designed to prepare them for a variety of professional careers and continued learning in the arts;
- to provide learning experiences in art to all students for general education and elective credit that promote creativity, individual aesthetic awareness, and knowledge of the roles that art plays in our culture;
- to provide opportunities, through programs such as MHC's Weizenblatt Art Gallery, for cultural enrichment and growth for all members of the college community by encouraging active participation in the art world as a meaningful way to embody the unique spiritual and human values inherent in the arts.

The Art Department offers the Bachelor of Arts Degree in Studio Art, Graphic Design, and Art Education. The Art Department also offers the Bachelor of Fine Arts Degree in Visual Communications Design, which combines coursework in Photography, Graphic Design, Web Design, and Animation to prepare students for diverse professional art careers that require skills in today's technology as well as artistic vision. The BFA is the professional degree in the visual arts. For details, contact the Dr. Rick Cary, Dean of Fine Arts and Professional Programs.

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

Students pursuing teacher licensure must complete the Professional Education Requirements in addition to major requirements

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Three semester hours of Connector requirements may be met by major requirements as follows:

Arts Experience:	
ART 201 Drawing I	3
Social Science:	
PSY 111 General Psy (Education concentration)	3

II. Major Requirements

ART 111 Fundamental 2-D Design	4
ART 201 Drawing I, Visual Thinking	
ART 405 Art History I	3
ART 406 Art History II	3

ART 407 Art History III	3
Plus requirements for one concentration	

Concentration Requirements

Students wishing to focus on a Studio Art concentration in one art medium may take the required 300- and 400- level courses in that medium, e.g. painting or photography or printmaking, or ceramics.

A. Studio Art	Hours
ART 206 Sculpture I	3
Three from:	9
ART 202 Painting I, Intro to Painting & Color	
ART 203 Printmaking I	
ART 205 Pottery I	
ART 209 Graphic Design I	
ART 226 Photography I	
300-Level Studio	3
300-Level Studio	3
400-Level Studio	3
ART 450 Senior Seminar	3
ART 490 Senior Exhibition	3

B. Graphic Design	Hours
ART 209 Graphic Design I	3
ART 226 Photography I	3
ART 309 Graphic Design Studio II	3
ART 409 Graphic Design Studio III	3
ART 326 Photography II	3
Or ART 426 Photography III	—
ART 410 Type & Typographic Design	3
One from:	3
ART 202/302 Painting I/II	
ART 203/303/403 Printmaking I/II/III	
ART 301 Drawing II	
ART 401 Drawing III	
ART 426 Photography III	
ART 461 Internship - Optional	2-3
ART 450 Senior Seminar	3

C. Art Education	Hours
ART 202 Painting I	3
ART 205 Pottery I	3
ART 206 Sculpture/Ceramics I	3
ART 209 Graphic Design I	3
ART 226 Photography I	3
Three ART 300-Level Studio courses	9
Two ART 400-Level Studio courses	6
ED 200 Computers in Education	3
ED 205 Introduction to Education	2
ED 314 The Adolescent Learner (Prerequisite: Psychology 111)	3
ED 401* Psychological Foundations of Education	3
ED 410* Content Area Reading and Writing 6-12	3
or ED 441* Comprehensive Strategies Teaching Content Area Reading K-6	
ED 402* Historical, Philosophical, & Social Foundations of ED	3
ED 465* Classroom Assessment	3
ED 470** Diversity in American Schools	3

*Requires admission to Teacher Education Program

**Requires admission to Student Teaching

***Requires admission to Student Teaching and approval of Teacher Education Council

Supportive Requirements

None

III. Electives

Students may choose to meet the elective hours required by completing a second major, minor, or selected courses of personal interest.

Art Therapy (Bachelor of Arts)

Department of Social Sciences; Division of Humanities and Social Sciences

Associate Professor:	Yael Baldwin
Assistant Professors:	Laura Adams Jonna M. Kwiatkowski
Adjunct Instructors:	Suzanne Klonis James Robinson Laura Zeisler

The art therapy program introduces students to the use of the visual arts as an expressive therapy. An undergraduate degree in art therapy is meant to prepare students for work in an art therapy setting and for graduate work in art therapy leading to licensure. Students will develop their artistic skills through visual arts courses in drawing, painting, and sculpture. Psychology coursework will focus on the skills and populations students are likely to encounter in art therapy settings. Visual arts and psychology coursework will be integrated into an art therapy context through two art therapy courses, and through an internship and senior thesis project specifically focused on art therapy topics. As part of the internship and senior thesis, students learn first-hand how art therapists work with individuals or groups to facilitate improved well-being through creative expression

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Six semester hours of Connector requirements may be met by major requirements as follows:

Social Science	
PSY 111 General Psychology	3
Arts Experience	
ART 201 Drawing I	3

II. Major Requirements

ART 111 Fundamental 2-D Design	4
ART 201 Drawing I, Visual Thinking	
ART 202 Painting I, Intro to Painting & Color	3
ART 205 Potter I	3
Choose one:	3
ART 203 Printmaking	
ART 126 Digital Photography	
ART 206 Sculpture I	
One 300-level studio ART course	3
PSY 121 Introduction to Art Therapy	3
PSY 321 Art in Groups	3
PSY 220 Behavioral Science Statistics	3
PSY 225 Research Methods in Psychology	3

PSY 313 Child Psychology	3
or PSY 314 Adolescent and Adult Development	3
PSY 421 Abnormal Psychology	3
PSY 422 Foundations of Counseling and Psychotherapy	3
PSY 461 Internship*	3
PSY 470 Senior Thesis (Capstone)*	3

*Topic for Internship and Senior Thesis are required to be Art Therapy-specific, and approved by the Art Therapy instructor.

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest. It is recommended that students consider additional studio art classes, as this can only enhance the quality of their major.

Athletic Training (Bachelor of Science)

Department of Natural Sciences, Division of Mathematics and Natural Sciences

Department Chair:	Alan Smith
Professors:	Scott Pearson Alan Smith
Associate Professor:	Meredith Newman
Assistant Professor:	Kari Loomis Matthew Milnes Andrea Rockel Allen Shelley
Instructors:	Jessica Anglin Michael Hodges Joel Moffat Kelly Ottie Danielle Voss

Athletic Training

A student pursuing this undergraduate entry-level program must complete the athletic training major at Mars Hill College. Competitive admission to this program occurs during the freshman year. Transfers are handled on a case by case basis, but are required to apply to the Athletic Training Education Program. Any students interested in transferring into the Athletic Training Education Program need to contact the Program Director.

In order to apply to the Athletic Training Education Program (ATEP) all student applicants, including transfers, must demonstrate proof of physical examination and current immunizations (as required by MHC admissions standards), complete an application, and undergo a formal interview by committee members. Details on these processes, including GPA requirements and any required coursework, are available at the Athletic Training Education Program's website (www.athletictraining.mhc.edu). Contact the Program Director of the ATEP for clarification and current program details.

Completion of this major will allow a student to sit for the Board of Certification (BOC) examination. The Mars Hill College Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements (52–55 Hours)

Students must complete the Liberal Arts in Action Commons and Connector course requirements of 52-55 semester hours. Seven hours of Connector requirements may be met by major requirements as follows:

Social Science:	
PSY 111 General Psychology	3
Natural Science:	
CHM 113 General Chemistry I or PHY 223 Physics I	4

II. Major Requirements

AT 222 Intro to Athletic Training	2
BIO 122 Medical Terminology	3
BIO 134 Human Anatomy & Physiology I	4
BIO 135 Human Anatomy & Physiology II	4
BIO 226 Nutrition	3
AT 220 Safety and Supervision	2
PE 329 Kinesiology	4
PE 330 Physiology of Exercise	4
PE 333 Sport and Society	3
PE 338 Meas/Eval in Health and PE	3
AT 223 Gen Med Conditions/Pharm	3
AT 271 Athletic Training Practicum I	2
AT 272 Athletic Training Practicum II	2
AT 323 Eval/Treatment of Athletic Injuries I	3
AT 325 Eval/Treatment of Athletic Injuries II	3
AT 340 Therapeutic Modalities	3
AT 341 Therapeutic Exercise	3
AT 371 Athletic Training Practicum III	2
AT 372 Athletic Training Practicum IV	2
AT 415 Admin of Athletic Training	3
AT 427 Senior Seminar	2
AT 471 Athletic Training Practicum V	2
AT 472 Athletic Training Practicum VI	2

III. Electives

Athletic Training Education Program electives include:

- AT 327 Special Topics I (2)
- AT 328 Special Topics II (2)

The remainder of the student's electives hour requirements may be met by completing a second major, a minor, or selected courses of personal interest.

Students who plan to pursue a graduate or doctorate degree in Physical Therapy or other Healthcare Professional settings upon graduation from the MHC ATEP are advised to take the following courses as electives to meet pre-requisites

for application to these programs. Completion of the following is understood to exceed the requirements for electives for the ATEP. These students may also be referred to the pre-professional minor.

- AT 327 Special Topics I (2)
- AT 328 Special Topics II (2)
- Physics (minimum 8 hours)
- Chemistry (minimum 8 hours)
- MTH 115 Calculus (5)
- MTH 116 Elementary Probability and Statistics (4)

Other courses available as electives within the ATEP:

- AT 457, 458 Directed Readings (1-3)
- AT 460 Independent Study (1-3)

Biology (Bachelor of Science)

Department of Natural Sciences, Division of Mathematics and Natural Sciences

Professors:	Scott Pearson Alan Smith
Associate Professor:	Meredith Newman
Assistant Professor:	Kari Loomis Matthew Milnes Andrea Rockel Allen Shelley
Instructors:	Jessica Anglin Kelly Ottie Danielle Voss

Biology and Chemistry

The department prepares students for employment and for graduate and professional programs with direct applications in many fields, particularly the life sciences, chemistry, and in the health sciences through the athletic training program and in preprofessional studies.

The Pre-Professional Studies Minor is offered for students anticipating further study in health science fields. Specific requirements for students pursuing entry into medical, dental, pharmacy, physician assistant, chiropractic, and veterinary schools are available. In addition to the science courses required for the minor, communication, leadership, and additional science related courses are also required by some professional schools. Although no major course of study is specified, most students major in either biology or chemistry. The medical (MCAT), dental (DAT), pharmacy (PCAT), veterinary (VAT), and the graduate record exam (GRE) should be taken no later than the fall semester of the student's senior year.

128 Hours

Departmental studies develop a functional understanding of basic biological principles. This major emphasizes the dynamic processes of life in development, growth, heredity, behavior, ecology, evolution, and other vital phenomena as observed in the natural outdoor world and laboratory.

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector requirements. Thirteen semester hours of Connector requirements may be met by major requirements as follows:

Natural Science:	
BIO 115 Intro to Cellular Biology and Genetics	4
Second Natural/Social Science:	
CHM 113 General Chemistry I	4

Mathematics:	
MTH 115 Calculus I	5

II. Major Requirements

Biology Introductory Core

BIO 113 Introduction to Organismal Biology	4
BIO 114 Introduction to Ecology and Evolution	4
BIO 115 Intro to Cellular Biology and Genetics	–
BIO 350 Research Methods in Biology	2
BIO 450 Senior Seminar Presentation	1

Complete requirements from one concentration

Concentration Requirements

A. Ecology and Field Biology

BIO 250 Intro to Geographic Information Systems	4
BIO 346 Plant Taxonomy	4
BIO 347 Population and Community Ecology	4
BIO 348 Vertebrate Taxonomy	4
BIO 412 Evolution	4
One from:	4

- BIO 243 Biology of Nonvascular Plants
- BIO 244 Biology of Vascular Plants
- BIO 327 Special Topics in Botany
- BIO 328 Special Topics in Zoology

One from:	4
BIO 215 ^{WID} Cellular and Molecular Biology	
BIO 216 Genetics	
BIO 336 ^{WID} Microbiology	

B. Organismal Biology

BIO 215 ^{WID} Cellular and Molecular Biology	4
BIO 216 Genetics	4
BIO 339 Comparative Physiology	4
One from:	4

- BIO 243 Biology of Non-Vascular Plants
- BIO 327 Special Topics in Botany
- BIO 346 Plant Taxonomy

One from:	4
BIO 328 Special Topics in Zoology	
BIO 348 Vertebrate Taxonomy	

One from:	4
BIO 244 Biology of Vascular Plants	
BIO 231 Comparative Chordate Anatomy	
One from:	4
BIO 347 Population and Community Ecology	
BIO 412 Evolution	

C. Laboratory Science

BIO 215 ^{WID} Cellular and Molecular Biology	4
BIO 336 ^{WID} Microbiology	4
One from:	4
BIO 243 Biology of Non-Vascular Plants	

BIO 244 Biology of Vascular Plants	
BIO 327 Special Topics in Botany	
BIO 346 Plant Taxonomy	
One from:	4
BIO 231 Comparative Chordate Anatomy	
BIO 328 Special Topics in Zoology	
BIO 341 Histology	
BIO 348 Vertebrate Taxonomy	
One from:	4
BIO 347 Population and Community Ecology	
BIO 412 Evolution	
Two from:	8
BIO 216 Genetics	
BIO 337 Immunology	
BIO 438 Biochemistry	
BIO 325 Biotechnology	
D. Science Education	
NS 113 Physical Science Survey	4
PHY 223 or PHY 224 General Physics I or II	4
One from:	4
BIO 244 Biology of Vascular Plants	
BIO 327 Special Topics in Botany	
BIO 346 Plant Taxonomy	
One from:	4
BIO 231 Comparative Chordate Anatomy	
BIO 328 Special Topics in Zoology	
BIO 348 Vertebrate Taxonomy	
One from:	4
BIO 215 ^{WID} Cellular and Molecular Biology	
BIO 216 Genetics	
BIO 337 Immunology	
BIO 341 Histology	
One from:	4
BIO 325 Biotechnology	
BIO 336 ^{WID} Microbiology	
BIO 339 Comparative Physiology	
BIO 438 Biochemistry	
One from:	4
BIO 347 Population and Community Ecology	
BIO 412 Evolution	
E. Biotechnology	
Bio 216 Genetics	4
Bio 325 Biotechnology	4
One from:	4
Bio 244 Biology of Vascular Plants	
Bio 327 Special Topics in Botany	
Bio 346 Plant Taxonomy	
One from:	4
Bio 231 Comparative Chordate Anatomy	
Bio 328 Special Topics in Zoology	
Bio 341 Histology	
Bio 348 Vertebrate Taxonomy	

One from:	4
Bio 347 Population and Community Ecology	
Bio 412 Evolution	
One from:	4
Bio 336 ^{WID} Microbiology	
Bio 337 Immunology	
Bio 438 Biochemistry	
Bio 215 ^{WID} Cellular and Molecular Biology	4

Professional Education Requirements

ED 200 Computer Applications in Education	3
ED 205 Intro to Education	2
ED 314 Adolescent Learner	3
ED 401 Psychological Foundations of Education	3
ED 421 Teaching Science in the Middle Grade/Sec Pgms	3
ED 410 Reading in the Content Area*	3
ED 402 Hist/Phil/Soc Foundations of Education	3
ED 465 Classroom Assessment	3
**ED 470 Diversity in American Schools*	3
**ED 471 Content Area Practicum	3
ED 490 Observation and Directed Teaching	7

* Requires admission to the Teacher Education Program

** Requires admission to Student Teaching

Supportive Requirements

CHM 113 General Chemistry I	—
CHM 114 General Chemistry II	4
MTH 115 Calculus I	—
MTH 116 Elementary Probability and Statistics	4

III. Electives

Business Administration (Bachelor of Science)

Department of Business Administration, Division of Professional Programs

Professors:	Teresa Burkett Grainger Caudle
Associate Professor:	Rebecca Cody
Assistant Professors:	Ted Berzinski Beth Cessna Colleen May

The Mission of the Mars Hill College Department of Business Administration is to prepare students for professional, managerial, and leadership positions in business, government, and not-for-profit organizations. Emphasis is placed on the development of communication, consensus building, and technical, analytical, and critical thinking skills that are needed by successful organizations competing in a global economy.

Above all else, we strive to instill in students a desire to be life-long learners who will promote socially responsible solutions to organizational problems and who will recognize the importance of ethical behavior and integrity in all aspects of their lives.

Program Outcomes:

- Business majors demonstrate broad-based business knowledge of the functions of accounting, finance, management, marketing, and the relationship of these functions to one another in an effective organization.
- Business majors apply economic concepts, statistical methods, business law, business ethics and social responsibility, and current technology to evaluate organizational problems.
- Business majors analyze business related information and develop entrepreneurial thinking skills.
- Business majors write well-organized and grammatically correct documents that conform to standard business format.
- Business majors produce well-organized and well-delivered oral presentations.
- Business majors demonstrate professional standards of team participation and leadership.

The Business Department offers a BS in Business Management through Adult & Graduate Studies. The curriculum is designed to support the working adult's pursuit of professional achievement.

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Three semester hours of Connector requirements may be met by major requirements as follows:

ECO 221 Principles of Microeconomics	3
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II. Major Requirements

ECO 221 Principles of Microeconomics	
ECO 222 Principles of Macroeconomics	3

BA 220 Behavioral Science Statistics	3
BA 221 Principles of Accounting I	4
BA 222 Principles of Accounting II	3
BA 236 Principles of Management	3
BA 330 Social and Organizational Ethics	3
BA 344 Organizational Behavior	3
BA 346 Principles of Finance	3
BA 351 Principles of Marketing	3
BA 437 Principles of Business Law	3
BA 450 Senior Seminar	3
Complete requirements for one Concentration	15-18

Concentration Requirements

A. Accounting	
BA 331 Intermediate Accounting I	3
BA 332 Intermediate Accounting II	3
BA 333 Budgeting & Cost Accounting	3
BA 343 Introduction to Individual Income Taxation	3
BA 444 Auditing	3

B. Finance And Economics

BA 333 Budget and Cost Accounting	3
BA 440 Personal Finance & Investment	3
ECO 336 Managerial Economics	3
ECO 362 International Economics	3
ECO 445 Financial Markets	3

C. Management

BA 325 Operations Management	3
BA 341 Human Resource Management	3
Choose any 3 of the following courses:	
BA 300 New Venture	3
BA 320 Conflict Management: Theory & Skills	3
BA 355 Marketing Research & Management	3
BA 366 Retailing & Sales Management	3
BA 410 E-Business Strategies	3
BA 420 ^{WID} The 21st Century Leader	3
BA 425 Decision Making in the 21st Century	3
BA 440 Personal Investment & Finance	3

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Departmental Recommendations

For students with limited business knowledge:	
BA 100 Introduction to Business	3
For students who are considering graduate studies:	
MTH 115 Calculus	3
MTH 116 Elementary Probability and Statistics	3

(Substitution for BA 220)

Business Management (Bachelor of Science)

Available through Adult & Graduate Studies

Department of Business Administration, Division of Professional Programs

Professors:	Teresa Burkett Grainger Caudle
Associate Professor:	Rebecca Cody
Assistant Professors:	Ted Berzinski Beth Cessna Colleen May

128 Hours

The Business Department offers a BS in Business Management through the Adult and Graduate Studies program. The curriculum is designed to support the working adult's pursuit of professional achievement.

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Three semester hours of Connector requirements may be met by major requirements as follows:

ECO 221 Principles of Microeconomics	3
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II. Major Requirements

ECO 221 Principles of Microeconomics	3
ECO 222 Principles of Macroeconomics	3
BA 220 Behavioral Science Statistics	3
BA 221 Principles of Accounting I	4
BA 222 Principles of Accounting II	3
BA 236 Principles of Management	3
BA 330 Social and Organizational Ethics	3
BA 344 Organizational Behavior	3
BA 346 Principles of Finance	3
BA 351 Principles of Marketing	3
BA 437 Principles of Business Law	3
BA 450 Senior Seminar	3
BA 320 Conflict Management: Theory & Skills	3
BA 325 Operations Management	3
BA 341 Human Resource Management	3
BA 401 Organizational Development and Change Mgmt	3
BA 420 ^{WID} The 21st Century Leader	3
BA 425 Decision Making in the 21st Century	3

III. Electives

Students may choose to meet the elective hours required by completing courses of personal interest.

Chemistry (Bachelor of Science)

Department of Natural Sciences; Division of Mathematics and Natural Sciences

Professors:	Scott Pearson Alan Smith
Associate Professor:	Meredith Newman
Assistant Professor:	Kari Loomis Matthew Milnes Andrea Rockel Allen Shelley
Instructors:	Jessica Anglin Kelly Ottie Danielle Voss

The department prepares students for employment and for graduate and professional programs with direct applications in many fields, particularly the life sciences, chemistry, and in the health sciences through the athletic training program and in preprofessional studies.

The Pre-Professional Studies Minor is offered for students anticipating further study in health science fields. Specific requirements for students pursuing entry into medical, dental, pharmacy, physician assistant, chiropractic, and veterinary schools are available. In addition to the science courses required for the minor, communication, leadership, and additional science related courses are also required by some professional schools. Although no major course of study is specified, most students major in either biology or chemistry. The medical (MCAT), dental (DAT), pharmacy (PCAT), veterinary (VAT), and the graduate record exam (GRE) should be taken no later than the fall semester of the student's senior year.

128-140 Hours

According to the American Chemical Society, "...chemistry is the science of matter. Anything that can be touched, tasted, smelled, seen or felt is made of chemicals." A chemistry major develops a functional understanding of basic chemical principles as well as practical laboratory skills and prepares students for graduate studies and careers in a variety of fields such as the agricultural and food industry, forensic science, renewable and petroleum based energy, materials and polymer science, the pharmaceutical industry, and health professions. Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

Students desiring secondary teaching science certification must complete the general education requirements outlined in I, the major and supportive requirements in IIb, and the professional education requirements in IIIb.

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Thirteen semester hours of Connector requirements may be met by major requirements as follows:

Natural Science:	
CHM 113 General Chemistry I	4
Second Natural/Social Science:	
PHY 223 General Physics I	4

Mathematics:	
MTH 115 Calculus I	5

II. Major Requirements

CHM 113 General Chemistry I	–
CHM 114 General Chemistry II	4
CHM 215 ^{WID} Inorganic Chemistry	4
CHM 227 ^{WID} Analytical Chemistry	4
CHM 335 Organic Chemistry I	4
CHM 336 Organic Chemistry II	4
CHM 350 Research Methods in Chemistry	2
CHM 441 Physical Chemistry I	4
CHM 442 Physical Chemistry II	4
CHM 450 Senior Seminar Presentation	1
Chemistry Elective	4

Concentration Requirements

None

Supportive Requirements

MTH 115 Calculus I	–
MTH 116 Elementary Probability and Statistics	4
MTH 120 Calculus II	5
PHY 223 General Physics I	–
PHY 224 General Physics II	4

III. Electives (28 Hours)

Professional Education Requirements

(33 hours)

NS 113 Physical Science (may substitute for PHY 224)	4
BIO 113 Intro to Organismal Biology	4
BIO 114 Intro to Edology and Evolution	4
BIO 115 Intro to Cell Biology and Genetics	4
CHM 441 or CHM 442 Physical Chemistry I or II	4
CHM 438 Biochemistry	4
ED 200 Computer Application in Ed	3
ED 205 Intro to Education	2
ED 314 Adolescent Learner	3
ED 401 Psychological Foundations of Ed	3
ED 421 Teaching Science	3
ED 410 Reading in the Content Area*	3
ED 402 Hist/Phil/Soc Foundations of Ed	3
ED 465 Classroom Assessment	3
**ED 470 Diversity in American Schools*	3
**ED 471 Content Area Practicum	3
ED 490 Observation and Directed Teaching	7

* Requires admission to the Teacher Education Program

** Requires admission to Student Teaching

Computer Science (Bachelor of Science)

Department of Mathematics and Computer Science, Division of Mathematics and Natural Sciences

Professor:	Donald Russell
Associate Professor:	Harry Hughes Gordon Roberts
Assistant Professors:	Sarah Butrum Stefen Howard Jennifer Rhinehart
Instructors:	Marty Gilbert

The Department of Mathematics and Computer Science offers programs directed toward the following goals.

The goals of the Mathematics program:

- To provide a major in mathematics designed to develop mathematical knowledge and skills that may be applied in a variety of professions.
- To prepare students for graduate studies in mathematics and related fields of study.
- To provide a minor in mathematics supporting other majors.
- To provide service courses supporting other majors.
- To prepare students for secondary teacher licensure in mathematics.
- To prepare students for teacher licensure with a concentration in mathematics at the elementary and middle-school level.
- To provide courses that develop the mathematical understanding and skills necessary for individual growth, successful careers, and responsible, informed citizenship as part of the program of general studies.
- To prepare those students whose mathematical knowledge and skills are insufficient for college-level work.
- The goals of the Computer Science program:
 - To prepare students for employment in computer science and information management.
 - To offer an opportunity for non-majors to gain in-depth exposure in an area of computer science through the minor programs.
 - To offer computer applications courses which provide basic technological skills for students in other majors.
 - To prepare students for graduate study in computer science or information management.

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Five semester hours of Connector requirements may be met by major requirements as follows:

Mathematics:	
MTH 115	5

II. Major Requirements

CS 111 Introduction to Computer Science I	3
CS 112 Introduction to Computer Science II	3
CS 220 Data Structures	3
CS 221 Computer Organization	3
CS 330 Operating Systems	3
CS 340 Theory of Computation	3
2 CS courses \geq 200 level	6
3 CS courses \geq 300 level	9
CS 450 Senior Seminar	3
MTH 115 Calculus I	5
MTH 116 Elem Probability & Statistics	4
MTH 120 Calculus II	5
MTH 217 Discrete Mathematics	3

Supportive Requirements

None

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Elementary Education (Bachelor of Arts)

Department of Education, Division of Professional Programs

Professors:	Barbara Cary Tom Destino
Associate Professors:	James M. Brown Chris Cain Deborah R. Morris Jessica VanCleave

The Elementary Education Program is designed to prepare students for teaching in grades K-6. The Elementary Education Program is planned to assist prospective elementary teachers in developing the knowledge, skills, and dispositions for becoming effective teacher professionals. All senior elementary education majors participate in a full semester student teaching experience while taking related advanced courses.

LICENSURE AREAS (see page 164-165):

Mars Hill College offers the following teacher education programs leading to North Carolina licensure.

Areas of Licensure and Program Coordinators:

Elementary Education (K-6)	Belinda Eggen
Integrated Education (Elem Ed K-6/Special Ed K-12)	Chris Cain
Middle Grades (6-9)	James M. Brown
Secondary Education (9-12)	
English	Adrienne Akins
Mathematics	Jennifer Rhinehart
Science	Kari Loomis
Social Studies	Pauline Johnson
Special Education	Chris Cain
Special Subjects (K-12)	
Art	Barbara Cary
English as a Second Language	Tom Destino
Music	Mike Robinson
Physical Education	Joy Clifton
Spanish - Second Language	Greg Clemons

The Mars Hill College Teacher Education Program offers excellent preparation for students who plan to enter and succeed in the teaching profession. The aim is to produce able, confident teachers who are well-versed in their fields and who possess the knowledge, skills, and values essential to be teacher professionals.

Teacher as Progressive Leader

The college makes the Teacher Education Program available to working adults through the Adult and Graduate Studies program held at five sites throughout the region.

The college and its faculty are connected to area teachers by providing workshops and seminars covering a variety of topics such as using technology and primary resources in the K-12 classroom, gifted education, ESL education, special education, classroom management, arts in education, developmental reading and literacy.

The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the North Carolina State Department of Public Instruction making it possible for the Mars Hill College Teacher Education graduates to have reciprocity in licensure with forty-two other states in addition to the District of Columbia and Guam.

TEACHER EDUCATION PROGRAM:

Transition Points and Requirements

Candidates in the Teacher Education Program progress through a series of four transition points. At each point, candidates must demonstrate professional and academic knowledge, teaching potential and skills, and the values, ethics and dispositions appropriate to the Teacher Professional.

Transition One – Admission to the Teacher Education Program

Transition Two – Admission to Clinical Practice

Transition Three – Completion of Clinical Practice

Transition Four – Program Completion and Licensure Requirements

Transition One—Admission to the Teacher Education Program

Applications for admission to the Teacher Education Program are accepted from students at the end of the second semester of the sophomore year. Requirements for acceptance include:

Completion of ED 205 (Introduction to Education) and ED 200 (Computer Applications in Education) Submission of a completed application

Passing scores on Praxis I, SAT, or ACT

Minimum cumulative GPA (grade point average) of 2.50

Recommendation from the major department

Formal Teacher Education Interview

Portfolio requirement: Admission to Teacher Education Portfolio

Approval of the Teacher Education Council

Transition Two—Admission to Clinical Practice

In order to progress into clinical practice, a candidate must have been admitted to the Teacher Education Program at least one full semester prior to student teaching (admission interview must occur no later than early January for fall student teaching or early August for spring student teaching). Candidates must also meet the following requirements:

Submission of a student teaching application. Minimum cumulative GPA of 2.50.

Completion of 90 semester hours, including education and methods courses. Interview and recommendation from the program coordinator.

Portfolio requirement: continuation of the working electronic portfolio. Approval of the Teacher Education Council.

Transition Three—Completion of Clinical Practice

To complete the clinical practice experience successfully, a candidate must meet the following requirements:

Satisfactory student teaching evaluation completed by the cooperating teacher and the college supervisor. Exit Criteria evaluation form completed.

Minimum cumulative GPA of 2.5.

Completion and submission of the North Carolina Program Approval Portfolio.

Exit interview process.

Transition Four–Program Completion and Licensure Requirements

In order to graduate from Mars Hill College with a degree in Education or with a degree in another field which leads to teaching licensure, a candidate must meet all Mars Hill College graduation guidelines established for their particular degree program. A student may be eligible for graduation, but not meet requirements for recommendation for teaching licensure.

To be recommended to the North Carolina Department of Public Instruction for licensure, all candidates (degree-seeking and licensure-only) must meet all of the following requirements:

Qualify for recommendation by completing all program requirements in the area of licensure. Maintain minimum cumulative GPA of 2.5.

Receive passing scores on Praxis II, as required by North Carolina Department of Public Instruction.

Submission of an electronic North Carolina Program Approval Portfolio as required by the North Carolina Department of Public Instruction.

Receive the recommendation of the licensure officer in the Teacher Education Unit.

FIELD EXPERIENCES

FE-1 Any experience working with children/adults in an educational setting that has been documented prior to entering the FE-2.

FE-2 200 Level Classes – (observations) No student/candidate interaction.

FE-3 300 Level Classes – (3-7 hours of field experience) Candidates will assess and develop lesson plans under very close supervision of classroom teacher and/or professor. In some classes candidates may teach students using the pre-approved lessons and/or cooperating teacher lesson plans.

FE-4 400 Level Classes – (7-10 hours internship) Candidates will assess a student, develop a plan of study/lessons based on the assessment outcomes, and development of formative assessment to determine rates of student improvement.

FE-5 Student Teaching – ED 490/ED 491

Students must complete:

- I. General Education Requirements
- II. Major Requirements

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Sixteen semester hours of Connector requirements should consist of:

Natural Science:	
NS 111 Intro to Biological Science	4
Social Science:	
PSY 111 General Psychology	3
American Diversity:	
HIS 223 U.S. History I	3
Arts Experience:	
ED 375 Creative Drama	3
Mathematics:	
MTH 107 Finite Math	3

II. Major Requirements

ENG 334 Sec Lang/Literacy Dev	3
NS 113 Physical Science Survey	4
PE 336 Movement Exper Elem School	3
PS 202 North Carolina History/Govt	3
PSY 313 Child Psychology	3
ART 324 Art in Elementary School	4
MTH 203 Elementary Geometry	3
MTH 204 Teaching Number Systems	3
MUS 360 Music in Elementary School	3
ED 200 Computer Applications/Educ	3
ED 205 Intro to Education	2
ED 251 Intro to Special Ed	3
ED 311 Children's Literature	3
*ED 321 Language Arts	3
*ED 325 Social Studies Methods	3
*ED 326 Science Methods	3
*ED 401 Psychological Foundations	3
*ED 402 Hist/Phil/Soc Foundations Educ	3
*ED 404 Reading Instruction Elem Sch	3
*ED 441 Comprehensive Strategies for Teaching Content Based Literacy	3
*ED 450 Adv Mthds Teaching Math	3
*ED 451 Curriculum Based Assessment	3
*ED 455 Tch Students w/ Reading Problems	3
**ED 470 Diversity in American Schools	3
**ED 491 Observ and Directed Teaching	10
* Requires formal admission to the Teacher Education Program	
** Requires formal admission to Student Teaching	

English (Bachelor of Arts)

Department of Language & Literature, Division of Humanities and Social Sciences

Professors:	Carol Boggess Harold McDonald
Associate Professors:	Jason A. Pierce Joanna T. Pierce
Assistant Professors:	Adrienne Akins Virginia Bower Kimberly Reigle
Instructor:	Jessica Bettini Felice Lopez-Bell

The English major offers a program broad enough to provide a sound basis in literatures (British, American, and World), in writing (critical, professional, and creative), and in the history and structure of the English language. The curriculum is designed to develop a variety of skills: reading, writing, speaking, listening, viewing, computer use, and research. The goals are breadth and depth of learning, development of aesthetic awareness, and preparation for graduate study or for careers in teaching, writing, and the many other professions where communication skills are key: law, publishing, public relations, etc.

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

Students pursuing teacher licensure must complete the education concentration requirements for a total of 78 hours in the major.

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Fifteen semester hours of Connector requirements may be met as follows:

American Diversity ENG 329 or ENG 354 (ENG 329 required for Teacher Licensure)	3
Arts Experience ENG 430 or ENG 431	3
Literature: ENG 201, ENG 202, or ENG 205	3
Foreign Language Two semesters of one language	6

II. Major Requirements

ENG 201 Survey of British Literature I	3
ENG 202 Survey of British Literature II	3
ENG 205 Survey of American Literature	3
ENG 210 Introduction to Literary Study	3

ENG 450 Senior Seminar	3
Three semester hours in American literature selected from the following:	3
ENG 321 American Literature I, Origins to 1900	
ENG 322 American Literature II, 1900 to Present	
ENG 329 Diversity in American Literature	
ENG 340 Appalachian Literature	
Six semester hours in British literature selected from the following:	6
ENG 323 British Literature I, Origins to 1700	
ENG 324 British Literature II, 1700 to 1900	
ENG 325 British Literature III, 20th Century	
ENG 442 Shakespeare	
Three semester hours in composition/language selected from the following:	3
ENG 332 Structure and Usage of the English Language	
ENG 350 Professional Writing	
ENG 430 Fiction Writing	
ENG 431 Poetry Writing	
ENG 440 Composition Theory and Practice	

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Fifteen semester hours of English electives	15
English electives may include any upper-level English course not already used to satisfy the above requirements, as well as no more than six semester hours selected from the following:	
COM 231 Introduction to Public Speaking	
COM 320 Writing for New Media I	
COM 321 Writing for New Media II	
ENG 190 Introduction to Literature	
ENG 261 Internship	
ENG262 Peer Collaboration in Writing	
ENG263 Peer Collaboration Across Disciplines	
ENG 312 Adolescent Literature 6-12	
ENG 327 or 328 Special Topics	
ENG 330 Women in Literature	
ENG 333 Grammar & Linguistics for ESL	
ENG 334 Second Language & Literacy Development	
ENG 335 Modern & Contemporary Literature	
ENG 354 Language & Popular Culture	
ENG 371 World Literature	
ENG 457, 458 Directed Readings	
ENG 460 Independent Study	
ENG 461 Internship	
TA 301, 302, or 303 Theatre History I, II, or III	
TA 413 Playwriting	

No more than three semester hours of English electives may be taken below the 300 level.

Supportive Requirements

None

Professional Education Requirements for English 9-12 Licensure

English major requirements, including

COM 231 Introduction to Public Speaking	
ENG 312 Adolescent Literature	
ENG 329 Diversity in American Literature	
ENG 332 Structure and Usage of the English Language	
ENG 371 World Literature	
ENG 440 Composition Theory and Practice	
ENG 442 Shakespeare	
ED 200 Computer Applications for Education	3
ED 205 Introduction to Education	2
ED 314 The Adolescent Learner	3
*ED 401 Psychological Foundations of Education	3
*ED 402 Historical, Philosophical, and Social Foundations of Education	3
ED 410 Reading in the Content Areas	3
ED 412 The Teaching of English in the Middle Grades/Secondary Program	3
ED 465 Classroom Assessment	3
**ED 470 Diversity in American Schools	3
**ED 474 Content Area Practicum	3
**ED 490 Observed and Directed Teaching	7
PSY 111 General Psychology	3

* Requires admission to the Teacher Education Program

** Requires admission to Student Teaching

English as a Second Language (Bachelor of Arts)

Department of Education, Division of Professional Programs

Professors:	Barbara Cary Tom Destino
Associate Professors:	James M. Brown Chris Cain Deborah R. Morris Jessica VanCleave

The ESL Education major prepares teachers to work in grades K-12. The curriculum is interdisciplinary and prepares teachers with sociological, psychological, historical, linguistic, and political foundations for developing responsive teaching for students from diverse linguistic and cultural backgrounds. All students completing this major will participate in a full semester student teaching experience in a public school while taking related advanced courses.

LICENSURE AREAS (see page 164-165):

Mars Hill College offers the following teacher education programs leading to North Carolina licensure.

Areas of Licensure and Program Coordinators:

Elementary Education (K-6)	Belinda Eggers
Integrated Education (Elem Ed K-6/Special Ed K-12)	Chris Cain
Middle Grades (6-9)	James M. Brown
Secondary Education (9-12)	
English	Adrienne Akins
Mathematics	Jennifer Rhinehart
Science	Kari Loomis
Social Studies	Pauline Johnson
Special Education	Chris Cain
Special Subjects (K-12)	
Art	Barbara Cary
English as a Second Language	Tom Destino
Music	Mike Robinson
Physical Education	Joy Clifton
Spanish - Second Language	Greg Clemons

The Mars Hill College Teacher Education Program offers excellent preparation for students who plan to enter and succeed in the teaching profession. The aim is to produce able, confident teachers who are well-versed in their fields and who possess the knowledge, skills, and values essential to be teacher professionals.

Teacher as Progressive Leader

The college makes the Teacher Education Program available to working adults through the Adult and Graduate Studies program held at five sites throughout the region.

The College and its faculty are connected to area teachers by providing workshops and seminars covering a variety of topics such as using technology and primary resources in the K-12 classroom, gifted education, ESL education, Special Education, classroom management, arts in education, developmental reading and literacy.

The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the North Carolina State Department of Public Instruction making it possible for the Mars Hill College Teacher Education graduates to have reciprocity in licensure with forty-two other states in addition to the District of Columbia and Guam.

TEACHER EDUCATION PROGRAM:

Transition Points and Requirements

Candidates in the Teacher Education Program progress through a series of four transition points. At each point, candidates must demonstrate professional and academic knowledge, teaching potential and skills, and the values, ethics and dispositions appropriate to the Teacher Professional.

Transition One – Admission to the Teacher Education Program

Transition Two – Admission to Clinical Practice

Transition Three – Completion of Clinical Practice

Transition Four – Program Completion and Licensure Requirements

Transition One—Admission to the Teacher Education Program

Applications for admission to the Teacher Education Program are accepted from students at the end of the second semester of the sophomore year. Requirements for acceptance include:

Completion of ED 205 (Introduction to Education) and ED 200 (Computer Applications in Education)

Submission of a completed application

Passing scores on Praxis I, SAT, or ACT

Minimum cumulative GPA (grade point average) of 2.50

Recommendation from the major department

Formal Teacher Education Interview

Portfolio requirement: Admission to Teacher Education Portfolio

Approval of the Teacher Education Council

Transition Two—Admission to Clinical Practice

In order to progress into clinical practice, a candidate must have been admitted to the Teacher Education Program at least one full semester prior to student teaching (admission interview must occur no later than early January for fall student teaching or early August for spring student teaching). Candidates must also meet the following requirements:

Submission of a student teaching application.

Minimum cumulative GPA of 2.50.

Completion of 90 semester hours, including education and methods courses.

Interview and recommendation from the program coordinator.

Portfolio requirement: continuation of the working electronic portfolio.

Approval of the Teacher Education Council.

Transition Three—Completion of Clinical Practice

To complete the clinical practice experience successfully, a candidate must meet the following requirements:

Satisfactory student teaching evaluation completed by the cooperating teacher and the college supervisor. Exit Criteria evaluation form completed.

Minimum cumulative GPA of 2.5.

Completion and submission of the Teacher Professional electronic portfolio.

Exit interview process.

Transition Four—Program Completion and Licensure Requirements

In order to graduate from Mars Hill College with a degree in Education or with a degree in another field which leads to teaching licensure, a candidate must meet all Mars Hill College graduation guidelines established for their particular degree program. A student may be eligible for graduation, but not meet requirements for recommendation for teaching licensure.

To be recommended to the North Carolina Department of Public Instruction for licensure, all candidates (degree-seeking and licensure-only) must meet all of the following requirements:

Qualify for recommendation by completing all program requirements in the area of licensure.

Maintain minimum cumulative GPA of 2.5.

Receive passing scores on Praxis II, as required by North Carolina Department of Public Instruction.

Submission of an electronic portfolio which meets the North Carolina Professional Teaching Standards.

Receive the recommendation of the licensure officer in the Teacher Education Unit.

FIELD EXPERIENCES

FE-1 Any experience working with children/adults in an educational setting that has been documented prior to entering the FE-2.

FE-2 200 Level Classes – (observations) No student/candidate interaction.

FE-3 300 Level Classes – (3-7 hours of field experience) Candidates will assess and develop lesson plans under very close supervision of classroom teacher and/or professor. In some classes candidates may teach students using the pre-approved lessons and/or cooperating teacher lesson plans.

FE-4 400 Level Classes – (7-10 hours internship) Candidates will assess a student, develop a plan of study/lessons based on the assessment outcomes, and development of formative assessment to determine rates of student improvement.

FE-5 Student Teaching – ED 490/ED 491

Students must complete:

- I. General Education Requirements
- II. Major Requirements
- III. Concentration Requirements

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Sixteen semester hours of Connector requirements should consist of:

Social Science:	
PSY 111 General Psychology	3
American Diversity:	
HIS 224 U.S. History	3
Arts Experience:	
ED 375 Creative Drama	3
Foreign Language:	
2 semesters of the same language	6

II. Major Requirements

ED 200 Computer Applications in Education	3
GEO 221 World Regional Geo (optional)	0-3
PS 111 American Government	3
SOC 111 Introduction to Sociology	3
ENG 332 Structure/ Usage of English Lang	3
ENG 333 Grammar and Linguistics for ESL	3
ED 205 Introduction to Education	2
ED 311 Children's Literature	3
ED 251 Introduction to Special Education	3
*ED 321 Language Arts	3
ED 360 Issues in TESL in Public Schools	3
*ED 365 Sociocultural Found TESL in PS	3
*ED 401 Psychological Foundations	3
*ED 404 Reading Instruction Elem School	3
*ED 410 Reading in Content Area	3
*ED 419 Methods for Teaching ESL	3
*ED 455 Tching Students w/ Pers Reading Probs	3
*ED 465 Classroom Assessment	3
**ED 470 Diversity in American Schools	3
**ED 490 Observ and Directed Teaching	7

* Requires formal admission to the Teacher Education Program

** Requires formal admission to Student Teaching

III. Concentration Requirements

All ESL majors are required to complete an area of concentration or an existing minor approved by the ESL Education Coordinator.

History (Bachelor of Arts)

Department of History, Religion and Philosophy; Division of Humanities and Social Sciences

Professor:	Phyllis Smith
Associate Professors:	Kathryn Newfont Lucia Carter John Gripentrog

The Department seeks to prepare its students for active roles in society, to train them for graduate study, and to develop and refine skills that will be useful in a variety of professions. Special importance is given to training secondary social studies teachers and to the subject-matter concentration for middle school social studies teachers. The history curriculum is based on the principle that students should learn the critical thinking and analytical skills of the historical method as well as the mastery of historical information. In addition to its major, its minor, and its teacher licensure programs, the department invites students to take its courses as electives and to satisfy general education requirements.

128-135 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

Students pursuing teacher licensure in social studies must complete the Professional Education Requirements in addition to the major requirements.

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Three to six semester hours of Connector requirements may be met by major requirements as follows:

American Diversity	
One from: HIS 223, HIS 224	3
Social Science requirement with Teacher Licensure requirements.	3

II. Major Requirements

Required for all Majors:

HIS 223 U.S. to 1865	3
HIS 224 U.S. since 1865	3
HIS 292 World History to 1500	3
HIS 293 World History since 1500	3
HIS 491 Senior Seminar	3
Three U.S. History from:	9
HIS 330 Women in the American Experience	
HIS 349 Appalachian Oral History	
HIS 350 African-American History	
HIS 415 Early America	

HIS 417 The United States, Since 1945	
HIS 418 American Politics and Society, 1900–1945	
HIS 430 U.S. Environmental History	
Five World History from:	15
HIS 320 The Ancient World	
HIS 337 Renaissance and Reformation	
HIS 338 Early Modern Europe	
HIS 340 Twentieth-Century Europe	
HIS 390 Historiography and Methodology	
HIS 401 Modern Latin America	
HIS 402 ^{WID} History of Mexico	
HIS 403 Latin American Women	
HIS 404 Pre-Hispanic & Colonial Latin America	
HIS 429: U.S. in the World since 1900	
HIS 452 History of Modern Japan	

Concentrations

None

Supportive Requirements

None

Professional Education Requirements for Social Studies 9–12 Licensure

HIS 202 North Carolina History and Government	3
PS 111 American National Government*	3
GEO 221 World Geography	3
ECO 220 Principles of Economics*	3
SOC 111 Introduction to Sociology *	3
PSY 111 General Psychology*	3
ED 200 Computer Applications/Education	3
ED 205 Intro to Education	2
ED 314 The Adolescent Learner	3
*ED 401 Psychological Found. Education	3
ED 410 Reading in Content Area	3
ED 415 Teaching of Social Studies Mdl/Sec	3
*ED 402 Hist/Phil/Soc Foundations of Education	3
ED 465 Classroom Assessment	3
**ED 470 Diversity in American Schools	3
**ED 473 Content Area Practicum	3
**ED 490 Obser/Teach in Mdl/Sec	7
* Meets general education social science requirement	
* Requires admission to the Teacher Education Program	
** Requires admission to Student Teaching	

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Integrated Education (Special Ed K-12/ Elementary Ed K-6) (Bachelor of Arts)

Department of Education, Division of Professional Programs

Professors:	Barbara Cary Tom Destino
Associate Professors:	James M. Brown Chris Cain Deborah R. Morris Jessica VanCleave

The integrated licensure program is designed to provide students who complete this program eligibility for licensure in Elementary Education (K–6) and Special Education: General Curriculum (K–12). This major will provide students with skills and understanding from each field, allowing a single teacher to deliver an appropriate education to all students in an inclusive classroom.

LICENSURE AREAS (see page 164-165):

Mars Hill College offers the following teacher education programs leading to North Carolina licensure.

Areas of Licensure and Program Coordinators:

Elementary Education (K-6)	Belinda Eggen
Integrated Education (Elem Ed K-6/Special Ed K-12)	Chris Cain
Middle Grades (6-9)	James M. Brown
Secondary Education (9-12)	
English	Adrienne Akins
Mathematics	Jennifer Rhinehart
Science	Kari Loomis
Social Studies	Pauline Johnson
Special Education	Chris Cain
Special Subjects (K-12)	
Art	Barbara Cary
English as a Second Language	Tom Destino
Music	Mike Robinson
Physical Education	Joy Clifton
Spanish - Second Language	Greg Clemons

The Mars Hill College Teacher Education Program offers excellent preparation for students who plan to enter and succeed in the teaching profession. The aim is to produce able, confident teachers who are well-versed in their fields and who possess the knowledge, skills, and values essential to be teacher professionals.

Teacher as Progressive Leader

The college makes the Teacher Education Program available to working adults through the Adult and Graduate Studies program held at five sites throughout the region.

The College and its faculty are connected to area teachers by providing workshops and seminars covering a variety of topics such as using technology and primary resources in the K-12 classroom, gifted education, ESL education, Special Education, classroom management, arts in education, developmental reading and literacy.

The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the North Carolina State Department of Public Instruction making it possible for the Mars Hill College Teacher Education graduates to have reciprocity in licensure with forty-two other states in addition to the District of Columbia and Guam.

TEACHER EDUCATION PROGRAM:

Transition Points and Requirements

Candidates in the Teacher Education Program progress through a series of four transition points. At each point, candidates must demonstrate professional and academic knowledge, teaching potential and skills, and the values, ethics and dispositions appropriate to the Teacher Professional.

Transition One – Admission to the Teacher Education Program

Transition Two – Admission to Clinical Practice

Transition Three – Completion of Clinical Practice

Transition Four – Program Completion and Licensure Requirements

Transition One—Admission to the Teacher Education Program

Applications for admission to the Teacher Education Program are accepted from students at the end of the second semester of the sophomore year. Requirements for acceptance include:

Completion of ED 205 (Introduction to Education) and ED 200 (Computer Applications in Education)

Submission of a completed application

Passing scores on Praxis I, SAT, or ACT

Minimum cumulative GPA (grade point average) of 2.50

Recommendation from the major department

Formal Teacher Education Interview

Portfolio requirement: Admission to Teacher Education Portfolio

Approval of the Teacher Education Council

Transition Two—Admission to Clinical Practice

In order to progress into clinical practice, a candidate must have been admitted to the Teacher Education Program at least one full semester prior to student teaching (admission interview must occur no later than early January for fall student teaching or early August for spring student teaching). Candidates must also meet the following requirements:

Submission of a student teaching application.

Minimum cumulative GPA of 2.50.

Completion of 90 semester hours, including education and methods courses.

Interview and recommendation from the program coordinator.

Portfolio requirement: continuation of the working electronic portfolio.

Approval of the Teacher Education Council.

Transition Three—Completion of Clinical Practice

To complete the clinical practice experience successfully, a candidate must meet the following requirements:

Satisfactory student teaching evaluation completed by the cooperating teacher and the college supervisor. Exit Criteria evaluation form completed.

Minimum cumulative GPA of 2.5.

Completion and submission of the Teacher Professional electronic portfolio.

Exit interview process.

Transition Four—Program Completion and Licensure Requirements

In order to graduate from Mars Hill College with a degree in Education or with a degree in another field which leads to teaching licensure, a candidate must meet all Mars Hill College graduation guidelines established for their particular degree program. A student may be eligible for graduation, but not meet requirements for recommendation for teaching licensure.

To be recommended to the North Carolina Department of Public Instruction for licensure, all candidates (degree-seeking and licensure-only) must meet all of the following requirements:

Qualify for recommendation by completing all program requirements in the area of licensure.

Maintain minimum cumulative GPA of 2.5.

Receive passing scores on Praxis II, as required by North Carolina Department of Public Instruction.

Submission of an electronic portfolio which meets the North Carolina Professional Teaching Standards.

Receive the recommendation of the licensure officer in the Teacher Education Unit.

FIELD EXPERIENCES

FE-1 Any experience working with children/adults in an educational setting that has been documented prior to entering the FE-2.

FE-2 200 Level Classes – (observations) No student/candidate interaction.

FE-3 300 Level Classes – (3-7 hours of field experience) Candidates will assess and develop lesson plans under very close supervision of classroom teacher and/or professor. In some classes candidates may teach students using the pre-approved lessons and/or cooperating teacher lesson plans.

FE-4 400 Level Classes – (7-10 hours internship) Candidates will assess a student, develop a plan of study/lessons based on the assessment outcomes, and development of formative assessment to determine rates of student improvement.

FE-5 Student Teaching – ED 490/ED 491

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Sixteen semester hours of Connector requirements should consist of:

Natural Science:	4
NS 111 Intro to Biological Science	
Social Science:	3
PSY 111 General Psychology	
American Diversity:	3
HIS 223 US History I	
Arts Experience:	3
ED 375 Creative Drama	
Mathematics:	3
MTH 107 Finite Math	

II. Major Requirements

ART 324 Art in the Elementary School	4
ENG 334 Second Language and Literacy Development	3
MTH 203 Elementary Geometry Teaching	3
MTH 204 Teaching Number Systems	3
MUS 360 Music in the Elementary School	3
NS 113 Physical Science Survey	4
PE 336 Methods of Teaching Elementary School Health (K-6)	3
PS 202 NC History and Government	3
PSY 313 Child Psychology	3
ED 200 Computer Applications for Education	3
ED 205 Intro to Elementary Education	2
ED 251 Intro to Special Education	3
ED 311 Children's Literature	3
*ED 321 Language Arts	3
*ED 325 Social Studies Methods	3
*ED 326 Science Methods	3
*ED 329 Motor, Communication, and Sensory Deficits of the Exceptional Child	3
*ED 350 Behavior Management	3
*ED 401 Psychological Foundation of Education	3
*ED 402 Historical/Phil/Soc Foundations of Education	3
*ED 404 Reading Methods	3
*ED 416 Specialized Instructional Methods and Materials	3
*ED 432 Collaboration and Consultation Skills	3
*ED 435 Assessment Methods Uses and Interpretations	3
*ED 441 Comprehensive Strategies for Teaching Content Based Literacy	3
*ED 450 Adv Methods for Teaching Math (Pre-Req: MTH 203 and MTH 204)	3
*ED 451 Curriculum Based Assessment	3
*ED 455 Teaching Students w/ Persistent Reading Problems	3
*ED 456 Legal Issues/Procedures Focused on Exceptional Needs Children	1
**ED 470 Diversity in American Schools	3
**ED 491 Observation and Directed Teaching	10

* Requires formal admission to the Teacher Education Program

** Requires formal admission to Student Teaching

International Studies (Bachelor of Arts)

Interdisciplinary

Through an in-depth study of Political Science, Business and Economics, History, Foreign Language, and Social Sciences, students majoring in International Studies recognize and analyze global issues in an interdisciplinary nature. To best comprehend the interdisciplinary nature of these issues and complexity of world cultures and systems, it is highly recommended that the students in the major spend at least one term studying or working in a foreign country.

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Fifteen semester hours of Connector requirements may be met by major requirements as follows:

2 semesters Foreign Language	6
American Diversity	
HIS 224	3
Social Science	
PS 111	3
Literature	
ENG 371	3

II. Major Requirements

6-12 hours Foreign Language (at least 6 at 200 or above level) (level depends on placement)*	6-12
HIS 224 US History since 1865*	—
PS 111 American Government*	—
PS 221 Comparative Politics	3
PS 312 Political and Social Development	3
PS 345 International Relations/World Politics	3
ENG 371 World Literature *	—
BA 236 Principles of Management	3
ECO 220 Principles of Economics*	3
GEO 221 World Geography	3
INS 450 Senior Seminar	3
Four from:	
HIS 340 Twentieth Century Europe	3
HIS 401 Modern Latin America	3
HIS 402 ^{WID} History of Mexico	3
HIS 429 US in the World since 1900	3
HIS 293 World History since 1500	3
HIS 452 History of Modern Japan	3

One from:

BA 351 Principles of Marketing
 REL 240 Islam
 REL 241 Hinduism, Buddhism
 REL 242 Confucianism, Taoism, and Zen
 SPA 330 Intro to Peninsular Spanish Literature
 SPA 340 Topics in Peninsular Spanish Literature
 SPA 350 Intro to Latin American Literature
 SPA 360 Topics in Latin American Literature

*Meets general education requirements

Concentration Requirements

None

Supportive Requirements

None

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

3

Mathematics (Bachelor of Science)

Department of Mathematics and Computer Science; Division of Mathematics and Natural Sciences

Professor:	Donald Russell
Associate Professor:	Harry Hughes Gordon Roberts
Assistant Professors:	Sarah Butrum Marty Gilbert Stefen Howard Jennifer Rhinehart

The Department of Mathematics and Computer Science offers programs directed toward the following goals.

The goals of the Mathematics program:

- To provide a major in mathematics designed to develop mathematical knowledge and skills that may be applied in a variety of professions.
- To prepare students for graduate studies in mathematics and related fields of study.
- To provide a minor in mathematics supporting other majors.
- To provide service courses supporting other majors.
- To prepare students for secondary teacher licensure in mathematics.
- To prepare students for teacher licensure with a concentration in mathematics at the elementary and middle-school level.
- To provide courses that develop the mathematical understanding and skills necessary for individual growth, successful careers, and responsible, informed citizenship as part of the program of general studies.
- To prepare those students whose mathematical knowledge and skills are insufficient for college-level work.
- The goals of the Computer Science program:
 - To prepare students for employment in computer science and information management.
 - To offer an opportunity for non-majors to gain in-depth exposure in an area of computer science through the minor programs.
 - To offer computer applications courses which provide basic technological skills for students in other majors.
 - To prepare students for graduate study in computer science or information management.

128-147 Hours

The Mathematics Department provides a major in mathematics that may be applied in a variety of professions, prepares students for graduate studies in mathematics and related fields, and offers the mathematics major teacher licensure.

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. The following major requirements also meet Connector requirements:

MTH 115 Calculus I	5
PHY 223 General Physics I	4
PHY 224 General Physics II (for Major with Teacher Licensure)	4
PSY 111 (for Major with Teacher Licensure)	3

II. Major Requirements

MTH 115 Calculus I	5
MTH 120 Calculus II	5
MTH 217 Discrete Mathematics	3
MTH 218 Applied Linear Algebra	3
MTH 220 Calculus III	5
MTH 331 Intro to Abstract Algebra	3
MTH 341 Probability Theory	3
MTH 450 Senior Seminar	3
Three courses from:	9
MTH 316 Statistical Methods II	
MTH 323 Advanced Calculus I	
MTH 324 Advanced Calculus II	
MTH 325 Complex Variables	
MTH 329 Foundations of Geometry*	
MTH 335 Intro to the Theory of Numbers*	
MTH 337 Differential Equations	
MTH 342 Mathematical Statistics*	

* Required for Teacher Licensure

Supportive Requirements for Major Without Teacher Licensure

CS 110 Computer Science Concepts	3
CS 111 Introduction to Computer Science I	3
CS 220 Data Structures	3
PHY 223 General Physics I	4

Supportive Requirements for Major With Teacher Licensure

CS 110 Computer Science Concepts	3
PHY 223 General Physics I	4
PHY 224 General Physics II	4
PSY 111 General Psychology	3

Professional Education Requirements

ED 200 Computer Applications in Education*	3
ED 205 Introduction to Education	2
ED 314 The Adolescent Learner	3
ED 401 Psychological Foundations Education*	3
ED 402 Hist/Phil/Soc Foundations Education*	3
ED 410 Reading in Content Area*	3
ED 418 Teaching Mathematics in Middle/Sec	3
ED 465 Classroom Assessment*	3
ED 472 Content Area Practicum**	3
ED 470 Diversity in American Schools**	3
ED 490 Obser/Dir Teaching**	7

* Requires admission to the Teacher Education Program

** Requires admission to Student Teaching

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Middle Grades Education (Bachelor of Arts)

Department of Education, Division of Professional Programs

Professors:	Barbara Cary Tom Destino
Associate Professors:	James M. Brown Chris Cain Deborah R. Morris Jessica VanCleave

The major in Middle Grades Education is designed to prepare teacher education candidates for teacher licensure with two content area concentrations.

LICENSURE AREAS (see page 164-165):

Mars Hill College offers the following teacher education programs leading to North Carolina licensure.

Areas of Licensure and Program Coordinators:

Elementary Education (K-6)	Belinda Eggen
Integrated Education (Elem Ed K-6/Special Ed K-12)	Chris Cain
Middle Grades (6-9)	James M. Brown
Secondary Education (9-12)	
English	Adrienne Akins
Mathematics	Jennifer Rhinehart
Science	Kari Loomis
Social Studies	Pauline Johnson
Special Education	Chris Cain
Special Subjects (K-12)	
Art	Barbara Cary
English as a Second Language	Tom Destino
Music	Mike Robinson
Physical Education	Joy Clifton
Spanish - Second Language	Greg Clemons

The Mars Hill College Teacher Education Program offers excellent preparation for students who plan to enter and succeed in the teaching profession. The aim is to produce able, confident teachers who are well-versed in their fields and who possess the knowledge, skills, and values essential to be teacher professionals.

Teacher as Progressive Leader

The college makes the Teacher Education Program available to working adults through the Adult and Graduate Studies program held at five sites throughout the region.

The College and its faculty are connected to area teachers by providing workshops and seminars covering a variety of topics such as using technology and primary resources in the K-12 classroom, gifted education, ESL education, Special Education, classroom management, arts in education, developmental reading and literacy.

The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the North Carolina State Department of Public Instruction making it possible for the Mars Hill College Teacher Education graduates to have reciprocity in licensure with forty-two other states in addition to the District of Columbia and Guam.

TEACHER EDUCATION PROGRAM:

Transition Points and Requirements

Candidates in the Teacher Education Program progress through a series of four transition points. At each point, candidates must demonstrate professional and academic knowledge, teaching potential and skills, and the values, ethics and dispositions appropriate to the Teacher Professional.

Transition One – Admission to the Teacher Education Program

Transition Two – Admission to Clinical Practice

Transition Three – Completion of Clinical Practice

Transition Four – Program Completion and Licensure Requirements

Transition One—Admission to the Teacher Education Program

Applications for admission to the Teacher Education Program are accepted from students at the end of the second semester of the sophomore year. Requirements for acceptance include:

Completion of ED 205 (Introduction to Education) and ED 200 (Computer Applications in Education)

Submission of a completed application

Passing scores on Praxis I, SAT, or ACT

Minimum cumulative GPA (grade point average) of 2.50

Recommendation from the major department

Formal Teacher Education Interview

Portfolio requirement: Admission to Teacher Education Portfolio

Approval of the Teacher Education Council

Transition Two—Admission to Clinical Practice

In order to progress into clinical practice, a candidate must have been admitted to the Teacher Education Program at least one full semester prior to student teaching (admission interview must occur no later than early January for fall student teaching or early August for spring student teaching). Candidates must also meet the following requirements:

Submission of a student teaching application.

Minimum cumulative GPA of 2.50.

Completion of 90 semester hours, including education and methods courses.

Interview and recommendation from the program coordinator.

Portfolio requirement: continuation of the working electronic portfolio.

Approval of the Teacher Education Council.

Transition Three—Completion of Clinical Practice

To complete the clinical practice experience successfully, a candidate must meet the following requirements:

Satisfactory student teaching evaluation completed by the cooperating teacher and the college supervisor. Exit Criteria evaluation form completed.

Minimum cumulative GPA of 2.5.

Completion and submission of the Teacher Professional electronic portfolio.

Exit interview process.

Transition Four–Program Completion and Licensure Requirements

In order to graduate from Mars Hill College with a degree in Education or with a degree in another field which leads to teaching licensure, a candidate must meet all Mars Hill College graduation guidelines established for their particular degree program. A student may be eligible for graduation, but not meet requirements for recommendation for teaching licensure.

To be recommended to the North Carolina Department of Public Instruction for licensure, all candidates (degree-seeking and licensure-only) must meet all of the following requirements:

Qualify for recommendation by completing all program requirements in the area of licensure.

Maintain minimum cumulative GPA of 2.5.

Receive passing scores on Praxis II, as required by North Carolina Department of Public Instruction.

Submission of an electronic portfolio which meets the North Carolina Professional Teaching Standards.

Receive the recommendation of the licensure officer in the Teacher Education Unit.

FIELD EXPERIENCES

FE-1 Any experience working with children/adults in an educational setting that has been documented prior to entering the FE-2.

FE-2 200 Level Classes – (observations) No student/candidate interaction.

FE-3 300 Level Classes – (3-7 hours of field experience) Candidates will assess and develop lesson plans under very close supervision of classroom teacher and/or professor. In some classes candidates may teach students using the pre-approved lessons and/or cooperating teacher lesson plans.

FE-4 400 Level Classes – (7-10 hours internship) Candidates will assess a student, develop a plan of study/lessons based on the assessment outcomes, and development of formative assessment to determine rates of student improvement.

FE-5 Student Teaching – ED 490/ED 491

Students must complete:

- I. General Education Requirements
- II. Major Requirements
- III. Concentration (Language Arts and Social Studies, Mathematics and Science)

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Sixteen – eighteen semester hours of Connector requirements should consist of:

Arts Experience:	
ED 375 Creative Drama	3
Natural Science	
NS 111 Introduction to Biological Science	4
Social Science:	
PSY 111 General Psychology	3
American Diversity:	
HIS 223 U.S. History I (Soc Studies Conc)	3
MTH 115 (Math & Science Concentration)	3-5
Literature:	
ENG 190 Introduction to Literature	3

II. Major Requirements

ED 200 Computer Applications in Education	3
ED 205 Introduction to Education	2
ED 251 Introduction to Special Education	3
ENG 312 Adolescent Literature	3
ED 314 The Adolescent Learner	3
ED 340 Middle Grades Curriculum	3
*ED 401 Psychological Foundations	3
*ED 402 Hist/Phil/Soc Foundations Education	3
*ED 410 Reading in Content Area	3
*ED 465 Classroom Assessment	3
**ED 470 Diversity in American Schools	3
**ED 475 Content Area Practicum	3
**ED 490 Observ and Directed Teaching	7

* Requires formal admission to the Teacher Education Program

** Requires formal admission to Student Teaching

III. Concentration Requirements

A. Language Arts

ENG 190 Introduction to Literature	-
ENG 201 Survey of British Lit	3
ENG 205 Survey of American Lit	3
ENG/ED 312 Adolescent Literature	-
ENG 332 Structure and Usage	3
ENG 333 Grammar and Linguistics of ESL	3
ENG 334 Second Language & Literacy Development	3
ENG 329 Diversity in American Literature	3
ED 412 Teaching English in Mid/Sec Sch	3

B. Social Studies

PS 111 American Government	3
PS 202 NC History & Government	3
SOC 111 Introduction to Sociology	3
GEO 221 World Geography	3
ED 415 Teaching Social Studies in Mid/Sec	3
Select three from:	9
HIS 223/224 US History	
HIS 292/293 World History	

C. Mathematics

MTH 107 Finite Mathematics	3
MTH 115 Calculus I	-
MTH 116 Elem Probability & Statistics	4
MTH 203 Elementary Geometry	3
MTH 204 Number Systems	3
MTH 207 Finite Mathematics II	3
ED 418 Teaching Math in Med/Sec Sch	3

D. Science

CHM 113 General Chemistry	4
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NS 111 Intro to Biology	-
NS 112 Intro to Environmental Science	4
NS 113 Intro to Physical Science	4
NS 114 Intro to Meteorology & Weather	4
PHY 223 General Physics	4
ED 421 Teaching Science for Mid/Sec Sch	3

For licensure-only students, a major in Mathematics, History, English or Biology will satisfy the concentration requirements.

Music (Bachelor of Arts)

Department of Music; Division of Professional Programs

Professors:	Julie Fortney Joel Reed
Associate Professor:	Cathy Adkins James Sparrow
Assistant Professors:	Teresa Sumpter Alan Theisen Brian Tinkel
Instructors:	Michael Robinson

General Information

The Department of Music provides an environment in which professional and non-professional musicians may continue to develop the skills, knowledge, concepts and sensitivities essential in recognizing and cultivating quality musical experiences. This development takes place within a liberal arts academic community that:

- enables the pursuit of undergraduate degrees in music
- enhances the breadth of non-music degrees
- emphasizes the artistic and personal maturity of the individual
- encourages personal enrichment through diverse musical experiences
- embraces professional values, responsibilities and relationships
- values highly-qualified, professionally-active faculty who continue the tradition of excellence in music degrees

The Bachelor of Music degree is offered with majors in Music Education (Choral, Instrumental, or Elementary emphasis) and Performance. The Bachelor of Arts degree is offered for students who desire a broad liberal arts education or who wish to combine a major in music with a minor or concentration in other areas of study. The Bachelor of Fine Arts degree in Musical Theatre is offered through the Department of Theatre.

Within any of the degree programs, a student chooses a principal applied instrument from among the following: organ, piano, or voice; or brass, percussion, or woodwind instruments. The Music Education degree prepares a student for North Carolina Class A Certification K-12.

Accreditation

The Department of Music holds full membership in the National Association of Schools of Music. The Music Education degree is part of the Teacher Education Program, which is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the North Carolina State Department of Public Instruction.

Admission as a Music Major

Students who wish to major in music should indicate that on their admission application. The Applied Music Coordinator will contact prospective students with the specific information on procedures to follow for scheduling an audition on the principal applied instrument. The prospective music major or minor is formally admitted to the Department of Music only after he or she has passed an entrance audition.

The prospective student should plan to audition in the fall or spring semester before his or her entrance the following academic year. Entering students should audition in person, although in cases where a visit to the campus poses a per-

sonal hardship on the student, a video tape recording may be sent. Complete information on auditions is available from the Department of Music (828-689-1209) or on the Web site www.mhc.edu/music.

Music Scholarships

Scholarships are available for students who are superior performers and participate in the major ensembles. Prospective students should arrange for a scholarship audition. Students should complete the application process for admission to the College prior to setting the audition date. Inquiries may be addressed to the Chair of the Department of Music. Auditions should be completed by the Spring prior to Fall entry.

According to NASM standards, students accepting a music scholarship must commit in writing to this financial award on May 1. After making this commitment, the student may not negotiate financial aid with another institution without permission of the Chair of the Department of Music.

Examinations for Transfer Students

Students wishing to transfer credits to Mars Hill College in applied music, conducting, or music theory must take examinations in each of these areas before the credits will be counted toward a music degree. If the examinations reveal weaknesses, the student may be required to complete additional work. Further information on these examinations may be obtained by contacting the Department of Music.

Performance Labs, Master Classes, and Recitals

Departmental Performance Labs:

One hour per week is set aside for students to gain experience in various performance venues.

Faculty and Guest Recitals and Concerts

The College Visiting Artists and Lecturers Series brings artists and musical groups to campus for performances. Also, the Music Department sponsors recitals by its faculty members and guest artists. The proximity of Asheville enables students to attend performances by the Asheville Symphony Orchestra, the Asheville Lyric Opera, and other area ensembles.

Recital Attendance Requirements:

Each semester, students pursuing a major or minor in music are required to attend Music Department sponsored concerts or events. Refer to the Music Department Handbook for specific requirement.

128 Hours

The Bachelor of Arts in Music degree is a liberal arts degree designed for students who wish to major in music as part of a broad general education, rather than primarily for specialization at the undergraduate level. This program also is appropriate for students who seek a music degree as the foundation for additional study in more specialized areas such as church music, pedagogy, accompanying, music theory, and music history. The limited number of hours in music required in this program provides more flexibility than do the professional degree programs in music.

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Six semester hours of Connector requirements may be met by major requirements as follows:

Foreign Language	6
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II. Major Requirements

German or French or Spanish 111	–
German or French or Spanish 112	–
MUS 111 Music Theory I	3
MUS 112 Music Theory II	3
MUS 113 Aural Skills Lab I	1
MUS 114 Aural Skills Lab II	1
MUS 211 Music Theory III	3
MUS 213 Aural Skills Lab III	1
MUS 217 Music Technology	3
MUS 311 Music History I	3
MUS 312 ^{WID} Music History II	3
MUS 313 Form and Analysis I	3
MUS 353 or 355 Choral or Instr. Conducting	2
MUS 410 Contemporary Music	3

Applied Instrument

A. Keyboard Majors

MUS 214 Aural Skills IV	1
MUS 335, 336 Service Playing (Organ Majors only)	2
7 semester hours of Applied lessons (must complete Level 481* and recital AMR)	7
7 semester hours of MUS 140	7
8 semester hours of MUS 100, MUS 101 or MUS 102 MPED 15A	8

B. Instrumental Majors

MUS 177 Class Piano	1
MUS 273 Professional Keyboard Skills	1
7 semester hours of Applied lessons (must complete Level 481* and recital AMR)	7
3 semester hours of MUS 150	3
4 semester hours of MUS 104, 105, or 109	4

8 semester hours of MUS 102 8

C. Voice Majors

MUS 131 English/Italian Lyric Diction	1
MUS 133 German/French Lyric Diction	1
MUS 135-136 Singer-on-Stage I, II	2
MUS 177 Class Piano I	1
MUS 273 Class Piano II	1
MUS 374 Class Piano III	1
MUS 384 Class Piano IV	1
MUS 214 Aural Skills IV	1
MPED 15A Pedagogy of the Applied Instrument - Voice	1
MPED 15B Pedagogy of the Applied Instrument - Voice	1
7 semester hours of Applied lessons (must complete Level 481 and recital AMR)*	7
8 semester hours of MUS 100 or MUS 101	8

* See Music Handbook

Students will register for AMR rather than AMU in their recital semester

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Music Education (Bachelor of Music)

Department of Music; Division of Professional Programs

Professors:	Julie Fortney Joel Reed
Associate Professor:	Cathy Adkins James Sparrow
Assistant Professors:	Teresa Sumpter Alan Theisen Brian Tinkel
Instructors:	Michael Robinson

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Within any of the degree programs, a student chooses a principal applied instrument from among the following: organ, piano, or voice; or brass, percussion, or woodwind instruments. The Music Education degree prepares a student for North Carolina Class A Certification K-12.

Accreditation

The Department of Music holds full membership in the National Association of Schools of Music. The Music Education degree is part of the Teacher Education Program, which is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the North Carolina State Department of Public Instruction.

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sonal hardship on the student, a video tape recording may be sent. Complete information on auditions is available from the Department of Music (828-689-1209) or on the Web site www.mhc.edu/music.

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According to NASM standards, students accepting a music scholarship must commit in writing to this financial award on May 1. After making this commitment, the student may not negotiate financial aid with another institution without permission of the Chair of the Department of Music.

Examinations for Transfer Students

Students wishing to transfer credits to Mars Hill College in applied music, conducting, or music theory must take examinations in each of these areas before the credits will be counted toward a music degree. If the examinations reveal weaknesses, the student may be required to complete additional work. Further information on these examinations may be obtained by contacting the Department of Music.

Performance Labs, Master Classes, and Recitals

Departmental Performance Labs:

One hour per week is set aside for students to gain experience in various performance venues.

Faculty and Guest Recitals and Concerts

The College Visiting Artists and Lecturers Series brings artists and musical groups to campus for performances. Also, the Music Department sponsors recitals by its faculty members and guest artists. The proximity of Asheville enables students to attend performances by the Asheville Symphony Orchestra, the Asheville Lyric Opera, and other area ensembles.

Recital Attendance Requirements:

Each semester, students pursuing a major or minor in music are required to attend Music Department sponsored concerts or events. Refer to the Music Department Handbook for specific requirement.

144-154 Hours

The Music Education degree program is designed to prepare students to teach general music, choral music or instrumental music in the public schools. The program is broad, requiring professional music education courses as well as vocal and instrumental technique courses of all majors. Successful completion of the program qualifies the student for Music K-12 teacher licensure (“A”) in North Carolina. The program also seeks to provide preparation for graduate study in Music Education. Performance majors are encouraged to complete this certification program as preparation for the teaching profession.

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

Students pursuing teacher licensure must complete the Professional Education Requirements.

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connectors course requirements. Nine semester hours of Connector requirements are met by major requirements as follows:

Social Science:	
PSY 111	3
Foreign Language	6

II. Major Requirements

MUS 111 Music Theory I	3
MUS 112 Music Theory II	3
MUS 113 Aural Skills Lab I	1
MUS 114 Aural Skills Lab II	1
MUS 211 Music Theory III	3
MUS 213 Aural Skills Lab III	1
MUS 217 Music Technology	3
MUS 313 Form and Analysis	3
MUS 311 Music History I	3
MUS 312 ^{WID} Music History II	3
MUS 315 Score Preparation	2
MUS 410 Contemporary Music	3
MUS 441 Principles of Music Education	3

Applied Instrument

A. Keyboard Majors

MUS 214 Aural Skills IV	1
MUS 335, 336 Service Playing (Organ Majors only)	2
7 semester hours of Applied lessons (must complete Level 481* and recital)	7
7 semester hours of MUS 140	7
7 semester hours of MUS 100, MUS 101, or MUS 102	7

B. Instrumental Majors

MUS 177 Class Piano	1
MUS 273 Professional Keyboard Skills	1

7 semester hours of Applied lessons (must complete Level 481* and recital)	7
3 semester hours of MUS 150	3
4 semester hours of MUS 104, 105, or 109	4
7 semester hours of MUS 102	7

C. Voice Majors

MUS 131 English/Italian Lyric Diction	1
MUS 133 German/French Lyric Diction	1
MUS 135-136 Singer-on-Stage I, II	4
MUS 177 Class Piano I	1
MUS 214 Aural Skills IV	1
MUS 273 Class Piano II	1
MUS 374 Class Piano III	1
MUS 384 Class Piano IV	1
MPED 15A Pedagogy of the Applied Instrument - Voice	1
MPED 15B Pedagogy of the Applied Instrument - Voice	1
7 semester hours of Applied lessons (must complete Level 481* and recital AMR)	7
7 semester hours of MUS 100 or MUS 101	7

* See Music Handbook

Students will register for AMR rather than AMU in their recital semester

Concentration Requirements**A. Choral Emphasis**

MUS 337 String Techniques	1
MUS 338 Instrumental Techniques	1
MUS 345 Vocal Techniques (Non-Voice Majors only)	1
MUS 353 Choral Conducting	2
MUS 354 Advanced Choral Conducting	2
MUS 374 Keyboard Skills for Choral Dir.	1
MUS 443 or 447 Elem. or Inst. Mus. Methods	2
MUS 445 Choral Music Methods	2

B. Instrumental Emphasis

MUS 337 String Techniques	1
MUS 338 Instrumental Techniques	1
MUS 340 Adv. Brass Techniques	1
MUS 342 Adv. Woodwind Techniques	1
MUS 344 Adv. Percussion Techniques	1
MUS 345 Vocal Techniques	1
MUS 355 Instrumental Conducting	2
MUS 356 Advanced Instrumental Conducting	2
MUS 443 or 445 Elem. or Chor. Mus. Meth.	2
MUS 447 Instrumental Music Methods	2
MUS 449 Marching Band Techniques	1

C. Elementary Emphasis

MUS 337 String Techniques	1
MUS 338 Instrumental Techniques	1
MUS 345 Vocal Techniques (Non-Voice Majors only)	1

MUS 353 or 355 Choral or Instr. Conducting	2
MUS 354 or 356 Adv. Chor. or Instr. Conduct	2
MUS 375 Accompany. for Elem Mus Class	1
MUS 443 Elementary Music Methods	2
MUS 445 or 447 Chor. or Instr. Mus Methods	2

Professional Education Requirements

ED 205 Introduction to Education	2
ED 314 The Adolescent Learner	3
*ED 401 Psychological Foundations of Educ	3
*ED 402 His/Phi/Soc Foundations of Educ	3
ED 410 Reading in Content Area	3
ED 465 Classroom Assessment	3
**ED 470 Diversity in American Schools	3
**ED 490 Obser/Dir Teaching Special Subj	7

* Requires admission to the Teacher Education Program

** Requires admission to Student Teaching

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Music Performance (Bachelor of Music)

Department of Music; Division of Professional Programs

Professors:	Julie Fortney Joel Reed
Associate Professor:	Cathy Adkins James Sparrow
Assistant Professors:	Teresa Sumpter Alan Theisen Brian Tinkel
Instructors:	Michael Robinson

General Information

The Department of Music provides an environment in which professional and non-professional musicians may continue to develop the skills, knowledge, concepts and sensitivities essential in recognizing and cultivating quality musical experiences. This development takes place within a liberal arts academic community that:

- enables the pursuit of undergraduate degrees in music
- enhances the breadth of non-music degrees
- emphasizes the artistic and personal maturity of the individual
- encourages personal enrichment through diverse musical experiences
- embraces professional values, responsibilities and relationships
- values highly-qualified, professionally-active faculty who continue the tradition of excellence in music degrees

The Bachelor of Music degree is offered with majors in Music Education (Choral, Instrumental, or Elementary emphasis) and Performance. The Bachelor of Arts degree is offered for students who desire a broad liberal arts education or who wish to combine a major in music with a minor or concentration in other areas of study. The Bachelor of Fine Arts degree in Musical Theatre is offered through the Department of Theatre.

Within any of the degree programs, a student chooses a principal applied instrument from among the following: organ, piano, or voice; or brass, percussion, or woodwind instruments. The Music Education degree prepares a student for North Carolina Class A Certification K-12.

Accreditation

The Department of Music holds full membership in the National Association of Schools of Music. The Music Education degree is part of the Teacher Education Program, which is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the North Carolina State Department of Public Instruction.

Admission as a Music Major

Students who wish to major in music should indicate that on their admission application. The Applied Music Coordinator will contact prospective students with the specific information on procedures to follow for scheduling an audition on the principal applied instrument. The prospective music major or minor is formally admitted to the Department of Music only after he or she has passed an entrance audition.

The prospective student should plan to audition in the fall or spring semester before his or her entrance the following academic year. Entering students should audition in person, although in cases where a visit to the campus poses a per-

sonal hardship on the student, a video tape recording may be sent. Complete information on auditions is available from the Department of Music (828-689-1209) or on the Web site www.mhc.edu/music.

Music Scholarships

Scholarships are available for students who are superior performers and participate in the major ensembles. Prospective students should arrange for a scholarship audition. Students should complete the application process for admission to the College prior to setting the audition date. Inquiries may be addressed to the Chair of the Department of Music. Auditions should be completed by the Spring prior to Fall entry.

According to NASM standards, students accepting a music scholarship must commit in writing to this financial award on May 1. After making this commitment, the student may not negotiate financial aid with another institution without permission of the Chair of the Department of Music.

Examinations for Transfer Students

Students wishing to transfer credits to Mars Hill College in applied music, conducting, or music theory must take examinations in each of these areas before the credits will be counted toward a music degree. If the examinations reveal weaknesses, the student may be required to complete additional work. Further information on these examinations may be obtained by contacting the Department of Music.

Performance Labs, Master Classes, and Recitals

Departmental Performance Labs:

One hour per week is set aside for students to gain experience in various performance venues.

Faculty and Guest Recitals and Concerts

The College Visiting Artists and Lecturers Series brings artists and musical groups to campus for performances. Also, the Music Department sponsors recitals by its faculty members and guest artists. The proximity of Asheville enables students to attend performances by the Asheville Symphony Orchestra, the Asheville Lyric Opera, and other area ensembles.

Recital Attendance Requirements:

Each semester, students pursuing a major or minor in music are required to attend Music Department sponsored concerts or events. Refer to the Music Department Handbook for specific requirement.

133–138 Hours

The performance degree program is designed for those students who possess exceptional performing ability and who wish to pursue a career as a performer or performer/teacher at the college level. Entrance into the degree program is highly selective and dependent upon successful completion of a qualifying examination that occurs at the end of a student's freshman year.

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Six semester hours of Connector requirements may be met by major requirements as follows:

Foreign Language	6
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II. Major Requirements

German or French or Spanish 111	–
German or French or Spanish 112	–
MUS 111 Music Theory I	3
MUS 112 Music Theory II	3
MUS 113 Aural Skills Lab I	1
MUS 114 Aural Skills Lab II	1
MUS 211 Music Theory III	3
MUS 213 Aural Skills Lab III	1
MUS 217 Music Technology	3
MUS 313 Form and Analysis	3
MUS 311 Music History I	3
MUS 312 ^{WID} Music History II	3
MUS 315 Score Preparation	2
MUS 353 or 355 Choral or Instr. Conducting	2
MUS 410 Contemporary Music	3

Applied Instrument**A. Keyboard Majors**

MUS 131 English/Italian Lyric Diction	1
MUS 132 Estill Voice Craft	1
MUS 214 Aural Skills IV	1
MUS 335, 336 Service Playing (Organ Majors only)	2
MPED 15A Pedagogy of the Applied Instrument - Voice	1
MPED 15B Pedagogy of the Applied Instrument - Voice	1
MLIT I Literature in Applied Instrument I	2
MLIT II Literature in Applied Instrument II	2
MUS 390 Junior Recital	1
MUS 490 Senior Recital	1
14 semester hours of Applied lessons (must complete Level 492)	14
8 semester hours of MUS 140	8
6 semester hours of Performing Arts Electives*	6
8 semester hours of MUS 100, MUS 101 or MUS 102	8
7 semester hours of Music Electives	7

B. Instrumental Majors

MUS 177 Class Piano I	1
MUS 273 Class Piano II	1
MPED Pedagogy in Applied Instrument	2
MLIT I Literature in Applied Instrument I	2
MLIT II Literature in Applied Instrument II	2
MUS 390 Junior Recital	1
MUS 490 Senior Recital	1
14 semester hours of Applied lessons (must complete Level 492)	14
8 semester hours of MUS 104, 105, or 109	8
6 semester hours of Performing Arts Electives*	6
8 semester hours of MUS 102	8
7 semester hours of Music Electives	7

C. Voice Majors

MUS 131 English/Italian Lyric Diction	1
MUS 134 German/French Lyric Diction	1
MUS 135-138 Singer-on-Stage I, II, III, IV	4
MUS 177 Class Piano I	1
MUS 273 Class Piano II	1
MUS 374 Class Piano III	1
MUS 384 Class Piano IV	1
MUS 214 Aural Skills IV	1
MUS 273 Professional Keyboard Skills	1
MPED 15A Pedagogy of the Applied Instrument - Voice	1
MPED 15B Pedagogy of the Applied Instrument - Voice	1
MLIT I Literature in Applied Instrument I	2
MLIT II Literature in Applied Instrument II	2
MUS 390 Junior Recital	1
MUS 490 Senior Recital	1
14 semester hours of Applied lessons (must complete Level 492)	14
6 semester hrs of Performing Arts Electives (refer to Music Department Handbook)	6
8 semester hours of MUS 100 or MUS 101	8
7 semester hours of Music Electives	7

III. Performing Arts Electives (6 hours)

*Performing Arts Electives include (a) secondary ensembles that do not meet other degree requirements, (b) applied lessons that do not meet other degree requirements, (c) PE 209, MUS 469, TA 100, TA 102, TA 130, TA 131, TA 201, TA 202, TA 203, TA 204, TA 432. Additional courses may be substituted, with approval of the major advisor and Department Chair.

Musical Theatre (Bachelor of Fine Arts)

Department of Arts & Theatre Arts; Division of Professional Programs

Professor:	Neil St. Clair
Associate Professor:	William Gregg
Assistant Professor:	Jessica West

It is the intent of this department to offer a major program that will prepare students to pursue careers in the broad spectrum of the theatre arts (academic and professional), as well as in theatre-related fields. To reach this end the department offers two majors. The BA in Theatre Arts and the BFA in Musical Theatre are accredited by the National Association of Schools of Theatre.

Purposes of the departmental programs are:

1. To prepare students for careers in the field. (Graduate School, Educational Theatre, and Professional Theatre).
2. To provide opportunities for the non-major to participate in theatre activities, fulfilling in part the function of a liberal arts college.
3. To provide cultural experiences for the campus and community.
4. To complement and supplement the work of other departments in the college.

140 Hours

The Bachelor of Fine Arts in Musical Theatre is a degree designed for students who wish to prepare for careers as performers in musical theatre.

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Three semester hours of Connector requirements may be met by major requirements as follows:

Arts Experience	TA 131 Acting Fundamentals	3
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II. Major Requirements

AMU Applied Music (8 semesters)		8
Ensembles (4 semesters)		4
MUS 111 Music Theory I		3
MUS 112 Music Theory II		3
MUS 113 Aural Skills I		1
MUS 114 Aural Skills II		1
MUS 139 Musical Theatre Scenes (6 semesters)		6
MUS 273 Professional Keyboard Skills		1
TA 111 Theatre Lab (7 semesters)		7
TA 112 Voice for Actor I		1
TA 117 Intro to Theatre		3

TA 121 Intro to Technical Theatre	3
TA 131 Acting Fundamentals	–
TA 302 Theatre History and Literature II	3
TA 304 History of Musical Theatre	3
TA 306 Musical Theatre Repertory I	1
TA 307 Musical Theatre Repertory II	1
TA 323 Theory/Practice Make-up Design	3
TA 331 Acting II: Character Analysis	3
TA 401 Choreography Practicum	1
TA 406 Musical Theatre Repertory III	1
TA 407 Musical Theatre Repertory IV	1
TA 411 Senior Seminar	1
TA 412 Musical Theatre in Performance	3
TA 431 Acting III: Styles	3
TA 432 Opera Workshop	3
TA 461 Theatre Internship	4
TA 201 Ballet Dance	2
TA 202 Jazz Dance	2
TA 203 Modern Dance	2
TA 204 Tap Dance	2
TA 308 Advanced Theatre Dance	2

III. Electives (6 Hours)

Musical Theatre jury examinations are held by the voice faculty of the Department of Music and the acting/musical theatre faculty of the Department of Theatre. A musical theatre jury is given for each student receiving credit in AMU applied music.

Formal admission to the BFA program in musical theatre is gained at the conclusion of the sophomore year by way of a junior qualifying audition. The student must pass this performance examination in voice and musical theatre. Its purpose is to determine if the student has the practical skills and discipline necessary to complete the BFA degree.

To be eligible to apply for admission to the BFA program, the student must have earned a grade of C– or higher in all courses required for the major and have a minimum GPA of 2.75 in major courses. A minimum overall GPA of 2.75 must have been earned each semester prior to application to the degree program. Additionally, retention in the program is dependent upon the student receiving grades of C- or higher in all classes required for the major and maintaining an overall GPA of 2.75. Any student whose average falls below 2.75 in a semester following formal admission to the BFA program will be on probation and granted one semester to raise it to the minimum GPA. Failing that, the student may continue in the BA degree program.

Musical Theatre students are required to pay for their accompanist each semester. This \$250 fee is not part of regular tuition and fees but is included in college charges. Applied Music fees of \$525 per credit hour are also assessed for all AMU classes.

Physical Education (Bachelor of Science)

Department of Health, Physical Education, Recreation; Division of Mathematics and Natural Sciences

Assistant Professors:	Jeff Andersen Lura Edsall William Hamilton Anthony Smith
Instructor:	Joy Clifton

The Health, Physical Education and Recreation Department offers degrees in Physical Education or Recreation and Sport Management. The Physical Education major offers concentrations in Teacher Education, Coaching and Health and Wellness Promotion. The Recreation and Sport Management major offers concentrations in Sport Management, Recreation and Leisure Services Management, Aquatic Management and Outdoor Recreation Management.

The Physical Education curriculum offers academic preparation for a variety of careers in the physical education area. Courses focus on sports skills development; historical, philosophical, psychological, sociological, kinesiological and physiological foundations of the discipline; working with atypical individuals, research and statistical foundations; and teaching methodology.

Students in the Teacher Education major will complete a student teaching internship which provides practical experiences and learning opportunities in a public school environment. Students who successfully complete the program in Physical Education Teacher Education will be eligible for licensure by the N.C. Department of Public Instruction.

The **Coaching concentration and minor** is designed to prepare the student for the field of coaching at the youth league, elementary, middle, and high school levels. Class instruction will include skill analysis, motivation techniques, teaching progressions, the development of a coaching philosophy, coaching skills, practice management, game management, statistics, team organization and more. Program participants will be placed with sports teams during internships to implement skills learned in the classroom.

The **Health & Wellness Promotion concentration and minor** is designed to prepare the student to work in the field of Fitness and Wellness promotion in multiple ways. The student will become versed in the principles of physical education, fitness and wellness assessment, implementation and promotion. Class instruction will include health education, personal trainer training, exercise & nutrition prescription development, behavior modification and introduction to business and marketing. Those students participating in this concentration or minor have the opportunity to test for a national certification in personal training.

Students majoring in **Physical Education, Recreation and Sport Management** will complete internships in student teaching or appropriate professional settings. Students completing a degree in recreation and sport management may be eligible for certification by such organizations as the National Recreation and Park Association (NRPA) and the North Carolina Recreation and Park Society (NCRPS) depending upon the concentration of the major.

128-136 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

Students pursuing teacher licensure must complete the Professional Education Requirements.

Enrollment by non-majors in major courses may be allowed at the discretion of the instructor.

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Three semester hours of Connector requirements may be met by major courses as follows:

Social Science: PSY 111 3

II. Major Requirements

HPR 100 Introduction to Health, Physical Education & Recreation	1
PSY 111 Introduction to Psychology	3
BIO 134 Human Anatomy & Physiology	4
PE 221 History & Principles of Physical Education	3
PE 329 Kinesiology	4
PE 330 Exercise Physiology	4
PE 333 Sports and Society	3
PE 338 Measurement & Evaluation in Physical Education	3
HEA 221 First Aid, CPR/PR & Sports Injuries	3
One of:	
PE 225 Team Sports Skill Lab	3
PE 226 Team Sports Skill Lab	3
Leisure Component—one of:	
PE 206 Racquet Games	2
PE 208 Golf & Disc Golf	2
PE 209 Dance as Art	3
RSM 210 Outdoor Recreation & Games Leadership	3
Fitness Component—one of:	
PE 174 Yoga	2
PE 210 Walking & Weight Training	2
PE 211 Aquasize & Aerobics	2
PE 212 Track & Field and Recreation Running	2
Complete requirements for one concentration	

Concentration Requirements

A. Teacher Education

PE 335 Methods of Teaching Elementary School PE	3
PE 413 Methods of Teaching Middle/HS PE	3
PE 441 Organization & Administration of HPER	3
HEA 233 Health Education	3
HEA 332 Adapted Physical Education	3
HEA 242 Lifestyle Behavior Management	3
PE 203 Dance Skill Lab	2
PE 204 Gymnastics Skill Lab	2

Professional Education Requirements

ED 200 Computer Applications for Educators	3
PSY 111 Introduction to Psychology	3
ED 205 Introduction to Education	2
ED 314 The Adolescent Learner	3
*ED 401 Psychological Foundations of Education	3
*ED 402 History, Philosophy & Social Foundations of Educ.	3
ED 410 Reading in the Content Area	3
**ED 470 Diversity in American Schools	3
**ED 490 Observed & Directed Teaching	7

* Requires admission to the Teacher Education Program

** Requires admission to Student Teaching

B. Coaching

PE 213 Theories of Coaching	3
Two of	6
PE 214 Coaching of Football	
PE 215 Coaching of Soccer	
PE 216 Coaching of Basketball/Volleyball	
PE 217 Coaching of Softball/Baseball	
PE 218 Coaching of Track & Field	
PE 219 Coaching of Swimming	
RSM 300 Field work	2
RSM 310 Event Management	3
ED 314 The Adolescent Learner	3
HEA 233 Health Education	3
HEA 332 Adapted Physical Education	3
PE 441 Organization/Admin of Health, PE	3
PE 203 Dance Skill Lab	2
PE 204 Gymnastics Skill Lab	2
PE 450 Internship	12

C. Health and Wellness Promotion

RSM 300 Field Work	2
RSM 369 Risk Management	3
PSY 314 Adolescent and Adult Development	3
HEA 233 Health Education	3
HEA 240 Personal Trainer	3
HEA 241 Exercise & Nutrition Prescription	3
HEA 242 Lifestyle Behavior Management	3
HEA 332 Adapted Physical Education	3
BA 100 Introduction to Business	3
BA 351 Principles of Marketing	3
PE 441 Organization & Admin Health, PE	3
PE 450 Internship	12

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Political Science (Bachelor of Arts)

Department of Social Sciences; Division of Humanities and Social Sciences

Professor: R. Barry Sharpe

Assistant Professor: Heather Hawn

This major is designed to include a variety of courses which represent knowledge and skills from the recognized sub-fields of the discipline. Political science graduates may attend law school or graduate school or pursue careers in public affairs, education, or the private sector.

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector requirements. The following major requirements also meet Connector requirements:

Social Science:	
PS 111 American Government	3

II. Major Requirements

PS 111 American Government	-
PS 200 Research Activity	1
PS 219 Social Research Methods	3
PS 345 International Relations & World Politics	3
PS 461 Internship OR	
PS 460 Independent Study	3
PS Electives	5
PS 470 Senior Seminar	3
Two courses from:	6
PS 211 Political Mobilization	
PS 216 Legislative Process	
PS 218 Executive Process	
PS 311 The Courts and Individual Liberties	
Two courses from:	6
PS 221 Comparative Politics	
PS 312 Political and Social Development	
HIS 401 Latin America: Problems and Prospects	
PS 452 Modern Japan	
PS 456 Modern China	
PS 481 Twentieth Century Russia: History & Government	
One Course from:	3
BA 220 Behavioral Science Statistics	

III. ELECTIVES

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Psychology (Bachelor of Arts)

Department of Social Sciences; Division of Humanities and Social Sciences

Associate Professor: Yael Baldwin
Assistant Professors: Laura Adams
Jonna M. Kwiatkowski
Adjunct Instructors: Suzanne Klonis
James Robinson
Laura Zeisler

The psychology program is designed to encourage faculty and students to explore how mind and behavior are best understood from multiple interacting levels of analysis, including physiological mechanisms, individual psychological processes, and socio-cultural influences. Our faculty and students investigate the workings of the brain; the interactions of brain, mind, and behavior; the person in social context; the development of the person in various life stages from prenatal through death; the nature of cognition and language; variations of human suffering, and the myriad methods of treating that suffering. Students learn how the various perspectives and research methods of psychology illuminate human thought, emotions, and behavior.

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Three semester hours of Connector requirements may be met by major requirements as follows:

Social Science:	
PSY 111 General Psychology	3

II. Major Requirements

Four required courses (12 credits):

PSY 111 General Psychology
PSY 220 Behavioral Science Statistics
PSY 225 Research Methods in Psychology
PSY 470 Senior Thesis (Capstone)

One course from each group (12 credits):

Group A: Clinical Psychology

PSY 311 Personality Theory OR
PSY 421 Abnormal Psychology OR
PSY 422 Foundations of Counseling and Psychotherapy

Group B: Socio-cultural Psychology

PSY 308 Social Psychology OR
PSY 316 Language, Culture, and Psychology OR
PSY 317 Psychology of Gender and Sexuality

Group C: Developmental Psychology

PSY 313 Child Psychology OR
PSY 314 Adolescent and Adult Development

Group D: Cognitive/Physiological Psychology

PSY 221 Cognition OR
PSY 222 Physiological Psychology

Three additional courses (9 credits)

These additional courses can either be from groups A-D, PSY 121 Introduction to art therapy, PSY 312 History and Systems of Psychology, PSY 327 a special topics course, PSY 400 research activity, PSY 457 Directed reading, or PSY 461 Internship.

Summary: 11 courses, 33 credits

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Note On Prerequisites:

Three psychology required courses have prerequisites in other disciplines. Prerequisite to Psychology 222 is NS 111 or BIO 113. Prerequisite to PSY 220 is the general education math requirement and PSY 111. All psychology courses except Psychology 111 have one or more prerequisites in psychology (see course listings).

Note On Credit Limits:

A total of six semester hours of the following psychology courses may count toward the major and three toward the minor: Psychology 400, 457, 458, 460, and 461.

Recreation and Sport Management (Bachelor of Science)

Department of Health, Physical Education, Recreation; Division of Mathematics and Natural Sciences

Assistant Professors:

Jeff Andersen
Lura Edsall
William Hamilton
Anthony Smith

Instructor:

Joy Clifton

The Health, Physical Education and Recreation Department offers degrees in Physical Education or Recreation and Sport Management. The Physical Education major offers concentrations in Teacher Education, Coaching and Health and Wellness Promotion. The Recreation and Sport Management major offers concentrations in Sport Management, Recreation and Leisure Services Management, Aquatic Management and Outdoor Recreation Management.

The **Recreation and Sport Management major** offers a challenging academic environment which prepares the student for a career in the field of Recreation and Sport management. Courses focus on the philosophical foundation of the profession, the role and function of leisure services agencies in contemporary society, and the development of skills necessary for leadership, supervision, planning, and management of facilities, programs, and services. Students are connected to the world of work through the Field Work and Internship classes that provide firsthand experiences in various settings such as community parks and recreation department, youth service agencies, churches, camps, nature centers, federal and state agencies, military, hospitals, nursing homes, and other sponsors of recreation and leisure services.

The **Recreation and Leisure Services Management concentration** is designed for the student who has an interest in working in community recreation organizations and agencies and in the area of commercial recreation. This concentration provides opportunities for the development of knowledge and skills the students needs to enter into the profession.

The **Aquatic Management concentration** is designed for the student who has a desire to manage water parks or community, college, or health club swimming facilities. The student will obtain a foundation in the management of these facilities and gain three (3) experiential education experiences through field work and internship.

The **Outdoor Recreation Management concentration** is designed for the student who would like to utilize the out-of-doors to provide programs for individuals. This concentration will provide the foundational skills and experiences in many outdoor recreational activities and the management of these activities in various settings.

The **Sport Management concentration** is designed for the student who would like to enter the professional field of sports and team management. This concentration will give the student the foundations skills and knowledge in the area of business and sport management.

128 Hours

Coordinator: Mr. Jeffery C. Andersen

Students must complete requirements outlined in:

- I. General Education Requirements
- II. HPER Department Requirements
- III. Major Requirements
- IV. Concentration
- V. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connectors course requirements. Three semester hours of Connector requirements may be met by the major as follows:

Social Science:	
PSY 111 General Psychology	3

II. Major Requirements

HPR 100 Introduction to the HPER Profession	1
PSY 111 General Psychology	–
COM 231 Introduction to Public Speaking	3
HEA 221 First Aid, CPR/PR and Sports Injuries	3
BA 202 Information Technology	3
RSM 221 Intro to Recreation & Sport Management	3
RSM 309 Facility Planning, Design and Maintenance	3
RSM 310 Event Management	3
RSM 369 Risk Management	3
RSM 441 Recreation and Sports Admin/Organization	3
RSM 450 Internship	12

III. Concentrations**A. Aquatic Management**

PE 122 Swimming	2
PE 123 Lifeguarding	2
PE 124 Water Safety Instructor	2
PE 126 Aquasize	2
RSM 300 Field Work	2
RSM 321 Program Planning in Recreation	3
RSM 312 Aquatic Facility Management	3

B. Outdoor Recreation Management

BIO 214 Natural History of the Southern Appalachians	3
NS 112 Introduction to Environmental Sciences	3
RSM 210 Outdoor Recreation and Games Leadership	3
RSM 224 Outdoor Recreation Leadership	3
RSM 300 Field Work (2)	4
RSM 321 Program Planning in Recreation	3
RSM 324 Interpretation of Natural and Cultural Resources	3
OR	
RSM 331 Camp Counseling and Outdoor Education	3
Two courses from:	
PE 187 Rock Climbing	2
PE 119 Canoeing	2
PE 180 Downhill Skiing	2

C. Recreation and Leisure Services Management

RSM 210 Outdoor Recreation and Games Leadership	3
RSM 300 Field Work	2
RSM 321 Program Planning in Recreation	3
PSY 313 Child Psychology	3
PSY 314 Adolescent and Adult Development	3
BA 336 Principles of Management	3

D. Sport Management

RSM 223 Sports Marketing	3
RSM 300 Field Work	2
PE 333 Sports in Society	3
BA 100 Intro to Business Perspectives and Practices	3
BA 221 Principles of Accounting	3
BA 236 Principles of Management	3
ECO 221 Principles of Microeconomics	3
PSY 314 Adolescent and Adult Development	3
Student's choice of any 2 additional courses with a BA or ECO prefix	

IV. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Religion (Bachelor of Arts)

Department of History, Religion & Philosophy; Division of Humanities and Social Sciences

Professor: Katharine Meacham
 Associate Professors: Matthew Baldwin
 Marc Mullinax

The Department of Religion and Philosophy at Mars Hill College is committed to the college's mission to unite a vital Christian faith with rigorous critical study. The study of religion and philosophy is an academic discipline standing at the center of the modern liberal arts. Our students investigate history, theology, and philosophy, engaging timeless questions of meaning, value, truth, and ethics, as they examine and evaluate the role played by religion in human society.

Religion majors and minors develop valuable skills of critical thinking, analysis, research, writing, and public speaking. Our graduates have gone on to use these skills for providing service and leadership in a wide variety of exciting careers, in many different walks of life.

The major in religion can provide a solid foundation for graduate programs in religion or philosophy, or for pre-ministerial education in seminaries.

The minor in religion or in philosophy and religion can support many different programs of study at Mars Hill College.

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons (15 credit hours) and GE Connectors requirements for B.A. degrees (31–34 credit hours). Some major and GE Connector requirements may be met by taking the following courses:

Social Science:	
PSY 111 General Psychology	(3)
(Supportive requirement for Youth Leadership Concentration only)	
American Diversity - one from:	3
REL 235 Judaism	
REL 237 Religions in America	
REL 336 Women and Religion	
PHI 216 American Philosophy	
Foreign Language:	6
GRK 111–112 or	
HEB 111–112	
Note: Religion majors are not required to take Greek or Hebrew but can meet both their language requirements and some program requirements by doing so.	

II. Major Requirements (36 Hours)

Majors take the major “core” and complete requirements for one of three concentrations. Total Program Requirements for Major:

Major Core: 18 credits
 Concentration: 18 credits
 Total: 36 credits hours required.

The Major Core

REL 111 Bible: Hebrew Scriptures Intro	3
REL 112 Bible: New Testament Intro	3
REL 115 Religion: Search for Meaning	3
REL 350 Research, Theory, & Method in Religion & Philosophy	3
REL 450 Senior Seminar	3
ONE course from a non-Christian tradition:	3
REL 235 Judaism	
REL 240 Islam	
REL 241 Hinduism, Buddhism	
REL 242 Confucianism, Taoism, and Zen	

The Concentrations

A. Biblical Studies

Advanced Biblical Studies (Two Courses)	6
REL 312 Old Testament Studies	
REL 322 New Testament Studies	
At least one PHI course	3
At least three additional courses in REL, PHI, GRK or HEB	9

B. Youth Leadership

REL 315 Youth Ministry	3
PSY 314 Adolescent and Adult Development	3
REL 261 or REL 461 Internship	3
At least one PHI course	3
At least two additional courses in REL, PHI, GRK, or HEB	6

C. Religious/Philosophical Studies

PHI 215: Problems in Philosophy	3
At least three additional PHI courses	9
Any two additional courses in REL, PHI, GRK, or HEB	6

III. Electives

Students majoring in Religion must also complete between 43 and 58 additional “elective” credit hours. Exactly how many depends upon how they meet their GE and Major requirements. These “elective” hours can be filled with any courses taken through any department or program at the college.

Social Work (Bachelor of Social Work)

SW 361 Junior Field Internship
SW 500 Senior Field Internship & Integrative Seminar

3
15

Department of Social Work; Division of Professional Programs

Professor: Elizabeth Vogler

Assistant Professor: Elizabeth B. Anderson

The department identifies its primary educational goals as the preparation of students for generalist social work practice and/or graduate studies in social work. Social work students become proficient in core competencies that lead to professional development and competence. The curriculum focuses on the knowledge, values, and skills requisite for generalist practice. Students learn to effectively assist various client systems (to include individual, family, group, community, and organizations). The social work program is fully accredited by the Council on Social Work Education.

Social Work Program Mission Statement

The Mars Hill College Social Work Program prepares culturally diverse traditional and nontraditional undergraduate students with knowledge and ethical decision making skills that are transferable across geographic and practice settings. The Program fulfills the social work profession's purpose of promoting well-being across all levels of intervention. Our graduates are ready for competent entry-level generalist practice as well as graduate study.

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. BSW Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Ten semester hours of Connector courses are met by major requirements as follows:

Natural Science	
NS 111 Introduction to Biological Sciences	4
Social Science:	
PSY 111 General Psychology	3
Second Natural/Social Science:	
SOC 111 Introduction to Sociology	3

II. Major Requirements

SW 215 Intro Soc Work Profession	3
SW 300 ^{WID} Human Behavior & Soc Environ I	3
SW 400 ^{WID} Human Behavior & Soc Environ II	3
SW 200 Research Activity	1 – 3
SW 219 Soc Research Methods	3
SW 331 Soc Welf Policy & Ser I	3
SW 332 Soc Welf Policy & Ser II	3
SW 317 Social Work Practice I	3
SW 321 Social Work Practice II	3
SW 325 Social Work Practice III	3

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Admissions Policy:

The social work program conducts its own formal admissions process. Guidelines and application introduced in SW 215. Transfer students consult with program director for guidelines and application.

Transfer Policy:

Social work courses may be transferred as course equivalents provided they were successfully completed in a CSWE accredited BSW program.

No College Credit for Work or Life Experience Policy

Without exception, college credit shall never be awarded for any prior or current work and/or life experience(s). For example, an incoming BSW major may have documentation supporting a current or former employment assignment; while we recognize the value of this training, we cannot award BSW credit for this experience.

Sociology (Bachelor of Arts)

Department of Social Sciences; Division of Humanities and Social Sciences

Professor:	Barbara Sims
Associate Professor:	Ashby F. Walker
Assistant Professor:	Brett Johnson
Instructor:	Laurie Pedersen
Adjunct Instructors:	Craig Goforth Aubrey Raper

The program provides students with a flexible sequence of courses built around the traditional core of the discipline. In addition to preparation for graduate school, emphasis is on criminal justice and research skills which enhance career opportunities in many areas.

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Three to six semester hours of Connector requirements may be met by major requirements as follows:

Social Science:	
SOC 111 Introduction to Sociology	3

II. Major Requirements

SOC 111 Introduction to Sociology	–
SOC 200 Research Activity Seminar	1
SOC 219 Research Methods	3
SOC 220 Behavioral Science Statistics	3
SOC 214 Class, Status & Power	3
SOC 310 Social and Political Theory	3
Complete requirements for one concentration.	

Concentrations

A. Criminal Justice

SOC 110 Intro to Criminal Justice System	3
SOC 216 Social Problems	3
SOC 316 Victims, Crime and Human Nature	3
SOC 324 Juvenile Delinquency	3
SOC 416 Advanced Issues in Criminal Justice	3
PSY 333 Forensic Psychology	3
One from:	3
BA 320 Conflict Resolution in the Workplace or	

PS 311 The Courts and Individual Liberties or PSY 421 Abnormal Behavior	
SOC 461 Internship	3

B. General Sociology (Completes Parts 1 & 2, below)

Part 1	
SOC 470 Senior Seminar	3
Five additional Sociology courses at the 200-level or above, excluding SOC 300, 457-458, 461	15
Part 2	6
Two additional Sociology courses (6 hrs.) at the 200-level or above (may include SOC 300, 457-458, 461) or two courses from related disciplines with a Sociology faculty advisor's approval and written notification to the Registrar	

III. Electives

Students may choose to meet the elective hours required by completing a second major or minor.

The maximum number of credit hours in Sociology that may be earned and counted toward the graduation requirement is 48.

Spanish (Bachelor of Arts)

Department of Language & Literature; Division of Humanities and Social Sciences

Professor: Gregory A. Clemons
 Associate Professor: Gordon Hinnert
 Assistant Professor: Maria Moreno

Mission of the Department of Modern Foreign Languages at Mars Hill College

The Department of Modern Foreign Languages plays an integral role in students' liberal arts education by:

- preparing life-long learners to live and work in multi-lingual societies;
- connecting students to the languages, cultures, and literatures of Spanish- and French-speaking communities;
- facilitating an appreciation of other ways of "thinking and doing" in the community, the region, and the world.

Description of the Department of Modern Foreign Languages at Mars Hill College

Students in the Department of Modern Foreign Languages at Mars Hill College study second languages, literatures and cultures in an inviting setting. Foreign language classes at Mars Hill College are small and thus they enable students to attain the linguistic skills that are increasingly necessary in our more globally connected world. Closely connected with a rigorous study of the Liberal Arts, students who major and minor in French or Spanish at Mars Hill College develop life-long skills that allow them to appreciate and understand the many ways people of other cultures think, live, and communicate. In addition they attain the fundamental ability to contribute a multilingual perspective to their field of work upon graduation. Recent graduates have gone on to graduate schools in Language, Business, Pharmacy and Comparative Literature, among others. They have become teachers in public and private schools, traveled abroad after graduation to pursue employment or further their education in another country, and used their language skills as interpreters.

The faculty members in the Department of Modern Foreign Languages study and teach the languages, cultures and literatures of the Spanish- and French-speaking countries of Europe, Africa and the Americas. Either native speakers or equipped with extensive and in-depth knowledge of their professional fields as a result of living, working, researching, and traveling abroad, the professors are passionate about teaching. With small class sizes, faculty work closely with students to help them successfully understand, interpret, and communicate the vital place of Spanish, Latin American, Central American, French and Francophone languages, literatures, and cultures in today's world. They all have attained graduate degrees from top-rated universities and bring that knowledge to the students of Mars Hill College.

Many students find that a major or minor in French or Spanish combined with a degree in Business, Social Work, Political Science, International Studies, or Biology is excellent preparation for post-graduate work and/or jobs in medicine, international organizations, government, business or law. A foreign language minor in French or Spanish is seen as increasingly desirable for many employers in today's job marketplace. Employers are often more likely to hire those with exposure to and experience in a second language, culture, and literature.

Studying abroad while a student at Mars Hill College is highly recommended for French and Spanish majors and minors. Mars Hill College provides many opportunities to study abroad in French and Spanish speaking countries. Faculty members and the study abroad office work closely with the students to find a program that suits their academic as well as financial needs. Recently, students have studied in countries such as Argentina, Chile, Costa Rica, Mexico, and Spain.

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

Students pursuing teacher licensure must complete the Professional Education Requirements in addition to the Major and Supportive Requirements.

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Six semester hours of Connector requirements may be met by major requirements as follows:

Foreign Language	6
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II. Major Requirements

SPA 111 Basic Skills Spanish I	—
SPA 112 Basic Skills Spanish II	—
SPA 211 Intermediate Spanish I	3
SPA 212 Intermediate Spanish II	3
SPA 314 Hispanic Cultures in Spanish	3
SPA 450 Senior Seminar	3
Two courses from:	6
SPA 311 Conversational Spanish	
SPA 312 Intro to Spanish Phonetics and Phonology	
SPA 313 Spanish Stylistics	
Three courses from:	9
SPA 330 Intro to Peninsular Spanish Literature	
SPA 340 Topics in Peninsular Spanish Literature	
SPA 350 Intro to Latin American Literature	
SPA 360 Topics in Latin American Literature	
One other SPA course 200 level or above	3

Supportive Requirements

None

Concentration Requirements

None

Professional Education Requirements for Teacher Certification in Second Languages

PSY 111 General Psychology *	3
ED 200 Computer Applications for Education	3
SPA 311 Conversational Spanish	3
SPA 312 Intro to Spanish Phonetics and Phonology	3
ED 205 Introduction to Education	2
ED 314 The Adolescent Learner	3
*ED 401 Psychological Foundations of Educ	3
ED 410 Reading in Content Area	3
ED 417 Mthds Teaching Second Language	3
*ED 402 Hist/Phil/Soc Foundations Educ	3
**ED 470 Diversity in American Schools	3
**ED 490 Obser/Dir Teach in Special Subject	7

Special Education (Bachelor of Arts)

Department of Education, Division of Professional Programs

Professors:	Barbara Cary Tom Destino
Associate Professors:	James M. Brown Chris Cain Deborah R. Morris

The major in Special Education is designed to prepare teacher candidates for teaching in the exceptional needs classroom (K-12). The curriculum is structured so that prospective teachers acquire the knowledge, skills and dispositions to ensure success in the field of Special Education. Candidates in this program participate in practicum classes and field experiences as they learn to apply the specialized skills gained through their training. A full semester of student teaching in a public school is required for completion of the program.

LICENSURE AREAS (see page 164-165):

Mars Hill College offers the following teacher education programs leading to North Carolina licensure.

Areas of Licensure and Program Coordinators:

Elementary Education (K-6)	Chris Cain
Integrated Education (Elem Ed K-6/Special Ed K-12)	Chris Cain
Middle Grades (6-9)	James M. Brown
Secondary Education (9-12)	
English	Carol Boggess
Mathematics	Jennifer Rhinehart
Science	Kari Loomis
Social Studies	Pauline Johnson
Special Education	Chris Cain
Special Subjects (K-12)	
Art	Barbara Cary
English as a Second Language	Tom Destino
Music	Mike Robinson
Physical Education	Joy Clifton
Spanish - Second Language	Greg Clemons

The Mars Hill College Teacher Education Program offers excellent preparation for students who plan to enter and succeed in the teaching profession. The aim is to produce able, confident teachers who are well-versed in their fields and who possess the knowledge, skills, and values essential to be teacher professionals.

Teacher as Progressive Leader

The college makes the Teacher Education Program available to working adults through the Adult and Graduate Studies program held at five sites throughout the region.

The College and its faculty are connected to area teachers by providing workshops and seminars covering a variety of topics such as using technology and primary resources in the K-12 classroom, gifted education, ESL education, Special Education, classroom management, arts in education, developmental reading and literacy.

The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the North Carolina State Department of Public Instruction making it possible for the Mars Hill College

- * Meets general education social science requirement
- * Requires admission to the Teacher Education Program
- ** Requires admission to Student Teaching

III. Electives

Students may choose to meet the elective hours required by completing a second major, a minor, or selected courses of personal interest.

Teacher Education graduates to have reciprocity in licensure with forty-two other states in addition to the District of Columbia and Guam.

TEACHER EDUCATION PROGRAM:

Transition Points and Requirements

Candidates in the Teacher Education Program progress through a series of four transition points. At each point, candidates must demonstrate professional and academic knowledge, teaching potential and skills, and the values, ethics and dispositions appropriate to the Teacher Professional.

Transition One – Admission to the Teacher Education Program

Transition Two – Admission to Clinical Practice

Transition Three – Completion of Clinical Practice

Transition Four – Program Completion and Licensure Requirements

Transition One–Admission to the Teacher Education Program

Applications for admission to the Teacher Education Program are accepted from students at the end of the second semester of the sophomore year. Requirements for acceptance include:

Completion of ED 205 (Introduction to Education) and ED 200 (Computer Applications in Education)

Submission of a completed application

Passing scores on Praxis I, SAT, or ACT

Minimum cumulative GPA (grade point average) of 2.50

Recommendation from the major department

Formal Teacher Education Interview

Portfolio requirement: Admission to Teacher Education Portfolio

Approval of the Teacher Education Council

Transition Two–Admission to Clinical Practice

In order to progress into clinical practice, a candidate must have been admitted to the Teacher Education Program at least one full semester prior to student teaching (admission interview must occur no later than early January for fall student teaching or early August for spring student teaching). Candidates must also meet the following requirements:

Submission of a student teaching application.

Minimum cumulative GPA of 2.50.

Completion of 90 semester hours, including education and methods courses.

Interview and recommendation from the program coordinator.

Portfolio requirement: continuation of the working electronic portfolio.

Approval of the Teacher Education Council.

Transition Three–Completion of Clinical Practice

To complete the clinical practice experience successfully, a candidate must meet the following requirements:

Satisfactory student teaching evaluation completed by the cooperating teacher and the college supervisor. Exit Criteria evaluation form completed.

Minimum cumulative GPA of 2.5.

Completion and submission of the Teacher Professional electronic portfolio.

Exit interview process.

Transition Four–Program Completion and Licensure Requirements

In order to graduate from Mars Hill College with a degree in Education or with a degree in another field which leads to teaching licensure, a candidate must meet all Mars Hill College graduation guidelines established for their particular degree program. A student may be eligible for graduation, but not meet requirements for recommendation for teaching licensure.

To be recommended to the North Carolina Department of Public Instruction for licensure, all candidates (degree-seeking and licensure-only) must meet all of the following requirements:

Qualify for recommendation by completing all program requirements in the area of licensure.

Maintain minimum cumulative GPA of 2.5.

Receive passing scores on Praxis II, as required by North Carolina Department of Public Instruction.

Submission of an electronic portfolio which meets the North Carolina Professional Teaching Standards.

Receive the recommendation of the licensure officer in the Teacher Education Unit.

FIELD EXPERIENCES

FE-1 Any experience working with children/adults in an educational setting that has been documented prior to entering the FE-2.

FE-2 200 Level Classes – (observations) No student/candidate interaction.

FE-3 300 Level Classes – (3-7 hours of field experience) Candidates will assess and develop lesson plans under very close supervision of classroom teacher and/or professor. In some classes candidates may teach students using the pre-approved lessons and/or cooperating teacher lesson plans.

FE-4 400 Level Classes – (7-10 hours internship) Candidates will assess a student, develop a plan of study/lessons based on the assessment outcomes, and development of formative assessment to determine rates of student improvement.

FE-5 Student Teaching – ED 490/ED 491

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Sixteen semester hours of Connector requirements should consist of:

Natural Science:	
NS 113 Physical Science Survey	4
Social Science:	
PSY 111 General Psychology	3
American Diversity:	
HIS 223 U.S. History I	3
Mathematics:	
MTH 107 Finite Math	3

II. Major Requirements

HEA 332 Adapted Physical Education	3
ENG 334 Second Language and Literacy Development	3
ED 200 Computer Applications in Education	3
ED 205 Introduction to Education	2
ED 251 Introduction to Special Education	3
*ED 321 Language Arts	3
ED 329 Motor, Comm, Sensory Def of Exc Clid	2
ED 348 Nature/Needs of Students w/ LD	3
*ED 350 Behavior Management	3
*ED 401 Psychological Found of Educ	3
*ED 402 Hist/Phil/Soc Foundations of Ed	3
*ED 404 Reading Instruction Elem Sch	3
ED 416 Specialized Instr Mtds and Materials	3
ED 432 Collaboration and Consultation	3
ED 435 Assessment Mtds, Use & Interpretation	3
*ED 441 Comprehensive Strategies for Teaching Content Based Literacy	3
*ED 450 Adv Mtds of Tchng Math	3
*ED 451 Curriculum Based Assessment	3
*ED 455 Tchng Students w/ Pers Reading Probs	3
ED 456 Legal Issues/Proc Focused Exc Needs	1
*ED 464 Planning & Managing Learning Enviro	3
**ED 470 Diversity in American Schools	3
MTH 203 Elementary Geometry	3
MTH 204 Teaching Number Systems	3
PS 202 History & Government of NC	3
**ED 491 Observ and Directed Teaching	10

* Requires formal admission to the Teacher Education Program

** Requires formal admission to Student Teaching

Theatre Arts (Bachelor of Arts)

Department of Art & Theatre Arts; Division of Professional Programs

Professor:	Neil St. Clair
Associate Professor:	William Gregg
Assistant Professor:	Jessica West

It is the intent of this department to offer a major program that will prepare students to pursue careers in the broad spectrum of the theatre arts (academic and professional), as well as in theatre-related fields. To reach this end the department offers two majors. The BA in Theatre Arts and the BFA in Musical Theatre are accredited by the National Association of Schools of Theatre.

Purposes of the departmental programs are:

1. To prepare students for careers in the field. (Graduate School, Educational Theatre, and Professional Theatre).
2. To provide opportunities for the non-major to participate in theatre activities, fulfilling in part the function of a liberal arts college.
3. To provide cultural experiences for the campus and community.
4. To complement and supplement the work of other departments in the college.

128-147 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Three semester hours of Connector requirements may be met by major requirements as follows:

Arts Experience TA 131 Acting Fundamentals	3
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II. Major Requirements

TA 111 Theatre Lab (7 semesters)	7
TA 112 Voice for Actor I	1
TA 113 Voice for Actor II	1
TA 117 Intro to Theatre	3
TA 121 Intro to Technical Theatre	3
TA 131 Acting Fundamentals	—
TA 212 Voice for Actor III	1
TA 221 Graphics for the Performing Arts	3
TA 323 Principles of Make-Up Design	3
TA 301 Theatre History & Lit I	3
TA 302 Theatre Hist & Lit II	3
TA 303 Theatre Hist/Lit III	3
TA 310 Principles of Play Direction	3

TA 331 Acting II:Character Analysis/Dev	3
TA 411 Senior Seminar	1
TA 431 Acting III Styles	3
Two from:	6
TA 321 Scene Design	
TA 322 Lighting Design	
TA 324 Theory & Practice of Costume Design	
Theatre Arts Performance Electives	3

Concentration Requirements

None

III. Electives

For the B.A. in Theatre Arts:

12 hours of electives must be taken outside of Theatre Arts courses.

Visual Communications Design (Bachelor of Fine Arts)

Department of Art & Theatre Arts, Division of Professional Programs

Professor:	Richard Cary
Associate Professors:	Scott Lowrey Jane Sibley Renfroe
Assistant Professor:	Phil Murray

The Art Department's purposes are:

- to provide art majors, teacher licensure students, and art minors with engaging educational experiences designed to prepare them for a variety of professional careers and continued learning in the arts;
- to provide learning experiences in art to all students for general education and elective credit that promote creativity, individual aesthetic awareness, and knowledge of the roles that art plays in our culture;
- to provide opportunities, through programs such as MHC's Weizenblatt Art Gallery, for cultural enrichment and growth for all members of the college community by encouraging active participation in the art world as a meaningful way to embody the unique spiritual and human values inherent in the arts.

The Art Department offers the Bachelor of Arts Degree in Studio Art, Graphic Design, and Art Education. The Art Department also offers the Bachelor of Fine Arts Degree in Visual Communications Design, which combines coursework in Photography, Graphic Design, Web Design, and Animation to prepare students for diverse professional art careers that require skills in today's technology as well as artistic vision. The BFA is the professional degree in the visual arts. For details, contact the Dr. Rick Cary, Dean of Fine Arts and Professional Programs.

128 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

Students pursuing teacher licensure must complete the Professional Education Requirements in addition to major requirements.

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector course requirements. Three semester hours of Connector requirements may be met by major requirements as follows:

Arts Experience:	
ART 201 Drawing I	3

II. Major Requirements

ART111 Fundamental 2-D Design
 ART 205 or 206 Pottery I or Sculpture I
 ART406 Art History II
 ART407 Art History III
 ART209 Graphic Design I

ART226 Photography I
 ART326 Photography II
 ART410 Type and Typographic Design
 ART426 Photography III
 ART427 Advanced Digital Photography
 CS 111 Intro to Computer Science I
 CS 105 Web Page Design I
 CS 205 Web Page Design II
 CS 305 Programming for the World Wide Web
 CS 317 Computer Modeling and Animation I
 CS 318 Computer Modeling and Animation II

III. Electives

Recommended electives: CS 220, CS 253, Selected Business courses, other Art courses.

Also recommended: MTH115 Calculus I to meet general education mathematics requirement.

Admission to the BFA program will be by portfolio review and examination at the end of the sophomore year to determine if the student has sufficient technical skills, conceptual and intellectual abilities and preparation, aesthetic sensibilities, motivation, and focus. Admission criteria will also include a minimum GPA in freshman and sophomore art and CS courses of at least 3.00. BFA students will work with their faculty advisors to prepare for admissions to the program.

Zoology (Bachelor of Science)

Department of Natural Sciences; Division of Mathematics and Natural Sciences

Professors:	Scott Pearson Alan Smith
Associate Professor:	Meredith Newman
Assistant Professor:	Kari Loomis Matthew Milnes Andrea Rockel Allen Shelley
Instructors:	Jessica Anglin Kelly Ottie Danielle Voss

128 Hours

An in-depth study of the natural sciences stressing the zoological world. Designed to prepare students for graduate and professional schools.

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements
- III. Electives

I. General Education Requirements

Students must complete the Liberal Arts in Action Commons and Connector requirements. Thirteen semester hours of Connector requirements may be met by major requirements as follows:

Natural Science:	
BIO 115 Cellular Biology and Genetics I	4
Second Natural or Social Science:	
CHM 113 General Chemistry I	4
Mathematics:	
MTH 115 Calculus I	5

II. Major Requirements

Biology Introductory Core

BIO 113 Intro to Organismal Biology	4
BIO 114 Intro to Ecology and Evolution	4
BIO 115 Intro to Cellular Biology and Genetics	–
BIO 350 Biological Research Methods	2
BIO 450 Senior Seminar Presentation	1
BIO 231 Comparative Chordate Anatomy	4
BIO 339 Comparative Physiology	4
BIO 347 Population and Community Ecology	4
BIO 348 Vertebrate Taxonomy	4
BIO 412 Evolution	4

Minors

One of the following:	4
BIO 215 ^{WID} Cellular and Molecular Biology	
BIO 216 Genetics	
One from:	4
BIO 243 Biology of Nonvascular Plants	
BIO 244 Biology of Vascular Plants	
BIO 327 Special Topics in Botany	
BIO 346 Plant taxonomy	

Concentration Requirements

None

Supportive Requirements

Hours

CHM 114 General Chemistry II	4
CHM 335 Organic Chemistry I	4
CHM 336 Organic Chemistry II	4
MTH 116 Elementary Probability & Statistics	4
PHY 223 General Physics I	4
PHY 224 General Physics II	4

III. Electives

Art History

22 hours

ART 111 Fundamental 2-D Design	4
ART 201 Drawing I, Visual Thinking	3
ART 405 Art History I -Ancient	3
ART 406 Art History II-Renaissance	3
ART 407 Art History III-Modern	3
ART 457 Directed Reading in Art	3
ART 458 Directed Readings in Art	3

Biological Natural History

24 hours

BIO 113 Introduction to Organismal Biology	4
BIO 114 Introduction to Ecology and Evolution	4
BIO 346 Plant Taxonomy	4
BIO 347 Population and Community Ecology	4
BIO 348 Vertebrate Taxonomy and Natural History	4
One departmentally approved elective (200 level or above)	4

Art Studio

22 hours

ART 111 Fundamental 2-D Design	4
ART 201 Drawing I, Visual thinking	3
ART 406 Art History II-Renaissance or ART 407 Art History III-Modern	3
Any three from the following:	9
ART 202 Painting I	
ART 203 Printmaking I	
ART 205 Pottery I	
ART 206 Sculpture I	
ART 209 Graphic Design I	
ART 226 Photography I	
Any 300 level studio art course	3

Biology

24 hours

BIO 113 Introduction to Organismal Biology	4
BIO 114 Introduction to Ecology and Evolution	4
BIO 115 Intro to Cellular Biology and Genetics	4
CHM 113 General Chemistry I	4
Two departmentally approved biology electives (200 level or above)	8

Business Administration

19 Hours

BA 100 Introduction to Business	3
BA 221 Principles of Accounting	4
BA 236 Principles of Management	3
ECO 221 Principles of Microeconomics	3
Student's choice of any 2 additional courses with a BA or ECO prefix	6

Coaching

HEA 221 First Aid, CPR/PR & Sports Injuries	3
PE 250 Biomechanics	3
PE 213 Theories of Coaching	3
RSM 310 Event Management	4
RSM 300 Field work	2
Two of:	
PE 214 Coaching of Football	3
PE 215 Coaching of Soccer	3
PE 216 Coaching of Basketball/Volleyball	3
PE 217 Coaching of Softball/Baseball	3
PE 218 Coaching of Track & Field	3
PE 219 Coaching of Swimming	3

Chemistry

24 hours

A Chemistry minor helps prepare students for success in a variety of careers such as biology, health professions, and psychology. Students desiring to complete a minor in Chemistry must complete the following requirements:

CHM 113 General Chemistry I	–
CHM 114 General Chemistry II	4
CHM 227 ^{WID} Analytical Chemistry	4
CHM 335 Organic Chemistry I	4
CHM 336 Organic Chemistry II	4
MTH 115 Calculus I	–
MTH 116 Elementary Probability and Statistics	4
One additional course from:	4
CHM 215 ^{WID} Inorganic Chemistry	
CHM 235 Environmental Chemistry	
CHM 327 ST: Chemistry Special Topics	
CHM 438 Biochemistry	

Computer Information Systems

CS 110 Computer Science Concepts	3
CS 111 Introduction to Computer Science I	3
CS 302 Systems Analysis and Design	3
CS 303 Systems Design /Implementation	3
CS 315 Database Management Systems	3
BA 202 Information Technology	3

Computer Science

CS 111 Introduction to Computer Science I	3
CS 112 Introduction to Computer Science II	3
CS 220 Data Structures	3
CS 221 Computer Organization	3
CS 230 System Administration	3
CS 330 Operating Systems	3

English

18 Hours

Students desiring a minor in English must complete 18 semester hours of coursework in literature and/or writing beyond the general education English writing sequence (English 111 and English 112 or English 113). Of these 18 semester hours in English, at least 12 semester hours must be completed at the 300-level or above.

Criminal Justice

18 Hours

SOC 110 Introduction to the Criminal Justice System and Professions	3
SOC 111 Introduction to Sociology	3
SOC 220 Behavioral Science Statistics or SOC 219 Research Methods	3
SOC 316 Victims, Crime and Human Nature	3
SOC 416 Advanced Issues in Criminal Justice	3
1 Additional course in sociology	3

Notes, Departmental Exclusions and Limitations

- No more than six semester hours of cross-listed courses may count toward a Sociology or Criminal Justice Minor.
- The Criminal Justice Minor does not include an internship, field placement or practice courses.
- The Criminal Justice Minor is not available to sociology majors who complete the Criminal Justice Concentration.

Environmental Studies

19-22 hours

NS 112 Introduction to Environmental Science	4
ES 301 Environmental Studies Practicum	2-3
HIS 430 Environmental History	3
One from:	4
BIO 214 Natural History of the Southern Appalachians	
BIO 346 Plant Taxonomy	
BIO 348 Vertebrate Taxonomy	
Two from:	
NS 114 Introduction to Meteorology	4
CHM 235 Environmental Chemistry	4
BIO 347 Population and Community Ecology	4
BIO 329 ST: Conservation Biology	4
BIO/CS/BA 250 Introduction to G.I.S.	4
PS 211 Political Mobilization or PS 216 Legislative Process or PS 332 Public Policy	3

French

24 hours

FRN 111 Basic Communication Skills in French I	3
FRN 112 Basic Communication Skills in French II	3
FRN 211 Intermediate French I	3
FRN 212 Intermediate French II	3
FRN 311 Conversational French	3
or FRN 314 Francophone Cultures in French	
Three other courses from the 200 level or above	9

History

18 Hours

Students desiring to complete a minor in History must complete the following requirements.

HIS 223 and 224: Survey of United States History	6
HIS 293: World History Since 1500	3
Three upper-level history courses (numbered 300 and above)	9

Health & Wellness Promotion

HEA 221 First Aid, CPR/PR & Sports Injuries	3
PE 250 Biomechanics	3
HEA 240 Personal Trainer	3
HEA 241 Exercise & Nutrition Prescription & Promotion	3
RSM 300 Field Work	2
RSM 369 Risk Management	3

Mathematics

21 Hours

MTH 115 Calculus I	5
MTH 120 Calculus II	5
MTH 218 Applied Linear Algebra	3
MTH 220 Calculus III	5
One 300-level Mathematics course	3

Music

27-33 hours

MUS 111 Music Theory I	3
MUS 112 Music Theory II	3
MUS 113 Aural Skills I	1
MUS 114 Aural Skills II	1
MUS 177 Class Piano (non keyboard minors)	1
MUS 273 Professional Keyboard Skills (non keyboard minors)	1
7 SH Applied Music Lessons or Ensembles (min. 3 SH applied lessons; min. 2 SH MUS 100, MUS 101 or MUS 102)	7
Music Electives	1 – 7
MUS 353 or 355 Choral or Instrumental Conducting	2
MUS 353 Choral Conducting (Church Music emphasis only)	2
MUS 380 Church Music History and Liturgies (Church Music emphasis only)	2
MUS 381 Church Music Administration & Methods (Church Music emphasis only)	3

Philosophy/Religion

REL 115 Religion: Search for Meaning	3
PHI 215 Problems in Philosophy	3
Any two additional PHI courses	6
Any two additional courses in REL, PHI, GRK, or HEB	6

Physical Education

BIO 134 Human Anatomy and Physiology	4
PE 221 History and Principles of Physical Education	3
PE 329 Kinesiology	4
PE 330 Exercise Physiology	4
PE 333 Sports in Society	3
One of:	
PE 225 Team Sports Skill Lab	3
PE 226 Team Sports Skill Lab	3
One of:	
PE 206 Racquet Games	2
PE 208 Golf & Disc Golf	2
PE 209 Dance as Art	3
RSM 210 Outdoor Recreation & Games Leadership	3
PE 210 Walking & Weight Training	2
PE 211 Aquasize & Aerobics	2
PE 212 Track & Field and Recreation Running	2

Political Science

18 Hours

Students desiring to complete a minor in Political Science must complete the following requirements.

PS 111 American Government	3
One Political Science course 300 level or higher	3
Additional courses in political science	12

Pre-law Students

Students preparing to study law should develop skills in analytic thinking, careful reading, and writing. Electives should facilitate critical understanding of economic, political, and social institutions. An understanding of history, ethical theory, the interaction between economic theory and public policy, and the development of basic mathematical and financial skills should be emphasized. The most important consideration is the rigor and challenge of the course of study. Students interested in pre-law should contact an advisor in the Political Science Department.

Pre-professional Studies

44 hours

BIO 113 Intro to Organismal Biology	4
BIO 115 Intro to Cellular Biology and Genetics	4
CHM 113 General Chemistry I	4
CHM 114 General Chemistry II	4
CHM 335 Organic Chemistry I	4
CHM 336 Organic Chemistry II	4
MTH 115 Calculus I	5
MTH 116 Elementary Probability and Statistics	4
PHY 223 General Physics I	4
PHY 224 General Physics II	4
PSY 111 General Psychology	3

Recreation and Leisure Management

22 Hours

Students desiring to complete a minor in Recreation and Leisure Services Management must complete the following:

RSM 210 Outdoor Recreation and Games Leadership	3
RSM 221 Introduction to Recreation & Sport Management	3
RSM 321 Program Planning in Recreation & Sport Management	3
RSM 369 Risk Management	3
RSM 441 Recreation and Sport Management	3
RSM 324 Interpretation of Cultural and Natural Resources	3
OR	
RSM 331 Camp Counseling and Outdoor Education	3
Two courses from:	
PE 123 Lifeguarding	2
PE 124 Water Safety Instructor	2
RSM 300 Field Work	2

Psychology

18 Credit Hours

Students desiring to complete a minor in Psychology must complete the following requirements.

- PSY 111 General Psychology (3 credits)
- Five additional courses (three of which must be from the required courses or the different groups A-D above) (15 credits)
- Summary: 6 courses, 18 credits

Note On Prerequisites:

Three psychology required courses have prerequisites in other disciplines. Prerequisite to Psychology 222 is NS 111 or BIO 113. Prerequisite to PSY 220 is the general education math requirement and PSY 111. All psychology courses except Psychology 111 have one or more prerequisites in psychology (see course listings).

Note On Credit Limits:

A total of six semester hours of the following psychology courses may count toward the major and three toward the minor: Psychology 400, 457, 458, 460, and 461.

Regional Studies

18-23 Hours

For 150 years, Mars Hill College has served the people of the Southern Blue Ridge. The regional studies program is designed to foster an understanding of the history, culture and environment of this region.

This interdisciplinary program assists students in understanding their community, the region, and connections to the broader world. It employs the concepts and methodologies of several liberal arts disciplines including humanities, natural science, social sciences and fine arts and includes field experiences. While the minor focuses on the Southern Blue Ridge mountains, the knowledge and skills developed therein can be applied to any other region. The Regional Studies minor is recommended for all students and especially encouraged for any student who expects to have a career that depends on ties to the surrounding community such as education, business, politics, religion, or research in the natural or social sciences. Flexibility in course choices and field experiences can complement students' majors.

A. Introductory Course

RS 211 Place: An Introduction to Regional Studies 3

B. Required Courses (9–10 hours)

BIO 214 Natural History of the Southern Appalachians
 ENG 340 Appalachian Literature
 HIS 349 Appalachian Oral History

C. Electives (3+ hours)

Choose one or more of the following:

BIO/BA/CS 250 Introduction to Geographic Info Systems
 BIO 346 Plant Taxonomy
 BIO 347 Population and Community Ecology
 BIO 348 Vertebrate Natural History and Taxonomy
 CHM 235 Environmental Chemistry
 COM 320 Interviewing and Reporting
 ENG 329 Diversity in American Literature
 GEO 221 World Regional Geography
 HIS/PS 202 North Carolina History and Government
 HIS 430 U.S. Environmental History
 MUS 467 Instrumental Music of the Southern Mountains
 MUS 468 Ballads, Folksongs, & Christian Harmony Singing in Southern Mountains
 MUS 469 Appalachian Smooth and Clog Dance
 PE 188 Mountain Smooth and Clog Dance
 REL 343 Religion in Appalachia
 RS 327 Special Topics in Regional Studies
 RS 460 Independent Study in Regional Studies
 SOC 213 American and Appalachian Cultural Systems

Other courses may be adapted to satisfy this minor. Consult with the program coordinator for guidance.

D. Field Internship

RS 261 / RS 461 Internship in Regional Studies 3-6

Religion

18 hours

REL 115 Religion: Search for Meaning 3
 Biblical Studies (One Course) 3
 REL 201 The Bible as Literature
 REL 111 Bible: Hebrew Scrip. Intro
 REL 112 Bible: New Testament Intro
 Any PHI course 3
 Any three other REL, PHI, GRK or HEB courses 9

Sociology

Students desiring to complete a minor in Sociology must complete the following requirements.

Sociology	18 Hours
SOC 111 Introduction to Sociology	3
SOC 220 Behavioral Science Statistics or SOC 219 Research Methods	3
SOC 310 Social and Political Theory	3
3 Additional courses in sociology	9

Other Information

Because the major requires only 40 semester hours, students in the department are encouraged to participate in departmental programs which emphasize:

- practical field-based education through our network of contacts with local agencies and groups.
- research opportunities through the Center for Assessment and Research Alliances (CARA).
- computer skills through the use of MicroCase beginning in SOC 111 and, later, through SPSS.
- or to complete a double-major or minor(s) in cognate areas.

Recent graduates have entered graduate programs in sociology, criminal justice, law and seminary; also, criminal justice-related occupations such as corrections, probation and parole, NC Highway Patrol, DEA, and various police and sheriff's departments; and related occupations in rape crisis counseling, research assisting, banking, insurance and the furniture industry.

Spanish

24 hours

SPA 111 Basic Communication Skills Spanish I	3
SPA 112 Basic Communication Skills Spanish II	3
SPA 211 Intermediate Spanish I	3
SPA 212 Intermediate Spanish II	3
SPA 311 Conversational Spanish	3
or SPA 314 Hispanic Cultures in Spanish	
Three other courses from the 200 level or above	9

Sport Management

(20 Hours)

Students desiring to complete a minor in Sport Management must complete the following:

RSM 221 Introduction to Recreation and Sport Management	3
RSM 223 Sports Marketing	3
RSM 300 Field Work	2
PE 333 Sports in Society	3
RSM 309 Facility Planning, Design and Maintenance	3
RSM 310 Event Management	3
RSM 369 Risk Management	3

Theatre Arts

Students desiring to complete a minor in Theatre Arts must complete the following requirements.

Theatre Arts	21 Hours
TA 111 Theatre Lab (3 semesters)	3
TA 117 Introduction to Theatre	3
TA 131 Acting I: Fundamentals	3
12 Hours of theatre classes approved by theatre arts faculty	12

Productions

Five productions are presented each school year. These include a major musical work, a musical revue, straight plays and one-act plays. It is the goal of the department to offer a balanced program of plays, representing various periods, genres, and styles.

Southern Appalachian Repertory Theatre

The Department sponsors the Southern Appalachian Repertory Theatre (SART), a professional summer theatre established in 1975. SART's mission is to provide quality theatre for the residents of the region by performing a variety of plays, including musicals; plays concerning Appalachia which portray the rich culture and heritage of its people; and to promote the development of new plays.

Mars Hill College students are given the opportunity to work and perform with the company and may receive credit toward any theatre arts degree through such work.

Webmaster

18 hours

Webmaster	
CS 110 Computer Science Concepts	3
CS 111 Introduction to Computer Science I	3
CS 105 Web Page Design I	3
CS 205 Web Page Design II	3
CS 305 Web Programming	3
ART 109 Introduction to Computer Graphics	3

Women's Studies

Program Coordinator:

Yael Baldwin

Committee Faculty Members:

Virginia Bower
Lucia Carter
Kathy Meacham
Marc Mullinax
Laurie Pedersen
Joanna T. Pierce
Beverly Robertson
Phyllis Smith
Ashby Walker

SOC 214 Class, Status, and Power
SOC 327 Health and Society
SOC 389 Sociology of Food and Eating
SW 331 Social Welfare Policy and Services I
PSY/SOC 308 Social Psychology
PHI Most Philosophy courses are WS adaptable

Women's Studies is an academic field of study that utilizes a particular framework through which to view critical issues. This interdisciplinary minor examines and analyzes the world from a variety of perspectives. Through the study of the arts, humanities, natural and social sciences, and physical education, the minor affirms the existence, integrity, and value of women's diverse experiences. While students pursue their own intellectual, spiritual, and personal growth, Women's Studies helps students analyze the experiences of women and men in various cultures. Committed to freedom of inquiry and to building bridges beyond academia, it seeks to improve communication and to prepare and equip women and men for service and leadership.

18 Hours

WS 200 Women in Society	3
Two from:	6
ENG 330 Women's Literature	
HIS 330 Women in the American Experience	
HIS 403 Latin American Women	
PSY 317 Psychology of Gender and Sexuality	
REL 336 Women and Religion	
SOC 226 Sociology of the Family	
WS 457 Directed Readings	
WS 461 Internship (adaptable)	
Electives	9

Electives:

Electives may be chosen from among the above listed regular women's studies courses, adaptable/crosslisted courses, and special topics courses. Students declaring a minor in Women's Studies must consult the program coordinator for guidance.

Adaptable courses have included:

BIO 213 Human Biology
COM 301 Mass Communication and Society
ENG 325 British Literature 1900–Present
ENG 354 Language and Popular Culture
HIS 401 Modern Latin America
HIS 402^{WID} History of Mexico
HIS 452 Modern Japan
PS 211 Political Mobilization
REL 237 Religions in America
REL 240 Islam
REL 241 Hinduism and Buddhism
REL 341 Christian Ethics
SOC 111 Introduction to Sociology

Education: Licensure

Secondary Education and Special Subject Areas

Students seeking secondary (9-12) or special subject area (K-12) licensure are required to complete a major in the area of which licensure is desired. Specific requirements for each major are listed in the appropriate department of this catalog (see listing below). Special course requirements in the major or additional courses required for students pursuing licensure are also noted in the appropriate major department in this catalog.

Secondary Education Licensure Area

English	Grades 9-12
Mathematics	Grades 9-12
Science	Grades 9-12
Social Studies	Grades 9-12

Special Subjects

Art	Grades K-12
English/Second Lang (ESL)	Grades K-12
Music	Grades K-12
Physical Education	Grades K-12
Spanish – Second Language	Grades K-12

All students pursuing teacher licensure are required to complete the following general education connector courses or supportive courses in their program:

PSY 111 General Psychology	3
ED 200 Computer Apps in Educ (MUS 217 counts for this requirement in Music Ed)	3

The following professional education courses are required of all persons seeking secondary (9-12) or special subject area (K-12) licensure:

ED 205 Introduction to Education	2
ED 314 The Adolescent Learner	3
One Methods Course in the Major	3
*ED 401 Psychological Found of Educ	3
*ED 402 Hist/Phil/Social Found of Educ	3
*ED 410 Reading in the Content Area	3
*ED 465 Classroom Assessment	3
**ED 470 Diversity in American Schools	3
**Content Area Practicum - ED 471 (Science), ED 472 (Math), ED 473 (Social Studies), ED 474 (English), ED 475 (Middle Grades),	3
**ED 490 Observ/Dir Student Tching	7

* Requires formal admission to the Teacher Education Program

** Requires formal admission to Student Teaching

Note: ED 205 and ED 200 must be taken prior to admission into the Teacher Education Program. The student should make formal application for admission into the Teacher Education Program no later than the first semester of the junior year.

For Music majors, MUS 217 (Music Technology) meets the ED 200 (Computer Applications in Education) requirement.

Licensure Add-On Programs (K-12)

Candidates and graduates who have completed licensure requirement in any field may earn an additional teaching license in Special Education, English as a Second Language (ESL), Academically/Intellectually Gifted, and Reading Specialist. All candidates seeking ESL licensure must complete two semesters of the same foreign language. Passing of Praxis II is required for add-on programs in Special Education, ESL, and Reading Specialist.

Academically/Intellectually Gifted

ED 252 Introduction to Gifted Education	3
ED 320 Multi-Sensory Methods & Models of Gifted Ed	3
ED 452 Curriculum Differentiation for the Gifted	3
ED 436 Assessment and Trends in Gifted Education	3

English as a Second Language

ED 360 Issues in TESL in Public Schools	3
ED 365 Sociocultural Foundations of TESL	3
ED 419 Methods for Teaching ESL	3
ENG 332 Structure/Usage of English Lang	3
ENG 333 Grammar and Linguistics for ESL	3
ENG 334 Second Language and Literacy Dev	3

Reading Specialist

ENG 334 Second Language and Literacy Development	3
ED 440 Advanced Strategies for Literacy Acquisition and Development	3
ED 441 Comprehensive Strategies for Teaching Content Based Literacy	3
ED 443 Conceptual and Historical Foundation of Reading	3
ED 444 Reading Assessment and Intervention	3
ED 455 Teaching Students with Persistent Reading Problems	3

Special Education

ED 251 Introduction to Special Education	3
ED 321 Language Arts Methods	3
ED 329 Motor, Comm, & Sensory Deficits	2
ED 350 Behavior Management	3
ED 416 Specialized Instru Methods/Materials	2
ED 432 Collaboration & Consultation Skills	3
ED 435 Assessment Methods, Use and Inter	3
ED 450 Advanced Methods of Mathematics	3
ED 451 Curriculum Based Assessment	3
ED 455 Teaching Students w/ Reading Prob	3
ED 456 Legal Issues/Proc Focused on Exc Needs	1

Honors Program

Director:	Lucia Carter
Honors Council:	Virginia Bower Andrea Rockel Jonna Kwiatkowski Martin Gilbert Teresa Sumpter Laura Steil Maria Moreno Jason Pierce Kari Loomis Rachael Mitchell Yael Baldwin.

The Honors Program is a unique curricular program, designed in 2009 by faculty members from all three of Mars Hill College's academic divisions and based on research into best practices in college honors education across the country. The program features a multi-disciplinary approach that complements the college's interdisciplinary general education core.

Mission

The Mars Hill College Honors Program enhances the college's rigorous Liberal Arts education, graduating exceptional students who emerge as intellectually curious scholars and effective, principled leaders—at their institution, in their communities, and in the world.

A graduate of the Honors Program at MHC will:

- Demonstrate advanced skills in critical, creative, and independent thinking through multi-disciplinary study,
- Display exceptional written, oral, visual, and technological literacy to a variety of pertinent audiences,
- Exhibit a love of learning, risk-taking, and intellectual curiosity,
- Demonstrate effective research and information literacy skills in academic and civic environments,
- Demonstrate exemplary leadership abilities in the promotion of community and global awareness through active civil engagement, and
- Be an active member of a community that fosters friendship, scholarship, creative expression, and personal growth.

Eligibility:

To be eligible for the program, a student must meet at least one of the following criteria: 1100 SAT (Critical Reading + Mathematics), 24 ACT (Composite), or top 10% of his/her high school graduating class. Applicants are interviewed by members of the Honors Council, who look for evidence of intellectual curiosity, critical thinking, strong communication skills, cultural awareness, leadership potential, and creativity. No more than 15 students are admitted to the program per year.

Second semester freshmen with a minimum 3.5 GPA may apply for the program as well.

Students in the program must maintain a 3.2 grade point average, must demonstrate regular progress toward completion of the program, and must live on campus all four years (with exceptions for study-abroad opportunities).

Probation and Suspension from the Program:

An honors student who does not meet the minimum GPA requirement will be placed on academic probation for the following semester. An honors student who fails to meet the GPA requirement during the probation semester will be suspended from the program.

The Curriculum

18 Hours

LAA 111 Honors LAA 111	3
Honors Seminars HON 100 (freshman year, spring) HON 200 (sophomore year, fall) HON 300 (junior year, fall) HON 400 (senior year, spring)	4
Mini-Courses HON 201, 202, 203 (soph.-jnr. years, spring) HON 204, 205, 206 (soph.-jnr. years, fall)	8-9
Honors Contracts HON 456, 457, 458 (jnr.-snr. years)	2-3

Students who participate in study abroad or domestic study away programs may be allowed to count some coursework at other institutions toward Honors Program requirements.

LAA 111 (Challenges)

All new first-year students at Mars Hill College register for the first course in the Liberal Arts in Action general education program: LAA 111 (Challenges). The course introduces to the educational program of the college and related services and resources. A special section of LAA 111 is designated for students in the Honors Program; it is taught by a faculty member who serves on the Honors Council, with assistance from an upper-level Honors student who serves as the section's "Challenger."

Honors Seminars

Every year, students in the Honors Program participate in an annual seminar. The seminars are paired, such that the freshman HON 100 course and the senior HON 400 course are taught concurrently in the spring, while the sophomore HON 200 course and the junior HON 300 course are taught concurrently in the fall. All Honors Seminars are offered for S/U credit only.

Students in the spring HON 100/400 seminar identify a problem in the community, conduct applied research through a variety of discipline-based approaches, and implement an action plan.

Students in the fall HON 200/300 seminar develop and direct campus-based experiential opportunities, such as academic lectures, short-term field experiences, and cultural events.

Honors Mini-Courses

Mini-courses (HON 201, 202, 203 in the spring; HON 204, 205, 206 in the fall) are the hallmark component of the MHC Honors Program. During every fifteen-week semester, three five-week, one-credit courses are offered consecutively in three different disciplines. Students who have completed their first year in the program may register for as many or as few of the mini-courses in a term as they wish, but they must satisfactorily complete a minimum of eight mini-courses to meet the Honors Program requirements (nine if the student chooses to develop only two honors contracts).

Honors students are encouraged to register for mini-courses that are "outside their comfort zones," to take classes they might not otherwise have taken. Because of this, students may opt for the S/U option in up to three mini-courses.

Honors Contracts

During their junior and senior years, students in the Honors Program work with faculty in their major or minor fields of study to develop honors contracts (HON 456, 457, 458), consisting of additional responsibilities or research projects associated with regularly offered courses. To complete the Honors Program, students must satisfactorily complete at least two contracts (three if the student chooses to take only eight mini-courses). Each student's honors contracts must complement separate courses.

Course Listings

****Courses marked ^{WID} indicate Writing Intensive Courses in the Discipline**

Apparel and Interior Merchandising

- AIM 100. Fashion Study Tour** 3
The Fashion Study Tour will introduce students to various aspects of the apparel and interior industry: topics include design, market centers, manufacturing centers, wholesaling, retailing, visual merchandising, textiles, interiors, historic design centers and cultural centers of current prominence; pre-trip and post-trip assignments include directed readings, special projects, and seminar evaluations.
- AIM 111. Introduction to Apparel and Interiors** 3
An introduction to the topical areas of the field, application of aesthetic concepts that are central to fashion, apparel, and interiors; development of an original research question in chosen topical area; use of appropriate electronic resources.
- AIM 125. Decorative and Wearable Arts** 3
Application of design principles and individual creativity in developing skills which are appropriate in the creation of decorative and wearable arts. Meets Arts Experience requirement in General Education.
- AIM 211. Fashion Designers** 3
A study of contemporary designers, haute couture, and the evolution of fashion; analysis of current fashion trends as influenced by historical designs.
- AIM 230. The Interior Environment** 3
Introduction to planning and organizing interior spaces; selection of materials and furnishings according to aesthetics, economics, and projected use; use of Auto CAD in the design process.
- AIM 240. Interiors in Retrospect** 4
A study of period furniture, architectural heritage, decorative accessories, and interior ornamentation; emphasis on American and European designs; visits to sites relevant to subject matter.
- AIM 261. Internship** 1-3
An initial outside-the-classroom experience enabling students to explore new areas or to supplement regular courses. Department approval required.
- AIM 311. Apparel Analysis and Evaluation** 3
Application of experimental construction techniques; analysis of apparel in relation to fabric selection, cost, quality, and end use resulting in original qualitative research; extensive use of Illustrator software to add to fashion library for design applications. Prerequisite: AIM 111, 334 or permission of instructor.
- AIM 322. Markets and Visual Merchandising** 3
Introduction to resources and contacts in apparel and interior markets through visits to regional marts, showrooms, wholesale and retail outlets, and manufacturing facilities. Introduction to basic visual merchandising techniques and the creation of artistic displays. Presenting design concepts in three-dimensional forms, analysis of visual presentation techniques, and development of merchandise presentation skills.
- AIM 327. Special Topics** 2-4
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department.
- AIM 330. Environmental Design Applications** 4
Integration and expansion of concepts from introductory courses as applied to interior spaces; introduction to architectural drafting techniques; extensive use of Auto CAD in the design process. Prerequisite: AIM 230 or permission of instructor.
- AIM 332. Apparel Design Applications** 4
Integration and expansion of concepts from introductory courses as applied to apparel design; creative interpretation of design through the medium of flat pattern and computer techniques using Illustrator and Photoshop software. Prerequisite: AIM 311 or permission of instructor.

AIM 334. Textile Fundamentals	3
Textile fibers, yarns, and fabrication methods; finishing, dyeing, and printing techniques as related to end-use properties; fabric analysis with consideration of social and ethical issues surrounding textile production processes. Prerequisite: AIM 111 or permission of instructor.	
AIM 337. The Fashion Industry	4
Theory and practices of fashion merchandising resulting in special projects and a major show production; fashion analysis, organizational structures and marketing techniques; a case study approach to business management practices. Introduction to Illustrator to begin developing merchandising portfolio. Prerequisites: AIM 111, BA 100.	
AIM 434. Textiles for Apparel and Interiors	4
Exploration of the relationship between textiles and the development of apparel and interior designs, marketing and merchandising; special projects resulting in quantitative research; fabric dyeing and manipulation techniques; extensive use of Illustrator software; field trips relevant to subject matter. Prerequisite: AIM 334.	
AIM 457, 458. Directed Readings	1–4 Each
Independent readings directed by members of the department faculty. Offered each semester.	
AIM 459. Professional Seminar	3
A course for juniors or seniors that provides a structure which enables students to assess and develop their readiness to make a living and make a life. Required semester prior to internship for AIM majors. Prerequisite: AIM 322.	
AIM 460. Independent Study	2–6
An upper-level student-selected and faculty-approved project. Includes independent investigation, readings, application, and/or research in a professional area of interest.	
AIM 463. Fashion and Interior Merchandising Internship	6-12
A continuous experience in an approved business or service environment. Prerequisites: AIM 459.	
AIM 470. Portfolio Development	3
The course will focus on branding strategies, targeting portfolios to maximize skill sets, and portfolio presentation. Students create a professional portfolio directed to the merchandising, marketing, and product development segments of the Fashion and Interiors industry. Prerequisites: AIM 463 or permission of instructor. Offered spring semester. (Meets the capstone requirement in General Education)	
Art	
ART 109. Introduction to Computer Graphics	3
An introductory course in Computer Graphics. Students will learn to use the computer to create Art and Graphic Design. This course will also provide experiences in creative expression, and the evaluation of visual communication products. *Meets the Arts Experience requirement.	
ART 110. Introduction to the Visual Arts	3
An introductory course in the area of visual arts designed to develop the student’s visual awareness and understanding of important concepts in art in both historical and practical terms. Meets Arts Experience requirement.	
ART 111. Fundamental 2-D Design	4
Two dimensional design theory and applications. Organization principles of the elements of 2-D design. This course is a prerequisite for all art majors and minors.	
ART 126. Digital Photography	3
In ART 126, Digital Photography, students learn to operate digital cameras; to perform basic editing of digital image files; to articulate and apply principles of design and photographic composition; and to become more creative and visually literate. Students prepare and present a portfolio of their art works that will be exhibited on the college web sites and elsewhere as appropriate. No prerequisites. *Meets the Arts Experience requirement.	
ART 201. Drawing I, Visual Thinking	3
An introduction to various drawing concepts, techniques, and media, this course provides students with a foundation for visually “seeing” and translating the world around them. No prerequisites. *Meets the Arts Experience requirement.	
ART 202. Painting I, Introduction to Color	3
Acrylic painting techniques. Emphasis on color mixing and composition. No prerequisites. *Meets the Arts Experience requirement.	

ART 203. Printmaking I	3
Application of two-dimensional design to a variety of printmaking procedures, including, woodcut, intaglio, and collagraph. The emphasis is on personal growth and expression through various printmaking processes. No prerequisites.	
ART 205. Pottery I	3
Three dimensional design and construction in clay. Forming, throwing, and glazing techniques are covered. No prerequisites. *Meets the Arts Experience requirement.	
ART 206. Sculpture I	3
Exploration of the sculptural potential of the ceramics medium. No prerequisites. *Meets the Arts Experience requirement.	
ART 209. Graphic Design I	3
A pre-professional introduction to materials and processes involved in the production of advertising designs. Practices developing skills in composition and layout, computer based layout, digital typesetting, packaging and portfolio examples. Prerequisites: Art 111, or permission of instructor.	
ART 226. Photography I	3
A studio art course in which students learn to operate a 35mm camera; to develop black and white film and enlargements; to apply principles of composition, visual literacy, and aesthetic criteria to photograph; to create meaningful self-assignments; and to discuss the history of photography. *Meets the Arts Experience requirement.	
ART 301. Drawing II, Intermediate	3
A course designed to enhance students’ understanding of formal and conceptual drawing concerns and techniques. Visualized images, developing a personal vision through historical and contemporary approaches to the drawing medium will be explored. Prerequisite: ART 111 and ART 201 or permission of instructor.	
ART 302. Painting II, Intermediate	3
Development of specialized interests and skills in acrylic painting. Emphasis on development of personal imagery and techniques. Prerequisite: ART 202 or permission of instructor.	
ART 303. Printmaking II, Intermediate	3
Emphasis on techniques and trends in contemporary printmaking and combinations of printmaking techniques. Prerequisites: ART 203 or permission of instructor.	
ART 305. Pottery II, Intermediate	3
Further development of ceramics techniques in hand building and wheel throwing. Methods, history, aesthetics, and glaze formulations are covered. Pre-requisites: ART 205 or ART 206.	
ART 306. Sculpture II	3
An intermediate studio art course in sculpture in which students experience the creative process of making individual projects in a variety of sculptural media. Through the study and application of formal, technical and conceptual considerations, students will discover and develop their own creative abilities. Students will acquire experience in critical and aesthetic assessments of art and knowledge of specific topics related to art history and technical developments. Prerequisite: ART 206.	
ART 309. Graphic Design II, Intermediate Digital Design	3
Intermediate projects in graphic design and layout. Digital imaging, digital design, pre-press and production, with the emphasis on computer based design. Pre-requisites: ART 111, ART 209 or permission of instructor.	
ART 324. Art Methods for Elementary Schools	4
Design and delivery of instruction in art for growth. Program planning, philosophy, development of creative expression, selection of art experiences, evaluation, materials, equipment, and visual aids. Prerequisites: Junior standing and ED 202 or 203.	
ART 326. Photography II	3
Intermediate studio problems and learning experiences emphasizing development of the student’s individual creative style, technical abilities, conceptual knowledge, and aesthetic judgment in photography as a medium for artistic expression and visual communication. Pre-requisite: Art 226 or permission of the instructor.	
ART 327. Special Topics in Art	2 or 3
Specific areas of study not covered in the standard department curricula. To be announced by the department.	
ART 401. Drawing III, Advanced	3
Advanced studio problems and techniques. Exploration of various space making strategies, contextual issues of the narrative event, symbolism, the figure and abstraction. Prerequisite: ART 301 or permission of instructor.	

ART 402. Painting III, Advanced	3
Development of specialized interests and skills in painting. Mixed media techniques and the development of personal imagery and thematic content are emphasized. Prerequisite: ART 202 and 302 or permission of instructor	
ART 403. Printmaking III, Advanced	3
Continued development of combined printmaking techniques. Personal imagery and thematic development are emphasized. Prerequisites: Art 303 or permission of instructor.	
ART 405. Art History I	3
The first of a three course sequence covering the history of western art and architecture with historical developments in styles, art mediums, content, subjects, materials, and methods covered. Additional topics include aesthetics, art criticism, and the roles of the visual arts in society. Must be taken in sequence.	
ART 406. Art History II	3
The second of a three course sequence covering the history of western art and architecture with historical developments in styles, art mediums, content, subjects, materials, and methods covered. Additional topics include aesthetics, art criticism, and the roles of the visual arts in society. Must be taken in sequence, or with permission of instructor.	
ART 407. Art History III	3
The third of a three course sequence covering the history of western art and architecture with historical developments in styles, art mediums, content, subjects, materials, and methods covered. Additional topics include aesthetics, art criticism, and the roles of the visual arts in society. Must be taken in sequence.	
ART 409. Graphic Design III	3
Advanced topics and projects in graphic design and layout. Digital imaging, design, photo manipulation, and personal design aesthetic are emphasized. Prerequisites; ART 309 or permission of instructor.	
ART 410. Type and Typographic Design	3
This course continues the learning process of the Graphic Design major, teaching the importance of Type and Typography as an essential part of visual communication in the production of Graphic Design, Web Design and Layout. Research and analysis of data will be a required element that emphasizes the process necessary for the success of design created by the designer. An articulation process of the supporting research is required. The language of the Web and writing code to develop working web sites is not included in the course.	
ART 424. Art Methods for Middle/Secondary Schools	4
The profession, studio projects, curriculum, scheduling, evaluation, exhibits and school-community projects, art room equipment and supplies, and recommended books. Prerequisite: ART 324.	
ART 426. Photography III	3
Advanced studio problems and learning experiences emphasizing continued development of the student's individual creative style, technical abilities, conceptual knowledge, and aesthetic judgment in photography as a medium for artistic expression and visual communication. Pre-requisite: Art 226 or permission of the instructor.	
ART 427. Photography IV, Advanced Digital Photography	3
A studio art course in advanced digital photography. The technical focus is on developing pre-professional level skills in digital camera operation (DSLR), image editing in Adobe Photoshop and related software, preparation of digital images for a variety of uses, including publication on the web and printed book formats, and for gallery presentation. ART 427 also emphasizes the student's creativity and aesthetic vision.	
ART 450. Senior Seminar	3
Senior level capstone course required of all Art majors and Teacher Certification majors in art. Development of a thematically cohesive exhibition in the student's chosen media. Documentation, criticism, and presentation will be covered. Student must enroll in this course during the fall semester of their final year. Students with the Graphic Design concentration complete senior level Student Design Group project with a faculty mentor who serves as consultant and evaluator.	
ART 457, 458. Directed Readings	2 or 3
Independent readings directed by members of the department faculty.	
ART 460. Independent Projects or Study	2 or 3
An upper level studio project (two semester hours credit) or research study (three semester hours credit) requested and defined by a student for which there is not a substitute course offered in the department. Advanced acceptance must be obtained from a staff member who consents to serve as consultant and evaluator.	

ART 461, 462. Internship in Art	2 or 3
A field-learning experience originated by the student or the department and approved by a staff member who serves as consultant and evaluator.	
ART 490. Senior Exhibition	3
Art 490 is the senior level capstone course for the studio art major. It is a continuation of the focused period of art production and critical evaluation and assessment begun in Art 450. Additionally student enrolled in this course will examine the professional standards and practices of exhibiting studio artists Students will continue to work closely with their faculty advisor in thematic development of a body of work that represents the students accumulated learning experience at Mars Hill College. Students will learn the professional procedures of work documentation through film, digital media and writing. Students will also learn the proper procedures of presentation, and all aspects of a successful exhibition.	
Athletic Training	
AT 220. Safety and Supervision	2
The study, practice, and application of the standards and accepted principles in the American National Red Cross standard first aid and CPR for professional rescuers. A unit on blood-borne pathogens will also be included in this course. (Students who have current certification in any of these areas may submit them for consideration toward meeting the requirements of this course.)	
AT 222. Introduction to Athletic Training	2
Designed to provide the student with an introduction to the knowledge and skills of prevention, care, and treatment of common athletic injuries. Co-requisite: 271 Prerequisites: Admission to the program; BIO 122, 134. Fall	
AT 223. General Medical Conditions/Pharmacology	3
Designed to enhance the student's knowledge of general medical conditions such as skin disorders, internal medicine, common diseases, etc. The course will also discuss the basic principles of pharmacology as it relates to the profession of athletic training. Prerequisites: Admission to the program; HEA 220, AT 222, AT 271. Spring	
AT 271. Athletic Training Practicum I	2
Designed to enhance the athletic training students knowledge of theory and practical application through sophomore level competencies and clinical hours. Co-requisite: AT 222. Prerequisites: Admission to the program; BIO 122, 134. Fall.	
AT 272. Athletic Training Practicum II	2
Designed to further enhance the athletic training students knowledge of theory and practical application through sophomore level competencies and clinical hours. Co-requisite AT 325. Prerequisites: Admission to the program. AT 222, 271, HEA 220. Spring.	
AT 323. Evaluation and Treatment of Athletic Injuries I	3
Designed to enhance the athletic training students knowledge of clinical evaluation and treatment of cranial, facial, cervical, temporomandibular joint, and upper extremity injuries associated with physical activity. Co-requisite: AT 371. Perquisites: AT 222, 271, 272, 325. Fall.	
AT 325. Evaluation and Treatment of Athletic Injuries II	3
Designed to enhance the athletic training students knowledge of clinical evaluation and treatment of thoracic, abdominal, lumbar spine, and lower extremity injuries associated with physical activity. Co-requisite: AT 272. Prerequisites: AT 222, 271. Spring.	
AT 327, 328. Special Topics	1-3
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department.	
AT 340. Therapeutic Modalities	3
Designed to enhance the athletic training students knowledge in the use of various modalities and their relationship to the treatment of athletic injuries associated with. Prerequisites: AT 222, 223, 271, 325, 272. Fall.	
AT 341. Therapeutic Exercise	3
Designed to enhance the athletic training students knowledge in the use of various strategies and equipment and their relationship to the rehabilitation of athletic injuries associated with physical activity. Co-requisite AT 372. Prerequisites: AT 222, 223, 271, 272, 325, 323, 340, 371. Spring.	
AT 371. Athletic Training Practicum III	2
Designed to enhance the athletic training students knowledge of theory and practical application through junior level competencies and clinical hours. Co-requisite: 323. Prerequisites: AT 222, 223, 325, 340, 271, 272. Fall.	

AT 372. Athletic Training Practicum IV	2
Designed to further enhance the athletic training students knowledge of theory and practical application through junior level competencies and clinical hours. Co-requisite: 341. Prerequisites: AT 222, 223, 271, 272, 323, 325, 371. Spring.	
AT 415. Administration of Athletic Training	3
Designed to aid the student in developing a knowledge of principles, organization, and administration of athletic training programs. Prepares the student for clinical experiences involving prevention, evaluation, care, and rehabilitation of injuries associated with physical activity. Co-requisite: AT 471. Prerequisites: AT 222, 223, 271, 272, 323, 325, 340, 341, 371, 372. Fall.	
AT 427. Senior Seminar	2
Designed to prepare students to take the NATA-BOC certification examination and further their knowledge in athletic training. Co-requisite: AT 472. Prerequisites: AT 222, 223, 271, 272, 323, 325, 340, 341, 371, 372. 415, 471. Spring.	
AT 457, 458. Directed Readings	1–3
Independent readings directed by members of the athletic training faculty members. Materials may be obtained from the department chair or program director.	
AT 460. Independent Study	1–3
An opportunity for the outstanding student to pursue professional interest areas in some degree of depth. Library research in the form of an undergraduate thesis will be required. Materials may be obtained from the department chair or program director.	
AT 471. Athletic Training Practicum V	2
Designed to enhance the athletic training students knowledge of theory and practical application through senior level competencies and clinical hours. Co-requisite: 415 AT 415. Prerequisites: AT 222, 223, 271, 272, 323, 325, 340, 341, 371. Fall.	
AT 472. Athletic Training Practicum VI	2
Designed to further enhance the athletic training student’s knowledge of theory and practical application through senior level competencies and clinical hours. Co-requisite: AT 427. Prerequisites: AT 222, 223, 271, 272, 323, 325, 340, 341, 371, 372, 415, 471. Spring.	

Biology

BIO 113. Introduction to Organismal Biology	4
Basic morphology, physiology, and diversity of living organisms. Laboratory. Fall and Spring.	
BIO 114. Introduction to Ecology and Evolution	4
Basic ecology and evolution of populations, communities, and ecosystems. Laboratory. Fall and Spring.	
BIO 115. Introduction to Cellular Biology and Genetics	4
An introduction to cellular structure and function including cell reproduction and basic genetics. Laboratory. No prerequisites, but an elementary knowledge of chemistry helpful. This course meets the NS Connector requirement. Fall and Spring.	
BIO 122. Medical Terminology	3
Etymology of the words and terms used in medicine and in the biological sciences. Emphasizes objective test taking. Every semester.	
BIO 134, 135. Human Anatomy and Physiology	4, 4
An integrated study of the structure and function of the human body systems. Lecture and laboratory sessions. Spring and summer.	
BIO 213. Human Biology	4
Selected topics from cellular biology, genetics, microbiology, evolution, and ecology emphasizing the relationship between modern biology and the treatment of human disorders. Laboratory. Prerequisite: NS 111 or any one of BIO 113, BIO 114, or BIO 115.	
BIO 214. Natural History of the Southern Appalachians	4
The physical geography, climate, and biota of the Southern Highlands with emphasis on the distribution of living organisms in relationship to the environment. Laboratory.	
BIO 215^{WID}. Cellular and Molecular Biology	4
The study of the molecular aspects of cellular structure and function. Laboratory. Prerequisites: BIO 115; CHM 113, 114.	
BIO 216. Genetics	4
An integrated study of classical genetics and developments in molecular genetics. Laboratory. Prerequisites: BIO 115; CHM 113, 114.	
BIO 226. Nutrition	3
The biological principles of human nutrition. Prerequisite: CHM 113 or consent of instructor.	

BIO 231. Comparative Chordate Anatomy	4
A comparative study of the origin, relationships, and functional morphology of chordates. Laboratory. Prerequisite: BIO 113, 114.	
BIO 243. Biology of Non-vascular Plants	4
Comparative morphology, phylogeny, physiology, and biochemistry of algae, liverworts, and mosses. Laboratory. Prerequisite: BIO 113.	
BIO 244. Biology of Vascular Plants	4
Comparative anatomy and morphology, life histories, and economic contributions of the major groups of vascular plants. Laboratory. Prerequisite: BIO 113.	
BIO 250. Introduction to Geographic Information Systems	4
An introduction to the theory and practice of analysis of spatial information using the technology of geographic information systems (GIS). There is an emphasis on hands-on learning using GIS software, hard copy maps, and data from several disciplines. Laboratory. Prerequisites: MTH 113 or MTH 115, ED 200 or BA 202, or permission of instructor.	
BIO 261. Internship	1–4
An initial outside-the-classroom experience enabling students to explore new areas or to supplement regular courses. Credit awarded upon successful completion of the internship as described in the departmentally approved proposal. May be repeated only in unusual circumstances. Every semester.	
BIO 325. Biotechnology	4
Purification, cutting, splicing, transfer, and detection of DNA. Tissue culture of living material included. Laboratory. Prerequisites: BIO 111, 115; CHM 113, 114.	
BIO 327-328-329. Special Topics	1–4
Options for students to study, according to their interests, a variety of topics not covered in regular courses. Previous topics have included cytogenetics, developmental biology, entomology, invertebrate zoology, mammalogy, ornithology, parasitology, vertebrate embryology. Future topics to be announced by the department. Prerequisites: BIO 113, 114.	
BIO 334. Comparative Animal Behavior	3
The evolution, development, and ecology of animal behavior. Prerequisites: BIO 114 and PSY 111. Offered on demand.	
BIO 336^{WID}. Microbiology	4
The microscopic forms: viruses, rickettsias, bacteria, fungi, and protozoa, and their relationship to man. Laboratory emphasis on the isolation, cultivation, identification, physiology, and methods of bacteria control. Prerequisites: BIO 115; CHM 113, 114.	
BIO 337. Immunology	4
Study of the immune system. Laboratory. Prerequisites: BIO 215. Recommended: BIO 336.	
BIO 339. Comparative Physiology	4
The comparative study of how living organisms function and respond to environmental challenges Laboratory. Prerequisites: BIO 113, 115.	
BIO 341. Vertebrate Histology	4
Histological principles and microscopic characteristics of cells, tissues, organs, and systems. Laboratory. Prerequisites: BIO 113, 115.	
BIO 346. Plant Taxonomy	4
The identification and classification of vascular plants. Laboratory. Prerequisites: BIO 113, 114.	
BIO 347. Population and Community Ecology	4
Ecological principles and concepts; the dynamics of the interactions between organisms and their environment; and population, community, and ecosystem interrelationships. Laboratory. Prerequisites: BIO 113, 114; 200 or 300-level organismal course; MTH 116 or permission of instructor.	
BIO 348. Vertebrate Taxonomy and Natural History	4
The life histories, behavior, distribution, ecology, and identification of vertebrates with field studies in local environments. Laboratory. Prerequisites: BIO 113, 114.	
BIO 350. Research Methods in Biology	2
Overview of the process of scientific research and reporting. Prepares student for initiating an original research project for a senior thesis. Content includes exposure to primary literature, experimental design, approaches to data analysis, and reporting on findings. Career and graduate study options will be explored. Prerequisites: BIO 113, 114, 115; CHM 113, 114; MTH 115, 116. Spring.	

BIO 412. Evolution	4
History of the evolution concept, mechanisms of evolution, and the history of life. Laboratory. Prerequisites: BIO 113, 114, 115; MTH 116.	
BIO 438. Biochemistry	4
The chemistry of the carbohydrates, lipids, and proteins; their role in metabolism. Laboratory. Prerequisites: BIO 215; CHM 113, 114, CHM 335, 336	
BIO 450. Biology Senior Seminar	1
Required of biology program seniors. Preparing and delivering reports on scientific studies. Students will produce written and oral reports on findings of original research. Prerequisites: BIO 350. Spring.	
BIO 457. Directed Readings	1-4
Intensive reading in areas of special interest to the student or centered around a specific topic for advanced work or research purposes. The student must have the approval of the instructor and the department chair. Application must be made the semester before enrollment. Offered each semester.	
BIO 460. Independent Study	1-4
A directed program of laboratory and/or field research. The student must have the approval of the instructor, department chair, and appropriate college faculty committee. Application must be made the semester before enrollment. Prerequisites: BIO 350; MTH 116. Offered each semester.	
BIO 461. Internship	1-8
A student/agency-originated and departmentally approved learning experience which enables students to apply previously attained knowledge and skills. May be repeated for a total of 8 semester hours of credit. Offered each semester.	

Business Administration

BA 100. Introduction to Business Perspectives and Practices	3
An introduction to fundamental concepts of business and the connection between different business disciplines such as management, marketing, finance and accounting. This course is required for a business minor and is open as an elective to non-business majors who want to gain a comprehensive exposure to business perspectives and practices. (Offered fall and spring)	
BA 202. Information Technology	3
An introduction to personal computers and associated hardware and software in the business setting. This includes the MS Office suite, WebMail and the Internet. (See advisor for course rotation)	
BA 220. Behavioral Science Statistics	3
An introduction to statistical analysis, including descriptive statistics, probability distributions, sampling theory, statistical inference, and regression and correlation analysis. Prerequisites: a Social/Behavioral Science connector course and MTH 107 or MTH 115. (Offered fall and spring)	
BA 221. Principles of Accounting	4
An introduction to the fundamental concepts of financial accounting from a user's perspectives. Topics studied include the balance sheet, the income statement, the statement of cash flows and the accounts that appear on each financial statement. Special emphasis is placed on the relationship of the financial statements to one another and on the use of the information for economic decision making. This course includes an Excel lab. (Offered fall)	
BA 222. Principles of Accounting II	3
An introduction to the fundamental concepts of managerial accounting from a manager's perspective. Topics studied include the classification of costs by behavior and function. These cost classification concepts are then employed to analyze the outcomes of different operating decisions. Excel is incorporated throughout the course as a valuable tool to assist management in decision making. Prerequisite: BA 221. (Offered spring)	
BA 236. Principles of Management	3
An introduction to management competencies, organizational structures, and current issues in management. This course is designed to build conceptual development within students as future managers and work team leaders and members. Prerequisite: ENG 112. (Offered fall and spring)	
BA 240. Personal Financial Planning	3
An introduction to personal financial planning for non majors. The course covers essential concepts in building wealth, including the time value of money; bank accounts; sources and uses of credit; life, health and vehicle insurance; housing and vehicle purchase options; and investing fundamentals. (See advisor for course rotation)	

BA 250. Introduction to Geographic Information Systems	4
An introduction to the theory and practice of spatial information using the technology of geographic information systems (GIS). There is an emphasis on hands-on learning using GIS software, hard copy maps, and data from several disciplines. Laboratory. Prerequisites: MTH 113 or MTH 115, ED 200 or BA 202, or permission of instructor.	
BA 261. Internship	1-3
An initial outside the classroom experience enabling students to explore new areas or to supplement regular courses. Departmental approval required. Graded on an S/U basis.	
BA 300. New Venture Startup	3
This course examines the critical factors involved in the conception, initiation and development of new ventures and the importance of entrepreneurial thinking in professional employment. Students will be led through the process of developing a business plan for a venture of their choice, involving market potential analysis, financial preparation, organization and operation. The course is open to non-majors who wish to explore the option of a venture startup in their field of interest. (See advisor for course rotation)	
BA 301. Introduction to Leadership	3
Leadership as a process which is an option for everyone. Topics include: leadership theories and models; followership, power and influence, ethical leadership, leading teams, ways women lead, critical thinking and decision-making, leadership development. (See advisor for course rotation)	
BA 320. Conflict Management: Theory and Skills	3
A theory and skill oriented exploration of effective responses to interpersonal and structural conflicts that surface within organizations and with customers and vendors. This course will help students become skilled listeners and communicators, skilled negotiators and mediators, creative designers of conflict resolution systems within organizations, and proactive agents of effective working relationships within and between organizations. (See advisor for course rotation)	
BA 325. Operations Management	3
This course focuses on the effective management of the resources and activities that produce or deliver the goods and services of any organization. The course will present theories and applications that managers employ to manage the people, materials, equipment, and information resources that an organization utilizes to add value to the process of the production and delivery of its goods and services. Prerequisite: BA 236. (Offered fall)	
BA 327. Special Topics	
Courses offered by the department to explore topics or issues not covered in regular courses.	
BA 330. Organizational Ethics	3
This course is an exploration of the ways in which ethical theory from the western tradition can inform serious issues and problems in business and non-profit organizations. Conversely, the course will explore ways in which actual situations and contexts of case studies from business and non-profit organizations challenge and shape ethical theory. Prerequisite: Junior status. (Offered fall and spring)	
BA 331. Intermediate Accounting I	3
Intermediate Accounting is the study of financial accounting theory in relation to reporting practices. The emphasis of this course is on recording transactions and preparing financial statement in conformity with generally accepted accounting principles as promulgated by official accounting boards (i.e. FASB). Prerequisite: BA 221 (Offered fall)	
BA 332. Intermediate Accounting II	3
A continuation of Intermediate Accounting I. Prerequisite: BA 331 (Offered spring)	
BA 333. Budgeting and Cost Accounting	3
Principles of strategic and operational decision-making through analyzing the cost of activities, functions, segments, quality, products or services. Emphasis on principles of budgeting, and integration of strategy into performance measurement and scorecards. Prerequisite: BA 222. (See advisor for course rotation)	
BA 341. Human Resource Management	3
An introduction to the principles of HR Management, covering duties and responsibilities of HR departments. The course includes job analysis, interviewing, candidate selection, as well as, training and development. Prerequisite: BA 236. (Offered spring)	
BA 343. Introduction to Individual Income Taxation	3
An introduction to the federal income tax system and its application to individual taxpayers. Topics covered include filing status, personal deductions, business deductions, capital gains and losses, tax credits, and the computation of personal tax liability. Prerequisite: BA 221. (Offered spring of even calendar years)	

BA 344. Organizational Behavior	3
An introduction to the study of individuals and their behavior within the context of the organization in a workplace setting. Organizational behavior is an interdisciplinary field that includes sociology, psychology, communication, and management. Prerequisite: BA 236. (Offered fall and spring)	
BA 346. Principles of Finance	3
This course is designed to ground students in the basic principles of finance and financial management, including: the analysis of financial statements to identify strengths and weaknesses; the valuation of future cash flows, stock and bonds; capital budgeting decision analysis; long-term financing and capital structure issues, and computation of return and assessment of risk for investments. Prerequisite: ECO 221, BA 221 and MTH 115 or MTH 207. (Offered fall and spring)	
BA 351. Principles of Marketing	3
An introduction to the processes by which organizations identify markets and manage product development, pricing, promotion and distribution in order to satisfy market demand. Prerequisites: ENG 112 and BA 236. (Offered fall and spring)	
BA 355. Marketing Research and Management	3
An overview of the management of the marketing process, with special emphasis on the identification of customer needs, wants and demands through effective research and information management. Prerequisite: BA 351. (See advisor for course rotation)	
BA 366. Retailing and Sales Management	3
An advanced marketing course that examines merchandising principles, terminology, basic planning and controls, used in the operation of a retail business with a strong emphasis on the buyer's decision making process. A research component is included. Prerequisites: BA 220 and BA 351. (See advisor for course rotation)	
BA 401. Organization Development and Change Management	3
Introduces the theoretical understanding of organizational behavior, with particular attention on the impact of change on individuals and the organization. Explores strategies for promoting development of the organization and capacities for responding to change. (See advisor for course rotation)	
BA 410. E-business Strategies	3
An overview of the strategies, technologies, and resources used by companies to sell, market, and distribute goods and services over the Internet and private networks. Trends and developments in e-business are explored through online investigation, classroom discussion, team exercises, and case research and analysis. Prerequisite: BA 351 or RSM 223. (See advisor for course rotation)	
BA 420^{WID}. The 21st Century Leader	3
A skill oriented exploration of current theory and processes used by managers and leaders to develop organizational vision and accomplish goals by applying effective leadership techniques. Students will learn how to successfully lead organizations while considering the far reaching impact their organizations will have on the economic, social, and ecological future. Prerequisite: BA 236. (See advisor for course rotation)	
BA 425. Decision Making in the 21st Century	3
An introduction to the principles of the decision making process. The course focuses on how managers and organizational leaders assess decision contexts and make "smart" decisions. The course will examine decision making tools such as quantitative analysis, use of decision trees, and fishbone analysis. Prerequisite: BA 220 (Offered fall)	
BA 437. Principles of Business Law	3
Principles of business law, with an emphasis on the language, elementary principles, and methodology of the U.S. legal system. Prerequisites: BA 221, BA 236, BA 346, BA 351, and ECO 221, or instructor permission. (Offered fall and spring)	
BA 440. Personal Finance and Investment	3
An introduction to personal financial planning for majors. The course covers essential concepts in building wealth, including the time value of money; bank accounts; sources and uses of credit; life, health and vehicle insurance; housing and vehicle purchase options; and investing fundamentals. Prerequisite: ECO 221, BA 221, and ENG 112. (See advisor for course rotation)	
BA 444. Auditing	3
An introduction to the overall framework of auditing and assurance services including both conceptual and procedural matters. The course includes a discussion of ethical concepts of the accounting profession. Prerequisite: BA 332 or concurrent registration (Offered spring of odd calendar years)	
BA 450. Senior Seminar	3
An advanced course designed to integrate the functional concepts and techniques from the foundation courses in the business curriculum. This course provides the student with a thorough appreciation of the role of strategic management, with emphasis on	

strategy formulation and implementation for the organization. Prerequisites: Senior status + 3 concentration courses (Offered fall and spring)

BA 457, 458. Directed Readings

Independent readings approved and directed by a member of the department.

BA 460. Independent Study

An individual program of reading and research directed by members of the department and approved by the chair of the department.

BA 461. Internship

A field-learning experience that enables the student to apply knowledge and skills and to attain certain specified learning goals in a work-related environment. Requires department approval. Graded on an S/U basis.

Chemistry

CHM 113, 114. General Chemistry I, II

4, 4

The fundamental laws and theories of chemistry with correlated laboratory experiments. CHM 114 cannot be taken without credit for CHM 113. Meets the Natural Science Connector requirement.

CHM 215^{WID}. Inorganic Chemistry

4

Coordination compounds, solid state, elementary thermodynamics, and descriptive inorganic chemistry. Prerequisite: CHM 114.

CHM 227^{WID}. Analytical Chemistry

4

Fundamental laws related to analytical procedures: gravimetric, volumetric, and instrumental techniques are used in the laboratory. Prerequisite: CHM 114.

CHM 235. Environmental Chemistry

4

The chemistry of the atmosphere, soil, and water, with emphasis on how pollution, toxic chemicals, and energy production affect the environment. Laboratory emphasis on environmental monitoring and testing techniques. Prerequisite: CHM 114.

CHM 261. Internship

1-4

An initial outside-the-classroom experience enabling students to explore new areas or to supplement regular courses. Department approval required.

CHM 327. Special Topics

2-4

The opportunity to study contemporary topics or topics not typically covered in the Chemistry major curriculum. Offered at the discretion of the department to match student requests or interests. Prerequisites: CHM 113, CHM 114.

CHM 335, 336. Organic Chemistry

4, 4

The structure, mechanism, synthesis, and reactions of organic compounds. Prerequisite: CHM 114. CHM 336 cannot be taken without credit for CHM 335.

CHM 350. Research Methods in Chemistry

2

Overview of the process of scientific research and reporting. Prepares student for initiating an original research project for a senior thesis. Content includes exposure to primary literature, experimental design, approaches to data analysis, and reporting on findings. Career and graduate study options will be explored. Prerequisites: CHM 113, 114, 335; MTH 115, 116. Spring semester.

CHM 438. Introductory Biochemistry

4

The chemistry of the carbohydrates, lipids, proteins, enzymes, and their role in metabolism. Prerequisite: CHM 335. This course may count as either chemistry or biology, but not both.

CHM 441, 442. Physical Chemistry

4, 4

A mathematical approach to the laws and principles of chemistry. CHM 442 cannot be taken without credit for CHM 441. Prerequisites: CHM 215, 227, 336, PHY 224 and MTH 120.

CHM 450. Senior Seminar Presentation

1

Required of chemistry program seniors. Preparing and delivering reports on scientific studies. Students will produce written and oral reports on findings of original research. Prerequisites: CHM 350. Spring semester.

CHM 457, 458. Directed Readings

2-4

Selected readings directed by department faculty in the areas of analytical, biological, organic, and physical chemistry. Open to juniors and seniors.

CHM 460. Independent Study 4
Independent in-depth investigation, reading, and research in a professional area of interest. Department approval required. Open to junior or senior chemistry majors. Only one course of independent study may be counted toward the major.

CHM 461. Internship 4
A student/agency-originated and departmentally approved field-learning experience which enables students to apply previously attained knowledge and skills. A maximum of four semester hours may be used toward the major.

Communications

COM 231. Introduction to Public Speaking 3
A study of basic speech communication concepts as applied to public speaking for students wishing to enhance leadership potential in traditional public speaking situations. Course includes an analysis of and help in dealing with oral communication anxiety. Prerequisites: ENG 111. Spring/Fall.

COM 261. Internship 1–3
An initial exploratory, field-oriented experience enabling the student to attain certain specified learning goals in a work-related environment. Prerequisites: An S/U grading system will be used in this course. Spring/Fall.

COM 301. Mass Communication and Society 3
This course examines mass media as a central force in shaping our culture and democracy. Students will analyze various types of media such as television (cable and network), newspapers, sound recording, books, and the Internet and its influence on our culture and behavior. Other topics include issues and concerns related to advertising and commercial culture, media convergence, new technology and media mergers. Students will learn to understand the mass communication process by developing critical thinking skills such as description, analysis, interpretation and evaluation.

COM 320. Writing for New Media 3
This is a workshop-type writing class. Course activities revolve around the process of gathering information for and the production of articles for new/mass media publication. Students have great latitude to pursue subjects that interest them.

COM 321. Writing for New Media II 3
An introduction to the practice of documentary writing for new media, relevant to a variety of careers. Activities include gathering information from diverse sources, and generating of illustrated, magazine-length articles. Students have great latitude to pursue subjects that interest them. No prerequisites, although COM 320 or demonstrated writing ability are highly recommended.

COM 327, 329. Special Topics in Communication 3
Courses offered on a variety of topics not covered in regular courses.

COM 400. Public Relations in Action 3
An introduction to the theory and practice of professional public relations. Examines the dynamics of targeted persuasions, public opinion, image repair, and specialized public relations writing formats. Prerequisites: COM 231, 320; BA 336, junior standing or departmental consent.

COM 457, 458. Directed Readings 1–3
Independent readings. Prerequisites: Consent of the instructor and the department.

COM 460. Independent Study 1–3
An independent program of study, research, and writing. Prerequisites: Consent of the instructor and the department.

COM 461. Professional Internship 3–6
Field-oriented experience enabling the student to apply pertinent knowledge and skills to specified learning goals in a work-related environment. Interns must fill out an internship proposal stating their goals and the methods for achieving and evaluating those goals. All internship proposals must be completed with the faculty advisor and the campus internship office at least one week prior to pre-registration. An S/U grading system will be used in this course.

Computer Science

CS 105. Web Page Design I 3
This first programming class introduces the HTML language for creating home pages on the Internet. Students will also complete a project applying HTML. This class is designed for all majors.

CS 110. Computer Science Concepts 3
Designed for computer science majors and non-majors with little or no prior introduction to computing and programming, this course

introduces the basics of programming and problem solving. Students will learn the fundamental concepts of a structured programming language and will learn to solve problems using logic and good program design. Other topics include alternative programming paradigms, compiler concepts, history of computing, number systems, and the Linux operating system.

CS 111. Introduction to Computer Science I 3
An introduction to programming and problem solving using a high-level programming language. Emphasis will be on program design, algorithm development and good programming habits and techniques. The characteristics and organization of modern digital computers are also studied. Prerequisite: CS 110 or instructor permission.

CS 112. Introduction to Computer Science II 3
A continuation of CS 111. Students will continue their study of the high-level language studied in CS 111. Continued emphasis on program design, algorithm development and good programming habits and techniques. Students will write programs that are more challenging and complex than those written in CS 111. Prerequisite CS 111.

CS 205. Web Page Design II 3
Further studies including site planning, page design for various browsers, image mapping and style sheets. Advanced HTML for frames, graphics and animated GIFs are covered along with an introduction to Javascript. Prerequisite: CS 105.

CS 220. Data Structures 3
Sorting, searching, linked lists, stacks, queues, and trees. Prerequisite: CS 111.

CS 221. Computer Organization 3
Covers computer organization in a bottom-up fashion. Topics include number systems, binary arithmetic, Boolean algebra, digital logic design, combinational and sequential circuits, registers, processor components, program control, assembly language programming, microprogramming, and stored programs. Prerequisites: CS 112, MTH 217 or permission of instructor .

CS 229. Computer Support 3
Computer hardware and LAN hardware are covered. Peripherals and hardware installation and help-desk support are also included. Students participate in a complete network installation and setup. Prerequisite/corequisite: BA 202 or permission of instructor.

CS 230. System Administration 3
This course will provide the student with an overview of the Linux Operating System and the fundamentals to properly manage a UNIX-based environment. Topics of discussion include: history of UNIX and Linux, file systems, users, devices, hardware management, network functionality, and operating a secure system. This course will also cover basic scripting languages and show how they can be used to manage a UNIX-like system. Prerequisite: CS 111.

CS 250. Introduction to Geographic Information Systems 4
An introduction to the theory and practice of analysis of spatial information using the technology of geographic information systems (GIS). There is an emphasis on hands-on learning using GIS software, hard copy maps, and data from several disciplines. Laboratory. Prerequisites: MTH 113 or MTH 115, ED 200 or BA 202, or permission of instructor.

CS 253. Multimedia I 3
Multimedia applications which focus on the creation of presentations via desktop publishing and slide generating software. Computer graphic images and their manipulation are introduced.

CS 261. Internship 3
An initial outside-the-classroom experience. Time will be spent in support of the campus technology infrastructure and support system. Prerequisite: CS 229 and Sophomore standing.

CS 302. Systems Analysis and Design 3
An introduction to the systems development life cycle, analysis of business functions, utilization of project management tools for analysis and systems design, and strategies for systems design and implementation. Students participate in team projects, class interaction, and the design and creation of a simulated application. Prerequisite/Corequisite: CS 315, CS 253 or permission of instructor.

CS 303. Systems Design and Implementation 3
A continuation of CS 302 with an emphasis on design and implementation. Students complete the team design project initiated in CS 302. Prerequisite: CS 302.

CS 305. Programming for the World Wide Web 3
Topics include CGI interfaces, web site creation, security, transaction processing, managing an intranet or internet presence for an organization, and content preparation tools. Prerequisites: CS 111, CS 205, and CS 253 or permission of instructor.

CS 307. Data Communications	3
Data communications across all communications technology is included. Networks, both LAN and WAN, are covered along with EDI standards such as: ANSI, EDIFACT, and HL7. The OSI model is explored. Intranets and the Internet are also discussed. Prerequisite: CS 111.	
CS 315. Database Management Systems	3
The fundamental concepts of DBMS, DBMS organizations and their capabilities, general database theory and implementation techniques. Students will design and create a database using MS-ACCESS as a team project. Prerequisite: CS 111.	
CS 317. Computer Modeling and Animation I	3
The first course in a two-semester sequence on computer modeling and animation. This class will introduce the basics of computer modeling using sophisticated animation software. Topics covered will include mesh modeling techniques, UV mapping, modifiers, particles, Bezier curves, materials, lighting, armatures, and key framing. Emphasis will be on completing detailed models suitable for animation or as props in an animated scene. Prerequisite: Sophomore standing or higher	
CS 318. Computer Modeling and Animation II	3
The second course in a two-semester sequence on computer modeling and animation. This class will go beyond the basics of computer modeling using sophisticated animation software. Topics covered will include advanced techniques of those introduced in CS 317 such as mesh modeling techniques, UV mapping, modifiers, particles, Bezier curves, materials, lighting, armatures, and key framing. It will also introduce rigid body dynamics, soft bodies, and cloth simulations as well as an introduction to non-linear video editing. Emphasis will be on creating a complete short film by semester's end. Prerequisite: CS 317	
CS 321. Advanced Programming I	3
An in-depth study of a modern, high-level, object-oriented programming language. Emphasis will be on practical application of concepts learned in CS 111, CS 112, and CS 220. There will be continued emphasis on good program design, algorithm development and good programming habits and techniques. Graphical user interfaces will also be introduced, as well as programming using an integrated developer environment. Prerequisite: CS 220.	
CS 322. Advanced Programming II	3
A continuation of the in-depth study of a modern, high-level, object-oriented programming language. Emphasis will be on practical application of concepts learned in CS 111, CS 112, CS 220, and CS 321. There will be continued emphasis on good program design, algorithm development and good programming habits and techniques. Graphical user interfaces will also be studied in greater depth. Prerequisite: CS 321.	
CS 327, 328, 329. Special Topics	1-3
Options for students to study, according to their interest, a variety of topics not covered in regular courses. To be announced by the department. Prerequisite: varies depending upon topic. Departmental approval required.	
CS 330. Operating Systems	3
This course provides an introduction to operating systems including their concepts, design, and implementation. Topics include process management, storage and memory management, I/O, distributed systems, and security. The class will also include some systems programming projects. Prerequisites: CS 220, CS 221.	
CS 340. Theory of Computation	3
This course presents the theoretical foundations of computing. Topics include finite automata, regular sets, push-down automata, context-free languages, Turing machines, and language hierarchy. Other topics may include an introduction to countability, diagonalization, and undecidability as time permits. Prerequisites: CS 220, CS 221, MTH 217.	
CS 421. Software Design	3
This course will build on the programming language taught in CS 321 and CS 322. Rather than a study of the language itself, these courses will focus on the design aspect of programming. In this course students will engage in the team development of several large software projects, learning common design methodologies, and using team design tools in the process. Prerequisites: CS 321, CS 322.	
CS 450. Seminar	3
Presentation of oral reports and discussion of topics in computer science. Departmental approval and Senior standing required.	
CS 457, 458. Directed Readings	2-3
Independent readings directed by members of the department faculty. Departmental approval required.	
CS 460. Independent Study	2-3
Independent in-depth investigation, reading, and research in a professional area of interest. Departmental approval required.	

CS 461. Professional Internship	2-6
A student/agency-originated and departmentally approved field learning experience which enables the student to apply previously attained knowledge and skills. Senior standing required.	

Economics

ECO 220. Principles of Economics	3
This course introduces the basic principles and tools used in economic analysis. Both micro- and macroeconomic principles are covered. Meets social science connector requirement. (Offered spring)	
ECO 221. Principles of Microeconomics	3
This is the first semester of a two course sequence introducing the discipline of economics. This course studies the decision making of households and firms and their interactions in markets. Meets social science connector requirement. (Offered fall)	
ECO 222. Principles of Macroeconomics	3
This is the second semester of a two course sequence introducing the discipline of economics. This course studies the functioning of the aggregate economy, including growth and fluctuations in output, the problems of inflation and unemployment, and fiscal and monetary policy. Prerequisites: ECO 221 or permission of instructor (Offered spring)	
ECO 327. Special Topics	3
Courses offered by the department to explore topics or issues not covered in regular courses.	
ECO 336. Managerial Economics	3
This course focuses on the use of microeconomic theory and analysis to better understand problems and issues faced by firms. Topics include consumer and demand theory, cost minimization, pricing decisions under differing levels of competition, and strategy development. (See advisor for course rotation)	
ECO 362. International Economics	3
This course introduces a theoretical approach to understanding international trade and global financial flows. Prerequisite: ECO 220 or ECO 221 (See advisor for course rotation)	
ECO 445. Financial Markets	3
The U.S. financial system and its relationship to global financial markets, including the creation of money and credit, capital allocation and monetary policy and economic stabilization. Prerequisite: ECO 220 or ECO 221 and BA 346. (See advisor for course rotation)	
ECO 457, 458. Directed Readings	1-3
Independent readings approved and directed by a member of the department.	
ECO 460. Independent Study	1-3
An individual program of reading and research directed by members of the department and approved by the chair of the department.	
ECO 461. Internship	1-6
A field-learning experience that enables the student to apply knowledge and skills and to attain certain specified learning goals in a work-related environment. Requires department approval. S/U grading.	

Education

ED 101. College Reading	3
Individualized program for development of reading skills.	
ED 200. Computer Applications for Education	3
This course introduces the student to a variety of technological tools used by educators. In addition to using technology tools for instruction and communication, Teacher Education students will also develop technology-rich student learning objects that employ word processing, desktop publishing, spreadsheets and databases and presentation software. Students will also perform internet research and develop their electronic portfolio. Pre-requisite or co-requisite: ED 205	
ED 205. Introduction to Education	2
An introduction to the profession of teaching for elementary, middle grade, secondary, and special subject area students with required observations in a school setting. This course is prerequisite to all other professional education courses.	
ED 251. Introduction to Special Education	3
This course will build a foundation for understanding the diverse learning needs of students with disabilities and how schools can meet these needs in an inclusive setting. The course will include an overview of delivery models, instructional strategies and the role of the	

teacher in the inclusive classroom. Candidates will also gain knowledge of the procedural and legal issues that surround the field of Special Education.

ED 252. Introduction to Gifted Education 3
Build a foundation for understanding the diverse learning needs of students with gifted/talented exceptionalities and how schools can meet these needs in an inclusive setting. The course will include an in-depth study of the historical foundations of gifted education, current research regarding gifted education, as well as an overview of delivery models, instructional strategies, and the role of the teacher in the inclusive classroom as both instructor and advocate. Prerequisite: Admission to Teacher Education Program or Valid North Carolina Teaching License.

ED 311. Children’s Literature 3
Principles of selection and evaluation of all genres of literature and the effective utilization of books in the curriculum.

ED 312. Adolescent Literature 6-12 3
Principles of selection, evaluation, and use of all media designed for curricular needs and enrichment in programs for adolescents. See English 312.

ED 314. The Adolescent Learner 3
This course outlines the developmental characteristics and turning points from childhood to young adulthood within the context of education. It critically examines the mismatch between school organizations and curriculum and the intellectual, social, physical, and emotional needs of adolescents. It addresses the diverse needs of adolescent learning, encompassing special needs and second language learners. This course contains a practicum component, allowing students to examine key theories within the context of classroom and school settings.

ED 318. Multi-Sensory Methods and Materials for Language Arts & Mathematics Instruction 3
In this course candidates will gain an understanding of the basic learning principles and the importance of multi-sensory instruction. This course will prepare candidates to assess individuals and design highly creative instructional methods and strategies tailored to individual needs, abilities, and learning styles. Students will be introduced to methods of teaching reading, written expression, and mathematics through the multi-sensory processes including visual arts, theater, music, and creative movement. Using an integrated thematic approach to instruction, candidates will build a knowledge base for each of the content areas.

ED 320. Multi-Sensory Methods & Models of Gifted Education 3
In this course candidates will gain an understanding of the learning principles and the importance of multi-sensory instruction for learners who are gifted. This course will prepare candidates to assess individuals and design highly creative instructional methods and strategies tailored to individual needs, abilities, and learning styles. Candidates will be introduced to different methods for teaching the North Carolina Standard Course of Study through higher order thinking skills and the multi-sensory processes including visual arts, theater, music, and creative movement. Using an integrated thematic approach to instruction, candidates will build a knowledge base for each of the content areas. Prerequisite: Admission to Teacher Education Program or Valid North Carolina Teaching License.

ED 321. Language Arts in the Elementary Education Program 3
Current trends, issues, research, strategies, methods and materials for teaching language arts (writing, reading, speaking, and listening) in grades K-6. Field experience required. Prerequisite: Entrance to teacher education.

ED 325. Social Studies Methods in the Elementary Education Program 2
Instructional theories, methods, and materials appropriate to teaching social studies in the elementary K-6 program; extensive practical application in an appropriate school setting. Prerequisite: Admission to teacher education.

ED 326. Science Methods in the Elementary Educ. Program 2
Instructional theories, methods, and materials appropriate to teaching science in the elementary K-6 program; extensive practical application in an appropriate school setting. Prerequisite: Admission to teacher education.

ED 327. Special Topics 1–4
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the division.

ED 329. Motor, Communication, and Sensory Deficits of the Exceptional Child 2
This course is designed to enhance candidates’ knowledge and understanding of the motor, communication, and sensory deficits of the exceptional child. Course work will focus on current assistive technology and various other methods of communication, including Signed Exact English. In this class, candidates will gain an understanding of the importance of providing students with access to the activities of daily life, recreation, and academics.

ED 340. Middle Grades Curriculum 3
This course outlines the developmental characteristics and turning points from childhood to young adulthood within the context of

education. It critically examines the mismatch between school organizations and curriculum and the intellectual, social, physical, and emotional needs of adolescents. It addresses the diverse needs of adolescent learning, encompassing special needs and second language learners. This course contains a practicum component, allowing students to examine key theories within the context of classroom and school settings. Prerequisite: PSY 111

ED 347: Socio-cultural Foundations of Teaching Students with Disabilities 3
In this course candidates gain an understanding of the importance of cultural socio-economic and family dynamics. They apply this knowledge to help guide instructional and management planning. This course will prepare candidates to work with diverse individuals and design highly creative instructional methods and strategies tailored to individual needs, abilities, and learning styles.

ED 348. Nature & Needs of Students with Learning Disabilities 3
This course is designed to consider the specific area of learning disabilities in depth, including etiology, prevalence, and characteristics. This course will review and analyze current practice and research on issues relating to the education of students with learning disabilities. Historical and current aspects pertaining to the particular area disability will be revealed as well.

ED 350. Behavioral Management for the Exceptional Child 3
This course is designed to consider the specialized areas of behavior function and management in-depth. The course will review and analyze current practices and issues relating to managing behavior of the exceptional child. This course will teach research-validated, instructional and behavior strategies to facilitate learning across the curriculum. Prerequisite: Admission to the Teacher Education Program.

ED 360. Issues in Teaching English as a Second Language in Public Schools 3
Examines issues and policies relevant to the teaching and learning of English as a Second Language. Includes a practicum in the public schools.

ED 365. Sociocultural Foundations of TESL in Public Schools 3
Examines and applies theories and research related to the nature of culture and to the experiences of immigrant populations in communities and schools. Prerequisite: Admission to Teacher Education.

ED 375. Creative Drama 3
The use of improvised playmaking in stimulating learning and developing creative imagination, artistic sensibility, and desirable personal and social attitudes in young people. Although the principles may apply to all age groups, this course is designed for those working with young children and teenagers. Prerequisite: Sophomore standing. Meets the Arts Experience Connector requirement.

ED 401. Psychological Foundations of Education 3
Theories, principles, and conditions involved in learning and teaching. Prerequisite: Admission to the teacher education program.

ED 402. Historical, Philosophical, Social Foundations of Education 3
Material appropriate to the historical, philosophical, and social foundations of education. Prerequisite: Admission to the Teacher Education Program.

ED 404. Reading Instruction in the Elementary School 3
Principles, methods, and materials for developing reading skills in the elementary school, including innovative and alternative reading instructional approaches and special problems which cause reading disability. Prerequisites: Education 321 and admission to the Teacher Education Program.

ED 410. Reading in the Content Areas 3
Study of the reading process as it relates to all middle grades special subject area and secondary disciplines; includes use of audio visuals and equipment. Prerequisite: Admission to teacher education.

ED 412. The Teaching of English in the Middle Grades/Secondary Program 3
Understanding and application of materials and methods in English.

ED 413. The Teaching of Health and Physical Education in the Secondary Program 3
See PE 413.

ED 415. The Teaching of Social Studies in the Middle Grades/Secondary Program 3
Understanding and application of materials and methods in social studies.

ED 416. Specialized Instructional Methods and Materials 3
Current literature and research on effective, research-based instructional practices will be used as the basis for developing advanced skills necessary to implement instruction for special needs students. Materials will be examined and evaluated in terms of their usefulness for instruction of group and individual exceptional students. Candidates will discuss ways to adapt materials and modify

the curriculum in order to enable access for all students. An emphasis will be placed on the utilization of assessment results and the documented research-validity that goes along with each instructional strategy.

ED 417. Teaching of a Second Language in K-12 Classrooms 3
Understanding and application of methods and materials in second language instruction.

ED 418. The Teaching of Mathematics in the Middle Grades/Secondary Program 3
Understanding and application of materials and methods in mathematics.

ED 419. Methods for Teaching ESL 3
Examines and applies various methods for teaching ESL populations in public schools.

ED 421. The Teaching of Science in the Middle Grades/Secondary Program 3
Understanding and application of materials and methods in science.

ED 424. Art Methods for Middle Grades/Secondary Schools 4
See Art 424.

ED 432. Collaboration and Consultation 3
Candidates will discover that effective teachers share leadership responsibilities with their coworkers, parents, and ancillary service providers. In this course, studies in collaboration and consultation take into account the important role teachers play in the leadership of the school. The organizing theme for this course centers on the premise that teachers are leaders. Guidelines are presented to assist future teachers to develop collaboration and consultation skills necessary to learn from and lead professionals, parents, students, and others in positive ways. A close examination of leadership and leadership theories, personality types, organizational refraining, successful models for collaboration, school culture, and stakeholders' involvement grounds this course in real world applications. Guest speakers are included to assist the evolution of teacher-development practices.

ED 435. Assessment Methods, Use and Interpretation 3
This course will concentrate on the assessment and evaluation of students with special needs. Skills will include developing and administering a variety of instruments, interpreting and using assessment data (for screening, identifying, instructional planning, decision-making, and evaluating progress), and recognizing the limitations of test instruments, especially as related to cultural and linguistic issues. Current issues and trends in assessment will be explored.

ED 436. Assessment and Trends in Gifted Education 3
This course is designed to help candidates acquire assessment skills needed to make sound instructional decisions, monitor progress, and to allow teacher to plan instruction based on assessment. Classroom-based methods of curriculum, learning, performance, and behavioral assessments will be presented; including data collection, designing and implementing interventions, making curricular adaptations, and using data to make instructional decisions. Prerequisite: Admission to Teacher Education Program or Valid North Carolina Teaching License

ED 440. Advanced Strategies for Literacy Acquisition and Development 3
This course is designed to prepare candidates for leadership roles in literacy development for students K-12. This will be achieved through a program of: (1) professional reading, (2) discussion and writing based on critical analyses, (3) instructional and curricular design and critique, and (4) intensive field observation, and (5) implementation of the clinical intervention process. Prerequisite: Admission to Teacher Education Program or Valid North Carolina Teaching License

ED 441. Comprehensive Strategies for Teaching Content Based Literacy 3
This course focuses on the skills readers require to understand and learn from content area texts. Various strategies for helping students gain fluency and comprehension are studied and analyzed. Candidates will design instruction in the content areas for learners with a variety of ability levels, special needs, cultural and language backgrounds, and interests. Field observation and instructional unit design are required. Prerequisite: Admission to Teacher Education Program or Valid North Carolina Teaching License

ED 443. Conceptual and Historical Foundations of Reading 3
This course is designed to identify and analyze historical and contemporary trends and issues related to the teaching of reading. Emphasis will be placed on the development of a broad knowledge regarding trends and issues related to critical literacy, American educational reform movements, and international influences, as well as research-based findings regarding how best to teach the process of reading. These trends and issues will be examined in light of their contemporary implications and current applications in the field of reading. Prerequisite: Admission to Teacher Education Program or Valid North Carolina Teaching License

ED 444. Reading Assessment and Intervention 3
This course is designed to prepare candidates to carry out all components of the reading assessment and intervention sequence. This includes (1) selecting assessments for different purposes and students; (2) conducting various assessment procedures; (3) linking assessment results to instructional planning; (4) tracking response to intervention and modifying plan content and pace accordingly;

(5) documenting the procedures and outcomes of the assessment and intervention sequence; (6) communicating and collaborating with parents, colleagues, and other school personnel to achieve reading improvement goals. Candidates will achieve course outcomes through a variety of classroom activities and clinical experiences. Prerequisite: Admission to Teacher Education Program or Valid North Carolina Teaching License

ED 450. Advanced Methods for Teaching Mathematics 3
This course is designed to introduce candidates to the knowledge, skills and procedures needed to provide effective mathematics instruction to all students. The principles, techniques, methods, and strategies presented in this class are based on research-validated instructional strategies. In this course candidates must use assessment results to develop instruction that uses multi-sensory methods, continuing cycles of review, concrete to abstract instruction that builds mathematical connections. Candidates will also develop skills that will allow them to monitor students' responsiveness to instruction (RTI). The entire course focuses on the overall development of mathematical skills and connections (including quantity/magnitude, form of a number, numeration, base ten, equality, algebraic and geometric application, and proportional reasoning). This type of instruction/monitoring will ensure a positive effect on the academic performance of students. Prerequisites: Admission to the Teacher Education Program, MTH 203 and MTH 204.

ED 451. Curriculum Based Assessment/Responsiveness to Instruction 3
This course is designed to help students acquire formative and summative assessment skills needed to effectively program instruction, monitor progress/responsiveness to instruction, and promote successful participation in the general education and special education curricula. This course will introduce candidates to benchmarking, cut scores, and the use of norms to make instructional decisions. This course will also introduce candidates to the Response to Intervention (RTI) approach and the tiered system that enables early intervention for all learners. Prerequisites: Admission to the Teacher Education Program, ED 450 and ED 455.

ED 452. Curriculum Differentiation for the Gifted 3
This course is designed to help candidates acquire assessment skills needed to make sound instructional planning decisions including multiple instructional models and methods and sound assessment criteria. Candidates design an in-depth unit of study that incorporates components of the Renzulli Enrichment Triad, The Tree Stage Model, and other research based instructional planning techniques. Prerequisite: Admission to Teacher Education Program or Valid North Carolina Teaching License

ED 455. Teaching Students with Persistent Reading Problems 3
This course is designed to introduce candidates to the knowledge, skills, and procedures needed to provide a strong reading foundation for students with persistent reading difficulties. The principles, techniques, methods, and strategies presented in this class are based on research-validated instructional strategies. In this course candidates must use assessment results to plan a set of daily instructional lessons which include explicit instructional procedures, activities, and materials for teaching phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, and reading comprehension. Candidates then develop an analysis that would track the student's progress and recommend changes for the instructional plan. This type of instruction/monitoring will ensure a positive effect on the academic performance of students. Prerequisites: Admission to the Teacher Education Program and ED 404 for elementary education majors or ED 404 and ED 410 for special education majors; or valid North Carolina Teaching License.

ED 456. Legal Issues/Procedures Focused On Exceptional Needs Children 1
This course will build a foundation for understanding the Laws and Procedures surrounding diverse learners. Candidates will focus on the needs of students with disabilities and how schools can meet these needs through current legislation. The course will include an overview of the procedures for providing special education services, the important roles teachers, parents, and professionals share in this process, the continuum of services, and writing a quality IEP (Individualized Education Plan).

ED 457. Directed Reading 1
Independent readings directed by members of the division faculty.

ED 460. Independent Study 4
Independent in-depth investigation, reading, and research in a professional area of interest. Department approval required.

ED 464. Planning and Managing the Learning Environment 3
This course will review basic classroom management theories, methods and techniques for students with exceptional learning needs. Attention will be given to the design and application of classroom/behavior management plans, social learning, and interventions to manage individual and group behavior. Strategies for establishing a positive and supportive learning environment will be explored. The importance of respect for diversity, peer interactions, and children's social and affective development will be discussed. Prerequisite: Admission to the Teacher Education Program

ED 465. Classroom Assessment 3
This course is designed to prepare middle grades, secondary, and specialty area pre-service candidates to (1) prepare (or select) a variety of assessment instruments; (2) use data to organize, plan, and set goals; and, (3) use a variety of assessment data to inform

instructional decisions. Candidates will investigate and design a variety of assessments specific to their content area or discipline. (Prerequisite: Formal admission into Teacher Education Program)

ED 470. Diversity in American Schools 3
This course provides an overview of diversity in schools in the United States. It explores linguistics, cultural, racial, and other forms of diversity represented in society and schools, including strategies teachers use to develop academic literacy among children learning English as a second language. The course also addresses strategies schools use to meet the needs of diverse learners. (Taken concurrently with ED 490.)

****ED 471 (Science), ED 472 (Math), ED 473 (Social Studies), ED 474 (English), ED 475 (Middle Grades)** 3
Requires candidates to apply knowledge gained in earlier courses to their student teaching experience while under the direct supervision of the instructor. Specifically, the course builds on the instructional unit plan prepared for the content-area methods course and the assessment and analysis project initiated in the classroom assessment course. (Pre-requisite: Content area methods and ED 465 Classroom Assessment. This course is taken concurrently with student teaching.)

ED 490. Observation and Directed Teaching in the Middle Grades, Secondary, or Specialty Area Programs 7
Student teaching experience. Prerequisites: Formal admission to student teaching and approval of the Teacher Education Council.

ED 491 Observation and Directed Teaching in the Elementary Education, Integrated Education, or Special Education Programs 10
Student teaching experience. Prerequisites: Formal admission to student teaching and approval of the Teacher Education Council.

English

ENG 100. English as a Second Language 3
Developmental reading, writing, and speaking. Open only to students whose native language is not English.

ENG 101. Basic Writing 3
Introductory course to aid students in gaining fundamental writing and editing skills required for college-level written work.

ENG 111. Expository Essay 3
Written and oral communication, and critical reasoning.

ENG 112. Documented Essay 3
The research process and documented writing based on primary and secondary sources. Prerequisite: Passing grade in ENG 111 or AP credit.

ENG 113. Introduction to Research and Documentation 3
Accelerated program in rhetoric, reasoning, and research. Open only to advanced first-year students who place into the class during SOAR/Gateway testing. Combines both ENG 111 & 112 for advanced students. Fall.

ENG 190. Introduction to Literature 3
A discussion-based course that provides a general introduction to literature through reading, analyzing, and responding to a variety of literary works from different cultures and times. Prerequisite: ENG 112 or ENG 113. Meets Literature Connector requirement.

ENG 201. Survey of British Literature I 3
A comprehensive survey of major movements and authors in British literature from the Old English period to the eighteenth century that provides a foundation for further study. Prerequisite: ENG 112 or ENG 113. Fall. Meets Literature Connector requirement.

ENG 202. Survey of British Literature II 3
A comprehensive survey of major movements and authors in British literature from the Romantic period to the present day that provides a foundation for further study. Prerequisite: ENG 112 or ENG 113. Spring. Meets Literature Connector requirement.

ENG 205. Survey of American Literature 3
A comprehensive survey of American literature from the Colonial period to the present that provides a foundation for further study. Prerequisite: ENG 112 or ENG 113. Meets Literature Connector requirement.

ENG 210. Introduction to Literary Study 3
Course provides foundations for further literary study, including research methods and critical approaches to various genres and modes of literature. Course is for majors/minors only, and should be taken early. Prerequisite: ENG 112 or ENG 113. Spring..

ENG 261. Internship 1-3
An initial outside-the-classroom experience enabling students to explore new areas or to supplement regular courses. Prerequisite: ENG 112 or ENG 113. Department approval required.

ENG 262. Peer Collaboration in Writing 1
A one-hour course designed to prepare students to be effective peer collaborators and tutors, including but not limited to the work of writing tutors. ENG 262 includes a study of various theories of peer tutoring and writing pedagogy as well as a study of approaches to composition theory. Required for all MHC Writing Center Tutors.

ENG 263. Peer Collaboration Across Disciplines 1
A one-hour course designed for in-depth study of peer collaboration, ENG 263 also includes a rigorous and engaged study of writing across various disciplines. Included in course focus is the writing process, discourse communities, and effective methods of working with students and professors across campus. Required for students training to be Writing Fellows in the college-wide writing program. PREREQUISITE: ENG 262.

ENG 312. Adolescent Literature 6-12 3
Principles of selection, evaluation, and use of all media designed for curricular needs and enrichment in programs for adolescents. Prerequisite: ENG 112 or ENG 113. Spring, even-numbered years.

ENG 321. American Literature I, Origins to 1900 3
An in-depth study of selected works of American literature from the Colonial period to the end of the nineteenth century focusing on a particular theme or genre. Prerequisite: ENG 112 or ENG 113. Fall. Meets Literature Connector requirement.

ENG 322. American Literature II, 1900 to Present 3
An in-depth study of selected works of American literature from the beginning of the twentieth century to the present focusing on a particular theme or genre. Prerequisite: ENG 112 or ENG 113. Spring. Meets Literature Connector requirement.

ENG 323. British Literature I, Origins to 1700 3
An in-depth study of selected works of early Anglophone literature from the Old English period to the end of the seventeenth century focusing on a particular theme or genre. Fall, odd-numbered years. Prerequisite: ENG 112 or ENG 113. Meets Literature Connector requirement.

ENG 324. British Literature II, 1700 to 1900 3
An in-depth study of selected works of British literature from the beginning of the eighteenth century to the end of the Victorian period focusing on a particular theme or genre. Spring, even-numbered years. Prerequisite: ENG 112 or ENG 113. Meets Literature Connector requirement.

ENG 325. British Literature III, 20th Century 3
An in-depth study of selected works of British and/or Commonwealth literature from the beginning of the twentieth century to the present focusing on a particular theme or genre. Fall, even-numbered years. Prerequisite: ENG 112 or ENG 113. Meets Literature Connector requirement.

ENG 327. Special Topics 3
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department. Prerequisite: ENG 112 or ENG 113.

ENG 328. Special Topics 3
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department. Prerequisite: ENG 112 or ENG 113.

ENG 329. Diversity in American Literature 3
Selected literary works by American writers of a particular non-majority race, ethnicity, or cultural heritage that explore contributions to the forging of an American literary voice. Fall, even-numbered years. Prerequisite: ENG 112 or ENG 113. Meets American Diversity and Literature Connector requirements.

ENG 330. Women in Literature 3
Selected works about women or by major women writers in English. Cross-listed with Women's Studies. Prerequisite: ENG 112 or ENG 113. Spring, even-numbered years. Meets Literature Connector requirement.

ENG 332. Structure and Usage of the English Language 3
A study of the origins and developments of the English language. Prerequisite: ENG 112 or ENG 113. Fall, odd-numbered years.

ENG 333. Grammar and Linguistics for ESL	3
Study of the phonetic, morphological and syntactic systems of the English language and the distinctive features of major world language groups as a basis for helping students acquire English as a Second Language. Prerequisite: ENG 112 or ENG 113.	
ENG 334. Second Language and Literacy Development	3
Study of the ways in which children, adolescents, and adults learn a second or new language. Prerequisite: ENG 112 or ENG 113.	
ENG 335. Modern and Contemporary Literature	3
Selected works of modern and contemporary poetry and fiction. Prerequisite: ENG 112 or ENG 113. Spring, odd-numbered years. Meets Literature Connector requirement.	
ENG 340. Appalachian Literature	3
Selected essays, fiction, folk tales, and poetry by representative Appalachian authors, past and present. Fall, odd-numbered years. Prerequisite: ENG 112 or ENG 113. Meets Literature Connector requirement.	
ENG 350. Professional Writing	3
Advanced exposition, business and technical writing, including composing for computer media. Prerequisite: ENG 112 or ENG 113. Spring.	
ENG 354. Language and Popular Culture	3
Language and nonverbal symbols, especially in the mass media, as means of understanding values and popular culture in America. Prerequisite: ENG 112 or ENG 113. Fall, odd-numbered years. Meets American Diversity Connector requirement.	
ENG 371. World Literature	3
Selected works of world literature reflecting a variety of cultural traditions. Prerequisite: ENG 112 or ENG 113. Fall, even-numbered years. Meets Literature Connector requirement.	
ENG 430. Fiction Writing	3
A hands-on course in which students explore the principles of writing prose through extensive reading of other writers' works and intensive writing of their own. Prerequisite: ENG 112 or ENG 113. Spring, even-numbered years. Meets the Arts Experience Connector requirement.	
ENG 431. Poetry Writing	3
A hands-on course in which students explore the principles of writing verse through extensive reading of other writers' works and intensive writing of their own. Prerequisite: ENG 112 or ENG 113. Spring, odd-numbered years. Meets the Arts Experience Connector requirement.	
ENG 440. Composition Theory and Practice	3
A theoretical base and practical application in teaching basic writing skills and in learning advanced expository writing techniques. Department approval required. Prerequisite: ENG 112 or ENG 113. Fall, even-numbered years.	
ENG 442. Shakespeare	3
Selected works of Shakespeare. Prerequisite: ENG 112 or ENG 113. Spring, odd-numbered years. Meets Literature Connector requirement.	
ENG 450. Senior Seminar	3
Advanced writing and research, group discussion, oral presentation skills, word processing skills. Culminates in a final seminar project to be presented to the college community. Fall.	
ENG 457, 458. Directed Readings	3, 3
Independent readings directed by a member of the English faculty and approved by the department.	
ENG 460. Independent Study	3
Independent reading and research directed by a member of the English faculty and approved by the department. Open only to juniors and seniors. Department approval required.	
ENG 461. Internship	1-6
A student/agency-originated and departmentally approved field-learning experience which enables students to apply previously attained knowledge and skills.	

Environmental Studies

ES 301. Environmental Studies Practicum	2-3
An individual project designed by the student in consultation with the Environmental Studies coordinator addressing a current environmental issue.	

French

FRN 111. Basic Communication Skills in French I	3
Introduction to French culture and beginning development of French oral, listening, reading and writing skills.	
FRN 112. Basic Communication Skills in French II	3
Continuation of skill development begun in French I	
FRN 211. Intermediate French I	3
A continuation of skills learned in FRN 112 with an introduction of more advanced grammatical concepts. There will be an increased emphasis on student production skills.	
FRN 212. Intermediate French II	3
Intensive review of skills learned in FRN 111, 112, and 211 with an emphasis on conversation and an introduction to the study of French and Francophone literatures and cultures. FRN 212 is a prerequisite for FRN 260, 261, and all FRN courses at the 300 level and above. Prerequisite FRN 211 or placement exam.	
FRN 260. Business French	3
Business terms in French: letters, forms, bills, CVs, cover letters and similar business documents. A presentation of cultural differences between business practices in the United States and France, as well as an overview of the role of France in the European Union. Taught in French. Prerequisite: FRN 212 or permission of instructor.	
FRN 261. Internship	2-4
An initial program of field work enabling students to explore new areas or to supplement regular courses. Department approval required.	
FRN 311. Conversational French	3
Conversation within a cultural context. Development of critical thinking skills in spoken French about contemporary issues and concerns. Taught in French. Prerequisite: FRN 212 or permission of instructor.	
FRN 312. Introduction to French Phonetics and Phonology	3
Review of French. Structural and phonetic issues, with an emphasis on pronunciation, intonation and fluency, regional dialects and styles, and comparison to structure of the English language. Taught in French. Prerequisite: FRN 212 or permission of instructor.	
FRN 313. French Stylistics	3
Review of French grammatical structure, with an emphasis on written sentence structure and composition, and comparison of French writing styles with those of English. Taught in French. Prerequisite: FRN 212 or permission of instructor.	
FRN 314. Francophone Culture in French	3
Survey of the more important aspects of French culture, past and present. An attempt to integrate the historic culture of France with the international role of France today. Prerequisite: French 212 or placement through a proficiency test. This course fulfills the foreign culture requirement in general education. Taught in French. Prerequisite: FRN 212 or permission of instructor.	
FRN 327. Special topics.	1-4
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department. Taught in French. Prerequisite: FRN 212 or permission of instructor.	
FRN 330. Intro to Literatures in French	3
An introduction to genres, authors, and chronology of French-language literatures from the Renaissance through modern periods. Masterworks from Rabelais through Classicism, the Enlightenment and Romanticism to 20th and 21st centuries will be studied in a cultural and historical context. Taught in French. Prerequisite: FRN 212 or permission of instructor.	
FRN 340. Topics in French and Francophone Literatures	3
An intensive, thematic study of representative literary works from specific genres and authors of the francophone world. Such themes as Autobiography in 20th and 21st Centuries, Women Writers of the Caribbean and West Africa or Francophone Detective Novels will be explored. Taught in French. Prerequisite: FRN 212 or permission of instructor.	

FRN 440. Directed Readings in French 1-3
Independent readings directed by members of the modern foreign languages faculty and approved by Department Chair. Taught in French. Prerequisite: FRN 212 or permission of instructor.

FRN 461. Internship. 3-9
A student-agency-originated and departmentally approved field-learning experience which enables students to apply previously attained knowledge and skills and to attain certain specified new learning goals in a work-related environment. Taught in French. Prerequisite: FRN 212 or permission of instructor.

General Education

EST 320. Ethics, Science, and Technology in the Contemporary World 3
Discussion of ethical issues involved in contemporary social and scientific problems, such as biotechnology, medical ethics, and the precarious state of the environment, provide the context for exploring (1) the impact of science and technology on human thinking and behavior and (2) the nature of ethical reasoning and the importance of public discussion of issues in science and technology. Prerequisites: Math 107, distribution courses in social/behavioral science; junior or senior status.

GE 211. American Culture in Film 3
Issues and themes in American culture as presented by contemporary film. Meets American Diversity Connector requirement.

GE 261. Service Learning Internships 1-12
An experience outside the traditional classroom in which the service aspect of service learning has priority.

GE 301. Introduction to Leadership 3
Leadership as a process which is an option for everyone. Topics include: leadership theories and models, followership, power and influence, ethical leadership, leading teams, ways women lead, critical thinking and decision-making, leadership development.

GE 327. Special Topics 1-4
Options for students to study a variety of topics not covered in regular courses. Offered occasionally on interest basis.

Geography

GEO 221. World Regional Geography 3
A world-wide survey of the natural environment and the world global regions with emphases on cultures and their relation to physical features, resources, and economic activities.

GEO 261. Internship 3
An initial program of field work enabling students to explore new areas or supplement regular courses. Department approval required.

GEO 327. Special Topics 3
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department.

GEO 457, 458. Directed Readings 3, 3
Independent readings directed by members of the department faculty.

GEO 460. Independent Study 3
A directed program of reading and/or research open only to juniors and seniors with approval by the department faculty.

GEO 461. Internship 3
A student/agency-originated and departmentally approved field-learning experience which enables students to apply previously attained knowledge and skills.

Greek

GRK 111. Elementary Greek I 3
Basic introduction to Koine Greek, the language of the New Testament. Meets GE Language requirements. Fall in alternate (odd numbered) years.

GRK 112. Elementary Greek II 3
Continuing basic instruction in Koine Greek, the language of the New Testament. Meets GE Language requirements. Spring in alternate (even numbered) years.

GRK 327. Special Topics 3
Options for students to study, according to their interests, a variety of topics not covered in regular courses, e.g. Greek New Testament. Offered on demand.

GRK 457, 458. Directed Readings 2-3
Independent readings directed by a member of the department faculty and approved by the department chairperson.

GRK 460. Independent Study 3
An individual program of reading and research directed by a member of the department faculty and approved by the department chairperson.

Health

HEA 221. First Aid, CPR/PR & Sports Injuries 3
This course is designed to provide the student with a basic background in the science and art of prevention, evaluation and treatment of basic sports injuries, and how to respond in certain emergency situations. Upon completion of the course the student will be certified by the American Red Cross in CPR/PR, AED, Basic First Aid and PDT. Fulfills one of the requirements for the physical education major. Class space priority is given to majors.

HEA 233. Health Education 3
The study of current health issues and methods of teaching health education at the elementary, middle, and secondary school level. Designed specifically for teacher preparation and athletic training majors, it will include study of the consolidated School Health Program, health education programs and curriculum, Personnel and Community Health issues and methodology and materials for instruction. It will include guest speakers from the various CSHP components and/or 3-8 visits to various health agencies and schools. Sophomore status or above. Prerequisites: ED 205, PE 221. Spring, even years.

HEA 240. Personal Trainer 3
This course is designed to develop individuals into knowledgeable and competent practitioners in the fitness industry. Students will build an advanced level of knowledge and comprehension about health and fitness, and how to apply that knowledge in the fitness industry. Fall.

HEA 241. Exercise & Nutrition Prescription & Promotion 3
This course is designed to educate the student in the design, implementation and promotion of a well rounded "fitness/wellness" program. The course includes but is not limited to the design and implementation of a cardiovascular program, muscular strength and endurance program, flexibility program, nutrition program and stress management program. Students will design the programs, design marketing promotions for the programs and implement the programs on a small scale. Prerequisite: HEA 240. Spring.

HEA 242. Lifestyle Behavior Management 3
This course provides students with an understanding of skills, principles and techniques used in a program for the attainment of behavior modification in relation to diet, physical activity, exercise and lifestyle management. Spring.

HEA 332. Adapted Physical Education 3
Designed for instructing the handicapped individual and for providing the prospective teacher with leadership, competencies, and a diversified program of developmental activities, games, sports, gymnastics, and dance suited to the interests, capacities, and limitations of students with disabilities which may prevent their engaging in the activities of the general physical education program. Experiences include observations of and practical experiences with exceptional students. Visits to various programs/schools will be required. Prerequisites: ED 205, HEA 233, PE 221 or permission of instructor. Spring, odd years.

Hebrew

HEB 115. Hebrew I 3
Introduction to classical Biblical Hebrew. Meets GE Language requirements. Fall in alternate (even numbered) years.

HEB 116. Hebrew II 3
Continuation of HEB 115. Meets GE Language requirements. Spring in alternate (odd numbered) years.

HEB 327. Special Topics 3
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department.

History

HIS 202. North Carolina History and Government	3
Examines the historical, economic, and political development of the state. Special emphasis is placed on the techniques, materials, resources, and strategies that may be employed in teaching similar subjects in elementary and secondary schools. Fall.	
HIS 223, 224. United States History to 1865, since 1865	3, 3
The development of the United States as a democratic republic and a world power, from the time of settlement to the present. Prerequisites: place in ENG 111 or passed ENG 101 and ED 101.	
HIS 261. Internship	3
An initial program of field work enabling students to explore new areas or to supplement regular courses. Department approval required.	
HIS 292. World History to 1500	3
Examines the chronological narrative of the development of the major classical core civilizations and the major nomadic societies of the world. In addition to the rise and fall of these societies, the course emphasizes the first “global” civilization of early Islam, and the preponderant role of the Mongol empire on neighboring societies.	
HIS 293. World History since 1500	3
A survey of modern history from a world perspective with emphases on the interaction of Western Civilization with the rest of the world, including the commercial revolution, slavery, imperialism, and the revolution against colonialism.	
HIS 320. The Ancient World	3
Students and the professor will conduct critical historical inquiries into the societies, religions, and cultures of the major civilizations of the Ancient Mesopotamian, Near Eastern, and Mediterranean worlds, beginning with ancient Sumer and continuing as far as the birth of Islamic civilization in Late Antiquity. Offered every other year.	
HIS 327. Special Topics: U.S. History	3
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department.	
HIS 328. Special Topics: World History	3
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department.	
HIS 329. Special Topics: World History	3
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department.	
HIS 330. Women in the American Experience	3
This course will introduce students to the history of women by examining how the experiences, roles, and status of women have been shaped historically by race, class, geography, religion, and other social factors. Meets American Diversity Connector requirement.	
HIS 337. Renaissance and Reformation	3
The Renaissance, the Reformation, and the development of modern states under absolutism.	
HIS 338. Early Modern Europe	3
A survey of Europe emphasizing the interaction of ideas and social forces. Absolutism and aristocracy will be examined as factors leading to the Revolution of 1789. Leading personalities from Louis XIV to Napoleon will receive special emphasis.	
HIS 340. Twentieth-Century Europe	3
The decline and rise of Europe from World War I to the era of detente. Emphasis on social and intellectual changes that reformed European society after World War II. Examines the rise of totalitarianism and social democracy through Hitler, Churchill, Brandt and others.	
HIS 349. Appalachian Oral History	3
Examining people and the history of the region with major emphasis on the culture of the area. Meets American Diversity Connector requirement.	
HIS 350. African-American History	3
An introduction to the social, cultural, and political history of African-Americans from the colonies to the present.	

HIS 390. Historiography and Methodology	3
This course introduces students to the historical method and to the major historiographical theories from North America and Europe since the Nineteenth Century.	
HIS 401. Modern Latin America	3
Examines the important political, economic and social issues and themes that have generally affected the history of twentieth-century Latin America.	
HIS 402^{WID}. History of Mexico	3
Surveys Mexican history from pre-Hispanic period to the present by examining political, economic, and social issues.	
HIS 403. Latin American Women	3
Examines the historical experiences of women in Latin America from pre-Hispanic times until the present through the theoretical lenses of race, class, and gender.	
HIS 404. Pre-Hispanic and Colonial Latin America	3
This course examines the social, economic, political, and cultural history of pre-Hispanic and colonial Latin America.	
HIS 415. Early America	3
This course examines the beginnings of U.S. society from 1450 through 1800, focusing on the period between the coming together of cultures in North America after contact with Europeans and the founding of the United States and establishment of the U.S. Constitution.	
HIS 417. The United States Since 1945	3
Contemporary America, a period of social and economic reforms, of war and troubled peace.	
HIS 418, American Politics and Society, 1900-1945	3
This course examines the political, social, cultural, and economic developments in American history during the first half of the twentieth century. The vast array of significant topics and events include the impact of industrialization and urbanization, the Progressive Era, the Suffrage Movement, World War I at home, the emergence of mass culture and a mass consumer society, the Great Depression, the New Deal, and the home front during World War II.	
HIS 429. U.S. in the World Since 1900	3
A survey of American diplomatic relations in the twentieth century with emphases on American imperialism, isolationism, involvement in World Wars I and II, and the Cold War. The course will end with an examination of American policies in the post-Cold War era.	
HIS 430. U.S. Environmental History	3
Examines the relationships between Americans and their environments in the five hundred years since European-American contact, emphasizing how environments have shaped human history and vice versa.	
HIS 452. History of Modern Japan	3
History of Japan from 1800 to the present emphasizing the impact of Western imperialism on Japan’s traditional culture, the Meiji Restoration and modernization, the growth of militarism and World War II, and the emergence of Japan as an economic super power in the post-war era. The course also explores Japanese-American relations during the period.	
HIS 457. Directed Readings in U.S. History	3
Independent readings directed by members of the history faculty and approved by the department.	
HIS 458. Directed Readings in World History	3
Independent readings directed by members of the history faculty.	
HIS 459. Directed Readings in World History	3
Independent readings directed by members of the history faculty.	
HIS 460. Independent Study	3
A directed program of reading and research open only to juniors and seniors with approval of the history faculty.	
HIS 461. Internship	3
A program of field work open to juniors and seniors with approval of the history faculty.	
HIS 491. Senior Seminar	3
The capstone course in which students will undertake a major research project. This paper will examine a historical problem-usually concerning local history, utilize primary sources, and demonstrate sufficient writing skills.	

International Studies

INS 300. International Study/Foreign Country 1–12

Students register for INS 300 when they are participating in a credit granting Study Abroad program approved by the college.

INS 450. Seminar in International Studies 3

This is the capstone course for International Studies majors. There are four distinct goals for the seminar. Students in the class analyze the results of their term or year abroad, examine the character of cross-cultural communication, synthesize learning begun in other classes on major world regions, and develop an in-depth understanding of a critical contemporary issue by studying it through cross-disciplinary perspectives.

Liberal Arts in Action

LAA 101. Reflective Life Seminar (AGS Students Only) 3

An introduction to the meaning of a liberal arts education, especially in relation to the life, experience, and prospective goals of students in the continuing education program. Should be taken in the first or second semester after the student enrolls in ACCESS.

LAA 111. Challenges 3

As the first semester freshman seminar, the course has three objectives. The first is to introduce students to the liberal arts in the context of the Mars Hill College community. The second is to introduce students to the processes of inquiry and ways of knowing. The third is to help students connect to the college in a variety of ways that promote character development, service, and responsible citizenship. Offered both semesters.

LAA 121. Character 3

This course explores the notion of character from a variety of liberal arts disciplines and in cross-cultural perspectives. Classic answers to the questions, “What is human nature?” and “What is a good person?” are examined and then tested against complex case studies involving issues such as war, race and gender. Offered both semesters.

LAA 221. Civic Life 3

The course examines the fundamental idea of what is a good society from historical and cross-cultural perspectives. Fundamental issues of study are the rights and responsibilities of individuals, communities, and states. The case studies in the course focus on a particular society and explore and analyze it politically, sociologically, culturally, ecologically, and philosophically. Offered fall semester only. Sophomore level. Prerequisites: LAA 111 and LAA 121.

LAA 231. Critique: Faith and Reason 3

The goal of this course is to use a historical framework to explore the dynamics of faith and reason in the western tradition, beginning with the ancient Greeks and moving forward to today’s post-modern world. Aural, visual, and written material provide the conceptual framework for examining the forces that have shaped the course of western thought. Offered spring semester only. Sophomore level. Prerequisites: LAA 111, LAA 121, LAA 221.

LAA 321. Creativity 3

The course explores human creative activity and innovation in a historical and cultural context. Students study the external aspects of creativity—what is it, how is it represented, and how the liberal arts disciplines express creativity—and explore ways of nurturing and exploring their own creativity and imagination in their lives and work. Offered fall and spring semesters. Junior level. Prerequisites: LAA 111, LAA 121, LAA 221, LAA 231.

LAA Capstone Requirement

The goal of the requirement is to provide the opportunity for students to demonstrate advanced critical thinking, writing and oral communication skills. It can be met through a variety of means including the senior seminar in the major, an interdisciplinary capstone course, an internship, a significant service-learning project, international study and travel, or field and lab experience/research.

Mathematics

MTH 101. Basic Mathematics 3

Intermediate algebra and computation skills with applications in statistics, probability, geometry, trigonometry, and logic. Emphasis on problem-solving technique and extensive use of graphic calculators. Students already possessing these skills may demonstrate competence without taking this course. *Does NOT meet General Education requirement for mathematics.

MTH 107. Finite Mathematics 3

Selected topics including an introduction to descriptive statistics, collecting and interpreting data, finite probability and logical reasoning. Prerequisite: MTH 101 or a rating of 2 on the APT.

MTH 113. Precalculus 4

Fundamentals of algebraic and trigonometric functions and their applications. Intended to prepare students for Math 115, Calculus I. Prerequisite: Rating of 2 on APT. Does not meet general education requirement for mathematics.

MTH 115. Calculus I 5

Fundamentals of calculus including limits, continuity, differentiation, and integration. Prerequisite: MTH 113 or a rating of 3 on the APT.

MTH 116. Elementary Probability and Statistics 4

An introduction to the ideas and application of probability and statistics. This course is designed especially for students interested in natural science, social science, or business. Prerequisite: MTH 115.

MTH 120. Calculus II 5

A continuation of Math 115 with emphasis on techniques of integration, vector calculus, partial differentiation, and multiple integrals. Prerequisite: MTH 115.

MTH 203. Elementary Geometry 3

Geometric figures, measurement, transformations, and constructions. Prerequisite: MTH 107 or 115.

MTH 204. Teaching Number Systems 3

Patterns and reasoning in problem solving, the real number operations, elementary number theory, numeration systems, teaching methods, and consumer language. Prerequisite: MTH 107 or 115.

MTH 207. Finite Mathematics II 3

Mathematical applications that may include topics from algebra, consumer mathematics, an introduction to game theory, topics in management mathematics, and an introduction to mathematical analysis of voting systems. Prerequisite: MTH 107.

MTH 217. Discrete Mathematics 3

Designed to introduce students to mathematical thinking using topics in discrete mathematics. Content includes sets, functions, logic and logic circuits, relations, combinatorics, and graph theory. Prerequisite: MTH 115.

MTH 218. Applied Linear Algebra 3

Matrices, determinants, vector spaces, linear transformations, eigenvalues, and eigenvectors. Prerequisite: MTH 115.

MTH 220. Calculus III 5

A rigorous development of calculus including limits, continuity, differentiation, integration, sequences, and series. Prerequisite: MTH 120.

MTH 261. Internship 3-9

An initial outside-the-classroom experience enabling students to explore new areas or to supplement regular courses. Department approval required.

MTH 316. Statistical Methods II 3

Multiple regressions, analysis of variance, factorial experimentation. Prerequisite: MTH 116.

MTH 323. Advanced Calculus I 3

Topics include elementary topology, continuity, uniform continuity, differentiation and integration. Prerequisite: MTH 220.

MTH 324. Advanced Calculus II 3

Topics include series, uniform convergence, transformations, and vector calculus. Prerequisite: MTH 323.

MTH 325. Complex Variables 3

Topics include the algebra and topology of complex numbers, analytic functions, complex integration, and residue theory. Prerequisite: MTH 217.

MTH 327, MTH 328. Special Topics 3

Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department.

MTH 329. Foundations of Geometry 3

Euclidean, spherical, and hyperbolic geometry with emphasis on the rigorous axiomatic development of geometry. Prerequisite: MTH 120.

MTH 331. Introduction to Abstract Algebra	3
An introduction to the theory of groups, rings, and fields and other algebraic structures. Prerequisite: MTH 217.	
MTH 332. Abstract Algebra II	3
Continuation of Math 331, with special emphasis on linear algebra. Prerequisite: MTH 331.	
MTH 335. Introduction to the Theory of Numbers	3
Topics usually include prime numbers, linear and quadratic congruencies, and diophantine equations. Prerequisite: MTH 217.	
MTH 337. Differential Equations	3
Theory and applications of ordinary differential equations. Prerequisite: MTH 120.	
MTH 341. Probability Theory	3
Topics include axiomatic development of probability, conditional probability, combinatorial theory, random variables, expectation, certain discrete and continuous distributions, functions of random variables, jointly distributed random variables, and limit theorems. Prerequisite: MTH 220.	
MTH 342. Mathematical Statistics	3
Topics include estimation, hypothesis testing, linear models, the analysis of variance, analysis of enumerative data, and nonparametric statistics. Prerequisite: MTH 341.	
MTH 450. Senior Seminar	2
The student will study an undergraduate level mathematical topic and produce a paper on this topic. The paper will include original examples, problem sets and will illustrate the concept development process in mathematics. An oral presentation of the paper will be required.	
MTH 457, 458. Directed Readings	3
Independent readings directed by members of the department faculty.	
MTH 460. Independent Study	3
Independent in-depth investigation, reading, and research in a professional area of interest. Department approval required.	

Music

MUS 098. Elements of Music I	1
Five lab hours. A course designed for preparatory study leading to Music Theory 111. Fundamentals of pitch notation, rhythmic notation, simple meter, scales, and intervals Offered on demand. Fall.	
MUS 099. Elements of Music II	2
Spring.	
MUS 111. Music Theory I	3
Three lecture hours. Fundamentals of tonal theory including pitch notation, scales, key signatures, triads, intervals, rhythmic notation, and four-part vocal writing with primary triads in root position. Prerequisite: Successful completion of departmental theory placement examination.	
MUS 112. Music Theory II	3
Three lecture hours. Completion of studies of the diatonic vocabulary: triads, seventh chords, inversion, figured bass, and non-chord tones. Prerequisite: MUS 111.	
MUS 113. Aural Skills Lab I	1
Two lab hours. Basics of sightsinging and listening skills. Emphasis on intervals, rhythms, and melodic lines. Concentration upon rhythm reading, rhythm dictation, and rhythm notation. Fall. Prerequisite: Successful completion of departmental theory placement examination.	
MUS 114. Aural Skills Lab II	1
Two lab hours. Development of tonal sightsinging and dictation with emphasis on scalar and triadic materials. Prerequisite: MUS 113. Spring.	
MUS 116. Percussion Montage	1
Performance styles and techniques of all percussion instruments. May be repeated for credit. Prerequisite: Permission of instructor.	

MUS 131. English/Italian Lyric Diction	1
2 lab hours. Introduction to the rules of English and Italian lyric diction including exercises in pronunciation, accentuation, and transcription using the International Phonetic Alphabet (IPA). Fall.	
MUS 133. German/French Lyric Diction	1
2 lab hours. Introduction to the rules of German and French diction including exercises in pronunciation, accentuation, and transcription using the International Phonetic Alphabet (IPA). Prerequisite: MUS 131. Spring.	
MUS 134. French/Spanish Diction for Singers	1
2 lab hours. Introduction to the rules of French and Spanish diction including exercises in pronunciation, accentuation, and transcription using the International Phonetic Alphabet (IPA). Prerequisite: MUS 131. On demand.	
MUS 135. Singer on Stage I	1
2 lab hours. Applied course designed for the singer/actor to develop speech, sob/cry and belt voice qualities using Estill Voice Craft system. Repertory drawn from musical theatre literature. Prerequisite: MUS 131, Fall. Must be taken in sequence.	
MUS 136. Singer on Stage II	1
Must be taken in sequence. 2 lab hour. Continuing applied course designed for the singer/actor to develop nasal twang and oral twang voice qualities using Estill Voice Craft system. Repertory drawn from musical theatre literature. Prerequisites: MUS 131, MUS 135. Spring.	
MUS 137. Singer on Stage III	1
Must be taken in sequence. 2 lab hour. Continuing applied course designed for the singer/actor to explore jazz as a vocal style using Estill Voice Craft system. Brief history of jazz singer, improvisational techniques including scat, and microphone technique. May be repeated. Prerequisites: MUS 131, MUS 135, MUS 136. Fall.	
MUS 138. Singer on Stage IV	1
Must be taken in sequence. Continuing course designed for the singer/actor to prepare vocal literature for public performance using the Estill Voice Craft system. Repertory drawn from international song and operatic literature. May be repeated. Prerequisites: MUS 131, MUS 135, MUS 136, MUS 137. Spring.	
MUS 139. Musical Theatre Scenes	1
1 hour lab. Applied course for Musical Theatre majors that includes performance of scenes involving acting, singing, and dancing. Repertoire drawn from solo and ensemble literature. Prerequisites: TA 112, TA 117, TA 131. Fall, Spring. May be repeated.	
MUS 140. Piano Practicum	1
1 hour weekly lab. This lab will include weekly performance opportunities in solo and ensemble literature. In addition to weekly performance, students will study topics such as pedagogy, accompanying, literature and history of piano. Required for all keyboard majors. May be repeated for credit. Prerequisite: Permission of instructor.	
MUS 175. Voice Class for Non-majors	1
Introduction to basics of singing, techniques and repertoire. Prerequisite: Permission of instructor. Fall. May be repeated.	
MUS 177. Class Piano I	1
Provides for student development in basic functional skills at the piano including beginning repertoire, sight-reading, harmonizing melodies with primary chords, transposing, and improvising. Required of all non-keyboard majors and minors until the student is prepared for MUS 273. May be repeated for credit. Fall.	
MUS 201. Accompanying	1
Keyboard accompanying techniques and problems. Appropriate performance opportunities presented. Permission of instructor.	
MUS 211. Music Theory III	3
Three lecture hours. Chromatic harmony and techniques of modulation. Prerequisite: MUS 112.	
MUS 213. Aural Skills Lab III	1
Continuation of sightsinging and ear training, including dictation. Spring. Prerequisite: MUS 114.	
MUS 214. Aural Skills Lab IV	1
Continuation of sightsinging and ear training, including four-part dictation. Required for choral, vocal, and keyboard majors. Prerequisite: MUS 213. Fall.	
MUS 217. Music Technology	3
Three lab hours. Designed to help music students acquire knowledge and skills which will equip them to use computing and music technology effectively. Topics include MIDI instruments and systems, MIDI sequencing notation, automatic accompaniment software,	

the use of the Internet as a resource for music education, constructing a simple web page, and digital recording and editing techniques. Music education majors will begin the process of creating the electronic portfolio as required licensure. Prerequisite: MUS 112, MTH 107 or MTH 115, ENG 112.

MUS 218. World Music 3
World music is a hands-on, experiential course. Students will experience musical, cultural, and religious traditions through drumming circles, reading, and listening. Meets Arts Experience Connector requirement.

MUS 261. Internship 1–4
An initial outside-the-classroom experience enabling students to explore new areas or to supplement regular courses. Department approval required.

MUS 273. Class Piano II 1
Provides for student development in functional skills at the piano including sight-reading, harmonizing major and minor melodies with primary and secondary chords, transposing, and improvising. Required of all non-keyboard majors and minors. May be repeated for credit. Prerequisite: MUS 177 or permission of instructor. Spring.

MUS 311, 312^{WID}. Music History I, II 3, 3
Must be taken in sequence. Emphasis on chronological perspective from Gregorian chant through the Romantic period. Essentially an historical approach with considerable attention to listening analysis. Prerequisite: MUS 211.

MUS 313. Form and Analysis 3
Three lecture hours. Spring semester. Analytical techniques for music of the common practice period. Prerequisite: MUS 211.

MUS 315. Score Preparation 2
Topics include instrument transposition, ranges, and score layouts; the creation of musical scores for standard instrumental and choral ensembles through basic techniques of arranging and transcription. A method of score study for the prospective conductor of choral or instrumental ensembles is also presented.

MUS 318. Jazz Improvisation 2
Offered on demand. Prerequisite: MUS 111.

MUS 327. Special Topics 1–4
Options for students to study a variety of topics not covered in regular courses. To be announced.

MUS 335, 336. Service Playing 1, 1
Techniques and materials used in playing for church services. Offered on Demand. Organ majors only.

MUS 337. String Techniques 1
Two lab hours. Playing techniques and teaching methods on stringed instruments and guitar. For all Music Education majors. Offered on Demand.

MUS 338. Instrumental Techniques 1
Two lab hours. Designed for all music education majors. The course offers introductory levels of playing techniques and teaching methods for instrumental music in the public schools. Offered on Demand.

MUS 340. Advanced Brass Techniques 1
Two lab hours. Playing techniques and teaching methods. For the Music Education major whose AMU concentration is wind, percussion, or strings. Prerequisite: MUS 338.

MUS 342. Advanced Woodwind Techniques 1
Two lab hours. Playing techniques and teaching methods. For the Music Education major whose AMU concentration is wind, percussion, or strings. Prerequisite: MUS 338. Offered on Demand.

MUS 344. Advanced Percussion Techniques 1
Two lab hours. Playing techniques and teaching methods. For the Music Education major whose AMU concentration is wind, percussion, or strings. Prerequisite: MUS 338. Offered on Demand.

MUS 345. Vocal Techniques 1
Two lab hours. Basic singing techniques and teaching methods. For Music Education majors whose principal applied music instrument is other than voice. Offered on demand.

MUS 349. Organ Techniques 1
One lecture hour. Introduction to techniques and characteristics of the organ. For students whose AMU Principal Instrument is other than organ. Offered on Demand. Prerequisite: Permission of instructor.

MUS 353. Choral Conducting 2
Three lab hours. Conducting techniques and procedures for the choral director. Includes score reading, rehearsal preparation and techniques, programming, and application of vocal techniques to choral singing. Prerequisite: MUS 211, 214.

MUS 354. Advanced Choral Conducting 2
Three lab hours. Continuation of MUS 353. Prerequisite: MUS 353.

MUS 355. Instrumental Conducting 2
Three lab hours. Conducting techniques and procedures for the instrumental director. Includes score reading, rehearsal preparation and techniques, programming, and application of instrumental techniques to ensemble playing. Prerequisites: MUS 211, 214.

MUS 356. Advanced Instrumental Conducting 2
Three lab hours. Continuation of MUS 355. Prerequisite: MUS 355.

MUS 360. Music for the Elementary Classroom Teacher 3
Three lecture hours. Music fundamentals and methods for the elementary classroom teacher. Not open to music majors. Fall, Spring.

MUS 374. Class Piano III 1
Provides for student development in intermediate functional skills at the piano including accompanying, choral and instrumental score reading, instrumental transposing, harmonizing with primary, secondary, and borrowed chords, and improvising/composing. Fall. Prerequisite: MUS 273.

MUS 375. Accompanying for the Elementary Music Class 1
Two lab hours. Development of accompanying skill on the guitar and piano sufficient to accompany songs for elementary children. Required of all Elementary Music Education majors. Prerequisite: MUS 273. On demand.

MUS 376. Handbells 1
Two lab hours. Playing techniques and literature for the handbell choir. Offered on demand.

MUS 380. Church Music History 2
Two lecture hours. The history of music in the Christian church and its position as a functional part of the service. Offered on demand.

MUS 381. Church Music Administration 3
Three lecture hours. Overview of the principal areas of responsibility in managing a church music program. Offered on demand.

MUS 384. Class Piano IV 1
Provides for student development in advanced functional skills at the piano including intermediate-level repertoire, sight reading, harmonizing melodies, accompanying, transposing, reading open score—four or more parts of instrumental and choral scores, and improvising/composing pieces. Prerequisite: MUS 374. Spring.

MUS 390. Junior Recital–Performance Majors 1
Recital of 40-55 minutes on the major instrument. See Music Handbook.

MUS 410. Contemporary Music 3
A survey of music of the 20th and 21st centuries. The course explores forms, genres, style, theoretical principles, compositional materials and procedures within a historical context. Course content will include music of both western and non-western musical traditions. Prerequisites: MUS 211, 312. Fall. This course is required of all music majors and fulfills the LAA capstone requirement.

MUS 413. Counterpoint 2
Survey of modal and tonal contrapuntal techniques and genres. Prerequisite: MUS 211. Offered on demand.

MUS 415. Composition 2
The devices and processes used in the composition of music. Prerequisite: MUS 211. Offered on demand.

MUS 417. Using Computers in the Music Classroom 2
A summer class which meets in a workshop setting: five consecutive days with six contact hours each day. The course serves as a source of certificate renewal credit. Topics include an introduction to the Musical Instrument Digital Interface, sequencing, recording, notation printing, computer specifications, electronic instruments, creating classroom tools with technology, and an introductory experience with music education resources on the Internet.

MUS 441. Principles of Music Education	3
Three lecture hours. Basic approaches, materials, and other resources for Elementary, Choral, and Instrumental Music Education. Required for all Music Education majors. On demand.	
MUS 443. Elementary Music Methods	2
Two lecture hours. Methods and materials for elementary general, vocal music in schools, grades K-8. Required of all Elementary Music Education majors. Elective for others. On demand.	
MUS 445. Choral Music Methods	2
Two lecture hours. Methods and materials for the choral performance in schools, grades 5-12. Required for all Choral Music Education majors. Elective for others. On demand. Prerequisite: MUS 353.	
MUS 447. Instrumental Music Methods	2
Two lecture hours. Methods and materials for the instrumental performance group in schools, grades 5-12. Required for all Instrumental Music Education majors. Elective for others. Spring.	
MUS 449. Marching Band Techniques	1
Marching band techniques and practices. Required for Instrumental Music Education majors. Fall .	
MUS 457, 458. Directed Readings	1-4
Independent readings directed by members of the department faculty.	
MUS 460. Independent Study	1-4
Independent in-depth investigation, reading, and research in a professional area of interest. Department approval required.	
MUS 461. Internship	1-4
A student/agency-originated and departmentally-approved field-learning experience which enables students to apply previously attained knowledge and skills.	
MUS 467. Instrumental Music of the Southern Mountains	3
Traditional string band styles and styles of fiddle, guitar, and banjo playing. Offered on demand for Regional Studies minor.	
MUS 468. Ballads, Folksongs, and Christian Harmony Singing in the Southern Mountains	3
Elizabethan and traditional ballads and folksongs still present in the Southern mountains. Also, a study of the Christian Harmony and other shape-note traditions. Offered on demand.	
MUS 469. Appalachian Smooth and Clog Dancing	1
Performance of traditional and choreographed square dances.	
MUS 490. Senior Recital–Performance Majors	1
Recital of approximately 55 minutes on the principal instrument. See Music Handbook.	
MLIT. Literature of the Applied Instrument	2, 2
Two consecutive semesters; required for the Performance major. Survey of the historical development and literature of the student’s applied instrument. Prerequisite: Junior or senior status in applied music. Offered on demand. Prerequisite: Permission of instructor.	
MPED 08A. Pedagogy of the Applied Instrument - Piano	
MPED 08B. Pedagogy of the Applied Instrument - Piano	2
Provides students with a hands-on experience teaching group piano lessons to children. Survey of adult methods, technique collections, and standard teaching literature from the Baroque, Classical, Romantic, and Twentieth-Century periods will be explored. Required for the Piano Performance Major. Prerequisite: MPED 08A.	
MPED 15A. Pedagogy of the Applied Instrument - Voice	1
A practical course in voice science designed to examine a wide range of topics related to vocal pedagogy. Study includes vocal anatomy and physiology, voice production, quality, classification, registration, and range. Prerequisite: MUS 131. Fall, alternate years. Must be taken in sequence.	
MPED 15B. Pedagogy of the Applied Instrument - Voice	1
A course in vocal pedagogy designed to equip students to teach beginning vocal techniques to individuals and small ensembles. Students explore vocal exercises, common vocal problems, and age-appropriate repertoire for the beginning singer. Special emphasis is placed on developing appropriate listening and diagnostic skills for use in private studio and small ensemble settings. Prerequisite: MPED 15A. Spring, alternate years. Must be taken in sequence.	

Ensembles

May be repeated for credit. Each student is required to participate each semester in the major ensemble appropriate for his/her applied area (MUS 101 Choir or MUS 102 Wind Symphony). Piano Performance majors may substitute one semester of piano ensemble for one semester of the major ensemble requirement, with approval of Department Chair.

MUS 100. Chapel Choir	1
Open to all students by permission of instructor. Required of Freshman choral emphasis majors with vocal or keyboard applied.	
MUS 101. Choir	1
Open to all students by audition. Prerequisite: successful audition and theory placement exam, and permission of instructor.	
MUS 102. Wind Symphony	1
Open to all students by audition. Prerequisite: Permission of instructor.	
MUS 103. Piano Ensemble	1
Performance with other piano performance majors. Does not meet major ensemble requirement. Prerequisite: Permission of instructor.	
MUS 104. Woodwind Ensemble	1
Open to all students. Prerequisite: Permission of instructor.	
MUS 105. Percussion Ensemble	1
Open to all students. Prerequisite: Permission of instructor.	
MUS 108. Jazz Ensemble	1
Open to all students. Prerequisite: Permission of instructor.	
MUS 109. Brass Ensembles	1
Open to all students. Prerequisite: Permission of instructor.	
MUS 115. Chamber Singers	1
Open by audition to members of the College Choir.	
MUS 117. Concert Band	1
Open to all students. Prerequisite: Permission of instructor.	
MUS 150. Marching Band	1
Open to all students with permission of instructor. Fall.	
MUS 470. Appalachian String Band	1
Open to all students. Prerequisite: Permission of instructor.	

Applied Music

Applied Music lessons are given in piano, organ, voice, guitar, woodwind, brass, and percussion instruments. Details of Applied Music requirements and policies can be found in the “Music Department Handbook,” or obtained from Applied Music coordinators. Students are permitted to take Applied Music following an audition and with permission of the instructor.

Applied music fees of \$560 per credit hour are assessed for all AMU and AMR (Applied Music Recital) classes. Voice students are required to pay for their accompanist each semester—this \$270 fee is not part of regular tuition and fees but is included in the financial statement. Students enrolled in all other Applied Music courses will have accompanist fees which vary by individual needs.

All students enrolled in Applied Music courses will need to plan for expenses including purchasing music, instruments/accessories, and appropriate performance attire. These expenses vary by individual student. The Applied Music faculty will provide more specific information for each individual.

AMU Courses:

002 Clarinet

003 Flute

004 Horn

005 Oboe	
006 Organ	
007 Percussion	
008 Piano (2 sections)	
009 Saxophone	
010 Trombone	
011 Trumpet	
015 Voice (4 sections)	
016 Tuba	
017 Euphonium	
019 Banjo	
020 Bassoon	
022 Folk Guitar	

Natural Science

NS 111. Introduction to Biological Sciences	4
Selected topics from the biological sciences emphasizing important factual information, methods, scientific principles, and their application. Laboratory. Meets the Natural Science Connector requirement.	
NS 112. Introduction to Environmental Science	4
Principles of the environmental systems and human effects of the environment. Includes functioning of natural ecosystems as well as causes, consequences, and solutions to current environmental problems. Meets the Natural Science Connector requirement.	
NS 113. Introduction to Physical Sciences	4
The fundamental principles of astronomy, chemistry, geology, and physics. Laboratory. Meets the Natural Science Connector requirement.	
NS 114. Introduction to Meteorology and Weather Forecasting	4
Composition and structure of the atmosphere; jet streams, air masses, fronts, and precipitation; greenhouse effect and climate change; hurricanes, tornadoes, floods, and drought; numerical weather prediction. Students prepare and present weather forecasts using real-time weather data. Laboratory. Meets the Natural Science Connector requirement.	

Philosophy

Courses offered on rotating basis

PHI 215. Problems in Philosophy	3
The meaning of life, the meaning of death, what is real, how do you know, what is a self, are male and female selves different, and so what? These questions and more are explored, reading philosophers from around the world, male and female, who write in a variety of styles.	
PHI 216. American Philosophy	3
This course explores American philosophy using primary source texts reflecting the history of ideas in the United States. Using a historical framework that begins with Native American philosophies, proceeds through Pragmatism, and concludes with contemporary American philosophers, the course examines issues of gender, economic, ethnic, environmental, educational, religious, political and cultural diversity in American culture. Prerequisites: none. Meets American Diversity Requirement.	
PHI 261 Internship	1–3
A student/agency originated and departmentally approved field-learning experience.	
PHI 325. Ancient Philosophy	3
Thales, Pythagoras, Socrates, Plato, Aristotle, and the Stoics - the Greek and Roman roots of the western intellectual tradition.	

PHI 327. Special Topics in Philosophy	3
Occasional or experimental courses offered due to particular student or faculty interest. To be announced by the department.	

PHI 330. Social and Organizational Ethics	3
This course is an exploration of the ways in which ethical theory from the western tradition can inform serious issues and problems in business and non-profit organizations. Conversely, the course will explore ways in which actual situations and contexts of case studies from business and non-profit organizations challenge and shape ethical theory. Fall.	

PHI 332. Modern/Contemporary Philosophy	3
Covers selected topics and key philosophers from the 17th to 20th centuries, including Continental Rationalism (Descartes) and British Empiricism (Hobbes and Locke), Kant and 19th century responses (Kierkegaard and Nietzsche), and 20th century movements including existentialism and phenomenology; process and feminist philosophy; deconstruction and post-modernism; issues concerning language and science. Prerequisites: PHI 215 is suggested.	

PHI 344. Philosophy of Religion	3
The nature of religious language; the existence of God; reason, revelation, and faith; the problems of evil, miracles and prayer, and immortality.	

PHI 350. Research, Theory, and Methods in Religion and Philosophy	3
Seminar style investigation of classic theoretical and methodological problems associated with the study of religion and philosophy. Students develop and apply their skills in advanced undergraduate level research. This is a Junior Level seminar open to any MHC student, but required of all Religion and Philosophy Majors. Pre-requisites: Junior standing, successful completion of ENG 112 or equivalent, and prior completion of at least 9 credit hours of courses in Religion, including both REL 115, and REL 111 or REL 112. Successful completion of REL/PHI 350 is a prerequisite for REL/PHI 450.	

REL/PHI 450. Senior Seminar	3
Disciplinary capstone seminar focusing on original research and writing by students, with the focus on textual or biblical, historical, and philosophical or theological studies. Prerequisites: REL/PHI 350, and senior status. Fall.	

PHI 457, 458. Directed Readings	2–3
Independent readings directed by a member of the department faculty.	

PHI 460. Independent Study	3
An individual program of reading and research directed by a member of the department faculty and approved by the Curriculum Committee of the college.	

PHI 461: Internship	1–3
See PHI 261.	

Physical Education

HPR 100. Introduction to Health, Physical Education and Recreation	1
This will be a survey course. The course will introduce students to the fields of Health, Physical Education and Recreation, and familiarize them with career opportunities in those fields.	

PE 101. Foundations of Health and Wellness	3
Focuses on development of a healthy and active lifestyle which will enable the student to analyze his/her current health and physical activity status and to become aware of adjustments and adaptations needed during the college experience and beyond. Special emphasis is given to nutrition, diet and weight control, stress management, physical fitness, lifestyle analysis, and total wellness concept. An exit paper is required.	

PE 115. Varsity Athletics	2
A student may receive elective credit only once for participation in a varsity sport. A student may receive only 2 semester hours of credit regardless of the number of sports played. Credit must be awarded in the semester in which the sport is in season. Evaluation will be on an S/U basis. Managers, trainers, and other non-participants are not eligible for this credit. Credit is awarded only for those sports offered by the Mars Hill College Athletic department.	

PE 119. Canoeing	2
Learn the basic canoeing skills necessary to enjoy the sport of paddling. Learn paddling strokes, boating safety and elementary self-rescue techniques.	

PE 122. Swimming	2	PE 165. Gymnastics	2
This course is designed to teach the beginner how to swim and those that already know how to swim more advanced aquatic skills including six strokes, diving skills and other technique and safety skills.		Fundamentals, rules and regulations of basic tumbling & floor exercise.	
PE 123. Lifeguarding	2	PE 169. Tap Dance	2
American Red Cross Lifeguard Training course teaching lifeguarding skills and techniques. Certification as ARC Lifeguard upon successful completion of this course.		Beginning level tap dance technique. Purchase of appropriate shoes is required.	
PE 124. Water Safety Instructor	2	PE 170. Fencing	2
American Red Cross Water Safety Instructors' course. Teaches the student how to teach swimming lessons as well as safety in and around the water.		Learn proper technique and safe fencing skills.	
PE 125. Scuba Diving	2	PE 172. Personal Defense	2
Students learn basic diving skills and safety.		Learn basic methods of self defense.	
PE 126. Aquasize	2	PE 174. Yoga	2
Learn to exercise using water for both resistance and support.		Beginning level hatha yoga (physical exercises). Emphasis placed on developing flexibility and reducing the effects of stress.	
PE 140. Archery	2	PE 177. Physical Conditioning & Aerobics	2
Learn basic archery skills and safety.		Basic fundamentals of cardiorespiratory physical activity and resistance training.	
PE 142. Golf	2	PE 180. Downhill Skiing	2
Fundamentals, rules, and regulations of golf.		Learn to ski/snowboard or improve your skiing/boarding skills at area ski slopes.	
PE 143. Disc Golf	2	PE 183. Horseback Riding	2
Students will learn the basic throws, rules and techniques of putting, approach shots, scramble shots and driving for distance.		Learn basic riding skills.	
PE 146. Badminton	2	PE 185. Outdoor Leisure Skill	2
Fundamentals, rules and regulations of badminton.		Learn basic techniques in rock climbing, canoeing, hiking and camping.	
PE 148. Racquetball	2	PE 187. Rock Climbing	2
Learn the skills, rules and strategies necessary to play this exciting lifetime sport. Participate in singles and doubles competition.		Learn basic top-rope climbing skills, climbing knots, rappel technique.	
PE 149. Tennis	2	PE 188. Mountain Smooth and Clog Dance	2
Beginning tennis instruction.		Learn basic techniques of smooth and clog dancing.	
PE 153. Basketball	2	PE 203. Dance Skill Lab	2
Fundamentals, rules, and regulations of basketball.		Students will learn dances commonly used in physical education (PE), including folk dance, square dance, and social dances. Fulfills one of the requirements for the PE major. Class space priority is given to majors.	
PE 154. Softball	2	PE 204. Gymnastics Skill Lab	2
Fundamentals, rules, and regulations of softball.		Students will learn skills commonly used in physical education (PE), including gymnastics apparatus, tumbling, and balancing. Class space priority is given to majors	
PE 155. Volleyball	2	PE 206. Racquet Games	2
Fundamentals, rules and regulations of volleyball.		Skill lab for physical education majors. Students will develop and improve their skills and knowledge of the sports, and identify methods of teaching the skills. Offered to non-majors by permission of instructor. Class space priority is given to majors.	
PE 158. Soccer	2	PE 208. Golf and Disc Golf	2
Fundamentals, rules and regulations of soccer.		This course is designed to introduce the student to the traditional game of golf and the game of disc golf. The student will learn the two games with regard to rules of play, course design, stroke technique, mental preparedness and terminology. Emphasis will be placed on learning and teaching both games as lifetime leisure skills to promote an active lifestyle. Class space priority is given to majors.	
PE 160. Ballet Dance	2	PE 209. Dance as Art	3
Beginning level ballet dance technique. Includes barre work, basic steps and ballet choreography.		Introduction to various dance forms including ballet, modern, jazz and other styles. Includes a study of dance history, choreography, and aesthetics. No prerequisites or dance experience. Fulfills the Arts Experience requirement.	
PE 161. Folk/Square Dance	2	PE 210. Walking & Weight Lifting	2
Beginning level study of international folk dance, traditional square dance, big circle square dance and running-set style square dance.		Designed to introduce the student to the activities of walking and weight lifting for leisure and fitness. The course will teach various types of walking for improved fitness and how to use weight lifting to modify body composition & form while improving muscular strength and endurance. Class space priority is given to majors.	
PE 162. Liturgical Dance	2	PE 211. Aerobics & Aquasize	2
Beginning level study of liturgical dance, including history, purpose and practical uses of dance in worship services. Participation in at least one class performance is required.		This course is designed to introduce the student to both "land" and "water" aerobic activities that improve cardiorespiratory fitness and muscular strength and endurance.	
PE 163. Jazz Dance	2		
Beginning level jazz dance technique, including warm up exercises, basic steps and jazz dance choreography.			
PE 164. Modern Dance	2		
Beginning level modern dance technique, including a study of the styles of several contemporary modern dance choreographers			

PE 212. Track and Field and Recreational Running	2
This course introduces the student to Track and Field and the development of recreational running. The student will learn these activities with regard to rules of play, activity development, event techniques, mental preparedness and skills needed for these activities. Class space priority is given to majors.	
PE 213. Coaching Theory	3
This course will include skill analysis, motivation techniques, teaching progression, responsibilities, qualities, coaching philosophies, coaching skills, practice management, psychology of coaching, game management, coaching methods, statistics and team organization. Study of some of the great coaches, past and present, will be included.	
PE 214. Coaching of Football	3
Provides the student with a knowledge of coaching theory, methods, and strategies. Knowledge is applied to the sport of football at the elementary, middle, and secondary levels. Instruction includes fundamentals, offensive and defensive styles of play, coaching methods, teaching strategies and individual position technique. Prerequisite: PE 213 or permission of department chair.	
PE 215. Coaching of Soccer	3
Provides the student with a knowledge of coaching theory, methods, and strategies. Knowledge is applied to the sport of soccer at the elementary, middle, and secondary levels. Instruction includes fundamentals, offensive and defensive styles of play, coaching methods, teaching strategies and individual position technique. Prerequisite: PE 213 or permission of department chair.	
PE 216. Coaching of Basketball & Volleyball	3
Provides the student with a knowledge of coaching theory, methods, and strategies. Knowledge is applied to the sport of basketball and volleyball at the youth league, elementary, middle, and secondary levels. Instruction includes fundamentals, offensive and defensive styles of play, coaching methods, teaching strategies and individual position technique. Prerequisite: PE 213 or permission of department chair.	
PE 217. Coaching of Softball & Baseball	3
Provides the student with a knowledge of coaching theory, methods, and strategies. Knowledge is applied to the sport of softball and baseball at the youth league, elementary, middle, and secondary levels. Instruction includes fundamentals, offensive and defensive styles of play, coaching methods, teaching strategies and individual position technique. Prerequisite: PE 213 or permission of department chair.	
PE 218. Coaching of Track and Field	3
Provides the student with a knowledge of coaching theory, methods and strategies. This knowledge is applied to the sport of Track and Field at the elementary, middle, and secondary levels. Instruction includes individual and team event fundamentals, the coaching of individual and relay events, and teaching strategies. Prerequisite: PE 213 or permission of department chair.	
PE 219. Coaching of Swimming	3
Provides the student with a knowledge of coaching theory, methods, and strategies. This knowledge is applied to the sport of swimming at the youth through secondary levels. Instruction includes individual and team event fundamentals, the coaching of individual and relay events, and teaching strategies. Prerequisite: PE 213 or permission of department chair.	
PE 221. History and Principles	3
The historical foundations of physical education and their relationship and contribution to general education; the basic principles of physical education as they relate to biological, physiological, and sociological backgrounds of contemporary programs. Sophomore status or above. Fall.	
PE 225. Team Sports Skill Lab	3
This course is designed to provide the student with and opportunity to develop/improve his/her skills and knowledge in selected team oriented sports activities. Team sports included but not limited to football, soccer and volleyball. In addition to the traditional form of each sport, the course will include lead-up games and variations of each, designed for a wide range of age-appropriate skills. The course is specifically designed for physical education majors but open to other students with permission of the instructor. Class space priority is given to majors. Fall.	
PE 226. Team Sports Skill Lab	3
This course is designed to provide the student with and opportunity to develop/improve his/her skills and knowledge in selected team oriented sports activities. Team sports included but not limited to basketball, softball/baseball and track & field. In addition to the traditional form of each sport, the course will include lead-up games and variations of each, designed for a wide range of age-appropriate skills. The course is specifically designed for physical education majors but open to other students with permission of the instructor. Class space priority is given to majors. Spring.	
PE 237. Practicum	2
An opportunity for interested students to work individually with physical education faculty members. A practicum application form	

must be completed before assignment to a required general education class. The student will assist in all phases of the instructional process under the guidance and supervision of various department faculty. Prerequisites: Sophomore status, 2.0 GPA. Evaluation will be on an S/U basis. Materials may be obtained from the program coordinator. [PE teacher education students only or department chair permission.]

PE 250. Biomechanics	3
This course will provide an overview of musculoskeletal anatomy, the mechanical properties and structural behavior of biological tissues, and biodynamics.	
PE 261. Internship	3
An initial exploratory experience outside the classroom designed to explore new areas or supplement regular courses in the attainment of various competencies. Credit awarded upon successful completion of the internship as described in the student-originated and departmentally approved proposal. May be repeated for a total of 6 semester hours of credit. Materials may be obtained from the program coordinator.	
PE 327. Special Topics	1-3
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department.	
PE 329. Kinesiology	4
The methods and procedures of analyzing human motion. Mechanical and anatomical principles of movement are taught and applied to fundamental human movements as they relate to participation in sports and physical activity. Laboratory activities will serve as a practical means of reinforcing the total learning situation. Prerequisite: BIO 134 and junior status or above.	
PE 330. Physiology of Exercise	4
Application of basic physiological principles to exercise and movement as they relate to human motion. Laboratory activities will serve as a practical means of reinforcing the total learning situation. Prerequisite: BIO 134 and junior status or above.	
PE 333. Sports in Society	3
Sociological aspects covered may include sports in society, violence and sports, economics of sports, sports and the mass media, and sexism and racism in sports. Psychological aspects covered may include attention and arousal in sports, motivation, personality and sports, audience impact, team cohesion, and aggression. Junior status or above. Spring.	
PE 335. Methods of Teaching Elementary School Physical Education for the Physical Education Specialist K-6	3
Basic theories concerning children, learning, and physical education. Consideration will be given to the significant role movement plays in the life of a child; trends in and goals of elementary education and physical education and their interrelationships; observing, analyzing, and recording the movement experiences appropriate for elementary school children. Observation, participation, and practical kinds of experiences will be arranged including 3-10 visits to local elementary schools. Prerequisites: ED 205, ED 200, PE 221 or permission of instructor.	
PE 336. Methods of Teaching Elementary School Health and Physical Education for the Classroom Teacher K-6	3
Designed for the Elementary Education Major, this course will include both health and physical education methodology and materials as well as teaching of low level games and activities as part of the general classroom curriculum. It will include 3-10 visits to local elementary schools. Prerequisites: ED 205, ED 200, PE 221 or permission of instructor.	
PE 338. Measurement and Evaluation in Health and Physical Education	3
Techniques used in measuring and evaluating performance in the psychomotor, cognitive, and affective domains. Elementary statistical procedures will be covered in order to analyze and interpret test scores. Appropriate methods for determining grades in health and physical education will be presented along with techniques for data collection and treatment for research. Prerequisite: junior status or above.	
PE 413. The Teaching of Health and Physical Education in the Middle and Secondary Programs	3
Understanding and application of methods and materials in middle and secondary school health and physical education. Observation, participation, and practical kinds of experiences will be a part of this course including 3-10 visits to local high school programs. Prerequisites: ED 205, ED 200, PE 221 or permission of instructor. Spring.	
PE 441. Organization and Administration of Health, Physical Education and Athletics	3
Procedures for organizing and administering the health and physical education and athletic programs including class organization, staff relations; budget and financing, facilities and equipment, and program of instruction. Prerequisites: PE 221, senior status. Fall.	
PE 450. Physical Education Internship	12
A professional field experience with an off campus agency specializing in wellness and coaching. Designed to enable the student to	

relate theory to practice. Prior to agency assignment the internship experience will be designed by the departmental faculty supervisor, in consultation with the student. Prerequisites: Senior status and permission of instructor.

PE 457,458. Directed Readings 1–3
Independent readings directed by members of the department faculty. Materials may be obtained from the department chairperson.

PE 460. Independent Study 1–3
An opportunity for the outstanding student to pursue professional interest areas in some degree of depth. Laboratory equipment will be available for use in project developments. Library research in the form of an undergraduate thesis will be required. Elective credit only. Materials may be obtained from the department chairperson.

Physics

PHY 223. General Physics I 4
Mechanics, heat and wave motion with laboratory work. Prerequisite: MTH 115 or permission of instructor. Meets the Natural Science Connector requirement.

PHY 224. General Physics II 4
Electricity, magnetism, light and an introduction to modern physics with laboratory work. Prerequisite: PHY 223. Meets the Natural Science Connector requirement.

Political Science

PS 101-105. Experiential Group Learning 2–3
Academic/experiential involvement in contemporary issues. Domestic and/or foreign travel included.

PS 111. American Government 3
Basic concepts and analytical techniques. Political science applied to American federal government: power, institutions, socialization, communication, policy-making, and legitimacy. Fall and Spring. Meets the Social Science Connector requirement.

PS 200. Research Activity I 1–6
See SOC 200. Fall and Spring.

PS 202. History and Government of North Carolina 3
The historical, economic, and political development of the state. Special emphasis on the techniques, materials, resources, and strategies that may be employed in teaching similar subjects in elementary and secondary schools. Fall and Spring.

PS 211. Political Mobilization 3
Campaigns, elections, and public opinion in the United States; with special attention given to the strategies political parties, PACs, and office holders employ in shaping them. Prerequisite: PS 111. Alternate years.

PS 216. The Legislative Process 3
The organization, functions, and procedures of the United States Congress and state legislatures. Focus is on Congress. Comparative analysis of legislative systems in selected countries. Prerequisite: PS 111. Alternate years.

PS 218. The Executive Process 3
The role of the modern presidency and the state governor and how the office of the executive is related to other major political institutions. Attention is also given to public administration agencies in the decision-making process. Prerequisite: PS 111. Alternate years.

PS 219. Social Research Methods 3
The methods and techniques used in social research: research design, data collection methods, basic analytic techniques and the theoretical orientations underlying them. Prerequisites: PS 111 or SOC 111 and MTH 107 or the equivalent. Fall and Spring.

PS 221. Comparative Politics 3
Comparison of governmental structure and political process in selected countries. Emphasis on similarities and differences in problems and policy. Prerequisite: PS 111. Alternate years.

PS 261. Internship 1–6
An initial exploratory experience outside the classroom. Designed to explore new areas or supplement regular courses in the attainment of various competencies. Credit awarded upon successful completion of the internship as described in the student-originated and departmentally approved proposal.

PS 300. Research Activity II 1–6
See SOC 300.

PS 310. Social and Political Theory 3
See SOC 310. Prerequisite: PS 111 or SOC 111. Alternate years.

PS 311. The Courts and Individual Liberties 3
The organization and procedures of U.S. Courts, especially the Supreme Court; the development of Constitutional law in response to questions of civil liberties and rights. Prerequisite: PS 111. Alternate years.

PS 312. Political and Social Development 3
Basic issues in the process of modernization and development, the role of the citizen and the mobilization of the total community in achieving regional and national goals. Examples are drawn from the United States, Europe, and developing countries. Prerequisite: PS 111 or SOC 111. Alternate years.

PS 319. Social Research Methods II 3
See SOC 319.

PS 327. Special Topics 3
Options for students to study, according to their interests, a variety of topics not covered in regular courses, e.g., regional planning issues and civil liberties.

PS 332. Public Policy 3
See SW 332. Prerequisite: PS 111.

PS 333. Politics, Policy, and The Elderly 3
The development of U.S. policies benefiting the elderly from the New Deal to the present. Along with a description of these programs, attention will be paid to the political facets of their development and change. Prerequisite: Permission of instructor. Offered on demand.

PS 345. International Relations and World Politics 3
Analysis of policies among nations: imperialism, balance of power, international morality, sovereignty, diplomacy; analysis of the problems of peace; disarmament, international organization, world government, diplomacy. Prerequisite: PS 111. Fall.

PS 401. Modern Latin America 3
Examines the important political, economic and social issues and themes that have generally affected the history of twentieth-century Latin America.

PS 452. Modern Japan 3
See HIS 452.

PS 456. Modern China 3
See HIS 456.

PS 457, 458. Directed Readings 1–3
Supervised readings in political science. Credit awarded upon satisfactory completion of an examination at the end of the semester. Student should make arrangement with the supervising faculty member early in the semester before the course is to begin. Prerequisite: PS 111.

PS 460. Independent Study 1–6
Research open only to juniors and seniors with approval of department faculty. A student may elect a maximum of 8 semester hours.

PS 461. Internship 1–6
The application, outside the classroom, of previously attained knowledge and skills, through study and through significant service to a group or organization. Credit awarded on a S/U basis.

PS 481. 20th-century Russia: History and Government 3
A survey of the history of the Soviet Union since the Revolution of 1917, with emphasis on contemporary culture and government in its successor states.

PS 470. Senior Seminar 3
Designed to summarize and synthesize student learning in the major field. The course includes investigation, discussion, and the presentation of a thesis involving an issue of importance to the student and to the discipline. Prerequisites: Senior standing or

permission of the instructor; PS 111, 200, and 219. Corequisites: Previous completion of or current enrollment in courses in political science sufficient to complete all requirements for the minor in the discipline.

Psychology

PSY 111. General Psychology 3

A survey course designed to introduce students to the field of contemporary psychology, including the principles and perspectives of biological, behavioral, cognitive, socio-cultural, developmental, and clinical approaches. Topics include physiological and environmental interactions, human development, motivation and emotions, learning and forgetting, the influences of culture on the psyche, personality theories, psychopathology and treatment, and other topics appropriate to an introduction to psychology. Fall and Spring. Meets the Social Science Connector requirement.

PSY 121. Introduction to Art Therapy 3

This course is designed to give a working understanding of the principles of art therapy, including history, theory and practice, current trends, as well as exposure to different settings and populations. By the end of this course, each student should understand how art therapy is similar to and different from other types of psychological counseling. They should also have a working understanding of how to use their art skills within typical art therapy scenarios. Prerequisite: PSY 111. Spring, alternate years.

PSY 221. Cognition 3

This course is designed to introduce students to cognitive psychology with an emphasis on cognitive methods. Cognitive psychology examines internal mental processes such as attention, memory, language, and reasoning. By the end of this course, students should understand the historical and current theories of attention, memory, language, and reasoning by knowing 1) the relevant research, and 2) the methods used to measure these internal mental processes. Prerequisite: PSY 111. Fall.

PSY 222. Physiological Psychology 3

This course explores the biological structures and processes which underlie and produce human behavior. The focus is on motivation, emotion, perception, and cognition and how these events are affected by neural, metabolic, homeostatic, and evolutionary processes. Prerequisites: PSY 111 and NS 111 or BIO 113. Spring.

PSY 225. Research Methods in Psychology 3

This course is an applied introduction to the skills and methods used to conduct social science research. Students will learn the basic principles of research methodology including study design, data collection, statistical analysis, and report writing. As a result of this course, students will be able to critique existing research designs, propose alternatives to poor research designs, and create new research designs. They will gain those skills through homework assignments, quizzes, and research report writing. Class time will be devoted to discussion of assigned reading, homework, and individual and group project work. Prerequisite: PSY 220. Spring.

PSY 308. Social Psychology 3

An overview of social psychological theory and research, both classic and contemporary, and a focus on how our thoughts, feelings, and behaviors are influenced (positively and negatively), controlled, or limited by past or present social interactions with other people, social structures, and social institutions. This course focuses on the complex relationships between society and the individual, paying particular attention to how being a part of a group profoundly affects our thoughts and actions. Prerequisites: SOC 111 or PSY 111. Fall and/or Spring.

PSY 311. Personality Theory 3

An analysis of the major psychological theories of human nature including psychodynamic, interpersonal, behavioral, cognitive, humanistic, and trait theories. Pre-requisite: PSY 111 and a 200-level psychology course which may be taken concurrently with 311. Fall.

PSY 312. History, Philosophy, and Systems 3

The development of systematic psychological thought from its ancient philosophical and religious roots through Renaissance conceptualizations and to those modern scientific and philosophical approaches which define today's boundaries of the discipline. Prerequisites: PSY 111, a 200-level psychology course, and LAA 211. Spring.

PSY 313. Child Psychology 3

The development of behavior and mental processes as a result of learning and maturation. Emphasis is on infants and children. Prerequisite: PSY 111. Fall.

PSY 314. Adolescent and Adult Development 3

The development of behavior and mental processes with emphasis on cognitive, emotional, social, and physical dimensions. Characteristic behavior patterns, problems, and issues in adolescence and adulthood are studied, including characteristics of exceptionality. Prerequisite: Psychology 111. Fall and Spring.

PSY 316. Language, Culture, and Psychology 3

The study of language use in cultural contexts as an entryway into understanding human beings. Topics include language acquisition and development, connections between language, cognition and behavior, the relationship between the individual and culture, the power of language and the relationship between power and language, language prejudice and cultural diversity, and the role that language and culture play in human suffering and clinical treatment. Prerequisite: PSY 111. Offered every other year.

PSY 317. Psychology of Gender and Sexuality 3

This course introduces scholarly debates about gender identities and expression, and sexual identities. We examine how people experience gender - what it means to be a man or a woman - and sexuality in a variety of historical and cultural contexts. The course is a combination of discussions, debates, and research regarding gender and sexuality from physiological, psychological, and sociological perspectives. Prerequisite: PSY 111. Offered every other year.

PSY 321. Art Therapy in Groups 3

This course is designed to give a working understanding of the principles of art therapy as they are applied in group settings. This course exposes students to a basic understanding of group dynamics with an emphasis on the role of art making in a group setting. Topics covered will include group leadership, the developmental stages of groups, exposure to different theoretical orientations related to materials and processing the art. This course will also introduce students to multicultural issues in groups. Prerequisite: PSY 121. Spring, alternate years.

PSY 327. Special Topics 3

Options for students to study a wider variety of topics than can be taught on a regular basis. The topic for a semester will be announced through the department. Prerequisite: PSY 111. Fall or Spring, according to demand.

PSY 333. Forensic Psychology 3

An overview of the field of forensic psychology. The primary focus is on the interaction between the psychological and legal professions. Psychological issues underlying criminal behavior will be emphasized. The course will also address the use of psychology in civil and criminal court proceedings as well as in criminal investigations. Prerequisite: PSY 111 or SOC 111. Fall.

PSY 334. Comparative Animal Behavior 3

The evolution, development, and ecology of animal behavior. Prerequisites: PSY 111 and BIO 101 or 111. Offered according to demand.

PSY 400. Research Activity 3

Advanced participation in planning, design and conduct of research with faculty supervision. A written report or scholarly paper must be submitted to the department at the end of the project. Prerequisites: PSY 111, BSS 220, PSY 225, a written proposal copied to the department chair describing the research planned. Fall or Spring.

PSY 421. Abnormal Behavior 3

An introduction to psychopathology with a focus on the clinical features of the major psychological disorders in the DSM classification system. Emphasis is on the causes, characteristics, prevention, and treatment of the major disorders. Prerequisite: PSY 111 or PSY 333. Fall or Spring.

PSY 422. Foundations in Counseling and Psychotherapy 3

An overview of the different theories and techniques of therapy and counseling that work towards the opening of psychic possibilities and the alleviation of human suffering. An examination of the different approaches' models of personality development, etiology of psychopathology, and conceptions and tools of healing. The approaches include psychoanalytic, psychodynamic, existential-phenomenological, interpersonal-humanistic, cognitive, behavioral, cognitive-behavioral, eastern psychology, multicultural counseling, and group therapy including family therapy. Prerequisites: PSY 111, and either PSY 311 or PSY 421. Spring.

PSY 426. Social and Psychological Aspects of Religion 3

See SOC 426. Prerequisite: an upper-level course in the discipline or permission of the instructor. Offered according to demand.

PSY 457, 458. Directed Readings 3

Readings chosen by the professor in collaboration with the student. A reading and examination plan must be completed, approved and copied to the department chair prior to the registration day of the semester in which the course is undertaken. Prerequisite: PSY 111 plus six additional hours in psychology and permission of instructor. If the student makes reports on readings without taking exams, course will be graded S/U. Fall and Spring.

PSY 461. Internships 3

Field work off campus in applied psychology. This experience must be arranged and coordinated through the host agency involved and a supervising faculty member in psychology. Students should make arrangements well in advance of the semester in which the work is to be done. Graded S/U. Prerequisites: PSY 111, 12 additional hours in psychology, and a proposal copied to the department chair describing the work to be undertaken. Spring.

PSY 470. Senior Thesis and Seminar 3
 Designed to summarize and synthesize students' study in the field and to give them the opportunity to investigate, discuss and write a thesis on a key issue. Prerequisites: Senior standing or permission of instructor; PSY 111, 220, 225, and one course from each of the subgroups A-D. Fall.

Recreation and Sport Management

RSM 210. Outdoor Recreation and Games Leadership 3
 This course provides an introduction to outdoor recreation skills and games leadership. Students will learn the fundamental skills needed to perform the following recreational activities: rock climbing, canoeing, hiking/backpacking, and group games leadership. Students will be involved in experiential learning activities that provide the foundation to develop the skills needed for each of these activities. Field trips are a part of this course. Fall.

RSM 221. Introduction to Recreation & Sport management 3
 History and development of recreation in public, private and commercial settings; backgrounds and theories; objectives and principles; job opportunities and demands. Spring, even years.

RSM 223. Sports Marketing 3
 The application of the principles of promotion and marketing to the sport and fitness industry including the area of professional sports, corporate fitness, college/high school athletics, clubs and resorts.

RSM 224. Outdoor Recreation Leadership 2
 This course consists of training outdoor leaders in skills and in decision making needed for group leadership. Required field experiences are designed to provide the student with technical and interpersonal skills and knowledge necessary in the area of outdoor leadership. Fall, Spring.

RSM 300. Recreation Field Work 2
 An opportunity for the recreation major to receive experience in one or more types of recreational agencies. The student will observe recreation programs in operation and will organize and conduct activities under close supervision, which will be provided by both agency personnel and departmental faculty. Open only to recreation majors or minors with sophomore status or above. Prerequisite: RSM 221 or permission of instructor. Graded on a S/U basis.

RSM 309. Planning & Design of Recreation Areas and Facilities 3
 Planning principles and techniques for acquiring, developing, and providing areas and facilities for recreation, park, and leisure service agencies. Emphasis on site selection, design, environmental analysis, development of site plans and master plans, accessibility and barrier-free design for various types of areas and facilities. Fall, even years.

RSM 310. Event Management 3
 This course will introduce the student to the process and techniques needed for successful special event planning. The course will focus on special events as defined and accepted by the national parks and recreation profession. The emphasis will be on creating, planning, and organizing the resources needed by an organization to deliver a special event. The emphasis will be on developing skills within the student that will allow for the successful delivery of a special event for the Mars Hill College community. Junior status or above. Spring.

RSM 312. Aquatic Facility Management 3
 The purpose of this course is to provide students with the managerial and supervisory skills and knowledge necessary to effectively manage an aquatic facility. This will include appropriate skills and knowledge needed to create an environment that will keep patrons, staff, and the aquatic facility safe.

RSM 321. Program Planning in Recreation 3
 The principles and methods of program development including principles of planning programs, facilities, objectives, and activities; utilization of facilities and time-blocks; program evaluation. Prerequisites: RSM 221, 300. Spring.

RSM 324. Interpretation of Cultural and Natural Resources 3
 Study and practice in the techniques of interpretation of natural and cultural resources. Developing the skills of designing, producing, and presenting interpretative materials and programs to all segments of the population in a recreational setting. Spring.

RSM 326. Natural Resource Management 3
 Focus on the development of natural resource management as it relates to outdoor recreation with emphasis on management agencies, resource bases, management concepts, techniques and planning. Prerequisites: RSM 221, 300, 324. Spring.

RSM 327. Special Topics 3
 Workshop or specialized study experiences designed to provide concentrated study and/or participation in a specific area of interest in therapeutic, outdoor, church, or community recreation.

RSM 331. Camp Counseling and Outdoor Education 3
 An introduction to the various roles of a camp counselor in a residential camp environment. This course will focus on the skills, abilities, knowledge and motivation needed by a camp counselor in a summer residential camp setting. This class will provide the student with various training opportunities to sharpen their skills as a camp counselor and leading outdoor education programs and activities. This course will involve a weekend camping experience of the students.

RSM 369. Risk Management 3
 This course will discuss the law and liability as they relate to the Recreation and Sport management professional. It will provide the student with the knowledge and skills needed to reduce the risk of sport, leisure and recreation related injuries and the potential of negligence litigation. In developing this knowledge and skill base, the student will research and reflect on the ethical behavior in the delivery of services to participants. Students will be involved in research of current legal and ethical issues affecting the delivery of their service and programs. Junior status or above. Spring.

RSM 441. Recreation and Sport management 3
 Organization, administration, and management of a leisure service delivery system including principles of organization and administration, budgeting and finance management, publicity and public relations, personnel management, legislation, and coordination of community resources. Prerequisites: RSM 221, 300, 321, 309, 310 ; recreation major; senior status. Fall.

RSM 450. Recreation Internship 12
 A professional field experience 12 weeks, 480 contact hours with a recreation/sports agency, designed to enable the RSM major to relate theory to practice. The internship will be designed by the departmental faculty supervisor, in consultation with the student prior to agency assignment, to emphasize the experiential needs of the student. Student supervision during this course will be provided by both agency personnel and departmental faculty. Prerequisites: Senior class status; overall 2.0 GPA. Graded on an S/U basis.

RSM 457, 458. Directed Readings 1-3
 Independent readings directed by members of the department faculty.

RSM 460. Independent Study in Recreation 3
 An opportunity for independent investigation, readings, and/or research in a professional area of interest.

Regional Studies

RS 211. Introduction to Regional Studies 3
 An introduction to the interdisciplinary study of place through its natural environment, society, and culture. Using the Blue Ridge region as a text, the course emphasizes experiential learning and comparison to other regions. Required for Regional Studies Minor. Meets American Diversity Connector requirement.

RS 261. Internship 1-6
 A field-learning experience based upon a proposal approved by the faculty advisor, project supervisor, and program coordinator.

RS 327. Special Topics 3
 Options for students to study, according to their interests, a variety of topics not covered in regular courses.

RS 460. Independent Study 3
 Independent reading and research based upon a proposal approved by the faculty director, and program coordinator. Prerequisites: RS 211 and RS 261.

RS 461. Internship 1-6
 A field-learning experience based upon a proposal approved by the faculty advisor, project supervisor, and program coordinator. Proposed experience should enable students to apply previously attained knowledge and skills on an advanced level.

Religion

REL 111. Bible: Hebrew Scriptures Introduction 3
 Introduces academic Biblical studies focusing on the literary and historical critical study of the Hebrew Scriptures, otherwise known as the Old Testament. Prerequisites: none. Offered every third semester (Fall 2008, Spring 2010, etc.). Required for majors.

REL 112. Bible: New Testament Introduction	3
Introduces academic Biblical studies focusing on the literary and historical critical study of the New Testament and Early Christian Literature. Prerequisites: none. Offered every third semester (Spring 2009, Fall 2010, etc). Required for majors.	
REL 115. Religion: Search for Meaning	3
Introduces the fundamental significance of the religious dimensions of life through an exploration of an array of religious systems that express the human experience of ultimate meaning. Prerequisites: none. Offered every third semester (Fall 2009, Spring 2011, etc.). Required for majors.	
REL 201. The Bible as Literature	3
A literary-critical introduction to the sacred scriptures of Judaism and Christianity. We seek to understand the many genres of Biblical literature and to consider how the narratives, images, and themes of Biblical literature have shaped our world. Meets GE connector requirements for Literature. Prerequisites: ENG 112 or the equivalent. Every other Spring.	
REL 203. Jesus	3
A semester long study of Jesus of Nazareth, focusing on the historical, religious, theological, and literary significance of his life and teachings. Prerequisites: it is strongly suggested that students complete REL 112 before taking this course. Every other Fall.	
REL 235. Judaism	3
Judaism is at once a sister faith with Christianity, and the faith from which Christianity developed much of its form, beliefs and worship styles. The two share many touchstones of belief: sacred literature, the idea and role of God, and God’s purposes in creation and history. This course introduces the distinctive history, literature, thought, beliefs and practices of Judaism. It presents the wide diversity of faithful Jewish expression, from earliest times depicted in the Old Testament, through the faith’s modern expressions. Sponsored by the Jewish Chautauqua Society. *Meets American Diversity Connectors requirement.	
REL 237. Religions in America	3
This course traces themes and influences in American religion. In addition to investigating various Christian expressions of religion in America (e.g. Puritanism, the rise of denominations, and sects), the course will examine how other world religions (including Native American religion) have made their presence seen and impact felt upon the American religious scene. Finally, using lenses of race, class, and gender, this course will view the fuller pluralism that makes up “Religion in America.” Throughout we will maintain a dual focus on how the various religious traditions change the American environment and how America changes its multi-religious context. Meets American Diversity Connectors requirement.	
REL 240. Islam	3
An introduction to the theologies, practices, cultures, and varieties of Islam, from its founding in the 7th century C.E. to its present forms around the world. The course will include the life of Mohammed and the incorporation of Muhammad the Prophet into the faith tradition; the early spread of Islam and the relationships between religion and politics throughout Islamic history and cultures; the teachings of the Qur’an, the Hadith and the Shar’iah; Islam and other religious traditions – interreligious dialogue; the practice of Islam in daily lives; the roles of women and men in Islam across cultures; the varieties of Islam (Sunnis, Shi’ites, Sufism), and contemporary Islamic movements. Offered every third Spring. Prerequisites: REL 115 or permission of instructor.	
REL 241. Hinduism and Buddhism	3
This course examines two of the religions born in India: Hinduism and Buddhism. These ancient traditions respond to human questions about the nature of suffering and anxiety and how to live in a world filled with loss. The relationships between Buddhism and its parent religion, Hinduism, will be explored historically and philosophically. India, Nepal, and Thailand will be the geographic and cultural context for the course, which will consider philosophical and doctrinal issues, as well as cultural issues, such as the roles of men and women, the relationship between politics, and religion, inter-religious dialogue, and ecological concerns raised by in these traditions in the past and today. Offered every third Spring. Prerequisite: REL 115 or permission of instructor.	
REL 242. Confucianism, Taoism, and Zen	3
This course introduces the historical, signature religions and philosophies of East Asia. Attention in the course will focus upon the historical, theological and cultural dimensions of each tradition, and how each tradition has not only shaped the countries where these religions have flourished, but how the traditions keep on influencing the larger world today. Prerequisite: REL 115 or permission of instructor. Offered every third Spring.	
REL 261. Internship	1-9
A first-time student/agency-originated and departmentally approved field-learning experience which enables students to apply previously attained knowledge and skills and to attain certain specified new learning goals in a work-related environment.	
REL 312. OT Studies	3
An in-depth study of a special topic in the study of the Hebrew Scriptures, Apocrypha, or Pseudepigrapha. Prerequisites: it is strongly suggested that students take REL 111 prior to registering for this course. Every other Fall.	

REL 315. Youth Ministry	3
An introduction to theories and practices of ministry with youth in the Christian tradition. Special consideration is given to : 1) philosophical and theological foundations for youth ministry; 2) psychological and social science research on the needs and challenges of adolescence; and 3) practical expressions of ministry with young people. Offered during Spring in alternate (odd numbered) years.	
REL 320. The Ancient World	3
Students and the professor will conduct critical historical inquiries into the societies, religions, and cultures of the major civilizations of the Ancient Mesopotamian, Near Eastern, and Mediterranean worlds, beginning with ancient Sumer and continuing as far as the birth of Islamic civilization in Late Antiquity. Offered every other year.	
REL 322. NT Studies	3
An in-depth study of a special topic in the study of New Testament and Early Christian Literature. Prerequisites: it is strongly suggested that students take REL 112 prior to registering for this course. Every other Spring.	
REL 327. Special Topics	1–3
Options for students to study, according to student and faculty interests. Courses will explore a variety of topics not covered in regular courses. Topic announced in advance by the department. Offered as announced by the department.	
REL 331. Prodigal Sisters: Rabbinic Judaism & Early Christianity	3
This course examines the early history and origins of the “sister religions” Christianity and Rabbinic Judaism. We seek to understand how and why these once very closely related religions “parted ways,” and to explore the legacy of their mutual alienation. Prerequisites: REL 111 and REL 112, or permission of instructor. Every other Spring.	
REL 332. The Church from the Reformation to the Present	3
A survey of the Christian Church from the sixteenth century, tracing the main developments within the Roman Church and the emergence of the major Protestant denominations with emphasis on the free church tradition. Offered on demand.	
REL 334. Contemporary Christian Thought	3
The roots of contemporary Christian thought, the basic theological issues today, and major theologians and their thoughts are studied. Offered every third Fall.	
REL 336. Women and Religion	3
An exploration of autobiographical, critical, and creative work on the roles of women in the texts, history, and theology of the Christian tradition. Opportunity will also be given for study of women in Judaism, Islam, and goddess traditions. The course will examine tensions between the tradition and the experience of women with regard to some central issues, including religious language, conceptions of human and divine natures, diversity and sexuality. Offered during Spring in alternate (odd numbered) years.	
REL 337. Renaissance and Reformation	3
The Renaissance, the Reformation, and the development of modern states under absolution. Alternate years.	
REL 341. Christian Ethics	3
The basis for making ethical decisions is related to the different areas of life in which decisions are made. Offered every third Fall.	
REL 343. Religion in Appalachia	3
The nature, development, and practice of religion in its theological, ethical, and institutional dimensions within the context of Southern and Appalachian society and culture. Meets Regional Studies and Women’s Studies requirements. Offered on demand.	
REL 345. Answering Critics of Christianity	3
This course engages students with the historic challenges to the Christian faith, and prepares one to interact intelligently with these challenges’ rejection or questioning the meaning of religion in general and Christianity in particular. After reading C.S. Lewis and getting in touch with the faith’s non-negotiable elements, the course is then divided into two sections: (1) Rock Throwers: those positioned outside the Christian faith and who cast their intellectual stones at the faith and the faithful; and (2) Lover’s Quarrels: those who choose to stay within the Church and attempt to love, wrestle, argue and otherwise seek to convert the Church into what they think it must and should be: a vessel of grace and peace, large enough for all humankind. Through both, the course seeks to render Christian faith more difficult, and thus more possible. Offered during Spring in alternate (even numbered) years. Suggested prerequisite: REL 115 or a philosophy course.	
REL 350. Research, Theory and Methods in Religion and Philosophy	3
Research, Theory, and Methods in Religion and Philosophy” is a Junior Level seminar open to any MHC student, but required of all Religion and Philosophy Majors. In this course students investigate the major and classic theoretical and methodological problems associated with the study of religion and philosophy. They also further develop and apply their skills in advanced undergraduate level research. Course requirements include study of a syllabus of assigned readings and other texts, participation in seminar discussion, and workshop presentation of original research and professional writing. Students are also expected to develop and propose a clearly	

defined topic for continuing research. Pre-requisites: Junior standing, successful completion of ENG 112 or equivalent, and prior completion of at least 9 credit hours of courses in Religion, including REL 115 and REL 111 and/or REL 112. Successful completion of REL/PHI 350 is a prerequisite for REL/PHI 450.

REL 426. Social and Psychological Aspects of Religion 3

A seminar designed to review selected sociological and psychological theories of religion with attendant supporting data. Attention is given to the structure and function of religion at the individual, group, and societal levels with emphasis on the causes, patterns, and consequences of religious behavior for the individual and for society. Offered on demand.

REL 450. Religion Seminar 3

Research and writing with the focus on textual or biblical, historical, and philosophical or theological studies. Prerequisites: ENG 112 and senior status. Fall.

REL 457, 458. Directed Readings 2–3

Independent readings directed by a member of the departmental faculty.

REL 460. Independent Study 3

An individual program of reading and research directed by a member of the department faculty and approved by the department chairperson and the college curriculum committee.

REL 461. Internship 1–9

Advanced internship possibilities. Work with LifeWorks Learning Partnership and with Religion/Philosophy Department.

Social Work

SW 200. Research Activity I 1–3

See SOC 200. Yearly.

SW 215. Introduction to Social Work Profession 3

An overview of the Generalist Practice Model, including social work as a profession, historical development of social welfare, value base of social work, and social welfare service delivery. Pre-professional course. Spring

SW 219. Social Research Methods 3

See PS 219. Yearly.

SW 300^{WID}. Human Behavior and the Social Environment I 3

Integrates an ecological perspective with a general systems framework for analysis of the forces that affect individuals, families, groups, organizations, and communities. Focuses on developmental processes (biological, psychological, spiritual, and social) of the period from infancy through adolescence. Students learn to critically understand theories related to human development and behavior, and the course emphasizes the interdependence between people and the environment. Prerequisite: PSY 111, SW 215, SOC 111, or permission of instructor. Fall.

SW 317. Social Work Practice I 3

Builds on the Generalist Social Work practice model introduced in SW 215: Introduction to the Social Work Profession. Includes knowledge, values and skills associated with an empowering approach to generalist social work practice. Investigates phases and processes of this empowering approach with focus on application to diverse populations. Taken concurrently with SW 361. Prerequisite: Admission to program. Fall.

SW 321. Social Work Practice II 3

Investigates and applies the knowledge, skills and values relevant to ethical, research-informed social work practice with individuals, families and small groups. Uses an interactive ecosystems approach to the helping process including preliminary, beginning, work, and ending phases to develop skills in engagement, assessment, intervention and evaluation. Focuses on use of a strengths perspective and the resilience of diverse individuals, families and small groups within the context of their experiences with oppression and social injustice. Builds on the Generalist Social Work practice model introduced in SW 215: Introduction to Social Work and expanded in SW 317: Social Work Practice I. Prerequisite: SW 317. Spring.

SW 325. Social Work Practice III 3

Utilizes the Generalist Social Work practice model as a framework for social work practice with organizations and communities. Investigates and applies knowledge, skills and values relevant to effecting planned change within organizations and communities. Focus is on developing competence in engagement, assessment, planning, intervention and evaluation with macro systems. Prerequisite: SW 321. Fall.

SW 327. Special Topics 3

An opportunity for students to study, in depth, particular issues or programs in social work beyond the required courses. Topics such as case management and African-American families are periodically offered. Prerequisite: SW 215 or permission of instructor.

SW 331. Social Welfare Policy and Services I 3

Explores social justice, social activism, and social change as fundamental concepts in the practice of social work within local and global contexts. Investigates knowledge, skills and values associated with advancing social justice through exploration of the work of historical and contemporary social justice champions with a particular emphasis on women. Prepares students to act as informed, competent advocates to achieve social change. Spring.

SW 332. Social Welfare Policy and Services II 3

An advanced study of contemporary issues in American social welfare designed to develop independent skills in policy analysis. The effects of economic, political, and ideological pressures upon policies and issues in existing programs such as income maintenance, health, mental health and housing are examined with consideration of the role of the professional social worker. Prerequisite: SW 331 or permission of instructor. Fall.

SW 335. Medical Social Work 3

The professional and institutional aspects of medical social work: roles, functions, and current practice issues in health care. Prerequisite: SW 215 or permission of instructor. As requested.

SW 336. School Social Work 3

An elective course open to students interested in in-depth investigation of public school system and other models and multiple roles of social work practitioners working in this setting. Prerequisite: permission of instructor. Odd years.

SW 340. Troubled Youth 3

Focus is on adolescent development and problems of transition within the family system. Basic concepts of family therapy are examined in relation to such problems as the adolescent runaway, juvenile delinquency, adolescents in stepfamilies, teenage pregnancy, eating disorders, and substance abuse. Prerequisite: Permission of instructor. As requested.

SW 361. Junior Field Internship 3

Introductory social services placement to acquaint the student with the professional practice field of social work. Students take the internship concurrently with SW 317. Prerequisite: Cumulative GPA 2.20 or above and admission to the Social Work Program. Fall.

SW 400^{WID}. Human Behavior and the Social Environment II 3

This course focuses on the stages of human growth and development (biological, psychological, spiritual, and social) of the human life span from adulthood through senescence. Students will learn to recognize and communicate their understanding of the importance of difference in shaping life experiences. Theoretical frameworks used by generalist social workers are infused throughout this course and provide understanding of persons in interaction with their social environment. Prerequisite: PSY 111, SW 215, SOC 111, or permission of instructor. Spring.

SW 417. Death and Dying 3

See SOC 417. Even years.

SW 457, 458. Directed Readings 3

Supervised readings in social work. Credit awarded upon satisfactory completion of an exit project. Students should submit a learning contract. Prerequisite: SW 215.

SW 460. Independent Study 1–3

Advanced study in an area of social work chosen by the student with general direction and guidance from a faculty advisor. Credit awarded upon completing an original paper or report to be kept in the library. Student should make arrangements with the faculty advisor early in the semester before the independent study is to begin. Prerequisite: SW 215.

SW 500. Senior Field Internship 15

A semester placement in a social service agency under supervision of approved agency personnel and college faculty members enabling the student to implement and integrate the knowledge, skills, and values of the classroom in a professional social work setting. Prerequisites: Completion of all required courses, a 2.20 overall grade point average, and approval of the field placement coordinator after consultation with the student's faculty advisor. Fall and Spring.

Sociology

SOC 110. Intro to the Criminal Justice System & Professions 3

Students are introduced to the structure, function and processes of the criminal justice system including law enforcement, the courts, and corrections as well as related elements. Strengths and weaknesses of the current system, proposals for change and ethical issues

are broached. Throughout the course attention is given to requirements for and opportunities in employment and advanced education in various criminal justice related professions. On-site visits and guest speakers are used. No prerequisite. This course may NOT be taken for credit after completion of SOC 316. Yearly.

- SOC 111. Introduction to Sociology** 3
The sociological perspective is developed through understanding the basic concepts of culture and society, as well as introducing methods of sociological investigation and sociological theorists such as Marx, Durkheim, Weber. This perspective is then used to explore global issues, social institutions, inequality, and social change. Fall/Spring. Meets the Social Science Connector requirement.
- SOC 200. Research Activity I** 1–6
Entry-level participation in ongoing research accompanied by regular seminars to discuss and analyze problems raised in the actual conduct of social scientific research. Prerequisite: Permission of instructor. Yearly.
- SOC 213. American and Appalachian Cultural Systems** 3
The traditional rural culture of the Appalachian region examined in the context of social change and the dominant industrial American value system. On Demand. Meets the American Diversity Connector requirement.
- SOC 214. Class, Structure, and Power** 3
Analysis of various patterns of social inequality with emphasis on theoretical and empirical investigations of class, race and gender in contemporary industrial societies. Prerequisite: SOC 111. Alternate years.
- SOC 216. Social Problems** 3
Various social problems such as delinquency, drug addiction, and mental illness will be studied in the light of contemporary sociological perspectives on social problems. Prerequisite: SOC 111. Fall.
- SOC 219. Social Research Methods** 3
See PS 219. Yearly.
- SOC 220. Behavioral Science Statistics** 3
An introduction to statistical analysis, including descriptive statistics, probability distributions, sampling theory, statistical inference, and regression and correlation analysis. Prerequisite: a Social/Behavioral Science connector course plus MTH 107 or MTH 115.
- SOC 226. Sociology of the Family** 3
The structure and function of the family in various types of society with emphasis on the family as a mediating structure between the individual and society. Prerequisite: SOC 111. Spring. Meets the American Diversity Connector requirement.
- SOC 261. Internship** 1–6
An initial exploratory experience outside the classrooms. Designed to explore new ideas or supplement regular courses in the attainment of various competencies. Credit awarded upon successful completion of the internship as described in the student-originated and departmentally approved proposal. Prerequisite: Permission of internship advisor.
- SOC 300. Research Activity II** 2–6
Mid-level participation in decision making in the design and conduct of ongoing research accompanied by regular seminars. Course may be repeated for up to a maximum of six semester hours credit. Prerequisites: SOC 200 and SOC 219 or PS 219 or BSS 220, or permission of instructor. Offered on demand.
- SOC 308. Social Psychology** 3
See PSY 308. Spring.
- SOC 310. Social and Political Theory** 3
Major trends in classical and contemporary theory with an emphasis on recurring fundamental concepts, problems and personalities. Prerequisite: SOC 111 or PS 111. Spring.
- SOC 316. Victims, Crime and Human Nature** 3
A theoretical overview of victimization, crime and delinquency with emphasis on victim assistance and curtailing criminal behavior. Prerequisite: SOC 110,111,216 or permission of instructor. Fall.
- SOC 319. Social Research Methods II** 3
This course will extend and elaborate elements covered in Social Research Methods I with emphasis on skill development. Prerequisite: SOC 219 or equivalent. Offered on demand.
- SOC 324. Juvenile Delinquency** 3
Examines the history of delinquency, investigational techniques, and the major theories of delinquency—including strain theory,

social learning theory, control theory, and subcultural deviance theory. Also studies are the causes and risk factors for delinquency and efforts to control it, with attention to police, juvenile court, and correctional facilities efforts. Prerequisite: SOC 111. Spring.

- SOC 327. Special Topics** 3
Members of the faculty offer one or more special topic courses per year such as sociology of education, environmental sociology, attitudes, and demography. Further information may be obtained from the department office. Prerequisite: SOC 111. Not offered on a regular schedule.
- SOC 338. Sociology of Food & Eating** 3
Explores ways in which food rituals connect individuals to their societies. Features of American food systems, trends of consumption (e.g., “McDonaldization”), and societal consequences are studied. The effects of social inequalities of class, gender, and race are examined, along with national and global political and economic issues connected with food. Prerequisite: SOC 111. Spring, odd numbered years.
- SOC 400. Research Activity** 2–6
Advanced participation in planning, design and conduct of supervised research together with regular seminars to discuss and analyze problems raised in the actual conduct of social scientific research. Student responsibility for leadership of task groups in the conduct of specified projects. Prerequisites: SOC 200 and SOC 219 or PS 219 or SOC 220, or permission of instructor.
- SOC 416. Advanced Issues in Criminal Justice** 3
In-depth study of the American Criminal Justice System including current theory, research and practice. Special attention may be given to specific components of the system based on the needs of upper-level students preparing for field placements and current controversies in the field. Ethical and legal issues are highlighted. Prerequisite: SOC 316. Spring.
- SOC 417. Death and Dying** 3
The phenomena of death and dying in the context of western culture. Issues of euthanasia, abortion, and suicide are examined as is the experience of the dying individual in relation to self, significant others, the family, and other care-providing institutions. The plight of widows and other survivors is also discussed. Prerequisite: SOC 111 or permission of instructor. Alternate years.
- SOC 426. Social and Psychological Aspects of Religion** 3
A seminar designed to review selected sociological and psychological theories of religion with attendant supporting data. Attention is given to the structure and function of religion at the individual, group, and societal levels with emphasis on the causes, patterns, and consequences of religious behavior for the individual and for society. Prerequisites: SOC 111 or PSY 111 and an upper-level course in the discipline or permission of the instructor. Spring, on demand.
- SOC 457, 458. Directed Readings** 3
Supervised readings in sociology. Credit awarded upon satisfactory completion of examination at the end of the semester. Student should make arrangements with the supervising faculty early in the semester before the course is to begin. Prerequisite: Three courses in Sociology, one of which is a 300/400 level course.
- SOC 460. Independent Study** 1–3
Advanced study in an area of sociology selected by the student with general direction from a faculty advisor. Credit is granted upon completion of an original paper. Student should make arrangements with the faculty advisor early in semester before independent study is to begin. Prerequisites: Three courses in sociology, one of which must be closely related to the area in which the independent study will be done.
- SOC 461. Internship** 1–12
Advanced, off-campus supervised internship in an agency or community setting during which the student applies knowledge and skills learned in the classroom. The internship is linked to a seminar that provides the opportunity to reflect upon the field experience and evaluate student performance. S/U credit is awarded upon the successful completion of the internship, as described in a student-generated proposal approved in advance of the internship by both the faculty internship supervisor and the participating agency or organization. Prerequisites: Completion of major courses in Sociology and senior standing. Criminal Justice students need SOC 316. Yearly.
- SOC 470. Senior Seminar** 3
For general sociology students only, designed to summarize and synthesize their study in the field and give them an opportunity to conduct and present a research project in their area of interest. Prerequisites: Completion of the major courses in Sociology and senior standing. Fall.

Spanish

SPA 111. Basic Communication Skills in Spanish I	3
Introduction to Hispanic culture and beginning development of Spanish oral, listening, reading and writing skills.	
SPA 112. Basic Communication Skills in Spanish II	3
Continuation of skill development begun in Spanish I.	
SPA 211. Intermediate Spanish I	3
A continuation of skills learned in SPA 112 with an introduction of more advanced grammatical concepts. There will be an increased emphasis on student production skills.	
SPA 212. Intermediate Spanish II	3
Intensive review of skills in SPA 111, 112, and 211 with an introduction to the study of Hispanic literatures, cultures, and conversation in Spanish. SPA 212 is a prerequisite for SPA 260, 261, and all SPA courses at the 300 level and above. Prerequisite SPA 211 or placement exam.	
SPA 260. Business Spanish	3
Business terms in Spanish: letters, memoranda, purchase orders, bills, and similar business documents. A presentation of cultural differences between business practices in the United States and Spain/Latin America with a particular focus on NAFTA, Mexico, and the United States. Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	
SPA 261. Internship I	2–4
See FRN 261.	
SPA 311. Conversational Spanish	3
Conversation within a cultural context. Development of critical thinking skills in spoken Spanish about contemporary issues and concerns. Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	
SPA 312. Intro to Spanish Phonetics and Phonology	3
Review of Spanish structural and phonetic issues, with an emphasis on pronunciation, intonation and fluence, regional dialects and styles, and comparison to structure of the English language. Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	
SPA 313. Spanish Stylistics	3
Review of Spanish grammatical structure, with an emphasis on written sentence structure and composition, and comparison of Spanish writing styles with those in English. Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	
SPA 314. Hispanic Cultures in Spanish	3
Cultures of the Spanish-speaking world through readings, the use of “realia,” and class projects. Conducted in Spanish. Required for major and minor in Spanish. Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	
SPA 327. Special Topics	1–4
See FRN 327.	
SPA 330. Intro to Peninsular Spanish Literature:	3
An introduction to genres, authors, and chronology of Spanish literature from the Medieval through modern periods. Masterworks from El Mio Cid through the Spanish Golden Age and the Age of Reason to 20th and 21st Centuries will be studied in a cultural and historical context. Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	
SPA 340. Topics in Peninsular Spanish Literature	3
An intensive, thematic study of representative literary works from specific Spanish genres and authors. Such themes as Golden Age drama, Women Writers of Modern and Postmodern Spain, or From el Mio Cid to La Celestina will be explored. Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	
SPA 350. Intro to Latin American Literature	3
An introduction to the genres, authors, and chronology of Latin American Literature from pre-Columbian literature through modern periods. Masterworks from Popol Vuh, through literature of the “encounter” and colonial periods to the 20th and 21st centuries will be studied in a cultural, regional, and historical context. Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	
SPA 360. Topics in Latin American Spanish	3
An intensive, thematic study of representative literary work from specific Spanish genres and authors. Such themes as literature of the “Encuentro”, Latin American Colonial literature, Literature of the Romantic period, “Boom” literature, Women writers, and Modern and Postmodern Latin America will be explored. Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	

SPA 420. Directed Readings: Spain	3
Potential topics in Spanish, include “Golden Age Drama,” “Cervantes and Don Quixote,” “Generation of ’98,” “Regional Literature of Spain,” “Post Civil War Spain,” “Readings on Religious Issues: From the Mystics to Liberation Theology,” “Women Writers of Spain.” Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	

SPA 430. Directed Readings: Latin America	3
Potential topics, in Spanish, include “Literature of the Encuentro,” “Boom Literature,” “Hispanic Literature and Culture in the US,” “20th Century Women Writers in Latin America,” “Indigenous Culture through Literature in Latin America,” “Literature of the ‘Other’.” Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	

SPA 440. Directed Readings	1–3
Independent readings directed by members of the modern foreign languages faculty and approved by Department Chair. Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	

SPA 450. Senior Seminar	3
The Senior Seminar, a requirement for the Spanish major, is the capstone course and is designed to help the student synthesize the various subjects studied throughout his/her career. Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	

SPA 460. Independent Study	3
Independent in-depth investigation, reading and research about an approved topic. Department approval required. Taught in Spanish. Prerequisite: SPA 212 or permission of instructor.	

SPA 470. Internship	3–9
See FRN 461	

Theatre Arts

TA 100. Performance Ensemble	1
Options for students to participate, according to their interests, in a variety of theatre or musical theatre performing ensembles. Prerequisite: Audition or permission of the instructor.	

TA 102. Performance Workshop	3
Options for students to participate in a Children’s Theatre production in a variety of roles: acting, design, production, or marketing. This course may be taken more than once.	

TA 111. Theatre Laboratory	1
A laboratory course focusing each semester on different aspects of theatre production: sets, lights, costume, sound, properties, etc. Required of all theatre majors (including musical theatre majors) each semester in residence. May be repeated for up to 7 hours credit. This course will provide students the opportunity to meet minimum crew requirements as stated in the departmental handbook. See specific major/minor for requirements.	

TA 112. Voice and Diction for the Actor I	1
Introduction to the rules of English diction including exercises in pronunciation, articulation, and transcription using the International Phonetic Alphabet (IPA). Two lab hours. Fall.	

TA 113. Voice for the Actor II	1
Continued work on vocal production, resonance and pronunciation of consonants and vowels.	

TA 117. Introduction to Theatre	3
A survey of theatre with an emphasis on dramatic forms, theatre history, a critical analysis of representative works, and the arts of production.	

TA 121. Introduction to Technical Theatre	3
An introduction to the technical arts and skills of the theatre craftsman.	

TA 130. Acting for Non-majors	3
An introduction to the art of acting designed specifically for the non-major. Meets the Arts Experience Connector requirement.	

TA 131. Acting I: Fundamentals	3
Fundamentals of acting with an emphasis on improvisation, theatre games, and stage movement. *Satisfies LAA Arts Experience requirement.	

TA 201. Dance for the Theatre – Ballet A study of ballet preparing students for careers in theatre. Prerequisite: Permission of instructor.	2	TA 324. Theory and Practice of Costume Design An overview of the history of stage costumes, with an introduction to basic construction techniques. Prerequisites: TA 121.	3
TA 202. Dance for the Theatre – Jazz A study of jazz preparing students for careers in theatre. Prerequisite: Permission of instructor.	2	TA 327. Special Topics Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department.	1–3
TA 203. Dance for the Theatre – Modern A study of modern dance preparing students for careers in theatre. Prerequisite: Permission of instructor.	2	TA 331. Acting II: Character Analysis and Development A focus on creating and building a role primarily in realistic acting styles, including also the preparation of professional audition material. Prerequisites: TA 131; 212 or permission of instructor.	3
TA 204. Dance for the Theatre – Tap A study of tap dance preparing students for careers in theatre. Prerequisite: Permission of instructor.	2	TA 401. Choreography Practicum Practice in choreography by the designing of dances to be taught to beginning-level students.	1
TA 212. Voice for the Actor III Using vocal production in the creation of character and the study of dialects.	1	TA 406. Musical Theatre Repertory III A continuation of TA 306.	1
TA 221. Graphics for the Performing Arts A study of the drawing and rendering techniques required for the theatre designer and technician, focusing on the development of skills in painting, drawing, and computer-aided design. Prerequisite: TA 121.	3	TA 407. Musical Theatre Repertory IV A continuation of TA 307.	1
TA 261. Internship An initial outside-the-classroom experience enabling students to explore new areas or to supplement regular courses. Department approval required.	1–12	TA 410. Advanced Play Direction A continuation of the study of the principles of play direction. Each student directs a fully-mounted production, usually a one-act play. Prerequisite: TA 310 and departmental approval.	3
TA 301. Theatre History and Literature I A survey of theatre history and literature from early ritual to the Renaissance. Prerequisites: TA 117 and all general education communication skills requirements or permission of instructor.	3	TA 411. Senior Seminar Required of all senior Theatre Arts, and Musical Theatre majors. The course will focus on the practical aspects of working in the theatre after graduation, including, but not limited to: application to graduate schools, resume development, photographs and job application. All students will complete competencies and crew assignments as outlined in the Theatre Arts Handbook.	1
TA 302. Theatre History and Literature II A survey of theatre history and literature from the Renaissance to the modern period (Ibsen), including the origins and early development of Musical Theatre up to 1900. Prerequisites: TA 117 and all general education communication skills requirements or permission of instructor.	3	TA 412. Musical Theatre Performance: Putting It All Together A study in specific areas of musical theatre performance, including topical revues, auditions, and musical scenes.	3
TA 303. Theatre History and Literature III A survey of theatre history and literature of the modern period. Prerequisites: TA 117 and all general education communication skills requirements or permission of instructor.	3	TA 413. Playwriting Principles of structure and form in the building of a one-act play, culminating in the completion of a one-act script by each student.	3
TA 304. History of Musical Theatre The development of Musical theatre from 1900 to the present. An analysis of forms and styles accompanies the study of representative works. Prerequisite: TA 117 and all general education communication skills requirements; permission of instructor.	3	TA 431. Acting III Styles The study and performance of period acting styles, detailed character analysis, and preparation of professional audition material. Prerequisite: TA 131; 331; 212 or permission of instructor.	3
TA 306. Musical Theatre Repertory I Examination of musical theatre scores, accompanied by an analysis of audio and video recordings.	1	TA 432. Opera Workshop An exploration of the theatre and music aspects of the opera form, culminating in a production for public performance.	3
TA 307. Musical Theatre Repertory II Continuation of material in 306.	1	TA 443. Summer Theatre Workshop or One High School Unit A five-week workshop whose objective is to provide practical experience in theatre production to college students, elementary and secondary school teachers, and high school students. Workshop participants will observe and work with the Southern Appalachian Repertory Theatre on productions which are in progress.	3–6
TA 308. Advanced Theatre Dance A continuation of study of the basic dance styles with emphasis on advanced steps and advanced choreography. Prerequisite: Successful completion of three of the following: TA 201, TA 202, TA 203, TA 204.	2	TA 444. Summer Workshop for High School Teachers A five-week workshop which meets daily. The work is organized according to the needs of the participants. Topics usually considered include problems involved in simplified production techniques with limited budget, directing principles and problems, basic principles of stage lighting, principles of stage make-up and problems of play selection and casting.	3–6
TA 310. Principles of Play Direction An introduction to the principles of play direction. Prerequisite: Junior standing.	3	TA 457, 458. Directed Readings Independent readings directed by members of the department faculty.	1–3
TA 321. Scene Design Advanced work in the aesthetic elements and theories of scenic design with extensive laboratory experience in design renderings and scene painting. Prerequisites: TA 121, 221.	3	TA 460. Independent Study A directed program of reading and research.	3–6
TA 322. Lighting Design Advanced work in theories of lighting design with extensive implementation through use of lighting instruments and control systems. Prerequisites: TA 121, 221.	3	TA 461. Internship A program of field work.	3–12
TA 323. Theory and Practice of Make-up Design The design and implementation of corrective make-up, aging with paint, and non-realistic make-up. Prerequisites: TA 121, 221.	3		

Women's Studies

WS 200. Women in Society

3

An interdisciplinary course designed to introduce students to Women's Studies as an academic discipline. As such, it analyzes cultural constructions of gender, race, class, and sexuality and explores the historical and socio-cultural backgrounds for those constructions and their effects. Carries a significant writing component. Prerequisite: English 111. Meets the American Diversity Connector requirement

WS 457. Directed Readings

1-3

Independent readings directed by a member of the Women's Studies faculty and approved by the program coordinator.

WS 461. Internship

1-3

A student/agency-oriented field-learning experience that enables students to apply previously attained knowledge and skills. Must be approved by the program coordinator.

Mars Hill College Community

The Mars Hill College Board of Trustees

Management of the college is legally vested in the Board of Trustees, a self-perpetuating board elected by majority vote from nominees submitted by the Trusteeship Committee of the Board. The board delegates authority to the president of the college for the operation of the total college program in keeping with established procedures and policies, and the president is the official liaison between the college and the board.

The board approves all major policy decisions, adopts the official budgets of the college and passes on other major matters of college business. Much of the work is done through committees, but the full board has regularly scheduled meetings at least three times a year.

Chair: Michael V. Groce, *Newton, NC*
Vice-Chair: J. Dixon Free, *Lincolnton, NC*
Secretary: Cheryl B. Pappas, *Charlotte, NC*
Treasurer: W. Wayne Higgins, *Weaverville, NC*

Terms Expire December 31, 2012

Bonnie W. Adams, *Charoote, NC*
John S. Ayers, *Fayetteville, NC*
Fred N. Day IV, *Raleigh, NC*
Michael V. Groce, *Newton, NC*
Arlo Jennings, *Asheville, NC*

Ronald F. Martin, *Morganton, NC*
Robert L. Merrill, *Brevard, NC*
Joel L. Newsome Jr., *Clemmons, NC*
Cheryl B. Pappas, *Charlotte, NC*

Terms Expire December 31, 2013

Mark Cabaniss, *Nolensville, TN*
Will Davis, *Charlotte, NC*
Sally P. Duyck, *Asheville, NC*
Carolyn H. Ferguson, *Candler, NC*
W. Wayne Higgins, *Weaverville, NC*

Roger H. Jackson, *Drexel, NC*
F. Timothy Moore, *Charlotte, NC*
Brenda G. Nash, *Asheville, NC*
Karen M. Smith, *Gainesville, FL*

Terms Expire December 31, 2014

Justus M. Ammons, *Raleigh, NC*
Ronald O. Brown, *Asheville, NC*
Jerry H. Cates, *Hickory, NC*
Troy L. Day, *Kannapolis, NC*
J. Dixon Free, *Lincolnton, NC*

Eugene Holdway, *Greer, SC*
R. Leo James, *Whittier, NC*
J. Kenneth Sanford, *Lake Wylie, SC*
B. Jane Winn, *Charlotte, NC*

Terms Expire December 31, 2015

Pauline R. Bethea, *Matthews, NC*
Bruce W. Boyles Jr., *Kings Mountain, NC*
Max E. Burgin, *Ellenboro, NC*
M. Kyle Carver, *Leicester, NC*
Daniel G. Christian, *Hickory, NC*

Jean S. Freeman, *Charlotte, NC*
Harold H. "Bud" Hughes, *Weaverville, NC*
Brent B. Kincaid, *Lenoir, NC*
W. Harold Newman, *Fayetteville, NC*

Faculty and Staff of Mars Hill College

Date following name indicates year of appointment. More than one date indicates separate appointments.

Officers of Administration

Dan G. Lunsford 1998
President

B.A., Mars Hill College, 1969; M.Ed., University of North Carolina at Chapel Hill, 1971; Ed.D., University of North Carolina at Chapel Hill, 1980.

Harold G. “Bud” Christman 1995-1996, 2002

Vice President for Institutional Advancement

B.A., Wake Forest University, 1980; M.A.Ed., Wake Forest University, 1982.

R. Neil Tilley 2004

Vice President for Finance

B.S., University of North Carolina at Charlotte, 1983; C.P.A., North Carolina, 1985.

John W. Wells 2009

Executive Vice President

B.A., Carson-Newman College, 1991; M.A., University of Tennessee, 1993; Ph.D., University of Tennessee, 1996.

Senior Administrators

Cathy L. Adkins 1989

Dean of General Studies; Associate Professor of Music, Campus Organist
B.M., University of North Carolina at Greensboro, 1976; M.M., University of Michigan, 1979; University of Michigan, 1979-80, 1983-85; University of North Carolina at Greensboro, 1995-97.

George Grainger Caudle 1991

Executive Director of Planning and Auxiliary Services; Professor of Business and Economics

B.A., Duke University, 1981; M.A., University of Colorado, 1985; Ph.D., University of Colorado, 1993.

Donald F. Edwards 1993

Director, Facilities

Craig D. Goforth 1990

Assistant Vice President for Student Enrollment Services; Instructor of Criminal Justice

B.A., University of North Carolina at

Asheville, 1982; M.Ed., Western Carolina University, 1994; Ph.D., Northcentral University, 2010.

Deana D. Holland 1980

Director, Human Resources

B.A., University of North Carolina at Chapel Hill, 1980; M.A., Appalachian State University, 1983.

Joy Kish 2011

Special Assistant to the President for Strategic Initiatives

B.S., Mars Hill College, 1982; M.Ed., Western Carolina University, 1986; Ed.D., North Carolina State University, 2011.

Stephanie R. McLeskey 2011

College Chaplain

B.A., Emory University, 1999; M.Div., Chandler School of Theology, Emory University, 2005.

Beryl Marie Nicholson 2002

Dean of Adult and Graduate Studies

B.S., Mars Hill College, 2002; M.B.A., King College, 2007.

Jason A. Pierce 1999

Assistant Vice President for Academic Affairs and Institutional Effectiveness;

Associate Professor of English
B.A., University of Maine, 1993; M.Litt., University of St. Andrews, Scotland, 1995; M.A., University of Maine, 1995; Ph.D., University of South Carolina, 1999.

David W. Riggins 1986

Director of Athletics

B.A., University of South Carolina, 1974; M.A., University of South Carolina, 1977.

Beverly M. Robertson 1993

Director of Library Services

B.L.A., Roanoke College, 1975; M.S.L.S., Columbia University, 1981.

Laura D. Whitaker-Lea 2012

Assistant Vice President for Student Development

B.A., Berry College, 1983; M.A., Bowling Green State University, 1985.

Edith L. Whitt 1991

Dean of Academic Resources and Records; Registrar

B.S., Mars Hill College, 1972; M.A., Western Carolina University, 1976.

Faculty

Laura P. Adams 2011

Assistant Professor of Psychology

B.A., University of North Carolina at Asheville, 2002; M.A., University of Arkansas, 2007; Ph.D., University of Arkansas, 2010.

Cathy L. Adkins 1989

Dean of General Studies, Associate Professor of Music, Campus Organist

B.M., University of North Carolina at Greensboro, 1976; M.M., University of Michigan, 1979; University of Michigan, 1979-80, 1983-85; University of North Carolina at Greensboro, 1995-97.

Adrienne V. Akins 2011

Assistant Professor of English

B.A., University of Mary Hardin-Baylor, 2004; Ph.D., Baylor University, 2011.

Jeffery C. Andersen 1993

Assistant Professor of Recreation

B.S., Western Carolina University, 1983; M.S., Eastern Kentucky University, 1984.

Elizabeth B. Anderson 2012

Assistant Professor of Social Work

B.S.W., James Madison University, 1998; M.S.W., Virginia Commonwealth University, 2000.

Matthew C. Baldwin 2002

Associate Professor of Religion and Philosophy

B.A., Columbia University, 1991; M. Div., University of Chicago Divinity School, 1995; Ph.D., University of Chicago Divinity School, 2002.

Yael G. Baldwin 2004-2005; 2006

Associate Professor of Psychology

B.A., Bard College, 1995; M.A., University of Chicago, 1998; M.A., Duquesne University, 1999; Ph.D., Duquesne University, 2004; Duke University, 2004.

Felice Lopez Bell 2011

Instructor of English

B.A., College of Charleston, 2003; M.F.A., University of Florida, 2008.

Ted Berzinski 1999

Assistant Professor of Business

B.S., University of Maryland, 1971; M.S., Loyola College, 1977.

Jessica L. Bettini 2012

Instructor of English

B.A., Mars Hill College, 2006; M.A., East Tennessee State University, 2010.

Carol Brownscombe Boggess 1987

Professor of English

B.A., University of North Carolina at Greensboro, 1970; M.A., Syracuse University, 1972; M.A., University of Illinois-Urbana, 1977; Ph.D., University of Kentucky, 1995.

Virginia L. Bower 1994

Associate Professor of English

B.A., St. Andrews College, 1978; M.A.T., Appalachian State University, 1980; University of New Mexico, 1983, 1990.

James M. Brown 2000

Associate Professor of Education

B.A., University of North Carolina at Charlotte, 1987; M.A., University of North Carolina at Greensboro, 1990; Ed.D., University of South Carolina, 2003; M.Ed, Sam Houston State University, 2010.

Teresa K. Burkett 2008

Professor of Business Administration

B.S.B.A., Bowling Green State University, 1982; M.Acc., Bowling Green State University, College of Business, 1984; C.P.A.

Sarah Greene Butrum 1990-1999, 2003

Associate Professor of Mathematics

B.A., Converse College, 1970; M.S., Western Carolina University, 1990; North Carolina State University, 1993; Western Carolina University, 1995.

Christopher R. Cain 2003

Associate Professor of Education

B.A., Mars Hill College, 1999; M.S., East Tennessee State University, 2002; Ed.D., East Tennessee State University, 2007.

Lucia A. Carter 2005

Associate Professor of History

Ph.D., University of Bologna, Italy, 1998.

Barbara P. Cary 1987

Professor of Education

B.S., University of Tennessee, 1974; M.S., University of Tennessee, 1980; Ph.D., University of Tennessee, 1990.

Richard A. Cary 1987-1999, 2000

Dean of Fine Arts and Professional Studies Division; Professor of Art

B.A., University of Tennessee, 1969; M.S., University of Tennessee, 1974; M.A., Goddard College 1980; Master Class, Maine Photographic Workshop, 1983; Ph.D. University of Tennessee, 1991; School of the Art Institute of Chicago, 1993; Stanford University, 1995.

George Grainger Caudle 1991

Professor of Business and Economics;

Executive Director, Planning and Auxiliary Services

B.A., Duke University, 1981; M.A., University of Colorado, 1985; Ph.D., University of Colorado, 1993.

Beth J. Cessna 2012

Assistant Professor of Business

B.S., Indiana University at South Bend, 1973; M.B.A., University of Chicago, 1984.

Gregory A. Clemons 1996

Professor of Spanish

B.S., University of Wisconsin, 1985; M.A., University of Wisconsin, 1987; Ph.D., University of Florida, 1996.

Neala Joy Clifton 2005

Instructor of Physical Education

B.A., Mercer University, 1977; M.S., California College for Health Sciences, 2005.

Rebecca J. Cody 1981

Professor of Fashion and Interior

Merchandising

B.S., Mars Hill College, 1977; M.A.Ed., Western Carolina University, 1982; Fashion Institute of Technology, New York, 1985.

Ronald Collins 2012

Assistant Professor of Business

B.A., Rutgers University, 1969; M.S., Nova University, 1987; Ed.D. Florida International University, 1990; Ph.D. Saybrook University, 1996.

Thomas Destino 2002

Professor of Education

B.A., Niagara University, 1988; M.A., Wayne State University, 1991; Ph.D., The Ohio State University, 1994.

Lura Able Edsall 1979

Assistant Professor of Physical Education

B.F.A., University of Tennessee at Knoxville, 1976; M.F.A., University of North Carolina at Greensboro, 1978.

Belinda L. Eggen 2011

Associate Professor of Education

B.A., University of North Carolina at Charlotte, 1973; M.Ed., University of North Carolina at Charlotte, 1988; Ph.D., University of South Carolina, 2001.

Julie Treacy Fortney 1972

Professor of Music

B.A., Mundelein College, 1962; M.M., Indiana University, 1966; D.M.A., University of Colorado, 1972.

Martin J. Gilbert, II 2002

Assistant Professor of Computer Science

B.S., Mars Hill College, 1999; M.S., Duke University, 2002.

William E. Gregg 2000

Associate Professor of Theatre and Artistic Director of the Southern Appalachian Repertory Theatre

B.A., Mars Hill College, 1975; M.F.A., University of Virginia, 1979.

Kenneth Gregory 1980-1987, 2012

Assistant Professor of Art

M.F.A., East Tennessee State University, 1980.

Che R. Gothard 2012

Assistant Athletic Trainer and Instructor of Athletic Training

B.S., University of Central Arkansas, 2008; M.Ed., Nicholls State University, 2011.

John G. Gripentrog 2006

Associate Professor of History

B.A., University of Wisconsin- Madison, 1984; M.A., California State University, Los Angeles, 2000; Ph.D., University of Wisconsin-Madison, 2006.

Josiah Hagemann 2011

Assistant Athletic Trainer and Instructor of Athletic Training

B.A.S., University of Minnesota- Duluth, 2008; M.A., University of North Carolina at Pembroke, 2010.

William A. Hamilton 2001

Assistant Professor of Physical Education

B.A., Mars Hill College, 1978; M.A., The University of Alabama, 1980.

Heather Hawn 2012
Assistant Professor of Political Science
B.A., University of North Carolina at Chapel Hill, 1992; J.D., Campbell University, 1997; Ph.D., University of South Carolina, 2011.

R. Gordon Hinners 1999
Associate Professor of Spanish and Director of International Education
B.A., University of North Carolina, 1988; M.A., University of Wisconsin, 1995.

Stefen O. Howard 1999
Assistant Professor of Computer Science
B.A., Guilford College, 1989; M.S., University of Tennessee at Knoxville, 1998; Clemson University, 2002-05.

Harry H. Hughes 1989
Associate Professor of Mathematics
B.S., Salem College, 1966; New York University, 1967-68; M.S., University of Michigan, 1971.

Brett Johnson 2012
Assistant Professor of Sociology
B.A., University of Northern Iowa, 1995; Ph.D., University of Colorado, 2004.

Amanda R. Knapp 2011
Assistant Professor of Chemistry
B.S., Xavier University, 2006; Ph.D., The University of Akron, 2011.

Jonna M. Kwiatkowski 2010
Assistant Professor of Psychology
B.A., Saint Mary's College, 1994; Ph.D., University of Maine, 2002; Post-Doctorial Fellowship, Yale University, 2002-2004.

Danielle P. Jones 2008
Assistant Athletic Trainer, Clinical Education Coordinator – ATEP, and Instructor of Athletic Training
B.S., Mars Hill College, 2005; M.A., University of North Carolina at Pembroke, 2007.

Kari D. Loomis 2008
Assistant Professor of Biology
B.S., Clemson University, 1998; Ph.D., North Carolina State University, 2008.

Scott T. Lowrey 1998
Associate Professor of Art
B.F.A., University of North Carolina at Asheville, 1986; M.F.A., Indiana University, 1994.

Harold L. McDonald, Jr. 1990
Professor of English

B.A., Wake Forest University, 1983; M.A., Wake Forest University, 1986; Ph.D., University of North Carolina at Greensboro, 1991.

Colleen S. May 2011
Assistant Professor of Business
B.S., Louisiana State University, 1974; M.E., University of South Alabama, 1979; Ed.D., University of Utah, 1988.

Katharine R. Meacham 1988
Professor of Philosophy
B.A., Eckerd College, 1972; M.Ed., Harvard University, 1973; M.A., Temple University, 1980; Ph.D., Temple University, 1994.

Matthew R. Milnes 2011
Assistant Professor of Biology
B.S., University of Florida, 1996; Ph.D., University of Florida, 2005.

Maria D. Moreno 2009
Assistant Professor of French
B.A., Universidad de Los Andes, Mérida, Venezuela, 1998; M.A., University of Arizona, 2003; Ph.D., Brown University, 2010.

Deborah R. Morris 2000
Associate Professor of Education
B.S., Appalachian State University, 1975; M.A.Ed., University of North Carolina at Charlotte, 1976; Ed.S., Appalachian State University, 1988; Ph.D., University of South Carolina, 1997; M.T.S., Gordon-Conwell Theological Seminary, 2004; M.Ed, Sam Houston State University, 2008.

***Marc S. Mullinax** 2001
Associate Professor of Religion
B.A., Mars Hill College, 1977; M.A., University of Tennessee, 1979; M.Div., Southeastern Baptist Seminary, 1984; Ph.D., Union Theological Seminary, 1993.

Philip B. Murray 1999
Associate Professor of Art
B.F.A., Rochester Institute of Technology, 1970; M.F.A., Rochester Institute of Technology, 1989.

Kathryn D. Newfont 2001
Associate Professor of History
B.A., Haverford College, 1987; M.A., University of North Carolina at Chapel Hill, 1998; Ph.D., University of North Carolina at Chapel Hill, 2001.

Meredith E. Newman 2008
Associate Professor of Chemistry
B.S., Southern College of SDA, 1981; M.S., Clemson University, 1985; Ph.D., Clemson University, 1990.

Brittany N. Ott 2010
Assistant Athletic Trainer; Instructor of Athletic Training
B.S., University of Nevada, Las Vegas, 2008; M.Ed., University of Virginia, 2010.

Kellie E. Ottie 2005
Assistant Athletic Trainer and Athletic Training Education Program Director; Instructor of Athletic Training
B.S., Gardner-Webb University, 2002; M.A., Gardner-Webb University, 2004.

Scott Melton Pearson 1994
Dean of Mathematic and Natural Sciences Division; Professor of Biology
B.S., Mars Hill College, 1984; M.S., University of Georgia, 1987; Ph.D., University of Georgia, 1991; Oak Ridge National Laboratory, 1991- 93.

Laurie M. Pedersen 2000
Instructor of Sociology
B.A., The New College of the University of South Florida, 1991; M.A., University of South Florida, 1995.

Joanna T. Pierce 2001
Associate Professor of English
B.A., University of South Florida, 1993; M.A., University of Central Florida, 1997; Ph.D., University of South Carolina, 2000.

Joel Francis Reed 1985
Professor of Music
B.M., Mars Hill College, 1968; M.C.M., New Orleans Baptist Theological Seminary, 1973; Ed.D., New Orleans Baptist Theological Seminary, 1975; Westminster Choir College, 1980, 1984.

Kimberly G. Reigle 23011
Assistant Professor of English
B.S.N., Winston-Salem State University, 2000; M.A., Appalachian State University, 2005; Ph.D., University of North Carolina at Greensboro, 2010.

Jane Sibley Renfroe 1999
Associate Professor of Art
B.C.A., University of North Carolina at Charlotte, 1974; M.A., Western Carolina University, 1998.

Jennifer B. Rhinehart 1999
Assistant Professor of Mathematics

B.S., Mars Hill College, 1997; M.S., North Carolina State University, 1999.

Gordon R. Roberts 1992
Professor of Mathematics
Purdue University, 1982-84; M.S., Purdue University, 1984; Ph.D., Purdue University, 1988.

Michael L. Robinson 2007
Director of Bands
B.M., Mars Hill College, 1977.

Andrea B. Rockel 2010
Assistant Professor of Biology
B.S., Mars Hill College, 2002; Ph.D., Wake Forest University, 2008.

Donald Robert Russell 1973
Professor of Mathematics
B.S., Clemson University, 1966; M.S., Clemson University, 1969; Ph.D., Clemson University, 1973; Memphis State University, 1981; Clemson University, 1982; James Madison University, 1983; Central Oklahoma State University, 1983, 1984.

H. Neil St. Clair 2000
Professor of Theatre Arts
B.M., Mars Hill College, 1974; B.A., Mars Hill College, 1975; M.F.A., University of Houston, 1981; Texas Tech. University, 1990.

Richard C. Seagle, Jr., 2002
Assistant Professor of Theatre Arts
M.F.A., University of Alabama, 1990.

Robert Barry Sharpe 2008
Associate Professor of Political Science
B.A., University of South Carolina, 1988; Ph.D., University of South Carolina, 1995; J.D., The University of Texas School of Law, 2002.

M. Allen Shelley 1994
Head Athletic Trainer and Assistant Professor of Athletic Training
B.S., Gardner-Webb College, 1992; M.S., Gardner-Webb University, 1995.

Alan Bright Smith 1979-84, 1994
Professor of Biology
B.S., University of South Alabama, 1970; M.S., East Tennessee State University, 1975; University of Tennessee at Knoxville, 1975-79.

Anthony S. Smith 2011
Assistant Professor of Physical Education
B.S., Mars Hill College, 1992; M.A.,

Appalachian State University, 1997; Ph.D., University of South Carolina, 2012.

Phyllis L. Smith 1996
Professor of History
B.A., University of Houston, 1980; M.A., University of North Carolina at Charlotte, 1991; Ph.D., University of Arizona, 1996.

James Sparrow 1994
Associate Professor of Music
B.M., Columbus College, 1977; M.A., University of Denver, 1983; D.M.A., University of Cincinnati College Conservatory of Music, 1999.

Laura L. Steil 2011
Assistant Professor of Mathematics
B.S., Samford University, 2005; M.A., University of Kentucky at Lexington, 2008; Ph.D., University of Kentucky at Lexington, 2011.

Susan E. Stigall 2011
Assistant Professor of Education
B.A., Mars Hill College, 1984; M.A., University of South Florida, 1986; Ed.D., Nova Southeastern University, 1990.

Teresa Lynn Sumpter 2008
Assistant Professor of Music
B.M., Ball State University, 1986; M.B.A., West Virginia University, 1994; M.M., University of Oklahoma, 2005; Ph.D., University of Oklahoma, 2008.

Alan J. Theisen 2011
Assistant Professor of Music
B.M., University of Southern Mississippi, 2003; M.M.; University of Southern Mississippi, 2006; Ph.D., Florida State University, 2010.

Brian C. Tinkel 2005
Assistant Professor of Music
B.S., University of Massachusetts, 1996; B.M., University of Massachusetts, 2000; M.M.; University of Massachusetts, 2002; D.M.A., The University of Oklahoma, 2009.

Jessica VanCleave 2012
Assistant Professor of Sociology
B.A., University of Georgia, 2001; M.Ed., University of Georgia, 2005; Ph.D., University of Georgia, 2012.

Elizabeth Abernathy Vogler 1996
Professor of Social Work
B.A., Mars Hill College, 1981; M.S.W., St. Louis University, 1985; Ph.D., Union Institute and University, 2010.

Ashby F. Walker 2006
Associate Professor of Sociology
B.A., Emory University, 1997; M.A., University of North Carolina at Greensboro, 2002; Ph.D., Emory University, 2007.

Jessica West 2012
Assistant Professor of Theater Arts
B.A., Western Carolina University, 1977; M.F.A., University of Georgia, 1980.

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George K. Humphries, M.A.
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Ursula Kunisch, M.LA
Theatre Arts

Harold E. Littleton, Jr., Ph.D.
Religion

Kenneth C. Nelson, M.A.
History

Aubrey L. Raper, M.A.
Sociology

James R. Robinson, Ed.D.
Psychology

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Teresa P. Bryson
Mail Room Attendant

Teresa Eatmon Buckner, B.A.
Media Relations Coordinator

Teresa Proffitt Buckner
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Director, Student Support Services

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Head Coach, Tennis

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Phillip S. Carroll
Grounds Keeper

A. Vernon Carver
Grounds Keeper

Judy F. Carver
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*Administrative Coordinator, Conferences
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Head Coach, Football

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*Administrative Assistant to the Executive
Vice President*

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Office Manager, Facilities

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HVAC Technician

Robin D. Cole
*Director of Admissions Programs and
Blackwell Hall Building Manager*

Carolyn Sue Collins
Mail Room Supervisor

Brett E. Coomer
Custodial Services

Lora D. Coomer
Manager, Copy Center

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*Program Coordinator, Student Support
Services*

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*Dean of Students, Director of First Year
Experience*

Sharon K. Cupstid, B.S.
Executive Program Assistant, Education

Christina V. Davis, B.S.
Accounting Associate

James D. Davis
Carpenter

Lisa G. Davis
Custodial Services

Ophelia DeGroot, M.E.
Consultant

Everett Stephen Edwards
Campus Security Officer

Derrick Everhart, B.A.
Head Coach, Cheerleading

Peggy B. Fender, A.A.
*Program Assistant: General Studies,
Divisions of Humanities, Business and
Social Sciences*

Samantha S. Fender, B.A.
*Director of Marketing and Admissions,
Adult and Graduate Studies*

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Systems Analyst

P. Bess Fisher
Accounts Payable Associate

Patricia A. Flint
Accounting Associate

Raoul A. Fontanelle
Head Coach, Volleyball

Nancy A. Fosson, B.S.
Assistant Registrar

Cynthia J. Frost, B.S.
*Manager, Bonner Scholars and Service
Learning*

Hannah Furgiuelle, M. A.
Program Coordinator, Ramsey Center

Sara B. Gaffney, B.S.
Admissions Counselor

Allen M. Garrett
Grounds Keeper

Monica Gordy, M.S.
Head Coach, Softball

Denise E. Griffin, B.A.
Director of Safety and Security

Theodore P. Guyer, B.S.
Aquatics Director/Head Coach, Swimming

Gary Hamel, B.S.
Head Coach, Men's Soccer

Rhonda L. Hamlin
*Procurement and Training Technician,
Facilities*

Beth Hardin, B.A.
Director of Alumni Relations

Peggy D. Harmon
Special Collections Supervisor, Library

Barbara A. Hassen, A.A.
*Administrative Assistant, Institutional
Advancement*

Karen S. Hedrick
Gifts Services Associate

Daniel H. Hill
Plumber

Tiffany Blankenship Hill, B.S.
Director of Stewardship

M. Edward Hoffmeyer, B.S.
Head Coach, Golf

Dana M. Holcombe
Campus Security Officer

Kristie L. Hollifield
Public Services Coordinator, IT

Frances A. Horton
Administrative Assistant, Fine Arts

Debra L. Alexander, B.A.
Campus Ministry Associate

Rebecca Jane Huffman
*Program Coordinator, Conferences and
Events*

Jeffery D. Jamerson
Campus Security Officer

Sarah E. Jansen, M.S.
Head Coach, Women's Basketball

David Klarmann, B.A.
Head Coach, Lacrosse

Suzanne C. Klonis, Ph.D.
Director of Institutional Research

James T. Knight, B.S.
Director of the Annual Fund

Daniel Koster, M.S.L.S
Reference and Public Services Librarian

Donna P. Kull, M.S.
*Director of Corporate and Foundation
Relations*

Michael J. Landis, M.A.
*Director Of Student Activities, Manager of
Wren Student Union*

Jason R. Lange, B.S.
Assistant Coach, Lacrosse

Lemona B. Ledford, A.A.S.
*Administrative Assistant, Adult and
Graduate Studies*

Kenneth B. Lillie
Maintenance Supervisor

William T. Lovins, B.S.
Consultant, Facilities

Shannon M. Lucas, M.L.I.S.
Reference and Instructional Librarian

Charla M. Lunsford
Administrative Assistant to Registrar

Stephen D. Mace, A.A.
Network Manager

Timothy N. McClain, B.S.
Director of Major and Planned Gifts

Rachel L. McMahan
Custodial Services

John M. McMillan, M.S.
Assistant Coach, Football

Patty L. Metcalf
Custodial Services

F. Lou Miller
Library Assistant

Kenneth J. Miller, Jr., M.Ed.
Head Coach, Women's Soccer

Mark L. Minkin
Carpenter

Rachel W. Mitchell, M.L.S.
*Reference and Electronic Resources
Librarian*

Margaret Elaine Moore, B.S.
*Administrative Assistant, Student Support
Services*

Hugh A. Moran, III, B.A.
Cycling Coach

Daniel Morris
*Director of Intramurals and Outdoor
Center*

Debra Myers, M.Ed.
Director, LifeWorks

Bradley S. Nagel, B.S.
*Assistant Coach, Cross Country, Track
and Field*

James D. Neadstine, B.A.
Custodial Services

Jill E. Nelson, B.A.
Acquisitions Supervisor, Renfro Library

Darryl R. Norton, B.S.
Director, Auxiliary Services

Mark E. Norwood, B.S.
Grounds Supervisor

Michael P. Owens, B.A.
*Head Coach, Cross Country, Track and
Field*

Karen L. Paar, Ph.D.
*Director of the Ramsey Center for
Regional Studies and Archivist for the
Southern Appalachian Center*

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Systems Analyst

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*Human Resources Information Systems
Manager*

Steve Parrish
*Information Technology Services
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Director of Counseling

Clifford A. Phifer, B.A.
Assistant Coach, Football

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Director, Bailey Mountain Cloggers

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and Athletic Compliance Coordinator*

Jeannette F. Proffitt
Executive Assistant to the President

Randy Proffitt <i>Custodial Services</i>	Michael D. Thornhill, B.A. <i>Director of Communications</i>	Doris P. Bentley 1966-1996 <i>Campaign for the Future</i>	Betty Farthing Hughes 1965-1993 <i>English</i>	Charlie C. Narron 1958-1998 <i>Business</i>	Walter Price Smith 1954-1996 <i>Vice President for College Publications</i>
Shentell L. Ramsey <i>Payroll/Accounting Assistant</i>	Marlene J. Tomberlin <i>Financial Aid Counselor</i>	Winona Dell Bierbaum 1966-2001 <i>Education</i>	William Hutt 1974-2002 <i>Biology</i>	Bobbie Jean Nicholson 1990-2006 <i>Business</i>	Larry Nathan Stern 1971-2012 <i>Political Science</i>
Ashley Reid, B.S. <i>Financial Aid Counselor</i>	Lisa R. Tweed <i>Custodial Services</i>	Joe Stuart Blair 1979-2008 <i>Business</i>	C. Robert Jones 1971-1997 <i>Theatre Arts</i>	Julia Anne Nooe 1981-2009 <i>Professor of Social Work</i>	Teresa Metcalf Stern 1971-2009 <i>Education</i>
Aaron Rembert, M.A. <i>Head Coach, Baseball</i>	Caroline E. Twiggs, M.S.W. <i>Field Coordinator, LifeWorks</i>	Samuel L. Boggess 1987-1999; 2003-2007 <i>Biology</i>	Harley E. Jolley 1949-1991 <i>History</i>	George Junkin Peery 1969-2007 <i>Political Science</i>	Walter L. Stroud, Jr. 1972-2010 <i>Psychology</i>
Diana K. Rice <i>Merchandiser/Sales Clerk, Bookstore</i>	Marcia Vackel, A.A.S. <i>Cashier, Business Office</i>	Joyce Marilyn Bryant 1973-1991 <i>Music</i>	Noel James Kinnamon 1966-2011 <i>English</i>	Barbara A. Pendleton 1988-1998 <i>Business</i>	Marian Atkinson Tisdale 1965-1979 <i>French</i>
Mary Lucinda Rice <i>Custodial Services</i>	Matthew B. Vader, B.A. <i>Assistant Sports Information Director</i>	Wilma P. Carlisle 1998-2008 <i>Business/Student Employment</i>	Susan S. Kiser 1970-1973, 1976-1983, 1984-2003 <i>Mathematics</i>	Charles F. Phillips 1966-2004 <i>Physical Education</i>	James L. Utterback 2001-2009 <i>Business</i>
Mary Louise Robinson, B.S. <i>Program Coordinator, Upward Bound</i>	Kristie K. Vance, B.A. <i>Assistant Director of Admissions</i>	Rachel Messick Chapman 1946-1991 <i>Business Administration</i>	Richard G. Knapp 1971-2002 <i>French</i>	Thomas S. Plaut 1977-2005 <i>Sociology</i>	Margaret M. Verhulst 1971-1998 <i>English</i>
Michael G. Robinson <i>Plumber</i>	Lisa A. Wachtman, M.Ed. <i>Director of Retention</i>	Robert Roscoe Chapman 1947-1991 <i>Associate Dean, Registrar</i>	Edward W. Knight 1983-1995 <i>Director, Physical Plant</i>	Frank W. Quick, Jr. 1971-2006 <i>Biology</i>	M. Claude Vess, Jr. 1982-1996 <i>Vice President for Business and Administrative Services</i>
Shelby J. Robinson <i>Program Assistant: Division of Mathematics & Natural Sciences, and Department of Physical Education</i>	Anne M. Walter, M.S. <i>Associate Director, Teaching With Primary Sources</i>	Edwin Rives Cheek 1964-1996 <i>English</i>	S. David Knisley 1961-1999 <i>History</i>	Raymond Carl Rapp 1978-2010 <i>Dean of Adult ACCESS</i>	Arthur Everett Wood 1949-1991 <i>Mathematics and Physics</i>
Curtis Salter <i>Custodial Services</i>	Charles T. Weaver, M.A. <i>Assistant Coach, Football</i>	Jo Ann Thomas Croom 1977-2010 <i>Biology</i>	Robert R. Kramer 1965-2008 <i>Modern Foreign Language</i>	Evalyn Barbara Rapparlie 1988-1993 <i>Education</i>	Nancy Medford Wood 1956-1994 <i>Mathematics</i>
Jonathan D. Sarratt, M.A.Ed. <i>Assistant Coach, Football</i>	Pamela B. Weaver, B.A. <i>Assistant to Director of Athletics</i>	Richard Sams Dillingham 1979-2002 <i>Director, Southern Appalachian Center</i>	Carolyn H. Lamberson 1963-2006 <i>Music</i>	Dorothy Weaver Roberts 1950-1954; 1962-1990 <i>Music</i>	
James M. Schaffner, B.S. <i>Assistant Coach, Baseball</i>	Bobby F. Wheeler <i>Custodial Services</i>	Naomi R. Ferguson 1972-2010 <i>Assistant Director, Human Resources</i>	Clyde E. Lawrence 1989-1998 <i>Business</i>	Donna N. Robertson 1958-1997 <i>Music</i>	
Clifford A. Schoen <i>Carpenter Helper</i>	Cindy T. Whitt, B.S. <i>Administrative Assistant, Student Life</i>	Frances Sue Fitzgerald 1975-1996 <i>Christian Education Ministries</i>	Hilary Page Lee 1961-1994 <i>Religion</i>	Brenda M. Russell 1981-2007 <i>Fashion and Interior Merchandising</i>	
Richard P. Scruggs, M.S. <i>Head Coach, Men's Basketball</i>	Susan Bechtol Whitt <i>Greenhouse Manager</i>	Miriam L. Freeman 2009-2012 <i>Social Work</i>	C. Earl Leininger 1968-2002 <i>Religion and Philosophy; Vice President for Academic Affairs</i>	Emmett S. Sams 1947-1993 <i>Mathematics</i>	
Deborah R. Shelton <i>Assistant Director of Financial Aid</i>	L. Lenell Wyche, B.S. <i>Director of Accounting</i>	Lucille Strickland Godwin 1967-1984 <i>English</i>	James Leroy Lenburg 1973-2006 <i>History</i>	Kenneth M. Sanchagrin 1971-2004 <i>Sociology</i>	
Stephanie M. Shelton, A.A. <i>Director of Medical Services</i>	Alan N. Young, B.S. <i>Telemarketing Supervisor, Admissions</i>	May Jo Denardo Gray 1961-1964; 1966-1984 <i>Music</i>	Barbara W. McKinney 1988-2005 <i>Director, Student Support Services</i>	Cherry Lentz Saenger 1985- 2012 <i>Social Work</i>	
Ronnie L. Shook <i>Custodial Services</i>	Allison Young <i>Financial Aid Counselor</i>	Virgil R. Gray, Jr. 1969-1985 <i>Theatre Arts</i>	Katherine Wallis MaCoy 1970-1991 <i>Spanish</i>	Gail F. Sawyer 1977-2004 <i>Sociology/Psychology</i>	
Richard Spradling, B.S. <i>Assistant Football Coach</i>	Laurel A. Young, Ph.D. <i>Admissions Counselor</i>	Jack N. Grose 1964-1975; 1976-1998 <i>Business</i>	Ann Groves McAnear 1985-1993 <i>Director of Financial Aid</i>	W. Thomas Sawyer 1976-2002 <i>Religion</i>	
Rebecca R. Taylor, B.S. <i>Assistant Director, Human Resources</i>	Emeriti	Virginia Hart 1945-1985 <i>Physical Education</i>	Kenneth Manske 1969-2001 <i>Chemistry</i>	Joseph P. Schubert, Jr. 1967-1995 <i>English</i>	
Mary Nicole Thomas, B.S. <i>Director of Financial Aid</i>	Genevieve Williams Adams 1963-1994 <i>Chemistry</i>	Anna Margaret Hines 1957-1992 <i>Music</i>	Lloyd T. Moore 1973-1992 <i>Director, Upward Bound Program</i>	Paul R. Schierhorn 2007-2012 <i>Theatre</i>	
Shirley F. Thomas <i>Receiving and Supply Department Clerk, Bookstore</i>	John Popwell Adams 1963-1994 <i>Music</i>	John M. Hough 1962-1984; 1994-1998 <i>Education</i>	Syliva Murphey 1967-2012 <i>Assistant to the Dean of Adult and Graduate Studies</i>	Paul R. Smith 1998- 2012 <i>Business</i>	
	Donald Nealon Anderson 1971-1991 <i>Sociology</i>				