



**ACADEMIC CATALOG**  
**2018-19**

# MARS HILL UNIVERSITY CATALOG 2018-19

## Mission Statement

Mars Hill University, 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.



***Note: The online version of the catalog ([www.mhu.edu/academics/course-catalog](http://www.mhu.edu/academics/course-catalog)) is the most up-to-date version and may contain changes from the printed version.***

***Last update: June 2018***



# Mars Hill University

## Accreditations

Mars Hill University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's and master's degrees. For questions about Mars Hill's accreditation status, about the Commission's accreditation process, or about accreditation-related complaint procedures, contact the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, website [www.sacscoc.org](http://www.sacscoc.org).

For all other inquiries, please contact Mars Hill University at the address 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  
North Carolina Board of Nursing  
Commission on Collegiate Nursing Education  
North Carolina Department of Public Instruction (for Teacher Education)

## Affiliations:

Appalachian College Association  
Association of College and Research Libraries  
College Entrance Examinations Board  
Council for Advancement and Support of Education  
Council of Independent Colleges  
Independent College Fund of North Carolina  
National Association of Independent Colleges and Universities  
North Carolina Independent Colleges and Universities

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Mars Hill University

P.O. Box 370

Mars Hill, NC 28754-0370

828-689-1307

[www.mhu.edu](http://www.mhu.edu)

Mars Hill University 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 university will attempt to minimize the inconvenience to students, should changes be necessary.

## **Notice of Nondiscrimination**

Mars Hill University is dedicated to maintaining an environment where academic freedom flourishes and in which the rights of each member of the university community are respected. Mars Hill University recognizes and upholds the inherent dignity and values of every person and each individual's inalienable right to personal sovereignty.

### **USDA Notice of Non-Discrimination**

This institution is an equal opportunity provider and employer. As a recipient of federal funds, through the United States Department of Agriculture, and in accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, age, disability, religion, sex, familial status, sexual orientation, and reprisal.

To file a complaint of discrimination, write to:

Jennie Matthews  
Assistant Director of Human Resources & Title IX Coordinator  
209 Nash Hall, Mars Hill University  
Mars Hill, NC 28754  
828-689-1197

USDA, Assistant Secretary for Civil Rights  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, S.W., Stop 9410  
Washington, D.C. 20250-9410

Or call toll-free at (866) 632-9992 (English) or (800) 877-8339 (TDD) or (866) 377-8642 (English Federal relay) or (800) 845-6136 (Spanish Federal relay). USDA is an equal opportunity provider and employer.

### **Title IX Notice of Nondiscrimination**

As a recipient of federal funds, Mars Hill University is required to comply with Title IX of the Higher Education Amendments of 1972 that prohibit discrimination on the basis of gender (sex) in all educational activities or programs. In accordance with Title IX, Mars Hill University does not discriminate on the basis of sex in the administration of its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs or activities (both on and off campus) or in employment.

Inquiries concerning the application of Title IX and its implementing regulations may be referred to the U.S. Department of Education, Office for Civil Rights, or to the university's Title IX Coordinator: Jennie Matthews.

Contact information for the University's Title IX Coordinator is:

Jennie Matthews  
Assistant Director of Human Resources & Title IX Coordinator  
209 Nash Hall  
Mars Hill University  
Mars Hill, NC 28754  
828-689-1197

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# About the University

The physical campus of Mars Hill University is an eclectic blend of the old and the new, the traditional and the modern. That diverse mixture, so obvious at first glance, provides insight into the institution itself. The programs described in this catalog also reflect the merging of the traditional and the contemporary. At Mars Hill University, we are conscious of both the enduring core values of our heritage and the demands of the 21st century.

The old symbolically represents the rich 160-year heritage of Mars Hill University 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 as 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 University 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 University is located in one of the most beautiful and healthful regions of the eastern United States, the mountains of western North Carolina. The town of Mars Hill, which derives its name from the university, has a population of about 2,620. 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 91,902. Asheville has the sophisticated attractions of a major urban center, and is known for its quality arts, crafts, and music offerings. The campus is 10 miles east of Marshall, the county seat of Madison County.

From the 172-acre campus, which has an elevation of 2,330 feet, an inspiring panorama of lofty peaks is visible, including the Craggy Mountains, the Black Mountains and the iconic Bailey Mountain, which plays a role in historic lore of the university. Such scenic attractions as Mount Mitchell, Clingman's Dome, 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 University'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.

# Religious Identity Statement

## Religious Identity Statement

### **Mars Hill University, 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 University 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 University

Mars Hill University 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, who wanted to provide an education for their children based on Baptist principles of the Christian faith. 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 University as President, and served until January, 2002.

The Mars Hill University Board of Trustees named Dr. Dan G. Lunsford (class of 1969) as interim president in January 2002. Then Dean of the School of Education and Leadership, 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. After a long career in public education Lunsford had returned to Mars Hill in 1998.



In May 2003, the trustees affirmed Dr. Lunsford's leadership by naming him president of the college. Under President Lunsford's leadership, the college completed its first ever comprehensive capital fundraising campaign; new buildings were built (including the Bailey Mountain Residential Apartments and Ferguson Math and Science Center), programs were enhanced; student activities were expanded.

In 2011, the institution's first graduate level program, the Master of Education, was added. In January 2013, Mars Hill opened its South Asheville location on Airport Road, which is coordinated through the Adult and Graduate Studies program. On August 15, 2013, Mars Hill College officially became Mars Hill University. During the 2013-14 academic year, the university opened two new residence halls: Laurel and Dogwood.

In September 2016, the university opened Troy and Pauline Day Hall and Ferguson Health Sciences Center. Day Hall houses Mars Hill's business program, bookstore, a cafe, enhanced accessibility to Owen Theatre, and a "black box" theatre, while Ferguson Health Sciences Center is the home of the Judge-McRae School of Nursing.

In January 2017, President Dan Lunsford announced his retirement, effective in 2018. During the following academic year, the university continued to complete initiatives begun during Lunsford's tenure, including the launch of two additional master's degrees: the Master of Management and the Master of Arts in Criminal Justice.

Following an extensive presidential search, in March 2018, the Mars Hill University Board of Trustees introduced former Coker College Executive Vice President Tony Floyd as their choice for the university's 22nd president. President Lunsford's last day as president was May 24. At the time, he had been president of the university for over 16 years. Floyd began his leadership role at MHU on June 1. His inauguration will take place later in the 2018-19 academic year.

# Academic Calendar

## Summer 2018

Summer term I begins (subject to change) .....	Monday, May 28, 2018
Last day to add a term I class .....	Wednesday, May 30, 2018
Last day to drop a term I class .....	Friday, June 1, 2018
Term I ends .....	Saturday, July 30, 2018
Summer term II begins (Subject to change) .....	Monday, July 2, 2018
Independence Day Holiday.....	Wednesday, July 4, 2018
Last day to add a term II class .....	Thursday, July 5, 2018
Last day to drop a term II class .....	Monday, July 9, 2018
Term II ends .....	Saturday, August 4, 2018

## Fall 2018

AGS first short term begins & new/late registration in AGS office .....	Monday, August 13, 2018
Faculty workshop begins .....	Monday, August 13, 2018
Residence halls open for new freshmen & transfers/orientation begins .....	Friday, August 17, 2018
Residence halls open for registered continuing students .....	Sunday, August 19, 2018
Registration & clearance of stops .....	Monday, August 20, 2018
Traditional classes begin at 8 a.m. ....	Tuesday, August 21, 2018
Fall opening convocation .....	Tuesday, August 21, 2018
Last day for faculty to drop a student from class for non-attendance .....	Friday, August 24, 2018
Last day for registration, schedule adjustment, internship applications .....	Monday, August 27, 2018
Schedule drop period .....	August 28 - September 17, 2018
Last day for dropping a class without transcript entry; removing "I" grades .....	Monday, September 17, 2018
Last day to apply for graduation in December .....	Monday, October 1, 2018
Mid-semester evaluation week .....	October 1-5, 2018
Bascom Lamar Lunsford & Madison County Heritage Festivals .....	Saturday, October 6, 2018
Homecoming, Alumni Day .....	Saturday, October 6, 2018
AGS second short-term begins .....	Monday, October 8, 2018
Founder's Week .....	October 8-12, 2018
Mid-semester grades due .....	Wednesday, October 10, 2018
Fall break begins at end of classes .....	Friday, October 12, 2018
Fall break ends and classes resume, 8 a.m. ....	Wednesday, October 17, 2018
Last day to withdraw from a class with grade of "W" .....	Friday, October 19, 2018
Spring registration opens .....	October 29, 2018
Deadline for juniors/seniors to indicate S/U grade option .....	Friday, November 2, 2018

Thanksgiving holidays begin at close of classes .....	Tuesday, November 20, 2018
Administrative offices close at noon for holiday. ....	Wednesday, November 21, 2018
Classes resume/offices reopen at 8:00 a.m. ....	Monday, November 26, 2018
Last day of regular classes .....	Tuesday, December 4, 2018
Regular day & evening exams begin .....	Wednesday, December 5, 2018
Examinations end (Christmas holidays begin; residence halls close) .....	Tuesday, December 11, 2018
Final grades posted by faculty .....	Thursday, December 13, 2018
Graduation exercises (residence halls close for graduates) .....	Friday, December 14, 2018
Administrative offices close for Christmas holidays .....	Tuesday, December 18, 2018

## Spring 2019

Administrative offices open for spring semester .....	Wednesday, January 2, 2019
AGS first short term begins & new/late registration in AGS office .....	Monday, January 7, 2019
Residence halls open for new freshmen & transfers/orientation begins .....	Saturday, January 12, 2019
Residence halls open for registered continuing students .....	Sunday, January 13, 2019
Late registration & clearance of stops .....	Monday, January 14, 2019
Traditional classes begin at 8 a.m. ....	Tuesday, January 15, 2019
Last day for faculty to drop a student from class for non-attendance .....	Friday, January 18, 2019
Last day for registration, schedule adjustment, internship applications .....	Monday, January 21, 2019
Schedule drop period .....	January 22–February 11, 2019
Choral festival .....	February 1- 3, 2019
Last day for dropping a class without transcript entry, removing “I” Grades .....	Monday, February 11, 2019
Last day to apply for graduation in May or August .....	Thursday, February 28, 2019
Mid-semester evaluation week .....	February 25–March 1, 2019
Mid-semester grades due .....	Wednesday, March 6, 2019
Spring break begins at end of classes .....	Friday, March 8, 2019
AGS second short-term begins .....	Monday, March 11, 2019
Administrative offices reopen after spring break .....	Wednesday, March 13, 2019
Spring break ends and classes resume, 8 a.m. ....	Monday, March 18, 2019
Last day to withdraw from a class with grade of “W” .....	Tuesday, March 19, 2019
Good Friday holiday .....	Friday, March 19, 2019
Fall registration opens .....	March 25, 2019
SLAM .....	Tuesday, April 9, 2019
Deadline for juniors/seniors to indicate S/U grade option .....	Friday, April 12, 2019
Last day of regular classes .....	Thursday, May 2, 2019
Regular day & evening exams begin .....	Friday, May 3, 2019
Examinations end; residence halls close .....	Wednesday, May 8, 2019
Final grades posted by faculty .....	Thursday, May 9, 2019
Graduation exercises; residence halls close for graduates .....	Saturday, May 11, 2019

# Fall 2018 Semester Exam Schedule

<b>EXAM TIMES:</b>	<b>8-10 A.M.</b>	<b>11 A.M. – 1 P.M.</b>	<b>2:30 – 4:30 P.M.</b>
Wednesday, December 5	9 MWF	9:30 TR	12 MWF
Thursday, December 6	10 MWF	2 MWF	1 MWF
Friday, December 7	8 MWF	11 MWF	1:30 TR
Monday, December 10	8 TR	12 TR	3 TR
Tuesday, December 11	3 MWF	Conflicts	

Classes that meet at or after 4 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 2019 Semester Exam Schedule

Thursday Classes meeting at 4 p.m. or later will have exam on Thursday, May 2.

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

Classes that meet at or after 4 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

## Emergency (Campus Security)

1230

*(All phone numbers begin with 828-689-----)*

### **Academic Departments ..... Location ..... Ext.**

Academic Dean.....	Blackwell.....	1156
Art.....	Moore.....	1209
Biology.....	Wall.....	1144
Business Administration.....	Day.....	1127
Career Development/Internships Marshbanks .....		1655
Chemistry.....	Wall.....	1144
Education.....	Nash.....	1204
English.....	Cornwell.....	1125
Fashion Merchandising.....	Wall.....	1150
Foreign Languages.....	Cornwell.....	1125
Health/PE/Recreation.....	Chambers.....	1219
History.....	Cornwell.....	1125
International Education.....	Cornwell.....	1238
Library.....	Renfro.....	1244
Mathematics.....	Wall.....	1144
Music.....	Moore.....	1209
Nursing.....	Ferguson HSC.....	1600
Religion.....	Cornwell.....	1125
Political Science.....	Founders.....	1338
Psychology.....	Founders.....	1186
Social Work.....	Founders.....	1303
Sociology.....	Founders.....	1186
Theatre Arts.....	Spilman.....	1260

### **Administrative Departments.... Location..... Ext.**

Admissions.....	Blackwell.....	1201
Alumni.....	Blackwell.....	1102
Business Office.....	Blackwell.....	1100
Institutional Advancement.....	Blackwell.....	1102
Facilities Management.....	Park Drive.....	1246
Financial Aid.....	Blackwell.....	1123
Food Services:.....	Pittman Dining .....	1221
Lion's Den.....	Wren College Union.....	1258
Hilltop Cafe.....	Day .....	1321
Human Resources.....	Nash .....	1200
Information Technology Services.....	Wall.....	1346
IT Help Desk.....	Wall.....	1444
Public Information.....	Spilman.....	1298
President's Office.....	Blackwell.....	1111
Registrar.....	Blackwell.....	1151

### **Ramsey Center/Regional Studies..... Loc..... Ext.**

Appalachian Room.....	Renfro.....	1262
Ramsey Center.....	Renfro.....	1115

### **Adult and Graduate Studies (AGS)Location..... Ext.**

AGS/Mars Hill.....	Renfro .....	1166
AGS Asheville .....	Asheville Center .....	1671
Summer School.....	Renfro.....	1166

### **Campus Life**

Bookstore.....	Day.....	1248
Campus Security.....	Wren.....	1230
Campus Post Office.....	Wren.....	1411
CSS (Center for Student Success)Marshbanks.....		1480
Chaplains.....	Bentley.....	1128
Conferences/Events.....	Spilman.....	1167
Counseling Services.....	Robinson .....	1196
Disability Services.....	Robinson.....	1410
First Year Experience.....	Marshbanks.....	1481
Housing/Residential Living.....	Wren.....	1253
Information Desk-Students.....	Wren.....	1253
Ctr. for Community Engagement..Marshbanks .....		1162
Media Center.....	Cornwell.....	1125
Rural Heritage Museum .....	Montague.....	1400
Student Support Services.....	Marshbanks.....	1380
Title IX Office.....	Nash.....	1197
Wellness Center.....	Robinson .....	1243

### **Sports ..... Location..... Ext.**

Athletics.....	Chambers.....	1219
Sports Information Director .....	Chambers.....	1373

### **Student Development ..... Location..... Ext.**

Student Development Office.....	Wren.....	1253
Student Government.....	Wren.....	1253
Student Programs.....	Wren.....	1253
Cadenza Publication.....	Wren.....	1439

### **Theatre ..... Location..... Ext.**

Information/Box Office.....	Owen.....	1239
Southern Appalachian Repertory Theatre (SART).....	Owen.....	1384

# Admissions

Mars Hill University 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 university 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.

## Admissions Age Policy

Mars Hill University will admit for full-time enrollment qualified applicants who will be 17 years of age or older at the time of matriculation. Applicants who are qualified and will be the age of 16 at the time of enrollment may appeal for an exception to the above policy by:

1. Writing a letter of appeal, and
2. Providing supporting written documentation from a non-family member regarding readiness for the academic and social aspects of the university environment (i.e., educator, employer, medical provider, pastor, priest, or rabbi, etc.). Individuals supplying documentation must have familiarity with the applicant, and
3. Interviewing with a committee consisting of academic, admissions, and student development professionals.

Students under the age of 16 will not be admitted for full-time enrollment.

## Campus Visits

All students interested in attending Mars Hill University 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@mhu.edu](mailto:admissions@mhu.edu) or call 1-828-689-1201.

## Freshmen

Candidates must submit:

- Application for Admission
- \$25 application fee (unless using a fee waiver code or fee waived application)
- Official high school transcript
- SAT or ACT scores.
- Recommendation letters and personal essays are optional.

Applicants are strongly encouraged to complete a minimum of 18 units with C average or better on college preparatory units. Such units should include:

- 4 English
- 4 History
- 3 Natural Science
- 4 Mathematics
- 2 Foreign Language and/or 1 Computer Science unit (recommended)

**An official final transcript certifying high school graduation must be submitted prior to the first day of class. Failure to submit final official transcripts will result in the suspension of financial aid.**

The General Equivalency Diploma (GED) is acceptable certification of diploma. However, the official incomplete high school transcript must be submitted in addition to the GED.

**To be eligible to return to MHU for a second semester, a new freshman must earn greater than a 0.0 gpa on his/her first term of enrollment.**

### **Provisional Acceptance**

The admissions office reserves the right to allow students who may not meet all of the institutional admissions standards to apply for provisional admission. Students applying for provisional admission must be approved for this type of admission by the AASFA Committee.

In order for the AASFA Committee to review an applicant, the student must submit all required documents as outlined in the New Freshman/Transfer checklists above, and must also submit:

1. At least one letter of recommendation from someone other than a family member or friend, supporting the student's enrollment at MHU. It is preferable for a letter of recommendation to come from a teacher or instructor that can attest to the student's academic abilities. More than one letter of recommendation is preferable, but not required.
2. A personal statement, outlining why he/she wants to attend MHU, how he/she plans to succeed at MHU, and any other significant information that should be considered by the members of the AASFA Committee.

### **Early College/Dual Enrollment/AP/IB Courses**

High School students that are enrolled in college courses through early college, middle college, dual enrollment, or IB programs must submit official college transcripts to be evaluated for transfer credit. Students who take AP tests must submit official College Board test scores to be evaluated for transfer credit.

### **Transfer Students**

Candidates must submit:

- Application for Admission
- \$25 application fee (unless using a fee waiver code or fee waived application)
- Official Final High School Transcript
- SAT or ACT scores (these may be waived if 24 or more transferable semester hours have been earned, or on a case-by-case basis if the student is 21 years old or older, or has been in active military duty )
- Official college transcripts from all previous institutions

All official final college transcripts must be submitted prior to the first day of class. Failure to submit final official transcripts will impact financial aid eligibility.

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.

In order to receive a degree from Mars Hill University a student must earn at least 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 Credits under the North Carolina Comprehensive Articulation Agreement**

Mars Hill University participates in the North Carolina Independent Comprehensive Articulation Agreement which states: To be eligible for the transfer of all credits under the I.C.A.A., the student must graduate from the North Carolina community college with an Associate in Arts (A.A.) or Associate in Science (A.S.) degree, have an overall grade point average of at least 2.0 on a 4.0 scale, and a grade of “C” or better in all I.C.A.A. courses. Students meeting these criteria will transfer with junior status if they follow MHU’s published baccalaureate degree completion plans, and will have fulfilled MHU’s general education requirements. Students who do not complete the degree are eligible to transfer credits on a course-to-courses basis. Most majors can be completed within two years; however, some professional programs may require additional semesters of study.

The Associate of Applied Science programs are not part of the I.C.A.A. and courses in those programs will be evaluated on a course-to-course basis. The exception is the A.A.S. in Nursing to R.N. to B.S.N. program per the NCICU/NCCCS Articulation Agreement signed in February 2018. See R.N. to B.S.N. Program Admission Policy.

North Carolina community college students should consult with their transfer counselor for complete details of the articulation agreement. MHU will continue to honor the original articulation agreement for students who completed the 44 hour core curriculum prior to Fall 2014.

## **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 admissions office for consideration:

- Application for Admission
- \$25 application fee (unless using a fee waiver code or fee waived application)
- Two letters of recommendation from individuals who can attest to academic ability and personal character (optional)
- Official transcripts from previous or current institutions (translated into English)
- 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 unless a student is transferring in at least 24 college credits )
- National examination results, such as A levels (United Kingdom), Baccalaureate (France), if applicable
- A financial statement certifying the student’s ability to meet university and personal expenses
- 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 university as well as academic and personal counseling is specially prepared for international students. Mars Hill University has limited financial aid for international students. Further inquiry concerning international students may be directed to the admissions office.

## **Readmission**

Students seeking readmission must apply for readmission through the admissions office. Students may be reviewed in these areas: academic, student life, security, and business office.

Students who withdraw from Mars Hill University for any reason must apply for readmission through the admissions office. All final official transcripts from other institutions attended during this absence must be



submitted to the admissions 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 Probation**

Students who leave Mars Hill University while on academic probation may be accepted for probational readmission. The student will need to complete a new application for admission and submit transcripts from any other institutions attended after leaving MHU. Students who have been granted probational readmission will be evaluated by the Admissions, Academic Standards and Financial Aid Committee at the end of the semester to verify satisfactory academic progress, as outlined in the Financial Aid Information section of the course catalog.

Students who leave Mars Hill University while on academic probation may be accepted for regular readmission, if the student has attended another accredited institution and raised the cumulative grade point average to that required for academic good standing for their classification upon readmission.

The student will need to complete a new application for admission and submit transcripts from any other institutions attended after leaving MHU.

## **Readmission After Academic Suspension**

The Admissions, Academic Standards and Financial Aid Committee may vote to readmit a suspended student under probational readmission, if

- It is possible for the student to attain good standing within one semester of readmission without taking an overload.
- The student's previous academic record at Mars Hill University gives strong indication that the requisite grades to attain good standing will be attained.

Students who have been granted probational readmission will be evaluated at the end of the semester by the committee to verify satisfactory academic progress as outlined in the Financial Aid Information section of the course catalog.

Students who leave Mars Hill University after being suspended for academic reasons may be accepted for regular readmission if the student has attended another accredited institution and raised the cumulative grade point average to that required for academic good standing for the classification upon readmission.

The student will need to complete a new application for admission and submit transcripts from any other institutions attended after leaving MHU.

A student may not be readmitted to Mars Hill University if he/she has been suspended for academic reasons more than three times, without the careful deliberation and approval of the Admissions, Academic Standards and Financial Aid Committee.

## **Dual Enrollment**

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

- An application for admission to Mars Hill University

- A letter of recommendation from a guidance counselor or a high school principal, (home-schooled students may omit this section)
- A copy of high school transcripts that shows they are in good academic standing

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

- A fee for each course can be found on the Financial Aid webpage ([www.mhu.edu/admissions/financial-aid/tuition-fees](http://www.mhu.edu/admissions/financial-aid/tuition-fees)).
- Mars Hill University facilities are available for students at no extra cost (excluding course-specific fees). Examples include Renfro Library and computer labs.
- 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. Mars Hill University students have priority over classes that a dual or home school student may desire.

## Conditional Acceptance

The admissions office reserves the right to grant conditional admission on a case by case basis for students who may not meet all of the institutional admissions standards, but who are currently enrolled in courses to meet our academic standards.

## 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.”

Immunization records must be submitted to the admissions office and approved by the Director of Health Services before the student is permitted to move on-campus.

The Mars Hill University policy is that a Certificate of Medical Examination form, which includes space for the listing of the required immunizations, must be submitted before moving onto campus (the first day of classes for commuter students).

## Disability Services

Services for students with disabilities are designed to help remove barriers and allow fair access to university programs and facilities. Reasonable accommodations are provided to students with verifiable disabilities that substantially limit one or more major life activities. An accommodation is a modification that is made to a course, program, service, job, activity, or facility that eliminates or minimizes disability-related barriers to allow for equal access. The application of reasonable accommodations can vary according to particular program or course requirements. The university is not required to implement accommodations that fundamentally alter essential components of the course, program, activity, job, or experience. For example, students who are interested in applying to the Judge-McRae School of Nursing need to be aware of established technical standards considered to be essential to clinical expectations and patient safety. Students are advised to contact academic program advisors early when planning their college careers to learn of information regarding specific program requirements.

Appropriate accommodations are granted as determined through an interactive and individualized process between the student and the Disability Services Coordinator. It is the student’s responsibility to disclose a disability to the Office of Disability Services and to request accommodations in a timely manner. Requests for accommodations or services may be made at any time; however, students should be aware that some

accommodations may take time to arrange. It is strongly recommended that new students apply for housing accommodations by June 1 and submit academic accommodation requests by early August. Approved accommodations are not retroactive and cannot be applied to events or exams that have occurred prior to the request.

Upon receipt of an accommodation request and supporting professional documentation, the Disability Services Coordinator will apprise students via official MHU email regarding the approval status of requested accommodations or additional steps needed to complete the request. Students with academic accommodations will be asked to arrange a Welcome Meeting with the Disability Services Coordinator prior to or at the beginning of the semester to complete the individualized Academic Accommodations Plan (AAP), a document which alerts course instructors of the students' need for classroom accommodations.

Students with temporarily disabling conditions that are a result of injuries, surgery, or short-term medical conditions who may need accommodations or access to services and resources should also contact the Disability Services Coordinator to request assistance.

The Office of Disability Services is located on the second floor of Robinson Infirmary (306 Wellness Center). Office hours are Monday-Wednesday, 8:30-12:00 and 1:00-4:00 during months August-May, or by appointment during June-July. Additional information with links to guidelines, request forms, and specific documentation requirements can be found at <https://www.mhu.edu/campus-life/support-resources/disability-services/>. Appointments may be arranged by contacting [kkoontz@mhu.edu](mailto:kkoontz@mhu.edu) or by phoning 828-689-1410.

# Adult and Graduate Studies (AGS)

Mars Hill University offers accelerated degree and licensure programs for adult students in the evenings and on weekends through the Adult and Graduate Studies (AGS) program. Evening classes at multiple locations are a feature of the AGS program which make the university experience possible for working adults, many of whom may have employment or family responsibilities. Students may begin or continue their education toward a bachelor's degree, licensure in teacher education, or master's degree.

## Undergraduate Adult Studies

Adult Studies classes are offered on campus, online, and in Asheville and Burnsville. 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 university semester. Majors offered in Adult Studies include education (elementary & middle grades) special education, integrated education, business management, criminal justice, social work, and R.N. to B.S.N. (registered nurse to bachelor of science in nursing). 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 and internships. These options are the same as for traditional day students.

Adult Studies students should be at least 23 years of age or working. 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. 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 application. Refer to the Adult and Graduate Studies Student Handbook for additional information.

NOTE: AGS students are not eligible to live in residence halls. Undergraduate AGS students may not participate in NCAA sanctioned sports.

### Admission Deadline

Adult and Graduate Studies has rolling admission, that is, no specific deadline. Note that it may take 4-6 weeks to receive transcripts and completely process an application. Please keep this in mind when applying and considering in which semester you would like to enroll.

### Summer School

MHU Summer School is operated through Adult and Graduate Studies. It consists of two five-week terms and an overlapping ten-week term. Classes are scheduled during the day and evening, online classes are also available. The same academic standards are maintained and the credits earned are of equal value. University faculty and staff serve the summer school population, supplemented by visiting instructors and specialists. In addition to online offerings, seated classes meet two days per week on the main campus or at the Asheville Center. Limited day classes are offered.

Summer school courses are open to all Mars Hill students, as well as visiting students from other institutions. Once registration opens, currently enrolled Mars Hill students can self-register for summer courses via the MHU self-service portal. New Mars Hill students must register through the Adult and Graduate Studies office.

Non-Mars Hill students (both new and returning) must complete an AGS application before registering for classes with the AGS office. Visiting students should work with their home institution, as well as the MHU registrar's office, to ensure that all credits will transfer.

For questions about summer school logistics, please contact the Adult and Graduate Studies office at 828-689-1166 or [ags@mhu.edu](mailto:ags@mhu.edu). The summer school schedule will be published in the spring to allow students to register for summer classes when they register for fall.



# Graduate Studies

## Master of Education

The mission of the Mars Hill University Master of Education (M.Ed.) program is to improve the education of students and their teachers. We carry out this mission by applying to the educational process all available knowledge about teaching, learning, and leadership in the context of an increasingly diverse society and a rapidly changing global economy. We believe that teachers who have a learner-centered and creative pedagogy, deep knowledge of the disciplines, and a commitment to critical agency have the opportunity to strengthen the community as a whole. In education we see the opportunity to build a better society.

Classes for the Master of Education (elementary education focus) are offered in the evening currently at the MHU Asheville Center for Adult and Graduate Studies. Students should submit a Graduate Studies application and official college transcripts to the Adult and Graduate Studies office. Each applicant is evaluated by an admissions committee on the basis of baccalaureate-level preparation, undergraduate grade point average, standardized test scores (GRE, PRAXIS II, or MAT), work experience, professional recommendations, and other criteria established by the Teacher Education Program. 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 University Graduate Catalog for additional information.

### Admissions Requirements for M.Ed.<sup>1</sup>

Applicants must have successfully completed a bachelor's degree from a nationally or regionally accredited four-year institution and hold a teaching license.

All applications for admission to the Master of Education Program are considered ready for review after the materials listed below have been received in the Adult and Graduate Studies Office:

- Application for admission
- \$50 Application Fee (non-refundable)
- Resume or C.V.
- Copy of teaching license
- Response to essay question(s)
- Official transcripts from college or university showing undergraduate degree; official transcripts from college or university where post-graduate credit was earned (mailed directly)
- GRE, MAT, or PRAXIS II scores (mailed directly)

Once a complete application has been received, the applicant may be contacted to schedule an interview.

### Guiding Principles and Program Goals for M.Ed.

- Teachers are collaborative leaders who take seriously that responsibility in their schools and communities. They are role models for effective leadership in their classrooms, schools, and professional organizations.
- Teachers advocate for students through just and equitable educational practices and policies.
- Teachers model democratic ideals to establish a positive setting for diverse populations of students, their families, and the community. Moreover, they are knowledgeable about cultures and global issues and how they are contextualized locally.
- Teachers are flexible change agents and reject old ways when they no longer fit the present.

- Teachers have lively intellectual curiosity and deep knowledge of content they teach and of curriculum theory and development. In addition, they understand the importance of curriculum relevance in engaging students in content.
- Teachers facilitate learning by creating an environment in which questioning, communication, discovery and active participation are at the center. They encourage critical reading, writing, and thinking in the learning process and foster instructional and evaluation methods that embrace variety and authenticity.
- Teachers inform themselves through critical observation and analysis of learners in environments both inside and outside of the school building. They see the world as an exciting laboratory model and curious discovery for their students and colleagues.

## Master of Management

The Master of Management (M.M.) program is designed for students who are just completing their undergraduate experience and desire a focused exposure to knowledge, skills, and habits of mind that will support a successful launching of their careers. A highlight of the program is a full-time internship experience related to the student's career goals. While the focus of the program is on knowledge and skills related to working in the business arena, the program will also be beneficial to students interested in working for non-profit or governmental organizations. Application to the program is open to students from any major as long as the program prerequisites are met. Classes for the M.M. are offered on the Mars Hill campus. Refer to the AGS Graduate Catalog for additional information<sup>2</sup>.

### Admissions Requirements for M.M.<sup>1</sup>

- Business courses required prior to admission to M.M.: BA 220, BA 221, BA 236<sup>WI</sup>, ECO 221.
- Application and essay.
- Resume.
- Official transcript (minimum undergraduate GPA of 2.5 required).
- Two letters of recommendation from faculty members.
- One letter of recommendation from a professional acquaintance.

Initial acceptance will be determined by (1) a thorough transcript review, including the undergraduate GPA (minimum of a 2.5); (2) a careful review of the student's essay; and (3) the letters of recommendations. This is a provisional acceptance for students.

With appropriate advising, a student should be prepared to begin the program with the initial spring term course (ECO 500 - Managerial Economics). A minimum grade of a B- in ECO 500 will serve as the final admission requirement.

### Guiding Principles and Program Goals for M.M.

- Prepare students with the knowledge, skills, experience, and importantly the appropriate habits of mind to effectively contribute to the management of organizations and enterprises.
- Prepare students to successfully launch a career that is meaningful to them within the context of developing a personal brand and attention to career management.
- Prepare students to embrace the challenges and complexities of ethical leadership within the context of contributing to healthy organizations.
- Prepare students to understand and promote regional economic prosperity.
- For more information about Mars Hill's Graduate programs, contact the Adult and Graduate Studies office at 828-689-1166 or [www.mhu.edu/ags](http://www.mhu.edu/ags).

# Master of Arts in Criminal Justice

## Mission Statement

The Master of Arts in Criminal Justice (M.A.C.J.) program provides individuals who have a four-year degree from an accredited institution of higher education with an opportunity to obtain a graduate degree in criminal justice. For those individuals with an undergraduate degree in criminal justice, the M.A.C.J. will add to the foundation of their knowledge obtained at the undergraduate level. For those students with an undergraduate degree in some field other than criminal justice, the M.A.C.J. core, required courses will provide a sufficient foundation that will greatly enhance the ability to matriculate to graduation. Criminal justice field personnel with an undergraduate degree in any field of study will be particularly well served by the M.A.C.J. degree. Field experience should assist with more easily grasping the many concepts associated with the M.A.C.J. courses. The curriculum provides a theoretical foundation of the discipline, combined with a thorough understanding of the scientific method and the importance of ethics associated with the use of human subjects in the scholarly research enterprise. Students who graduate from the M.A.C.J. program should be well prepared to advance in their chosen careers, or to continue graduate education in a doctoral program.

The degree may be earned by full-time or part-time study. Courses are offered in the evenings at the MHU Asheville Center for Adult and Graduate Studies and online.

## Guiding Principles and Program Goals for M.A.C.J.

- Prepare students for the criminal justice or criminal justice-related field of work through graduate-level education with a focus on the enhancement of knowledge, communication and critical thinking skills, and ethical decision making.
- Ensure that students are able to understand the role of the scientific enterprise and its importance to policy development in the field of criminal justice.
- Graduate students with an understanding about the issues related to diversity within the field of criminal justice.
- Prepare interested students for success in doctoral-level studies.

## Program Learning Outcomes

Graduates will:

- Understand the key concepts associated with the M.A.C.J. course content.
- Demonstrate critical thinking and the ability to problem solve.
- Effectively communicate through written, verbal, and electronic communication.
- Develop the ability to synthesize the social science scholarly literature.
- Demonstrate knowledge of quantitative reasoning.
- Apply ethical decision making to the field of criminal justice.
- Develop an understanding of the importance of working in a diverse environment.

## Prerequisites

For those individuals who have completed a four-year degree from an accredited institution, there are no prerequisites. There are no restrictions related to the discipline associated with the completed undergraduate degree.

## Admission to the Program

All applications for the Master of Arts in Criminal Justice program are considered ready for review after the materials listed below have been received by the Adult and Graduate Studies office:

- A completed application form with the \$50 application fee.
- Official transcripts of all colleges and universities attended.
- Graduation from a regionally accredited college or university.
- Three letters of recommendation (at least two of which must be from a current or former university professor).
- A brief essay (700-1000 words) addressing why the applicant is interested in the M.A.C.J. degree as well as his/her motivation for completion of same.
- Minimum GPA of a 3.0. Satisfactory scores on the Graduate Record Examination (GRE), Graduate Management Admissions Test (GMAT), or Law School Admissions Test (LSAT) are required if the GPA is less than 3.0 or if the applicant is seeking any funding that might be available at MHU for graduate-level education.
- In exceptional cases, the program may also approve admission by reason of special backgrounds, abilities, and interests.

### *Notes:*

1. *See the MHU Graduate Student Catalog for more details about prerequisites and applications procedures for MHU Graduate programs.*
2. *MHU graduate students enrolled in the M.M. program – a daytime cohort – are the ONLY graduate students eligible to live in residence halls and/or participate in NCAA sanctioned sports.*



# Financial Information

## Expenses

Current charges for tuition, fees, housing, and campus dining can be found on the university website ([www.mhu.edu](http://www.mhu.edu)) under Future Students > Traditional Undergraduate > Financial Aid > Cost of Attendance. 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 28.

**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 \$250 is charged for non-MHU 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.

**Double room:** A larger room set up for two people to live in.

**Single room:** A smaller room set up for one person to live in.

**Private room:** A room set up as double room, but only one person lives in it. The cost of a private room, when available, will be the regular charge for one person in a double room plus 50 percent of that charge.

## Summer School Costs

Charges for summer school are also found on the university website ([www.mhu.edu/ags](http://www.mhu.edu/ags)). Tuition is charged on a per-credit-hour basis. Housing and meal plans are also available.

## Other Charges 2018–2019

Listed below are other charges that apply in particular situations.

- Application Fee (non refundable): \$25
- Applied Music (charged per credit hour): \$720
- Accompanist Fee (voice students): \$330
- Auditing a Course: \$250
- Credit by Exam (charged per credit hour): \$270
- Dual Enrollment (charged per course): \$375
- Nursing Programs ([www.mhu.edu/nursing](http://www.mhu.edu/nursing) and/or Pre-licensure B.S.N. Student Handbook) Student Nursing Fee: \$525/semester (fall and spring)
- Overload (charged per credit hour)<sup>1</sup>: \$875
- Housing Cancellation Fee<sup>2</sup>: \$350
- Returned Check Fee: \$50
- Parking Decal: \$175
- Transcripts: \$10

### Notes:

1. Charged to students carrying more than 20 hours during regular semester (exclusive of applied music and HHP 115 - Varsity Athletics courses).
2. If students are allowed to break their MHU housing and food service contract during the academic year, there will be a housing cancellation fee.

## **Schedule Of Payments**

Each semester's expenses must be paid in full by the due date. Students may review their balance in Self-Service in July for the fall semester payment that is due in August 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: \$250 for all incoming students. This payment is nonrefundable after May 1.

### **For Spring Semester**

Advanced tuition payment: \$250 for all incoming students. This payment is nonrefundable after 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 University**

The university 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 for a semester is considered a contract binding the student for charges for the entire semester. The university will, however, allow a reduction in charges as follows:

- Withdrawals during weeks one through nine will be pro-rated based on the Department of Education's calculation of a student's attendance based on number of days enrolled. Financial obligation includes all general and program fees that are charged at 100%. Tuition, room and board are prorated based on the Department of Ed calculations.
- Withdrawals during week 10 or above will result in a financial obligation of 100%.

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

If a student withdraws, university 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 university.)

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 university.

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 University 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 University 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 Center for Student Success. If the student cannot be contacted and does not return to class, an administrative withdrawal is effected.

## Miscellaneous

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

**Student Insurance:** All persons (including students) are required to carry insurance under the Affordable Care Act. With changes in healthcare law, there are a number of new options for students to obtain insurance including through their parents' providers, through a private company, or via the Marketplace at [www.healthcare.gov](http://www.healthcare.gov). Mars Hill University does not offer student insurance through the institution. Please explore your options and obtain insurance prior to your arrival on campus.

**Returned checks:** A fine of \$50 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 \$10 per transcript. No official transcript may be issued to or for a student who is indebted to the university until such indebtedness (tuition, fees, various fines, and all loans) has been paid or satisfactory arrangements have been made with the business office. Official transcripts are released only upon the written request of the student to the registrar's office. University personnel have access to student academic information as needed for the execution of their duties.

## **On-Campus Residence Requirement**

The university recognizes the educational benefits to be derived from living on campus. The residence hall community is designed programmatically for traditional age students and the university restricts housing to traditional age students. Traditional age students are defined as students between the ages of 17 and 24. Mars Hill University does not offer housing in the residence halls for families or spouses of students or for students enrolled in the Adult and Graduate Studies program. Priority will be given to students who are 17 years old upon entry and under 21 who fall under the residency requirement.

- Students outside of the specified age range may appeal this policy and request special approval from Student Development and, if approved, be housed based on availability.
- Military personnel who exceed this age range due to service may also apply for housing and, if approved, be housed based on availability.
- Students 21 and over will be given priority for apartments whenever possible.
- Continuing students who fall outside of this range who are currently housed on-campus may continue to apply for housing.

All full-time enrolled traditional aged students with at least 12 credit hours are required to live in university housing and participate in a university meal plan unless they meet one of the following criteria or are excluded by previously stated criteria.

- He/she must reside with a parent or legal guardian at his/her legal permanent address in one of the following counties: Buncombe, Burke, Haywood, Henderson, Madison, Mitchell, McDowell, Transylvania, and Yancey in North Carolina; and Unicoi in Tennessee;
- He/she must be legally married and be able to produce a valid marriage certificate;
- He/she must be a single parent with custody of a child under the age of 18 and be able to produce documentation demonstrating this responsibility (through a court order, power of attorney, etc.);
- He/she must be a veteran of more than 180 consecutive days on active military duty;
- He/she must be 21 years of age or older by the first day of the fall semester classes;
- He/she must be of junior status or higher with 60 earned credit hours; or
- He/she must be enrolled in less than 12 credit hours for a semester and considered a part-time student.

Students who reserve a room on campus must sign a Mars Hill Housing and Meal Plan contract. This contract is for the entire academic year. The provisions of the contract and the information included in the Mars Hill University Student Handbook and apply to any student living in campus housing.

## **Food Services**

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

As the food service management for the university, Chartwells is firmly committed to student needs. Everything we do is directed toward this goal.

### **Food Service Facilities**

- Pittman Dining Hall, ("the cafeteria")
- The Lion's Den, located in the Wren Student Union
- The Hilltop Cafe, located in Day Hall.

## Resident Student Meal Plans

Room and Board charges include three meal plan options:

- Unlimited - unlimited access to the cafeteria during operating hours, \$175 in bonus bucks, and 5 lunch meal conversions per week.
- Gold - 14 meals per week in the cafeteria and \$325 in bonus bucks.
- Blue - 10 meals per week in the cafeteria and \$400 in bonus bucks.

*Freshmen are required to have the unlimited plan.*

Commuter Food Service Plans (per semester) \$1,365

Choice of gold or blue plans

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

Check out “My Meals” at [Dineoncampus.com/MarsHill](http://Dineoncampus.com/MarsHill) and “Like us” on Facebook at Mars Hill Dining Services.



# The University Bookstore

The university bookstore is owned and operated by Mars Hill University and welcomes you to the “Hill”. The bookstore is located at 28 College Street on the ground floor of Day Hall. Fall and Spring semester business hours are Monday through Friday, 9:00am-5:00pm. The store is also open most Saturdays, 11:00am-2:00pm. The bookstore is closed on Sundays and official school holidays. Online shopping is also available on our website at [www.mhu.edu/mhu-bookstore](http://www.mhu.edu/mhu-bookstore).

## 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. Clothing may be exchanged, size for size within a 48-hour period. Defective merchandise due to manufacturer errors will be replaced at no charge.

## 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 University understands circumstances may exist that make it difficult for a student and his/her family to meet the entire cost of a university education. Therefore, the financial aid office at Mars Hill University 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](http://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 university. 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 are:

### Federal

1. Pell Grant–The Pell Grant is the base grant in the Federal financial aid programs. For 2018–2019, full-time students with an EFC of \$6,095 or less are able to receive a grant that will range from \$623 to \$6,095. 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 University. 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

Mars Hill University 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 are:

### Mars Hill University Grant and Scholarships:

Awarded on or before the student's acceptance to the university. Award amounts vary according to academic qualifications. Students must maintain satisfactory academic progress (SAP) as defined by the institution to maintain award eligibility.

## 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 university 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 university utilizes endowed/annual scholarships to supplement student financial aid for both need and non-need based financial aid. Endowed scholarships may replace current university 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.

**Nursing-Specific Scholarships:** Contact the Judge-McRae School of Nursing (828-689-1600 or nursing@mhu.edu) for nursing-specific scholarship opportunities.

**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 university approved payment plan program to satisfy outstanding balances after financial aid is applied. Contact the business office for payment plan service 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 University 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 first-time freshman earning a term grade point average of 0.0 in his or her first semester at Mars Hill University will be placed on immediate academic suspension. Other students who do 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.

# Chaplaincy/Campus Ministry

Chaplain

Assistant Chaplain

Campus Ministry Associate

Rev. Stephanie McLeskey

Rev. Andrew Hoots

Debra Alexander

Mars Hill University 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 faith-based student organizations; provides opportunities for mission and service trips locally and abroad; 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.

The "seven sacred tasks" of the Chaplains' Office are pastoral care, spiritual formation, social justice, vocational exploration, interfaith engagement, leadership development, and connection to the wider landscape of faith and religion. In these ways, we tend to the "soul" of the community at Mars Hill University.

## Crossroads:

Crossroads gatherings are held at 11:00 am in Broyhill Chapel each Tuesday that classes are in session during the semester. These services are an integral element of the religious life program on the Mars Hill University campus. Crossroads seeks to promote the spiritual and personal growth of members of the university 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 am :

- Traditional Worship, which includes the traditional elements: prayers, music, scripture, preaching.
- Prayer and Meditation, a time that an individual can sit quietly and reflect.
- Spiritual Enrichment, which emphasizes one or more of the following elements of worship: prayer, praise, testimony, music, drama.
- Special services, including official university events, such as Founders Day, Community Service Convocation, and 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.

## Counseling Center

Mars Hill University provides services through the Counseling Center with the purpose of providing each student the support they need to have a rewarding college experience. The Counseling Center provides individual counseling, group counseling, as well as healthy lifestyle education, consultation, case management, and assessment and referral services. Disability Services are housed within the MHU Counseling Center.

For more information please visit our webpage at [www.mhu.edu/campus-life/counseling-center](http://www.mhu.edu/campus-life/counseling-center) or consult the MHU Student Handbook.



# Academic Resources

## Renfro Library

The Mars Hill University 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 University to fully utilize all available resources necessary to support the mission of the university.

### Library Services and Policies

Renfro Library contains over 82,000 books and periodical volumes, maintains current subscriptions to many magazines and journals, and has a select collection of films and audio recordings. Additionally, Renfro collections include over 330,000 electronic books, with vast collections of electronic journals, streaming video and streaming audio, all available to the MHU community through the library network.

The MHU computer network provides access to the Renfro Library catalog and direct access to 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.

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.

Renfro Library is an active member of The Bowen Central Library of Appalachia (Appalachian College Association), North Carolina Independent Colleges and Universities, and the Carolina Consortium. Through these affiliations, we have subscription or permanent access to over 130 electronic databases and resources, either through our paid membership or through consortial purchasing.

Visit the Renfro Library website for hours, staff contact information, and current information on services and policies: [library.mhu.edu](http://library.mhu.edu) .

## Liston B. Ramsey Center for Regional Studies

The Ramsey Center, named after four-time speaker of the North Carolina House of Representatives, Liston B. Ramsey, is located on the main floor of Renfro Library on the Mars Hill University campus. The Ramsey Center is central to the university's regional studies emphasis, and it offers a venue in which the surrounding community and students, faculty, and staff come together for a variety of programs. At the Ramsey Center, Southern Appalachia's rich history and culture come alive through events, festivals, and exhibitions, as well as the ongoing work of dedicated scholars, teachers, students, and community members. It houses archival resources for teaching and scholarship in its Southern Appalachian Archives and Appalachian Reading Room.

## Southern Appalachian Archives

Part of the Ramsey Center, 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

association minutes and church histories; and the university archives, consisting of photographs and documents relating to Mars Hill University's past.

## The Center for Community Engagement

Director  
Bonner Scholars Coordinator  
Field Coordinator

Deb Myers  
Cindy Frost  
Caroline Twiggs

The Center for Community Engagement builds deep and meaningful opportunities that promote student learning in the classroom through service with the community, responsible citizenship, character development and connection to the world of work. The Center establishes and maintains mutually beneficial partnerships with non-profits, international non-governmental organizations, and government agencies in order to meet needs in the community, region and world.

Through participation in its programs students learn to identify social and environmental issues, resources, assets and cultures in the community, region and the world. Students develop abilities to communicate informed, innovative, and effective action steps for positive change in the community. Students also engage with people who have ideas, beliefs, attitudes, and behaviors different from one's own as professional members of society. The Center for Community Engagement will challenge students to explore social justice issues, gain international perspective, and practice community building.

Through regular service with a community partner, academic community engagement, and alternative breaks any student can participate in Center for Community Engagement programs. The Center coordinates the academic Certificate in Community Engagement. Interested students should contact the Center for application information for the Certificate program. Additionally, students may apply for the Bonner Scholars Program, a service-based scholarship available to a limited number of select students.

## Career Development & Internships

Interim Director

Heather Zurburg

The Career Development program assists students in making decisions about careers, as well as with seeking employment opportunities during and after college. We aim to provide students with the resources to help them make informed choices, develop experience and skills in their fields of interest, and to apply their personal values, preferences and abilities towards rewarding careers. We also 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 Marshbanks, Suite 301. Students are invited to stop by or schedule an appointment about their career interests, or to visit the career development website at [www.mhu.edu/career](http://www.mhu.edu/career).

Students have 24/7 online access to career interest surveys such as FOCUS, academic internship information, graduate school preparation, and job hunting resources. **Students and alumni must however activate their accounts in the Job Hunting database using their Mars Hill University student ID and email in order to be able to utilize all the resources, such as a Resume or Career Portfolio Builder, and to find local and national job and internship postings.**

Highlights of job and internship opportunities and upcoming events are also posted on our Mars Hill University Career Center Facebook page.

# Center for Student Success (CSS)

Director of First Year Engagement  
Director of First Year Academic Success  
Director of Student Persistence

Darryl Hylton  
Ryan Bell  
Lisa Wachtman

The Center for Student Success is an office specifically designed to assist our students in making the most of their academic experience at Mars Hill University. Comprised of multiple functioning areas, the Center for Student Success (CSS) integrates the mission of the university through curricular and co-curricular experiences. As students navigate their college experience at Mars Hill, the CSS staff works to ensure students are connected to campus resources while establishing life-long relationships in their home away from home.

As such, the Center for Student Success supports students by:

- connecting to a wide range of campus resources and services.
- creating action plans with students to enhance success in their academic endeavors.
- providing quiet study space and free coffee.
- sharing effective study skills and techniques.
- providing regular feedback through CARE Reports (Early Alert program).
- organizing peer assisted study sessions for selected courses.
- offering workshops related to success in college and beyond.
- supporting students who are working to get back into good academic standing.

The Center for Student Success is located in Marshbanks 303 and includes the Student Persistence and First Year Experience programs.

To best support the social and academic transition to Mars Hill, all incoming students (new and transfer) are served through first-year programming under the umbrella of the First Year Experience, led by the Director of First Year Academic Success and the Director of First Year Engagement. First Year Experience programs include:

- First Year Pre Orientation (FYPO) and First Year Orientation (FYO) to assist in transition to Mars Hill.
- First Year Mentor and First Year Academic Mentor programs in conjunction with First Year Seminar 111.
- The First Year Connections program.

***FYC is a full year program and course component intended to deepen the students' connection to MHU. All first-year students will create a plan to best utilize campus resources, to attend community involvement events, to engage in the surrounding community, and more.***

## Early Alerts

In addition to programming, Symplicity Insight® is a tool that the Center for Student Success uses to communicate with students and instructors about issues that may be affecting student success.

When an instructor submits a CARE Report, the student will receive an email to let him/her know what the general issue is in the course for which they receive an alert; this gives students the opportunity to take some action to increase their chances of success. Academic advisors are sent a copy of the CARE Report and are yet another means of support to students who are having difficulty. Students are urged to speak with their

instructor, academic advisor, and/or to seek other assistance. Of course, students are always welcome to visit the CSS office if they have questions or concerns about the CARE Reports they receive.

Whether you are a first-year student still making the transition to college and finding your way around campus or a junior who is suddenly struggling with classes, The Center for Student Success is here for you.

## Student Support Services Program

Director of Student Support Services  
Program Coordinator  
Academic Coordinator

Weston Burgess  
Murphie Culpepper  
Paula Kennedy

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.

## Rural Heritage Museum

Located in the Montague Building on the Upper Quad, the Rural Heritage Museum collects, preserves, exhibits, and interprets the heritage and culture of the rural Southern Appalachian region. Through its changing exhibitions and educational programs, the museum assists students, faculty members, and other patrons with an understanding of the unique character of the Southern Highlands. Open daily except Mondays from 11-5. Call (828) 689-1400 for more information.

## Presidential Lecture and Performance Series

The Presidential Lecture and Performance Series which began fall of 2013 by President Dan Lunsford, complements Mars Hill University's emphasis on the liberal arts by bringing distinguished and knowledgeable individuals to lecture on a wide range of topics and to provide high quality performances in the cultural arts. Opinions expressed are those of the individual speakers and performers, and do not reflect the views of Mars Hill University.

## Visiting Artists and Lecturers

Through its Visiting Artist and Lecturers Committee the university 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 university recognizes the importance of global awareness and supports academic programs that emphasize international/intercultural education. Through the General Education sequence of courses, global learning and understanding will be central to the Mars Hill student's academic experience.

International students are valued highly at the university and international student orientation and advising are important responsibilities of the Coordinator of International Programs. Information about admission is available at the Admissions tab of the university website.

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

## **Study Abroad**

Mars Hill University 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/volunteering projects in virtually all areas of the world. Faculty led trips to Nicaragua and Guatemala, and recent service trips to Haiti and Puerto Rico, highlight the university's ongoing efforts to provide global travel opportunities for its students. There are opportunities to study in virtually every part of the world! Recent MHU students have studied in Japan, Mexico, England, the Netherlands, Tanzania, Australia, Italy, Chile, and Costa Rica to name a few of the countries. For information about studying abroad at Mars Hill, please contact Gordon Hinnners at 313 Cornwell Hall, 828-689-1208, ghinnners@mhu.edu.

## **Asheville Area Educational Consortium**

The Asheville Area Educational Consortium is a consortium of Mars Hill University, 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

New students matriculating in August are strongly encouraged to attend First Year Pre-Orientation (FYPO) a one-day event in April, May, June or July. Students who attend one of these FYPOs learn about academic programs and student life at Mars Hill; meet faculty members, staff members, and fellow students; and get answers to questions about financial aid, housing, and all manner of student activities. Most importantly, students who attend FYPO will receive their academic schedule for the following semester at Mars Hill. All new students who do not already have transfer or AP/IB credit for courses in English, Mathematics, and Spanish and/or French are placed into courses that are developmentally appropriate for them, based on their high school records and standardized test scores. Depending on their placement evaluations, students may be required to enroll in one or more developmental courses (ED 101, ENG 100 or 101, MTH 101). Students who do not attend a FYPO session are registered administratively.

All new students participate in the multi-day First Year Orientation (FYO) program, which takes place over several days before the first day of class in both August and January. Housed in the Center for Student Success under the first year experience initiatives, FYO introduces new students to the university programs and procedures they will need to succeed. During FYO, new students meet in FYS 111: First-Year Seminar I, a course developed to help students understand Mars Hill's undergraduate curriculum and become familiar with related services and resources. Through FYS 111, each incoming first-year student becomes part of a small group of freshmen and an advising team composed of an instructor and a peer leader called a First Year Mentor. The team continues to work together during FYO and throughout the semester.

During their first year, students declare a major field of study and are assigned an advisor who is a full-time faculty member in that field. Together, students and advisors discuss academic and professional goals, work out a program of study, and choose courses for upcoming semesters. Students are strongly encouraged to follow the advice of their academic advisors, who are trained in university and program requirements and are well versed in the curriculum, but students are ultimately responsible for choosing their courses of study and fulfilling the requirements, as set forth in their catalog of record. For essential information about educational requirements and options, students should carefully read the sections of this catalog on the general studies program and on major disciplines.

## University Policy for Communicating with Students

The official means of communicating with students at Mars Hill University is through the university e-mail address, university intranet (my.mhu.edu), or campus post office box.

The university 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 checks in for the semester. Changes to permanent address and phone during the academic year 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 may be required to complete requirements for one or more concentrations. Minors are also offered by many departments. To receive a degree from Mars Hill University, 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.

A minimum of 12 hours in the major and the last 25% of total required credit hours must be earned at Mars Hill. A student must also complete a minimum of 6 of the required hours to receive a minor at MHU.

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 by their fourth semester of enrollment. Freshmen will be advised for second semester classes by their FYS 111 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. 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. Majors, minors, and concentrations on a graduate's transcript reflect those for which requirements have been completed.

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 MHU 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 university 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 university 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 university'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.

**Clinical (Pre-licensure B.S.N.):** One hour of clinical credit is equal to at least 150 minutes of faculty directed and/or supervised on-site experiences in current or evolving practice settings per North Carolina Board of Nursing (NCBON) definitions. Contact Judge-McRae School of Nursing (cfranklingriffin@mhu.edu) for specific applications/NCBON definitions of clinical experiences and faculty directed clinical practice.

“**clinical experience**” means application of nursing knowledge in demonstrating clinical judgment in a current or evolving practice setting where the student provides care to clients under the supervision of faculty or a preceptor.

“**Faculty directed clinical practice**” means clinical experiences provided under the accountability/responsibility and direction of nursing program faculty. (21 NCAC 36.0120 Definitions)

**Practicum (R.N. to B.S.N.):** One hour of practicum credit is equivalent to at least 150 minutes of application of learning and clinical judgment in/with a current or evolving practice setting and at least 25 minutes of direct student-faculty/student-faculty-liaison discussion or visit per week for 15 weeks (37.5 on-site hours + 6.25 discussion hours = 43.75 total hours). Contact Judge-McRae School of Nursing (cfranklingriffin@mhu.edu) for specific applications/NCBON definitions of clinical experiences and faculty directed clinical practice.

Practicum standards reflect CCNE accreditation guidelines.

## Acceptance of Credit

Mars Hill University 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. A minimum of 25 percent of the total credit hours for the degree 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 University 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 university. 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 university 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 higher will be granted course credit and advanced placement in the area of their proficiency.
4. Mars Hill University accepts the International Baccalaureate Degree for secondary certification and awards advanced placement credit.
5. Three semester hours of health and human performance credits (HHP 111 - Health and Wellness -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 university 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 \$875 will be charged for each semester hour over 20. (Exception: AMU Applied Music courses and HHP 115 Varsity Athletics are excluded from overload fees, but not the GPA requirement )

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 University must keep their total course load within these stated limits.

## **Honors Program Overload Waiver Policy**

A student in the Honors Program who is enrolled in 21 credits in a semester will not be charged an overload fee for the 21st credit, provided that additional credit results from an Honors mini-course (HON 201-220) or an Honors contract (HON 456-458). Other Honors Program courses (HON 100/200/300/400 or FYS 111 for Honors) are not included in this policy. Any overload beyond the 21st credit will be charged at the standard rate.

## Academic Success and Learning Materials Policy

To support every student's academic success, Mars Hill University includes the cost of all textbooks, workbooks, and software licenses required by the instructor for each course within tuition and fees. (Other materials not distributed by textbook publishers, such as art supplies, music scores, nursing uniforms, and some nursing equipment, are not included in the tuition and fees.) Materials will be available for pick-up at the beginning of each term, and reusable materials, such as textbooks, must be returned at the end of each term. Students who wish to keep their textbooks may choose to purchase them at that time at a reduced cost.

Students should visit the bookstore in Day Hall for other educational supplies. Questions about the textbook program or the Mars Hill University bookstore may be directed to Karla Chandler at [kchandler@mhu.edu](mailto:kchandler@mhu.edu) or by calling 828-689-1412.

## Registration and Schedule Changes

**Registration:** Courses are offered on a semester basis with schedules published in Colleague Self-Service in October and March for the following semesters. Registration with advisors is held for continuing students during the fall and spring semesters. 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). 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 university (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 University

To officially withdraw from the university, a student must obtain the appropriate withdrawal form from the registrar's office and follow the specific withdrawal procedures. Withdrawal from the university 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." All withdrawals, including medical or psychiatric, must be completed prior to the last two weeks of regular classes. Students who are called to active military duty will receive grades of "W" if they are unable to complete the course requirements for the semester. (See Financial Aid and Refund Policy for Withdrawals for information about the financial obligations when withdrawing from the university).

### Health Withdrawals

The demands of college life require that a student be able to function at his or her very best. A Health Withdrawal, a special type of withdrawal, provides an opportunity for a student with a serious physical or mental health condition(s) to withdraw from the institution without academic penalty in order to make his/her health a priority. In addition to the regular withdrawal form a student seeking a Health Withdrawal

must submit the university's Health Withdrawal Form documenting the student's condition by a physician, physician's assistant, nurse practitioner, or a licensed mental health professional who has treated the student within the last 30 days. The Health Withdrawal Form is available in the University Wellness Center. The university must receive the documentation on the Health Withdrawal Form within 15 business days of the initiation of the withdrawal. The Director of Medical Services and/or the Director of Counseling will review the documentation on the form to determine if the request meets the criteria for a Health Withdrawal. As with other types of withdrawals, a student is not permitted to withdraw from the institution in the last two weeks of a semester preceding exams and is responsible for financial obligations according to the published refunds and financial obligation policy.

In addition to the regular reapplication process, a student returning after a Health Withdrawal must provide documentation via the Return from Health Withdrawal form (available on website) that the health condition(s) causing the student to withdraw have been/are being treated and that the student is able to return to the rigors of college life. This process is intended to assist a student as he/she transitions back into the institution and to connect him/her to resources that will support success.

## **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.

## **Auditing a Course**

Individuals not enrolled at Mars Hill University 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 Colleague 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 university 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 plus = 1.3; D = 1; D minus = 0.7; 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 the last 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 Form 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, certain 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 Colleague 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.mhu.edu/academics/academic-resources/transcript-requests/](http://www.mhu.edu/academics/academic-resources/transcript-requests/) or in the registrar’s office, Blackwell Hall. Transcripts are issued only to those students who have met their financial obligations to the university. 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.

The diploma of a student who has a cumulative 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

Even though grades of D, D+, D- are considered passing grades and may be used to meet requirements, a student may repeat a course for which he/she has earned that grade. 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 received a grade of C- or higher.

## Academic Probation/Suspension

Mars Hill University 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	Minimum Required
Attempted Hours	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 first-time freshman earning a term grade point average of 0.0 in his or her first semester at Mars Hill University will be placed on immediate academic suspension. Other students who do 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.

A student who earns a 2.0 grade point average and earns 12 hours for the probationary semester 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**

The Admissions, Academic Standards and Financial Aid Committee may vote to readmit a suspended student under probational readmission, if:

- It is possible for the student to attain good standing within one semester of readmission without taking an overload.
- The student's previous academic record at Mars Hill University gives strong indication that the requisite grades to attain good standing will be attained.

Students who have been granted probational readmission will be evaluated at the end of the semester by the committee to verify satisfactory academic progress as outlined in the Financial Aid Information section of the course catalog.

Students who leave Mars Hill University after being suspended for academic reasons may be accepted for regular readmission if:

- The student has attended another accredited institution and raised the cumulative grade point average to that required for academic good standing for the classification upon readmission.

The student will need to complete a new application for admission and submit transcripts from any other institutions attended after leaving MHU.

A student may not be readmitted to Mars Hill University if he/she has been suspended for academic reasons more than three times, without the careful deliberation and approval of the Admissions, Academic Standards and Financial Aid Committee.

### **Class Attendance**

A student should recognize that one of the most vital aspects of a residential university 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 CSS 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 university courses for credit but with no intent to earn a degree are designated as “Unclassified Students”.

## Graduation and Residence Requirements

Mars Hill University processes graduation (this system process places graduation degree and date on student transcripts) three times in each calendar year: May--at the end of spring semester; August--the end of all summer terms; and December--end of fall semester. To participate in the Commencement Ceremony, a student must have completed all requirements for a degree. Students completing requirements in the spring semester will be allowed to participate in the May ceremony; those completing requirements in summer school or fall semester will be allowed to participate in the December ceremony.

To receive a degree from Mars Hill University, 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. A minimum of 12 hours in the major and the last 25% of the 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, MTH 103) 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 University 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 a junior evaluation, 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.

# MHU Commencement Regalia Policy

Commencement is the paramount academic ceremony, and participants are expected to demonstrate their respect for the event and its significance by wearing appropriate attire beneath their regalia. Men should wear dress shirts with ties, dress slacks, and dress shoes, women a dress or dressy suit with matching flats or heels. Jeans, t-shirts, sneakers, shorts, flip-flops, and the like are inappropriate.

## Baccalaureate Regalia

Bachelor's degree graduates participating in the December or May Commencement ceremony must wear appropriate regalia consisting of gown, mortarboard, and tassel purchased from the Mars Hill University Bookstore. Graduates keep their regalia following Commencement. Regalia from other ceremonies is not permitted. A graduate in active military service at the time of Commencement may wear the appropriate dress uniform in lieu of regalia but must drape the academic gown over his or her forearm when crossing the stage to receive a diploma.

Graduates' tassels are colored according to the degree earned:

- Bachelor of Arts — white
- Bachelor of Fine Arts — brown
- Bachelor of Music — pink
- Bachelor of Science — gold
- Bachelor of Science in Nursing - apricot
- Bachelor of Social Work — citron

Graduates who earn "Latin honors" (cum laude, magna cum laude, or summa cum laude) also wear a second tassel in institutional blue and gold provided by the university. During the ceremony, tassels must be worn on the right side of the mortarboard until graduates are directed to move them to the left side by the President. Men are expected to remove their mortarboards during the invocation but replace them afterwards; women may do the same or may leave their mortarboards on throughout the ceremony.

A graduate who is a member of Alpha Chi (traditional students) or Alpha Sigma Lambda (nontraditional students) may wear that organization's honor cord over his or her regalia during Commencement. A graduate who is a member of a recognized discipline-specific academic honor society may wear that organization's honor cord as well. No student may wear more than two honor cords. Other forms of organizational recognition, such as stoles or medals, are not permitted, nor are cords for organizations that are not academic honor societies or are not recognized by the university. A list of recognized honor societies is printed in the Student Handbook.

Faculty members in each academic department may, at their discretion, select a graduate to be recognized as the Outstanding Graduate at each Commencement ceremony. To be eligible for this distinction, a graduate must also be eligible for Latin honors. Outstanding Graduates are announced as their names are called and are presented with a medal recognizing their achievement.

Graduates who have successfully completed the university's Honors Program curriculum wear a gold stole at Commencement in addition to any other recognitions.

## Master's Regalia

Master's degree graduates must wear regalia consisting of gown, mortarboard, tassel, and hood purchased from the Mars Hill University Bookstore. The gown, mortarboard, and tassel are worn into the ceremony, and graduates are formally awarded their hoods during individual "hooding" ceremonies. Like the tassel for bachelor's graduates, the tassel and hood for master's graduates are colored to reflect the degree (e.g., light blue for the M.Ed.).

## **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 university-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 University offers a comprehensive Summer School program allowing students to spend summer in the refreshing mountains, just outside of Asheville, North Carolina. The summer session, coordinated through Adult and Graduate Studies, constitutes an important segment of the total university program. All Mars Hill University 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 university serve during the summer, supplemented by visiting instructors and specialists. All of the facilities of the university 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). Classes are also available in the evenings on the Mars Hill campus and at



the Asheville Center for Adult and Graduate Studies. 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 by a pre-planned rotation of classes and 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 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 the university. 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 on the Mars Hill University website, [www.mhu.edu/ags](http://www.mhu.edu/ags). 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.mhu.edu/ags](http://www.mhu.edu/ags) website. You are also invited to visit our offices in the lower level of Renfro Library, room 110, or at the Asheville Center, at 303B Airport Road, Arden, NC.

## 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 Visiting Student/Transient Permission Request Form can be found on the “For Students” section of myMHU, or by visiting the registrar’s office in Blackwell Hall.

The registrar shall grant approval if, in his or her judgment, the proposed action is justifiable, and the student has obtained the necessary approvals.

## Confidentiality of Student Records

The Family Educational Rights and Privacy Act of 1974, also known as FERPA or the “Buckley Amendment,” establishes requirements for how institutions of higher education (IHEs) maintain and disclose students’ education records. In primary and secondary schools, FERPA rights belong to the parents or guardians of a minor student, but when a student reaches the age of 18 or enrolls in college, he or she becomes an “eligible student” under the law, and all rights transfer to the student. Therefore, all Mars Hill students are eligible students, and all FERPA rights belong to them, regardless of age.

FERPA lays out four basic rights for college students: the right to access their education records, the right to request amendment of their records, the right to control disclosure of their records, and the right to file a complaint against an institution that does not comply with FERPA. Each student has the right to disclose his or her education records, but, with limited exceptions, the institution cannot disclose those records to others without the student’s written consent. Mars Hill’s Consent to Disclose Education Records form, available in the registrar’s office, must be completed, signed, and dated by the student before education records can be released to other parties. The form specifies the education record or records to be released and who is to be

granted access. (Note: While students participating in financial aid programs often sign a release to allow parents or guardians access to their financial information, this release does not include other education records, including grades or disciplinary violations.)

To access an education record, the student must contact the office responsible for maintaining that record (or, when the responsible office is unclear to the student, the registrar's office). The responsible office will provide access to the record or provide a copy of the record within 45 days and may impose a fee to defray the cost of making a copy and/or sending it to the student. If the student finds a record to contain information that is inaccurate, misleading, or in violation of his or her rights to privacy, the student may write to the office responsible for maintaining that record (or the registrar's office) to request that the record should be amended. If the university does not amend the record as requested, the student may request a hearing before the Executive Vice President (or his or her designee) to review the request. If the record is not amended following a hearing, the student may place a statement in the record commenting on the contested information.

Under FERPA, an IHE may release education records without the consent of students in the following circumstances:

- School officials with legitimate educational interests (see below)
- Directory information (see below)
- Another IHE at which the student intends to enroll
- Health and safety emergencies
- Parents of dependent children per Internal Revenue Service filings
- Specific legal situations
- Other authorities

Details regarding these exceptions are codified in 20 USC § 1232g and 34 CFR Part 99.

Mars Hill University defines a "school official" as a person employed by the university in an administrative, supervisory, academic, or support staff positions; a person employed by a consultant, contractor, or other outside party with whom the university has contracted for institutional services (e.g., an attorney, an auditor, an employee of the National Student Clearinghouse); a member of the Board of Trustees; or a student serving on an appeals committee or employed to support an institutional official. Further, Mars Hill University defines a "legitimate educational interest" as the need to review an education record in order to fulfill a professional responsibility.

Mars Hill University defines "directory information" as information not generally considered harmful or an invasion of privacy if disclosed. It includes a student's name, home town, ID number, institutional email address, institutional mailbox number, institutional telephone extension, photograph, date of birth, place of birth, field(s) of study, participation in institution-sponsored activities including intercollegiate athletics, weight, height, job title, recognitions such as Dean's List, dates of attendance, degrees awarded or licensure programs completed, year classification, credit hours earned, enrollment status. A student may refuse to allow the release of directory information by contacting the registrar's office in writing. Requests to restrict directory information may take up to two weeks to process and stay in effect indefinitely unless the student requests otherwise.

# University Honor Code and Pledge

## Honor Code

*We, the students of Mars Hill University, 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 University.*

## Academic Integrity

All Mars Hill University students and faculty pledge to uphold the Honor Code in all academic settings, including work produced outside of class or outside the university campus. Faculty and students are governed by the University's academic standards and regulations which are designed to ensure academic excellence and the integrity of our academic work. Such standards and regulations fall under the Office of Academic Affairs. Information about academic integrity responsibilities for students and instructors, category descriptions of violations of academic integrity, procedures for reporting violations of academic integrity, procedures for appealing decisions for academic integrity violations, and all forms related to reporting and appealing academic integrity violations and decisions can be found in the MHU Academic Integrity Guidebook located on myMHU and the campus website.

## Academic Appeals Procedure

### Basis for Appeals

When a student believes that a decision of an academic nature has been made unfairly or improperly, he or she may appeal that decision. An appeal should be initiated only when the student considers the case serious and for which substantial supporting evidence is available. The following are categories of decisions that may be appealed: grading in a course, breaches of academic integrity, and transfer credit evaluations.

### Appealing a Grade in a Course

To appeal a grade, a student must have verifiable evidence that the grade is inconsistent with the work done in the course or that an instructor failed to take into account valid and verifiable extenuating circumstances that interfered with the student's opportunity to complete and submit required course assignments in a timely manner. Grades that are assigned through the academic integrity violation procedure are only eligible for appeal as outlined in the Academic Integrity Policy. In the event that there is an academic integrity violation being discussed or appealed in a particular course, a student may not submit any additional grade appeals related to that course until academic integrity proceedings have been completed. Upon learning the decision of the AI Board, either party may request a review of the decision by the Chief Academic Officer.

### Procedure for Appealing a Grade

To appeal a grade, a student must proceed through the following steps:

1. The student must make an appointment to meet with the instructor to discuss the decision being appealed. Whenever possible, this meeting must take place in person. If an academic integrity

violation occurred in the course for which the student is appealing a grade, the following must be taken into consideration:

- A test or assignment grade of F or a course grade of F assigned as a sanction by the instructor may only be appealed to the Academic Integrity Board and must follow the appeal guidelines and timeframe in the Academic Integrity Policy.
  - A course grade of F assigned as a sanction by the Academic Integrity Board is reviewable only by the CAO.
  - A test or assignment grade assigned as a sanction by the Academic Integrity Board is reviewable only by the CAO. A test or assignment grade assigned by the instructor as a sanction for an academic integrity violation may only be appealed to the Academic Integrity Board and must follow the appeal guidelines in the Academic Integrity Policy. However, in either of these cases, a student may appeal other grading in the course if they meet the above criteria for a grade appeal. The student should be aware that information related to the academic integrity violation may be disclosed in the grade appeal proceedings.
2. If the student is not satisfied after having met with the instructor, the student may appeal the instructor's decision to the instructor's supervisor, typically either the department chair or the division dean. The supervisor will convene a meeting of the student, the instructor, and him- or herself, will hear the reason for the appeal and examine the evidence, and will issue a ruling in writing to both parties.
  3. If the supervisor's ruling is considered unacceptable, either party may lodge a formal appeal of the ruling in writing to the Chief Academic Officer, who will refer the matter either to the Committee on Admissions, Academic Standards, and Financial Aid (AASFA), or to a special Board of Academic Appeal, at his or her discretion. A meeting of the committee or board will take place within two weeks of submission of the formal appeal, during which both the student and the instructor will provide relevant evidence. Within one week of this meeting, the chair of the committee or board will issue a decision about the appeal, which is final and binding.

## **Appealing Breaches of Academic Integrity**

A student who has been accused of an academic integrity violation may appeal the instructor's decision or sanction through the Academic Integrity Appeal Board. See MHU Academic Integrity Policy for appeal procedures and timeline for submitting an appeal. Upon learning the decision of the AI Board, either party may request a review of the decision by the Chief Academic Officer.

## **Appealing Transfer Credit Evaluations**

A student who believes credits transferred from another institution have not been properly evaluated may request that they be reevaluated. To do so, the student must provide copies of the other institution's appropriate academic catalog(s) and course syllabi to the registrar's office. The Registrar, in consultation with the appropriate academic department chair, will make the final decision.

# Honors Program

Honors Council:

Guy Sayles, Director  
Jessica Duke, Assistant Director  
Matt Baldwin  
Virginia Bower  
Lucia Carter  
Heather Hawn  
Kerri Jamerson  
Felice Lopez Bell  
Maria Moreno  
Jennifer Pedersen  
Joanna Pierce  
Kim Reigle  
Andrea Rose  
Jessica VanCleave

The Honors Program is a unique curricular program, designed by faculty members from each of Mars Hill University's academic divisions and based on research into best practices in university honors education across the country. The program features a multi-disciplinary approach that complements the university's general education core.

## Mission

The Mars Hill University Honors Program enhances the university'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 MHU 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
- 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 have a high school GPA of at least 3.7 (waived for homeschooled students and those whose schools do not track GPA), and an SAT combined score (verbal + math) of 1170, or ACT composite score of 24, and those qualities that are the hallmarks of successful college students: 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.

Students in the program must maintain a 3.2 or better cumulative grade point average, must demonstrate regular progress toward completion of the program, and must live on campus in their freshman and sophomore years. 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.

An honors student who commits a serious violation or multiple minor violations according to the Student Code of Conduct or Academic Integrity Policy may be suspended from the program based on a review by a minimum of three members of the Honors Council.

## The Curriculum

<b>18 Hours Total</b>	<b>Credit Hours</b>
FYS 111 Honors	3
Honors Seminars	4
HON 100 (freshman year, fall)	
HON 200 (sophomore year, spring)	
HON 300 (junior year, spring)	
HON 400 (senior year, fall)	
Mini-Courses	8-9
HON 201-221 (2nd semester – senior year)	
Honors Contracts	2-3
HON 456, 457, 458 (junior – senior years)	

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.

### First-Year Seminar

All new first-year honors students at Mars Hill University register for the honors section of the First-Year Seminar. A faculty member of the Honors Council, with assistance from an upper-level honors student, teaches this section. The course introduces students to the university experience at Mars Hill, to concepts fundamental to a liberal arts education, to the skills necessary for success in college, and to disciplinary perspectives.

### Honors Seminars

Students in the Honors Program participate in an annual seminar each year. The seminars are paired, such that the freshman HON 100 course and the senior HON 400 course are taught concurrently in the fall. The sophomore HON 200 course and the junior HON 300 course are taught concurrently in the spring. All Honors Seminars are offered for S/U credit only.

Honors seminars are based around experiential learning. HON 100/400 focuses on professional development by facilitating student-faculty interactions in each student's major field of study. HON 200/300 is based around a service project utilizing an interdisciplinary approach. Students are challenged to work as a team to as they conduct research and implement an action plan.

### Honors Mini-Courses

Mini-courses are the hallmark component of the MHU 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 semester 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). We encourage students to stretch themselves intellectually by taking mini-courses outside of their academic discipline.

Because mini-courses run on 5-week schedule rather than the traditional 15-week semester, the deadlines to drop a mini-course without a transcript entry, withdraw from a mini-course with a transcript entry of W, or choose to take a mini-course S/U have been modified as follows. A student can drop a mini-course without a transcript entry up to the end of the first week of the course, withdraw from a mini-course with a W up to the end of the second week of the course, and a student can opt for the S/U option up to the end of the third week of the mini-course. Honors students can take up to 3 mini-courses S/U rather than having traditional letter grades assigned.

### **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 contract must complement a separate upper-division course (200-level or higher and not part of the capstone requirement) in a student's major or minor.

## **The MHU Writing in the Disciplines Program**

The Mars Hill University 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 "WID." As the program grows and builds momentum, more courses will be added yearly. Courses throughout the catalog that have a superscripted WID (WID) or a "(WI)" identify writing intensive courses.

BA 236; BIO 215, BIO 216, BIO 336; CHM 315, CHM 227, CHM 256; ED 205; ENG 210; HIS 293; MUS 312; PS 230; SW 300

# Degrees Offered by Mars Hill University

## Bachelor of Arts

*with majors in the following:*

Art  
Art Therapy  
Elementary Education (Grades K – 6th)  
English  
English as a Second Language (Grades K -12th)  
History  
Integrated Education (Special Education K – 12th  
and Elementary Education K – 6th)  
International Studies  
Middle Grades Education (Grades 6th – 9th)  
Music  
Political Science  
Psychology  
Religion and Philosophy  
Sociology  
Spanish  
Special Education (Grades K – 12th)  
Theatre Arts

## Bachelor of Fine Arts

*with majors in the following:*

Art/Visual Arts  
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  
Criminal Justice  
Mathematics  
Health and Human Performance  
Recreation & Sport Management  
Zoology

## Bachelor of Science Nursing

*with majors in the following:*

Nursing Pre-licensure  
Nursing R.N. to B.S.N.

## Bachelor of Social Work

*with a major in the following:*

Social Work

## Master of Arts in Criminal Justice

(see Graduate Studies catalog)

## Master of Education

(see Graduate Studies catalog)

## Master of Management

(see Graduate Studies catalog)

# Academic Divisions and Departments

## Division of Fine Arts

Dean

Richard Cary

### Department of Art

Chair

Kenn Kotara

Majors: Art, Visual Communications Design

Minors: Art Studio, Art History

### Department of Music

Chair

Teresa Sumpter

Majors: Music, Music Education, Music Performance

Minor: Music

### Department of Theatre Arts

Chair

Sue Fair

Majors: Musical Theatre, Theatre Arts

Minors: Theatre Arts

## Division of Humanities and Social Sciences

Dean

Phyllis Smith

### Department of History, Religion and Philosophy

Chair

Matthew C. Baldwin

Majors: History, Religion

Minors: History, Religion, Philosophy & Religion

### Department of Language & Literature

Chair

Joanna Pierce

Majors: English, Spanish

Minors: English, Spanish, French

### Department of Social Sciences

Chair

Yael Baldwin

Majors: Art Therapy, Political Science, Psychology, Sociology

Minors: Political Science, Psychology, Sociology

## Division of Mathematics and Natural Sciences

Dean

Scott Pearson

### Department of Mathematics and Computer Science

Chair

Laura Steil

Majors: Computer Science, Mathematics

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

### Department of Natural Sciences

Chair

Andrea Rockel Rose

Majors: Biology, Chemistry, Zoology

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

## Division of Professional Programs

Dean

Beth Vogler

### Department of Business Administration

Chair

Grainger Caudle

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

Minor: Business Administration

### Department of Criminal Justice

Chair

Barbara Sims

Major: Criminal Justice

Minor: Criminal Justice

### Department of Education

Chair

Susan Stigall

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

### Department of Health, Human Performance, and Recreation

Chair

Jeff Andersen

Majors: Athletic Training, Health and Human Performance, Recreation & Sport Management.

Minors: Health and Human Performance, Coaching, Health & Wellness Promotion, Recreation & Leisure Management, Sport Management

## **Department of Social Work**

Chair

Beth Vogler

Major: Social Work

## **School of Nursing**

Dean

Cathy Franklin-Griffin

Major: Nursing

R.N. to B.S.N. (Adult and Graduate Studies)

Chair/Coordinator

Cathy Franklin-Griffin

Traditional, Pre-licensure B.S.N.

Chair/Coordinator

Deborah Wiltshire

## **Interdisciplinary Majors & Minors**

International Studies Major

Maria Moreno

Environmental Studies Minor

Laura Boggess

Regional Studies Minor

Ethan Mannon

Women's and Gender Studies Minor

Ann Peiffer

# Foundations and Perspectives: General Studies at MHU

Mars Hill University, 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

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## **“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: 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 and universities 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.

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

- Foundations and Perspectives, providing fundamental knowledge and skill-development and allowing for exploration of the traditional academic disciplines;
- Majors and minors, providing depth in one or more fields of study; &
- Electives, providing breadth of study Mars Hill University offers students a well-rounded, total education, the essence of a liberal arts University.

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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 University 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.



## The Place

Community is the term that best describes the learning environment at Mars Hill University. 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 University 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 University community and to encourage a sense of responsibility and integrity.

## The Purpose

At its core, the Foundations & Perspectives curriculum is about balance. As its name suggests, the curriculum offers a balance between the need to ensure that students have competence in the fundamental knowledge and skill areas necessary for success in college—the Foundations—and the need to introduce and expose students to the variety of disciplinary and interdisciplinary epistemologies that underpin the academy—the Perspectives. The model provides both a solid, structured base for further study and opportunities for exploration and choice.

## 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 department and program chairs, the division deans, and other college personnel.

The university reserves the right not to offer any course for which there is insufficient enrollment, which may be considered when enrollment is fewer than 5 students.

## General Education Curriculum Outline

There are two types of requirements in general education: FOUNDATIONS courses and PERSPECTIVES courses. The curriculum as a whole consists of 40-52 semester credit hours, with 12-15 Foundations credits and 28-37 Perspectives credits; the exact number taken depends upon academic placement, major program requirements, and choices made by students. No single course can satisfy more than one general education requirement.

All elements of the Foundations & Perspectives curriculum are tied to Mars Hill University's institution-wide student learning outcomes, which in turn are based on the AAC&U's LEAP (Liberal Education for America's Promise) essential skills. These institution-wide learning outcomes provide students with the opportunity to:

- Identify and solve problems using appropriate methods of inquiry, analysis, critical thinking, and creativity. (Informed, Critical, & Creative Thinking)
- Cultivate intellectual discipline, physical and spiritual well-being, ethical engagement, and respect with diverse communities. (Personal Growth & Social Responsibility)
- Comprehend the nature and value of aesthetic experience and expression. (Aesthetic Awareness)

- Communicate effectively using a variety of methods and appropriate technologies. (Effective Communication)
- Apply knowledge acquired in their academic studies and co-curricular activities. (Knowledge)

# General Education Curriculum Requirements

## The Foundations (12-15 credits)

The three Foundations components of the general education curriculum are designed to ensure that all Mars Hill students demonstrate competence in key areas prior to pursuing advanced study in their major fields. With limited exceptions, all Mars Hill students take the same courses to satisfy their Foundations requirements.

### First-Year Seminar (6 credits)

FYS 111 (First-Year Seminar I) is a theme-based course that introduces students to the college experience at Mars Hill, to concepts fundamental to a liberal arts education, to the skills necessary for success in college, and to disciplinary perspectives. All first-time first-year students must register for the course in their first semester at Mars Hill, as must freshman transfer students who do not already have satisfactory credit for the course. Transfer students with at least 28 credits, exclusive of dual-enrollment and early college credit, may be exempted from this requirement. Students who do not pass FYS 111 must repeat the course every semester until the requirement is complete; i.e., students are not permitted to drop FYS 111.

FYS 112 (First-Year Seminar II) introduces students to the foundations of ethics discourse and to the practical application of ethical decision-making. After earning credit for FYS 111, all students must take FYS 112 every semester until the requirement is complete; i.e., students are not permitted to drop FYS 112. Prerequisite: FYS 111.

### Communication/Composition (3-6 credits)

As a fundamental medium for academic discourse and a primary tool for assessing student learning, writing permeates the curriculum. It is therefore of paramount importance that students develop a solid foundation in written communication to ensure subsequent success. All sections in this Communication/Composition component are taught by English program faculty with training and experience in teaching first-year writing courses. A student who does not successfully complete any course in the component must retake that course in the subsequent semester. ENG 111 and 112 are sequenced and cannot be taken out of order, nor can they be taken concurrently.

ENG 111 (College Composition I: Introduction to Academic Writing) introduces students to the fundamental conventions and expectations of writing in college courses. Students with adequate scores on the Advance Placement (AP) or International Baccalaureate (IB) exam may earn credit for this course. Prerequisite: ENG 100, ENG 101, or placement. 3 credits.

ENG 112 (College Composition II: Writing Across the Curriculum) builds on the skills developed in ENG 111 and introduces students to the variety of discipline-specific conventions and expectations of college writing. Prerequisite: ENG 111. 3 credits.

Students who arrive with exceptional communication and composition skills may be placed into ENG 113, an accelerated 3-credit course that covers the purposes and learning outcomes of ENG 111 and ENG 112 in a single semester.

## **Health, Wellness, and Fitness (3 credits)**

The innovations of Information Age have fundamentally altered our expectations of the speed and facility with which data can be accessed, and while this transformation of technologically focused (or arguably dependent) cultures has brought a host of benefits, it has also shifted our attention from our existences in physical space to our existences in virtual space. Players of video games outnumber players of organized sports. High-calorie, low-nutrition foods are inexpensive and omnipresent. Life expectancy numbers have begun to plateau while obesity rates continue to climb. It is imperative, therefore, that students learn fundamental knowledge, skills, and dispositions regarding their health, wellness, and personal fitness.

HHP 111 (Foundations of Health, Wellness, and Fitness) focuses on the benefits of a healthy, active lifestyle and requires students to analyze how they treat and use their bodies in order to understand how their choices affect their immediate and long-term wellness. 3 credits.

## **Curriculum: Perspectives (28-37 credits)**

Whereas the courses that satisfy the Foundations components are prescribed, the courses in the seven Perspectives components allow for exploration and student choice, subject to disciplinary constraints established by major program faculty. In addition, the Perspectives element requires a discipline-based practicum capstone, the semester credit hours for which are counted as part of the major and not as part of general education curriculum. No single course can satisfy more than one Perspectives requirement.

## **Humanities Perspectives (6 credits)**

Humanities Perspectives courses introduce students to knowledge, methodologies, and values in the humanities. Students explore the evolution of ideas over time, critically interpret texts and documents, and construct effective written arguments. A variety of courses in English, History, and Religion/Philosophy can meet the Humanities Perspectives requirement. Students must take two courses in two different disciplines. Requirements may be specified by the major. Refer to Catalog descriptions of major requirements for further details. Prerequisites: ED 101, ENG 101.

## **Aesthetic Perspectives (3-6 credits)**

Aesthetic Perspective courses are designed to help students understand and apply the skills necessary to create an artistic product. Additionally, students are introduced to the aesthetic experience as creative problem-solving and as a key component of artistic expression and of a balanced life. Requirements may be specified by the major. Refer to Catalog descriptions of major requirements for further details.

## **Quantitative Reasoning (3-6 credits)**

In Quantitative Reasoning courses, students learn to analyze problems, select appropriate mathematical strategies to solve them, and evaluate solutions for reasonableness and accuracy. The courses are also designed to help students analyze data, recognize patterns, create mathematical models, and use numerical concepts in problem solving. All students are required to complete at least one course with an MTH prefix. Requirements may be specified by the major. Refer to Catalog descriptions of major requirements for further details.

## **Natural Scientific Perspectives (4 credits)**

Natural Scientific Perspectives courses include both lecture and lab experiences that help students understand science as a process of discovery based on investigation and evidence from the natural world. In these courses, students evaluate the credibility of information, differentiate scientific understanding from

personal beliefs and opinions, and evaluate the relevance and application of natural science to societal challenges as well as in their everyday lives. Requirements may be specified by the major. Refer to Catalog descriptions of major requirements for further details.

### **Social Scientific Perspectives (3 credits)**

Social Scientific Perspectives courses are designed to help students understand the major concepts associated with a social science discipline and apply those concepts to critical societal problems. All course options require students to articulate the complexity of socio-cultural diversity inherent to society, to analyze opposing viewpoints and the scientific literature associated with social issues, and to evaluate various approaches aimed at addressing them. Requirements may be specified by the major. Refer to Catalog descriptions of major requirements for further details.

### **Global Perspectives or Foreign Language Study (3-6 credits)**

Depending upon requirements specified by the academic majors, students will (a) complete a Global Perspectives course or courses, or (b) complete a course of Foreign Language Study, or (c) choose from either track. Refer to Catalog descriptions of major requirements for further details.

Global Perspectives Courses are designed to help students develop and apply an understanding of cross-cultural and global issues, processes, trends, and systems.

Courses in Foreign Language Study include options from both ancient and modern foreign languages. Students acquire knowledge of four skills central to foreign language study: reading, writing, listening, and speaking. They also develop awareness of culture, literature and history of the world relevant to the foreign language being studied, and interpret utterances in a foreign language in light of this awareness.

### **Ideas and Innovations: U.S. and World (6 credits)**

Ideas & Innovations are interdisciplinary courses that examine a significant theme or topic relevant to understanding and interpreting an aspect of human experience in the past, the present, or both. The courses are designed to help students analyze and synthesize knowledge of a theme or topic from multiple perspectives, using a variety of appropriate and rigorous methods. Each student is required to take two Ideas & Innovations courses, one with a primary focus on a theme or topic from the U. S. experience and one with a primary focus on a theme or topic from some aspect of the world. No student may take more than one Ideas & Innovations course with a prefix code from his or her major area of study. Requirements may be specified by the major. Refer to Catalog descriptions of major requirements for further details. Prerequisites: Junior or Senior status, FYS 111&112, ENG 111&112 or ENG 113.

### **Practicum**

All Mars Hill students take a comprehensive practicum course in the major that weaves together the threads of their general education and disciplinary coursework. To fulfill the practicum requirement, students must (a) conduct independent research or creative production or performance relevant to their discipline; (b) evaluate, analyze and synthesize information from coursework, professional and scholarly sources, and personal experience; and (c) communicate as an incipient professional in the discipline in both written and oral forms. Specific courses that meet the practicum requirement are identified in the following display of Foundations & Perspectives requirements, as well as in the Catalog descriptions of major requirements.

# General Education Requirements 2018-2019

There are two types of requirements in general education: FOUNDATIONS courses and PERSPECTIVES 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.**

**\*Note: Specific courses required by the major and designated to meet general education perspectives will be listed under both requirements but the hours will be counted as general education hours.\***

## The Foundations

The three Foundations components of the general education curriculum are designed to ensure that all Mars Hill students demonstrate competence in key areas prior to pursuing advanced study in their major fields.

FYS 111 First Year Seminar 1	3
FYS 112 First Year Seminar 2	3
College Composition ENG 111 and ENG 112	3-6
or ENG 113 Advanced College Composition (by placement only)	
HHP 111 Health, Wellness, Fitness	3
Practicum (met by a major requirement)	

## The Perspectives

The Perspectives courses enhance and strengthen the Foundations by developing specific skills and by allowing for exploration of the traditional academic disciplines.

Humanities Perspectives	6
Two courses selected from two different disciplines: English, History, or Religion/Philosophy	
Aesthetic Perspective <sup>1</sup>	3-6
Quantitative Reasoning <sup>1</sup>	3-6
Natural Scientific Perspectives	4
Social Scientific Perspectives	3
Global Perspective/Foreign Language <sup>1</sup>	3-6
Ideas and Innovations-World	3
Ideas and Innovations -US	3
Total	40 -52

**Note:**

**1. The required hours for Aesthetic, Quantitative, and Global Perspectives are determined by the major.**

# The Following Courses Meet the Requirements for Perspectives

## Humanities Perspectives Credit Hours-6

Two courses selected from two different disciplines: ENG, HIS, or REL/PHI

ENG 190 Introduction to Literature	3
ENG 211 Survey of British Literature 1	3
ENG 212 Survey of British Literature 2	3
ENG 213 World Literature	3
ENG 215 Survey of American Literature	3
HIS 223 United States to 1865	3
HIS 224 United States since 1865	3
PHI 215 Problems in Philosophy	3
REL 111 Bible-Introduction Hebrew Scriptures	3
REL 112 Bible-Introduction to New Testament	3
REL 115 Religion: Search for Meaning	3
REL 201 The Bible as Literature	3
REL 235 Judaism	3
REL 237 Religion in America	3

## Aesthetic Perspectives Credit Hours 3-6

AIM 125 Decorative and Wearable Arts	3
ART 109 Introduction to Computer Graphics	3
ART 110 Introduction to the Visual Arts	3
ART 126 Digital Photography	3
ART 201 Drawing I: Visual Thinking	3
ART 203 Printmaking I	3
ART 209 Graphic Design I	3
ART 226 Photography I	3
ART 270 Ceramics I	3
ART 280 Sculpture and 3-D Design I	3
ENG 230 Creative Writing	3
MUS 101 Choir (3 consecutive semesters)	3
MUS 102 Wind Symphony (3 consecutive semesters)	3
MUS 218 World Music	3
HHP 209 Dance as Art	3
TA 130 Acting I	3
TA 141 Stage & Media Performance	3
TA 142 Film as an Art Form	3



## **Quantitative Reasoning Credit Hours 3-6**

MTH 107 Finite Mathematics	3
MTH 115 Calculus	5
MTH 210 Math of Finance	3

## **Natural Scientific Perspectives Credit Hours 4**

BIO 120 Organisms and Evolution	4
BIO 121 Cells and Genetics	4
NS 111 Introduction to Biological Science	4
NS 112 Introduction to Environmental Science	4
NS 113 Introduction to Physical Sciences	4
NS 114 Introduction to Meteorology and Weather Forecasting	4
NS 115 Introduction to Health Sciences	4
PHY 223 General Physics I	4

## **Social Scientific Perspectives Credit Hours 3**

CJ 111 Introduction to Criminal Justice	3
CJ 112 Criminology	3
ECO 221 Principles of Microeconomics	3
ECO 222 Principles of Macroeconomics	3
PS 111 American Government	3
PS 121 Introduction to Global Politics	3
PSY 111 General Psychology	3
SOC 111 Introduction to Sociology	3

## **Global Perspective/Foreign Language Credit Hours 3-6**

CJ 250 Women and Criminal Justice	3
FRN 111 Basic Communication Skills I	3
FRN 112 Basic Communication Skills II	3
FRN 211 Intermediate French I	3
FRN 212 Intermediate French II	3
FRN 311 Conversational French	3
FRN 312 Intro to French Phonetic/Phonology	3
FRN 313 French Stylistics	3
FRN 314 Francophone Cultures in French	3
GEO 221 World Regional Geography	3
GRK 111 Elementary Greek I	3
GRK 112 Elementary Greek II	3

HEB 115 Hebrew I	3
HEB 116 Hebrew II	3
INS 210 Introduction to International Studies	3
INS 235 Short-term Community Engagement Study Abroad	3
REL 239 Global Perspective on Religion	3
REL 240 Islam	3
REL 241 Hinduism and Buddhism	3
REL 242 Confucianism, Taoism, and Zen	3
RS 211 Introduction to Regional Studies	3
SPA 111 Basic Communication Skills I	3
SPA 112 Basic Communication Skills II	3
SPA 207 Hispanic Culture in English	3
SPA 211 Intermediate Spanish I	3
SPA 212 Intermediate Spanish II	3
SPA 311 Conversational Spanish	3
SPA 312 Introduction to Spanish Phonetics/Phonology	3
SPA 313 Spanish Stylistics	3
SPA 314 Hispanic Cultures in Spanish	3
WGS 200 Introduction to Women's and Gender Studies	3

### **Ideas and Innovations: U.S. Credit Hours 3**

CJ 360/REL 360 Religion in the Prison Setting	3
ED 301 Unlearning Racism	3
ENG 354 Language and Popular Culture	3
ENG 355 Social Justice in Literature and Culture	3
ENG 358 American Environmental Expression: Literature, Culture, and Nature	3
HIS 326 The Sixties	3
HHP 333 Sports in Society	3
PHI 311 Community, Liberty, and Truth: The American Intellectual Tradition	3
PS 305 Animals in Politics	3
REL 341 Christian Ethics & Engagement with Contemporary U.S. Culture	3
REL 343 Religion in Appalachia	3
RS 344 Creative Traditions in Southern Appalachia	3
SOC 318 Social Movements	3
SW 331 Social Welfare Policy: Social Justice and Human Rights	3
TA 345 Women in Contemporary American Dramatic Literature	3

### **Ideas and Innovations: World Credit Hours 3**

AIM 340 History of Architecture/Interior Design	3
ART 308 Art in the Non-Western World	3
CJ 320 Comparative Criminal Justice	3

ENG 356 Fairy Tales: Constructing or Deconstructing Culture	3
ENG 357 The Living Dead - the Role of the Zombie in Literature and Popular Culture	3
GE 320 Bioethics: Ethics, Science, & Technology	3
GE 322 The Utopian Enterprise	3
HIS 325 Masterpieces in European History	3
PHI 340 Environmental Ethics	3
REL 303 Jesus and the Idea of Jesus	3
REL 321 Angels and Demons	3
REL 336 Women and Religion	3
SOC 305 Sustainability	3

## Practicum

The Practicum requirement is met within the major by completing one (or more, depending on the major) of the following:

AIM 459 Professional Seminar	3
ART 450 & 407 Senior Exhibition & Art History III	3
AT 427 & 472 Senior Seminar & AT Practicum VI	3
BA 450 Senior Seminar	3
BIO 350 & 450 Research Methods & Senior Seminar	3
CHM 350, 440, & 450 Research Methods & Senior Seminar	3
CJ 470 Senior Seminar	3
CS 450 Senior Seminar	3
ED 479 Student Teaching Practicum I <sup>1</sup>	3
ED 481 Student Teaching Practicum for Elementary, Special Education, Integrated Education, ESL, and Art Education Majors <sup>1,2</sup>	3
ENG 450 Senior Seminar	3
HIS 491 Senior Seminar	3
INS 450 Senior Seminar	3
MTH 450 Senior Seminar	3
MUS 410 Contemporary Music	3
NUR 470R – Focused Capstone Practicum (for R.N.s)	3
NUR 440 – Focused Capstone Practicum	3
HHP 450 Health and Human Performance Internship	12
PHI 450 Senior Seminar	3
PS 470 Senior Seminar	3
PSY 470 Senior Seminar	3
RSM 450 Recreation Internship	12
REL 450 Senior Seminar	3
SOC 470 Senior Seminar	3
SW 490 Senior Internship	15
SPA 450 Senior Seminar	3
TA 480 Senior Seminar	3

## Basic Skills Courses<sup>1</sup>

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

### Notes

1. *All students must either achieve an acceptable score on the SAT or ACT or complete Education 101.*
2. *All full-time students must take an English course every semester until the composition requirement is complete. Based on the results of ACT or SAT and/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.*
3. *Based on the results of ACT or SAT and the high school record, some students will be placed in Math 101 (Basic Math) before registering for other mathematics courses.*
4. *No substitutions are permitted in meeting the health and human performance 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 Disabilities Services Coordinator and the department chairperson of Health, Human Performance, and Recreation. The student must make the initial request through the Wellness Center. The Disabilities Services Coordinator will determine the adaptation made in the student's course.*

# Majors



# Apparel & Interior Merchandising (Bachelor of Science)

## Department of Business Administration; Division of Professional Programs

Professor:

Becky Cody

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 of 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

### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### II General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	AIM 340 Integrated History of Architecture and Interior Design	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	MTH 107 Finite Mathematics I and MTH 210 Math of Finance or MTH 115 Calculus I	5-6
Social Science Perspective	ECO 221 Principles of Microeconomics	3

### II Major Requirements

AIM 111 Intro. to Apparel and Interiors	3
AIM 211 Fashion Designers	3
AIM 230 The Interior Environment	3
AIM 311 Apparel Analysis/Evaluation	3
AIM 322 Markets/Visual Merchandising	3
AIM 334 Textile Fundamentals	3
AIM 337 The Fashion Industry	4
AIM 340 Integrated History of Architecture and Interior Design	3
AIM 434 Textiles for Apparel/Interiors	4
AIM 459 Professional Seminar	3
AIM 463 Fashion/Inter Mdse Internship	6
AIM 470 Portfolio Development.	3
BA 236 <sup>WI</sup> Principles of Management	3
BA 351 Principles of Marketing	3
BA 355 Marketing Research & Management	3

BA 366 Consumer Behavior	3
ECO 221 Principles of Microeconomics	3
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; Division of Fine Arts

Professors

Richard Cary

Scott Lowrey

Assistant Professors

Kenn Kotara

Daniel S. Mickey

### 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 MHU's Weizenblatt Art Gallery, for cultural enrichment and growth for all members of the university 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.

*Please see also Visual Communications (BFA)*

### 128 Hours

#### Students must complete requirements outlined in:

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

***Hours for each course will only be counted once even if the course is required for both general education and major requirements.***

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

#### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	six hours from the options	6
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3

Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options	3

## II Major Requirements

ART 111 Fundamental 2-D Design	4
ART 201 Drawing I, Visual Thinking	3
ART 405 Art History I	3
ART 406 Art History II	3
ART 407 Art History III	3

### Complete requirements for one concentration:

#### A Studio Art

ART 280 Sculpture and 3-D Design I	3
Three from:	9
ART 202 Painting I, Intro to Painting/Color	
ART 203 Printmaking I	
ART 209 Graphic Design I	
ART 226 Photography I	
ART 270 Ceramics 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

ART 209 Graphic Design I	3
ART 226 Photography I	3
ART 309 Graphic Design II	3
ART 326 Photography II	3
ART 409 Graphic Design III	3
ART 426 Photography III	3
One from:	3
ART 202 Painting I.	
ART 302 Painting II	
ART 203 Printmaking I	
ART 303 Printmaking II	
ART 403 Printmaking III	
ART 301 Drawing II	
ART 401 Drawing III	

ART 450 Senior Seminar	3
ART 461 Internship (Optional)	2

### C Art Education

ART 202 Painting I	3
Choose One:	3
ART 209 Graphic Design I	
ART 226 Photography I	
Choose One:	3
ART 270 Ceramics I	
ART 280 Sculpture and 3-D Design I	
One 300-level studio arts course	3
One 400-level studio arts course	3
ART 324 Art Methods for Elementary Schools	3
ART 424 Art Methods for Middle and Secondary Schools	3
PSY 111 General Psychology	3
Choose One:	3
PSY 313 Child Psychology	
ED 314 Adolescent Learner	
ED 205 <sup>WI</sup> Introduction to Education	3
ED 401 Psychological Foundations of Education <sup>1</sup>	3
ED 402 Historical, Philosophical, and Social Foundations of Education <sup>1</sup>	3
Choose One:	3
ED 410 Reading in the Content Area (6-12) <sup>1</sup>	
ED 441 Comprehensive Strategies for Teaching Content Based Literacy <sup>1</sup>	
ED 470 Diversity in American Schools <sup>1,2</sup>	3
ED 479 Student Teaching Practicum I <sup>1</sup>	3
ED 481 Student Teaching Practicum <sup>1,2</sup>	3
ED 491 Observation and Directed Teaching <sup>1,2</sup>	7

### III Electives

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

**Notes:**

1. Requires admission to the Teacher Education Program
2. Requires admission to Student Teaching

# Art/Visual Arts (Bachelor of Fine Arts)

## Department of Art; Division of Fine Arts

Professor  
Assistant Professor  
Assistant Professor

Richard Cary  
Kenn Kotara  
Daniel S. Mickey

The Bachelor of Fine Arts – Art is an undergraduate degree in the visual arts designed to provide students with a thorough grounding in the knowledge, skills, and dispositions related to a focused area of professional practice in art. The BFA program offers students advanced learning experiences intended to prepare them for entry into professional careers in the visual arts and/or graduate study. Students in the BFA program may select one of two concentrations, Graphic Design/Photography or Ceramics/Sculpture.

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.

Please see also Visual Communications (BFA) and Art (BA).

### 128 Hours

Students must complete requirements outlined in:

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

Hours for each course will only be counted once even if the course is required for both general education and major requirements.

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	six hours from the options	6
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4



Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options	3

## II Core Requirements

ART 111 Fundamental Two-Dimensional Design	4
ART 201 Drawing I	3
ART 280 Sculpture I	3
ART 405 Art History I	3
ART 406 Art History II	3
ART 407 Art History III	3
ART408 Art History IV: Modern & Contemporary Art	3
ART450 Senior Seminar	3
ART490 Senior Exhibition	3

### Students must complete requirements for one concentration:

#### Concentration I: Graphic Design & Photography

ART 209 Graphic Design I	3
ART 309 Graphic Design II	3
ART 409 Graphic Design III	3
ART 410 Typography	3
ART 226 Photography I	3
ART 326 Photography II	3
ART 426 Photography III	3
ART 427 Photography IV	3
ART 327 Special Topics	3

#### ART Options for Concentration I:

Choose one course from:

ART 202 Painting I, Introduction to Color	3
ART 203 Printmaking I	3
ART 270 Ceramics I	3

Choose two courses from:

ART 301 Drawing II, Intermediate	3
ART 302 Painting II, Intermediate	3
ART 303 Printmaking II Intermediate	3
ART 370 Ceramics II	3
ART 380 Sculpture II	3
ART 401 Drawing III, Advanced	3
ART 402 Painting III, Advanced	3
ART 403 Printmaking III, Advanced	3
ART 461 Internship in Art	3

ART 462 Internship in Art	3
ART 471 Ceramics III	3
ART 481 Sculpture III	3

### Concentration II: Ceramics & Sculpture

ART 202 Painting I	3
ART 270 Ceramics I	3
ART 327 Special Topics	3
ART 370 Ceramics II	3
ART 380 Sculpture II	3
ART 471 Ceramics III	3
ART 472 Ceramics IV	3
ART 481 Sculpture III	3
ART 482 Sculpture IV	3

### ART Options for Concentration II:

Choose one course from:

ART 203 Printmaking I	3
ART 209 Graphic Design I	3
ART 226 Photography I	3

Choose two courses from:

ART 301 Drawing II, Intermediate	3
ART 302 Painting II, Intermediate	3
ART 303 Printmaking II, Intermediate	3
ART 309 Graphic Design II	3
ART 326 Photography II	3
ART 401 Drawing III, Advanced	3
ART 402 Painting III, Advanced	3
ART 403 Printmaking III, Advanced	3
ART 409 Graphic Design III	3
ART 426 Photography III	3
ART 461 Internship in Art	3
ART 462 Internship in Art	3

### 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:

Jonna Kwiatkowski

Ann Peiffer

Kelly Moore Spencer, Program Coordinator

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 entry-level positions in settings where art is used to help others and for graduate work in the field of art therapy. A Master's degree is required to practice as an Art Therapist. Students will develop their artistic skills through visual arts courses in drawing, painting, ceramics and more. 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 will 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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

#### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	at least 1 course must be language	6
Humanities Perspective	minimum hours from the options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options	3

## II Major Requirements

ART 111 Fundamental 2-D Design	4
ART 201 Drawing I, Visual Thinking	3
ART 202 Painting I, Intro to Painting & Color	3
ART 270 Ceramics I	3
Choose one:	3
ART 203 Printmaking	
ART 126 Digital Photography	
ART 280 Sculpture and 3-D Design I	
One 300-level studio ART course	3
PSY 111 General Psychology	3
PSY 121 Introduction to Art Therapy	3
PSY 321 Art Therapy Applications	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 318 Abnormal Behavior	3
PSY 319 Foundations of Counseling and Psychotherapy	3
PSY 461 Internship <sup>1</sup>	3
PSY 470 Senior Thesis <sup>1</sup>	3

**Note:**

1. *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 Health, Human Performance, and Recreation; Division of Professional Programs

Assistant Professor:

Allen Shelley

Instructors:

Che Gothard

Danielle Voss

Kellie Ottie, Program Coordinator

A student pursuing this undergraduate entry-level program must complete the athletic training major at Mars Hill University. 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.

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

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***Mars Hill University will no longer accept students into the athletic training program after the spring 2018 semester. Students who are already admitted in the program at that time will have the opportunity to complete the major.***

### 128 Hours

**Students must complete requirements outlined in:**

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

***Hours for each course will only be counted once even if the course is required for both general education and major requirements.***

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	PSY 111 General Psychology	3

## 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
HHP 238 Measurements and Evaluation in Human Performance	3
HHP 329 Kinesiology	4
HHP 330 Physiology of Exercise	4
HHP 333 Sport and Society	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 suggested 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 MHU ATEP are advised to take the following courses as electives to meet prerequisites 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
Associate Professor:	Meredith Newman Andrea Rockel Rose
Assistant Professor:	Michelle Gilley Nicole Soper Gorden
Instructors:	Laura Boggess Jessica Duke

### Biology

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

#### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	minimum hours from the options	3

Humanities Perspective	minimum hours from the options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	MTH 115 Calculus I	5
Social Science Perspective	minimum hours from the options	3

## II Major Requirements

### Biology Introductory Core

BIO 120 Organisms and Evolution	4
BIO 121 Cells and Genetics	4
BIO 350 Research Methods in Biology	2
BIO 450 Senior Seminar Presentation	1
CHM 113 General Chemistry I	4
CHM 114 General Chemistry II	4
MTH 115 Calculus 1	5
MTH 116 Elementary Probability and Statistics	4

### Complete requirements from one concentration:

#### A Ecology and Field Biology

BIO 218 Ecology	4
Choose three from:	12
BIO 346 Plant Taxonomy	
BIO 347 Population and Community Ecology	
BIO 348 Vertebrate Taxonomy	
BIO 412 Evolution	
Choose four from: (only two may be 200 level)	16
BIO 216 <sup>WI</sup> Genetics	
BIO 217 Integrative Zoology	
BIO 244 Vascular Plants	
BIO 250 Introduction to Geographic Information Systems	
BIO 327 Special Topics	
BIO 331 Comparative Chordate Anatomy	
BIO 336 <sup>WI</sup> Microbiology	
BIO 339 Comparative Physiology	
Other course from BIO 346, 347, 348, 412 not taken above	

#### B Organismal Biology

BIO 217 Integrative Zoology	4
Choose three from:	12
BIO 244 Biology of Vascular Plants	

BIO 331 Comparative Chordate Anatomy	
BIO 339 Comparative Physiology	
BIO 348 Vertebrate Taxonomy	
Choose four from:(only two may be 200 level)	16
BIO 213 Human Biology	
BIO 215 <sup>WI</sup> Cell and Molecular Biology	
BIO 216 <sup>WI</sup> Genetics	
BIO 218 Ecology	
BIO 327 Special Topics	
BIO 336 <sup>WI</sup> Microbiology	
BIO 341 Histology	
BIO 346 Plant Taxonomy	
BIO 347 Population and Community	
BIO 412 Evolution	
Other course from BIO 244, 231, 339, 348 not taken above	

### C Biomedical Concentration

BIO 216 <sup>WI</sup> Genetics	4
Choose three from:	12
BIO 215 <sup>WI</sup> Cellular and Molecular Biology	
BIO 336 <sup>WI</sup> Microbiology	
BIO 339: Comparative Physiology	
BIO 438 Biochemistry	
Choose four from: (only two may be 200 level)	16
BIO 213 Human Biology	
BIO 217 Integrative Zoology	
BIO 244 Biology of Vascular Plants	
BIO 325 Biotechnology	
BIO 327 Special Topics	
BIO 331 Comparative Chordate Anatomy	
BIO 337 Immunology	
BIO 341 Histology	
BIO 412 Evolution	
Other course from BIO 215 <sup>WI</sup> , 336 <sup>WI</sup> , 339, 438 not taken above	

### D Science Education

BIO 216 <sup>WI</sup> Genetics	4
BIO 217 Integrative Zoology	4
BIO 218 Ecology	4
Choose Three From:	12
BIO 215 <sup>WI</sup> Cell and Molecular Biology	
BIO 244 Vascular Plants	
BIO 325 Biotechnology	
BIO 336 <sup>WI</sup> Microbiology	

BIO 339 Comparative Physiology  
 BIO 347 Population and Community  
 BIO 412 Evolution

### Professional Education Requirements

PSY 111 General Psychology	
ED 205 <sup>WI</sup> Introduction to Education	3
ED 314 Adolescent Learner	3
ED 401 Psychological Foundations of Education <sup>1</sup>	3
ED 402 Historical, Philosophical, and Social Foundations of Education <sup>1</sup>	3
ED 421 Teaching Science in the Middle Grades and Secondary Education <sup>1</sup>	3
ED 410 Reading in the Content Area <sup>1</sup>	3
ED 470 Diversity in American Schools <sup>1,2</sup>	3
ED 471 Content Area Practicum <sup>1,2</sup>	3
ED 479 Student Teaching Practicum I <sup>1</sup>	3
ED 481 Student Teaching Practicum <sup>1,2</sup>	3
ED 491 Observation and Directed Teaching <sup>1,2</sup>	7

### III Electives

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

**Notes:**

1. *Requires admission to the Teacher Education Program*
2. *Requires admission to Student Teaching*

# Business Administration (Bachelor of Science)

## Department of Business Administration; Division of Professional Programs

Professors:

Grainger Caudle

Assistant Professors:

Bill Bowman

Jonathan Brown

Beth Cessna

Greta Keiper-Blake

Donna Parsons

The mission of the Department of Business Administration is to prepare students for professional, managerial, and leadership positions in business, governmental, and non-profit organizations. Emphasis is placed on the development of communication, teamwork, 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 B.S. in business management through Adult & Graduate Studies designed for working adult's pursuit of professional achievement.

### 128 Hours

#### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*



## I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	MTH 107 Finite Mathematics I and MTH 210 Math of Finance or MTH 115 Calculus I	5-6
Social Science Perspective	minimum hours from the options	3

## II Major Requirements

ECO 221 Principles of Microeconomics (either one of the ECO courses will meet the Social Sci. Perspective)	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 <sup>WI</sup> 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**

### A Accounting

BA 331 Intermediate Accounting I	3
BA 332 Intermediate Accounting II	3
BA 333 Budgeting & Cost Accounting	3
BA 343 Intro. to Ind. Income Tax	3
BA 444 Auditing	3

### B Finance and Economics

BA 333 Budget and Cost Accounting	3
BA 440 Investment and Wealth Mgmt	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
BA 362 International Business	3
Plus any 2 courses from 3-400 BA, ECO courses, or ENG 350	6

**D Marketing**

BA 355 Marketing Research	3
BA 362 International Business	3
BA 366 Consumer Behavior	3
Two courses from: ENG 350, 300- 400 level BA, or ECO	6

**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
BA 240 Personal Finance	3

For students who are considering graduate studies:

MTH 115 Calculus	5
MTH 116 Elementary Probability and Statistics	4

# Business Management (Bachelor of Science)

## Department of Business Administration; Division of Professional Programs

### Available through Adult & Graduate Studies

Professors:	Grainger Caudle
Assistant Professors:	Bill Bowman
	Jonathan Brown
	Beth Cessna
	Greta Keiper-Blake
	Donna Parsons

### 128 Hours

The business department offers a B.S. 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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	MTH 107 Finite Mathematics I & MTH 210 Math of Finance or MTH 115 Calculus I	5-6
Social Science Perspective	minimum hours from the options	3

### II Major Requirements

ECO 221 Principles of Microeconomics (either one of the ECO courses will meet the Social Sci. Perspective)	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 <sup>WI</sup> 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 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 Leadership Development	3
BA 425 Decision Theory	3
BA 437 Principles of Business Law	3
BA 450 Senior Seminar	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.

# Chemistry (Bachelor of Science)

## Department of Natural Sciences; Division of Mathematics and Natural Sciences

Professor:	Meredith Newman
Associate Professor:	Amanda Knapp
Assistant Professors:	Ryan Hefti

### 128 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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	PHY 223 General Physics I	4
Quantitative Reasoning Perspective:	MTH 115 Calculus I	5
Social Science Perspective	minimum hours from the options	3

### II Major Requirements

CHM 113 General Chemistry I	4
CHM 114 General Chemistry II	4
CHM 227 <sup>WI</sup> Analytical Chemistry	4
CHM 255 Organic Chemistry I	4

CHM 256 <sup>WI</sup> Organic Chemistry II	4
CHM 315 <sup>WI</sup> Inorganic Chemistry	4
CHM 350 Research Methods in Chemistry	1
CHM 440 laboratory Research Methods in Chemistry	1
CHM 441 Physical Chemistry I	4
CHM 442 Physical Chemistry II	4
CHM 450 Senior Seminar Presentation	1
Chemistry Elective	4

### 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

**(31-34 Hours)**

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

# Computer Science (Bachelor of Science)

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

Professor:	Donald Russell
Assistant Professors:	Philip Carroll Marty Gilbert Stefen Howard Jennifer Rhinehart Laura Steil
Instructors:	Kerri Jamerson Misty Silver

### 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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4



Quantitative Reasoning Perspective:	MTH 115 Calculus I	5
Social Science Perspective	minimum hours from the options	3

## 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
Two CS courses $\geq$ 200 level	6
Three 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

## III Electives

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

# Criminal Justice (Bachelor of Science)

## Department of Criminal Justice; Division of Professional Programs

Professor:	Barbara Sims, chair
Associate Professor:	Craig Goforth
Assistant Professor:	Kimberly Chism Heather Zurburg

The major in criminal justice prepares students for a career in criminal justice or related occupations. The degree exposes students not only to the plethora of issues associated with the modern-day criminal justice system in the United States, it also is designed to prepare students for the world of work through deliberate attention to the many ethical dilemmas with which criminal justice professionals are often faced; understand the role that gender, race/ethnicity, and socio-economic status play in the production of crime and the social control of same; and understand the importance of the scientific inquiry for criminal justice policy making. Because of its emphasis on oral and written communication and higher order thinking, it also equips students with the skills needed to be successful in the pursuit of graduate education.

### Criminal Justice Program Mission Statement

The Bachelor of Science Program in Criminal Justice is designed to provide students with the opportunity to acquire knowledge of the roles of policing, courts, laws, and corrections as they relate to both the adult and juvenile justice systems. The program also seeks to provide students with knowledge of the history, concepts, and critical issues related to the role of gender and race/ethnicity in the criminal justice system, victimology, and ethics in criminal justice. The curriculum further provides a theoretical foundation of the discipline, combined with a thorough understanding of the scientific method as it applies to criminal justice. This combination is expected to sharpen students' talents of reasoning and judgment, qualities imperative to rational functioning in criminal justice and related human service professions. Through an interdisciplinary approach to the problems of crime and society, the program also equips students to pursue legal training and/or graduate study in criminal justice or related disciplines.

### 128 Hours

#### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

#### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	minimum hours from the options	3

Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	MTH 107 Finite Mathematics	3
Social Science Perspective	minimum hours from the options	3

**II Major requirements (45)**

Core courses (27 hours)

CJ 111 Introduction to Criminal Justice	3
CJ 112 Criminology	3
CJ 113 Courts and Criminal Justice	3
CJ 210 Policing in America	3
CJ 219 Research Methods for the Social and Behavioral Sciences	3
CJ 220 Social and Behavioral Science Statistics	3
CJ 230 Introduction to Corrections	3
CJ 300 Ethics in Criminal Justice	3
CJ 470 Senior Seminar	3
Criminal Justice Options	12
six hours of 400-level courses	
six additional CJ hours	
Social Science Options	6
three hours of 100-200 level courses from SOC, PSY, or PS	
three hours of 300-400 level courses from SOC, PSY or PS	

**III Electives**

To be taken in consultation with advisor (allowing the student to concentrate in some second or third area of study). Students may choose to meet the elective hours required by completing a second major or minor or area of personal interest.

**Transfer Policy:**

Criminal Justice courses may be transferred as course equivalents provided they were successfully completed at an accredited institution of higher learning and are approved for substitution by the Criminal Justice Chair.

**No University Credit for Work or Life Experience Policy:**

Without exception, criminal justice credit shall never be awarded for any prior work and/or life experience(s).

# Education, Elementary (Bachelor of Arts)

## Department of Education; Division of Professional Programs

Professors:

Chris Cain

Barbara Cary

Tom Destino

Deb Morris

Associate Professors:

Belinda Eggen

Susan Stigall

Jessica Van Cleave

Program Coordinator for Elementary Education

Belinda Eggen

The mission of the Teacher Education Program is to prepare teachers as progressive leaders, able to meet the challenges that will face them with optimism and energy as well as enable them to revive the positive conditions that make genuine learning possible.

The Elementary Education Program is designed to assist undergraduate students in developing the knowledge, skills, and dispositions for becoming effective and successful K – 6th grade elementary teachers.

The Teacher Education Program (TEP) is committed to students' academic, professional, and personal development and success. At the core of our pedagogy is "Teacher as Progressive Leader". This model is based on sound principles about teaching—and about human curiosity, growth, and motivation—which are enduring qualities. These constants include certain instructional principles as well as an understanding of teachers' responsibility to teach to the heart and not just the mind—to work toward social justice and equity. "Teacher as Progressive Leader" has three important and interdependent components:

- **Creative Pedagogy:** The capacity of teachers to shape and carry out their own instructional ideas for specific students and conditions.
- **Knowledge of Academic Disciplines:** An understanding of the central questions and methods of the major discipline that enables effective teaching and learning.
- **Critical Agency:** The awareness of bias and inequity and the concomitant will and efficacy to address them to effect social justice.

The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the North Carolina Department of Public Instruction.

**Admissions Policy** (Contact TEP Office for complete details and admission application):

The Teacher Education Program (TEP) conducts its own formal admissions process and interviews. Prospective students are required to: (a) submit a completed Application for Admission into Teacher Education Program via Taskstream; (b) submit an approved admission portfolio via TaskStream; (c) successfully complete ED 205<sup>WI</sup> Introduction to Education; (d) earn a cumulative GPA of at least 2.75; and (e) receive passing scores on Praxis I Core Academic Skills Tests in Reading, Writing, and Mathematics.

## Special Expenses

Due to the nature of the education programs and experiences required, there are expenses beyond those listed in the fees section in this catalog. Some of the expenses are out-of-pocket expenses such as a TaskStream subscription, criminal background checks, and professional organization memberships.

## 128 Hours

### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the available options	3
Global Perspective	two courses in foreign language	6
Humanities Perspective	HIS 223 U.S. History to 1865 and one literature course	6
Ideas & Innovations - US	minimum hours from the available options	3
Ideas & Innovations - World	minimum hours from the available options	3
Natural Science Perspectives	NS 111 Introduction to Biological Sciences	4
Quantitative Reasoning Perspective:	MTH 107 Finite Mathematics	3
Social Science Perspective	PSY 111 General Psychology	3

### II Major Requirements

ART 324 Art in the Elementary School	3
ENG 334 Second Language and Literacy Development	3
MTH 203 Elementary Geometry	3
MTH 204 Teaching Number Systems	3
NS 113 Introduction to Physical Science	4
HIS 202 North Carolina History and Government	3
PSY 313 Child Psychology	3
ED 205 <sup>WI</sup> Introduction to Education	3
ED 251 Introduction to Special Education	3
ED 325 Social Studies Methods in Elementary Education <sup>1</sup>	3
ED 326 Science Methods in Elementary Education <sup>1</sup>	3
ED 401 Psychological Foundations of Education <sup>1</sup>	3
ED 402 Historical, Philosophical and Social Foundations of Education <sup>1</sup>	3
ED 404 Reading, Writing, and Language Arts in Elementary Education <sup>1</sup>	3
ED 450 Advanced Methods for Teaching Mathematics <sup>1</sup>	3

ED 470 Diversity in American Schools <sup>1,2</sup>	3
Take two of the following three specified courses:	6
ED 311 Children's Literature	
ED 441 Comprehensive Strategies for Teaching Content Based Literacy <sup>1</sup>	
ED 455 Teaching Students with Persistent Reading Problems <sup>1</sup>	
ED 479 Student Teaching Practicum I <sup>1</sup>	3
ED 481 Student Teaching Practicum <sup>1,2</sup>	3
ED 491 Observation and Directed Teaching <sup>1,2</sup>	7

### III Electives

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

*Notes:*

1. *Requires admission to the Teacher Education Program*
2. *Requires admission to Student Teaching*

# Education, English as a Second Language (Bachelor of Arts)

## Department of Education; Division of Professional Programs

Professors:

Chris Cain  
Barbara Cary  
Tom Destino  
Deb Morris

Associate Professors:

Belinda Eggen  
Susan Stigall  
Jessica Van Cleave

Program Coordinator for ESL

Tom Destino

The mission of the Teacher Education Program is to prepare teachers as progressive leaders, able to meet the challenges that will face them with optimism and energy as well as enable them to revive the positive conditions that make genuine learning possible.

The ESL Program is designed to help undergraduate students in developing the knowledge, skills, and dispositions for becoming effective and successful K – 12th grade teachers. The curriculum is inter-disciplinary and prepares future teachers with the sociological, psychological, historical, linguistic, and political foundations for developing responsive teaching for students from diverse linguistic and cultural backgrounds.

The Teacher Education Program (TEP) is committed to students' academic, professional, and personal development and success. At the core of our pedagogy is "Teacher as Progressive Leader". This model is based on sound principles about teaching—and about human curiosity, growth, and motivation—which are enduring qualities. These constants include certain instructional principles as well as an understanding of teachers' responsibility to teach to the heart and not just the mind—to work toward social justice and equity. "Teacher as Progressive Leader" has three important and interdependent components:

- **Creative Pedagogy:** The capacity of teachers to shape and carry out their own instructional ideas for specific students and conditions.
- **Knowledge of Academic Disciplines:** An understanding of the central questions and methods of the major discipline that enables effective teaching and learning.
- **Critical Agency:** The awareness of bias and inequity and the concomitant will and efficacy to address them to effect social justice.

The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the North Carolina Department of Public Instruction.

### Admissions Policy

(Contact TEP Office for complete details and admission application):

The Teacher Education Program (TEP) conducts its own formal admissions process and interviews. Prospective students are required to: (a) submit a completed Application for Admission into Teacher Education Program via Taskstream; (b) submit an approved admission portfolio via TaskStream; (c) successfully complete ED 205<sup>WI</sup> Introduction to Education; (d) earn a cumulative GPA of at least 2.75; and (e) receive passing scores on Praxis I Core Academic Skills Tests in Reading, Writing, and Mathematics.



## Special Expenses

Due to the nature of the education programs and experiences required, there are expenses beyond those listed in the fees section in this catalog. Some of the expenses are out-of-pocket expenses such as a TaskStream subscription, criminal background checks, and professional organization memberships.

## 128 Hours

### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	two courses of same foreign language	6
Humanities Perspective	minimum hours from the options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	MTH 107 Finite Mathematics	3
Social Science Perspective	PSY 111 General Psychology	3

### II Major Requirements

Two courses of the same foreign language	6
ART 324 Art in Elementary School	3
ENG 332 Structure and Usage of the English Language	3
ENG 333 Grammar and Linguistics for Teaching English as a Second Language	3
ENG 334 Second Language and Literacy Development	3
ED 205 <sup>WI</sup> Introduction to Education	3
ED 251 Introduction to Special Education	3
ED 311 Children's Literature	3
ED 314 Adolescent Learner	3
ED 360 Issues in Teaching English as a Second Language in Public Schools	3
ED 365 Socio-Cultural Foundations of Teaching English as a Second Language in Public Schools <sup>1</sup>	3
ED 401 Psychological Foundations of Education <sup>1</sup>	3
ED 402 Historical, Philosophical, and Social Foundations of Education <sup>1</sup>	3

ED 404 Reading, Writing, and Language Arts in the Elementary Classroom <sup>1</sup>	3
ED 410 Reading in the Content Areas <sup>1</sup>	3
ED 419 Methods for Teaching English as a Second Language in Public Schools	3
ED 420 Teaching Literature for Adolescents in a Diverse Society	3
ED 470 Diversity in American Schools <sup>1,2</sup>	3
ED 479 Student Teaching Practicum I <sup>1</sup>	3
ED 481 Student Teaching Practicum <sup>1,2</sup>	3
ED 491 Observation and Directed Teaching <sup>1,2</sup>	7
PSY 313 Child Psychology	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.

*Notes:*

1. *Requires admission to the Teacher Education Program*
2. *Requires admission to Student Teaching*

# Education, Integrated (Bachelor of Arts)

## Special Education K–12 and Elementary Education K–6

### Department of Education; Division of Professional Programs

Professors:

Chris Cain

Barbara Cary

Tom Destino

Deb Morris

Associate Professors:

Belinda Eggen

Susan Stigall

Jessica Van Cleave

Program Coordinator for Integrated Education

Chris Cain

The mission of the Teacher Education Program is to prepare teachers as progressive leaders, able to meet the challenges that will face them with optimism and energy as well as enable them to revive the positive conditions that make genuine learning possible.

The Teacher Education Program in Integrated Education, which incorporates the requirements for the Elementary Education K – 6th and Special Education K – 12th majors, is designed to equip students with the knowledge, skills, and resources to succeed in their coursework, field experiences, and personal growth and pre-professional development. Students who complete this major will be eligible for a teaching license in both Elementary Education and Special Education.

The Teacher Education Program (TEP) is committed to students' academic, professional, and personal development and success. At the core of our pedagogy is "Teacher as Progressive Leader". This model is based on sound principles about teaching—and about human curiosity, growth, and motivation—which are enduring qualities. These constants include certain instructional principles as well as an understanding of teachers' responsibility to teach to the heart and not just the mind—to work toward social justice and equity. "Teacher as Progressive Leader" has three important and interdependent components:

- **Creative Pedagogy:** The capacity of teachers to shape and carry out their own instructional ideas for specific students and conditions.
- **Knowledge of Academic Disciplines:** An understanding of the central questions and methods of the major discipline that enables effective teaching and learning.
- **Critical Agency:** The awareness of bias and inequity and the concomitant will and efficacy to address them to effect social justice.

The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the North Carolina Department of Public Instruction.

**Admissions Policy** (Contact TEP Office for complete details and admission application):

The Teacher Education Program (TEP) conducts its own formal admissions process and interviews. Prospective students are required to: (a) submit a completed Application for Admission into Teacher

Education Program via Taskstream; (b) submit an approved admission portfolio via TaskStream; (c) successfully complete ED 205<sup>WI</sup> Introduction to Education; (d) earn a cumulative GPA of at least 2.75; and (e) receive passing scores on Praxis I Core Academic Skills Tests in Reading, Writing, and Mathematics.

## Special Expenses

Due to the nature of the education programs and experiences required, there are expenses beyond those listed in the fees section in this catalog. Some of the expenses are out-of-pocket expenses such as a TaskStream subscription, criminal background checks, and professional organization memberships.

## 128 Hours

### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the available options	3
Global Perspective	two courses in foreign language	6
Humanities Perspective	HIS 223 U.S. History to 1865 and one literature course	6
Ideas & Innovations - US	minimum hours from the available options	3
Ideas & Innovations - World	minimum hours from the available options	3
Natural Science Perspectives	NS 111 Introduction to Biological Sciences	4
Quantitative Reasoning Perspective:	MTH 107 Finite Mathematics	3
Social Science Perspective	PSY 111 General Psychology	3

### II Major Requirements

ART 324 Art in the Elementary School	3
ENG 334 Second Language and Literacy Development	3
MTH 203 Elementary Geometry	3
MTH 204 Teaching Number Systems	3
NS 113 Introduction to Physical Science	4
HIS 202 North Carolina History and Government	3
PSY 313 Child Psychology	3
ED 205 <sup>WI</sup> Introduction to Education	3
ED 251 Introduction to Special Education	3
Choose one from the following two courses:	3
ED 311 Children's Literature	
ED 441 Comprehensive Strategies for Teaching Content Based Literacy <sup>1</sup>	3

ED 325 Social Studies Methods in Elementary Education <sup>1</sup>	3
ED 326 Science Methods in Elementary Education <sup>1</sup>	3
ED 329 Motor Sensory Communication Deficits	3
ED 348 Students with Learning Disabilities and Emotional/Behavioral Disorders	3
ED 401 Psychological Foundations of Education <sup>1</sup>	3
ED 402 Historical, Philosophical and Social Foundations of Education <sup>1</sup>	3
ED 404 Reading, Writing, and Language Arts in the Elementary Classroom <sup>1</sup>	3
ED 432 Specialized Instruction and Collaboration <sup>1</sup>	3
ED 435 Assessment Methods, Uses, and Interpretations <sup>1</sup>	3
ED 450 Advanced Methods for Teaching Mathematics <sup>1</sup>	3
ED 451 Academic and Environmental Classroom Planning <sup>1</sup>	3
ED 455 Teaching Students with Persistent Reading Problems <sup>1</sup>	3
ED 470 Diversity in American Schools <sup>1,2</sup>	3
ED 479 Student Teaching Practicum I <sup>1</sup>	3
ED 481 Student Teaching Practicum <sup>1,2</sup>	3
ED 491 Observation and Directed Teaching <sup>1,2</sup>	7

### III Electives

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

**Notes:**

1. *Requires admission to the Teacher Education Program*
2. *Requires admission to Student Teaching*

# Education, Middle Grades (Bachelor of Arts)

## Department of Education; Division of Professional Programs

Professors:

Chris Cain

Barbara Cary

Tom Destino

Deb Morris

Associate Professors:

Belinda Eggen

Susan Stigall

Jessica Van Cleave

Program Coordinator for Middle Grades Education

Tom Destino

The mission of the Teacher Education Program is to prepare teachers as progressive leaders, able to meet the challenges that will face them with optimism and energy as well as enable them to revive the positive conditions that make genuine learning possible.

The middle grades program is committed to preparing middle-level teachers who understand adolescent development and learning, developmentally responsive middle-level programs and schools, and the middle-level curriculum and strategies proven to meet the needs of diverse learners. The Mars Hill University's Middle Grades Program prepares educators to work collaboratively with families and communities and to engage in professional practices that further develop lifelong educators.

All middle grades candidates select one area of concentration—mathematics, social studies, science, english/language arts. This allows candidates to focus on mastering one body of knowledge. In addition to one concentration, candidates are advised to select electives in a second area of focus, allowing candidates to graduate with the knowledge and skills in more than one area. Lastly, teachers in middle grade schools must know how to teach well; therefore, candidates take courses in The Middle Grades Classroom, Middle School Curriculum, Adolescent Learner, Content Area Literacies, Content Area Methods, and Foundational Courses. We believe that the key to educating young adolescents is a well prepared middle level teacher, empowered and equip to meet the challenges of young people in developmentally responsive ways.

The Teacher Education Program (TEP) is committed to students' academic, professional, and personal development and success. At the core of our pedagogy is "Teacher as Progressive Leader". This model is based on sound principles about teaching—and about human curiosity, growth, and motivation—which are enduring qualities. These constants include certain instructional principles as well as an understanding of teachers' responsibility to teach to the heart and not just the mind—to work toward social justice and equity. "Teacher as Progressive Leader" has three important and interdependent components:

- **Creative Pedagogy:** The capacity of teachers to shape and carry out their own instructional ideas for specific students and conditions.
- **Knowledge of Academic Disciplines:** An understanding of the central questions and methods of the major discipline that enables effective teaching and learning.
- **Critical Agency:** The awareness of bias and inequity and the concomitant will and efficacy to address them to effect social justice.

The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the North Carolina Department of Public Instruction.

**Admissions Policy** (Contact TEP Office for complete details and admission application)

The Teacher Education Program (TEP) conducts its own formal admissions process and interviews. Prospective students are required to: (a) submit a completed Application for Admission into Teacher Education Program via Taskstream; (b) submit an approved admission portfolio via TaskStream; (c) successfully complete ED 205<sup>WI</sup> Introduction to Education; (d) earn a cumulative GPA of at least 2.75; and (e) receive passing scores on Praxis I Core Academic Skills Tests in Reading, Writing, and Mathematics.

### Special Expenses

Due to the nature of the education programs and experiences required, there are expenses beyond those listed in the fees section in this catalog. Some of the expenses are out-of-pocket expenses such as a TaskStream subscription, criminal background checks, and professional organization memberships.

## 128 Hours

### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the available options	3
Global Perspective	minimum hours from the available options	3
Humanities Perspective	minimum hours from the available options/two disciplines	6
Ideas & Innovations - US	minimum hours from the available options	3
Ideas & Innovations - World	minimum hours from the available options	3
Natural Science Perspectives	minimum hours from the available options	4
Quantitative Reasoning Perspective:	MTH 107 Finite Mathematics	3
Social Science Perspective	PSY 111 General Psychology	3

### II Major Requirements

ED 205 <sup>WI</sup> Introduction to Education	3
ED 251 Introduction to Special Education	3
ED 314 The Adolescent Learner	3



ED 340 Middle Grades Curriculum	3
ED 401 Psychological Foundations of Education <sup>1</sup>	3
ED 402 Historical, Philosophical, and Social Foundations of Education <sup>1</sup>	3
ED 410 Reading in the Content Area <sup>1</sup>	3
ED 470 Diversity in American Schools <sup>1,2</sup>	3
ED 475 Content Area Practicum for Middle Grades <sup>1,2</sup>	3
ED 479 Student Teaching Practicum I <sup>1</sup>	3
ED 481 Student Teaching Practicum <sup>1,2</sup>	3
ED 491 Observation and Directed Teaching <sup>1,2</sup>	7

### III Concentration:

All Middle Grade (6th – 9th) majors are required to complete one area of concentration from the following: Mathematics, Science, English/Language Arts, or Social Studies. A second concentration is recommended per the North Carolina Department of Public Instruction (NCDPI).

#### Language Arts (24 credit hours)

ENG 211 Survey of British Literature I	3
ENG 213 World Literature	3
ENG 215 Survey of American Literature	3
ENG 312 Adolescent Literature (6th – 12th)	3
ENG 329 Diversity in American Literature	3
ENG 332 Structure and Usage of the English Language	3
ENG 334 Second Language and Literacy Development	3
ED 412 The Teaching of English in the Middle and Secondary Programs <sup>1</sup>	3

#### Mathematics (24 credit hours)

MTH 107 Finite Mathematics	3
MTH 115 Calculus I	5
MTH 116 Elementary Probability and Statistics	4
MTH 203 Elementary Geometry	3
MTH 204 Teaching Number Systems	3
MTH 210 Math of Finance	3
ED 418 The Teaching of Math in Middle Grades and Secondary Education	3

#### Science (27 credit hours)

CHM 113 General Chemistry I	4
NS 111 Introduction to Biological Sciences	4
NS 112 Introduction to Environmental Sciences	4
NS 113 Introduction to Physical Sciences	4
NS 114 Introduction to Meteorology and Weather Forecasting	4
PHY 223 General Physics I	4
ED 421 The Teaching of Science in Middle Grades and Secondary Education	3

#### Social Studies (27 credit hours)

SOC 111 Introduction to Sociology	3
HIS 202 North Carolina History and Government	3

HIS 223 United States History to 1865	3
HIS 224 United States History from 1865 to the Present	3
HIS 292 World History I	3
HIS 293 <sup>W</sup> World History II	3
GEO 221 World Geography	3
ED 415 The Teaching of Social Studies in Middle Grades and Secondary Education	3
Choose one:	3
ECO 220 Principles of Economics	
ECO 221 Principles of Microeconomics	
ECO 222 Principles of Macroeconomics	

### III Electives

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

*Notes:*

1. *Requires admission to the Teacher Education Program*
2. *Requires admission to Student Teaching*

# Education, Special (Bachelor of Arts)

## Department of Education; Division of Professional Programs

Professors:

Chris Cain

Barbara Cary

Tom Destino

Deb Morris

Associate Professors:

Belinda Eggen

Susan Stigall

Jessica Van Cleave

Program Coordinator for Special Education

Susan Stigall

The mission of the Teacher Education Program is to prepare teachers as progressive leaders, able to meet the challenges that will face them with optimism and energy as well as enable them to revive the positive conditions that make genuine learning possible.

The Special Education Program is designed to assist undergraduate students in developing the knowledge, skills, and dispositions for becoming effective and successful K – 12th special education teachers.

The Teacher Education Program (TEP) is committed to students' academic, professional, and personal development and success. At the core of our pedagogy is "Teacher as Progressive Leader". This model is based on sound principles about teaching—and about human curiosity, growth, and motivation—which are enduring qualities. These constants include certain instructional principles as well as an understanding of teachers' responsibility to teach to the heart and not just the mind—to work toward social justice and equity. "Teacher as Progressive Leader" has three important and interdependent components:

- **Creative Pedagogy:** The capacity of teachers to shape and carry out their own instructional ideas for specific students and conditions.
- **Knowledge of Academic Disciplines:** An understanding of the central questions and methods of the major discipline that enables effective teaching and learning.
- **Critical Agency:** The awareness of bias and inequity and the concomitant will and efficacy to address them to effect social justice.

The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the North Carolina Department of Public Instruction.

**Admissions Policy** (Contact TEP Office for complete details and admission application):

The Teacher Education Program (TEP) conducts its own formal admissions process and interviews. Prospective students are required to: (a) submit a completed Application for Admission into Teacher Education Program via Taskstream; (b) submit an approved admission portfolio via TaskStream; (c) successfully complete ED 205<sup>WI</sup> Introduction to Education; (d) earn a cumulative GPA of at least 2.75; and (e) receive passing scores on Praxis I Core Academic Skills Tests in Reading, Writing, and Mathematics.

## Special Expenses

Due to the nature of the education programs and experiences required, there are expenses beyond those listed in the fees section in this catalog. Some of the expenses are out-of-pocket expenses such as a TaskStream subscription, criminal background checks, and professional organization memberships.

## 128 Hours

### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the available options	3
Global Perspective	two courses in foreign language	6
Humanities Perspective	HIS 223 U.S. History to 1865 and one literature course	6
Ideas & Innovations - US	minimum hours from the available options	3
Ideas & Innovations - World	minimum hours from the available options	3
Natural Science Perspectives	NS 111 Introduction to Biological Sciences or NS 113 Introduction to Physical Science	4
Quantitative Reasoning Perspective:	MTH 107 Finite Mathematics	3
Social Science Perspective	PSY 111 General Psychology	3

### II Major Requirements

Choose one of the two following courses:

ED 375 Creative Drama		
ART 324 Art in the Elementary School		3
ED 205 <sup>WI</sup> Introduction to Education		3
ED 251 Introduction to Special Education		3
ED 329 Motor, Communication, and Sensory Deficits of the Exceptional Child		3
ED 348 Students with Learning Disabilities and Emotional/Behavioral Disorders		3
ED 401 Psychological Foundations of Education <sup>1</sup>		3
ED 402 Historical, Philosophical, and Social Foundations of Education <sup>1</sup>		3
ED 404 Reading, Writing, and the Language Arts in Elementary Education <sup>1</sup>		3
ED 432 Specialized Instruction and Collaboration <sup>1</sup>		3
ED 435 Assessment Methods, Uses, and Interpretations <sup>1</sup>		3
ED 450 Advanced Methods for Teaching Mathematics <sup>1</sup>		3
ED 451 Academic and Environmental Classroom Planning <sup>1</sup>		3
ED 455 Teaching Students with Persistent Reading Problems <sup>1</sup>		3

ENG 334 Second Language and Literacy Development	3
MTH 203 Elementary Geometry	3
MTH 204 Teaching Number Systems	3
PSY 313 Child Psychology	3
ED 470 Diversity in American Schools <sup>1,2</sup>	3
ED 479 Student Teaching Practicum I <sup>1</sup>	3
ED 481 Student Teaching Practicum <sup>1,2</sup>	3
ED 491 Observation and Directed Teaching <sup>1,2</sup>	7

### III Electives

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

**Notes:**

1. *Requires admission to the Teacher Education Program*
2. *Requires admission to Student Teaching*

# English (Bachelor of Arts)

## Department of Language & Literature; Division of Humanities and Social Sciences

Professors:	Harold McDonald
	Joanna T. Pierce (chair)
Associate Professors:	Adrienne Akins Warfield
	Kim Reigle
Assistant Professors:	Virginia Bower
	Felice Lopez-Bell
	Ethan Mannon
Instructor:	Eric Steineger

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

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 all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	two courses of same foreign language	6
Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options <sup>1</sup>	3
Ideas & Innovations - World	minimum hours from the options <sup>1</sup>	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3

**II Major Requirements**

ENG 210 <sup>WI</sup> Introduction to Literary Study	3
ENG 211 Survey of British Literature I	3
ENG 212 Survey of British Literature II	3
ENG 215 Survey of American Literature	3
ENG 399 Junior Seminar	3
ENG 450 Senior Seminar	3
Nine semester hours in American literature selected from the following:	9
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	
Nine semester hours in British literature selected from the following:	9
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 Writing for Business and Professions	
ENG 430 Fiction Writing	
ENG 431 Poetry Writing	
ENG 432 Creative Non-fiction	
ENG 433 Narrative Journalism	
ENG 440 Composition Theory and Practice	
Six semester hours of English electives	6

English electives may include any upper-level English course not already used to satisfy the above requirements, or any course selected from the following:

- ENG 213 World Literature
- ENG 230 Creative Writing
- ENG 261 Internship
- ENG 262 Peer Collaboration in Writing
- ENG 263 Peer Collaboration Across Disciplines
- ENG 312 Adolescent Literature
- ENG 327 or 328 Special Topics
- ENG 330 Women in Literature
- ENG 335 Modern & Contemporary Literature
- ENG 371 World Literature
- ENG 457, 458 Directed Readings
- ENG 460 Independent Study
- ENG 461 Internship



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

### III Electives

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

#### Professional Education Requirements for English 9-12 Grade Licensure

ENG 312 Adolescent Literature	3
ENG 329 Diversity in American Literature	3
ENG 332 Structure and Usage of the English Language	3
ENG 371 World Literature or ENG 213 World Literature	3
ENG 440 Composition Theory and Practice	3
ENG 442 Shakespeare	3
ED 205 <sup>WI</sup> Introduction to Education	3
ED 314 The Adolescent Learner	3
ED 401 Psychological Foundations of Education <sup>2</sup>	3
ED 402 Historical, Philosophical, and Social Foundations of Education <sup>2</sup>	3
ED 410 Reading in the Content Areas <sup>2</sup>	3
ED 412 The Teaching of English in the Middle Grades and Secondary Education	3
ED 470 Diversity in American Schools <sup>2,3</sup>	3
ED 474 Content Area Practicum	3
ED 479 Student Teaching Practicum I <sup>2</sup>	3
ED 481 Student Teaching Practicum <sup>2,3</sup>	3
ED 491 Observation and Directed Teaching <sup>2,3</sup>	7
PSY 111 General Psychology	3

#### Optional Concentration: Creative Writing

Students desiring a minor in English with a concentration in creative writing should complete the 18 credit hour requirement as follows:

ENG 230: Introduction to Creative Writing (also fulfills aesthetic perspectives requirement)	3
ENG 430: Fiction Workshop	3
ENG 431: Poetry Workshop	3
ENG 432: Creative Nonfiction	3
ENG 433: Narrative Journalism	3
ENG455: Creative Writing Portfolio Experience	3

Other 300 or 400 level English courses may be adapted to satisfy 3 semester hours (one course) for this minor. Consult with the department chair for permission.

#### Notes:

1. Majors may choose one of the following I and I ENG courses to fulfill 3 hours of the I and I requirements: ENG354, ENG 355, ENG 356, ENG 357, ENG 358
2. Requires admission to the Teacher Education Program
3. Requires admission to Student Teaching

# Health & Human Performance (Bachelor of Science)

## Department of Health, Human Performance, and Recreation; Division of Professional Programs

Associate Professor:

Jeff Andersen, Chair

Assistant Professors:

Joy Clifton

Kari Hunt

Natalie Boone

The four-year Bachelor of Science (B.S.) degree in Health and Human Performance for undergraduate students includes the option to pursue a specialized concentration in Health and Physical Education Teacher Education leading to K-12 licensure, Exercise and Wellness Promotion, or Coaching Education. Students graduating with a bachelor's degree in Health and Human Performance will complete a rigorous curriculum that is dedicated to the study of human movement and physical activity as it relates to sport, health, wellness, dance, and exercise. Our central focus is the study of physical activity as it ranges from basic mechanisms of human movement to the complex dynamics of physical activity in the context of human health and well-being. Courses focus on sports skill development, history and foundations of kinesiology, research and statistical foundations, and methodology. Successful candidates can go on to careers in sport coaching, strength and conditioning, exercise instruction, personal training, cardiac rehab, mental skills training, sports medicine, and physical education and teacher education, and health professions. A Bachelor of Science in Health and Human Performance also offers a pathway to further studies at the graduate level.

**Health and Physical Education Teacher Education Concentration:** provides appropriate learning experiences to meet the needs, capabilities, and interests of K-12 students studying health and physical education. The program is designed for students to acquire knowledge, developing skills and dispositions within a learning environment focused on active involvement and integrated learning activities.

**Exercise and Wellness Promotion Concentration:** provides students with foundational knowledge in health promotion program planning, implementation, and evaluation, as well as specific health education strategies for effectively delivering community and school health education interventions. The program is designed for students to develop an understanding of the human body in regard to health and disease, exercise, nutrition, and stress management. The Health and Wellness Promotion Concentration explores the dimensions of wellness and the relationship of chronic conditions to their preventive measures and treatment interventions.

**Coaching Education Concentration:** provides students with the educational knowledge, skills, and practice to become effective coaches at any level. This program is designed to prepare students for successful coaching careers at all levels of sporting competition including but not limited to: youth, interscholastic, and intercollegiate. Course work focuses on motivating student athletes, sports psychology, theories in coaching, and tactical skills.

## 128 Hours

### Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements

## III. Electives

IV. Students pursuing teacher licensure must complete the Professional Education Requirements

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

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 all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	HHP 333 Sports in Society	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	PSY 111 General Psychology	3

## II Major Requirements

PSY 111 Introduction to Psychology	3
BIO 134 Human Anatomy & Physiology	4
HHP 220 First Aid, CPR/PR & Sports Injuries	3
HHP 221 Foundations of Health and Human Performance	3
HHP 233: Health Education	3
HHP 238 Measurement & Evaluation in Physical Education	3
HHP 329 Kinesiology	4
HHP 330 Exercise Physiology	4
HHP 332: Adapted Physical Education	3
HHP 333 Sports and Society	3
HHP 441 Organization & Administration of HPER	3
One of:	
HHP 225 Team Sports Skill lab	3
HHP 226 Team Sports Skill lab	3
Leisure Component—one of:	
HHP 143 Disc Golf	2
HHP 174 Yoga	2
HHP 206 Racquet Games	2
HHP 209 Dance as Art	3
RSM 210 Outdoor Recreation & Games Leadership	3
Fitness Component—one of:	
HHP 174 Yoga	2
HHP 191 Weight Training I	2

HHP 210 Walking & Weight Training	2
HHP 211 Aquasize & Aerobics	2
HHP 207 Ultimate Frisbee	2

### Complete requirements for one concentration:

#### A. Teacher Education

HHP 203 Dance Skill lab	2
HHP 204 Gymnastic Skill lab	2
HHP 335 Elementary Methods	3
HHP 413 Secondary Methods	3

#### Professional Education Requirements

ED 205 Introduction to Education	3
ED 314 Adolescent Learner	3
ED 401 Psychological Foundations of Education <sup>1</sup>	3
ED 402 Historical, Philosophical, Social Foundations of Education <sup>1</sup>	3
ED 470 Diversity in Schools <sup>1,2</sup>	3
ED 479 Student Teaching Practicum I	3
ED 481 Student Teaching Practicum <sup>1,2</sup>	3
ED 491 Observation and Directed Teaching <sup>1,2</sup>	7

#### B. Exercise and Wellness Promotion

HHP 240 Personal Trainer	3
HHP 241 Exercise Nutrition Prescription	3
HHP 242 Exercise and Sport Psychology	3
HHP 400 Professional Foundations	1
HHP 450 Internship	12
BA 236 Principles of Management	3
BA 351 Principles of Marketing	3
RSM 300 Field Work	2
RSM 369 Risk Management	3

#### C. Coaching Education

HHP 203: Dance Skill lab	2
HHP 204: Gymnastic Skill lab	2
HHP 213 Theories of Coaching	3
Two from: (6)	
HHP 214 Coaching of Football	3
HHP 215 Coaching of Soccer	3
HHP 216 Coaching of Basketball/Volleyball	3
HHP 217 Coaching of Softball/Baseball	3
HHP 218 Coaching of Track & Field	3
HHP 219 Coaching of Swimming	3
HHP 240 Personal Trainer	3

HHP 242 Exercise and Sport Psychology	3
HHP 400 Professional Foundations	1
HHP 450 Internship	12
RSM 300 Field Work	2
RSM 310 Event Management	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.

*Notes:*

- 1. Requires admission to the Teacher Education Program*
- 2. Requires admission to Student Teaching*

# History (Bachelor of Arts)

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

Professor:	Phyllis Smith
Associate Professors:	Lucia Carter John Gripenrog
Assistant Professor:	David Gilbert
Instructors:	Patrick Cash

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

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 all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	two courses from same foreign language	6
Humanities Perspective	HIS 223 US History to 1865 or HIS 224 US History since 1865 and one course from another discipline	6
Ideas & Innovations - US	minimum hours from the options not including upper level history course	3
Ideas & Innovations - World	minimum hours from the options not including upper level history course	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options	3

## II Major Requirements

HIS 223 U.S. to 1865	3
HIS 224 U.S. since 1865	3
HIS 292 World History to 1500	3
HIS 293 <sup>WI</sup> World History since 1500	3
HIS 391 <sup>WI</sup> Junior Seminar	3
HIS 491 Senior Seminar	3

### Three U.S. History from: 9

HIS 310 In Their Own Words: American Autobiography in the Revolutionary Era
HIS 317 The United States, Since 1945
HIS 330 Women in the American Experience
HIS 349 Appalachian Oral History
HIS 350 African-American History
HIS 355 Jazz: History and Roots
HIS 413 The Long Civil War, 1830-1877
HIS 418 American Politics and Society, 1900–1945

### Five World History courses 15

#### Three from the list below:

HIS 301 Modern Latin America
HIS 303 Latin American Women
HIS 320 The Ancient World
HIS 404 Mexico: Ancient times to Independence
HIS 429 U.S. in the World since 1900
HIS 452 History of Modern Japan

#### And two from the list below:

HIS 338 Early Modern Europe
HIS 340 Twentieth-Century Europe
HIS 437 Renaissance and Reformation
HIS 441 Europe Since 1789

## III Electives

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

### Professional Education Requirements for Social Studies Grades 9–12 Licensure

HIS 202 North Carolina History and Government	3
PS 111 Introduction to American Government and Politics	3
GEO 221 World Geography	3
ECO 220 Principles of Economics	3
SOC 111 Introduction to Sociology	3
PSY 111 General Psychology	3



ED 205 <sup>WI</sup> Introduction to Education	3
ED 314 The Adolescent Learner	3
ED 401 Psychological Foundations of Education <sup>1</sup>	3
ED 402 Historical, Philosophical, and Social Foundations of Education <sup>1</sup>	3
ED 410 Reading in Content Area <sup>1</sup>	3
ED 415 The Teaching of Social Studies in the Middle Grades & Secondary Education	3
ED 470 Diversity in American Schools <sup>1,2</sup>	3
ED 473 Content Area Practicum	3
ED 479 Student Teaching Practicum I <sup>1</sup>	3
ED 481 Student Teaching Practicum <sup>1,2</sup>	3
ED 491 Observation and Directed Teaching <sup>1,2</sup>	7

**Notes:**

1. *Requires admission to the Teacher Education Program*
2. *Requires admission to Student Teaching*

**Optional Concentration in Public History:**

Public History provides a career path for undergraduate students who love history, but do not want to teach in K-12 or higher education. Employment opportunities in public history include: historical museums, archives, state or national parks, libraries, as well as local, state and national government agencies.

**Concentration Requirements**

HIS 250 Introduction to Public History	3
HIS 255 Introduction to Archives Management and Museum Studies	3
HIS 300 Advanced Topics in Public History	3
HIS 349 Appalachian Oral History	3
HIS 451 Public History Internship	4

# 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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	two courses in French or Spanish	6
Humanities Perspective	HIS 224 US History Since 1865 and ENG 213 World Literature	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	PS 121 Intro to Global Politics	3

### II Major Requirements

HIS 224 US History Since 1865	3
ENG 213 World Literature	3
PS 121 Intro to Global Politics	3
INS 210 Introduction to International Studies	3
ECO 221 Principles of Microeconomics	3
ECO 222 Principles of Macroeconomics	3
ECO 362 International Economic	3
INS 450 International Studies Senior Seminar	3
HIS 293 <sup>WI</sup> World History since 1500	3
GEO 221 World Geography	3
PS 230 <sup>WI</sup> Advanced Global Politics	3

Foreign Language: two courses at 200 level or above	6
History Options: Choose two courses from the following list:	6
HIS 301 Modern Latin America	
HIS 340 Twentieth Century Europe	
HIS 429 US in the World since 1900	
HIS 452 History of Modern Japan	
Political Science Options: Choose 2 from the following list:	6
PS 320 Global Politics and Conflict	
PS 321 Global Politics and Cooperation	
PS 322 Global Politics and Development	
PS 323 Global Politics and Human/National Security	
Mid-Upper Choice: One from the following list:	3
BA 236 <sup>WI</sup> Principles of Management	
CJ 320 Comparative Criminal Justice	
REL 240 Islam	
REL 241 Hinduism, Buddhism	
REL 242 Confucianism, Taoism, and Zen	
SPA 411 Intro to Peninsular Spanish Literature	
SPA 412 Topics in Peninsular Spanish Literature	
SPA 413 Intro to Latin American Literature	
SPA 414 Topics in Latin American Literature	

### III Electives

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

# Mathematics (Bachelor of Science)

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

Professor:	Donald Russell
Associate Professors:	Jennifer Rhinehart Laura Steil
Assistant Professors:	Philip Carroll Marty Gilbert Stefen Howard
Instructors:	Kerri Jamerson Misty Silver

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 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.

## 128 Hours

### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	minimum hours from the options	3

Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	PHY 223 General Physics I	4
Quantitative Reasoning Perspective:	MTH 115 Calculus I	5
Social Science Perspective	minimum hours from the options	3

**II Major Requirements**

MTH 115 Calculus I		
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 <sup>3</sup>		
MTH 335 Intro to the Theory of Numbers <sup>3</sup>		
MTH 337 Differential Equations		
MTH 342 Mathematical Statistics <sup>3</sup>		

**Supportive Requirements for Major Without Teacher Licensure**

CS 111 Introduction to Computer Science I		3
CS 220 Data Structures		3

**Professional Education Requirements:**

CS 110 Computer Science Concepts		3
PHY 224 General Physics II		4
PSY 111 General Psychology		3
ED 205 <sup>W</sup> Introduction to Education		3
ED 314 The Adolescent Learner		3
ED 401 Psychological Foundations of Education <sup>1</sup>		3
ED 402 Historical, Philosophical, and Social Foundations of Education <sup>1</sup>		3
ED 410 Reading in the Content Area <sup>1</sup>		3
ED 418 The Teaching of Mathematics in Middle Grades and Secondary Education		3
ED 470 Diversity in American Schools <sup>1,2</sup>		3
ED 472 Content Area Practicum <sup>1,2</sup>		3
ED 479 Student Teaching Practicum I <sup>1</sup>		3

ED 481 Student Teaching Practicum <sup>1,2</sup>	3
ED 491 Observation and Directed Teaching <sup>1,2</sup>	7

### III Electives

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

*Notes:*

1. *Requires admission to the Teacher Education Program*
2. *Requires admission to Student Teaching*
3. *Required for Teacher Licensure*

# Music (Bachelor of Arts)

## Department of Music; Division of Fine Arts

Professors:

Cathy Adkins

Associate Professors:

James Sparrow

Rodney Caldwell

Teresa Sumpter

Alan Theisen

Brian Tinkel

Assistant Professor:

Jennifer Pedersen

Instructor:

Misty Theisen

### 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: voice; organ or piano; brass, percussion, or woodwind instruments.

### 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 first-year or transfer 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 personal hardship on the student, a video recording may be sent.

Complete information on auditions is available from the department of music (828-689-1209), or on the website: [www.mhu.edu/music](http://www.mhu.edu/music).

### Faculty and Guest Recitals and Concerts

The department of music sponsors recitals by its faculty members and guest artists. The university also has a Visiting Artists and Lecturers Series that brings artists and to campus for performances. The proximity of Asheville enables students to attend performances by the Asheville Symphony Orchestra, the Asheville Lyric Opera, and other area ensembles.

### Recital Attendance Requirement:

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

### Departmental Performance labs:

Each applied area has specific requirements regarding performance labs. See Department of Music Handbook.

## 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 is also appropriate for students who seek a music degree as the foundation for additional study. 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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

## I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	two consecutive courses of the same foreign language	6
Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options	3

## II Major Requirements

French or Spanish 111 <sup>3</sup>	–
French or Spanish 112 <sup>3</sup>	–



MUS 111 Music Theory and Technology I	3
MUS 112 Music Theory and Technology II	3
MUS 113 Aural Skills I	1
MUS 114 Aural Skills II	1
MUS 211 Music Theory and Technology III	3
MUS 213 Aural Skills III	1
MUS 217 Music Theory and Technology IV	3
MUS 311 Music History I	3
MUS 312 <sup>W</sup> Music History II	3
MUS 313 Form and Analysis	3
Choose one:	2
MUS 353 Choral Conducting	
MUS 355 Instrumental Conducting	
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
MPED 08A Pedagogy of Applied Instrument- Piano	2
7 semester hours of Applied Music lessons (AMU) Must complete Level 481 <sup>1</sup> and recital requirement (AMR <sup>2</sup> )	7
7 semester hours of MUS 140 Piano Practicum	7
8 semester hours of:	8
MUS 101 Choir or	
MUS 102 Wind Symphony	

### B Instrumental Majors

MUS 177 Class Piano I	1
MUS 273 Class Piano II	1
7 semester hours of Applied Music lessons (AMU) Must complete Level 481 <sup>1</sup> and include recital requirement (AMR <sup>2</sup> )	7
3 semester hours of MUS 150 Marching Band	3
4 semester hours from among the following:	4
MUS 104 Woodwind Ensemble	
MUS 105 Percussion Ensemble	
MUS 109 Brass Ensembles	
8 semester hours of MUS 102 Wind Symphony	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 15 Pedagogy of the Applied Instrument - Voice	2
7 semester hours of Applied Music lessons (AMU)	7
Must complete Level 481 <sup>1</sup> and recital requirement(AMR <sup>2</sup> )	
8 semester hours of MUS 101 Choir	8

### III Electives

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

*Notes:*

1. See *Department of Music Handbook*
2. *Students will register for AMR rather than AMU in their recital semester.*
3. *Students may satisfy the language requirement with transfer credit in German or Italian.*

# Music Education (Bachelor of Music)

## Department of Music; Division of Fine Arts

Professors:

Cathy Adkins

James Sparrow

Associate Professors:

Rodney Caldwell

Teresa Sumpter

Alan Theisen

Brian Tinkel

Assistant Professor:

Jennifer Pedersen

Instructor:

Misty Theisen

### 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: voice; organ or piano; brass, percussion, or woodwind instruments.

### 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 first-year or transfer 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 personal hardship on the student, a video recording may be sent.

Complete information on auditions is available from the department of music (828-689-1209), or on the website: [www.mhu.edu/music](http://www.mhu.edu/music).

### Faculty and Guest Recitals and Concerts

The department of music sponsors recitals by its faculty members and guest artists. The university also has a Visiting Artists and Lecturers Series that brings artists and to campus for performances. The proximity of Asheville enables students to attend performances by the Asheville Symphony Orchestra, the Asheville Lyric Opera, and other area ensembles.

### Recital Attendance Requirement:

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

### Departmental Performance labs:

Each applied area has specific requirements regarding performance labs. See Department of Music Handbook.

## 137-147 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.

### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

Students pursuing teacher licensure must complete the Professional Education Requirements.

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	two consecutive courses of the same foreign language	6
Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options	3

**II Major Requirements**

MUS 111 Music Theory and Technology I	3
MUS 112 Music Theory and Technology II	3
MUS 113 Aural Skills I	1
MUS 114 Aural Skills II	1
MUS 211 Music Theory and Technology III	3
MUS 213 Aural Skills III	1
MUS 217 Music Theory and Technology IV	3
MUS 313 Form and Analysis	3
MUS 311 Music History I	3
MUS 312 <sup>WI</sup> 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
MPED 08A Pedagogy of Applied Instr. Piano	2
7 semester hours of Applied Music lessons (AMU) Must complete Level 481 <sup>1</sup> and recital requirement (AMR <sup>2</sup> )	7
7 semester hours of MUS 140 Piano Practicum	7
8 semester hours of:	8
MUS 101 Choir or	
MUS 102 Wind Symphony	

**B Instrumental Majors**

MUS 177 Class Piano I	1
MUS 273 Class Piano II	1
7 semester hours of Applied Music lessons (AMU) Must complete Level 481 <sup>1</sup> and recital requirement (AMR <sup>2</sup> )	7
4 semester hours of MUS 150 Marching Band	4
3 semester hours from among the following:	3
MUS 104 Woodwind Ensemble	
MUS 105 Percussion Ensemble	
MUS 109 Brass Ensembles	
7 semester hours of MUS 102 Wind Symphony	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	2

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 15 Pedagogy of the Applied Instrument - Voice	2
7 semester hours of Applied Music lessons (AMU) Must complete Level 481 <sup>1</sup> and one recital requirement (AMR <sup>2</sup> )	7
8 semester hours of MUS 101 Choir	8

## 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 103 Piano Ensemble (piano majors only)	1
Choose One:	2
MUS 443 Elementary Music Methods	
MUS 447 Instrumental Music Methods <sup>2</sup>	
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
Choose One:	2
MUS 443 Elementary Music Methods	
MUS 445 Choral Music Methods	
MUS 447 Instrumental Music Methods <sup>2</sup>	2
MUS 449 Marching Band Techniques	2

### C Elementary Emphasis

MUS 337 String Techniques	1
MUS 338 Instrumental Techniques	1
MUS 345 Vocal Techniques (non-voice majors only)	1

Choose One:	2
MUS 353 Choral Conducting	
MUS 355 Instrumental Conducting	
Choose One:	2
MUS 354 Advanced Choral Conducting	
MUS 356 Advanced Instrumental Conducting	
MUS 375 Accompanying for the Elementary Music Class	1
MUS 443 Elementary Music Methods	2
Choose One:	2
MUS 445 Choral Music Methods	
MUS 447 Instrumental Music Methods <sup>2</sup>	

### Professional Education Requirements

ED 205 <sup>WI</sup> Introduction to Education	3
ED 314 The Adolescent Learner	3
ED 401 Psychological Foundations of Education <sup>4</sup>	3
ED 402 Historical, Philosophical, and Social Foundations of Education <sup>4</sup>	3
ED 470 Diversity in American Schools <sup>4,5</sup>	3
ED 479 Student Teaching Practicum I <sup>4</sup>	3
ED 490 Observation and Directed Teaching - Music <sup>4,5</sup>	9
PSY 111 General Psychology	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.

*Notes:*

1. See *Department of Music Handbook*
2. Students will register for AMR rather than AMU in their recital semester.
3. Students may satisfy the language requirement with transfer credit in German or Italian.
4. Requires admission to the Teacher Education Program
5. Requires admission to Student Teaching

# Music Performance (Bachelor of Music)

## Department of Music; Division of Fine Arts

Professors:

Cathy Adkins

Associate Professors:

James Sparrow

Rodney Caldwell

Teresa Sumpter

Alan Theisen

Brian Tinkel

Assistant Professor:

Jennifer Pedersen

Instructor:

Misty Theisen

### 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: voice; organ or piano; brass, percussion, or woodwind instruments.

### 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 first-year or transfer 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 personal hardship on the student, a video recording may be sent. Complete information on auditions is available from the department of music (828-689-1209), or on the website: [www.mhu.edu/music](http://www.mhu.edu/music) .

**Faculty and Guest Recitals and Concerts**

The department of music sponsors recitals by its faculty members and guest artists. The university also has a Visiting Artists and Lecturers Series that brings artists and to campus for performances. The proximity of Asheville enables students to attend performances by the Asheville Symphony Orchestra, the Asheville Lyric Opera, and other area ensembles.

**Recital Attendance Requirement:**

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

**Departmental Performance labs:**

Each applied area has specific requirements regarding performance labs. See Department of Music Handbook.

**130–138 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 university 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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

**I General Education Requirements**

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	two consecutive courses of the same foreign language	6
Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options	3

**II Major Requirements**

French or Spanish 111 <sup>3</sup>	–
French or Spanish 112 <sup>3</sup>	–
MUS 111 Music Theory and Technology I	3
MUS 112 Music Theory and Technology II	3
MUS 113 Aural Skills I	1
MUS 114 Aural Skills II	1
MUS 211 Music Theory and Technology III	3
MUS 213 Aural Skills III	1
MUS 217 Music Theory and Technology IV	3
MUS 313 Form and Analysis	3
MUS 311 Music History I	3
MUS 312 <sup>W</sup> Music History II	3
MUS 315 Score Preparation	2
Choose One:	2
MUS 353 Choral Conducting	
MUS 355 Instrumental Conducting	
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
MPED 08A Pedagogy of the Applied Instrument - Piano	2
MPED 08B Pedagogy of the Applied Instrument - Piano	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 Music lessons (AMU)	14
Must complete Level 492 <sup>1</sup> and include one recital course (AMR <sup>2</sup> )	
8 semester hours of MUS 140	8
6 semester hours of Performing Arts Electives <sup>4</sup>	6
8 semester hours from among the following:	
MUS 100 Chapel Choir	
MUS 101 Choir	
MUS 102 Wind Symphony	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 Music lessons (AMU)	14
Must complete Level 492 <sup>1</sup> and include one recital course (AMR <sup>2</sup> )	
8 semester hours from among the following:	8
MUS 104 Woodwind Ensemble	
MUS 105 Percussion Ensemble	
MUS 109 Brass Ensembles	
6 semester hours of Performing Arts Electives <sup>4</sup>	6
8 semester hours of MUS 102 Wind Symphony	8
7 semester hours of Music Electives	7

### C Voice Majors

MUS 131 English/Italian Lyric Diction	1
MUS 133 German/French Lyric Diction	1
MUS 135/MUS 136 Singer-on-Stage I and II	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
MPED 15 Pedagogy of the Applied Instrument - Voice	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 Music lessons (AMU)	14
Must complete Level 492 <sup>1</sup> and include one recital course (AMR <sup>2</sup> )	
6 semester hrs of Performing Arts Electives <sup>4</sup>	6
8 semester hours from among the following:	
MUS 100 Chapel choir	
MUS 101 Choir	8
7 semester hours of Music Electives	7

#### Notes:

1. See *Department of Music Handbook*
2. Students will register for AMR rather than AMU in their recital semester.
3. Students may satisfy the language requirement with transfer credit in German or Italian.
4. 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) HHP 209, MUS 469, TA 100, TA 101, TA 130, TA 131, TA 225, TA 226, TA 227, TA 228, TA 432. Additional courses may be substituted, with approval of the major advisor and Department Chair.

# Musical Theatre (Bachelor of Fine Arts)

## Department of Theatre Arts; Division of Fine Arts

Assistant Professor  
Assistant Professor

Sue Fair  
Richard Seagle

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. 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 provide students with a solid foundation in the study of theatre, preparing them for careers in the professional or educational arenas or further study in a graduate program.
2. To provide students with a variety of opportunities to be their most creative in artistic endeavors, and challenge and strengthen their abilities to do so.
3. To develop the students' intellectual curiosities, expose them to the vast variety and diversity that is inherent in theatre, and encourage them to explore new horizons in the ever-evolving art form.
4. To foster independence, confidence, and initiative in students' educational experiences and projected career paths.
5. To provide participation opportunities and cultural experiences for the campus community and the Southern Appalachian region, and to work in concert with other departments and programs of study within the university and other academic institutions.

### 128 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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

#### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	six hours from the options	6
Global Perspective	one course of Spanish or French	3
Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3

Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options	3

## II Major Requirements

AMU Applied Music (8 semesters)	8
Ensembles (4 semesters)	4
MUS 111 Music Theory and Technology I	3
MUS 112 Music Theory and Technology II	3
MUS 113 Aural Skills I	1
MUS 114 Aural Skills II	1
MUS 177 Class Piano I	1
MUS 218 World Music	3
MUS 273 Class Piano II	1
TA 102 Theatre Workshop (8 semesters)	8
TA 110 Voice for Actors	3
TA 130 Fundamentals of Acting I	3
TA 140 Fundamentals of Theatre	3
TA 150 Fundamentals of Design	2
TA 225 Dance for the Theatre – Ballet	1
TA 226 Dance for the Theatre – Jazz	1
TA 227 Dance for the Theatre – Modern	1
TA 228 Dance for the Theatre – Tap	1
TA 229 Musical Theatre Dance Styles	1
TA 230 Acting II	3
TA 235 Musical Theatre Scenes	3
TA 236 Musical Theatre Scenes	3
TA 240 Musical Theatre Literature I	2
TA 241 Musical Theatre Literature II	2
TA 252 Make-Up	2
TA 326 Dance for the Theatre – Intermediate Jazz	1
TA 328 Dance for the Theatre – Intermediate Tap	1
TA 330 Acting III	3
TA 341 Theatre History I	3
TA 342 Theatre History II	3
TA 343 Theatre History III	3
TA 344 Musical Theatre History	3
TA 461 Internship	3
TA 480 Senior Seminar (Practicum)	1
TA 481 Auditions Preparations and Techniques	2

## III Electives

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

## Admission to BFA Program

Musical Theatre jury examinations are held by the voice faculty and the acting/musical theatre faculty of the Department of Theatre Arts. A musical theatre jury is given for each musical theatre student receiving credit in AMU applied music. A student wishing to enter the musical theatre program must audition successfully for the Theatre Arts faculty prior to taking classes in Musical Theatre as a Freshman.

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 D 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 D 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 fee is not part of regular tuition and fees but is included in university charges. Applied Music fees are also assessed for all AMU classes.

## Productions

Four to five productions are presented each school year. 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 University students are given the opportunity to work and perform with the company and may receive credit toward any theatre arts degree through such work.

# Nursing – R.N. to B.S.N. Program (Bachelor of Science)

## School of Nursing

### Available through Adult & Graduate Studies

Professor & Dean, Judge-McRae School of Nursing:	Cathy Franklin-Griffin
Associate Professor & Simulation/lab/clinical Coordinator:	Chuck Tucker
Visiting Assistant Professor of Nursing:	Sharon Bigger
Coordinator of R.N. to B.S.N. Program:	Cathy Franklin-Griffin

The major in nursing equips students with the knowledge, skills, and professional dispositions to provide innovative health care across the lifespan through the roles of provider of care, designer of care, member of the profession, and member of the interdisciplinary team. Students will experience an education that:

- Sharpens critical thinking and clinical judgment
- Enhances health promotion and cultural sensitivity perspectives
- Insists upon effective, interactive, and interdisciplinary communication
- Engages with the community.

The R.N. to B.S.N. Program prepares current Registered Nurses with additional education, experience, and skills to further contribute to the health of the community, enhance leadership roles, review for certifications, and experience regional and international opportunities in community health as provider of care, designer/manager/coordinator of care, and member of a profession. Emphases are upon Pender's Health Promotion Theory, evidence-based practice, community engagement, cultural sensitivity, ethical leadership, advocacy, professional standards, and service to others. Graduates will have earned the Institute of Medicine's recommended level of entry into professional nursing and be well-positioned for employment or advancement in the dynamic healthcare environment

The mission of the Judge-McRae School of Nursing is consistent with the Mars Hill University mission statement in that the Judge-McRae School of Nursing is grounded in a rigorous study of the liberal arts, prepares professionals for the world of work, and is committed to character development, health care service, and responsible citizenship. The Judge-McRae School of Nursing embraces its rural, western North Carolina mountain identity and its collaborations with the communities, educational colleagues, and health care partners recognizing each person is a unique individual deserving of quality, culturally competent, and respectful care throughout the lifespan. The nursing education is founded on liberal arts and on natural sciences. The building blocks reflect the uniqueness of the Judge-McRae School of Nursing, Mars Hill University, Appalachian cultures, Christian foundation through the conceptual framework while illuminating the defining expectations in North Carolina General Statutes and North Carolina Nursing Practice Act and the Essentials of Baccalaureate Education for Professional Nursing Practice.

The vision of the Judge-McRae School of Nursing is to educate future nursing leaders to be informed, courageous advocates, providing for a diverse population in western North Carolina and beyond; to positively influence the dynamic healthcare system through community engagement, service, collaboration; to demonstrate holistic care with cultural competence; to be informed, reflective, critical thinkers with adaptability and applicability of clinical judgment; to teach health promotion with dignity across the lifespan; and to hone self-awareness for utilization of best self in ethical servant leader roles.

## Special Expenses

Due to the nature of the nursing programs and experiences required, there are expenses beyond those listed in the fees section in this catalog. Some of the expenses are out-of-pocket expenses such as liability insurance, criminal background checks and drug screening checks (employer-initiated accepted), lab coats, transportation, nursing pin, and nursing class picture(s). Each nursing program has different requirements. All nursing programs require that students have daily access to a laptop computer and bring the computer to nursing classes as indicated on course schedules. Computers must have capacity and meet requirements as indicated at <http://its.mhu.edu/hardware/index.html>.

## Clinical Education and Criminal Background Checks

Most clinical partners require criminal background and/or drug screening checks for participation in clinical experiences. A student may be denied participation by a clinical site if he/she has a positive drug screening and/or felony or misdemeanor conviction. If denied required participation by a clinical agency, the student may be removed from the academic program following opportunity to appear before a review committee.

## Grading

The grading in the Judge-McRae School of Nursing differs from university grading indicated earlier in this catalog in the following ways:

A = 93-100; B = 85-92; C = 80 – 84 (No pluses or minuses are awarded)

A course grade average of less than 80 = Failure to progress in the program.

A student may make a “C” on one nursing course in the junior or senior year. With the second consecutive course grade of “C”, the student will receive intensive, individualized mentoring. A third consecutive course grade of “C” results in failure to progress in the program.

## Admission Policy

Contact Judge-McRae School of Nursing and Adult & Graduate Studies Office for complete details and admission applications):

1. Apply to Mars Hill University through Adult & Graduate Studies.
2. Apply to the Judge-McRae School of Nursing. Admission requirements are:
  - a. Admission to Mars Hill University through Adult & Graduate Studies.
  - b. Minimum of 2.5 overall post-secondary GPA on a 4.0 scale OR 2.4 overall post-secondary GPA with at least 3 years of nursing experience as R.N.;
  - c. Clear criminal background check (7 years in all states);
  - d. Current immunizations and physical exam;
  - e. Current CPR card (American Heart Association);
  - f. Current unrestricted R.N. license to practice in North Carolina;
  - g. Purchase of MHU student nurse liability insurance.

\*Note that Associate or Diploma-prepared Registered Nurses with an A.A. or A.S. degree from a North Carolina Community College or with a Bachelor or higher degree from a regionally accredited college/university will have met the General Education requirements. The NCICU/NCCCS Articulation Agreement signed in February 2018 also recognizes that Associate-prepared Registered Nurses with an A.A.S. degree (with the curriculum indicated in the agreement) will have met the General Education requirements. Contact the Judge-McRae School of Nursing with any questions ([mgile@mhu.edu](mailto:mgile@mhu.edu)).



## 128 Hours

### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the available options	3
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	NS 115 (or NS 111 <sup>1</sup> ) Introduction to Health Sciences	4
Quantitative Reasoning Perspective:	MTH 107 <sup>1</sup> Finite Mathematics	3
Social Science Perspective	PSY 111 <sup>1</sup> General Psychology	3

### II Major Requirements

**44**

NUR 212R Transition to B.S.N. for R.N.s	3
NUR 257R Transcultural/Global Health for R.N.s	3
NUR 322R Nursing Statistics for R.N.s	3
NUR 323R Nursing Research and Evidence-based Practice for R.N.s	3
NUR 420R Promoting Healthy Aging and Quality of Life for R.N.s	3
NUR 421R Promoting Community Health for R.N.s	5
NUR 422R Leadership, Finance, and Policy for R.N.s	3
NUR 423R Bioethics and Law in Nursing Practice for R.N.s	3
NUR 450R Focused Scholarly Work for R.N.s	4
NUR 470R Focused Capstone Practicum for R.N.s	3
BIO 134 Anatomy & Physiology I	4
BIO 135 Anatomy & Physiology II	4
PSY 212 Lifespan Development	3

### Major Transferred Hours from Associate or Diploma Nursing Program

**31**

### III Electives

Students may choose to meet the elective hours required by completing a second major, a minor or selected courses of personal interest. (Contact advisor in the Judge-McRae School of Nursing.)

#### Notes:

1. Indicated course or substitutions approved by Dean. See Nursing and Adult Graduate Studies Advisors to verify course articulations.

# Nursing – Pre-licensure B.S.N. (Bachelor of Science)

## School of Nursing

Professor & Dean, Judge-McRae School of Nursing:	Cathy Franklin-Griffin
Associate Professor & Simulation/lab/clinical Coordinator:	Chuck Tucker
Associate Professors of Nursing:	Deborah Wiltshire Deborah Ackman
Visiting Assistant Professor of Nursing:	Sharon Bigger
Pre-nursing Recruitment/Retention Specialist (HRSA):	Denise Anthes
Nursing Advisor/Support Coordinator (HRSA):	Gillian Bosonetto
Coordinator of Pre-licensure B.S.N. Program:	Deborah Wiltshire

The major in nursing equips students with the knowledge, skills, and professional dispositions to provide innovative health care across the lifespan through the roles of provider of care, designer of care, member of the profession, and member of the interdisciplinary team. Students will experience an education that:

- Sharpens critical thinking and clinical judgment
- Enhances health promotion and cultural sensitivity perspectives
- Insists upon effective, interactive, and interdisciplinary communication
- Engages with the community.

The Traditional, Pre-licensure B.S.N. Program equips students with the education, experience, and skills to contribute to the health of the community, enhance leadership roles, review for certifications, and experience regional and international opportunities in community health as provider of care, designer/manager/coordinator of care, and member of a profession. Emphases are upon Pender's Health Promotion Theory, evidence-based practice, community engagement, cultural sensitivity, ethical leadership, advocacy, professional standards, and service to others. Graduates will have earned the Institute of Medicine's recommended level of entry into professional nursing and be well-positioned for employment or advancement in the dynamic health career environment

The mission of the Judge-McRae School of Nursing is consistent with the Mars Hill University mission statement in that the Judge-McRae School of Nursing is grounded in a rigorous study of the liberal arts, prepares professionals for the world of work, and is committed to character development, health care service, and responsible citizenship. The Judge-McRae School of Nursing embraces its rural, western North Carolina mountain identity and its collaborations with the communities, educational colleagues, and health care partners recognizing each person is a unique individual deserving of quality, culturally competent, and respectful care throughout the lifespan. The nursing education is founded on liberal arts and on natural sciences. The building blocks reflect the uniqueness of the Judge-McRae School of Nursing, Mars Hill University, Appalachian cultures, Christian foundation through the conceptual framework while illuminating the defining expectations in North Carolina General Statutes and North Carolina Nursing Practice Act and the Essentials of Baccalaureate Education for Professional Nursing Practice.

The vision of the Judge-McRae School of Nursing is to educate future nursing leaders to be informed, courageous advocates, providing for a diverse population in western North Carolina and beyond; to

positively influence the dynamic healthcare system through community engagement, service, collaboration; to demonstrate holistic care with cultural competence; to be informed, reflective, critical thinkers with adaptability and applicability of clinical judgment; to teach health promotion with dignity across the lifespan; and to hone self-awareness for utilization of best self in ethical servant leader roles.

### Special Expenses

Due to the nature of the nursing programs and experiences required, there are expenses beyond those listed in the fees section in this catalog. Some of the expenses are out-of-pocket expenses such as uniforms, transportation, nursing pin, nursing class picture(s), and licensing exam applications. Other expenses are combined with tuition and fees such as liability insurance, criminal background and drug screening checks, nursing bag with supplies, software programs, and licensure exam preparation programs. Each nursing program has different requirements. All nursing programs require that students have daily access to a laptop computer and bring the computer to nursing classes on campus as indicated on course schedules. Computers must have capacity and meet requirements as indicated at <http://its.mhu.edu/hardware/index.html>.

### clinical Education and Criminal Background Checks

Most clinical partners require criminal background and/or drug screening checks for participation in clinical experiences. A student may be denied participation by a clinical site if he/she has a positive drug screening and/or felony or misdemeanor conviction. If denied required participation by a clinical agency, the student may be removed from the academic program following opportunity to appear before a review committee.

### Grading

The grading in the Judge-McRae School of Nursing differs from university grading indicated earlier in this catalog in the following ways:

A = 93-100; B = 85-92; C = 80 – 84 (No pluses or minuses are awarded)

A course grade average of less than 80 = Failure to progress in the program.

A student may make a “C” on one nursing course in the junior or senior year. With the second consecutive course grade of “C”, the student will receive intensive, individualized mentoring. A third consecutive course grade of “C” results in failure to progress in the program.

### Admission Policy

Contact Mars Hill University Admissions Department and the Judge-McRae School of Nursing for complete details and admission application forms:

1. Apply to Mars Hill University through the admissions office.
2. Students are admitted to the university and would apply to the School of Nursing at/near the end of the first semester (fall) of the second (sophomore) year of pre-nursing for early consideration or early spring semester of the sophomore year for later consideration. Eligible applicants would be invited to demonstrate oral and written skills through interview and essay writing on campus. Students who earn provisional acceptance into the nursing program would take 2 NUR foundational courses in the last semester (Spring) of the Sophomore year or in Summer following the Sophomore year. Successful candidates would enter the Judge-McRae School of Nursing as a cohort in Fall Semester of the Junior year. There is one entry point each year – Fall Semester.
3. Continue to review admissions criteria to assure ongoing eligibility to enter with the cohort.
4. Admissions Criteria – must be accepted to the University and have a Student ID number to apply to the Judge-McRae School of Nursing .
5. Academics: 3.0 overall GPA (on a 4.0 scale) in post-secondary work and 3.0 overall GPA (on a 4.0 scale) in natural sciences courses (NS, Chemistry, Biology, Anatomy & Physiology, etc.)

6. \*Interview and Essay – at University upon provisional acceptance of having met Academics requirement - successful communications skills must be demonstrated.
7. Certified and Listed in NC as Nursing Assistant I (CNA I) prior to the first clinical course
8. Clean Criminal Background Check for all states of residence for past 7 years
9. Current Immunizations required by CDC, NC, and clinical agencies
10. Current CPR card (American Heart Association)
11. Liability Insurance for MHU Nursing Students (through MHU prior to first clinical course)

**As there are limited seats within the program, the process is competitive. Additional consideration will be given for the following:**

- Extracurricular activities (especially in health related areas)
- Athletic activities
- Community service (especially in health related or volunteer areas)
- Experience as a CNA I or other health care professional
- Mars Hill University student during pre-nursing courses
- Resident of western North Carolina
- Minority classification for the profession of nursing

\*Note that in asterisked \* areas, applicants may earn additional points when required level is exceeded (or included on the Additional Consideration list). For second-degree students: Overall GPA requirement is 2.5 instead of 3.0.

**Please visit our website at [www.mhu.edu/nursing](http://www.mhu.edu/nursing) and/or contact us directly by email at [nursing@mhu.edu](mailto:nursing@mhu.edu) or call (828) 689-1600**

## 128 Hours

**Students must complete requirements outlined in:**

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	three hours from the options	3
Global Perspective	minimum hours from the options <sup>2</sup>	3
Humanities Perspective	minimum hours from the options /two disciplines <sup>3</sup>	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	NS 115 (or NS 111 <sup>1</sup> ) Introduction to Health Sciences	4
Quantitative Reasoning Perspective:	MTH 107 <sup>1</sup> Finite Mathematics	3
Social Science Perspective	PSY 111 <sup>1</sup> General Psychology	3

<b>II Major Requirements</b>	<b>79</b>
NUR 211 Success Strategies for Nursing Students	3
NUR 257 Transcultural/Global Health	3
NUR 308 Health Assessment and Health Promotion	3
NUR 310 Traditional and Innovative Therapies	4
NUR 312 Promoting Adult Health	6
NUR 314 Promoting Family Health	5
NUR 317 Promoting Mental Health	5
NUR 322 Nursing Statistics	3
NUR 323 Nursing Research and Evidence-based Practice	3
NUR 407 Interdisciplinary Adult Health Promotion	5
NUR 409 Informatics, Communications, & Telehealth	3
NUR 420 Promoting Healthy Aging and Quality of Life	3
NUR 421 Promoting Community Health	5
NUR 422 Leadership, Finance, and Policy	3
NUR 423 Bioethics and Law in Nursing Practice	3
NUR 430 Focused Capstone Synthesis	4
NUR 440 Focused Capstone Practicum	3
BIO 134 Anatomy & Physiology I	4
BIO 135 Anatomy & Physiology II	4
CHM 105 or 113 (or acceptable alternative)	4
PSY 212 Lifespan Development	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<sup>4</sup>. (Contact advisor in the Judge-McRae School of Nursing regarding recommendations and advisement.)

**Notes:**

1. *Indicated course or substitutions approved by Dean. See Nursing and Adult Graduate Studies Advisors to verify course articulations.*
2. *Recommend Spanish*
3. *Recommend one literature and one history*
4. *Recommended one course with Appalachian or western NC content and one course with religion, philosophy, or ethics content.*

# Political Science (Bachelor of Arts)

## Department of Social Sciences; Division of Humanities and Social Sciences

Associate Professor:  
Assistant Professor:

Heather Hawn  
Jonathan G. Rose

The Political Science program reflects Mars Hill's commitment to the integration of the liberal arts with the development of responsible citizenship. The program is designed to help students develop skills crucial for leading self-examined lives so that they may be better citizens (both locally and globally) and become active members of their communities. Specifically, we strive to make students more conscious of the many and complex ways in which political forces – both domestic and global – shape their lives, for better or worse, and help them create pathways to make their world a better place.

The program encourages the intellectual formation of students by encouraging them to think, read and write clearly, cogently, and critically about issues that matter and prepares them for their future responsibilities as citizens and leaders. Students of political science are prepared for careers in law, business, academics, and public service, including governmental and non-profit organizations.

### 128 hours

#### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

#### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	two courses from the options	6
Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	PS 111 or PS 121	3

#### II Major Requirements

PS 111 Introduction to American Government and Politics	3
PS 121 Introduction to Global Politics	3
PS 230 Advanced Global Politics	3

PS 341 Ethics, Politics, and Policy	3
PS 470 Senior Seminar	3
Choose One:	3
PS 460 Independent Study	3
PS 461 Internship	
Two courses from:	6
PS 335 Congress and the Presidency	
PS 336 Citizenship and Political Participation	
PS 337 American Constitutionalism.	
Two courses from:	6
PS 320 Global Politics and Conflict	
PS 321 Global Politics and Cooperation	
PS 322 Global Politics and Development	
PS 323 Global Politics and Human/National Security	
Electives (Special Topics or Cross-listed classes)	6
Total Credit Hours (36)	

**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:

Jonna M. Kwiatkowski

Ann Peiffer

The psychology program's curriculum is designed to encourage faculty and students to explore how mind and behavior are best understood from various research methods and multiple interacting levels of analysis, including physiological mechanisms, individual psychological processes, and socio-cultural influences. Our faculty and students investigate how the brain works; 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 psychological suffering, and the myriad methods of treating that suffering. The goals are breadth and depth of learning, and preparation for graduate study and/or careers in psychology and a variety of other professions.

### 128 Hours

#### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

#### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	at least 3 hours must be language	6
Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options	3

#### II Major Requirements

Four required courses	12
PSY 111 General Psychology	
PSY 220 Behavioral Science Statistics.	
PSY 225 Research Methods in Psychology.	



PSY 470 Senior Thesis	
One course from each group of the following	12
Group A: clinical Psychology	
PSY 311 Personality Theory	
PSY 318 Abnormal Psychology	
PSY 319 Foundations of Counseling and Psychotherapy	
Group B: Socio-cultural Psychology	
PSY 308 Social Psychology	
PSY 316 Language, Culture, and Psychology	
PSY 317 Psychology of Gender and Sexuality.	
Group C: Developmental Psychology.	
PSY 313 Child Psychology	
PSY 314 Adolescent and Adult Development.	
Group D: Cognitive/Physiological Psychology.	
PSY 301 Cognition	
PSY 302 Physiological Psychology.	
Three additional courses	9
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 471 Research Activity, PSY 457 Directed Reading, or PSY 461 Internship.	

### III Electives

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

#### Prerequisites:

Three psychology required courses have prerequisites in other disciplines. Prerequisite to Psychology 302 is NS 111 or BIO 120. 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).

#### Credit Limits:

A total of six semester hours of the following psychology courses may count toward the major and three toward the minor: Psychology 457, 458, 460, 461, and 471.

# Recreation and Sport Management (Bachelor of Science)

## Department of Health, Human Performance and Recreation; Division of Professional Programs

Associate Professor:

Jeff Andersen, Chair

Assistant Professors:

Joy Clifton

Kari Hunt

Natalie Boone

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 opportunities that provide firsthand experiences in various settings such as community parks and recreation department, YMCAs, youth service agencies, churches, camps, nature centers, federal and state agencies, military, professional sport teams, resort recreation sites, 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 student needs to enter into the profession of community and commercial recreation.

The **Outdoor Recreation Management concentration** is designed for the student who would like to utilize the out-of-doors to provide recreation and environmental education programs for individuals and groups. This concentration will provide the foundational skills and experiences in outdoor recreational and environmental educational activities and management of natural resources.

The **Sport Management concentration** is designed for the student who would like to enter the professional field of sport and team management. This concentration will give the student the foundations skills and knowledge in the area of business and sport marketing and management.

## 128 Hours

### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	PSY 111 General Psychology	3

## II Major Requirements

PSY 111 General Psychology	3
COM 231 Introduction to Public Speaking	3
HHP 220 First Aid, CPR/PR and Sports Injuries	3
RSM 202 Professional Technologies	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 400 Professional Foundations	1
RSM 441 Recreation and Sports Admin/Organization	3
RSM 450 Internship	12

## III Concentrations

### A Outdoor Recreation Management

BIO 214 Natural History of the Southern Appalachians	4
NS 112 Introduction to Environmental Sciences	4
RSM 210 Outdoor Recreation and Games Leadership	3
RSM 224 Outdoor Recreation Leadership	3
RSM 300 Field Work (1)	4
RSM 321 Program Planning in Recreation	3
RSM 324 Interpretation of Natural and Cultural Resources or RSM 331 Camp Counseling and Outdoor Education	3
Two courses from:	
HHP 187 Rock Climbing	2
HHP 119 Canoeing	2
HHP 180 Downhill Skiing	2

### B 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 236 <sup>WI</sup> Principles of Management	3

### **C Sport Management**

RSM 223 Sports Marketing	3
RSM 300 Field Work	2
HHP 333 Sports in Society	3
BA 100 Intro to Business Perspectives and Practices	3
BA 221 Principles of Accounting	3
BA 236 <sup>WI</sup> 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	6

### **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 and Philosophy (Bachelor of Arts)

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

Professors:	Matthew Baldwin, Program Coordinator Marc Mullinax
Assistant Professors	Elizabeth Pierce Guy Sayles

Religious Studies and Philosophy are academic disciplines embracing diverse methods of critical study. Our students investigate religion as a centrally important phenomenon in human history and experience, and engage with philosophical investigations of such topics as truth, reality, knowledge, being, and meaning.

The Program in Religion and Philosophy at Mars Hill University is committed to the university’s mission to unite a vital Christian faith with rigorous study in the liberal arts.

Majors and minors in Religion and Philosophy 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, in seminaries, and in many other diverse fields.

The minor in Religion and Philosophy can support many different programs of study in the arts, sciences, and professions at Mars Hill University.

### 128 Hours

**Students must complete requirements outlined in:**

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements (46-49)

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	any two consecutive foreign language courses <sup>1</sup>	6
Humanities Perspective	minimum hours from the options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options <sup>2</sup>	3

## II Major Requirements (39 Hours)

All majors must complete the following course of study:

REL 111 Bible: Hebrew Scriptures Introduction	3
REL 112 Bible: New Testament Introduction	3
REL 115 Religion: Search For Meaning	3
PHI 215 Problems in Philosophy	3
At least three additional 200-level REL courses (excluding 261)	9
At least four additional 300- or 400-level REL or PHI courses (excluding 350, 450 & 461) <sup>3,4</sup>	12
REL or PHI 350 Research, Theory, and Method in Religious and Philosophical Studies <sup>5</sup>	3
REL or PHI 450 Senior Seminar <sup>5</sup>	3

### Notes:

1. *Students completing the Optional Concentration in Biblical Studies or who are just interested in academic Biblical Studies or future Seminary education may wish to take either Greek or Hebrew for their foreign language requirement.*
2. *Students completing the Optional Concentration in Youth Leadership should complete this requirement by taking either PSY 111 or SOC 111. Both courses must ultimately be taken for the concentration.*
3. *Students undertaking the Optional Concentration in Youth Leadership must include REL 315 Youth Ministry among their 300-level courses.*
4. *Students undertaking the Optional Concentration in Biblical Studies must include REL 201, 303, 320, 325 and PHI 325 in their course of study.*
5. *Students wishing to focus on Philosophical Studies or considering graduate education in philosophy are encouraged to register for 350 and 450 under the “PHI” course designation and should take their 300-level courses from among PHI course offerings.*

## III Electives (40-43 hours)

Students may choose to meet additional elective hours required by completing a second major, a minor or minors, or other selected courses of personal interest (also see “Other Information” below). There is also available an Optional Concentration in Youth Leadership, and an Optional Concentration in Biblical Studies.

These concentrations are not required of any Religion and Philosophy majors, they are options which allow students to elect to further professionalize their studies.

### Optional Concentration in Youth Leadership (9 hours)<sup>6</sup>

This optional concentration is an ideal choice for students whose professional ambitions include seminary study and/or leadership in youth ministry and other settings.

While completing the major course of study described above, students electing to pursue this concentration must complete REL 315 Youth Ministry, as described below. Prerequisites for the required PSY and SOC courses listed below include both PSY 111 and SOC 111; either of these may fulfill the Social Scientific Perspectives requirement for General Education.

REL 315 Youth Ministry	—
REL 261 or REL 461 Internship	3
One of the following PSY courses:	3
PSY 212 Lifespan Development	
PSY 308 Social Psychology	
PSY 313 Child Psychology	
PSY 314 Adolescent and Adult Development	
PSY 316 Language, Culture, and Psychology	

PSY 317 Psychology of Gender and Sexuality	
PSY 318 Abnormal Behavior	
PSY 319 Foundations in Counseling and Psychotherapy	
One of the following SOC courses:	3
SOC 214 Class, Status, and Power	
SOC 218 Social Conflict	
SOC 226 Sociology of the Family	
SOC 318 Social Movements	
SOC 417 Death and Dying	

**Notes:**

6. *Students electing this optional concentration should take PSY 111 or SOC 111 as a part of fulfilling their General Education Social Science Perspectives requirement.*

**Optional Concentration in Biblical Studies (6 credits)**

This optional concentration is an ideal choice for students whose professional ambitions include seminary or graduate-level study in Biblical Studies.

While completing the major course of study described above, students choosing to enroll in this concentration must include the specified REL and PHI courses listed below. They also must take 12 credit hours in Biblical languages. Because 6 credits of the required 12 credit hours in Biblical language requirement can fulfill Foreign Language requirements for General Education, this concentration requires only a total of 6 credits above the requirements of the Religion and Philosophy major alone.

HEB 115 & 116 Hebrew I & II	6
GRK 111 & 112 Elementary Greek I & II	6
REL 201 The Bible as Literature	3
REL 303 Jesus and the Idea of Jesus	3
REL 320 The Ancient World	3
REL 325 Topics in Biblical Studies	3
PHI 325 Ancient Philosophy	3

**Program Pre-Requisites**

Many Religion and Philosophy program courses are available to all Mars Hill University students as electives and/or to meet General Education Perspectives requirements as Humanities and Global Perspectives or Ideas & Innovations courses.

Some Religion and Philosophy program courses do have prerequisites. REL 325 requires REL 111 and REL 112, respectively. REL 315, 334, and 345 all require REL 115. REL/PHI 350 requires junior standing and completion of at least nine credit hours in program courses. REL/PHI 450 requires REL 350.

Students completing the Optional Concentration in Youth Leadership are required to choose one upper level PSY class, all of which require PSY 111, and one upper level SOC class, all of which require SOC 111.

# Social Work (Bachelor of Social Work)

## Department of Social Work; Division of Professional Programs

Professor:

Elizabeth Vogler

Assistant Professor:

Meredith Hammond

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 University 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. Major Requirements
- III. Electives

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

#### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the available options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	MTH 107 Finite Mathematics or MTH 115 Calculus I	3-5
Social Science Perspective	minimum hours from the options	3



## II Major Requirements

NS 111 Introduction to Biological Sciences	4
PSY 111 General Psychology	3
SOC 111 Intro to Sociology	3
SW 215 Introduction to Social Work Profession	3
SW 221 Evidence Based Practice and Research Methods for Social Work	3
SW 300 <sup>WI</sup> Human Behavior & Soc Environ I	3
SW 331 Soc Welfare Policy: Social Justice and Human Rights	3
SW 332 Soc Welfare Policy: Analysis & Advocacy	3
SW 317 Social Work Practice I	3
SW 321 Social Work Practice II	3
SW 325 Social Work Practice III	3
SW 361 Junior Field Internship	3
SW 400 Human Behavior & Soc Environ II	3
SW 490 Senior Field Internship & Integrative Seminar	15

## 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 are 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 University Credit for Work or Life Experience Policy

Without exception, social work 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

Assistant Professor:

Brett Johnson

Sociology is the scientific study of human social life, groups, and societies. The Sociology major offers a flexible sequence of courses that expose students to the core of the discipline including theory, research methods, and social stratification. In addition to preparing students for graduate school, the sociology curriculum allows students to gain skills relevant in many career trajectories including public health, applied research, and civic advocacy.

### 128 Hours

#### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

#### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	two courses of foreign language	6
Humanities Perspective	minimum hours from the available options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options	3

#### II Major Requirements

SOC 111 Introduction to Sociology	3
SOC 214 Class, Status & Power	3
SOC 219 Research Methods	3
SOC 220 Behavioral Science Statistics	3
SOC 310 Social and Political Theory	3
SOC 470 Senior Seminar	3

Five additional Sociology courses at the 200-level or above excluding SOC 457-458, 461	15
Two additional Sociology courses (6 hrs ) at the 200-level or above (may include SOC 457-458, 461) or two courses from related disciplines with a Sociology faculty advisor's written approval	6

### III Electives

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

### Other Information

Because the major requires only 40 semester hours, students in the department are encouraged to participate in departmental programs that 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, including statistical packages such as SPSS.
- or to complete a double-major or minor(s) in related 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 and insurance.

# Spanish (Bachelor of Arts)

## Department of Language & Literature; Division of Humanities and Social Sciences

Professor:

Gregory A. Clemons

Associate Professors:

Gordon Hinners, Program Coordinator

Maria Moreno

### Mission of the Modern Foreign Languages program at Mars Hill University

The Modern Foreign Languages program 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 Modern Foreign Languages program at Mars Hill University

Students taking Modern Foreign Languages at Mars Hill University study second languages, literatures and cultures in an inviting setting. Our French and Spanish classes are small and 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 pursue a major or minor in our program 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.

Many students who major in Spanish and combine a degree, for example, in Business, Social Work, Political Science, International Studies, or Biology have an 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 University is highly recommended for French and Spanish majors and minors. Mars Hill University 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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

## I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	two courses in foreign language	6
Humanities Perspective	minimum hours from the available options/two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options	3

## II Major Requirements

**30 - 36 Hours**

**Core:** (9-15 hours, depending on placement)

SPA 211 Intermediate Spanish I 3

SPA 212 Intermediate Spanish II 3

SPA 311 Conversational Spanish 3

SPA 316 Intro to Literature in Spanish 3

SPA 450 Senior Seminar 3

Two courses from: 6

SPA 312 Intro to Spanish Phonetics and Phonology

SPA 313 Spanish Stylistics

SPA 314 Hispanic Cultures in Spanish

SPA 315 Advanced Conversational Spanish

Three courses from: 9

SPA 411 Intro to Peninsular Spanish Literature

SPA 412 Topics in Peninsular Spanish Literature

SPA 413 Intro to Latin American Literature

SPA 414 Topics in Latin American Literature

Electives 6

Two additional SPA courses at the 300 or 400 level

## Supportive Requirements

None

## Concentration 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.

# Theatre Arts (Bachelor of Arts)

## Department of Theatre Arts; Division of Fine Arts

Assistant Professor  
Assistant Professor:

Sue Fair  
Richard Seagle

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. 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 provide students with a solid foundation in the study of theatre, preparing them for careers in the professional or educational arenas or further study in a graduate program.
2. To provide students with a variety of opportunities to be their most creative in artistic endeavors, and challenge and strengthen their abilities to do so.
3. To develop the students' intellectual curiosities, expose them to the vast variety and diversity that is inherent in theatre, and encourage them to explore new horizons in the ever-evolving art form.
4. To foster independence, confidence, and initiative in students' educational experiences and projected career paths.
5. To provide participation opportunities and cultural experiences for the campus community and the Southern Appalachian region, and to work in concert with other departments and programs of study within the university and other academic institutions.

## 128 Hours

### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	six hours from the options	6
Global Perspective	one course in French or Spanish	3
Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options	3

## II Major Requirements

TA 102 Theatre Workshop (8 semesters)	8
TA 110 Voice for Actors	3
TA 130 Acting I	3
TA 140 Fundamentals of Theatre	3
TA 150 Fundamentals of Design	2
TA 151 Stage Craft	2
TA 200 Stage Management	3
TA 250 Rendering for the Theatre	3
TA 251 Theatrical Design Seminar	2
TA 252 Make-Up	2
TA 341 Theatre History I	3
TA 342 Theatre History II	3
TA 343 Theatre History III	3
TA 370 Directing I	3
TA 480 Senior Seminar (Practicum)	1
Choose two additional classes from:	6
TA 230 Acting II	
TA 330 Acting III	
TA 350 Scene Design	
TA 351 Lighting Design	
TA 352 Costume Design	
TA 470 Directing II	
TA 490 Scriptwriting for Stage & Screen	

## III Electives

Students may choose to meet the elective hours required by completing a minor or selected courses of personal interest outside the theatre department.

## Productions

Four to five productions are presented each school year. 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 University students are given the opportunity to work and perform with the company and may receive credit toward any theatre arts degree through such work.

# Visual Communications Design (Bachelor of Fine Arts)

## Department of Art; Division of Fine Arts

Professor:

Richard Cary

Associate Professors:

Scott Lowrey

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 MHU's Weizenblatt Art Gallery, for cultural enrichment and growth for all members of the university 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 art major with concentrations 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.

*Please see also Art Major (BA)*

## 128 Hours

### Students must complete requirements outlined in:

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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

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

### I General Education Requirements

Students must complete all General Education Foundations course requirements. Additionally, students must complete the General Education Perspectives requirements as follows:

Aesthetics Perspective	six hours from the options	6
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the options /two disciplines	6



Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	minimum hours from the options	4
Quantitative Reasoning Perspective:	minimum hours from the options	3
Social Science Perspective	minimum hours from the options	3

## II Major Requirements

ART 111 Fundamental 2-D Design	4
ART 201 Drawing I	3
ART 209 Graphic Design I	3
ART 226 Photography I	3
ART 309 Graphic Design II	3
ART 326 Photography II	3
Choose two from the following:	
ART 405 Art History I	3
ART 406 Art History II	3
ART 407 Art History III	3
ART 409 Graphic Design III	3
ART 426 Photography III	3
ART 427 Photography IV	3
CS 111 Intro to Computer Science I	3
CS 105 Web Page Design I	3
CS 205 Web Page Design II	3
CS 305 Programming for the World Wide Web	3
CS 317 Computer Modeling and Animation I	3
CS 318 Computer Modeling and Animation II	3
CS 450 Seminar OR	3
ART 450 Senior Seminar	

## III Electives

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

Recommended electives: CS 220, CS 253, Selected Business courses, other Art courses.

Also recommended: MTH 115 Calculus I to meet general education mathematics requirement.

## Admission to BFA Program

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
Associate Professor:	Meredith Newman
Assistant Professor:	Andrea Rockel Rose
Instructors:	Kellie Ottie
Visiting Assistant Professor:	Kathryn Gubista

### 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

*Hours for each course will only be counted once even if the course is required for both general education and major requirements.*

### I General Education Requirements

Students must complete the Foundations and Perspectives course requirements. General Education Perspectives specified by the major are:

Aesthetics Perspective	minimum hours from the options	3
Global Perspective	minimum hours from the options	3
Humanities Perspective	minimum hours from the options /two disciplines	6
Ideas & Innovations - US	minimum hours from the options	3
Ideas & Innovations - World	minimum hours from the options	3
Natural Science Perspectives	PHY 223 General Physics I	4
Quantitative Reasoning Perspective:	MTH 115 Calculus I	5
Social Science Perspective	minimum hours from the options	3

### II Major Requirements

BIO 120 Organisms and Evolution	4
BIO 121 Cells and Genetics	4
BIO 216 <sup>WI</sup> Genetics	4
BIO 217 Integrative Zoology	4
BIO 218 Ecology	4
BIO 331 Comparative Chordate Anatomy	4
BIO 346 Plant Taxonomy	4

BIO 348 Vertebrate Taxonomy	4
BIO 350 Research Methods in Biology	2
BIO 412 Evolution	4
Choose one of the following two classes:	4
BIO 339 Comparative Physiology	
BIO 347 Population and Community	
BIO 450 Senior Seminar Presentation	1

### Supportive Requirements:

CHM 113 General Chemistry I	4
CHM 114 General Chemistry II	4
CHM 255 Organic Chemistry I	4
CHM 256 <sup>WI</sup> Organic Chemistry II	4
MTH 116 Elementary Probability & Statistics	4
PHY 223 General Physics I	4
PHY 224 General Physics II	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.

# Minors

MINORS



# Art/Graphic Design

## 22 hours

ART 111 Fundamentals of Two-Dimensional Design	4
ART 209 Graphic Design I	3
ART 226 Photography I	3
ART 309 Graphic Design II	3
ART 326 Photography II	3
Choose one from:	3
ART 409 Graphic Design III	
ART 426 Photography III	
Choose one from:	3
ART 405 Art History I	
ART 406 Art History II	
ART 407 Art History III	

# 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

# 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	

MINORS

ART 203 Printmaking I	
ART 209 Graphic Design I	
ART 226 Photography I	
ART 270 Ceramics I	
ART 280 Sculpture and 3-D Design I	
Any 300 level studio art course	3

## Biological Natural History

### 24 hours

BIO 120 Organisms and Evolution	4
BIO 218 Ecology	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

## Biology

### 24 hours

BIO 120 Organisms and Evolution	4
BIO 121 Introduction to Cells and Genetics	4
BIO 218 Ecology	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 <sup>WI</sup> 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

# Chemistry

## 33 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	4
CHM 114 General Chemistry II	4
CHM 227 <sup>WI</sup> Analytical Chemistry	4
CHM 255 Organic Chemistry I	4
CHM 256 <sup>WI</sup> Organic Chemistry II	4
MTH 115 Calculus I	5
MTH 116 Elementary Probability and Statistics	4
One additional course from:	4
CHM 315 <sup>WI</sup> Inorganic Chemistry	
CHM 235 Environmental Chemistry	
CHM 327 ST: Chemistry Special Topics	
CHM 438 Biochemistry	

# Coaching Education

## 21 Hours

HHP 220 First Aid, CPR/PR & Sports Injuries	3
HHP 329 Kinesiology	4
HHP 213 Theories of Coaching	3
Two from: (6)	
HHP 214 Coaching of Football	3
HHP 215 Coaching of Soccer	3
HHP 216 Coaching of Basketball/Volleyball	3
HHP 217 Coaching of Softball/Baseball	3
HHP 218 Coaching of Track & Field	3
HHP 219 Coaching of Swimming	3
RSM 300 Field Work	2
RSM 310 Event Management	3

# Computer Information Systems

## 18 Hours

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

## 18 Hours

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

# Criminal Justice

## 18 Hours

Students desiring a minor in criminal justice will complete at least 18 semester hours of coursework in criminal justice. The following courses must be completed by students wishing to minor in criminal justice:

CJ 111 Introduction to Criminal Justice	3
CJ 112 Criminology	3
CJ 300 Ethics in Criminal Justice	3
CJ Electives (must be at the 300 or 400 level)	9

# 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 composition sequence (ENG 111 and ENG 112, or ENG 113). Of these 18 semester hours in English, at least 12 semester hours must be completed at the 300-level or above.

# English: Creative Writing

Students desiring a minor in English with a concentration in creative writing should complete the 18 credit hour requirement as follows:

ENG 230: Introduction to Creative Writing (also fulfills aesthetic perspectives requirement)	3
ENG 430: Fiction Workshop	3
ENG 431: Poetry Workshop	3
ENG 432: Creative Nonfiction	3
ENG 433: Narrative Journalism	3
ENG 455: Creative Writing Portfolio Experience	3

*Note: Other 300- or 400-level English courses may be adapted to satisfy 3 semester hours (one course) for this minor. Consult with the department chair for permission.*

# Environmental Studies

## 20-21 hours

The Environmental Studies minor is an interdisciplinary exploration of the relationship between humans and their environment. Environmental problems and their solutions have economic, cultural, political, geographical, and imaginative dimensions. Our program exposes students to this broad understanding, which is a marketable skill in a wide range of fields.

The minor prepares students to engage intellectually with people across disciplines about many types of environmental issues through a foundation of coursework in the natural, social and political sciences, and humanities.

**Core Courses:**

NS 112 Introduction to Environmental Science	4
ES 301 Environmental Studies Practicum	2-3

**Choose two Natural Science Electives:**

NS 111 Introduction to Biology -or-	4
NS 113 Introduction to Physical Science <sup>1</sup>	4
BIO 214 Natural History of the Southern Appalachians	4
BIO 218 Ecology	4
BIO/CS/BA 250 Introduction to Geographic Information Systems	4
CHM 235 Environmental Chemistry	4

BIO 346 Plant Taxonomy	4
BIO 348 Vertebrate Taxonomy	4
BIO 347 Population and Community Ecology	4
BIO 340 Conservation Biology	4

**Choose two Political / Social Science and Humanities Electives:**

ENG 358 American Environmental Expression	3
SOC 305 Sustainability	3
RS 211 Introduction to Regional Studies	3
PS 121 Introduction to Global Politics	3
PS 230 <sup>WI</sup> Advanced Global Politics	3
PS 321 Model UN	3
PS 322 Global Politics and Development	3
BA 362 International Business	3

*Notes:*

1. *With permission of coordinator.*

## Exercise & Wellness Promotion

### 21 hours

HHP 220 First Aid, CPR/PR & Sports Injuries	3
HHP 329 Kinesiology	4
HHP 240 Personal Trainer	3
HHP 241 Exercise Nutrition Prescription	3
HHP 242 Exercise and Sport Psychology	3
RSM 300 Field Work	2
RSM 369 Risk Management	3

## French

### 18-24 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	9-12

# Health and Human Performance

## 23-24 hours

BIO 134 Human Anatomy and Physiology	4
HHP 221 History and Principles of Physical Education	3
HHP 329 Kinesiology	4
HHP 330 Exercise Physiology	4
HHP 333 Sports in Society	3
One of:	
HHP 225 Team Sports Skill lab	3
HHP 226 Team Sports Skill lab	3
One of:	
HHP 206 Racquet Games	2
HHP 208 Golf & Disc Golf	2
HHP 209 Dance as Art	3
RSM 210 Outdoor Recreation & Games Leadership	3
HHP 210 Walking & Weight Training	2
HHP 211 Aquasize & Aerobics	2
HHP 212 Track & Field and Recreation Running	2

# 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 292 or	3
HIS 293 <sup>WI</sup> World History Since 1500	
Three upper-level history courses (numbered 300 and above)	9

# International Studies

## 21 hours

International Studies is an interdisciplinary minor in which a student gains an appreciation for the complexity of global issues. By studying in the various disciplines required for the minor, the student is able to analyze international questions from diverse lenses which allows for a more complete understanding of particular issues.

**Core (12 hours)**

INS 210 Intro to International Studies	3
Choose three of the following courses:	9
HIS 293 <sup>WI</sup> World History since 1500	
PS 121 Introduction to Global Politics	
ECO 221 Microeconomics or ECO 222 Macroeconomics	
SPA 112 or higher level or FRN 112 or higher level	

**Electives:**

Choose 3 courses. Each course must be from a different discipline.	9
HIS 340 20th Century Europe	
HIS 301 Modern Latin America	
HIS 429 US in the World since 1900	
HIS 452 History of Modern Japan	
ECO 362 International Economics, BA 362 International Business	
PS 230 <sup>WI</sup> Advanced Global Politics	
PS 320 Global Politics and Conflict	
PS 321 Global Politics and Cooperation	
PS 322 Global Politics and Development	
PS 323 Global Politics and Human/National Security	
REL 240 Islam	
REL 241 Hinduism and Buddhism	
REL 242 Confucianism, Taoism, and Zen	
SPA 311 or above	
FRN 311 or above	
CJ 320 Comparative Criminal Justice	

# 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

## 24 hours

MUS 111 Music Theory/Technology I	3
MUS 112 Music Theory/Technology 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
Ensembles <sup>1</sup>	4
(Must enroll for a full academic year)	
Applied lessons/studio classes AMU (170 level)	4
(Must enroll for a full academic year)	
Music Electives	6

**Note:**

1. Students must seek the advice of their applied music teacher in making ensemble selections and electives best suited to their interests, skills, and goals.

# Political Science

## 18 Hours

Students desiring to complete a minor in Political Science must complete the following requirements.

PS 111 American Government	3
PS 121 Introduction to Global Politics	3
One Political Science course 300 level or higher	3
Additional courses in Political Science	9

# Pre-professional Studies

## 44 hours

BIO 120 Organisms and Evolution	4
BIO 121 Cells and Genetics	4
CHM 113 General Chemistry I	4
CHM 114 General Chemistry II	4
CHM 255 Organic Chemistry I	4
CHM 256 <sup>W</sup> 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

# Psychology

## 18 Hours

Students desiring to complete a minor in Psychology must complete the following requirements.

PSY 111 General Psychology	3
Five additional courses (three of which must be from the required courses or the different groups A-D on the psychology major page)	15

### Note On Prerequisites:

Three psychology required courses have prerequisites in other disciplines. Prerequisite to Psychology 302 is NS 111 or BIO 120. 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 Leisure Management

## 18 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 309 Planning & Design of Recreation Areas and Facilities	3
RSM 321 Program Planning in Recreation & Sport Management	3
RSM 369 Risk Management	3
RSM 441 Recreation and Sport Management	3

# Regional Studies

## 18-23 Hours

For over 150 years, Mars Hill University 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

3

RS 211 Place: An Introduction to Regional Studies.

### B Required Courses (Choose Two<sup>1</sup>)

6

ENG 340 Appalachian Literature

HIS 349 Appalachian Oral History

RS 344 Creative Traditions in Southern Appalachia

REL 343 Religion in Appalachia

### C Electives

9-12

At least one course from the Environment list, one course from the Culture and Power List<sup>2</sup> and one additional choice.

Environment:

BIO 214 Natural History of the Southern Appalachians

BIO 218 Ecology

BIO 250 Introduction to Geographic Information Systems (GIS)

BIO 347 Population and Community Ecology

BIO 348 Vertebrate Taxonomy and Natural History

CHM 235 Environmental Chemistry

GEO 221 World Regional Geography

HIS 430 U.S. Environmental History

NS 112 Introduction to Environmental Science

HHP 185 Outdoor Leisure Skill

SOC 328 Environment and Society

Culture and Power:

ENG 213 World Literature

ENG 358 American Environmental Expression

HIS 202 North Carolina History and Government

HIS 250 Introduction to Public History  
 MUS 218 World Music  
 MUS 469 Appalachian Smooth and Clog Dancing  
 PS 111 Introduction to American Government and Politics  
 PS 121 Introduction to Global Politics  
 PS 336 Citizenship and Political Participation  
 SOC 111 Introduction to Sociology  
 SOC 214 Class, Status, and Power  
 SPA 207 Hispanic Cultures in English  
 SW 331 Social Welfare Policy: Social Justice and Human Rights  
 Internships and Special Topics (TBA in cooperation with the coordinator of Regional Studies)  
 RS 261 Internship  
 RS 461 Internship  
 HIS 451 Public History (external)  
 RS 327 Special Topics

Other courses may be adapted to satisfy this minor. Consult with the program coordinator for guidance.

**Notes:**

1. *Students may opt to take all four courses listed under Required Courses, in which case two will count as electives.*
2. *Only one 100 level course from these lists will count towards the minor.*

## Religion & Philosophy

### 21 hours

Any two REL, PHI, GRK or HEB courses at 100-level	6
PHI 215 Problems in Philosophy	3
One additional REL, PHI, GRK or HEB course at 200-level	3
Any two REL, PHI, GRK or HEB courses at 300-level (not 350)	6
REL/PHI 350 Research, Theory, and Methods in Religion and Philosophy	3

## 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

## Spanish

### 18-24 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	9-12

## 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
HHP 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

### 24 Hours

TA 102 Theatre Workshop (4 semesters)	4
TA 131 Fundamentals of Acting	3
TA 140 Fundamentals of Theatre	3
TA 150 Fundamentals of Design	2
12 hours of theatre arts classes approved by theatre arts faculty	12

# Webmaster

## 18 hours

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 and Gender Studies

Program Coordinator:

Ann M. Peiffer

Committee Faculty Members:

Adrienne Akins

Yael Baldwin

Virginia Bower

Patrick S. Cash

Chrystal Cook

Heather Hawn

Stephanie McLeskey

Marc Mullinax

Deb Myers

Laurie Pedersen

Kim Reigle

Beverly Robertson

Andrea Rose

Barbara Sims

Phyllis Smith

Kelly Spencer

Beth Vogler

Women's and Gender 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 liberal arts study across the arts, humanities, natural and social sciences, health and physical education, the minor affirms the existence, integrity, and value of diverse human experiences especially those of underrepresented or marginalized groups. While students pursue their own intellectual, spiritual, and personal growth, Women's and Gender Studies help students analyze the experiences of people in various cultures. Committed to freedom of inquiry and to building bridges beyond academia, it seeks to improve communication and to prepare and equip students for service and leadership.

## 18 hours

**Required Introductory Course**

**3**

WGS 200 Introduction to Women's and Gender Studies

<b>Any two Group A: Arts &amp; Humanities (each course is 3 hours)</b>	<b>6</b>
ENG 330 Women in Literature	
HIS 330 Women in the American Experience	
HIS 303 Latin American Women	
REL 336 Women and Religion	
TA 309 Women in Contemporary American Dramatic Literature	
<b>Any two Group B: Natural and Social Sciences (each course is 3 hours)</b>	<b>6</b>
PSY 317 Psychology of Gender and Sexuality	
SOC 226 Sociology of the Family	
SOC 214 Class, Status and Power	
SOC 327 Special Topics: Sociology of Gender	
SW 331 Social Welfare Policy	
<b>One Elective (Group A, B, or adaptable) or Group C (WGS course work) (each course is 3 hours)</b>	<b>3</b>
WGS 327 Special Topics	
WGS 457 Directed Reading	
WGS 461 Internship (adaptable)	

Other courses not listed here may be adapted to satisfy this minor. Consult with the program coordinator for guidance **prior** to course enrollment.

# Certificate and Licensure



CERTIFICATE/LICENSURE

# Certificate in Community Engagement

## 17 Credit Hours

The Center for Community Engagement builds deep and meaningful opportunities that promote student learning, responsible citizenship, character development and connection to the world of work. The Center establishes and maintains mutually beneficial partnerships with non-profits and government agencies in order to meet needs in the community, region and world.

The Certificate in Community Engagement is designed to assist undergraduate students in developing the knowledge, skills, and dispositions for becoming effective and successful change agents for social justice in non-profit, government agency, and social enterprise environments.

## Admission Policy

The Certificate in Community Engagement program conducts its own formal admission process. Prospective students are required to: (a) submit a completed Application for Admission into the Certificate in Community Engagement Program; and (b) successfully complete an interview with members of the Community Engagement Advisory Board. Students who are selected for the program are offered provisional admittance and may enroll in GE 301. For full admission into the program students are required to complete GE 301 with a grade of C or higher.

## Required Courses

SOC 111: Introduction of Sociology	3
GE 301: Introduction to Leadership <sup>1</sup>	3
GE 261: Service Learning Internship <sup>2</sup>	2
GE 261: Service Learning Internship <sup>2</sup>	2
GE 475: Community Engagement Practicum	1

1. *Provisional admittance into the program required*
2. *Must be taken in two consecutive semesters, preferably fall and spring to meet the needs of community partners. Requires full admission into the Community Engagement Certificate program.*

## Electives (Choose Two)

	<b>6</b>
HIS 250: Intro to Public History	3
HIS 349: Appalachian Oral History	3
NS 112: Environmental Science	4
NUR 257: Transcultural/Global Health	3
NUR 421: Promoting Community Health for R.N.s	3
PSY 212: Lifespan Development	3
PSY 321: Art Therapy Applications	3
RS 211: Introduction to Regional Studies	3
SW 331: Social Welfare Policy, Social Justice and Human Rights	3
SW 332: Social Welfare Policy, Analysis and Advocacy	3
WGS 200: Introduction to Women's and Gender Studies	3

Other courses may be adapted to satisfy the Certificate. Consult with the program coordinator for guidance

# Education: Licensure

## Licensure Only Programs

Individuals who have already earned an undergraduate degree, may apply to one of our licensure-only programs in **English As A Second Language, Art Education, Elementary Education, Health and Human Performance, Integrated Education, Middle-Grades Education, Music Education, Secondary Education, Spanish Education, and Special Education.**

Individuals interested in Middle Grades Education are required to complete one area of concentration (English/language arts, math, science, or social studies). A second concentration is recommended per the North Carolina Department of Public Instruction.

Individuals interested in Secondary Education can select concentrations in English, Math, Science, and/or Social Studies.

Licensure only candidates are not required to take the Praxis I Core Academic Skills Tests.

Candidates should consult with the Adult and Graduate Studies Office and the Education Department for additional information, admission applications, and admission requirements.

Licensure only candidates are not required to take the Praxis I Core Academic Skills Tests.

### **Teacher Education Program Admission Policy (Contact TEP Office for complete details and admission application):**

The Teacher Education Program (TEP) conducts its own formal admissions process and interviews. Prospective students are required to: (a) submit a completed Application for Admission into Teacher Education Program via TaskStream; (b) submit copies of all academic transcripts; (c) submit an approved admission portfolio via TaskStream; (d) successfully complete ED 205<sup>WI</sup> Introduction to Education; (e) give signed consent for a criminal background check as a course requirement for ED 205<sup>WI</sup> and (f) maintain a cumulative GPA of at least 2.75.

### **Licensure Only For Elementary Education, Grades K-6**

The teacher education course requirements for a licensure only candidate for elementary education are:

- ART 324 Art in the Elementary School
- ENG 334 Second Language and Literacy Development
- MTH 203 Elementary Geometry
- MTH 204 Teaching Number Systems
- NS 113 Introduction to Physical Science
- HIS 202 North Carolina History and Government
- PSY 313 Child Psychology
- ED 205<sup>WI</sup> Introduction to Education
- ED 251 Introduction to Special Education
- ED 325 Social Studies Methods in Elementary Education <sup>1</sup>
- ED 326 Science Methods in Elementary Education<sup>1</sup>
- ED 401 Psychological Foundations of Education<sup>1</sup>
- ED 402 Historical, Philosophical, and Social Foundations of Education<sup>1</sup>
- ED 404 Reading, Writing, and Language Arts in Elementary Education<sup>1</sup>
- ED 450 Advanced Methods for Teaching Mathematics<sup>1</sup>

Take two of the following three specified courses:

- ED 311 Children's Literature
- ED 441 Comprehensive Strategies for Teaching Content Based Literacy<sup>1</sup>
- ED 455 Teaching Students with Persistent Reading Problems <sup>1</sup>
- ED 470 Diversity in American Schools <sup>1,2</sup>
- ED 479 Student Teaching Practicum I<sup>1</sup>
- ED 481 Student Teaching Practicum<sup>1,2</sup>
- ED 491 Observation and Directed Teaching<sup>1,2</sup>

## **Licensure Only For Special Education, Grades K–12**

The teacher education course requirements for Special Education K – 12th are:

- ART 324 Art in the Elementary School or ED 375 Creative Drama
- ENG 334 Second Language and Literacy Development
- MTH 203 Elementary Geometry
- MTH 204 Teaching Number Systems
- PSY 313 Child Psychology
- ED 205<sup>WI</sup> Introduction to Education
- ED 251 Introduction to Special Education
- ED 329 Motor, Communication, and Sensory Deficits of the Exceptional Child
- ED 348 Students with Learning Disabilities and Emotional/Behavioral Disorders
- ED 401 Psychological Foundations of Education<sup>1</sup>
- ED 402 Historical, Philosophical, and Social Foundations of Education<sup>1</sup>
- ED 404 Reading, Writing, and Language Arts in Elementary Education<sup>1</sup>
- ED 432 Specialized Instruction and Collaboration<sup>1</sup>
- ED 435 Assessment Methods, Uses, and Interpretations<sup>1</sup>
- ED 450 Advanced Methods for Teaching Mathematics<sup>1</sup>
- ED 451 Academic and Environmental Classroom Planning<sup>1</sup>
- ED 455 Teaching Students with Persistent Reading Problems<sup>1</sup>
- ED 470 Diversity in American Schools<sup>1,2</sup>
- ED 479 Student Teaching Practicum I<sup>1</sup>
- ED 481 Student Teaching Practicum<sup>1,2</sup>
- ED 491 Observation and Directed Teaching<sup>1,2</sup>

## **Licensure Only For Integrated Education (Special Education, Grades K–12 and Elementary Education, Grades K–6)**

The teacher education course requirements for a licensure only candidate for Integrated Education are:

- ART 324 Art in Elementary School
- ENG 334 Second Language and Literacy Development
- MTH 203 Elementary Geometry
- MTH 204 Teaching Number Systems
- NS 113 Introduction to Physical Science
- HIS 202 North Carolina History and Government

PSY 313 Child Psychology  
 ED 205<sup>WI</sup> Introduction to Education  
 ED 251 Introduction to Special Education  
 Take one of the following two specified courses:  
 ED 311 Children's Literature  
 ED 441 Comprehensive Strategies for Teaching Content Based Literacy<sup>1</sup>  
 ED 325 Social Studies Methods in Elementary Education<sup>1</sup>  
 ED 326 Science Methods in Elementary Education<sup>1</sup>  
 ED 329 Motor Sensory Communication Deficits  
 ED 348 Students with Learning Disabilities and Emotional/Behavioral Disorders  
 ED 401 Psychological Foundations of Education<sup>1</sup>  
 ED 402 Historical, Philosophical, and Social Foundations of Education<sup>1</sup>  
 ED 404 Reading, Writing, and Language Arts in Elementary Education<sup>1</sup>  
 ED 432 Specialized Instruction and Collaboration<sup>1</sup>  
 ED 435 Assessment Methods, Uses, and Interpretations<sup>1</sup>  
 ED 450 Advanced Methods for Teaching Mathematics<sup>1</sup>  
 ED 451 Academic and Environmental Classroom Planning<sup>1</sup>  
 ED 455 Teaching Students with Persistent Reading Problems<sup>1</sup>  
 ED 470 Diversity in American Schools<sup>1,2</sup>  
 ED 479 Student Teaching Practicum I<sup>1</sup>  
 ED 481 Student Teaching Practicum<sup>1,2</sup>  
 ED 491 Observation and Directed Teaching<sup>1,2</sup>

### **Licensure Only For Middle Grades Education, Grades 6–9**

The teacher education course requirements for a licensure only candidate for Middle Grades Education are:

ED 205<sup>WI</sup> Introduction to Education  
 ED 251 Introduction to Special Education  
 ED 314 The Adolescent Learner  
 ED 340 Middle Grades Curriculum  
 ED 401 Psychological Foundations of Education<sup>1</sup>  
 ED 402 Historical, Philosophical, and Social Foundations of Education<sup>1</sup>  
 ED 410 Reading in the Content Area<sup>1</sup>  
 ED 470 Diversity in American Schools<sup>1,2</sup>  
 ED 475 Content Area Practicum<sup>1,2</sup>  
 ED 479 Student Teaching Practicum I<sup>1</sup>  
 ED 481 Student Teaching Practicum<sup>1,2</sup>  
 ED 491 Observation and Directed Teaching<sup>1,2</sup>

### **Areas of Concentration:**

Individuals interested in middle grades education are required to complete one area of concentration (English/language arts, math, science, or social studies). A second concentration is recommended per the North Carolina Department of Public Instruction.



**Language Arts:**

ENG 211 Survey of British Literature I  
ENG 213 World Literature  
ENG 215 Survey of American Literature  
ENG 312 Adolescent Literature (6th – 12th Grades)  
ENG 329 Diversity in American Literature  
ENG 332 Structure and Usage of the English Language  
ENG 334 Second Language and Literacy Development  
ED 412 The Teaching of English in the Middle Grades and Secondary Education

**Social Studies:**

SOC 111 Introduction to Sociology  
HIS 202 North Carolina History and Government  
HIS 223 United States History to 1865  
HIS 224 United States History from 1865 to the Present  
HIS 292 World History to 1500  
HIS 293<sup>WI</sup> World History Since 1500  
GEO 221 World Geography  
ED 415 The Teaching of Social Studies in Middle Grades and Secondary Education  
Take one of the following three specified courses:  
ECO 220 Principles of Economics  
ECO 221 Principles of Microeconomics  
ECO 222 Principles of Macroeconomics

**Math:**

MTH 107 Finite Mathematics  
MTH 115 Calculus I  
MTH 116 Elementary Probability and Statistics  
MTH 203 Elementary Geometry  
MTH 204 Teaching Number Systems  
MTH 210 Math of Finance  
ED 418 The Teaching of Math in Middle Grades and Secondary Education

**Science:**

CHM 113 General Chemistry I  
NS 111 Introduction to Biological Sciences  
NS 112 Introduction to Environmental Sciences  
NS 113 Introduction to Physical Sciences  
NS 114 Introduction to Meteorology and Weather Forecasting  
PHY 223 General Physics I  
ED 421 The Teaching of Science in Middle Grades and Secondary Education

## Licensure Only For Secondary Education English, Grades 9–12

The teacher education course requirements for a licensure only candidate for Secondary Education English are:

- ENG 312 Adolescent Literature
- ENG 329 Diversity in American Literature
- ENG 332 Structure and Usage of the English Language
- ENG 371 World Literature or ENG 213 World Literature
- ENG 440 Composition Theory and Practice
- ENG 442 Shakespeare
- ED 205<sup>WI</sup> Introduction to Education
- ED 314 The Adolescent Learner
- ED 401 Psychological Foundations of Education<sup>1</sup>
- ED 402 Historical, Philosophical, and Social Foundations of Education<sup>1</sup>
- ED 410 Reading in the Content Areas<sup>1</sup>
- ED 412 The Teaching of English in the Middle Grades and Secondary Education
- ED 470 Diversity in American Schools <sup>1,2</sup>
- ED 474 Content Area Practicum<sup>1,2</sup>
- ED 479 Student Teaching Practicum I<sup>1</sup>
- ED 481 Student Teaching Practicum<sup>1,2</sup>
- ED 491 Observation and Directed Teaching<sup>1,2</sup>
- PSY 111 General Psychology

## Licensure Only For Secondary Education Math, Grades 9–12

The teacher education course requirements for a licensure only candidate for Secondary Education Math are:

- CS 110 Introduction to Computer Science<sup>1</sup>
- PHY 224 General Physics II
- PSY 311 General Psychology
- ED 205<sup>WI</sup> Introduction to Education
- ED 314 The Adolescent Learner
- ED 401 Psychological Foundations of Education<sup>1</sup>
- ED 402 Historical, Philosophical, and Social Foundations of Education<sup>1</sup>
- ED 410 Reading in the Content Area<sup>1</sup>
- ED 418 The Teaching of Mathematics in Middle Grades and Secondary Education
- ED 470 Diversity in American Schools <sup>1,2</sup>
- ED 471 Content Area Practicum<sup>1,2</sup>
- ED 479 Student Teaching Practicum I<sup>1</sup>
- ED 481 Student Teaching Practicum<sup>1,2</sup>
- ED 491 Observation and Directed Teaching<sup>1,2</sup>

## Licensure Only For Secondary Education Science, Grades 9–12

The teacher education course requirements for a licensure only candidate for Secondary Education Science are:

BIO 216<sup>WI</sup> Genetics

BIO 217 Integrative Zoology

BIO 218

Choose three from:

BIO 215<sup>WI</sup> Cell and Molecular Biology

BIO 244 Vascular Plants

BIO 325 Biotechnology

BIO 336<sup>WI</sup> Microbiology

BIO 339 Comparative Physiology

BIO 347 Population and Community

BIO 412 Evolution

PSY 111 General Psychology

ED 205<sup>WI</sup> Introduction to Education

ED 314 Adolescent Learner

ED 401 Psychological Foundations of Education<sup>1</sup>

ED 402 Historical, Philosophical, and Social Foundations of Education<sup>1</sup>

ED 421 Teaching Science in the Middle Grades and Secondary Education

ED 410 Reading in the Content Area<sup>1</sup>

ED 470 Diversity in American Schools<sup>1,2</sup>

ED 471 Content Area Practicum<sup>1,2</sup>

ED 479 Student Teaching Practicum I<sup>1</sup>

ED 481 Student Teaching Practicum<sup>1,2</sup>

ED 491 Observation and Directed Teaching<sup>1,2</sup>

## **Licensure Only For Secondary Education Social Studies, Grades 9–12**

The teacher education course requirements for a licensure only candidate for Secondary Education Social Studies are:

HIS 202 North Carolina History and Government

PS 111 Introduction to American Government and Politics

GEO 221 World Geography

ECO 220 Principles of Economics

SOC 111 Introduction to Sociology

PSY 111 General Psychology

ED 205<sup>WI</sup> Introduction to Education

ED 314 The Adolescent Learner

ED 401 Psychological Foundations of Education<sup>1</sup>

ED 410 Reading in the Content Area<sup>1</sup>

ED 415 The Teaching of Social Studies in the Middle Grades and Secondary Education

ED 402 Historical, Philosophical, and Social Foundations of Education<sup>1</sup>

ED 470 Diversity in American Schools<sup>1,2</sup>

ED 473 Content Area Practicum<sup>1,2</sup>

ED 479 Student Teaching Practicum I<sup>1</sup>

ED 481 Student Teaching Practicum<sup>1,2</sup>  
ED 491 Observation and Directed Teaching<sup>1,2</sup>

## **Licensure Only For English As A Second Language**

The teacher education course requirements for a licensure only candidate for ESL are:

ART 324 Art in Elementary School  
ENG 332 Structure and Usage of the English Language  
ENG 333 Grammar and Linguistics for Teaching English as a Second Language  
ENG 334 Second Language and Literacy Development  
PSY 313 Child Psychology  
ED 205<sup>WI</sup> Introduction to Education  
ED 251 Introduction to Special Education  
ED 311 Children's Literature  
ED 314 Adolescent Learner  
ED 360 Issues in Teaching English as a Second Language in Public Schools  
ED 365 Socio-Cultural Foundations of Teaching English as a Second Language in Public Schools <sup>1</sup>  
ED 401 Psychological Foundations of Education <sup>1</sup>  
ED 402 Historical, Philosophical, and Social Foundations of Education <sup>1</sup>  
ED 404 Reading, Writing, and Language Arts in the Elementary Classroom <sup>1</sup>  
ED 410 Reading in the Content Area<sup>1</sup>  
ED 419 Methods for Teaching English as a Second Language in Public Schools  
ED 420 Teaching Literature for Adolescents in a Diverse Society  
ED 470 Diversity in American Schools<sup>1,2</sup>  
ED 479 Student Teaching Practicum I<sup>1</sup>  
ED 481 Student Teaching Practicum<sup>1,2</sup>  
ED 491 Observation and Directed Teaching<sup>1,2</sup>

## **Licensure Only For Health, Human Performance, And Recreation, Grades K-12**

The teacher education course requirements for a licensure only candidate for HPER are:

HHP 203 Dance Skill lab  
HHP 204 Gymnastics Skill lab  
HHP 233 Health Education  
HHP 242 Lifestyle Behavior Management  
HHP 332 Adapted Physical Education  
HHP 335 Methods of Teaching Elementary School Physical Education  
HHP 413 Methods of Teaching Middle Grades and Secondary Education Physical Education  
PSY 111 Introduction to Psychology  
ED 205<sup>WI</sup> Introduction to Education  
ED 314 The Adolescent Learner  
ED 401 Psychological Foundations of Education<sup>1</sup>  
ED 402 Historical, Philosophical, and Social Foundations of Education<sup>1</sup>  
ED 470 Diversity in American Schools<sup>1,2</sup>  
ED 479 Student Teaching Practicum I<sup>1</sup>

ED 481 Student Teaching Practicum<sup>1,2</sup>  
ED 491 Observation and Directed Teaching<sup>1,2</sup>

## **Licensure Only For Music Education, Grades K-12**

The teacher education course requirements for Music Education are:

ED 205<sup>WI</sup> Introduction to Education  
ED 314 The Adolescent Learner  
ED 401 Psychological Foundations of Education<sup>1</sup>  
ED 402 Historical, Philosophical, and Social Foundations of Education<sup>1</sup>  
ED 410 Reading in the Content Area<sup>1</sup>  
ED 470 Diversity in American Schools<sup>1,2</sup>  
ED 479 Student Teaching Practicum I<sup>1</sup>  
ED 481 Student Teaching Practicum<sup>1,2</sup>  
ED 490 Observation and Directed Teaching<sup>1,2</sup>  
MUS 441 Principles of Music Education<sup>1,2</sup>  
PSY 111 General Psychology

## **Licensure Only For Spanish Education, Grades K-12**

The teacher education course requirements for Spanish Education are:

ED 205<sup>WI</sup> Introduction to Education  
ED 314 The Adolescent Learner  
ED 401 Psychological Foundations of Education<sup>1</sup>  
ED 402 Historical, Philosophical, and Social Foundations of Education<sup>1</sup>  
ED 410 Reading in the Content Area<sup>1</sup>  
ED 417 Methods of Teaching a Second Language in K-12th Grades  
ED 470 Diversity in American Schools<sup>1,2</sup>  
ED 479 Student Teaching Practicum I<sup>1</sup>  
ED 481 Student Teaching Practicum<sup>1,2</sup>  
ED 491 Observation and Directed Teaching<sup>1,2</sup>  
PSY 111 General Psychology  
SPA 311 Conversational Spanish  
SPA 312 Introduction to Spanish Phonetics and Phonology

**Notes:**

*1: Requires admission to the Teacher Education Program*

*2: Requires admission to Student Teaching*

## Add-On Licensure Programs

Mars Hill University offers “add-on licensure programs” in four areas:

- Academically/Intellectually Gifts K-12
- English as a Second Language (ESL) K-12
- Reading Specialist K-12
- Special Education K-12

“Add-on Licensure Programs” do not require formal admission into the Teacher Education Program if the student is only seeking the “add-on license program” and already has a valid North Carolina teaching license. Please consult with Adult and Graduate Studies office and the Education Department.

Note: Undergraduate students may elect to complete an “add-on” program at the same time they are completing their academic program for an initial teaching license. Consult with the Education Department for information regarding admission, course prerequisites, and student teaching requirements, if applicable, for the “add-on” program.

Candidates interested in earning an “add-on license” must have and/or complete the following:

1. Earned Bachelor’s Degree from an accredited institution. Copies of all academic transcripts are required for review.
2. Have an undergraduate (or graduate if applicable) GPA of 2.75 and a minimum grade of C on all general studies, professional, and content-area course work.
3. Hold a valid North Carolina Teaching License.
4. Meet with the academic Program Coordinator to determine your plan of study who will review your transcripts, course work, work experience, work products, etc. Please consult with the Program Coordinator regarding any state-mandated testing requirements (Praxis and/or Pearson Tests).
5. Candidates will be required to take courses for the applicable add-on licensure program (at a minimum) as indicated below under the appropriate program.

### Add-On Licensure Programs:

#### Academically/Intellectually Gifted (AIG)

- ED 252 Introduction to Gifted Education
- ED 320 Multi-Sensory Methods and Models of Gifted Education <sup>1</sup>
- ED 436 Assessment and Trends in Gifted Education
- ED 452 Curriculum Differentiation for the Gifted

#### English as a Second Language (ESL)

- ED 332 Structure and Usage of English
  - ENG 333 Grammar and Linguistics for Teaching ESL
  - ENG 334 Second Language and Literacy Development
  - ED 360 Issues in Teaching ESL in Public Schools
  - ED 365 Socio-cultural Foundations of Education <sup>1</sup>
  - ED 419 Teaching of English as a Second Language in K-12 Classroom
- Two semesters of the same Foreign Language or demonstrated proficiency in a second language. Students whose first language is not English, must demonstrate competency in English. Praxis II Test(s) required for licensure.

## **Reading Specialist**

ENG 334 Second Language and Literacy Development  
ED 440 Advanced Strategies for Literacy Acquisition and Development  
ED 441 Comprehensive Strategies for Teaching Content-Based Literacy  
ED 443 Conceptual and Historical Foundations of Reading  
ED 444 Reading Assessment and Intervention  
ED 455 Teaching Students with Persistent Reading Problems <sup>1</sup>  
Praxis II Test(s) required for licensure.

## **Special Education**

ED 251 Introduction to Special Education  
ED 329 Motor, Communication, and Sensory Deficits  
ED 348 Students with Learning Disabilities and Emotional/Behavioral Disorders  
ED 432 Specialized Instruction and Collaboration<sup>1</sup>  
ED 435 Assessment Methods, Uses, and Interpretations<sup>1</sup>  
ED 450 Advanced Methods for Teaching Mathematics<sup>1</sup>  
ED 451 Academic and Environmental Classroom Planning  
ED 455 Teaching Students with Persistent Reading Problems<sup>1</sup>  
Praxis II and Pearson Test(s) required for licensure.

# Course Listings

COURSES





**\*\*Courses marked <sup>wi</sup> 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; 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. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum.
- 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. An introduction to croquis and fashion illustration.
- 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 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**  
Introduction to apparel construction techniques; application of experimental construction techniques; analysis of apparel in relation to fabric selection, cost, quality, and end use resulting in original qualitative research. Prerequisite: AIM 111 and AIM 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. Prerequisite: AIM 111.

**AIM 340 History of Architecture/Interior Design** **3**  
An exploration of the past through architecture and interior design from the ancient through the modern world; examination of the impact of social, cultural, religious, and political factors on the innovations of each design period; investigation of influential ideas of architects and designers in the modern world. Fulfills the Ideas & Innovations: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing.

**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. Fulfills a general education practicum requirement.

**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**  
A 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 practicum 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. This is the best *first* graphic-design class for the student who has little or no computer experience. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum, but may not be counted for the art major.

**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. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum.

**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  
Students will learn to operate digital cameras; 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. This course fulfills the General Education Aesthetics requirement, but may not be counted for the art major.
- 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. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum.
- ART 202 Painting I, Introduction to Color** 3  
Acrylic painting techniques. Emphasis on color mixing and composition.
- ART 203 Printmaking I** 3  
Application of two-dimensional design to a variety of printmaking procedures, including woodcut, intaglio, and collagraphy. The emphasis is on personal growth and expression through various printmaking processes. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum.
- ART 209 Graphic Design I** 3  
An 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. This is the best *first* graphic-design class for the student who has some basic computer experience. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum.
- ART 226 Photography I** 3  
Art 226 is a studio art course in which students develop technical skills with digital cameras and image-editing software and develop artistic vision by applying principles of composition, visual literacy, and aesthetic criteria to photography.
- ART 270 Ceramics I** 3  
Three dimensional design and construction in clay. Forming, throwing, and glazing techniques are covered. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum.
- ART 280 Sculpture and 3-D Design I** 3  
Exploration of the sculptural potential of the ceramics medium. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum.
- 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. Prerequisites: 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. Prerequisite: ART 203 or permission of instructor.
- ART 308 Art in the Non-Western World** 3  
This course survey’s the history of art and architecture from antiquity to the modern era in a variety of Non-Western/Non-European cultures and geographic regions. These include Islamic cultures, Southeast Asia and India, China and Korea, Japan, the Americas, Pacific cultures, and Africa. While the course will focus on the artworks and artists, it will also include consideration of how the diverse cultures shape their art and aesthetics and how art constructs and expresses cultural identity. Students will analyze how artists in the

different cultures use the components of a work of art (subject, form, content) to create aesthetic value. Fulfills the Ideas & Innovations: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing.

**ART 309 Graphic Design II** **3**

Intermediate projects in graphic design and layout. Digital imaging, digital design, pre-press and production, with the emphasis on computer based design. Prerequisites: ART 111 and ART 209 or permission of instructor.

**ART 324 Art Methods for Elementary Schools** **3**

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 205<sup>WI</sup>.

**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. Prerequisite: 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 370 Ceramics II** **3**

Further development of ceramics techniques in hand building and wheel throwing. Methods, history, aesthetics, and glaze formulations are covered. Prerequisite: ART 270 or ART 280.

**ART 380 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 280.

**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. Prerequisites: 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. Fulfills a general education practicum requirement.
- ART 408 Art History IV Modern Art and Artists** 3  
Art 408 is a three-hour course that covers the history of art and architecture from the mid-nineteenth century to the present with emphases on the development of styles, content, subject matter, art mediums, materials and processes, and societal functions. Additional topics include aesthetics, art criticism, and the roles of the visual arts in society.
- 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. Prerequisite: ART 309 or permission of instructor.
- ART 410 Typography** 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. Prerequisite: Art 226 or permission of the instructor.
- ART 427 Photography IV** 3  
Art 427 Advanced studio problems and learning experiences emphasizing continued development of the student's creative style and vision, technical abilities, conceptual knowledge, and aesthetic judgment in photography as a medium for artistic expression and visual communication. Prerequisite: Art 226.
- 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. Fulfills a general education practicum requirement.
- 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 471 Ceramics III** **3**  
 Art 471 is a studio art course that provides students with advanced skills and knowledge including the following ceramics areas: forming methods including wheel-throwing and handbuilding; ceramics technology, including clay and glaze formulation, kiln firing, and alternative techniques; continued development of personal style and design skills; and business practices for the studio ceramic artist.
- ART 472 Ceramics IV** **3**  
 Art 472 is a studio art course that provides students with advanced skills and knowledge include the following ceramics areas: forming methods including wheel-throwing and handbuilding; ceramics technology including clay and glaze formulation, kiln firing, and alternative techniques; continued development of personal style and design skills; and business practices for the studio ceramic artist.
- ART 481 Sculpture III** **3**  
 Art 481 is a studio art course that provides students with advanced skills and knowledge including the following areas of sculpture and 3-dimensional design: additive techniques, subtractive techniques, construction, mixed media, and alternative techniques; continued development of personal style and design skills; and business practices for the studio ceramic artist.
- ART 482 Sculpture IV** **3**  
 Art 482 is a studio art course that provides students with advanced skills and knowledge including the following areas of sculpture and 3-dimensional design: additive techniques, subtractive techniques, construction, mixed media, and alternative techniques; continued development of personal style and design skills; and business practices for the studio ceramic artist.
- 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 University. 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; HHP 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, HHP 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. Prerequisites: 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. Fulfills a general education practicum requirement.
- 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. Fulfills a general education practicum requirement.

## Biology

**BIO 120 Organisms and Evolution** **4**

Basic diversity, evolution and adaptations of living organisms and their relationship to the environment. laboratory. Prerequisite/co-requisite: MTH113, concurrent enrollment in MTH113, or APT  $\geq$  3. Fulfills Natural Sciences requirement of the Foundations and Perspectives general education curriculum.

**BIO 121 Cells and Genetics** **4**

An introduction to cellular structure and function including cell reproduction and basic genetics. laboratory. Prerequisite/co-requisite: MTH113, concurrent enrollment in MTH113, or APT  $\geq$  3. Fulfills Natural Sciences requirement of the Foundation and Perspectives general education curriculum.

**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, BIO 120 or BIO 121.

**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<sup>WI</sup> Cellular and Molecular Biology** **4**

The study of the molecular aspects of cellular structure and function. laboratory. Prerequisites: BIO 121; CHM 113, 114.

**BIO 216<sup>WI</sup> Genetics** **4**

An integrated study of classical genetics and developments in molecular genetics. laboratory. Prerequisites: BIO 121; CHM 113, 114.

**BIO 217 Integrative Zoology** **4**

A comparative study of the anatomy, physiology, and life histories of select representatives of the animal kingdom, with an emphasis on evolutionary adaptations that enable various organisms to thrive in different environments. Prerequisites: BIO 120, 121.

**BIO 218 Ecology** **4**

Basic ecology and evolution of populations, communities, and ecosystems. laboratory. Prerequisite: MTH 113. Fall and Spring.



<b>BIO 226 Nutrition</b>	<b>3</b>
The biological principles of human nutrition. Prerequisite: CHM 113 or consent of instructor.	
<b>BIO 243 Biology of Non-vascular Plants</b>	<b>4</b>
Comparative morphology, phylogeny, physiology, and biochemistry of algae, liverworts, and mosses. laboratory. Prerequisite: BIO 120.	
<b>BIO 244 Biology of Vascular Plants</b>	<b>4</b>
Comparative anatomy and morphology, life histories, and economic contributions of the major groups of vascular plants. laboratory. Prerequisite: BIO 120.	
<b>BIO 250 Introduction to Geographic Information Systems</b>	<b>4</b>
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.	
<b>BIO 261 Internship</b>	<b>1-4</b>
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.	
<b>BIO 325 Biotechnology</b>	<b>4</b>
Purification, cutting, splicing, transfer, and detection of DNA. Tissue culture of living material included. laboratory. Prerequisites: BIO 121; CHM 113, 114.	
<b>BIO 327 Special Topics</b>	<b>1-4</b>
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 120, 121.	
<b>BIO 331 Comparative Chordate Anatomy</b>	<b>4</b>
A comparative study of the origin, relationships, and functional morphology of chordates. laboratory. Prerequisite: BIO 120, 121.	
<b>BIO 334 Comparative Animal Behavior</b>	<b>3</b>
The evolution, development, and ecology of animal behavior. Prerequisites: BIO 217, 218 and PSY 111. Offered on demand.	
<b>BIO 336<sup>WI</sup> Microbiology</b>	<b>4</b>
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 121; CHM 113, 114.	
<b>BIO 337 Immunology</b>	<b>4</b>
Study of the immune system. laboratory. Prerequisite: BIO 215 <sup>WI</sup> . Recommended: BIO 336 <sup>WI</sup> .	
<b>BIO 339 Comparative Physiology</b>	<b>4</b>
The comparative study of how living organisms function and respond to environmental challenges laboratory. Prerequisites: BIO 120, 121.	
<b>BIO 340 Conservation Biology</b>	<b>4</b>
An interdisciplinary course focused on problems of and solutions to conserving biological diversity and on sustainable use of natural resources with an emphasis on environmental issues globally and here in the Southern Appalachian region. laboratory. Prerequisites: BIO 120 and BIO 218, or NS 112 with permission of instructor.	
<b>BIO 341 Vertebrate Histology</b>	<b>4</b>
Histological principles and microscopic characteristics of cells, tissues, organs, and systems. laboratory. Prerequisites: BIO 120, 121.	

- BIO 346 Plant Taxonomy** 4  
The identification and classification of vascular plants. laboratory. Prerequisites: BIO 120, 218.
- 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 120, 218; 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 120 and 218 or permission of instructor.
- 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 120, 121; CHM 113, 114; MTH 115, 116. Spring. Together with BIO 450, fulfills a general education practicum requirement.
- BIO 412 Evolution** 4  
History of the evolution concept, mechanisms of evolution, and the history of life. laboratory. Prerequisites: BIO 120, 121; MTH 116.
- BIO 438 Biochemistry** 4  
The chemistry of the carbohydrates, lipids, and proteins; their role in metabolism. laboratory. Prerequisites: BIO 215<sup>WI</sup>; CHM 113, 114, CHM 255, 256.
- 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. Together with BIO 350, fulfills a general education practicum requirement.
- 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.

- 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 Scientific Perspectives 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<sup>WI</sup> 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. 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. This course does not meet a major requirement.
- 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.
- 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.
- 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<sup>WI</sup>. (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.

### **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.

### **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<sup>WI</sup>. (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<sup>WI</sup>. (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. Prerequisites: 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<sup>WI</sup>. (Offered fall and spring)

### **BA 355 Marketing Research**

**3**

The focus is on the role of research in marketing decision making. Defining research objectives, identifying research problems, survey design, primary and secondary information collection, and qualitative and quantitative research methods are discussed. Case studies are used to illustrate concepts. Prerequisites: BA 220, 351.

### **BA 362 International Business**

**3**

This course will provide an understanding of how external factors (governmental policies, programs, and

- laws; cultures and standards; and country specific business practices) and internal factors (firm’s resources and capabilities) affect decisions of businesses regarding operating in a global environment.
- BA 366 Consumer Behavior** **3**  
 Consumer behavior is the study of every phase of the consumption process: behavior before, during and after the purchase is analyzed. Consumer satisfaction and retention is emphasized. Understanding and predicting consumer behavior in the marketplace is the goal. Prerequisite: BA 351.
- 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.
- 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.
- BA 420 Leadership Development** **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<sup>WI</sup>.
- BA 425 Decision Theory** **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.
- BA 430 White Collar Crime** **3**  
 This course presents an overview of white collar crime in the U.S. through an analysis of the unique psychopathology of white collar criminals, the motivations behind these types of offenses, and the financial impact of these offenses on society. Prerequisites: CJ 111 or permission of program. Every two years. (See also CJ 430.)
- 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. Pre requisites: BA 221, BA 236<sup>WI</sup>, BA 346, BA 351, and ECO 221, or instructor permission.
- BA 440 Investment and Wealth Management** **3**  
 An overview of the principles and strategies for financial investing and managing wealth is the focus of this course. Topics include risk-return objectives, asset valuation, and portfolio management. Prerequisite: BA 346.
- 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). Fulfills a general education practicum requirement.
- BA 457, 458 Directed Readings** **1-3**  
 Independent readings approved and directed by a member of the department.

- BA 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.
- BA 461 Internship** **3-12**  
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 105 Introduction to General, Organic & Biochemistry** **4**  
This course will cover the basic principles of general, organic, and biochemistry that are needed to understand the biochemistry, physiology, and pharmacology of the human body. Topics will include the principles of atomic theory; physical states of matter; concentration and pH, chemical equilibrium, organic molecules and functional groups, the structures, properties, and functions of amino acids, proteins, carbohydrates, and lipids, and the role of the macromolecules in metabolism and enzyme kinetics. CHM 105 is designed for those pursuing a degree in nursing and other allied health specialties. Prerequisite: MTH 107.
- CHM 113 General Chemistry I** **4**  
The first course in a two semester sequence that introduces the fundamental laws, theories, and methods of chemistry with correlated laboratory exercises. Prerequisite/co-requisite: MTH 113, concurrent enrollment in MTH 113, or APT  $\geq 3$ .
- CHM 114 General Chemistry II** **4**  
The second course in a two semester sequence that introduces the fundamentals laws, theories, and methods of chemistry with correlated laboratory exercises. Prerequisite: CHM 113.
- CHM 227<sup>WI</sup> Analytical Chemistry** **4**  
Theory and practice of chemical analyses including principles of equilibrium, and statistical, gravimetric, volumetric, electrochemical, spectroscopic and chromatographic methods. 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 255, 256<sup>WI</sup> Organic Chemistry** **4, 4**  
The structure, mechanism, synthesis, and reactions of organic compounds. Prerequisite: CHM 114. CHM 256 cannot be taken without credit for CHM 255.
- 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 315<sup>WI</sup> Inorganic Chemistry** **4**  
Basic principles of inorganic chemistry including atomic structure, bonding, symmetry, ionic solids, coordination chemistry, acid-base chemistry, and electrochemistry. Prerequisite: CHM 114.
- 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 350 Research Methods in Chemistry** **1**  
This course is an overview of the process of scientific research and reporting. It prepares students for initiating an original research project. The course content includes exposure to peer-reviewed research literature, experimental design, approaches to data analysis, and reporting of findings. Students will write



a research proposal and present the proposal orally. Career and graduate study options will be explored. Prerequisites: CHM 255; MTH 115, 116. Spring semester. Fulfills a general education practicum requirement.

**CHM 438 Introductory Biochemistry** **4**

The chemistry of the carbohydrates, lipids, proteins, enzymes, and their role in metabolism. Prerequisite: CHM 255. This course may count as either chemistry or biology, but not both.

**CHM 440 laboratory Research Methods in Chemistry** **1**

Students will conduct laboratory based research projects including method development, instrumental operation, practice with wet laboratory techniques, and practice with data analyses. Prerequisite: CHM 350. Fall semester. Fulfills a general education practicum requirement.

**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 315<sup>WI</sup>, 227, 336, PHY 224 and MTH 120.

**CHM 450 Senior Seminar Presentation** **1**

This course involves preparing and delivering reports on scientific studies. Students will produce written and oral reports on findings of original research. Prerequisite: CHM 440. Spring semester. Fulfills a general education practicum requirement

**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 only.

## 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. Prerequisite: CS 112 and 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. Prerequisites: 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. Prerequisites/Corequisites: CS 315 and 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. Fulfills a general education practicum requirement.
- 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.

## Criminal Justice

- CJ 111 Introduction to Criminal Justice** 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 for employment and advanced education in various criminal justice-related professions. On-site visits and guest speakers are used. Fulfills Social Scientific requirement of the Foundations and Perspectives general education curriculum.
- CJ 112 Criminology** 3  
The study of the making of laws, the breaking of laws, and society's reaction to law breaking; theoretical explanations for criminal behavior and the policy implications of those theories to the criminal justice field Prerequisites: none. CJ 111 could be taken concurrently with this course. Fulfills Social Scientific requirement of the Foundations and Perspectives general education curriculum.
- CJ 113 Courts and Criminal Justice** 3  
An overview of the courts system in the U.S. along with a basic introduction to the American legal system. Prerequisites: none. CJ 111 could be taken concurrently with this course. Annually.
- CJ 210 Policing in America** 3  
An introductory to policing in American society that explores the many functions of policing, how models of policing have evolved over time, the legal and ethical aspects of policing, the role of technology in modern-day policing, and the critical issues associated with policing a diverse society. Prerequisites: none. CJ 111 could be taken concurrently with this course. Annually.
- CJ 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: CJ 11, SOC 111, or PS 111 and MTH 107 or equivalent. Fall/spring.
- CJ 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: MTH 107. Fall/spring.
- CJ 230 Introduction to Corrections** 3  
An overview of the history of corrections in the united States with an emphasis on the underlying philosophy of punishment, the evolution of corrections through various punishment perspectives, issues

- related to living and working in prisons, and the movement toward community corrections. Prerequisites: CJ 111 or permission of program. Annually.
- CJ 240 Introduction to Homeland Security** **3**  
 This course is a survey of strategic changes in U.S. national security policy post 9/11/01, including the history of the development of a separate homeland security entity situated within the Federal government and its associated organizations and policies. Prerequisites: CJ 111 or permission of program. Every two years.
- CJ 250 Women and Criminal Justice** **3**  
 Using a global and/or international framework, this course is an exploration of women as victims of crime, perpetrators of crime, and as part of the criminal justice work force. Fulfills Global Perspective requirement of the Foundations and Perspectives general education curriculum.
- CJ 300 Ethics 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: CJ 111 or permission of program. Spring.
- CJ 312 Victimology** **3**  
 An examination of issues associated with crime victimization and how it is addressed within the U.S. criminal justice system, including the victims' rights movement, the social and psychological impact of crime victimization, the role of victims in the prosecution and conviction of offenders, and victim restitution. Prerequisite: CJ 111 or permission of program. Annually.
- CJ 320 Comparative Criminal Justice** **3**  
 A comparison of the U.S. system of justice with those from other countries around the world to illustrate varying approaches to the prosecution and punishment of criminal offenders. Fulfills the Ideas & Innovations: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing.
- CJ 330 Community Corrections** **3**  
 This course explores the many functions of alternatives to incarceration or intermediate sanctions as they are applied to criminal offenders. This type of punishment falls somewhere between regular community supervision of criminal offenders (probation or parole) and imprisonment. Prerequisite: CJ 111 or permission of program. CJ 230 could be taken concurrently with this course.
- CJ 340 Terrorism** **3**  
 An exploration of the major issues associated with acts of terrorism, both domestic and internationally, and methods used to deter these types of activities. Prerequisites: CJ 111 and 112, or permission of program. Every two years.
- CJ 360 Religion in the Prison Setting** **3**  
 This course explores the intersection of incarcerated populations, corrections staff, and the practice of global religious traditions in U.S. prison settings. Looking at major western and eastern sacred identities and traditions, as well as indigenous and new religious movements, the course will provide students with a working knowledge and professional vocabulary. This course fulfills the Ideas & Innovations - US requirement of the Foundations and Perspectives general education curriculum.
- CJ 400 Human Trafficking** **3**  
 An examination of international and domestic sex and labor trafficking from the perspectives of victims, law enforcement, and the intelligence community.
- CJ 410 Critical Issues in Policing** **3**  
 An exploration of the critical issues associated with modern-day law enforcement agencies in U.S. society including the selection and training of officers, minorities and women in law enforcement roles, the psychological hazards and stress of police work, and misconduct by law enforcement personnel. Prerequisite: CJ 111 or permission of the program.

- CJ 412 Juvenile Delinquency and Justice** 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 studied are the risk factors for delinquency and efforts to control it, with attention to police, juvenile court, and correctional facilities efforts. Prerequisite: CJ 111 or permission of program. Annually.
- CJ 413 Legal Aspects of Criminal Justice** 3  
Catalog description: This course explores the constitutional and legal issues associated with the criminal justice system. Prerequisites: CJ 111 and CJ 113, or permission of program. CJ 113 could be taken concurrently with this course. Offered every other year.
- CJ 420 Organized Crime** 3  
This course examines organized crime in terms of historical antecedents, structure, related theories, and policy issues. Prerequisites CJ 111 or permission of program. Every two years.
- CJ 430 White Collar Crime** 3  
This course presents an overview of white collar crime in the U.S. through an analysis of the unique psychopathology of white collar criminals, the motivations behind these types of offenses, and the financial impact of these offenses on society. Prerequisite: CJ 111 or permission of program. Every two years.
- CJ 440 Organization and Management** 3  
This course explores the management of criminal justice or other agencies/organizations within the public sector. It examines such issues as organizational theory, human resources, labor relations, planning and decision making, financial management, and evaluating productivity and quality in the public sector. Prerequisite: CJ 111 or permission of program. Every two years.
- CJ 450 Criminal Justice Policy** 3  
This course analyzes the effectiveness of crime control policy and law in the united States by contrasting crime reduction programs developed through misconceptions about how our criminal justice works with those that are supported by persuasive scientific evidence. Prerequisite: CJ 111 or permission of instructor.
- CJ 457,458 Directed Readings** 3  
Supervised readings in criminal justice. 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. No more than three credits of directed reading work can be used to substitute for an upper-level criminal justice elective. Prerequisite: Three courses in Criminal Justice, one of which is at the 300/400 level.
- CJ 460 Independent Study** 3  
Advanced study in an area of criminal justice selected by the student with general direction from faculty advisor. Credit is granted upon completion of original paper. Student should make arrangements with the supervising faculty early in the semester before the course is to begin. No more than three credits of independent study work can be used to substitute for an upper-level criminal justice elective. Prerequisite: Three courses in Criminal Justice, one of which is at the 300/400 level.
- CJ 461 Internship** 3  
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. A maximum of six credits will be given for the internship experience unless otherwise approved by the Criminal Justice Coordinator. Prerequisites: 90 credits of coursework completed toward the degree and the completion of CJ 111, 112, 113, 210, 219, 220 and 230, at least three credits of upper level criminal justice electives, and 46 credits completed for general education requirements.
- CJ 470 Senior Sem. in Criminal Justice: The Role of Race/Ethnicity in the American Criminal Justice System** 3  
The capstone course for criminal justice that examines the role of race/ethnicity in crime production

and the social control of offenders. Prerequisites: All criminal justice core courses and at least 90 credits of coursework or by permission of the program. Fall/spring. Fulfills a general education practicum requirement.

## Economics

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| <b>ECO 220 Principles of Economics</b>  | <b>3</b>   |
| This course introduces the basic principles and tools used in economic analysis. Both micro- and macroeconomic principles are covered. Fulfills a general education perspectives requirement.   |            |
| <b>ECO 221 Principles of Microeconomics</b>   | <b>3</b>   |
| The focus of the course is on the decision making of individual agents within an economy, and how the interactions of these agents within markets of varying degree of competition lead to the allocation of resources, production levels of goods and services, and the distribution of the generated output within the economy. Microeconomic theory is utilized to analyze causes of and potential solutions to market failure and issues raised by uncertainty and risk. Fulfills Social Scientific requirement of the Foundations and Perspectives general education curriculum. |            |
| <b>ECO 222 Principles of Macroeconomics</b>   | <b>3</b>   |
| This course studies the functioning of the aggregate economy, including growth and fluctuations in output, the associated problems of inflation and unemployment, and fiscal and monetary policy responses to these problems. The roles of financial markets, along with global interactions between economies and markets, are also topics. Fulfills Social Scientific requirement of the Foundations and Perspectives general education curriculum.   |            |
| <b>ECO 327 Special Topics</b>   | <b>3</b>   |
| Courses offered by the department to explore topics or issues not covered in regular courses.   |            |
| <b>ECO 336 Managerial Economics</b>   | <b>3</b>   |
| 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.   |            |
| <b>ECO 362 International Economics</b>  | <b>3</b>   |
| This course introduces a theoretical approach to understanding international trade and global financial flows. Prerequisite: ECO 221.   |            |
| <b>ECO 445 Financial Markets</b>  | <b>3</b>   |
| The U.S. financial system and its relationship to global financial markets, including the creation of money and credit, instruments and markets, and monetary policy and economic stabilization. Prerequisite: ECO 222 and BA 346.  |            |
| <b>ECO 457, 458 Directed Readings</b>   | <b>1-3</b> |
| Independent readings approved and directed by a member of the department.   |            |
| <b>ECO 460 Independent Study</b>  | <b>1-3</b> |
| An individual program of reading and research directed by members of the department and approved by the chair of the department.  |            |
| <b>ECO 461 Internship</b>   | <b>1-6</b> |
| 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

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| <b>ED 101 College Reading</b>                             | <b>3</b> |
| Individualized program for development of reading skills. |          |

- ED 205<sup>W</sup> Introduction to Education** **3**  
 This course is an introduction to the profession of teaching for elementary, middle, secondary, and specialty subject areas. Required field experiences in K-12 public schools. The content includes the framework for 21st Century Learning, North Carolina Professional Teaching Standards, Common Core and Essential Standards, Code of Ethics for Educators and Standards for Professional Conduct, digital literacy, and other issues and topics relevant to public school teachers and administrators. This course is a prerequisite to all other professional education courses and is required for formal admission to the Teacher Education Program.
- 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.
- ED 301 Unlearning Racism** **3**  
 Developing racial literacy is particularly important in an increasingly multicultural and connected world. The broad goal of the course is for student to critically engage in intensive inquiry into the specificities of the macro and micro manifestations of racial power and privilege. Students will critically examine the social, historical, and philosophical themes that shape contemporary racial discourses. The content and modes of inquiry that guide this examination will include sociology, social psychology, Critical Race Theory, critical social theory, qualitative studies, linguistics, and anthropology. Fulfills the Ideas & Innovations: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing.
- 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 6th - 12th Grades.** **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 and 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 and 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 Common Core and Essential Standards 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 325 Social Studies Methods in the Elementary Education Program** 3  
 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 Program.
- ED 326 Science Methods in the Elementary Education Program** 3  
 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 Program.
- 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** 3  
 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.
- ED 348 Students with Learning Disabilities and Emotional/Behavioral Disorders** 3  
 This course is designed to consider the specific area of learning disabilities and behavior disorders in depth, including etiology, prevalence, and characteristics. This course will review and analyze current practice and research on issues relating to education of students with learning disabilities and behavior disorders. Historical and current aspects pertaining to the particular area of disability will be revealed as well. This course is designed to consider the specialized areas of behavior function and management. This course will teach research-validated instructional and behavior strategies to facilitate learning across the curriculum.
- 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 Socio-Cultural Foundations of Teaching English as a Second Language 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 Program.
- 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.

- 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, and 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, Writing, and the Language Arts in Elementary Education** 3  
Principles, methods, and materials for teaching all six of the language art strands (reading, writing, speaking, listening, viewing, and visual representation), with special emphasis on reading and writing. Field experience in grades K-6 required. Prerequisite: Admission to 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 Program.
- ED 412 The Teaching of English in the Middle Grades and Secondary Education** 3  
Understanding and application of materials and methods in English.
- ED 413 The Teaching of Health and Physical Education in Secondary Education** 3  
See HHP 413.
- ED 415 The Teaching of Social Studies in the Middle Grades and Secondary Education** 3  
Understanding and application of materials and methods in social studies.
- 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 and Secondary Education** 3  
Understanding and application of materials and methods in mathematics.
- ED 419 Methods for Teaching English as a Second Language** 3  
Examines and applies various methods for teaching ESL populations in public schools.
- ED 420 Teaching Literature for Adolescents in a Diverse Society** 3  
This course will explore and evaluate reading and writing instructional strategies for a global society through the study of fiction and non-fiction multicultural literature for adolescents and digital literacies.
- ED 421 The Teaching of Science in the Middle Grades and Secondary Education** 3  
Understanding and application of materials and methods in science.
- ED 424 Art Methods for Middle Grades and Secondary Education** 3  
See Art 424.
- ED 432 Specialized Instruction and Collaboration** 3  
Candidates will discuss ways to adapt materials and modify the curriculum in collaboration with other professionals, parents, and ancillary service providers in order to enable access for all students. 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. An emphasis will be placed on the utilization of assessment results and the documented research-validity that goes along with each instructional strategy. Prerequisite: Admission to Teacher Education Program.
- ED 435 Assessment Methods, Uses, 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. Prerequisite: Admission to Teacher Education Program.



- 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.
- ED 451 Academic and Environmental Classroom Planning** 3  
 This course is designed to help candidates acquire skills needed to promote successful participation in the K-12 general education and special education curricula. This course will introduce candidates to the

Response for Intervention (RTI) approach and the tiered system. This course will allow students to design and apply classroom/behavior management plans, social learning, and interventions to manage individual and group behavior. This course investigates current practices, issues, research, instructional strategies, and materials in assessment in grades K-6 incorporating our Conceptual Framework's creative pedagogy and knowledge of academic disciplines. Prerequisite: Admission to Teacher Education Program.

**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 or valid North Carolina Teaching License.

**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 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 or ED 491). Prerequisite: Admission to Teacher Education Program.

**ED 471 (Science), ED 472 (Math), ED 473 (Social Studies), ED 474 (English), ED 475 (Middle Grades), MUS 441 (Music) Content Area Practicum** **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. (Prerequisite: Content area methods. This course is taken concurrently with student teaching). Prerequisite: Admission to Teacher Education Program.

**ED 479 Student Teaching Practicum I** **3**

Student Teaching Practicum I is a semester-long, field-based course in which students will plan instruction, implement lessons for public school classrooms, and engage in various reflective activities to improve pedagogy. Prerequisite: Admission to Teacher Education Program.

**ED 481 Student Teaching Practicum** **3**

The primary purpose of this practicum is to develop a well-informed and practiced-based philosophy of teaching within a cross-disciplinary approach. This practicum seeks to prepare/support pre-service candidates during student teaching. This course will address the professional and personal challenges of teaching in the public schools. Practicum candidates will gain an understanding of the challenges confronting teachers, students, and administration, as well as the resources available to deal with these

challenges. The focus of the course is the practical application of knowledge and skills during student teaching, and the development of those skills. Through readings, structured classroom discussion, and written assignments, practicum candidates will have opportunities to build on their current understanding of the teacher-learning process. Practicum candidates will develop an electronic portfolio within Task Stream of activities that address the state standards (North Carolina Professional Teaching Standards) which will enhance their teaching documents in their professional career and ensure a North Carolina teaching license. Prerequisite: Formal admission to student teaching and approval of Teacher Education Council.

**ED 490 Observation and Directed Teaching – Music Education 9**

Student teaching experience. Prerequisite: Admission to Teacher Education Program and formal admission to student teaching. Fulfills a general education practicum requirement.

**ED 491 Observation and Directed Teaching – All Areas Other than Music 7**

Student teaching experience. Prerequisite: Admission to Teacher Education Program and formal admission to student teaching. Fulfills a general education practicum requirement.

## 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 College Composition I: Introduction to Academic Writing 3**

Introduces students to the fundamental conventions and expectations of writing in college courses. Prerequisite: ENG 100, ENG 101, or placement.

**ENG 112 College Composition II: Writing Across the Curriculum 3**

Builds on the skills developed in ENG 111 and introduces students to the variety of discipline-specific conventions and expectations of college writing. Prerequisite: Passing grade in ENG 111 or AP credit.

**ENG 113 Advanced College Composition 3**

Accelerated program in rhetoric, reasoning, research, and writing across the curriculum. Open only to advanced first-year students who are placed into the class. Combines both ENG 111 & 112 for advanced students. Fall only.

**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. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum.

**ENG 210<sup>WI</sup> Introduction to Literary Study 3**

Course provides foundations for further literary study, including literary theory, research methods and critical approaches to various genres and modes of literature. Course is for majors/minors only, and should be taken early on the course of study. Prerequisite: ENG 112 or ENG 113. Spring only.

**ENG 211 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. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum.

**ENG 212 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. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum.

- ENG 213 World Literature** **3**  
 A discussion-based course about selected masterpieces of world literature, reflecting a variety of cultural traditions. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum.
- ENG 215 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. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum.
- ENG 230 Creative Writing** **3**  
 A hands-on course in which students explore the basic principles of creative writing through reading other writers' works and writing their own poetry and fiction. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum.
- 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 MHU 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. Fall, 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, even-numbered years.
- 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. Fall, odd-numbered years.
- 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. Prerequisite: ENG 112 or ENG 113. Spring, even-numbered years.
- 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. Prerequisite: ENG 112 or ENG 113. Fall, even-numbered years.
- 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. Prerequisite: ENG 112 or ENG 113. Fall, odd-numbered years.

- 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. Prerequisite: ENG 112 or ENG 113. Spring, even-numbered years.
- 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.
- 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 Ling TESL** 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 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. Offered as needed.
- ENG 340 Appalachian Literature** 3  
Selected essays, fiction, folk tales, and poetry by representative Appalachian authors, past and present. Prerequisite: ENG 112 or ENG 113. Spring, odd-numbered years.
- ENG 350 Writing for Business and Professions** 3  
Advanced exposition, business and technical writing, including composing for computer media. Prerequisite: ENG 112 or ENG 113. Spring only.
- 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. Fulfills the Ideas & Innovations: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing. Fall, odd-numbered years.
- ENG 355 Social Justice in Literature and Culture** 3  
Course that explores the role of literature, film and other artistic forms of expression in American civil rights and social justice movements. Fulfills a general education perspectives requirement. Fulfills the Ideas & Innovations: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing. Spring, odd-numbered years.
- ENG 356 Fairy Tales: Constructing or Deconstructing Culture** 3  
Explores the history, evolution, and cultural impact of fairy tales, in a variety of artistic forms. Fulfills the Ideas & Innovations: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing. Fall, even-numbered years.
- ENG 357 The Living Dead - the Role of the Zombie in Literature and Popular Culture** 3  
Interdisciplinary course that explores the role of the zombie in contemporary literature, film, and other



- artistic forms of expression from across the world. Fulfills the Ideas & Innovations: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing. Spring, even-numbered years.
- ENG 358 American Environmental Expression: Literature, Culture, and Nature** **3**  
Studies a range of materials that explore the relationship between humans and all those nonhuman things we lump together and call “Nature”: land, water, plants, and animals. Course materials will include essays, poetry, paintings, documentary films, and audio recordings, as well as a few examples of the raw stuff of nature. This course fulfills the ideas & Innovations: U.S. requirements of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing. Fall, even-numbered years.
- ENG 371 World Literature** **3**  
Selected works of world literature reflecting a variety of cultural traditions. Prerequisite: ENG 112 or ENG 113. Offered as needed.
- ENG 399 Junior Seminar** **3**  
A preparatory course in advanced English composition, research, critical approaches to literary analysis, and the skills necessary for the successful completion of senior seminar in the subsequent fall semester. Prerequisite for ENG 450. Junior standing required. Spring semester only.
- 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.
- 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.
- ENG 432 Creative Non-Fiction** **3**  
A hands-on course in which students explore the basic principles of writing creative nonfiction (including memoir, the personal essay, literary journalism, sports writing, and travel writing) through extensive reading of other writers’ works and intensive writing of their own. Prerequisite: ENG 112 or 113. Fall, odd-numbered years.
- ENG 433 Narrative Journalism** **3**  
Hands-on course in the development of narrative journalism, including intensive workshop and writing of narrative journalism pieces. Prerequisites: ENG 112 or 113, ENG 230. Fall, even-numbered years.
- 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. Required of teacher certification students Prerequisite: ENG 112 or ENG 113. Spring, odd-numbered years.
- ENG 442 Shakespeare** **3**  
Selected works of William Shakespeare. Prerequisite: ENG 112 or ENG 113. Spring, odd-numbered years.
- 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. Prerequisite: ENG 112 or 113 and ENG 399. Fall only. Fulfills a general education practicum requirement.
- ENG 455 Creative Writing Portfolio Experience** **3**  
A hands-on portfolio experience in which students work directly and extensively with a faculty member to develop a body of creative work that has undergone a thorough revision process. In addition to the process of writing, students will also learn about the technique of organizing a large body of work, focusing on how to arrange the individual pieces and also searching for themes in their own writing. Prerequisite: ENG230

<b>ENG 457, 458 Directed Readings</b>	<b>3, 3</b>
Independent readings directed by a member of the English faculty and approved by the department. Department approval required.	
<b>ENG 460 Independent Study</b>	<b>3</b>
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.	
<b>ENG 461 Internship</b>	<b>1-6</b>
A student/agency-originated and departmentally approved field-learning experience which enables students to apply previously attained knowledge and skills.	

## Environmental Studies

<b>ES 301 Environmental Studies Practicum</b>	<b>2-3</b>
An individual project designed by the student in consultation with the Environmental Studies coordinator addressing a current environmental issue.	

## French

<b>FRN 111 Basic Communication Skills in French I</b>	<b>3</b>
Introduction to French culture and beginning development of French oral, listening, reading and writing skills. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.	
<b>FRN 112 Basic Communication Skills in French II</b>	<b>3</b>
Continuation of skill development begun in French I. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Prerequisite: FRN 111 or placement.	
<b>FRN 211 Intermediate French I</b>	<b>3</b>
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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Prerequisite: FRN 112 or placement.	
<b>FRN 212 Intermediate French II</b>	<b>3</b>
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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Prerequisite: FRN 211 or placement.	
<b>FRN 260 Business French</b>	<b>3</b>
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.	
<b>FRN 261 Internship</b>	<b>2-4</b>
An initial program of field work enabling students to explore new areas or to supplement regular courses. Department approval required.	
<b>FRN 311 Conversational French</b>	<b>3</b>
Conversation within a cultural context. Development of critical thinking skills in spoken French about contemporary issues and concerns. Taught in French. Fulfills Global Perspective/Foreign Language	

requirement of the Foundations and Perspectives general education curriculum. 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. 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. Taught in French. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. 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

**FYS 111 First-Year Seminar I** **3**

FYS 111 introduces students to the college experience at Mars Hill, to concepts fundamental to a liberal arts education and how those concepts are reflected in the Mars Hill curriculum, and to the skills necessary for success in college. All first-time first-year students must register for the course in their first semester at Mars Hill, as must freshman transfer students who do not already have satisfactory credit for the course. Transfer students with at least 28 credits, exclusive of dual-enrollment and early college credit, may be exempted from this requirement. A student who does not successfully complete the course must register for it again in the subsequent semester; i.e., students are not permitted to drop.



- FYS 112 First-Year Seminar II** 3  
Introduces students to the foundations of ethics discourse and to the practical application of ethical decision-making. After earning credit for FYS 111, all students must take FYS 112 every semester until the requirement is complete; i.e., students are not permitted to drop FYS 112. Prerequisite: FYS 111.
- GE 211 American Culture in Film** 3  
Issues and themes in American culture as presented by contemporary film.
- 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 Leadership for Social Change** 3  
Introduces students to the theory and practice of leadership for social change. Prerequisite: Provisional admission to the Certificate in Community Engagement. Spring.
- GE 320 Bioethics: Ethics, Science, & Technology** 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. Fulfills the Ideas & Innovations: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing, Math 107 or higher.
- GE 322 The Utopian Enterprise** 3  
This course explores Utopia, or the imaginary perfect place. We will discuss the concept of Utopia in literature, film, and other artistic forms of expression from modern western civilization. Besides visiting the Utopia that gave birth to this word, we will tour Eden, laughable satires, terrible dystopias, intentional communities, and our own imagined Utopias. Studying Utopia familiarizes us with humanity's hopes and dreams. Fulfills the Ideas & Innovations: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing.
- 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.
- GE 475 Community Engagement Practicum** 1  
Students will reflect upon, synthesize and evaluate their community engagement experiences and learning. Prerequisites: Admission to Certificate in Community Engagement, GE 301, 4 credits of GE 261.

## 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. Fulfills Global Perspective/ Foreign Language requirement of the Foundations and Perspectives general education curriculum.
- 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Fall, odd numbered years.
- GRK 112 Elementary Greek II** 3  
Continuing basic instruction in Koine Greek, the language of the New Testament. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Spring, 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 program faculty and approved by the program coordinator.
- GRK 460 Independent Study** 3  
An individual program of reading and research directed by a member of the program faculty and approved by the program coordinator.

## Health and Human Performance

- HHP 111 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.
- HHP 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 University Athletic department.
- HHP 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.
- HHP 122 Swimming** 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.

<b>HHP 123 Lifeguarding</b>	<b>2</b>
American Red Cross Lifeguard Training course teaching lifeguarding skills and techniques. Certification as ARC Lifeguard upon successful completion of this course. Additional fee required for ARC certification.	
<b>HHP 124 Water Safety Instructor</b>	<b>2</b>
American Red Cross Water Safety Instructors' course. Teaches the student how to teach swimming lessons as well as safety in and around the water. Additional fee required for ARC certification.	
<b>HHP 126 Aquasize</b>	<b>2</b>
Learn to exercise using water for both resistance and support.	
<b>HHP 142 Golf</b>	<b>2</b>
Fundamentals, rules, and regulations of golf.	
<b>HHP 143 Disc Golf</b>	<b>2</b>
Students will learn the basic throws, rules and techniques of putting, approach shots, scramble shots and driving for distance. Fall.	
<b>HHP 146 Badminton</b>	<b>2</b>
Fundamentals, rules and regulations of badminton.	
<b>HHP 149 Tennis</b>	<b>2</b>
Beginning tennis instruction.	
<b>HHP 174 Yoga</b>	<b>2</b>
Beginning level hatha yoga (physical exercises). Emphasis placed on developing flexibility and reducing the effects of stress. Fall/spring.	
<b>HHP 177 Physical Conditioning &amp; Aerobics</b>	<b>2</b>
Basic fundamentals of cardiorespiratory physical activity and resistance training.	
<b>HHP 187 Rock Climbing</b>	<b>2</b>
Learn basic top-rope climbing skills, climbing knots, rappel technique.	
<b>HHP 188 Mountain Smooth and Clog Dance</b>	<b>2</b>
Learn basic techniques of smooth and clog dancing.	
<b>HHP 191 Beginning Strength/Cardio Training</b>	<b>2</b>
This course is designed to provide the student with the opportunity to learn weight lifting concepts and techniques used for obtaining optimal muscular strength, endurance and overall physical fitness. Students will benefit from comprehensive weight training, strength training, and overall fitness training and conditioning. Additional, this course is designed to empower the student to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Fall/spring.	
<b>HHP 194 Weight Training II</b>	<b>2</b>
This course is designed to provide the student with the opportunity to learn advance weight lifting concepts and techniques used for obtaining optimal muscular strength, endurance and overall physical fitness. Students will benefit from comprehensive advanced weight training, advanced strength training, and overall advanced fitness training and conditioning. Additional, this course is designed to empower the student to make wise choices, meet higher level challenges, and develop positive behaviors in fitness, wellness and movement activity for a lifetime. Fall/spring.	
<b>HHP 203 Dance Skill lab</b>	<b>2</b>
Students will learn dances commonly used in physical education (PE), including but not limited to folk dance, square dance, and social dances. Fulfills one of the requirements for the HHP major. Class space priority is given to HHP majors.	
<b>HHP 204 Gymnastics Skill lab</b>	<b>2</b>
Students will learn skills commonly used in physical education (PE), including but not limited to gymnastics apparatus, tumbling, and balancing. Class space priority is given to HHP majors.	

- HHP 206 Racquet Games** 2  
Students will develop and improve their skills and knowledge of the sports, to include but not limited to badminton, speedminton, pickle ball, and tennis and identify methods of teaching the skills involved in those activities. Offered to non-majors by permission of instructor. Class space priority is given to HHP majors. Spring.
- HHP 207 Ultimate Frisbee.** 2  
This course is designed to introduce students to the skills, rules, strategy, and general concepts of Ultimate Frisbee. Emphasis will be placed on learning and teaching the game, as well as the promotion of Ultimate Frisbee as a lifetime sport and physical activity. Class space priority is given to Health & Human Performance majors. Fall.
- HHP 208 Golf and Disc Golf** 2  
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 HHP majors.
- HHP 209 Dance as Art** 3  
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 Aesthetic requirement of the Foundations and Perspectives general education curriculum. Fall/spring.
- HHP 210 Walking & Weight Lifting** 2  
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 HHP majors.
- HHP 211 Aerobics & Aquasize** 2  
This course is designed to introduce the student to both “land” and “water” aerobic activities that improve cardiorespiratory fitness and muscular strength and endurance.
- HHP 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.
- HHP 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. Fall.
- HHP 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: HHP 213 or permission of department chair.
- HHP 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: HHP 213 or permission of department chair.
- HHP 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: HHP 213 or permission of department chair.
- HHP 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: HHP 213 or permission of department chair.
- HHP 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: HHP 213 or permission of department chair.
- HHP 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: HHP 213 or permission of department chair.
- HHP 220 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 BBP. Class space priority is given to majors. Additional fee required for ARC certification. Fall/spring.
- HHP 221 Foundations of Health and Human Performance** 3  
The historical foundations of kinesiology and their relationship and contribution to general education; the basic principles of kinesiology as they relate to biological, physiological, and sociological backgrounds of contemporary programs. Fall/spring.
- HHP 225 Team Sports Skill lab** 3  
This course is designed to provide the student with an 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 health and human performance majors but open to other students with permission of the instructor. Class space priority is given to majors. Fall.
- HHP 226 Team Sports Skill lab** 3  
This course is designed to provide the student with an 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 health and human performance majors but open to other students with permission of the instructor. Class space priority is given to majors. Spring.
- HHP 233 Health Education** 3  
The study of current health issues and methods of teaching health education at the elementary, middle, and secondary school level. It will include study of the consolidated School Health Program, health education programs and curriculum, personal and community health issues. Prerequisite or co-requisite HHP 220. Fall.
- HHP 237 Practicum** 2  
An opportunity for interested students to work individually with health and human performance 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. [HHP teacher education students only or department chair permission]

**HHP 238 Measurement and Evaluation in Human Performance** **3**

This course explores techniques used in measuring and evaluating performances in the psychomotor, cognitive, and affective domains of human performance. Elementary statistical procedures will be covered in order to analyze and interpret data. Appropriate methods for measurement and evaluation in the field will be presented along with the knowledge and skills required for introductory research methods. Prerequisites: sophomore or above, MTH 107; co-requisite HHP 221 or AT 221. Fall.

**HHP 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. National certification test required for HHP, Exercises & Wellness Promotion concentration, and Coaching Education concentration majors (additional fee).

**HHP 241 Exercise and Nutrition Prescription** **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: HHP 240. Spring.

**HHP 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, and exercise and lifestyle management. Spring. Prerequisites for Health and Wellness Concentration majors: HHP 240, HHP 241, or permission of instructor.

**HHP 300 Health & Human Performance Field Work** **2**

An opportunity for the Health & Human Performance major to receive experience in one or more types of organizations relative to the student’s chosen concentration. The student will observe those programs in operation and will organize and conduct activities under close supervision, which will be provided by both the organization personnel and HHP departmental faculty. Open only to Health & Human Performance majors or minors. Prerequisite: HHP 221 or permission of advisor. Fall/spring.

**HHP 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.

**HHP 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. Fall/spring. Prerequisite: junior status or above.

**HHP 330 Exercise Physiology** **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: HHP 329, and junior status or above. Fall/spring.

**HHP 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: HHP 220 or permission of instructor. Spring.

**HHP 333 Sports in Society** **3**

This course examines the role of sport in American society and the sociological significance of sport on an individual, interactional, and institutional level. Social issues covered in the course may include, but are not limited to violence and sports, economics of sports, sports and the mass media, sporting behavior, and the extent to which overall sport participation is affected by the variables of gender, race, social class, disability, and age. Fulfills the Ideas & Innovations: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing. Fall/spring.

**HHP 335 Elementary Methods** **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, HHP 221 or permission of instructor.

**HHP 336 Methods of Teaching Elementary School Health and PE 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 three to ten visits to local elementary schools. Prerequisites: ED 205, HHP 221 or permission of instructor.

**HHP 400 Professional Foundations** **1**

This course is designed to help students bring together all the knowledge they have gained throughout their college experience, and understand how they will apply it during their internships. Students will develop goals for their internships, and will make a presentation to peers and department faculty. Prerequisites: Completion of all other required courses for the concentration, and/or approval of the department.

**HHP 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, HHP 221 or permission of instructor. Spring.

**HHP 441 Organization and Administration** **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. Junior or senior status. Fall.

**HHP 450 HHP Internship** **12**

A professional field experience with an organization specializing in wellness and/or coaching. Designed to enable the student to relate theory to practice. Prior to organization assignment the internship experience will be designed by the HHP Departmental faculty supervisor, in consultation with the student. Prerequisites: Junior status and permission of Advisor. Fulfills a general education practicum requirement. Fall/spring.

**HHP 457,458 Directed Readings** **1-3**

Independent readings directed by members of the department faculty. Materials may be obtained from the department chairperson.

**HHP 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.

## Hebrew

- HEB 115 Hebrew I** **3**  
Introduction to classical Biblical Hebrew. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Fall, even numbered years.
- HEB 116 Hebrew II** **3**  
Continuation of HEB 115. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Spring, 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. Offered on demand.

## 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.
- HIS 223 United States History to 1865** **3**  
A survey course that examines the major social, political, economic, and cultural developments of the united States republic from the time of settlement to the Civil War. Explores how factors such as politics, race, class, religion, gender, and war have shaped the American experience. Key topics include European settlement, colonial development, the American Revolution and nation formation, continental expansion, and the crisis over slavery.
- HIS 224 United States History since 1865** **3**  
A survey course that examines the major social, political, economic, and cultural developments in American history from the end of the Civil War to the late twentieth century. Important topics include reconstruction, industrialization, “Progressive” reforms, mass consumerism and mass culture, prosperity and depression, the emergence of America as a world power, and the Cold War.
- HIS 250 Introduction to Public History** **3**  
An introduction to the field of public history geared especially to sophomores and juniors. Using as its model the “Best Practices” guidelines offered by the National Council for Public History, students will learn about the history of the field, issues in interpretation, and career possibilities for public historians. The course will briefly introduce important subfields in public history, such as museum studies, archives management, digital history, and historic site interpretation.
- HIS 255 Introduction to Archives Management and Museum Studies** **3**  
Introduces students to hands-on work in public history through on-campus collaboration with the Ramsey Center for Regional Studies and/or the Rural Life Museum. Students will work with on-campus professionals including the director of the Ramsey Center, Archivist for the Southern Appalachian Archives, and Director of the Rural Life Museum. Students will gain experience working on concrete projects related to public history, such as exhibition research, design, or installation, or archival preservation, cataloguing, or public service. Prerequisite to HIS 451.
- 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 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 300 Advanced Topics in Public History** 3  
This course will offer students an opportunity to spend a semester learning in greater depth about a particular field in public history, such as museum studies, historic preservation, digital history, or historic site management. The course will be taught by an experienced professional in the specific field who will introduce students to the history of the field, current best practices, and contemporary debates, challenges, and opportunities. As much as possible the course will offer students hands-on experience working on a relevant project.
- HIS 301 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 310 In Their Own Words: American Autobiography in the Revolutionary Era** 3  
Examines the people, ideas, and events that made the United States an independent nation, roughly from the 1760s to the 1830s. It concentrates on people's written words and their experiences of this foundational period of American history.
- HIS 317 The United States Since 1945** 3  
Examines the political, social, cultural, economic, and diplomatic developments in American history in the half-century following the Second World War. Topics include the pervasive influence of the Cold War, the Civil Rights movement, the Vietnam War, social protest movements and the rise of a counterculture, the impact of Watergate, conservative backlash, and the end of the Cold War.
- HIS 320 The Ancient World** 3  
Covers the major civilizations of the Mesopotamian, Near Eastern, and Mediterranean worlds, beginning with the Sumerians and continuing as far as the birth of Islamic civilization. The course emphasizes historical method, using primary sources for conducting critical inquiries into ancient societies, religions, and cultures.
- HIS 324 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 325 Masterpieces of European History** 3  
In this course students will be introduced to great works (artistic, literary, or technological) from European history since 1400 and will study them from a multi-disciplinary perspective in their historical context. After investigating how these creations were received/understood at the time of their first public release, students will consider whether/how these works are still appreciated today. Fulfills the Ideas & Innovations: World requirement of Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing.
- HIS 326 The Sixties** 3  
This course explores the transformation that took place in the United States during the decade of the 1960s. We will examine the various social, cultural, political, and diplomatic currents that both inspired and divided Americans. Major themes include the role of government in society, the role of America in the world, and the struggle for equality. Topics include the civil rights movement, expansion of the welfare state and social safety nets, the Vietnam War, antiwar protests, the rise of a counterculture, feminist movements, environmental awareness, gay liberation, and conservative backlash. Fulfills the Ideas & Innovations: US requirement of Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing.

- 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 introduces 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 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  
Examines the people and the history of the region with major emphasis on the culture of the area.
- HIS 350 Critical Issues in African American History** 3  
Covers the political, social, and cultural aspects of African American history in the 19th and 20th centuries. Specific topics to be determined by instructor.
- HIS 355 Jazz: History and Roots** 3  
This course uses the development of popular music as a lens into African American cultural, social, and political history, 1830-1970.
- HIS 391 Junior Seminar** 3  
Examines the theory, historiography, and methodology of the history discipline. Students complete a research, writing, and presentation portfolio that demonstrates their abilities to develop and apply the necessary skills for advanced undergraduate research. Students must pass this course with a grade of C or higher. This course is a prerequisite for the Senior Seminar, HIS 491.
- HIS 303 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 Mexico: Ancient Times to Independence** 3  
This course examines the social, economic, political, and cultural history of pre-Hispanic and colonial Latin America.
- HIS 413 The Long Civil War, 1830-1877** 3  
Examines the political, economic, and social changes that increasingly divided the American South from the North and charts the themes of race, slavery, industrialization, Southern secession, and war through the Reconstruction era.
- HIS 415 Early America** 3  
This course examines the period from initial contact between indigenous peoples in North America with Europeans up through the founding of the United States.

- 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. Significant topics 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  
 Examines America’s role in the world from the “age of empire” of the late nineteenth century to new challenges that confront the U.S. at the dawn of the twenty-first century. The course will touch upon issues of national power, territorial acquisition, market penetration, ideological conflict, warfare, and diplomacy. Topics include the emergence of America as a world power, Wilsonian “internationalism,” the origins and consequences of World War II and the Cold War, and the collapse of communism.
- HIS 437 Renaissance and Reformation** 3  
 The Renaissance, the Reformation, and the development of modern states under absolutism.
- HIS 441 Europe since 1789** 3  
 This course investigates the major events of the modern European period from the French Revolution to the Great War with special emphasis on the Napoleonic Wars, the Industrial Revolution, and Imperialism.
- HIS 451 Public History Internship** 3  
 Introduces students to a wide range of issues and experiences in the public history profession through hands-on experience at an operating public history site. Successful completion of the on-campus internship is a prerequisite for this course, which is designed as a capstone experience within the concentration.
- HIS 452 History of Modern Japan** 3  
 History of Japan from 1850 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 power in the postwar era, as well as the role of “soft power.” The course further highlights the significance of Japan’s unique relations with the U.S. 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 for the history major. Students conduct original research, employing appropriate primary and secondary sources leading to completion of a written senior thesis. Additionally, students give a public presentation of their work.

## International Studies

- INS 210 Introduction to International Studies** 3  
 This interdisciplinary course focuses on introducing students to the various disciplines involved in international studies, stressing the importance of utilizing differing lenses to effectively analyze

international affairs. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.

**INS 235 Short-term Community Engagement Study Abroad** **3**

Through regular class meetings and a project-based community engagement short-term study abroad global experience, this course reviews history, culture, and language of travel destination while growing students' cultural competency and knowledge of ethical service away from home.

**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 university.

**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. Fulfills a general education practicum requirement.

## Mathematics

**MTH 101 Basic Mathematics** **3**

Computational skills with an emphasis on review of basic arithmetic and an introduction to algebra skills along with other prerequisite content needed for courses that satisfy the Quantitative Reasoning General Education requirement. Selected topics include: whole numbers, fractions, decimals, exponents, ratios, probability, linear equations, and polynomials. \*Does NOT Meet General Education Requirement for Mathematics.

**MTH 103 Intermediate Algebra** **3**

Intermediate Algebra skills with an emphasis on algebraic content required for Precalculus along with other prerequisite content needed for courses that satisfy the Quantitative Reasoning General Education requirement. Selected topics include: exponents, radicals, linear equations, quadratic equations, and rational expressions. \*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 placement. Fulfills Quantitative Reasoning requirement of the Foundations and Perspectives general education curriculum.

**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 placement. 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 placement. Fulfills Quantitative Reasoning requirement of the Foundations and Perspectives general education curriculum.

**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.

<b>MTH 204 Teaching Number Systems</b>	<b>3</b>
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.	
<b>MTH 210 Math of Finance</b>	<b>3</b>
Mathematical applications with topics from: payroll, mathematics of buying, markdown and inventory control, simple interest, depreciation, financial statements and ratios, problem solving and personal finance. Fulfills Quantitative Reasoning requirement of the Foundations and Perspectives general education curriculum. Prerequisite: MTH 107 or 115.	
<b>MTH 217 Discrete Mathematics</b>	<b>3</b>
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.	
<b>MTH 218 Applied Linear Algebra</b>	<b>3</b>
Matrices, determinants, vector spaces, linear transformations, eigenvalues, and eigenvectors. Prerequisite: MTH 115.	
<b>MTH 220 Calculus III</b>	<b>5</b>
A rigorous development of calculus including limits, continuity, differentiation, integration, sequences, and series. Prerequisite: MTH 120.	
<b>MTH 227 Special Topics: Non-Majors</b>	<b>3</b>
Options for students to study, according to their interests, a variety of topics not covered by regular courses. To be announced by the department. This course does not satisfy any requirements for a major in mathematics, or any general education requirements.	
<b>MTH 261 Internship</b>	<b>3-9</b>
An initial outside-the-classroom experience enabling students to explore new areas or to supplement regular courses. Department approval required.	
<b>MTH 316 Statistical Methods II</b>	<b>3</b>
Multiple regressions, analysis of variance, factorial experimentation. Prerequisite: MTH 116.	
<b>MTH 323 Advanced Calculus I</b>	<b>3</b>
Topics include elementary topology, continuity, uniform continuity, differentiation and integration. Prerequisite: MTH 220.	
<b>MTH 324 Advanced Calculus II</b>	<b>3</b>
Topics include series, uniform convergence, transformations, and vector calculus. Prerequisite: MTH 323.	
<b>MTH 325 Complex Variables</b>	<b>3</b>
Topics include the algebra and topology of complex numbers, analytic functions, complex integration, and residue theory. Prerequisite: MTH 217.	
<b>MTH 327, MTH 328 Special Topics</b>	<b>3</b>
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department.	
<b>MTH 329 Foundations of Geometry</b>	<b>3</b>
Euclidean, spherical, and hyperbolic geometry with emphasis on the rigorous axiomatic development of geometry. Prerequisite: MTH 120.	
<b>MTH 331 Introduction to Abstract Algebra</b>	<b>3</b>
An introduction to the theory of groups, rings, and fields and other algebraic structures. Prerequisite: MTH 217.	
<b>MTH 332 Abstract Algebra II</b>	<b>3</b>
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** 3  
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. Fulfills a general education practicum requirement.
- 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** 3  
A course introducing the fundamentals of music theory, including: pitch notation, rhythmic notation, meters, scales, and intervals. Fall.
- MUS 099 Elements of Music II** 3  
A course reviewing the fundamentals of music theory, including: pitch notation, rhythmic notation, meters, scales, key signatures, intervals, triads, species counterpoint, and voice leading. Spring.
- MUS 111 Music Theory/Technology I** 3  
Fundamentals of tonal theory including scales, key signatures, intervals, triads, species counterpoint, part writing, chord inversions, cadences, and the basic phrase model. Prerequisite: approval of faculty members based upon audition and departmental music theory diagnostic evaluation. Fall.
- MUS 112 Music Theory/Technology II** 3  
Tonal theory continued, including: all diatonic triadic harmonies and seventh chords, secondary dominants and leading tone chords, grouping phrases, sentences, periods, diatonic sequences, basic modulation. Prerequisite: MUS 111. Spring.
- MUS 113 Aural Skills I** 1  
Basics of sight singing and listening skills: solfege in major and minor keys, simple melodic dictation, sight singing easy diatonic melodies in familiar time signatures, aural identification of intervals, etc. Prerequisite: approval of faculty members based upon audition and departmental music theory diagnostic evaluation. Fall.
- MUS 114 Aural Skills II** 1  
Basics of sight singing and listening skills, continued: solfege in major and minor keys, more complex diatonic melodic dictation and simple harmonic dictation, sight singing diatonic melodies with leaps, aural identification of triads and seventh chords, etc. Prerequisites: MUS 111 and 113. Spring.



<b>MUS 116 Percussion Montage</b>	<b>1</b>
Performance styles and techniques of all percussion instruments. May be repeated for credit. Prerequisite: Permission of instructor.	
<b>MUS 131 English/Italian Lyric Diction</b>	<b>1</b>
Introduction to the rules of English and Italian lyric diction including exercises in pronunciation, accentuation, and transcription using the International Phonetic Alphabet (IPA). Fall.	
<b>MUS 133 German/French Lyric Diction</b>	<b>1</b>
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.	
<b>MUS 135 Singer on Stage I</b>	<b>1</b>
Applied course designed for the Singer/Actor to explore the skills and repertoire required for dramatic stage performance. May be repeated. Fall.	
<b>MUS 136 Singer on Stage II</b>	<b>1</b>
Continuation of MUS 135. Prerequisite: MUS 135. May be repeated. Spring.	
<b>MUS 140 Piano Practicum</b>	<b>1</b>
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, functional skills, accompanying, and literature. May be repeated for credit. Prerequisite: Permission of instructor.	
<b>MUS 175 Voice Class for Non-majors</b>	<b>1</b>
Introduction to basics of singing, techniques and repertoire. Prerequisite: Permission of instructor. May be repeated.	
<b>MUS 177 Class Piano I</b>	<b>1</b>
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.	
<b>MUS 201 Accompanying</b>	<b>1</b>
Keyboard accompanying techniques and problems. Appropriate performance opportunities presented. Permission of instructor.	
<b>MUS 211 Music Theory/Technology III</b>	<b>3</b>
Chromatic tonal harmony, including: chromatic pre-dominants (Neapolitan, augmented sixth chords), advanced modulation techniques, chromatic voice leading, and mode mixture. Introduction to basic common practice forms: binary form, ternary form, variation sets, rondo, and sonata form. Contrapuntal processes (invention, chorale prelude, fugue). Introduction to music notation software. Prerequisite: MUS 112. Fall.	
<b>MUS 213 Aural Skills III</b>	<b>1</b>
Advanced sight singing and listening skills: chromatic solfege, more complex harmonic dictation, error detection, counting complex rhythms and mixed meters, singing melodies that modulate. Prerequisite: MUS 112 and 114. Fall.	
<b>MUS 214 Aural Skills IV</b>	<b>1</b>
Advanced sight singing and listening skills, continued: chromatic solfege, harmonic dictation of modulating progressions, error detection, counting complex rhythms and mixed meters, singing melodies that modulate to remote tonal areas. Required for music majors with emphasis in choral, vocal, and/or keyboard. Prerequisite: MUS 211 and 213. Spring.	
<b>MUS 217 Music Theory/Technology IV</b>	<b>3</b>
Chromatic tonal harmony concluded (late 19th-century Romantic practice). Introduction to early 20th-century harmonic and formal concepts (modes, extended tertian harmonies, polytonality, polychords, quartal harmony, free atonality, early serialism). History of music technology and its continued application	

(mechanical instruments, electronic instruments, basic acoustics, recording technology, electronic music, recording/editing terminology). Prerequisite: MUS 211. Spring.

- 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. Fulfills general education aesthetic perspectives 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<sup>WI</sup> Music History I, II** 3, 3  
A two-semester, listening-intensive survey of the history of music in the western tradition from antiquity through the Romantic era. The courses explore forms, genres, style, theoretical principles, compositional trends and procedures within historical context. Courses must be taken in sequence. Prerequisite: MUS 217
- MUS 313 Form and Analysis** 3  
Survey of musical forms from 1700-1900. This course focuses on detailed analysis of complete compositions drawing upon the theoretical framework established in MUS 111, MUS 112, MUS 211, and MUS 217. Practical application of this knowledge is demonstrated through arranging, orchestration, and composition projects engraved by the students with notation software. Prerequisite MUS 217. Spring
- 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. Prerequisite: MUS 211.
- MUS 318 Jazz Improvisation** 2  
Offered on demand. Prerequisites: MUS 112, 114, 273.
- 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  
Playing techniques and teaching methods on stringed instruments and guitar. For all Music Education majors. Prerequisite: MUS 211.
- MUS 338 Instrumental Techniques** 1  
Designed for all music education majors. The course offers introductory levels of playing techniques and teaching methods for instrumental music in the public schools. Prerequisite: MUS 111.
- MUS 340 Advanced Brass Techniques** 1  
Playing techniques and teaching methods. For the Music Education major whose principal instrumental is brass, woodwind or percussion. Prerequisite: MUS 338. Fall.
- MUS 342 Advanced Woodwind Techniques** 1  
Playing techniques and teaching methods. For the Music Education major whose principal instrument is brass, woodwind, or percussion. Prerequisite: MUS 338. Fall.



<b>MUS 344 Advanced Percussion Techniques.</b>	<b>1</b>
Playing techniques and teaching methods. For the Music Education major whose principal instrument is brass, woodwind, or percussion. Prerequisite: MUS 338. Spring.	
<b>MUS 345 Vocal Techniques</b>	<b>1</b>
Basic singing techniques and teaching methods. For Music Education majors whose principal instrument is other than voice. Spring.	
<b>MUS 349 Organ Techniques</b>	<b>1</b>
Introduction to techniques and characteristics of the organ. For students whose principal instrument is other than organ. Offered on Demand. Prerequisite: Permission of instructor.	
<b>MUS 353 Choral Conducting</b>	<b>2</b>
Introduction to conducting techniques and procedures for the choral conductor. Prerequisites: MUS 217, MUS 213, MUS 273.	
<b>MUS 354 Advanced Choral Conducting</b>	<b>1</b>
Continuation of MUS 353 with focused attention on the development of rehearsal techniques. Prerequisites MUS 353, or permission of the instructor.	
<b>MUS 355 Instrumental Conducting</b>	<b>2</b>
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 213, 217, 315.	
<b>MUS 356 Advanced Instrumental Conducting</b>	<b>2</b>
Continuation of MUS 355. Prerequisite: MUS 355.	
<b>MUS 374 Class Piano III</b>	<b>1</b>
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.	
<b>MUS 375 Accompanying for the Elementary Music Class</b>	<b>1</b>
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.	
<b>MUS 384 Class Piano IV</b>	<b>1</b>
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.	
<b>MUS 390 Junior Recital–Performance Majors</b>	<b>1</b>
Recital of 40-55 minutes on the major instrument. See Music Handbook.	
<b>MUS 410 Contemporary Music</b>	<b>3</b>
A historical survey of Western classical music of the 20th and 21st centuries. Includes the history of jazz from 1890 to 1970. Prerequisites: MUS 312 <sup>W</sup> and 313 or with permission of instructor. This course is required of all music majors and fulfills a general education practicum requirement. Fall.	
<b>MUS 413 Counterpoint</b>	<b>2</b>
Survey of contrapuntal techniques and polyphonic compositions from 1300 to 1950, including analysis and practical composition. Prerequisite: MUS 217.	
<b>MUS 415 Composition</b>	<b>2</b>
The craft, techniques, and art of contemporary musical composition. Prerequisite: MUS 112 and 114.	
<b>MUS 417 Using Computers in the Music Classroom</b>	<b>2</b>
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  
Basic approaches, materials, and other resources for Elementary, Choral, and Instrumental Music Education. Required for all Music Education majors. Spring.
- MUS 443 Elementary Music Methods** 2  
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  
Methods and materials for the choral performance in schools, grades 6-12. Required for all Choral Music Education majors. Elective for others. On demand. Prerequisites: MUS 354, MUS 214, and MUS 384, or permission of the instructor.
- MUS 447 Instrumental Music Methods** 2  
Methods and materials for the instrumental performance group in schools, grades 5-12. Required for all Instrumental Music Education majors. Elective for others. Fall.
- MUS 449 Marching Band Techniques** 2  
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 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 I, II** 2, 2  
Two consecutive semesters; required for the Performance major. Survey of the historical development and literature of the student's applied instrument. Prerequisite: Admission to the Bachelor of Music Performance degree and permission of instructor. Offered on demand.
- MPED Pedagogy of the Applied Instrument** 2  
Required for the performance major. Survey of teaching methods and materials for the student's applied instrument. Prerequisite: Admission to the Bachelor of Music Performance degree and permission of instructor.
- MPED 08A 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.
- 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.

## 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.

<b>MUS 100 Chapel Choir</b>	<b>1</b>
Open to all students by permission of instructor.	
<b>MUS 101 Choir</b>	<b>1</b>
Open to all students by audition. Fulfills Aesthetic requirement of Foundations and Perspectives when taken for three consecutive semesters.	
<b>MUS 102 Wind Symphony</b>	<b>1</b>
Open to all students by audition. Prerequisite: Permission of instructor. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum.	
<b>MUS 103 Piano Ensemble</b>	<b>1</b>
Performance with other piano performance majors. Does not meet major ensemble requirement. Prerequisite: Permission of instructor.	
<b>MUS 104 Woodwind Ensemble</b>	<b>1</b>
Open to all students. Prerequisite: Permission of instructor.	
<b>MUS 105 Percussion Ensemble</b>	<b>1</b>
Open to all students. Prerequisite: Permission of instructor.	
<b>MUS 108 Jazz Ensemble</b>	<b>1</b>
Open to all students. Prerequisite: Permission of instructor.	
<b>MUS 109 Brass Ensembles</b>	<b>1</b>
Open to all students. Prerequisite: Permission of instructor.	
<b>MUS 115 Chamber Singers</b>	<b>1</b>
Open by audition to members of the University Choir.	
<b>MUS 117 Concert Band</b>	<b>1</b>
Open to all students. Prerequisite: Permission of instructor.	
<b>MUS 150 Marching Band</b>	<b>1</b>
Open to all students with permission of instructor. Fall.	
<b>MUS 218 World Music</b>	<b>1</b>
Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum.	
<b>MUS 470 Appalachian String Band</b>	<b>1</b>
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 *Department of Music 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 \$720 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 \$330 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
- 009 Saxophone
- 010 Trombone
- 011 Trumpet
- 015 Voice
- 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. Fulfills Natural Sciences requirement of the Foundations and Perspectives general education curriculum.
- 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. Fulfills Natural Sciences requirement of the Foundations and Perspectives general education curriculum.
- NS 113 Introduction to Physical Sciences** **4**  
 The fundamental principles of astronomy, chemistry, geology, and physics. laboratory. Fulfills Natural Sciences requirement of the Foundations and Perspectives general education curriculum.
- 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. Fulfills Natural Sciences requirement of the Foundations and Perspectives general education curriculum.
- NS 115 Introduction to Health Sciences** **4**  
 Selected topics from the biological sciences emphasizing important factual information, scientific principles, and their application to human health and health care. laboratory. Fulfills Natural Sciences requirement of the Foundations and Perspectives general education curriculum.

# Nursing (R.N. to B.S.N.)

## **NUR 212R Transition to B.S.N. for R.N.s** **3**

This course transitions the diploma and/or associate degree-prepared registered nurse into the expectations of the bachelor's-prepared registered nurse according to the educational differentiations stated by the North Carolina Board of Nursing definitions and the realities of professional practice. By the end of the course, the student will demonstrate ability to self-assess learning and personality styles, utilize self-assessment results to being working effectively in groups, conduct library searches for beginning literature reviews, write in APA format, and have a better grasp on applications of Nursing Theory in healthcare. Topics such as socialization into nursing, Pender's Health Promotion Theory, service learning/community engagement, group dynamics, and ethics-based advocacy and leadership will be addressed and threaded throughout the curriculum. A Reflective Learning Journal will be initiated in this course and utilized throughout the program. Prerequisite: Admission into the R.N. to B.S.N. program a (or by special permission). Summer.

## **NUR 257R Transcultural/Global Health for R.N.s** **3**

This course presents the registered nurse with a broader worldview based upon Pender's Health Promotion Theory. The student is exposed to beliefs and values of other cultures in order to develop a sensitivity and respect for impacts upon health promotion. Cultural Competence Certification and service learning are expected components of this course and will be included in the Reflective Learning Journal. Prerequisite: Admission into the R.N. to B.S.N. program and Prerequisite or Co-requisite: NUR 212R or by special permission. Summer.

## **NUR 322R Nursing Statistics for R.N.s** **3**

This course introduces the registered nurse to the language, basic applications, and beginning design strategies. Quantitative, qualitative, and mixed methods approaches are explored. Students are introduced to SPSS as a tool for interpretation of collected data. During this course, students complete IRB training in preparation for NUR 323. Prerequisite: Admission into the R.N. to B.S.N. program and completion of NUR 212R and NUR 257R or by special permission. Fall.

## **NUR 323R Nursing Research and Evidence-based Practice for R.N.s** **3**

This course provides the registered nurse with the opportunity to apply knowledge learned in Nursing Statistics. It further provides tools to assist in selecting, reading, and interpreting credible journal articles to determine best evidence-based practices. Students work individually and in groups to conduct literature reviews on topics pertinent to their own practice, write essay critiques, and present findings to classmates. Individual projects are part of this course. Prerequisite: Admission into the R.N. to B.S.N. program, NUR 212R, NUR 257R, and Prerequisite or co-requisite: NUR 322R (or by special permission). Fall.

## **NUR 420R Promoting Healthy Aging and Quality of Life for R.N.s** **3**

This course examines the components of healthy aging in the older adult and explores quality of life approaches inclusive of Palliative and Hospice Care. Cultural sensitivity, caring, respect, independence, and ethical/legal aspects are researched and applied. The registered nurse student is expected to utilize appropriate assessment, communication, and therapeutic skills with this population. Basics of ELNEC (End of Life Nursing Education Curriculum) will be incorporated. A minimum of 45 contact hours will be completed as part of this course. Prerequisite: Admission into the R.N. to B.S.N. program and completion of NUR 200R and NUR 300R level courses (or by special permission). Fall.

## **NUR 421R Promoting Community Health for R.N.s** **5**

This course is focused on the promotion of health in the community as a whole (or population health). The "upstream" philosophy is explained and the Health Promotion Model applied with a holistic lens to the various cultural groups within the community and region. Didactic, project, and practicum components are included in this course. The registered nurse is offered the opportunity to select the community in which to provide a minimum of 90 contact service hours and a leave-behind project with potential international opportunities for service. Prerequisite: Admission into the R.N. to B.S.N. program and completion of NUR 200R and 300R level courses, and Prerequisite or co-requisite: NUR 420R (or by special permission). Fall.

- NUR 422R Leadership, Finance and Policy for R.N.s** 3  
 This course provides the registered nurse with leadership, management, financial, and policy insights and tools for the ethical and effective nursing leaders. Advocacy, costing out of nursing, studied debates on healthcare issues, and field trips to observe policy making and/or regulation comprise elements of the course to inform the nursing leader. Prerequisite: Admission into the R.N. to B.S.N. program and completion of NUR 300R level courses, NUR 420R and NUR 421R (or by special permission). Spring.
- NUR 423R Bioethics and Law in Nursing Practice for R.N.s** 3  
 This course allows the registered nurse to explore the challenges and opportunities in the interaction between bioethics and the law as it applies to nursing practice. Current and past issues in local, regional, state, national, and international arenas will be researched and discussed. The Nursing Code of Ethics (and other professional codes) will be compared and contrasted. Guest speakers and field trips to observe/participate in discussions/seminars regarding bioethics and the law will comprise elements of the course to better equip the nursing leader. Prerequisite: Admission into the R.N. to B.S.N. program and completion of NUR 300R level courses, NUR 420R, NUR 421R, and Prerequisite or co-requisite: NUR 422R (or by special permission.) Spring.
- NUR 450R Focused Scholarly Work for R.N.s** 4  
 This capstone scholarly work course provides the registered nurse to focus energies and time on an area of interest in nursing and to incorporate learning from the entire program. The arenas of research, education, service learning, practice, and leadership are framed in the didactic portion. Students work closely with faculty to collaborate on identifying the area of interest and on developing a plan to engage learning. It is recommended that the focused scholarly work relate to the focused practicum in the last semester of the program. Prerequisite: Admission into the R.N. to B.S.N. program and completion of NUR 300R level courses, NUR 420R, NUR 421R, NUR 422R, NUR 423R, All non-nursing required courses, and Prerequisite or co-requisite: NUR 470R (or by special permission). Spring.
- NUR 457R Directed Reading for R.N.s** 1-3  
 Independent readings directed by a member of the nursing faculty. Must be approved by the school of nursing.
- NUR 460R Independent Study for R.N.s** 1-4  
 Individualized plan of independent reading and research directed by a member of the nursing faculty. Must be approved by the school of nursing.
- NUR 470R Focused Capstone Practicum for R.N.s** 3  
 This capstone practicum offers the registered nurse the opportunity to synthesize previous learning and apply to an area of interest with an experienced professional in the identified area. It is recommended that the practicum be a reflection of the Focused Scholarly Work (NUR 450R). The practicum is a three-way collaboration among the student, the practicum preceptor (liaison), and the faculty member. Prerequisite: Admission into the R.N. to B.S.N. program and completion of NUR 300R level courses, NUR 420R, NUR 421R, NUR 422R, NUR 423R, All non-nursing required courses, and Prerequisite or co-requisite: NUR 450R (or by special permission). Spring.

## Nursing (Pre-licensure B.S.N.)

- NUR 211 Nursing Student Success Strategies** 3  
 This course transitions the student into nursing discipline courses and expectations. By the end of the course, the student will demonstrate ability to self-assess learning and personality styles, utilize self-assessment results to begin working effectively in groups, discuss selected nursing theories, explore Pender's Health Promotion Model, conduct library searches for evidence-based practice research, write with APA format, begin communicating with appropriate medical terminology, identify how the principles of microbiology impact health/healthcare, and demonstrate a beginning familiarity with testing in the NCLEX format. The importance of service learning (community engagement), character development, responsibility, citizenship, and health promotion with cultural sensitivity will be stressed and threaded



throughout the curriculum. Theory: 3. Prerequisite: provisional acceptance to the school of nursing or by special permission. Co-requisite: NUR 257 or by special permission.

**NUR 257 Transcultural/Global Health** **3**

This course offers a worldview on health. The student is exposed to beliefs and values of other cultures in order to develop a sensitivity and respect for impacts on health promotion. Service learning is an expected component of this course and will be included in the Reflective Learning Journal. The importance of service learning, character development, responsibility, citizenship, and health promotion with cultural sensitivity will be stressed and threaded throughout the curriculum. Theory: 3. Prerequisite: provisional acceptance to the school of nursing or by special permission. Prerequisite or co-requisite: NUR 211 or by special permission.

**NUR 308 Health Assessment & Health Promotion** **3**

This course provides didactic explanations, laboratory demonstrations, and student return demonstrations of basic health assessment skills. Emphases are placed on the nursing process and the roles of the nurse, history taking with cultural sensitivity, and a holistic view of the client through the application of the Pender Health Promotion Model. The skills will be employed in the clinical components of the program. Theory: 3 lab: 1 (2 contact). Prerequisite: All previous non-nursing courses, NUR 211, NUR 257 or by special permission. Co-requisite: NUR 310, NUR 312, I & I (US) or by special permission.

**NUR 310 Traditional & Innovative Therapies** **4**

This course is based in pharmacology as a traditional therapy. Medication knowledge, calculation, and administration skills are developed. The basics of nutrition and application of nutritional therapy, as well as alternate therapies such as massage, aromatherapy, acupuncture, and cultural traditions are explored to promote health through a holistic lens. Theory: 3, lab: 1 (2 contact). Prerequisite: All previous non-nursing courses, NUR 211, NUR 257 or by special permission. Co-requisite: NUR 308, NUR 312, I & I (US) or by special permission.

**NUR 312 Promoting Adult Health** **6**

This course introduces students to the basics of the nursing discipline. Nursing theory, history, professionalism, regulatory authorities, responsibilities/accountabilities, infection control, common health care alterations, caring, basic skills, and health promotion will be shared. The Pender Health Promotion Model is applied to the common health alterations of the adult. Theory: 3, lab: 1 (2 contact), clinical: 2 (6 contact). Prerequisite: All previous non-nursing courses, NUR 211, NUR 257 or by special permission. Co-requisite: NUR 308, NUR 310, I & I (US) or by special permission.

**NUR 314 Promoting Family Health** **5**

This course focuses on the developing family and incorporates maternal-child, pediatric, and developing family dynamics and common alterations in health. Influences are identified from Pender's Health Promotion Model. Theory: 3, clinical: 2 (6 contact). Prerequisite: All previous non-nursing courses, NUR 211, NUR 257 NUR 310, NUR 312, I & I (US) or by special permission. Corequisites: NUR 317, NUR 322, NUR 323 or by special permission.

**NUR 317 Promoting Mental Health** **5**

This course explores the area of mental health nursing from historical and current perspectives and the common alterations in mental health the adult. A holistic approach is applied through the Pender Health Promotion Model. Didactic, lab, and clinical components are included. Theory: 3, lab: 1 (2 contact), clinical: 1 (3 contact). Prerequisite: All previous non-nursing courses, NUR 211, NUR 257 NUR 310, NUR 312, I & I (US) or by special permission. Corequisites: NUR 314, NUR 322, NUR 323 or by special permission.

**NUR 322 Nursing Statistics** **3**

This course introduces the student to the language, basic applications, and beginning design strategies of research. Quantitative, qualitative, and mixed methods approaches are explored. Students are introduced to SPSS as a tool for interpretation of collected data. During this course, completion of IRB training is completed in preparation for NUR 323. Theory: 3. Prerequisite: All previous non-nursing courses, NUR 211, NUR 257 NUR 310, NUR 312, I & I (US) or by special permission. Corequisites: NUR 314, NUR 317, NUR 323 or by special permission.

- NUR 323 Nursing Research & Evidence-based Practice** **3**  
 This course provides the student with tools to select, read, and interpret credible journal articles to determine best evidence-based practices. Students work individually and in groups to conduct literature reviews, write essay critiques, and present findings to classmates. Theory: 3. Prerequisite: All previous non-nursing courses, NUR 211, NUR 257 NUR 310, NUR 312, I & I (US) or by special permission. Corequisites: NUR 314, NUR 317, NUR 322 or by special permission.
- NUR 407 Interdisciplinary Health Promotion** **5**  
 This course offers the opportunity to learn about, and work with, other members of the healthcare team to promote health in the compromised adult client. More complex health alterations in adults are explored and addressed through interdisciplinary care. Team members may vary but can include Medical Doctors, Respiratory Therapists, Physical Therapists, Occupational Therapists, Social Workers, and Chaplains. Theory: 3, clinical: 2 (6 contact). Prerequisites: Admission to school of nursing and successful completion of previous NUR courses or by special permission.
- NUR 409 Nursing Informatics, Communication, & Telehealth** **3**  
 This course focuses on principles and concepts related to the use of informatics in the practice of nursing. The roles of the nurse in promoting health and safety in a culturally sensitive manner will be emphasized. The legalities, socioeconomic issues, and ethics will be examined in relation to communications through information systems, electronic health records, telehealth, regulatory oversight, continuity planning in disasters, and relationship with patient outcomes. Theory: 3. Prerequisites: Admission to nursing program and successful completion of previous NUR courses or by special permission.
- NUR 410 Nursing Informatics, Communication, & Telehealth** **3**  
 This course focuses on principles and concepts related to the use of informatics in the practice of nursing. The roles of the nurse in promoting health and safety in a culturally sensitive manner will be emphasized. The legalities, socioeconomic issues, and ethics will be examined in relation to communications through information systems, electronic health records, Telehealth, regulatory oversight, continuity planning in disasters, and relationship with patient outcomes. Theory: 2, lab: 1 (2 contact). Prerequisites: Admission to nursing program or by special permission.
- NUR 420 Promoting Healthy Aging & Quality of Life** **3**  
 This course examines the components of healthy aging in the older adult and explores quality of life approaches inclusive of Palliative and Hospice Care. Cultural sensitivity, caring, respect, independence, and ethical/legal aspects are researched and applied. Concepts within ELNEC training are incorporated. Theory: 2, clinical: 1 (3 contact). Prerequisites: Admission to the school of nursing and successful completion of previous NUR courses or by special permission.
- NUR 421 Promoting Community Health** **5**  
 This course is focused on the promotion of health in the community as a whole. The “upstream” philosophy is explained and the Health Promotion Model applied with a holistic lens to the various cultural groups within the community. Theory: 3, clinical: 2 (6 contact). Prerequisites: Admission to school of nursing and successful completion of previous NUR courses or by special permission.
- NUR 422 Leadership, Finance, & Policy** **3**  
 This course introduces the student to leadership, management, financial, policy insights, and tools for ethical and effective nursing leaders. Advocacy, costing out of nursing, studied debates on healthcare issues, and field trips to observe policy- making comprise elements of this course to inform the nursing leader. Theory: 3. Prerequisites: Admission to school of nursing and successful completion of previous NUR courses or by special permission.
- NUR 423 Bioethics & Law in Nursing Practice** **3**  
 This course offers the student the opportunity to explore the challenges and interactions between bioethics and the law as it applies to nursing practice. Current and past issues in local, regional, state, national, and international arenas will be researched and discussed. The Nursing Code of Ethics and other professional codes will be compared and contrasted. Guest speakers and field trips to observe/participate in discussions/seminars regarding bioethics and the law will comprise elements of the course to better equip the nursing



leader. (Service learning is an expected component of this course and will be included in the Reflective Learning Journal.) Theory: 3. Prerequisites: Admission to school of nursing and successful completion of previous NUR courses or by special permission.

**NUR 430 Nursing Capstone Synthesis** **4**

This capstone course provides the student an opportunity to incorporate learning from the entire program for focus on preparation for the NCLEX-RN. Additionally, students work closely with faculty to collaborate on identifying an area of interest and developing a plan to engage learning through the Capstone Practicum. Theory: 4 (inclusive of NCLEX review and project). Prerequisites: Successful completion of all previous NUR courses or by special permission. Co-requisite: NUR 440 or by special permission.

**NUR 440 Focused Capstone Practicum** **3**

This capstone focused practicum offers the student an opportunity to apply knowledge, skills, critical thinking, and clinical judgment acquired during the program through working in an area of interest with an experienced Registered Nurse. The minimum of 120 hours of focused client care simulates an entry-level work experience to assist the student with transitioning to entry-level practice as a nurse generalist in the roles of provider of care, coordinator of care, manager of care, researcher, teacher, member of the profession and member of the interdisciplinary team. Supervision is provided by a faculty/nurse preceptor dyad. This course is blocked within the last half of the final semester of the program. clinical: 145 total hours . Prerequisites: Successful completion of NUR and non-NUR courses in previous semesters of the program or by special permission. Co-requisite: NUR 430.

**NUR 457 Directed Reading** **1-3**

Independent readings directed by a member of the nursing faculty. Must be approved by the school of nursing.

**NUR 460 Independent Study** **1-4**

Individualized plan of independent reading and research directed by a member of the nursing faculty. Must be approved by the school of nursing.

## Philosophy

**PHI 215 Problems in Philosophy** **3**

An introduction to Philosophy and Philosophical Studies. Students investigate the meaning of life, death, reality, knowledge, the self, gender, and other important philosophical topics, reading philosophers from around the world, male and female, who write in a variety of styles. Women’s Studies Adaptable. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum.

**PHI 261 Internship** **1-3**

A student/agency originated and program approved field-learning experience.

**PHI 311 Community, Liberty and Truth: The American Intellectual Tradition** **3**

This course surveys the philosophical and intellectual from the 17th century Puritans to the 20th century Pragmatists, focusing on the careful reading of primary sources considered in historical context. The course focuses on the ways that thinkers, artists, and activists from a variety of disciplines have approached three central and perennial issues in American life: the creation of community, the nature of liberty, and the search for truth. Fulfills the Ideas & Innovations: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing. Every other Spring.

**PHI 325 Ancient Philosophy** **3**

In this course students read and investigate the philosophers of the ancient Greek and Roman worlds: Thales, Pythagoras, Socrates, Plato, Aristotle, and the Stoics, and others, discovering the 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 program.
- 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. Cross listed as BA 330.
- 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. Suggested prior class: PHI 215.
- PHI 340: Environmental Ethics** 3  
Sustaining the biosphere is one of the greatest challenges facing the 21st Century. This challenge is both pragmatic and philosophical/ethical in nature. It involves such questions as 1) the value of individual species vs. the value of ecosystems, 2) whether humans are the only legitimate objects of moral concern, and 3) how society should make trade-offs between environmental goals and economic or social goals. By investigating those and similar questions, this course equips students to develop a personal environmental ethic. Fulfills the Ideas & Innovations: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS111/112, ENG111/112 or 113, junior or senior standing.
- PHI 344 Philosophy of Religion** 3  
This course presents the philosophical investigation of religion. Topics include: 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  
Junior level seminar on theoretical and methodological problems associated with the study of religion and philosophy. Students develop and apply their skills in advanced undergraduate level research. Required of all religion majors and minors, but open to all students who meet prerequisites. Prerequisites: junior standing and at least 9 prior credit hours of courses in Religion and Philosophy, or instructor permission. Cross listed as REL 350. Completion of REL/PHI 350 is a prerequisite for REL/PHI 450. Offered every Spring.
- 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. Cross-listed as REL 450. Prerequisites: REL/PHI 350, and senior status. Fall. Fulfills the general education practicum requirement.
- PHI 457, 458 Directed Readings** 2-3  
Independent readings directed by a member of the program faculty.
- PHI 460 Independent Study** 3  
An individual program of reading and research directed by a member of the program faculty and approved by the Curriculum Committee of the college.
- PHI 461 Internship** 1-3  
See PHI 261.

## Physics

- PHY 223 General Physics I** 4  
Mechanics, heat and wave motion with laboratory work. Prerequisite: MTH 115 or permission of instructor. Fulfills Natural Sciences requirement of the Foundations and Perspective general education curriculum.

**PHY 224 General Physics II** 4  
Electricity, magnetism, light and an introduction to modern physics with laboratory work. Prerequisite: PHY 223.

## Political Science

**PS 111 Introduction to American Government and Politics** 3  
Basic concepts and analytical techniques. Political science applied to American federal government: power, institutions, socialization, communication, policy-making, and legitimacy. Fulfills Social Scientific requirement of the Foundations and Perspectives general education curriculum.

**PS 120 Introduction to Politics** 3  
This course introduces students to the study of politics and political theories, attitudes, interactions, institutions, and systems such as economics, conflict and cooperation.

**PS 121 Introduction to Global Politics** 3  
This course focuses on introducing students to global politics, the governmental structure and political processes within states, and the interaction of those states with each other and non-state actors. Fulfills Social Scientific requirement of the Foundations and Perspectives general education curriculum.

**PS 230<sup>WI</sup> Advanced Global Politics** 3  
This course advances student understanding of the theories in international relations and provides a closer examination of questions of development, conflict, cooperation and security studies. Prerequisite: PS 121 (Intro to Global Politics).

**PS 301 Junior Research Seminar** 3  
Prepares sociology and political science majors for their Senior Seminar. Skill development focuses on creating appropriate research questions, finding academic sources, writing a literature review, identifying ethical issues related to social science research and composing a successful proposal for the Institutional Review Board.

**PS 305 Animals in Politics** 3  
This course explores the growing concerns that humans have for non-human animals and our evolving relationship with them. These concerns have developed into political and legal action for the “welfare” of animals used for food, companionship, and entertainment. Will these interests evolve into a movement for “animal rights” similar to the rights of children and women in international law and how will this reconcile with the gendering of these discussions, as in the sexualization of meat, and the racial undertones of “vicious breed” legislation, for example. This course fulfills the Ideas & Innovations: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing. Fall, even-numbered years.

**PS 320 Global Politics and Conflict** 3  
The purpose of this course is to critically examine causes of conflict in international relations, conflict within states, i.e., “civil war,” international responses to conflict and the effects of conflict such as civilian displacement, genocide, and environmental degradation. Prerequisite: PS 230<sup>WI</sup> (Advanced Global Politics).

**PS 321 Global Politics and Cooperation** 3  
This course introduces students to theories of collective action as well as “real world” cooperative organizations such as the United Nations, the European Union and other regional organizations. Students will learn how cooperation can be promoted in the global context. Prerequisite: PS 230<sup>WI</sup> (Advanced Global Politics).

**PS 322 Global Politics and Development** 3  
The course examines, international political economy, a field of inquiry that involves tensions among a variety of state, market, and societal actors and institutions in an economic dimension (rather than a purely political dimension). Perspectives of neoliberalism, mercantilism and structuralism are used to explain

abundance and scarcity of resources, economic interactions of international actors and how these influence power structures. Prerequisite: PS 230<sup>WI</sup> (Advanced Global Politics).

**PS 323 Global Politics and Human/National Security** **3**

This course examines safeguarding people, territory, and a way of life from the American perspective of national defense and from the human security perspective which challenges the assumption that the state, rather than the individual, is the key unit of value. Prerequisite: PS 230<sup>WI</sup> (Advanced Global Politics).

**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. Prerequisite: PS 111 (American Government and Politics).

**PS 335 Congress and the Presidency** **3**

This course provides a survey of the key policy making bodies in American politics, the Congress and the Presidency. Special attention will be given to constitutional structure, institutional development, and the place of conflict and cooperation in executive-legislative relations. Prerequisite: PS 111 (American Government and Politics).

**PS 336 Citizenship and Political Participation** **3**

This course explores theories and practices of citizenship and participation in American politics. Emphasis will be placed on patterns of public involvement, explanations for participation, and changing models for understanding citizenship and political participation. Prerequisite: PS 111 (American Government and Politics).

**PS 337 American Constitutionalism: Civil Rights and Liberties** **3**

The purpose of this course is to provide students an overview of the interpretation and development of civil rights and liberties in American politics. By incorporating a developmental approach to American constitutional politics, the intent is to balance the traditional focus on Supreme Court doctrine with appropriate attention to the place of the courts within the American political system. Prerequisite: PS 111 (American Government and Politics).

**PS 341 Ethics, Politics, and Policy** **3**

This course focuses on ethical issues and controversies surrounding the formulation and implementation of public policies. The emphasis will be on learning how to make and evaluate ethical arguments about politics and policy. Prerequisite: Junior standing.

**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 120 (Introduction to Politics) or PS 121 (Introduction to Global Politics).

**PS 460 Independent Study** **3-6**

Research open only to juniors and seniors with approval of department faculty. A student may elect a maximum of 6 semester hours.

**PS 461 Internship** **3-6**

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 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. Co-requisites: Previous completion of or current enrollment in courses in political science sufficient to complete all requirements for the minor in the discipline. Fulfills a general education practicum requirement.

# 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. Fulfills Social Scientific requirement of the Foundations and Perspectives general education curriculum. Required for psychology and art therapy major.

## **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: none. Offered fall. Required for art therapy major.

## **PSY 212 Lifespan Development**

3

A comprehensive survey across the entire human lifespan (conception to death) will examine an individual's social, cognitive and physical development. Psychological and biological factors of the individual are examined within the context of cross-cultural comparisons with a special emphasis on applying developmental psychology principles in everyday life. Prerequisite: PSY 111

## **PSY 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: PSY 111, MTH 107 or equivalent. Offered fall/spring. Required for psychology major & art therapy major.

## **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. Offered fall/spring. Required for psychology major & art therapy major

## **PSY 301 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. Offered fall. Fulfills: Group D option for psychology major.

## **PSY 302 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 & NS 111 or NS 113. Offered even year spring. Fulfills group D option for psychology major.

## **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. Prerequisite: PSY 111 or SOC 111. Offered spring. Fulfills: Group B option for psychology major.



- PSY 310 Intelligence & Creativity** 3  
 This course is designed to introduce students to the issues and research of intelligence and creativity. Students will examine the concepts of intelligence and creativity from various perspectives including historical, measurement and testing, multicultural definitions, roles in society including education, military, and business, and current trends in cognitive and physiological research. Prerequisite: PSY 111. Offered odd-numbered years, spring. Fulfills: Group D option for psychology major.
- PSY 311 Personality Theory** 3  
 An analysis of the major psychological theories of human nature including psychodynamic, interpersonal, behavioral, cognitive, humanistic, and trait theories. Prerequisite: PSY 111. Offered in even-number years, spring. Fulfills: Group A option for psychology major.
- 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. Prerequisite: PSY 111 and a 200-level psychology course. Offered in even number years, spring. Fulfills: Elective option for psychology major.
- PSY 313 Child Psychology** 3  
 The focus of this course is on human social, cognitive, and physical development, from conception through the middle years of childhood. The impact of both psychological and biological factors on the child are investigated. Cross-cultural comparisons of child development will be integrated throughout the course. Additionally, this course will explore the topics of pregnancy and birth. Prerequisite: PSY 111. Offered fall and spring. Fulfills: Group C option for psychology major, Option for art therapy major.
- PSY 314 Adolescent and Adult Development** 3  
 The focus of this course is on social, cognitive, and physical development, from the onset of puberty through late adulthood. The impact of both psychological and biological factors on the individual are investigated. Cross-cultural comparisons of adolescent and adult development will be integrated throughout the course. Additionally, this course will explore the topics of death and dying. Prerequisite: PSY 111. Offered fall and spring. Fulfills: Group C option for psychology major, Option for art therapy major.
- 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 in odd-numbered years, spring. Fulfills: Group B option for psychology major.
- PSY 317 Psychology of Gender and Sexuality** 3  
 This course introduces scholarly debates about gender 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 in odd-numbered years, fall. Fulfills: Group B option for psychology major.
- PSY 318 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. Offered fall and spring. Fulfills: Group A option for psychology major, Required for art therapy major.
- PSY 319 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. Offered: Fall. Fulfills: Group A option for psychology major, Required for art therapy major.

**PSY 320 Fieldwork in Psychology** **3**

Students will complete a 90-hour fieldwork placement with a community agency involved in social services (e.g., group homes, mental health centers, at-risk prevention programs, schools, hospitals). The course also involves discussion of fieldwork, focus on current issues in the practice of psychology, and professional skills. Prerequisites: PSY 111. Offered: Fall and Spring. Fulfills: Elective option for psychology major, Option for art therapy major.

**PSY 321 Art Therapy Applications** **3**

This course is designed to build upon a working knowledge of the basic concepts of art therapy by exposing students to practical applications of art therapy with diverse populations in a variety of settings. Prerequisite: PSY 121. Offered: Spring. Fulfills: Required for art therapy major.

**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. Offered: Fall or Spring, according to demand. Fulfills: Elective option for psychology major, unless otherwise specified.

**PSY 333 Forensic Psychology** **3**

An overview of the field of forensic psychology focused 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. Offered: Odd Year Fall. Fulfills: Elective option for psychology major.

**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, BA 220, PSY 225, a written proposal copied to the department chair describing the research planed. Fall or Spring.

**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. Prerequisites: 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. Offered: Fall, spring, or summer. Fulfills: Elective option for psychology major.

**PSY 461 Internships** **3**

Fieldwork 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. Prerequisite: PSY 111, 12 additional credit hours in Psychology, and a proposal copied to the program chair describing the work to be undertaken. Offered: Fall, Spring, and/or Summer. Fulfills: Elective option for psychology major, Option for art therapy major.

**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 225, and one course from each of the subgroups A-D. Offered: Fall. Fulfills: General Education Practicum; Required for psychology major & art therapy major.

**PSY 471 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 225, a written proposal copied to the program chair describing the research planned. Offered: Spring. Fulfills: Elective option for psychology major.

# Recreation and Sport Management

- RSM 202 Professional Technology in RSM** 3  
This course surveys information technologies that are used in the field of Recreation and Sport Management. Learners will research the impact and implications that the information technology use has on the operations of a recreation and sport management organization. Emphasis will be placed on providing a thorough understanding of how information technology is used by organizations. Through course technology assignments, learners will acquire the skills needed to be information technology literate. Learners will use this course information, assignments and links to develop their own Personal Learning Network. Spring.
- 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.
- 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. Spring.
- 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.
- 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. Prerequisite: RSM 221. Fall.
- 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 University 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 Prerequisites: RSM 221, 300. Spring.



- 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. Spring.
- 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. Prerequisite: junior status or above. Fall.
- RSM 400 Professional Foundations** **1**  
 This course is designed to help students bring together all the knowledge they have gained throughout their college experience, and understand how they will apply it during their internships. Students will develop goals for their internships, and will make a presentation to peers and department faculty. Required one semester prior to RSM Internship. Prerequisites: Completion of all other required courses for the concentration, and/or approval of the department.
- 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, 309, 310, 369; RSM major; senior status. Fall.
- RSM 450 Recreation Internship** **12**  
 A professional field experience 12 weeks, 480 contact hours with an off-campus 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 status; overall 2.0 GPA. Graded on an S/U basis. Fulfills a general education practicum requirement.
- 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.
- 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 344 Creative Traditions in Southern Appalachia** 3  
This course explores the creative traditions of Southern Appalachia, including but not limited to music, storytelling, the oral tradition, fine art, and functional arts. By studying the creative products of the region, students will examine why humans create, what it means to be creative, and how place shapes us as well as our creations. Fulfills the Ideas & Innovations: U.S. requirement of the Foundations and Perspectives general education curriculum and may be used toward the Regional Studies Minor. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing.
- 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: Introduction to Hebrew Scriptures** 3  
Introduces academic Biblical studies focusing on the literary- and historical-critical study of the Hebrew Scriptures, otherwise known as the Old Testament and Jewish Apocrypha. Prerequisites: none. Required for majors. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum. Fall.
- REL 112 Bible: Introduction to New Testament** 3  
Introduces academic Biblical studies focusing on the literary- and historical-critical study of the New Testament and Early Christian Literature. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum. Spring.
- REL 115 Religion: Search for Meaning** 3  
Introduces the discipline of “Religious Studies,” also known as “The Study of Religion.” Students investigate the phenomenon of religion and the fundamental significance of the religious dimensions of human life that express the human experience of ultimate meaning. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum. Fall.
- REL 201 The Bible as Literature** 3  
A literary-critical introduction to the sacred scriptures of Israel, Judaism and Christianity, focused on key narrative and literary complexes in the Bible. Students seek to understand the many genres of Biblical literature and to consider how the narratives, images, and themes of Biblical literature have shaped the world. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum. Every other Spring.
- REL 235 Judaism** 3  
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. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum.

**REL 237 Religions in America** **3**

This course traces themes and influences in American religion. In addition to investigating the variety of Christian movements in American history (from Puritans to contemporary denominations), the course examines other world religions (including Native American traditions) that are present on the American religious scene, and looks at the fuller pluralism that makes up "Religion in America" by using lenses of race, class, gender and other critical perspectives. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum.

**REL 239 Global Perspectives on Religion** **3**

Explores diverse global religious perspectives on the nature of religious authority; the roles of texts, contexts, rituals and practices in shaping personal and communal identity and flourishing; and the variety of understandings of ethical concerns and responsibilities. Focuses on critical analysis of similarities and differences among religious traditions, with goals of both increased knowledge and capacity to engage and transform religiously-motivated conflicts.

**REL 240 Islam** **3**

An introduction to the world of Islam, from its founding in Arabia in the 7th century C. E. to its present forms around the world. The course will include: the life of Mohammed; the early spread of Islam; the theologies and varieties of Islam (Sunnis, Shi'ites, Sufism); the teachings of the Qur'an, the Hadith and the Shar'iah; the relationships between religion and politics throughout Islamic history and cultures; contemporary Islamic movements; the practice of Islam; gender and culture in Islam; and relations and dialogue between Islam and other religious traditions. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.

**REL 241 Hinduism and Buddhism** **3**

An introduction to Hinduism and Buddhism, two "world religions" that were born in India. Focusing especially on the historical and geographical contexts of India, Nepal, and Thailand, we investigate philosophical, doctrinal and cultural issues in the history and present of these traditions. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.

**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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.

**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 303 Jesus and the Idea of Jesus** **3**

This course examines how the figure of Jesus has been represented and investigated in the two thousand year history of Christianity, examining these representations from both historical-critical and interdisciplinary approaches. Our purpose is to identify, investigate, evaluate and analyze how "Jesus"—as an idea, an ideal, and a focus of human devotion—has been taken up into diverse domains of socio-cultural practice. Fulfills the Ideas & Innovations: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing. Every other spring.

**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. Prerequisite: REL 115.

**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. Cross-Listed as HIS 320. Offered every other Fall.

**REL 321 Angels and Demons** **3**

This interdisciplinary course explores, from a global perspective, the religious imaginations' depictions and ideas of the agency of non-material or earthly forces which the world's religions depict. This course will examine a wide variety of depictions and concepts as found in material artifact and cultural practice, from a variety of disciplinary perspectives. This course fulfills the Ideas and Innovations - World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing.

**REL 325 Topics in Biblical Studies** **3**

An in-depth study of a special topic in the study of the Hebrew Scriptures, Jewish Apocrypha and Pseudepigrapha, New Testament, Christian Apocrypha, Early Christian Literature, and Cognate Contextual Literatures. Prerequisites: REL 111 and REL 112. Spring, Odd Years.

**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.

**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. Prerequisite: REL 115.

**REL 336 Women and Religion** **3**

This course explores autobiographical, critical, and creative work on the roles of women in the texts, histories, and theologies of the Christian tradition, and of the traditions of Judaism, Islam, and goddess religions. The tensions between traditions and women's experience are examined, along with central issues such as religious language, conceptions of human and divine natures, diversity and sexuality. Meets Women's Studies requirements. Fulfills the Ideas & Innovations: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing.

**REL 341 Christian Ethics and Engagement with Contemporary U.S. Culture** **3**

This course explores how resources of Christian ethical reflection may inform creative, constructive, and civil engagement of contemporary U. S. culture. It includes an overview of various Christian approaches to ethical understanding and decision-making; brings those approaches into conversation with primary sources and critical perspectives from other disciplines; and explores possible ethical responses to a variety of perennial and current issues in the U.S. context. This course meets Ethics-Across-the-Curriculum

designation. Fulfills the Ideas & Innovations: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing.

**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. Fulfills the Ideas & Innovations: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing.

**REL 345 Answering Critics of Christianity** **3**

This course investigates historic challenges to the Christian religion—whether they be “rock throwers” or in a “lover’s quarrel” with the Christian faith—and explores theological responses to the most important critics of religion in general and of Christianity in particular. Prerequisite: REL 115.

**REL 350 Research, Theory and Methods in Religion and Philosophy 3**

Junior level seminar on theoretical and methodological problems associated with the study of religion and philosophy. Students develop and apply their skills in advanced undergraduate level research. Required of all religion majors and minors, but open to all students who meet prerequisites. Prerequisites: junior standing and at least 9 prior credit hours of courses in Religion and Philosophy, or instructor permission. Cross listed as PHI 350. Completion of REL/PHI 350 is a prerequisite for REL/PHI 450. Offered every Spring.

**REL 360 Religion in the Prison Setting** **3**

This course explores the intersection of incarcerated populations, corrections staff, and the practice of global religious traditions in U.S. prison settings. Looking at major western and eastern sacred identities and traditions, as well as indigenous and new religious movements, the course will provide students with a working knowledge and professional vocabulary. This course fulfills the Ideas & Innovations - US requirement of the Foundations and Perspectives general education curriculum.

**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.

**REL 437 Renaissance and Reformation** **3**

The Renaissance, the Reformation, and the development of modern states under absolution. Cross-listed as HIS 437.

**REL 450 Religion Senior Seminar** **3**

Research and writing with the focus on textual or biblical, historical, and philosophical or theological studies. Cross listed as PHI 450. Prerequisites: REL/PHI 350 and Senior status. Offered Every Fall. Fulfills a general education practicum requirement.

**REL 457, 458 Directed Readings** **2-3**

Independent readings directed by a member of the program faculty.

**REL 460 Independent Study** **3**

An individual program of reading and research directed by a member of the program faculty and approved by the program coordinator and the college curriculum committee.

**REL 461 Internship** **1-9**

Advanced internship possibilities. Work with the Center for Community Engagement and with Religion/Philosophy Program.

## Social Work

**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 221 Evidence Based Practice and Research Methods for Social Work** 3

Evidence Based Social Work Practice (EBSWP) is a systematic approach to making decisions that emphasizes (1) formulating answerable questions, (2) locating, critically appraising and interpreting the relevant research evidence, (3) applying best available evidence in consultation with clients, and (4) evaluating and intervention. Using a problem-based learning model, students evaluate and interpret the best available evidence relating to a number of social work policy and practice questions. The methods and techniques used in social work research including research design, data collection methods, basic analytic techniques and theoretical orientations underlying them will be explored.

**SW 300<sup>WI</sup> 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: Social Justice and Human Rights** 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. Fulfills the Ideas & Innovations: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing. Spring.

**SW 332 Social Welfare Policy: Analysis and Advocacy** 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 334 Child Welfare** **3**

This course highlights the field of child welfare practice and the associated laws, policies and responsibilities that help prepare social work students for employment in child welfare positions with county Departments of Social Services. A historical, legal and practice framework assists students in exploring topics such as child maltreatment, assessment and intervention skills, and family-centered practice. Prerequisite: SW 215. 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. Summer, even years.

**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 At-Risk 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. Prerequisites: Cumulative GPA 2.20 or above and admission to the social work program. Fall.

**SW 400 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**

This course explores death as a social as well as a physical, psychological, and spiritual experience. Interdisciplinary work with the dying is emphasized. Ethical issues and violence are also discussed. Hospice volunteer certification is earned in this course. Prerequisite: SOC 111 or permission of instructor. Even years. (See also SOC 417).

**SW 457, 458 Directed Readings** **3**

Supervised readings in social work. Credit awarded upon satisfactory completion of an exit project. 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 490 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. Fulfills a general education practicum requirement.

## Sociology

### **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. Fulfills Social Scientific requirement of the Foundations and Perspectives general education curriculum.

### **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.

### **SOC 214 Class, Status, 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 218 Social Conflict** 3

Course examines the origin, escalation, and resolution of social conflict at three levels: interpersonal, intergroup (e.g., ethnic group, economic class), and international. Focuses on major causes of conflict including: miscommunication, ethnic identity, competition for material resources, and ideological differences. Expressions of conflict will be examined including: hatred, electoral action, labor union activity, war and terrorism. Interventions to minimize the negative social impacts of conflict will be considered for each level of conflict. Prerequisite: SOC 111. Spring.

### **SOC 219 Social Research Methods** 3

See CJ 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 Science perspectives course and 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.

### **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 301 Junior Research Mini Seminar** 3

Prepares sociology and political science majors for their Senior Seminar. Skill development focuses on creating appropriate research questions, finding academic sources, writing a literature review, identifying ethical issues related to social science research and composing a successful proposal for the Institutional Review Board.

### **SOC 305 Sustainability** 3

This course will introduce students to the ideas behind, the debates within, and the work that is being



done in the sustainability movements around the world. Understanding the principles of sustainability and interdependence of the environment, the economy, and social systems can help us understand the interconnectedness and the global consequences of decisions made and actions taken in individual societies. This course fulfills the Ideas & Innovations World requirement of the Foundations and Perspectives general education curriculum.

**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 318 Social Movements** **3**  
This course explores theoretical issues related to social movements—why they emerge, how they evolve, how they are organized, why people join them, what factors determine their success—while learning about various historical and contemporary social movements such as the Black civil rights, environmental, religious right, and gay rights movements. Fulfills the Ideas & Innovations: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111/112, ENG 111/112 or 113, junior or senior standing. Fall.

**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 417 Death and Dying** **3**  
This course explores death as a social as well as a physical, psychological, and spiritual experience. Interdisciplinary work with the dying is emphasized. Ethical issues and violence are also discussed. Hospice volunteer certification is earned in this course. Prerequisite: SOC 111 or permission of instructor. Even years. (See also SW 217.)

**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. 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. Fulfills a general education practicum requirement.

## 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.
- SPA 112 Basic Communication Skills in Spanish II** **3**  
Continuation of skill development begun in Spanish I. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.
- SPA 207 Hispanic Cultures in English** **3**  
Taught in English, this course focuses on current aspects of Hispanic cultures and their relationships to individual and collective values within the Spanish-speaking world. No foreign language prerequisite. This course does not count toward credits needed for the Spanish major or minor. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.
- 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.
- 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.
- 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Prerequisites: Foundations courses (see pg. 58), junior or senior standing, SPA 212.
- SPA 312 Intro to Spanish Phonetics and Phonology** **3**  
Review of Spanish 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 Spanish. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Prerequisites: Foundations courses (see pg. 58), junior or senior standing, 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education

- curriculum. Prerequisites: Foundations courses (see pg. 58), junior or senior standing, 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Prerequisites: Foundations courses (see pg. 58), junior or senior standing, SPA 212 or permission of instructor.
- SPA 316 Introduction to Literature in Spanish** **3**  
 This course, taught in Spanish, focuses on introducing students to the various theoretical approaches in the study of literature in Spanish, stressing the importance of utilizing these different approaches to effectively analyze literary works written in Spanish. Prerequisite SPA 212
- SPA 327 Special Topics** **1-4**  
 See FRN 327.
- SPA 411 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 412 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 413 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 414 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. Fulfills a general education practicum requirement.

**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. This course may be taken for credit more than once, for a maximum of 4 units. Course offered every semester. Prerequisite: Audition or permission of the instructor. 1 unit ensemble.

**TA 101 Production Workshop** 1  
Options for students to create and produce a production from a variety of independent focus: acting, design, production, and performance. This production will also culminate in public performance and possible tour. This course may be taken for credit more than once, for a maximum of 4 units. Course offered as needed. Prerequisite: Audition or permission of the instructor. 1 unit ensemble.

**TA 102 Theatre Workshop** 1  
A laboratory course focusing each semester on different aspects of theatre production: scenery, lighting, costume, sound, properties, performance, etc. Required of all majors. Must be completed eight times for credit. Under special circumstances, it is possible for a student to take units concurrently. Course offered every semester. Prerequisite: none. 1 unit lab.

**TA 110 Voice for the Actor** 3  
Stage speech for the actor. A study of the vocal apparatus and the mechanisms for stage speech including basic IPA through a series of exercises and text work. Course offered every fall. Prerequisite: none. 3 units (2 Lecture, 1 lab).

**TA 130 Acting I** 3  
An introduction to the art of acting for stage and film. Discovering the actor in you is explored through a series of exercises with an emphasis on technique, basic movement, and ensemble work as experienced through exercises, scenes, and monologues. Fulfills aesthetic requirement of the Foundations and Perspectives general education requirements. Open to all students. Course offered every semester. Prerequisite: none. 3 units (2 lecture, 1 lab.)

**TA 140 Fundamentals of 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. Course offered every fall. Prerequisite: none. 3 units lecture.

**TA 141 Stage & Media Performance** 3  
An introduction to theatrical performance & production including stage, television, film, videos, and gaming. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum. AGS, Non-theatre majors and minors. Course offered in the spring. Prerequisite: none. 3 units lecture.

**TA 142 Film as an Art Form** 3  
An introduction to film as an art form, this course examines aesthetic and production elements of the motion picture medium, including its narrative genres, directorial styles, cinematography, film acting, and film editing. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum. AGS, Non-theatre majors and minors. Prerequisite: none. 3 units lecture.

**TA 150 Fundamentals of Design** 2  
A creative investigation of the principles of design using the art of theatrical production. Prerequisite: none. 2 units lab.

<b>TA 151 Stage Craft</b>	<b>3</b>
An introduction to the technical arts and skills of the theatre professional, including safety practices for construction. Course offered every spring. Prerequisite: TA 150. 2 units lab.	
<b>TA 152 Costume Crafts</b>	<b>3</b>
An introduction to technical theatre production in the construction of stage costumes, accessories, and masks. Prerequisite: TA 150. 2 units lab.	
<b>TA 200 Stage Management</b>	<b>3</b>
The basic artistic and technical skills of stage management, including blocking notation, rehearsal organization and scheduling, performance management, and working collaboratively with actors, directors, and designers. Course offered every spring. Prerequisites: TA 140, 150, 151. 3 units lecture.	
<b>TA 225 Dance for the Theatre – Ballet</b>	<b>1</b>
A study of ballet preparing students for careers in theatre. This course may be taken for credit more than once, for a maximum of 2 units. Course will be offered in fall in alternate years. Prerequisites: none. 1 unit lab.	
<b>TA 226 Dance for the Theatre – Jazz</b>	<b>1</b>
A study of jazz preparing students for careers in theatre. This course may be taken for credit more than once, for a maximum of 2 units. Course will be offered in spring in alternate years. Prerequisites: none. 1 unit lab.	
<b>TA 227 Dance for the Theatre – Modern</b>	<b>1</b>
A study of modern dance preparing students for careers in theatre. This course may be taken for credit more than once, for a maximum of 2 units. Course will be offered in fall in alternate years. Prerequisites: none. 1 unit lab.	
<b>TA 228 Dance for the Theatre – Tap</b>	<b>1</b>
A study of tap dance preparing students for careers in theatre. This course may be taken for credit more than once, for a maximum of 2 units. Course will be offered in spring in alternate years. Prerequisites: none. 1 unit lab.	
<b>TA 229 Musical Theatre Dance Styles</b>	<b>1</b>
This course is designed for the student interested in studying representative dance techniques which are used in musical theatre productions, including folk, social, ballroom and popular dance styles through the years. Prerequisites: none. 1 unit lab.	
<b>TA 230 Acting II</b>	<b>3</b>
An in-depth focus on developing a role through character development specific to realistic acting styles, through study of techniques for the performance of heightened language in dramatic literature, through scene and monologue work. Prerequisites: TA 110. 3 units (2 lecture/1lab).	
<b>TA 235 Musical Theatre Scenes I</b>	<b>3</b>
Classroom study and practice of various approaches to the problems of acting in musical theatre. Special emphasis is given to the analysis of music and lyrics and the challenges of acting the song. Course offered in fall in alternate years. Prerequisites: TA 110 or permission of the instructor. 3 units (2 lecture/1 lab).	
<b>TA 236 Musical Theatre Scenes II</b>	<b>3</b>
Classroom study and practice of various approaches to the problems of acting in musical theatre. Special emphasis is given to the analysis of music and lyrics and the challenges of acting the song. Course offered in fall in alternate years. Prerequisites: TA 110 or permission of the instructor. 3 units (2 lecture/1 lab).	
<b>TA 240 Musical Theatre Literature I</b>	<b>2</b>
A study of composers, styles, and scores from Musical Theatre Literature and examination of audio and video samples. Course offered in fall in alternate years. Prerequisites: none. 2 units lab.	
<b>TA 241 Musical Theatre Literature II</b>	<b>2</b>
A continued study of composers, styles, and scores from Musical Theatre Literature and examination of audio and video samples. Course offered in fall in alternate years. Prerequisites: none. 2 units lab.	

- TA 250 Rendering for the Theatre** **3**  
 An introduction to rendering and painting techniques used by a theatrical designer. Students are exposed to a variety of media and rendering styles used to communicate visual ideas and to discover a personal style of presentation. Course will be offered in fall of alternate years. Prerequisites: 150, 151. 2 units lab.
- TA 251 Theatrical Design Seminar** **2**  
 An exploration of the design process from the evolution of the design concept to the execution of renderings, detail drawings and models. The work may include design projects, script analysis, research presentation and beginning portfolio review. Prerequisites: TA 150, 151. 2 units lab.
- TA 252 Make-Up** **2**  
 A basic course in the fundamental principles and practices of designing and applying theatrical make-up. Emphasis will be placed on the development of application techniques and familiarization with materials. Prerequisites: TA 150, 151, 250. 2 units lab.
- TA 326 Dance for Musical Theatre – Intermediate Jazz** **1**  
 A continued study of jazz dance preparing students for careers in theatre. This course may be taken for credit more than once, for a maximum of 2 units. Prerequisites: Two of the following: TA 225, 226, 227, 228, 229. 1 unit lab.
- TA 328 Dance for Musical Theatre – Intermediate Tap** **1**  
 A continued study of tap dance preparing students for careers in theatre. This course may be taken for credit more than once, for a maximum of 2 units. Prerequisites: Two of the following: TA 225, 226, 227, 228, 229. 1 unit lab.
- TA 330 Acting III** **3**  
 An advanced study of historical period acting styles and the actor’s physical instrument with an emphasis on movement, language, manners, and motives of a given style, Basic stage combat is also studied. Prerequisites: TA 230. 3 units (2 lecture/1 lab).
- TA 341 Theatre History I** **3**  
 A survey of theatre history and literature from early ritual to the Italian Renaissance. Prerequisites: TA 140 and ENG 111/112 or 113 or permission of instructor. 3 units lecture.
- TA 342 Theatre History II** **3**  
 A survey of theatre history and literature from the Italian Renaissance to the beginning of the Twentieth Century. Prerequisites: TA 140 and ENG 111/112 or 113 or permission of instructor. 3 units lecture.
- TA 343 Theatre History III** **3**  
 A survey of theatre history and literature from the beginning of the Twentieth Century to the present. Fulfills a general education practicum requirement. Prerequisites: TA 140 and ENG 111/112 or 113 or permission of instructor. 3 units lecture.
- TA 344 Musical Theatre History** **3**  
 The development of Musical Theatre from the beginning of opera to the present. The course will cover several major musicals and examine the trends of performance, composers, and historical movements. Prerequisites: TA 117 and ENG 111/112 or 113 or permission of instructor. 3 units lecture.
- TA 345 Women in Contemporary American Dramatic Literature** **3**  
 A study of women in contemporary American dramatic literature written by female playwrights of the late twentieth and early twenty-first centuries. Special emphasis is placed on the examination of female identity from social, historical, cultural and social-scientific perspectives. Fulfills the U.S. Ideas & Innovations requirement of the Foundations and Perspectives General Education Curriculum. Prerequisites: FYS 111/112, English 111/112 or 113, junior standing.
- TA 350 Scene Design** **3**  
 Advanced study of the aesthetic choices, paperwork and visual representations necessary for completing theoretical scene design projects. Extensive laboratory experience and critique. Prerequisites: TA 150, 151, 250, 251. 3 units (2 lecture/1lab).



- TA 351 Lighting Design** 3  
 Advanced study of practical theories of lighting design and the associated paperwork with extensive implementation through the use of lighting equipment and control systems in laboratory and production situations. Prerequisites: TA 150, 151, 250, 251. 3 units (2 lecture/1 lab).
- TA 352 Costume Design** 3  
 A study of theories and practices of costume design with an overview of the history of stage costumes. Extensive laboratory assignments to include paperwork, research and visual representations necessary for completing costume design projects. Prerequisites: TA 150, 152, 250, 251. 3 units (2 lecture/1lab).
- TA 370 Directing I** 3  
 An introduction to the principles of play direction with emphasis on script analysis and scene work. Prerequisite: TA 230 and Junior Standing. 3 units (2 lecture/1 lab).
- TA 400 Summer Theatre Workshop** 3  
 This course is designed to provide practical experience in theatre production to college students. Workshops will observe and work with the Southern Appalachian Repertory Theatre and will assist with practical projects during production. Prerequisites: none. 3 units (2 lecture/1 lab).
- TA 401 Summer Theatre Workshop for School Teachers** 3  
 This course is designed to provide practical experience for elementary and secondary school teachers. Topics included are simplified production techniques with limited budget, directing principles, and basics of stage lighting, scenic construction, costume design and play selection and casting. Students will observe and work with the Southern Appalachian Repertory Theatre and will assist with practical projects during production. Prerequisites: none. 3 units (2 lecture/1 lab).
- TA 470 Directing II** 3  
 A continued study of the principles of play direction as it relates to the art of collaboration with actors and designers. Each student will direct a one-act play. Prerequisite: TA 370. 3 units (2 lecture/1lab).
- TA 480 Senior Seminar** 1  
 Required of all senior Theatre Arts and Musical Theatre majors. The course will focus on the practical aspects of working the theatre after graduation, including audition preparation, portfolio compilation, application to graduate schools, resume development, and personal marketing strategies. Prerequisites: none. 1 unit lab.
- TA 481 Auditions Preparations and Techniques** 2  
 This course will concentrate on the development of audition and resume skills, and will incorporate both musical and non-musical audition preparation. Students will prepare an audition book and will work on skills for large cattle-call auditions. Prerequisites: TA 230. 2 units lab.
- TA 490 Scriptwriting for Stage & Screen** 3  
 This class introduces the craft of writing for the theater and film. Through weekly assignments, in class writing exercises, and work on a sustained piece, students explore scene structure, action, events, voice, and dialogue. Course offered in fall in alternate years. Prerequisites: ENG 111/112 or 113. 3 units lecture.

## Women’s and Gender Studies

- WGS 200 Introduction to Women’s and Gender Studies** 3  
 An interdisciplinary course designed to introduce students to women’s and gender 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.
- WGS 457 Directed Readings** 1-3  
 Independent readings directed by a member of the women’s and gender studies faculty and approved by the program coordinator.

**WGS 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 University Community



# Board of Trustees

Management of the university 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 university for the operation of the total college program in keeping with established procedures and policies, and the president is the official liaison between the university and the board.

The board approves all major policy decisions, adopts the official budgets of the university 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.

## Officers

Chair: W. Wayne Higgins '75, Charlotte, N.C.  
Vice-Chair: Linda Judge-McRae '86, Knoxville, N.C.  
Treasurer: Gwen Davis '60, Asheville, N.C.  
Secretary: David Costner '70, Leicester, N.C.

### Terms Expire December 31, 2018

Ronald O. Brown, Asheville, N.C.	Michael Cranford '74, Fuquay Varina, N.C.
Troy L. Day '48, Kannapolis, N.C.	J. Dixon Free '62, Lincolnton, N.C.
W. Wayne Higgins '75, Weaverville, N.C.	Eugene Holdway '74, Greer, S.C.
Magay Shepard '84, Charlotte, N.C.	B. Jane Winn '56, Charlotte, N.C.

### Terms Expire December 31, 2019

Doug Buchanan '88, Cary, N.C.	Ruth Parham '65, Kingsport, Tenn.
David Costner '70, Leicester, N.C.	Brent Townsend '02, Mission Viejo, Calif.
Jean S. Freeman '56, Charlotte, N.C.	Charles Trammell '59, Memphis, Tenn.
Harold H. "Bud" Hughes '75, Weaverville, N.C.	Jim Wilson '67, Greensboro, N.C.
Carole Martin '81, Asheville, N.C.	

### Terms Expire December 31, 2020

Bruce Boyles '80, Kings Mountain, N.C.	Max Burgin '54, Ellenboro, N.C.
Kyle Carver '69, Leicester, N.C.	Gwen Davis '60, Raleigh, N.C.
Mary Dawson '01, Abingdon, Va.	A.C. Honeycutt, Jr. '75, Mars Hill, N.C.
Bill Murdock '84, Arden, N.C.	Jeremy Pressley '00, Canton, N.C.

### Terms Expire December 31, 2021

John Ayers, Fayetteville, N.C.	Mike Groce, Newton, N.C.
Linda Judge-McRae, Knoxville, Tenn.	Mike Kelly, Mason, Ohio
Eric Mann, Jacksonville, Fla.	Cheryl Pappas, Charlotte, N.C.

# Board of Advisors

This board was established in 1967 by the Board of Trustees to assist the university in the achievement of long-range goals. By consulting with the president of the university and the trustees, advisors add variety, strength and experience to the administrative structure of the university. The board is comprised of interested persons — both alumni and friends of the university — of various Christian denominations and from several states. The board has been helpful in fund-raising, student recruitment, long-range planning, and general public relations. Its recommendations are channeled through the Board of Trustees, which remains the official policy-making body of the university.

## Chairman

Rodney Johnson '72

### Term expires December 31, 2018

Myra Dickson '69, Lenoir, NC  
Austin Lee '03, Atlanta, GA  
Anna Renfro '79, Gastonia, NC

Danny Fusco '99, Weaverville, NC  
Julie Morrow '89, Mooresville, NC  
Luther Rickenbaker III '67, Spartanburg, SC

### Term expires December 31, 2019

Doug Echols '67, Rock Hill, SC  
Rodney Johnson '72, Arlington, VA  
Matthew Miller '86, Arlington, VA  
Beverly Snowden '74, Granite Falls, NC

John Hough, Jr. '55, Mars Hill, NC  
Larry Leake, Mars Hill, NC  
Bob Robinson '56, Asheville, NC

### Term expires December 31, 2020

Peter Alexander '94, West Hollywood, CA  
Michael Bloodworth '83, Lawrenceville GA  
Steve Francis '72, Columbia, SC  
Troy Parham '66, Falls Branch, TN  
Mike Pressley '69, Hendersonville, NC

Doris Bentley '56, Morganton, NC  
Larry Burda, Mars Hill, NC  
Leslie Johnson '67, Bluffton, SC  
Malcolm Privette '67, Gainesville, FL  
Paul "Woody" Sprouse '80, Mt. Pleasant SC

### Term expires December 31, 2021

Robert Chenman '71, Virginia Beach, Va.  
Susan Gurganus '75, Raleigh, N.C.  
Paula Kahn '79, Bristol, Va.  
David McFee '70, Asheville, N.C.  
Paul Powell '79, Greensboro, N.C.  
John Winkenwerder '81, Asheville, NC

Bruce DeWeese '74, Asheville, NC  
Tommy Hornick '99 Indian Trail, N.C.  
Biljana Kroll '04, Asheville, N.C.  
Chris Pappas '66, Charlotte, NC  
Marilyn Que Tucker '74, Morrisville, NC

# Alumni Board

The purpose of this Board shall be to promote the general welfare and effectiveness of Mars Hill University by preserving and furthering the mission of MHU; maintaining and strengthening connections with alumni;

serving as alumni representatives to the university administration and trustees; and encouraging and promoting alumni participation in MHU activities.

## Officers

Louie Cox '67 President  
McKelle Ulm '02 Secretary

Hal Messick '88 Vice President

## Term Expires 2018

Ann McKay Bennett '81  
Julian Cuthbertson '08  
Kelly Holdway '02  
William "Skip" Myers '81

Terry Chavis '14  
Bobby Dean Franklin '67  
Derek Hodges '04  
Kellye Smith Ratcliff '86

## Term expires 2020

Carter Benge '14  
Maxine Brown '98  
Greta Byrd '88  
Jeff Flowers '81  
Gerry Hutchinson '76  
Sarah Lemons '98  
Brian Matlock '98  
Patrick Spence '98  
Bob Taylor '84

Janis Blackwell '68  
Bob Burnette '79  
Jameson Donnell '12  
Tara Hornick '99  
Denisha Kirk '04  
Susan Liles '71  
Kellie Shirley '88  
Annie Sutton '12  
Sheryl Wilson '91

# 2018-19 University Marshals

Casey Margaret Stanek, Chief  
Michael Kenneth Benner  
Troy Stephen Hall  
Sammantha Diane Hodges  
Katie Nichole Lanier  
Kourtney Brooke McCarthy  
Arabella Maria Medina  
Jessica Lynn Minton  
Devin Ryan Thorpe

Hannah Nicole Batten  
Jacquelyn Elise Freeman  
Addison Taylor Harris  
Sarah Joy Ingalls  
Sarah Ashley Lorick  
Hannah Lorraine McCormick  
River Andrew Medlin  
Leeanna Nicole Pope

# Faculty and Staff of Mars Hill University

Date following name indicates year of appointment. More than one date indicates separate appointments

## President

**Tony Floyd** 2018  
*President*  
 B.S. University of South Carolina, 1985; J.D. Campbell University, 1988.

B.A., University of South Carolina, 1975; M.A., University of South Carolina, 1977.

**R. Neil Tilley** 2004  
*Vice President for Finance & Facilities Management*  
 B.S., University of North Carolina at Charlotte, 1983; C.P.A., North Carolina, 1985.

## President's Leadership Team

**Marinda C. Bliss** 2008  
*Interim VP for Student Development*  
 B.S., 1992, Oakland City University; M.A., 2007, Webster University

**Carol B. Boggess** 1987  
*Interim Vice President for Academic Affairs*  
 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.

**George Grainger Caudle** 1991  
*Executive Director of Planning and Auxiliary Services; Professor of Business and Economics; Department Chair.*

B.A., Duke University, 1981; M.A., University of Colorado, 1985; Ph.D., University of Colorado, 1993.

**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.

**Samantha Fender** 2009  
*Senior Director of Marketing & Communications*  
 B.A., Wellesley College, 1997

**Joy Kish** 2011  
*Assistant Vice President for Human Resources and Strategic Initiatives*  
 B.S., Mars Hill College, 1982; M.Ed., Western Carolina University, 1986; Ed.D., North Carolina State University, 2011.

**Stephanie R. McLesley** 2011  
*University Chaplain*  
 B.A., Emory University, 1999; M.Div., Chandler School of Theology, Emory University, 2005.

**David W. Riggins** 1986  
*Director of Athletics*

## Senior Administrators

**Cathy L. Adkins** 1989  
*Dean of General Studies; 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.

**James M. Brown** 2000  
*Assistant Vice President for Academic Administration; Dean of AGS; Professor of Education*  
 B.A., University of North Carolina Charlotte; 1987; M.A., University of North Carolina Greensboro, 1990; Ed.D., University of South Carolina, 2003; M.Ed., Sam Houston State University, 2010.

**Richard A. Cary** 1987-1999, 2000  
*Dean of Fine Arts; 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.

**Donald F. Edwards** 1993  
*Director of Facilities Management*

**Cathy Franklin-Griffin** 2014  
*Dean of Nursing; Professor of Nursing*  
 A.A.S., WPCC Morganton, 1971; B.S.N., East Carolina University, 1980; M.A.Ed. Appalachian State University, 1991; Ph.D, University of North Carolina Greensboro, 2004; M.S.N. East Carolina University, 2011.

**Beryl Marie Nicholson** 2002  
*Dean of Academic Records & University Registrar*  
 B.S., Mars Hill College, 2002; M.B.A., King College, 2007.

**Scott M. Pearson** 1994  
*Dean of Mathematics 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.

**Beverly M. Robertson** 1993  
*Dean of Library Services*  
B.L.A., Roanoke College, 1975; M.S.L.S., Columbia University, 1981.

**Phyllis L. Smith** 1996  
*Dean of Humanities and Social Sciences; Professor of History*  
B.A., University of Houston, 1980; M.A., University of North Carolina at Charlotte, 1991; Ph.D., University of Arizona, 1996.

**Elizabeth Abernathy Vogler** 1996  
*Dean of Professional Studies Division; Professor of Social Work*  
B.A., Mars Hill College, 1981; M.S.W., St. Louis University, 1985; Ph.D., Union Institute and University, 2010.

## Faculty

**Deborah Ackman** 2017  
*Assistant Professor of Nursing*  
A.S., Florida Community College, 1992; B.A., Franklin Pierce College, 2005; M.S.N., University of New Mexico, 2009; D.N.P., Rocky Mountain University, 2014.

**Cathy L. Adkins** 1989  
*Dean of General Studies; 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.

**Jeffery C. Andersen** 1993  
*Associate Professor of Recreation & Sports Management & Program Coordinator*  
B.S., Western Carolina University, 1983; Eastern Kentucky University, 1984; Ed.D., East Tennessee State University, 2013.

**Matthew C. Baldwin** 2002  
*Professor of Religion and Philosophy & Program Coordinator; Department Chair*  
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 & Department Chair*  
B.A., Bard College, 1995; M.S., 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.

**Sharon Bigger** 2018  
*Visiting Assistant Professor of Nursing*  
B.A., James Madison University, 1995; A.D.N., ABTCC, 2002; M.A., CA Institute of Integrative Studies, 2011; B.S.N., Western Carolina University, 2015; Ph.D., East Tennessee State University (in progress).

**Laura Boggress** 2014  
*Instructor of Biology/Chemistry; Coordinator of Environmental Studies*  
B.A., UNC-Chapel Hill, 2006; M.S., Appalachian State University, 2013.

**Natalie Boone** 2016  
*Assistant Professor of HHP*  
B.S., Western Carolina University, 2003; M.A., Western Carolina University, 2006; M.Ed. Western Carolina University, 2010; Ed.D. Gardner-Webb University, 2016.

**Virginia 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.

**William Bowman** 2015  
*Assistant Professor of Business*  
B.S., Georgia Institute of Technology; M.S., Georgia Institute of Technology.

**James M. Brown** 2000  
*Assistant Vice President for Academic Administration; Dean of AGS; Professor of Education*  
B.A., University of North Carolina Charlotte, 1987; M.A., University of North Carolina Greensboro, 1990; Ed.D., University of South Carolina, 2003; M.Ed., Sam Houston State University, 2010.

**Jonathan Brown** 2018  
*Assistant Professor of Economics*  
B.A., Economics, St. Joseph's University, 2007; M.A., Economics, Temple University, 2011; Ph.D., Economics, Temple University, 2017

**Christopher R. Cain** 2003  
*Professor of Education*  
B.A., Mars Hill College, 1999; M.S., East Tennessee

State University, 2002; Ed.D., East Tennessee State University, 2007.

**Rodney Caldwell** 2014

*Associate Professor of Music & Director of Choral Studies*

B.A., Luther College, 1985; M.M., University of Arizona, 1992; D.M.A., University of Arizona, 1995.

**Philip Carroll** 2013

*Assistant Professor of Mathematics*

B.S., High Point University, 2000; M.A., Wake Forest University, 2002; Virginia Polytechnic Institute and State University, 2002-2007.

**Lucia A. Carter** 2005

*Associate Professor of History*

Ph.D., University of Bologna, Italy, 1998.

**Barbara P. Cary** 1987

*Professor of Education & Director of Academic Success*

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; Professor of Art*

B.A., University of Tennessee, 1969; M.S., University of Tennessee, 1974; M.A., Goddard College, 1980; 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; Department Chair; Executive Director, Planning & Auxiliary Services*

B.A., Duke University, 1981; M.A., University of Colorado, 1985; Ph.D., University of Colorado, 1993.

**Beth Cessna** 2018

*Assistant Professor of Business*

B.S., Medical Technology, Indiana University, 1973; M.B.A. Marketing/Finance, University of Chicago Booth School of Business, 1984

**Kimberly A. Chism** 2017

*Assistant Professor Criminal Justice*

B.S., Criminology, California State University, Fresno, 2007; M.S. Criminology, California State University Fresno, 2009; Ph.D. Criminal Justice, Sam Houston State University, 2014.

**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

*Assistant Professor of Health and Human Performance; Program Coordinator*

B.A., Mercer University, 1977; M.S., California College for Health Sciences, 2005.

**Rebecca J. Cody** 1981

*Professor of Apparel and Interior Merchandising & Program Coordinator*

B.S., Mars Hill College, 1977; M.A.Ed., Western Carolina University, 1982; Fashion Institute of Technology, New York, 1985.

**Chrystal Cook** 2018

*Lecturer of General Studies*

BA, English, University of Tennessee, 1984; Master of Divinity, Columbia Theological Seminary, 1998.

**Thomas Destino** 2002

*Professor of Education & Academic Liaison to AGS*

B.A., Niagara University, 1988; M.A., Wayne State University, 1991; Ph.D., The Ohio State University, 1994.

**Jessica Duke** 2018

*Instructor of Biology*

B.S., Biology, Middle Tennessee State University, 2011; M.S., Biology, Western Carolina University, 2014

**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.

**Sue Fair** 2018

*Visiting Assistant Professor of Theatre - Acting Department Chair*

B.S., Theatre Education, Florida Agricultural and Mechanical University, 2003; M.S., Theatre, Florida State University, 2010.

**David Gilbert** 2015

*Assistant Professor of History*

B.A., History, Whitman College, 1997; M.A., Afro-American Studies, University of Wisconsin-Madison, 2003; Ph.D., U.S. History, University of Wisconsin-Madison, 2011.

**Martin J. Gilbert, II** 2002

*Assistant Professor of Computer Science*

B.S., Mars Hill College, 1999; M.S., Duke University, 2002.

**L. Michelle Gilley** 2015

*Assistant Professor Human Biology*

B.S., Auburn University, 1995; M.S., Memphis University, 2002; Ph.D. Auburn University, 2013.

**Craig D. Goforth** 1990

*Associate Professor of Criminal Justice*

B.A., University of North Carolina at Asheville, 1982;



M.Ed., Western Carolina University, 1994; Ph.D., Northcentral University, 2010.

**Che R. Gothard** 2012

*Associate Athletic Trainer & Instructor of Athletic Training*

B.S., University of Central Arkansas, 2008; M.Ed., Nicholls State University, 2011.

**Cathy Franklin-Griffin** 2014

*Dean and Professor of Nursing*

A.A.S., WPCC Morganton, 1971; B.S.N., East Carolina University, 1980; M.A.Ed. Appalachian State University, 1991; Ph.D, University of North Carolina Greensboro, 2004; M.S.N. East Carolina University, 2011.

**Jeddiah Griffin** 2018

*Assistant Professor of Biology*

B.A., Biology and B.S., Biochemistry and Applied Physics, Carson-Newman University, 2015; Ph.D. Biomedical Science, East Tennessee State University, (Anticipated August, 2018).

**John G. Gripentrog** 2006

*Associate Professor of History; Program Coordinator*

B.A., University of Wisconsin-Madison, 1984; M.A., California State University, Los Angeles, 2000; Ph.D., University of Wisconsin – Madison, 2006.

**Meredith Hammond** 2016

*Assistant Professor of Social Work*

B.S., Mars Hill College; M.S.W., Western Carolina University.

**Heather Hawn** 2012

*Associate Professor of Political Science; Program Coordinator*

B.A., University of North Carolina at Chapel Hill, 1992; J.D., Campbell University, 1997; Ph.D., University of South Carolina, 2011.

**Ryan Hefti** 2014

*Assistant Professor of Chemistry/Physics*

B.A., Lawrence University, 1999; Ph.D., University of North Carolina at Charlotte, 2013.

**R. Gordon Hanners** 1999

*Associate Professor of Spanish & Director of International Education*

B.A., University of North Carolina, 1988; M.A., University of Wisconsin, 1995.

**Stefen O. Howard** 1999

*Associate Professor of Computer Science & Program Coordinator*

B.A., Guilford College, 1989; M.S., University of Tennessee at Knoxville, 1998; Clemson University, 2002-05.

**Kari Ann Hunt** 2016

*Assistant Professor of HHP*

B.A., Franklin Pierce College, 1999; M.Ed., Georgia State University, 2012; Ph.D., Georgia State University, 2016.

**Kerri Jamerson** 2013

*Instructor of Mathematics*

B.S., Mars Hill College, 1998; M.S., Western Carolina University, 1999.

**Brett Johnson** 2012

*Associate Professor of Sociology; Program Coordinator*

B.A., University of Northern Iowa, 1995; Ph.D., University of Colorado, 2004.

**Greta Keiper-Blake** 2016

*Assistant Professor of Business/Marketing*

B.S., York College, 1995; M.B.A., York College, 1996.

**Amanda R. Knapp** 2011

*Associate Professor of Chemistry*

B.S., Xavier University, 2006; Ph.D., The University of Akron, 2011.

**Kenn Kotara** 2016

*Assistant Professor of Art; Department Chair*

B.F.A., Louisiana Tech University, 1990, M.F.A., Louisiana Tech University, 1993.

**Jonna M. Kwiatkowski** 2010

*Associate Professor of Psychology*

B.A., Saint Mary's College, 1994; Ph.D., University of Maine, 2002; Post-Doctoral Fellowship, Yale University, 2002 – 2004.

**Scott T. Lowrey** 1998

*Professor of Art*

B.F.A., University of North Carolina at Asheville, 1986; M.F.A., Indiana University, 1994.

**Andreja Lukic** 2018

*Assistant Professor of Social Work*

BA, Criminal Justice, University of South Carolina; MSW, University of South Carolina; Ph.D. Social Work (expected spring 2019), Florida International University

**Ethan Mannon** 2015

*Assistant Professor of English & Coordinator of Regional Studies*

B.A., Virginia Polytechnic Institute and State University, 2007; M.A., Pennsylvania State University, 2010; Ph.D., Pennsylvania State University, 2014.

**Jonathan McCoy** 2018

*Instructor of History*

B.A., History and B.S., Political Science, Mars Hill



College, 1992; M.A., History, North Carolina State University, 2000.

**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.

**Daniel S. Mickey** 2016  
*Assistant Professor of Art*

B.F.A., Frostburg State University, 1996; M.F.A., University of Tennessee, 2000.

**Maria D. Moreno** 2009  
*Associate Professor of French & Program Coordinator*

B.A., Universidad de Los Andes, Merida, Venezuela, 1998; M.A., University of Arizona, 2003; Ph.D., Brown University, 2010.

**Deborah R. Morris** 2000  
*Professor of Education; Coordinator of Reading Specialist Program*

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  
*Professor of Religion*

B.A., Mars Hill College, 1977; M.A., University of Tennessee, 1979; M.Div., Southern Baptist Seminary, 1984; Ph.D., Union Theological Seminary, 1993.

**Meredith E. Newman** 2008  
*Professor of Chemistry; Program Coordinator*

B.S., Southern College of SDA, 1981; M.S., Clemson University, 1985; Ph.D., Clemson University, 1990.

**Cynthia Nicholson** 2018  
*Lecturer of Spanish*

B.A., Spanish, University of North Carolina Asheville, 2002; M.A., Spanish, University of Tennessee, 2006.

**Kellie E. Ottie** 2005  
*Associate Athletic Trainer; Athletic Training Education Program Director; Assistant Professor of Athletic Training; Program Coordinator*

B.S., Gardner-Webb University, 2002; M.A., Gardner-Webb University, 2004.

**Donna B. Parsons** 2014  
*Assistant Professor of Business Administration*

B.A., North Carolina State University, 1989; M.B.A., University of Tennessee, 1992; Ph.D., Saint Mary's University, Halifax, Nova Scotia, 2014.

**Scott M. Pearson** 1994  
*Dean of Mathematics 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.

**Jennifer Bryant Pedersen** 2016  
*Assistant Professor of Music*

B.M., Christopher Newport University, 2006; M.M., University of Nevada, Las Vegas, 2008; D.M.A., University of Alabama, 2012.

**Ann Peiffer** 2014  
*Assistant Professor of Psychology; Coordinator of Women's and Gender Studies*

B.A., Biology and Secondary Education, Cornell College, 1999; M.S., Biobehavioral Sciences, University of Connecticut, 2002; Ph.D., Behavioral Neuroscience, University of Connecticut, 2004.

**Elizabeth W. Pierce** 2017  
*Assistant Professor of Philosophy of Ethics & Director for the MHU Center for Ethics*

**Joanna T. Pierce** 2001  
*Professor of English; Department Chair; Coordinator of Advising*

B.A., University of South Florida, 1993; M.A., University of Central Florida, 1997; Ph.D., University of South Carolina, 2000.

**Kimberly G. Reigle** 2011  
*Associate 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.

**Jennifer B. Rhinehart** 1999  
*Associate Professor of Mathematics*

B.S., Mars Hill College, 1997; M.S., North Carolina State University, 1999.

**Michael Robinson** 2007-2017, 2018  
*Visiting Instructor of Music*

B.M., Mars Hill College, 1977.

**Andrea B. Rockel Rose** 2010  
*Associate Professor of Biology & Department Chair*

B.S., Mars Hill College, 2002; Ph.D., Wake Forest University, 2008.

**Jonathan G. Rose** 2017  
*Assistant Professor of Political Science/Public Administration*

B.S., Political Science, East Tennessee State University, 2007; M.P.A. University of Tennessee, Knoxville, 2010; Ph.D. University of Tennessee, Knoxville, expected 2017.

- Donald R. 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** **2000-2014, 2018**  
*Visiting Professor of Musical Theatre*  
 B.M., Voice, Mars Hill College, 1974; B.A., Theater Arts, Mars Hill College, 1975; M.F.A., Acting/Directing, University of Texas, 1981; A.B.D. for Ph.D. in Fine Arts, Acting/Directing and Management Emphasis, Texas Tech University, 1990.
- Guy Sayles** **2015**  
*Assistant Professor of Religion*  
 B.A., Georgia Southern University, 1978; M.Div., Southern Baptist Theological Seminary, 1981; D.Min., Candler School to Theology of Emory University, 1989.
- Richard C. Seagle, Jr.** **2002**  
*Assistant Professor of Theatre Arts*  
 M.F.A., University of Alabama, 1990.
- Misty Shane** **2018**  
*Visiting Assistant Professor of Nursing*  
 A.D.N., Nursing, Catawba Valley Community College, 2005; B.S.N., Nursing, Lees McRae College, 2010; M.S.N., Nursing, East Carolina University, 2014.
- M. Allen Shelley** **1994**  
*Head Athletic Trainer & Assistant Professor of Athletic Training*  
 B.S., Gardner-Webb College, 1992; M.S., Gardner-Webb University, 1995.
- Misty Silver** **2012**  
*Instructor of Math*  
 B.S., Mars Hill College, 2008; M.A., Appalachian State University, 2010.
- Barbara Sims** **2012**  
*Professor and Coordinator of Criminal Justice*  
 B.A., University of Arkansas at Little Rock, 1991; M.A.s University of Arkansas at Little Rock, 1993; Ph.D., Sam Houston University, 1997.
- Roger Slagle** **2018**  
*Assistant Professor of Business and Director of Development of Business Programs*  
 B.S., Business Administration and Law, Western Carolina University, 1998; M.B.A., Business Administration, Western Carolina University, 2001; M.A., Accountancy, Western Carolina University, 2004.
- Phyllis L. Smith** **1996**  
*Dean of Humanities and Social Sciences; Professor of History*  
 B.A., University of Houston, 1980; M.A., University of North Carolina at Charlotte, 1991; Ph.D., University of Arizona, 1996.
- Nicole Soper Gorden** **2015**  
*Assistant Professor of Biology/Botany*  
 B.A., Biology and English, Gustavus Adolphus College, 2007; Ph.D., Plant Biology, University of Massachusetts at Amherst, 2013.
- James Sparrow** **1994**  
*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.
- Kelly M. Spencer** **2016**  
*Assistant Professor of Art Therapy; Program Coordinator*  
 B.S., University of Georgia, 2004; M.S., Florida State University, 2006.
- Laura L. Steil** **2011**  
*Associate Professor of Mathematics; Department Chair*  
 B.S., Samford University, 2005; M.A., University of Kentucky at Lexington, 2008; Ph.D., University of Kentucky at Lexington, 2011.
- Eric Steineger** **2015**  
*Instructor of English*  
 B.A., French, Appalachian State University, 2001; M.F.A., Antioch Los Angeles, 2010.
- Susan Stigall** **2011**  
*Associate Professor of Education & Department Chair*  
 B.A., Mars Hill College, 1984; M.A., University of South Florida, 1986; Ed.D., Nova Southeastern University, 1990.
- Teresa L. Sumpter** **2008**  
*Associate Professor of Music & Department Chair*  
 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** **2005**  
*Associate 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**  
*Associate 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.

**Charles B. Tucker** 2015

*Associate Professor of Nursing; Simulation/Lab Coordinator*

B.S.N., Western Carolina University, 1988; M.S.N., Gardner-Webb University, 2003; D.N.P., Gardner-Webb University, 2013.

**Jessica VanCleave** 2012

*Associate Professor of Education*

B.A., University of Georgia, 2001; M.Ed., University of Georgia, 2005; Ph.D., University of Georgia, 2012.

**Elizabeth A. Vogler** 1996

*Dean of Fine Arts & Professional Studies Division;*

*Professor of Social Work; Department Chair*

B.A., Mars Hill College, 1981; M.S.W., St. Louis University, 1985; Ph.D., Union Institute and University, 2010.

**Danielle Voss** 2008

*Associate Athletic Trainer & Instructor of Athletic Training* 2008

B.S., Athletic Training, Mars Hill College, 2005; M.A., Physical Education, The University of NC-Pembroke, 2007

**Adrienne V. Warfield** 2011

*Associate Professor of English*

B.A., University of Mary Hardin-Baylor, 2004; Ph.D., Baylor University, 2011.

**Deborah S. Wiltshire** 2016

*Associate Professor of Nursing; Prelicensure B.S.N. Coordinator*

B.S.N., UNC Greensboro, 1990; M.S.N., UNC Greensboro, 1993; Ed.D., NC State University, 2006.

**Robert Zinna** 2018

*Assistant Professor of Biology*

B.S., Biology, Winthrop University, 2009; Ph.D. in Entomology, Washington State University, 2016.

**Heather Zurburg** 2018

*Assistant Professor of Criminal Justice*

B.A., Criminology, University of Florida, 2007; M.A., Criminal Justice, Florida Atlantic University, 2011; Ph.D. in Criminology and Criminal Justice, Florida State University, 2017.

## Staff

**Amanda Acosta B.S.**

*IT Administrative Assistant and Help Desk*

**Debra L. Alexander, B.A.**

*Campus Ministry Associate*

**Stacey Allen**

*Assistant to the Director of Auxiliary Services*

**Chase Ammons, B.S.**

*Accounting Associate*

**Denise Anthes B.S.N., M.B.A., Th.D.**

*Pre-Nursing Recruitment/Retention*

**Beth M. Babb**

*Student Accounts Representative, Business Office*

**Craig Baker**

*Carpenter*

**Rick Baker, M.S.**

*Assistant Athletic Director; Sports Information Director; Compliance Director*

**Roger E. Ball, B.S.**

*Information Technology Services Technician*

**Jacqueline Ballard**

*Administrative Assistant for Student Development*

**Dawn D. Barnard, B.A.**

*Controller*

**Kevin C. Barnette, M.S.**

*Assistant Coach, Football*

**Ryan Bell, M.A.**

*Center for Student Success Program Coordinator*

**Zachary Benton**

*Housekeeper*

**Alex Biggerstaff**

*Assistant Coach Men's Basketball*

**Kristina Blackford, B.A.**

*Acquisitions Supervisor, Renfro Library*

**Gillian R. Bosonetto, M.E.**

*Nursing Student Advisor*

**Loria L. Bradley**

*Custodial Services*

**Angela Brown**

*Business Office Cashier*

**Jennifer A. Brown, M.L.I.S.**

*Systems and Reference Librarian*

**Theodore S. Bruner, B.S.**

*Chief Information Officer*

**Hunter C. Bryant, B.A.**

*Assistant Baseball Coach*

**Susan B. Bryson**

*Receptionist/Secretary, Admissions Office*

**Cassandra W. Buckner, B.S.**

*Financial Aid Counselor*

**Mary Nicole Buckner, B.S.**

*Director of Financial Aid*

**Teresa Eatmon Buckner, B.A.**

*Director of Publications*

**Teresa Proffitt Buckner**

*Custodial Services*

**William W. Burgess, M.Ed.**

*Student Support Services Director*

**Judy F. Carver**

*Custodial Services*

**Michael Cash**

*Campus Security Officer*

**Patrick Cash, M.A.**

*Public History Program Coordinator and Archives Associate, Southern Appalachian Archives*

**Karla N. Chandler, B.S.**

*Textbook Manager, Bookstore*

**John Chastain, B.S.**

*Director of Donor Relations*

**Mary Clark**

*Safety Training Coordinator Facilities*

**Timothy C. Clifton, M.A.**

*Head Coach, Football*

**Darlene G. Coffey**

*Custodial Services*

**Dianne Coffey**

*Housekeeping Coordinator*

**James V. Cooke**

*Campus Security Officer*

**Brett E. Coomer**

*Custodial Services*

**Lora D. Coomer**

*Copy Center Manager*

**Mary Corbett**

*Facilities*

**Murphie Culpepper, B.S., M.Ed.**

*Student Support Services Coordinator*

**Tammy Cutshall**

*Payroll/Accounting Assistant*

**Ophelia DeGroot, M.E.**

*Consultant*

**Carol Dodge**

*Office Manager Facilities*

**Sherry Fender, B.A., M.L.S.**

*Program Director for Education*

**P. Bess Fisher**

*Accounts Payable Associate*

**Patricia A. Flint**

*Accounting Associate*

**Raoul A. Fontanelle**

*Head Coach, Volleyball*

**Grasha Fox**

*Housekeeper*

**Kohl Friery**

*Director of Alumni Relations*

**Cynthia J. Frost, B.S.**

*Bonner Scholars and Service Learning Manager*

**Ashley Gardner, A.A.**

*Human Resources Assistant*

**Allen M. Garrett**

*Groundskeeper*

**Matthew Garrett**

*Maintenance*

**Amy Garrison, M.Ed.**

*Director of Alumni Relations*

**Lisa G. Greene**

*Custodial Services*

**Denise E. Griffin, B.A.**

*Chief of Security*

**Theodore P Guyer, B.S.**

*Aquatics Director; Head Coach, Swimming*

**Alaysia Hackett, M.P.A.**

*Director of Diversity and Multicultural Affairs*

**Danielle Hagerman, M.P.A.**

*Assistant to the Provost*

**Pat Hagerman, B.A.**

*Custodial Services*

**Ashley Harwood, B.S.**

*Student Payroll Clerk*

**Joseph A. Heavens**

*Custodial Staff*

**Karen S. Hedrick**

*Gifts Services Associate*

**Ryan Herrmann**

*Assistant Coach, Men's Lacrosse*

**M. Alex Hill, B.S.**

*Human Resources Specialist - HRIS Management, Compensation, and Evaluation*

**C. Joe Hillin, B.S.**

*Assistant Football Coach*

**Kristie L. Hollifield**

*Media Services/Administrative Assistant Cornwell Hall*

**Andrew Hoots, M.Div.**

*Assistant Chaplain*

**DeAndre Howard, M.A.**

*Interim Associate Dean of Students*

**Kimberly Hubbard, B.S.**

*Housekeeping Supervisor*

**Rebecca Jane Huffman**

*Conferences and Events Program Coordinator*

**Darryl Hylton, M.S.**

*Coordinator of First Year Programming*

**Jeffery D. Jamerson**

*Campus Security Officer*

**Joseph Jenkins M.B.A.**

*Assistant to the Dean of AGS*

**Brandon Johnson, M.A.**

*Assistant Registrar*

**Christy A. Johnson, J.D.**

*Program Coordinator/Grant Administrator (Safety/Security)*

**Jassen L. Kachline**

*Housekeeper*

**Paula Kennedy, Ed.D.**

*Academic Coordinator, Student Support Services*

**A. Wayne King, M.S.**

*Advancement Relations Associate*

**Pamela Klos**

*Business Analyst*

**Courtney Knight, M.Ed.**

*Assistant Coach, Softball*

**James T. Knight, B.S.**

*Director of the Mars Hill Fund*

**Daniel Koster, M.S.L.S.**

*Reference and Public Services Librarian*

**William C. Kreger, Ph.D.**

*Head Coach, Tennis*

**Carolyn Kuzell, B.A.**

*Assistant Director of Admissions & Supervisor of Night Counselors*

**Tracy Lentz, B.A.**

*Executive Assistant to the President*

**Kenneth B. Lillie**

*Maintenance Supervisor*

**Kristina M. Llanes, B.A.**

*Head Coach, Women's Lacrosse*

**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*

**Jennifer Matthews, M.B.A.**

*HR Assistant Director/Title IX Coordinator*

**Joshua Matthews, B.S.**

*Athletics Compliance Assistant*

**Shannon McBride, B.S.**

*Administrative Assistant for the Vice President of Advancement*

**Audrey Martin-McCoy**

*Director of Institutional Effectiveness & Assessment*

**Jerel McDaniel, M.Ed.**

*Associate Director of Residence Life*

**Jaime McKee, B.S.**

*Director of Online Presence & New Media*

**Andrew McKinney, B.A.**

*Admissions Counselor*

**Rachel L. McMahan**

*Custodial Services*

**Judy Metcalf**

*Custodial Services*

**Patty L. Metcalf**

*Custodial Services*

**F. Lou Miller**

*Library Assistant*

**Jenifer Miller, B.S.**

*Grounds Supervisor*

**Rachel W. Mitchell, M.L.S.**

*Reference and Electronic Resources Librarian*

**Daniel Morris, M.S.**

*Director of Student Involvement & Campus Recreation*

**Bridget Morton, B.A., M.A.**

*Assistant Director of T.P.S. Program*

**Kara Mugrage B.A.**

*Transfer Admissions Counselor*

**Gregg Munn, B.S.**

*Head Men's Soccer Coach*

**Deborah Myers, M.Ed.**

*Director, Center for Community Engagement*

**Bradley S. Nagel, B.S.**

*Assistant Coach, Cross Country, Track and Field*

**James Neill**

*Electrician*



**James L. Newsome**

*Head Coach: Women's Soccer*

**Darryl R. Norton, B.S.**

*Director, Auxiliary Services*

**Michael P. Owens, B.A.**

*Head Coach, Cross Country, Track and Field*

**Emily Ostertag, B.A.**

*Admissions Counselor*

**Karen L. Paar, Ph.D.**

*University Archivist; Southern Appalachian Archives  
Director*

**Kris T. Pack, A.A.S.**

*Systems Analyst*

**Cassandra Pavone, M.Ed.**

*Director of Counseling*

**David E. Pennell**

*Head Coach, Men's & Women's Golf*

**Clifford A. Phifer, B.A.**

*Assistant Coach, Football*

**Danielle Plimpton, B.S.**

*Director, Bailey Mountain Cloggers*

**Monica Gordy Polizzi, M.S.**

*Head Coach, Softball*

**Amanda Y. Proffitt, B.S.**

*Information & Application Manager*

**Shentell L. Ramsey, B.S.**

*Executive Assistant to V.P. of Finance and Facilities  
Management*

**Linda Ray, B.A.**

*Evening Public Services Supervisor, Renfro Library*

**Thomas Reese**

*Assistant Football Coach*

**Lesley Reker, M.F.A.**

*Rural Heritage Museum Director*

**Aaron Rembert, M.A.**

*Head Coach, Baseball*

**Dianna K. Rice**

*Merchandiser/Sales Clerk, Bookstore*

**Mary Lucinda Rice**

*Custodial Services*

**Louise Robinson, M.S.**

*Public Services Supervisor, Renfro Library*

**Shelby I. Savolainen, B.S.**

*Associate Athletic Trainer*

**Clifford A. Schoen**

*Carpenter Helper*

**David Scott**

*Carpenter*

**Heidi Sermersheim, B.S.**

*Asheville Center Coordinator/Admissions Counselor*

**Deborah R. Shelton**

*Assistant Director of Financial Aid*

**Stephanie M. Shelton, B.S.N.**

*Director of Medical Services*

**Ronnie L. Shook**

*Custodial Services*

**Matt Simmons**

*Facilities*

**Brendan Storrier**

*Head Coach Men's Lacrosse*

**Jonathan Strother, M.A.**

*Associate Athletic Trainer*

**Mary Sublett**

*Facilities*

**Jonathan D. Surratt, M.A.Ed.**

*Assistant Coach, Football*

**Michael D. Thornhill, B.A.**

*Director of Communications*

**Marlene J. Tomberlin**

*Administrative Assistant, Student Support Services*

**Kevin Trudell, M.Ed.**

*Associate Director of Housing*

**Caroline E. Twiggs, M.S.W.**

*Community Partnership Coordinator*

**Kristie K. Vance, B.A.**

*Director of Admissions*

**Karyn Van Etten**

*Administrative Assistant for Fine Arts*

**Lisa A. Wachtman, M.Ed.**

*Director of Student Persistence*

**Thaddaeus Waldrop**

*Groundskeeper*

**Charles T. Weaver, M.A.**

*Assistant Coach, Football*

**Leila Weinstein, M.A.**

*Ramsey Center Program and Office Coordinator*

**Kevin West, M.P.A.**

*Director of Safety and Security*

**Cindy T. Whitt, B.S.**

*Systems Analyst*

**James Whitt**

*Facilities*

**Christopher Whitten, M.A.**

*Curatorial Assistant*

**Judith (Penny) Wilde**

*Housekeeper*

**Sherry Wilde-Harwood, A.A.**  
*Administrative Assistant Wall/Ferguson*

**Adam Williams, M.S.**  
*Assistant Sports Information Director*

**Matthew Willing, B.A.**  
*Head Coach, Cycling*

**Travis Wilson, B.S.**  
*Admissions Counselor*

**Tammy Woody**  
*Financial Aid Counselor*

**Samantha Wyatt**  
*Admissions Recruiter*

**Adam Zulak, B.A.**  
*Admissions Counselor*

## Emeriti

**Genevieve Williams Adams** 1963-1994  
*Chemistry*

**John Popwell Adams** 1963-1994  
*Music*

**Doris P. Bentley** 1966-1996  
*Campaign for the Future*

**Ted Berzinski** 1999-2016  
*Business*

**Joe Stuart Blair** 1979-2008  
*Business*

**Carol Boggess** 1987-2015  
*English*

**Samuel F. Boggess** 1987-1999; 2003-2007  
*Biology*

**Joyce Marilyn Bryant** 1973-1991  
*Music*

**Teresa K. Burkett** 2008-2018  
*Business Administration*

**Sarah Greene Butrum** 1990-1999, 2003-2016  
*Business*

**Wilma P. Carlisle** 1998-2008  
*Business/Student Employment*

**Hope Chandler** 1990-2012  
*Assistant to the Director of Auxiliary Services*

**Edwin Rives Cheek** 1964-1996  
*English*

**Iva M. Coates** 1993-2018  
*Administrative Assistant to the Executive Vice President*

**Ronald Collins** 2012-2018  
*Business*

**Jo Ann Thomas Croom** 1977-2010  
*Biology*

**Richard Sams Dillingham** 1979-2002  
*Director, Southern Appalachian Center*

**Lura Edsall** 1979-2013  
*Physical Education*

**Peggy Fender** 1986-2017  
*Program Assistant: General Studies, Divisions of Humanities, Business and Social Sciences*

**Naomi R. Ferguson** 1972-2010  
*Assistant Director, Human Resources*

**Nancy A. Fosson, B.S.** 1977-2017  
*Assistant Registrar*

**Frances Sue Fitzgerald** 1975-1996  
*Christian Education Ministries*

**Julie Treacy Fortney** 1972-2016  
*Music*

**Miriam L. Freeman** 2009-2012  
*Social Work*

**May Jo Denardo Gray** 1961-1964; 1966-1984  
*Music*

**Virgil R. Gray, Jr.** 1969-1985  
*Theatre Arts*

**William E. Gregg** 2000-2018  
*Theatre Arts*

**Jack N. Grose** 1964-1975; 1976-1998  
*Business*

**William A. Hamilton** 2001-2018  
*Physical Education*

**Virginia Hart** 1945-1985  
*Physical Education*

**Barbara Hassen** 2001-2012  
*Administrative Assistant, Advancement*

**John M. Hough** 1962-1984; 1994-1998  
*Education*

**Betty Farthing Hughes** 1965-1993  
*English*

**Harry Hughes** 1989-2013  
*Mathematics*

**William Hutt** 1974-2001  
*Biology*

**Pauline Johnson** 2012-2018  
*History*

**C. Robert Jones** 1971-1997  
*Theatre Arts*

**Harley E. Jolley** 1949-1991  
*History*



<b>Michael Kennedy</b> <i>Mathematics</i>	<b>2016-2018</b>	<b>Thomas S. Plaut</b> <i>Sociology</i>	<b>1977-2005</b>
<b>Susan S. Kiser</b> 1970-1973; 1976-1983; 1984-2003 <i>Mathematics</i>		<b>Frank W. Quick, Jr.</b> <i>Biology</i>	<b>1971-2006</b>
<b>Richard G. Knapp</b> <i>French</i>	<b>1971-2002</b>	<b>Jeannette Proffitt</b> <i>Administrative Assistant to the President</i>	<b>1978-2012</b>
<b>Edward W. Knight</b> <i>Director, Physical Plant</i>	<b>1983-1995</b>	<b>Raymond Carl Rapp</b> <i>Dean of Adult ACCESS</i>	<b>1978-2010</b>
<b>S. David Knisley</b> <i>History</i>	<b>1961-1999</b>	<b>Evalyn Barbara Rapparlie</b> <i>Education</i>	<b>1988-1993</b>
<b>Carolyn H. Lamberson</b> <i>Music</i>	<b>1963-2006</b>	<b>Joel F. Reed</b> <i>Music</i>	<b>1985-2018</b>
<b>Clyde E. Lawrence</b> <i>Business</i>	<b>1989-1998</b>	<b>Michael L. Robinson</b> <i>Director of Bands</i>	<b>2007-2017</b>
<b>C. Earl Leininger</b> <i>Religion and Philosophy; Vice President for Academic Affairs</i>	<b>1968-2002</b>	<b>Brenda M. Russell</b> <i>Fashion and Interior Merchandising</i>	<b>1981-2007</b>
<b>James Leroy Lenburg</b> <i>History</i>	<b>1973-2006</b>	<b>Kenneth M. Sanchagrin</b> <i>Sociology</i>	<b>1971-2004</b>
<b>Dan G. Lunsford</b> <i>President</i>	<b>1998-2018</b>	<b>Cherry Lentz Saenger</b> <i>Social Work</i>	<b>1985-2012</b>
<b>Katherine Wallis McCoy</b> <i>Spanish</i>	<b>1970-1991</b>	<b>Gail F. Sawyer</b> <i>Sociology/Psychology</i>	<b>1977-2004</b>
<b>Ann Groves McAnear</b> <i>Director of Financial Aid</i>	<b>1985-1993</b>	<b>W. Thomas Sawyer</b> <i>Religion</i>	<b>1977-2002</b>
<b>Katherine R. Meacham</b> <i>Philosophy</i>	<b>1988-2016</b>	<b>Joseph P. Schubert, Jr.</b> <i>English</i>	<b>1967-1995</b>
<b>Sylvia Murphey</b> <i>Assistant, Adult and Graduate Studies</i>	<b>1967-2012</b>	<b>Alan Smith</b> 1979-1984; 1994-2015 <i>Biology</i>	
<b>Phillip Murray</b> <i>Art</i>	<b>1999-2014</b>	<b>Paul R. Smith</b> <i>Business</i>	<b>1998-2012</b>
<b>Charlie C. Narron</b> <i>Business</i>	<b>1958-1998</b>	<b>Larry Nathan Stern</b> <i>Political Science</i>	<b>1971-2012</b>
<b>James D. Neadstine</b> <i>Custodial Services</i>	<b>2006-2018</b>	<b>Teresa Metcalf Stern</b> <i>Education</i>	<b>1971-2009</b>
<b>Bobbie Jean Nicholson</b> <i>Business</i>	<b>1990-2006</b>	<b>Walter L. Stroud, Jr.</b> <i>Psychology</i>	<b>1972-2010</b>
<b>Julia Anne Nooe</b> <i>Social Work</i>	<b>1981-2009</b>	<b>Edith L. Whitt</b> <i>Dean of Academic Resources and Records; Registrar</i>	<b>1991-2016</b>
<b>George Junkin Peery</b> <i>Political Science</i>	<b>1969-2007</b>	<b>James L. Utterback</b> <i>Business</i>	<b>2001-2009</b>
<b>Laurie M. Pedersen</b> <i>Sociology</i>	<b>2000-2018</b>	<b>Margaret M. Verhulst</b> <i>English</i>	<b>1971-1998</b>
<b>Barbara A. Pendleton</b> <i>Business</i>	<b>1988-1998</b>	<b>M. Claude Vess, Jr.</b> <i>Vice President for Business Administrative Services</i>	<b>1982-1996</b>
<b>Charles F. Phillips</b> <i>Physical Education</i>	<b>1966-2004</b>	<b>Nancy Medford Wood</b> <i>Mathematics</i>	<b>1956-1994</b>

