



**UNDERGRADUATE ACADEMIC CATALOG**  
**2022-23**

# MARS HILL UNIVERSITY UNDERGRADUATE CATALOG 2022-23

## Mission Statement

Mars Hill University, an academic community rooted in the Christian faith, challenges and equips students to pursue intellectual, personal, and spiritual 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: August 2022*

# Mars Hill University

## Accreditations

Mars Hill University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's and master's degrees. Questions about the accreditation of Mars Hill University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

For all other inquiries, please contact Mars Hill University at the address below.

## Others:

- Council on Social Work Education
- National Association of Schools of Music
- North Carolina Board of Nursing
- Commission on Collegiate Nursing Education
- North Carolina Department of Public Instruction (for Teacher Education)
- Association for Advancing Quality in Educator Preparation (AAQEP)

## 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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Jennie Matthews  
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

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

Jennie Matthews  
Director of Human Resources & Title IX Coordinator  
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Mars Hill, NC 28754  
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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 165-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 over 92,000. 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, the Appalachian Trail, 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, N.Y., 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 College to accreditation as a senior college, led faculty development and curriculum innovation, and fostered numerous other educational and physical advances. After almost 30 years in the presidency, he retired in February 1996. In March, 1996, Dr. A. Max Lennon (class of 1960) returned to Mars Hill College as President, and served until January, 2002.

The Mars Hill College Board of Trustees named 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; built new buildings, including the Bailey Mountain Residential Apartments (renamed in 2019 to



Lunsford Residential Apartments) and Ferguson Math and Science Center; enhanced academic programs; and expanded student activities.

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 took place on November 9, 2018.

Since his inauguration, Floyd has undertaken a number of initiatives, including the creation of the Jeanette and John Cothran Center for Career Readiness, the MHU Academic Support Center, and the Center for Engaged Teaching and Learning. He oversaw the ribbon-cutting on the Ammons Athletic Center (an initiative begun during the Lunsford presidency), and renovations to the Lion's Den in Wren Student Union and a number of residence halls. MHU undertook its first fully-online academic program, the Master of Arts in Criminal Justice in 2019-20. The institution also added the integrated health major; minors in Appalachian studies, and data analytics; and certificates in intelligence studies, ceramics, graphic design, and photography.

During the COVID-19 pandemic of 2020-22, MHU implemented a proactive approach to testing and quarantine/isolation, that kept infection at a minimum. During that two-year period, the university added a number of online program choices during the year, including business management, psychology, and Master of Management. Also, the university added majors in interdisciplinary studies and community and nonprofit leadership, and minors in community leadership, dance, musical theatre, and pre-law.

# Academic Calendar

## Summer 2022

|  |                     |
|--|---------------------|
| Memorial Day Observed–University Holiday .....                 | Monday, May 30      |
| Summer Full Term & Short Term 1 Classes Start .....            | Tuesday, May 31     |
| Last day to Add a Full Term or Term 1 Class.....               | Thursday, June 2    |
| Last day to Drop a Full Term or Term 1 Class .....             | Friday, June 3      |
| Lion Life.....   | Saturday, June 18   |
| Juneteenth Observed–University Holiday .....                   | Monday, June 20     |
| Term 1 last day to withdraw from class with grade of W.....    | Tuesday, June 21    |
| Term 1 Ends.....   | Saturday, July 2    |
| Independence Day Observed–University Holiday .....             | Monday, July 4      |
| Summer Short Term 2 Classes Start .....                        | Tuesday, July 5     |
| Term 1 Final Grades Due 5:00 p.m. ....                         | Wednesday, July 6   |
| Last day to Add a Term 2 Class.....                            | Thursday, July 7    |
| Last day to Drop a Term 2 Class .....                          | Friday, July 8      |
| Term 2 last day to withdraw from class with grade of W.....    | Tuesday, July 12    |
| Lion Life.....   | Saturday, July 16   |
| Full Term last day to withdraw from class with grade of W..... | Tuesday, July 26    |
| Lion Life.....   | Saturday, July 30   |
| Full Term & Term 2 Ends.....                                   | Saturday, August 6  |
| All Final Summer Grades Due 8:00 a.m. ....                     | Thursday, August 11 |
| Degrees Conferred.....   | Friday, August 12   |

## 2022 Late Summer Session Master of Management

|   |                      |
|---|----------------------|
| MM Online Cohort begins–LSU Term 1 (will not be used 2022)..... | Tuesday, July 5      |
| Last day to Add–LSU Term 1 (will not be used 2022) .....        | Thursday, July 7     |
| Last day to Drop–LSU Term 1 (will not be used 2022) .....       | Friday, July 8       |
| LSU Term 1 Ends (will not be used 2022).....                    | Saturday, August 6   |
| MM Seated Cohort begins & LSU Online Term 2 Starts.....         | Monday, August 8     |
| Last day to Add–LSU Term 2 .....                                | Thursday, August 11  |
| Last day to Drop–LSU Term 2.....                                | Friday, August 12    |
| LSU Term 2 Ends .....   | Friday, August 26    |
| LSU Final Grades Due 5:00 p.m. ....                             | Wednesday, August 31 |

## 2022 Fall Semester

|  |                                  |
|--|----------------------------------|
| Faculty Workshop .....   | Wednesday–Thursday, August 17–18 |
| Residence Halls open for First Year & Transfer Students.....               | Wednesday, August 24             |
| First Year & Transfer Lion’s Roar.....                                     | Wednesday-Sunday, August 24–28   |
| Residence Halls open for Registered Continuing Students.....               | Sunday, August 28                |
| Advising Day.....  | Monday, August 29                |
| First Day of Classes Full Semester & AGS Short Term I .....                | Tuesday, August 30               |
| AGS Short Term I last day to Add .....                                     | Thursday, September 1            |
| AGS Short Term I last day to Drop.....                                     | Friday, September 2              |
| Last day to drop a student from class for non-attendance ** .....          | Friday, September 2              |
| Full Semester last day to Add & Internship Applications due .....          | Monday, September 5              |
| Local Lion & Tennessee Neighbor Promise Visit Day .....                    | Saturday, September 17           |
| Last day to drop full term class without transcript entry .....            | Monday, September 26             |
| Last to remove “I” Grades from 2022 SP & SU.....                           | Monday, September 26             |
| Fall Lionfest Visit Day.....   | Saturday, October 1              |
| AGS Short Term 1 Last day to withdraw from a class with grade of “W” ..... | Monday, October 3                |
| Last day to apply for graduation in December.....                          | Monday, October 3                |
| Bascom Lamar Lunsford & Madison County Heritage Festivals.....             | Saturday, October 8              |

|   |                              |
|---|------------------------------|
| AGS Short Term 1 Classes End .....  | Friday, October 14           |
| Homecoming, Alumni Day .....  | Saturday, October 15         |
| Full Semester Mid-term evaluation week.....                                       | Monday–Friday, October 17-21 |
| AGS Short Term 2 Classes Start.....   | Monday, October 17           |
| AGS Short Term 1 Final Grades posted by Faculty 8:00 a.m. ....                    | Wednesday, October 19        |
| AGS Short Term 2 last day to Add .....  | Thursday, October 20         |
| AGS Short Term 2 last day to Drop.....  | Friday, October 21           |
| Fall Break begins at end of classes .....   | Friday, October 21           |
| Fall Break Ends and Full Semester Classes resume, 8 a.m. ....                     | Wednesday, October 26        |
| Full semester mid-term grades due, 8:00 a.m.....                                  | Thursday, October 27         |
| Spring Registration Opens .....   | Monday, October 31           |
| Full semester Last day to withdraw from a class with grade of “W” ** .....        | Thursday, November 3         |
| AGS Short Term 2 Last day to withdraw from a class with grade of “W” .....        | Monday, November 21          |
| Thanksgiving holidays begin at end of classes & Admin Offices Close 5:00 p.m..... | Tuesday, November 22         |
| Classes Resume/Offices reopen at 8:00 a.m. ....                                   | Monday, November 28          |
| Senior Visit Day.....   | Saturday, December 3         |
| Finals Week Begins .....  | Wednesday, December 7        |
| Full Semester & AGS Short Term 2 Classes End .....                                | Tuesday, December 13         |
| Residence Halls close .....   | Wednesday, December 14       |
| Full Semester & AGS Short Term 2 Final Grades posted by faculty 8:00 a.m.....     | Thursday, December 15        |
| Graduation Exercises 3:00 p.m.–Degrees Conferred.....                             | Friday, December 16          |
| University Offices Close for Holidays–end of day .....                            | Friday, December 16          |

## 2023 Spring Semester

|   |                           |
|---|---------------------------|
| Administrative Offices open for Spring Semester.....                                  | Tuesday, January 3        |
| Residence Halls open for New Students .....   | Thursday, January 5       |
| Residence Halls open for Registered Continuing Students.....                          | Sunday, January 8         |
| Advising Day.....   | Monday, January 9         |
| Full Semester & AGS Short Term 1 Classes Start at 8 a.m.....                          | Tuesday, January 10       |
| AGS Short Term 1 last day to Add .....  | Thursday, January 12      |
| AGS Short Term 1 last day to Drop.....  | Friday, January 13        |
| Last day to drop student from a class for non-attendance ** .....                     | Friday, January 13        |
| Martin Luther King, Jr. Day–Classes Suspended.....                                    | Monday, January 16        |
| Full semester last day to Add & Internship Applications deadline .....                | Tuesday, January 17       |
| Majors & Minors Fair .....  | Thursday, February 2      |
| Full Semester Last day to drop ** & Last day to remove “I” Grades from 2022 Fall..... | Monday, February 6        |
| Last day to apply for graduation in May or August .....                               | Wednesday, February 8     |
| Accepted Student Visit Day .....  | Saturday, February 11     |
| AGS Short Term 1 Last day to withdraw from a class with grade of “W” .....            | Monday, February 13       |
| Choral Festival .....   | Fri.–Sat., February 17–18 |
| Full Semester Mid-term evaluation week.....   | Mon–Fri, February 20–24   |
| AGS Short Term 1 Classes End .....  | Friday, February 24       |
| Spring Break begins at end of classes .....   | Friday, February 24       |
| Administrative Offices reopen after spring break .....                                | Wednesday, March 1        |
| Classes Resume After Spring Break 8:00 a.m. & AGS Short Term 2 classes Start .....    | Monday, March 6           |
| AGS Short Term 1 Final Grades due 8:00 a.m. ....                                      | Tuesday, March 7          |
| Full semester Mid-term grades due, 8:00 a.m. ....                                     | Wednesday, March 8        |
| AGS Short Term 2 last day to Add .....  | Thursday, March 9         |
| AGS Short Term 2 last day to Drop.....  | Friday, March 10          |
| Summer & Fall Registration Opens.....   | Monday, March 13          |
| Full Term–Last day to withdraw from a class with grade of “W” ** .....                | Tuesday, March 14         |
| Local Lion & Tennessee Neighbor Promise Visit Day .....                               | Thursday, March 16        |
| Full semester deadline for Juniors/Seniors to indicate S/U grade option .....         | Friday, March 31          |
| AGS Short Term 2 Last day to withdraw from a class with grade of “W” .....            | Monday, April 3           |
| Good Friday–classes suspended, University Holiday .....                               | Friday, April 7           |

|  |                     |
|--|---------------------|
| Spring Lionfest Visit Day.....   | Saturday, April 15  |
| SLAM–Student Liberal Arts Mosaic–Classes Suspended .....                       | Tuesday, April 18   |
| Finals Week Begins .....   | Wednesday, April 26 |
| Lion Life.....   | Saturday, April 29  |
| Last Day of Classes .....  | Tuesday, May 2      |
| Residence Halls close at noon .....  | Wednesday, May 3    |
| Full Semester & AGS Short Term 2 Final Grades posted by faculty 8:00 a.m. .... | Thursday, May 4     |
| Graduation Exercises 9:30 a.m.–Degrees Conferred .....                         | Saturday, May 6     |
| Faculty In-service Days.....   | TBA                 |
| Memorial Day Observed–University Holiday .....                                 | Monday, May 29      |

\*\* To maintain full-time status for the semester, traditional students must be enrolled in at least 12 credit hours.

## Finals Week Schedule

### Fall 2022 Semester

| FINALIS TIMES:        | 8-10 A.M. | 11 A.M. – 1 P.M. | 2:30 – 4:30 P.M. |
|-----------------------|-----------|------------------|------------------|
| Wednesday, December 7 | 9 MWF     | 9:30 TR          | 12 MWF           |
| Thursday, December 8  | 10 MWF    | 2 MWF            | 1 MWF            |
| Friday, December 9    | 8 MWF     | 11 MWF           | 1:30 TR          |
| Monday, December 12   | 8 TR      | 12 TR            | 3 TR             |
| Tuesday, December 13  | 3 MWF     | Conflicts        |                  |

Tuesday Classes meeting at 4 p.m. or later will have final on Tuesday, December 6.

Other classes that meet at or after 4 p.m.– Final at regularly scheduled time during finals week.

### Spring 2023 Semester

| FINALIS TIMES:      | 8-10 A.M. | 11 A.M. – 1 P.M. | 2:30 – 4:30 P.M. |
|---------------------|-----------|------------------|------------------|
| Wednesday, April 26 | 9 MWF     | 9:30 TR          | 12 MWF           |
| Thursday, April 27  | 10 MWF    | 2 MWF            | 1 MWF            |
| Friday, April 28    | 8 MWF     | 11 MWF           | 1:30 TR          |
| Monday, May 1       | 8 TR      | 12 TR            | 3 TR             |
| Tuesday, May 2      | 3 MWF     | Conflicts        |                  |

Tuesday Classes meeting at 4 p.m. or later will have final on Tuesday, April 25.

Other classes that meet at or after 4 p.m.– Final at regularly scheduled time during finals week.

# Telephone Directory

## Emergency (Campus Security)

1230

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

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

|                              |                   |      |
|------------------------------|-------------------|------|
| Academic Dean.....           | Marshbanks.....   | 1156 |
| Art.....                     | Moore.....        | 1209 |
| Biology.....                 | Wall.....         | 1144 |
| Business Administration..... | Day.....          | 1127 |
| Chemistry.....               | Wall.....         | 1144 |
| Education.....               | Nash.....         | 1204 |
| English.....                 | Cornwell.....     | 1515 |
| Fashion Marketing.....       | Day.....          | 1385 |
| Foreign Languages.....       | Cornwell.....     | 1515 |
| Health/PE/Recreation.....    | Chambers.....     | 1219 |
| History.....                 | Cornwell.....     | 1515 |
| International Education..... | Cornwell.....     | 1208 |
| Library.....                 | Renfro.....       | 1244 |
| Mathematics.....             | Wall.....         | 1144 |
| Music.....                   | Moore.....        | 1209 |
| Nursing.....                 | Ferguson HSC..... | 1600 |
| Religion.....                | Cornwell.....     | 1515 |
| Political Science.....       | Founders.....     | 1338 |
| Psychology.....              | Founders.....     | 1186 |
| Social Work.....             | Founders.....     | 1303 |
| Sociology.....               | Founders.....     | 1186 |
| Theatre Arts.....            | Spilman.....      | 1377 |

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

|                                      |                     |      |
|--------------------------------------|---------------------|------|
| Admissions.....                      | Ferguson M/S.....   | 1201 |
| Alumni.....                          | Jarvis House.....   | 1102 |
| Business Office.....                 | Marshbanks.....     | 1100 |
| Advancement.....                     | Jarvis House.....   | 1102 |
| Facilities Management.....           | Park Drive.....     | 1246 |
| Financial Aid.....                   | Marshbanks.....     | 1123 |
| Food Services.....                   | Pittman Dining..... | 1221 |
| Lion's Den.....                      | Wren.....           | 1258 |
| Hilltop Cafe.....                    | Day.....            | 1321 |
| Human Resources.....                 | Nash.....           | 1200 |
| Information Technology Services..... | Wall.....           | 1346 |
| IT Help Desk.....                    | Wall.....           | 1444 |
| Marketing/Communications.....        | Spilman.....        | 1298 |
| President's Office.....              | Marshbanks.....     | 1111 |
| Provost.....                         | Marshbanks.....     | 1156 |
| Registrar.....                       | Marshbanks.....     | 1151 |

### Ramsey Center/Appalachian St. .... Loc..... Ext.

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

### Campus Life

|                                       |                    |      |
|---------------------------------------|--------------------|------|
| Bookstore.....                        | Day.....           | 1248 |
| Campus Security.....                  | Wren.....          | 1230 |
| Campus Post Office.....               | Wren.....          | 1411 |
| Career Center.....                    | Day.....           | 1122 |
| CSS (Center for Student Success)..... | Renfro.....        | 1480 |
| Chaplains.....                        | Bentley. 1664/1299 |      |
| Conferences/Events.....               | Spilman.....       | 1167 |
| Counseling Services.....              | Nash.....          | 1196 |
| Disability Services.....              | Renfro.....        | 1410 |
| First Year Experience.....            | Wren.....          | 1481 |
| Ctr. for Community Engagement.....    | Wall.....          | 1162 |
| Media Center.....                     | Cornwell.....      | 1515 |
| Residence Life.....                   | Wren.....          | 1253 |
| Rural Heritage Museum.....            | Montague.....      | 1400 |
| Student Support Services.....         | Renfro.....        | 1380 |
| Student Work.....                     | Nash.....          | 1736 |
| Title IX Office.....                  | Nash.....          | 1197 |
| Student Health Center.....            | Nash.....          | 1243 |

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

|                                  |               |      |
|----------------------------------|---------------|------|
| Athletics.....                   | Ammons.....   | 1219 |
| Sports Information Director..... | Chambers..... | 1363 |

### Student Life..... Location ..... Ext.

|  |           |      |
|--|-----------|------|
| Student Life Office.....                 | Wren..... | 1253 |
| Student Government.....                  | Wren..... | 1253 |
| Campus Engagement<br>and Leadership..... | Wren..... | 1253 |
| Cadenza Publication.....                 | Wren..... | 1439 |

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

|   |           |      |
|---|-----------|------|
| Information/Box Office.....                           | Owen..... | 1239 |
| Southern Appalachian<br>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 life professionals.

Students under the age of 16 will not be admitted for full-time enrollment. Students 16 years of age and under applying for dual enrollment will be reviewed by an admissions committee to determine the readiness for this type of opportunity.

## 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 828-689-1201.

## New Freshmen

Candidates must submit:

- Application for Admission
- Official high school transcript
- SAT or ACT scores are optional.
- 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. Official GED report must be submitted prior to the first day of class. Failure to submit official GED report will result in the suspension of financial aid.

To be eligible to return to MHU for a second semester, a new first year student must earn greater than a 0.00 GPA on his/her first term of enrollment. Earning a 0.00 GPA will place the student on academic suspension. The student will have the opportunity to appeal the suspension.

### **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 Admissions, Academic Standards, and Financial Aid (AASFA) Committee.

In order for the AASFA Committee to review an applicant, the student must submit all required documents as outlined in the new first year checklist 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.

If the student is granted provisional admission, the student must meet both of the following criteria in order to get into good academic standing by the end of the first semester of enrollment:

1. Pass at least 12 credit hours in the first semester of enrollment
2. Meet the cumulative GPA standard outlined below, based on the cumulative number of credit hours passed at the end of the first semester of enrollment:
  - a. 1-59 cumulative credit hours passed = 1.80 cumulative GPA
  - b. 60+ cumulative credit hours passed = 2.00 cumulative GPA

### **Early College/Middle College**

Candidates must submit:

1. Application for Admission
2. Official high school transcript
3. Official college transcript(s) from all previous institutions
4. SAT or ACT scores are optional.
5. Recommendation letters and personal essays are optional

An official final transcript certifying high school graduation must be submitted prior to the first day of class. Official final college transcript(s) must be submitted prior to the first day of class. Failure to submit final official high school and/or college transcripts will result in the suspension of financial aid.

Early college students must meet academic standard requirements for both high school credits and college credits. If the student fails to meet one or the other, the student may be given the opportunity to apply for probational admission. See process for applying for probational admission.

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. Official GED report must be

submitted prior to the first day of class. Failure to submit official GED report will result in the suspension of financial aid.

To be eligible to return to MHU for a second semester, an early college/middle college student must earn greater than a 0.00 GPA on his/her first term of enrollment. Earning a 0.00 GPA will place the student on academic suspension. The student will have the opportunity to appeal the suspension.

## **Probational Acceptance**

Transfer and early college students meeting qualitative and quantitative standards for good academic standing with the university may be admitted by the Admissions Office for probational acceptance based on the number of transfer hours earned and cumulative grade point average.

Transfer and early college students who do not meet qualitative and quantitative standards for good academic standing with the university may apply for probational admission. The student 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 Transfer and Early College/Middle College checklists, 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.

If the student is granted probational admission, the student must meet both of the following criteria in order to get into good academic standing by the end of the first semester of enrollment:

1. Pass at least 12 credit hours in the first semester of enrollment
2. Meet the cumulative GPA standard outlined below, based on the cumulative number of credit hours passed at the end of the first semester of enrollment:
  - a. 1-59 cumulative credit hours passed = 1.80 cumulative GPA
  - b. 60+ cumulative credit hours passed = 2.00 cumulative GPA

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

High school students that are enrolled in college courses through dual enrollment or International Baccalaureate (IB) programs must submit official college transcripts to be evaluated for transfer credit. Students who take Advanced Placement (AP) tests must submit official College Board test scores to be evaluated for transfer credit.

All official dual enrollment transcripts, IB course transcripts, and AP course score reports must be submitted prior to the first day of class in order to be considered for transfer credit.

## **Transfer Students**

Candidates must submit:

1. Application for Admission
2. Official Final High School Transcript
3. SAT or ACT scores are optional.
4. Official college transcripts from all previous institutions

All official final college and high school 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, in cooperation with the appropriate academic department chairperson. Credit is granted on a course-to-course basis and all transferable credits (transferrable courses with the grade of C- or higher), 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 2.00 grade point average.

To be eligible to return to MHU for a second semester, a transfer student must earn greater than a 0.00 GPA on his/her first term of enrollment. Earning a 0.00 GPA will place the student on academic suspension. The student will have the opportunity to appeal the suspension.

## **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 2.00 on a 4.00 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-course basis (transferrable courses with the grade of C- or higher). Most majors can be completed within two years; however, some professional programs may require additional semesters of study.

Mars Hill University participates in the North Carolina Independent Colleges and Universities (NCICU) uniform articulation agreements between NCICU signatories and North Carolina Community College System (NCCCS) signatories for the uniform transfer of community college students in Associate in Fine Arts (A.F.A.) programs. Students earning an A.F.A. in theatre programs from a participating N.C. Community College will have met the general education requirements for the Bachelor of Arts theatre program at Mars Hill. Students earning an A.F.A. in visual arts programs from a participating N.C. community college will have met the general education requirements for the Bachelor of Fine Arts visual arts programs at Mars Hill.

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.

Fall 2020 Mars Hill University became a signatory of the NCICU/NCCCS Associate in Arts in Teacher Preparation (AATP) and the Associate in Science in Teacher Preparation (ASTP) agreements. Students successfully transferring as an education major from one of the NCCCS signatory institutions with AATP or ASTP to MHU will have fulfilled their general education requirements and will receive at least 60 semester hour of academic credit.

Spring 2021 Mars Hill University became a signatory of the NCICU/NCCCS Associate in Arts and the Associate in Science agreements in psychology and sociology to Bachelor of Arts in psychology or sociology programs. Students successfully transferring to MHU as a psychology or sociology major from one of the NCCCS signatory institutions in the A.A. or A.S. psychology or sociology tracks will have fulfilled their general education requirements and will receive at least 60 semester hours of academic credit.

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.

Transferrable courses with a grade of C- or higher are added to a student's MHU academic record upon receipt of an official college transcript.

## 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

1. Two letters of recommendation from individuals who can attest to academic ability and personal character (optional)
2. Official transcripts from previous or current institutions (translated into English)
3. National examination results, such as A levels (United Kingdom), Baccalaureate (France), if applicable
4. National examination results, such as A levels (United Kingdom), Baccalaureate (France) can be evaluated by the university Registrar in house for transfer credit. Any student with transfer credit from an international high school or international college must submit an official course-by-course transfer evaluation from WES (World Education Services) – [www.wes.org](http://www.wes.org)
5. A financial statement certifying the student's ability to meet university and personal expenses
6. 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.

To be eligible to return to MHU for a second semester, an international student must earn greater than a 0.00 GPA on his/her first term of enrollment. Earning a 0.00 GPA will place the student on academic suspension. The student will have the opportunity to appeal the suspension.

## Readmission

Students seeking readmission must apply for readmission through the Admissions Office. Students will be reviewed in these areas: academic, student life, security, Title IX, medical, 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 (AASFA) Committee at the end of the semester to verify satisfactory academic progress, as outlined in the Financial Aid Information section of the academic 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. To be eligible to return to MHU for a second semester, a student readmitted on probation must earn greater than a 0.00 GPA on his/her first term of re-enrollment. Earning a 0.00 GPA will place the student on academic suspension. The student will have the opportunity to appeal the suspension.

## **Readmission After Academic Suspension**

The Admissions, Academic Standards, and Financial Aid (AASFA) 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.

OR

- The student's previous academic record at Mars Hill University gives strong indication that the requisite grades to attain good standing will be attained.

In order to be considered for readmission by the AASFA Committee, a student must:

1. Complete the Suspension Appeal Form for Returning Students
2. Submit a letter of recommendation from a MHU faculty member who had the student in class, or submit a letter of recommendation from a faculty member at another institution (faculty must have had student in class).

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 academic 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 (AASFA) Committee.

## **Dual Enrollment**

High school juniors or seniors, or students of 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 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 first year 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.
- Dual enrollment courses are not limited to students attending a specific high school.

## **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. Conditions of acceptance must be met prior to the first day of class. Failure to meet conditions of acceptance will result in the suspension of financial aid.

## **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 medical office and approved by the Director of Health Services before the student is permitted to move on campus or begin classes.

# **Adult and Graduate Studies**

## **Undergraduate Adult Studies**

Mars Hill University offers accelerated undergraduate degree and licensure programs for adult students in the evenings. Students may begin or continue their education toward a bachelor’s degree, licensure in teacher education, or certification programs.

Adult Studies classes are offered on campus or online. 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. Licensure programs are offered in education, 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 Admissions Office. 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.

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

## **Admission Deadline**

Adult 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.

## Graduate Studies

Mars Hill University offers the following graduate degrees : Master of Education, Master of Arts in Teaching, Master of Management, and Master of Arts in Criminal Justice. Refer to the Mars Hill University Graduate Catalog for additional information.

## Financial Information

### Expenses

Current charges for tuition, fees, housing, and campus dining can be found on the university website ([www.mhu.edu/tuition](http://www.mhu.edu/tuition)). Students are notified of their bills each semester via self-service. Student charges are always accessible via self-service.

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

**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 \$260 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. Please contact the Financial Aid Office for summer school financial aid options.

### Other Charges 2022-2023

Listed below are other charges that apply in particular situations.

- Applied Music (charged per credit hour): \$600
- Accompanist Fee (voice students): \$340
- Auditing a Course: \$260
- Credit by Exam (charged per credit hour): \$280
- Dual Enrollment (charged per course): \$390
- 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>: \$900
- Housing Cancellation Fee<sup>2</sup>: \$360
- Returned Check Fee: \$50
- Transcripts: \$15

*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.*

## **Person Proxy**

Person Proxy allows you to give parents and or guardians access to log into your account and make payments online. Please email [businessoffice@mhu.edu](mailto:businessoffice@mhu.edu) to get this set up. We will need the following information for the person you are allowing access.

- Name of the parent or guardian allowing access
- Email address (This must be correct)
- Mailing address
- Phone number

After the person proxy has been granted we will email you to log into self-service and use the option to add a proxy. Follow the instructions in confirmation email to give complete or limited access to your account

## **Schedule Of Payments**

Each semester's expenses must be paid in full by the due dates, which are as follows: August 1 for fall; January 1 for spring; and June 1 for summer. Students may review their balance in self-service beginning with the month prior to the start of classes. 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.

## **Monthly Payment Plan**

Students and their families may prefer to make monthly installment payments. All payment arrangements can be made through the student's self-service portal and payments should begin prior to enrollment. Students may choose payment plans designed for each semester. The first payment is due when payment plan is written and remaining payments are due according to their schedule. Failure to make timely payments will result in the payment plan being cancelled and the amount will be due immediately. There are no refunds on set up fees for cancelled plans. There is a \$50.00 non-sufficient fund charge for returned items. Making a payment with a debit/credit card is subject to a 2.5% convenience fee. Payment plans may be adjusted if classes are added and dropped. Charges accrued after the payment plan is completed are the responsibility of the student and are due immediately.

## **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**

### **First-Time Students**

Students who are initially applying for veterans benefits must complete VA Form 22-1990, Application for Educational Benefits. If not on active duty, the copy 4 of DD Form 214, Certificate of Release or Discharge From

Active Duty, must be submitted with the VA Form 22-1990. Students eligible under Chapter 106 will submit DD Form 2384. DD Form 2384 is issued to the students by their Reserve Unit. Students eligible under Chapter 35 must complete VA Form 22-5490.

## **Transfer Students**

Veteran students transferring to Mars Hill University from another college/university will complete VA Form 22-1995, Request for Change of Program or Place of Training. Students receiving benefits under Chapter 35 will use VA Form 22-5495. These forms are available from the Department of Veteran Affairs, 1/888-442-4551. These forms are also available in the Registrar's Office at Mars Hill University from our on-site V.A. school certifying official. MHU accepts ACE transcripts.

Please contact the Registrar's Office, Marshbanks Hall, suite 202, or 828-689-1151.

Students who have already applied for VA benefits should submit their certificate of eligibility (COE) to the school certifying official via mail or email to the following:

School Certifying Official  
Registrar's Office – Mars Hill University  
P.O. Box 6703  
Mars Hill, NC 28754  
Email: registrar@mhu.edu

## **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 Education 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 Life 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

**Student Health Center:** See the MHU Student Handbook, at [www.mhu.edu/student-handbook](http://www.mhu.edu/student-handbook).

**Student Insurance:** See the MHU Student Handbook, at [www.mhu.edu/student-handbook](http://www.mhu.edu/student-handbook).

**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 \$15 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

See the MHU Student Handbook, at [www.mhu.edu/student-handbook](http://www.mhu.edu/student-handbook).

# 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 2022-2023, full-time students with an EFC of \$5,846 or less are able to receive a grant that will range from \$672 to \$6,495. 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 \$2,000 and are limited to those students with the greatest need.
4. 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, which is limited to students with EFC's ranging from \$0-16,000.

### **Institutional**

Mars Hill University Need-Based 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.

**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 residency affects your financial aid award.

**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 via the student’s self-service. 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.

**Summer School:** Please contact the Financial Aid Office at 828-689-1123 to learn what financial aid options are available for summer school.

**Satisfactory Academic Progress:** To be eligible for financial aid, a student must make satisfactory academic progress. Satisfactory academic progress is based on a qualitative measure (the use of a cumulative grade

point average). Students who do not meet the requirement 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 based on cumulative grade point average. To remain enrolled in good academic standing, a student must have maintained at the end of any semester the following cumulative grade point average:

### **Qualitative Standards:**

|   |      |
|---|------|
| First Years–Sophomores (1-59 hours earned)  | 1.80 |
| Juniors and above (60 or more hours earned) | 2.00 |

A student earning a term grade point average of a 0.00 and 0 credit hours (excluding HHP 115 or TA 469 credits) 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. However, a student who earns 12 hours and a 2.00 grade point average for the probationary semester will automatically be granted one more semester to achieve the required cumulative standard.

Any student placed on suspension will be notified using official university communication (email and physical mail to the home address on file). A suspended student may appeal their suspension by completing a suspension appeal application and submitting it for review by the Admissions, Academic Standards, and Financial Aid (AASFA) Committee. Instructions for how to submit a suspension appeal are included in the notification of suspension from the university. Applications that are received after the deadline will not be considered.

Students placed on academic suspension at the end of the spring semester may use the summer session to meet the minimum qualitative 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.

### **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.

# 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. 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 Appalachian 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 Appalachian 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.

## Center for Student Success (CSS)

See the MHU Student Handbook, at [www.mhu.edu/student-handbook](http://www.mhu.edu/student-handbook).

## Jeanette and John Cothran Center for Career Readiness

See the MHU Student Handbook, at [www.mhu.edu/student-handbook](http://www.mhu.edu/student-handbook).

## Student Support Services Program

Director

Dr. Roderica Williams

Program Coordinator

Murphie Culpepper

Academic Coordinator

Jake Alspaugh

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 828-689-1380 or come by the Student Support Services office, located on the main floor of Renfro Library. 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 Lunsford Commons, 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. The museum has been on hiatus during the Covid-19 pandemic. Visitors may tour the current exhibit by appointment.

## Visiting Artists and Lecturers

Through its Visiting Artists 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, please contact Maria Moreno at 310 Cornwell Hall, 828-689-1191, [mmoreno@mhu.edu](mailto:mmoreno@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.

## Acadeum

Mars Hill University is a member of the Acadeum course sharing network.

The partnership allows Mars Hill to better serve students by providing seamless access to online courses with no need for students to leave our campus infrastructure.

The Acadeum course sharing network facilitates online course sharing among institutions that have similar curricular goals and academic quality standards. The goal in joining this network is to help students stay on track to completion. Students may use course sharing to repeat a course, catch up due to health withdrawals or leaves of absence, complete necessary prerequisites when they are not offered on campus during the term they are needed, and meet many other needs.

Courses taken through the Acadeum course sharing network have several benefits:

- Courses are transcribed as MHU courses, which means students maintain financial aid eligibility
- Course grades and credits are easily transferred and listed as Mars Hill courses on the student transcript.
- Courses are billed as MHU courses; no outside admissions application or billing setup required

Only courses that are pre-approved via the Acadeum Course Sharing platform are available for student enrollment.

# Academic Policies

## Academic Orientation and Advising

New students matriculating in August are strongly encouraged to attend Lion Life (MHU's first year pre-orientation) a one-day event in April, May, June or July. Students who attend one of these Lion Life sessions 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 Lion Life will receive their academic schedule for the following semester at Mars Hill. All new students who do not already have transfer or Advance Placement (AP) or International Baccalaureate (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. Students who do not attend a Lion Life session are registered administratively.

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](mailto: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 during the academic year may be made by visiting self-service.

## 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 120 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:              | 44 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 spring 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 with 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 Hour Defined**

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). Many courses delivered for Adult Studies and Graduate Studies are offered during four seven-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).

### **Credit Hour Defined**

In accordance with federal government guidelines, the university defines a credit hour as the amount of student time investment that reasonably approximates one hour of classroom (or direct faculty instruction) and two hours out-of-class student work for approximately fifteen weeks for one semester (with exceptions made for laboratory work, internships, practica, studio work, applied music and ensembles, and other academic work leading to the award of credit hours). In accordance with commonly accepted practices in higher education, the university operates on a 50-minute hour for this definition. Fifty clock minutes per week per credit hour for approximately 15 weeks provides approximately 750 minutes of direct faculty instruction time per credit hour based on the Carnegie Unit. Courses on accelerated calendars should also include approximately 750 minutes of direct instruction per credit hour.

### **Direct Faculty Instruction**

Direct faculty instruction, referred to hereafter as academic engagement, includes traditional on campus, face-to-face classroom instruction with regular meetings for approximately 750 minutes for each credit hour



granted (equivalent to one hour per week in a 15-week semester, or comparable amounts for other term lengths.) In the case of online and hybrid (semi-online) courses, academic engagement must be equivalent to traditional classroom instruction in terms of time (750 minutes per credit hour) and may include, but is not limited to, submitting an academic assignment, listening to class lectures or webinars, taking an exam, completing an interactive tutorial, attending a study group that is assigned by the institution (synchronous or asynchronous), contributing to an academic online discussion, initiating contact with a faculty member to ask a question about the academic subject studied in the course, conducting laboratory work, and completing an externship or internship.

*Contact Judge-McRae School of Nursing (dwiltshire@mhu.edu) for specific application/NCBON definitions of clinical experiences, faculty directed clinical practice, and simulation.*

## **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. 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 2.00 grade point average.

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.

6. Applicants are eligible for admission to the Judge McRae School of Nursing if they have completed nursing courses delivered within the previous five years. A student may be considered for readmission or advanced placement based on availability of student space (up to 50) and their last completed semester. Advanced placement forms are to be completed six weeks prior to the semester they wish to enter. Transcripts and nursing course syllabi from other colleges will be evaluated by the Director of Nursing to determine course acceptance (credit hours and course content) and appropriate curriculum placement. Contact the Director of Nursing for additional information.
7. Mars Hill University accepts AICE test scores (also known as Cambridge International Scores).

## **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 3.00, based on at least 12 credit hours in the previous semester, regardless of classification.

An overload fee of \$900 will be charged for each semester hour over 20. (Exception: AMU Applied Music courses, HHP 115 Varsity Athletics, TA 125 Applied Voice, and FYS 261 First Year Mentor Internship 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 and submitted to the University Registrar for approval. 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 201-260) or an Honors contract (HON 456-460). Other Honors Program courses (HON 100/200/300/400/490 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 (one week 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 short 7-week terms), a student is allowed to withdraw from a class with a grade of "W". Traditional students must maintain a load of at least 12 semester hours and undergraduate AGS students must maintain a load of at least 3 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.

**Note:** *Add/drop/withdraw dates will be published on the revised academic calendar.*

## 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 Provost 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 is a special type of withdrawal which 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 Student Health 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 Provost. (Adult Studies students' withdrawals must also be approved by the appropriate academic dean.)

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 120 hours (with the last 25% taken at Mars Hill), (2) complete all requirements for a degree program, and (3) have a cumulative GPA of 2.00. 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 Provost.

## **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, Marshbanks 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 for the term 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 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 by grade point average. To remain enrolled in good academic standing, a student must have maintained at the end of any semester the following cumulative grade point average:

### Qualitative Standards:

|   |      |
|---|------|
| First Year–Sophomores (1-59 hours earned)   | 1.80 |
| Juniors and above (60 or more hours earned) | 2.00 |

A student earning a term grade point average of a 0.00 and 0 credit hours (excluding HHP 115 or TA 469 credits) 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. However, a student who earns 12 hours and a 2.00 grade point average for the probationary semester will automatically be granted one more semester to achieve the required cumulative standard.

Any student placed on suspension will be notified using official university communication (email and physical mail to the home address on file). A suspended student may appeal their suspension by completing a suspension appeal application and submitting it for review by the Admissions, Academic Standards, and Financial Aid committee. Instructions for how to submit a suspension appeal are included in the notification of suspension from the university. Applications that are received after the deadline will not be considered.

Students placed on academic suspension at the end of the spring semester may use the summer session to meet the minimum qualitative 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.

### Readmission After Academic Suspension

The Admissions, Academic Standards, and Financial Aid (AASFA) 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 academic 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 (AASFA) 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 Center for Student Success (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 Provost or the Registrar. 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, in terms of hours earned are as follows:

28 hours: 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 120 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 six semester hours of credit for developmental courses 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 senior 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. 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.



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.

## **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 Provost. 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. The summer session 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.

Students may come to campus and stay as residential students, or take online classes from the comfort of their homes (or wherever they may be on vacation). Classes are also available in the evenings on the Mars Hill campus. Summer classes allow students to stay on track academically or take classes they may have missed out on during the traditional academic year.

MHU Summer School 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. 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 with academic advisor for summer courses via the MHU self-service portal. New Mars Hill students must register through the Admissions Office.

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

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.

Students from other colleges and universities are welcome in the summer program. Those students may fill out a visiting student application found on the Mars Hill University website, [www.mhu.edu](http://www.mhu.edu). Summer school is divided into two five-week terms, with some classes spanning both terms. Classes may be available in the evening, during the day, or online.

For questions about summer school logistics, students may contact the Admissions Office at 828-689-1201. The summer school schedule will be published in the spring to allow students to register for summer classes when they register for fall.

For summer school financial aid options students may contact the Financial Aid Office at 828-689-1123.

## 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 Marshbanks 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 University’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 Provost (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 (upon the student’s request)
- Health and safety emergencies
- Parents of dependent children per Internal Revenue Service filings (Exception: Mars Hill University has elected to require a FERPA waiver to be completed by any student wishing to release information to a parent.)
- 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 position; 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.*

## Student Code of Responsibility

As a student at Mars Hill University you are expected to conduct yourself in a manner that is consistent with the values of the university and brings credit to you, your family, community, and the university. The actions of one can affect many within a community, positively or negatively. Whether in or out of class, on or off campus, as an individual or as a member of a group, you should consider honor, integrity, and respect for self and others as guiding principles in your words and actions as you go about your daily life. This is your responsibility as a member of the university.

Being a responsible member of this community compels you to consider not only your actions but also the actions of others and the results of those actions on the community. Being part of MHU means that you are called to be more than a passive bystander, but active and engaged in community life. Intervene if you see someone mistreated. Ask for assistance for yourself or others in solving concerns. Report issues that have an impact on you or other community members. Keeping MHU safe and enjoyable is the responsibility of every member of the community.

## Academic Integrity

Mars Hill University is committed to the fundamental values of honesty, trust, fairness, respect, responsibility, and courage. [From *The Fundamental Values of Academic Integrity*. (3rd ed.). 2021. [www.academicintegrity.org/the-fundamental-valuesof-academic-integrity](http://www.academicintegrity.org/the-fundamental-valuesof-academic-integrity)]

The university’s Honor Code (see above) calls each member of the campus community to uphold these core values in the work that is done and the lives that are led here. This community honors and expects honest work, fair and respectful treatment of all members of the community, and trust, which is the touchstone of each member’s work with others. When members of the community break this code, it is necessary as an academic institution to repair what has been damaged and to follow clear guidelines that support and promote the fundamental values of academic integrity.

## **Responsibilities for Students and Faculty**

### **Academic Responsibilities of Students in and out of the Classroom**

1. Know that all coursework submitted by a student is a representation of that student's knowledge and understanding of the material. In other words, "your work represents you."

Violations of this responsibility include:

- use of unauthorized materials in any classroom assignment, including quizzes, tests, or examinations.
  - unauthorized collaboration in any classroom assignment, including quizzes, tests, or examinations.
  - plagiarism, which includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
  - use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments.
  - the acquisition, without permission, of tests or other academic material belonging to university faculty, staff, or another student.
  - the reuse of any portion of work submitted for credit in a different class without the express permission of the instructor.
2. Know that collaborating and assisting other students is encouraged unless it keeps another student from learning.

Violations of this responsibility include:

- Providing unauthorized collaboration or assistance on any classroom assignment, including quizzes, tests, or examinations.
  - Allowing another student to copy your work.
3. Know that one student's actions in the classroom can influence the ability of other students to learn.

Violations of this responsibility include:

- Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

### **Academic Integrity Responsibilities for Faculty and Teaching Staff**

1. Uphold the MHU Honor Code and affirm the university's policies and procedures of academic integrity as a core institutional value.
2. Teach students how to properly use all source materials effectively and honestly.
3. Develop students' roles and responsibility for academic integrity.
4. Clarify all expectations for students by:
  - designing educational experiences that teach academic honesty,
  - clarifying expectations for student collaboration and individual assignments, and
  - providing continual guidance throughout the course.
5. Develop fair assessments that promote significant learning opportunities.
6. Reduce opportunities to engage in academic dishonesty by having clear standards, adequate classroom management, and strong testing security.
7. Respond to academic dishonesty when it occurs.

For questions regarding the process and procedures for academic integrity violations, please consult the university's Academic Integrity Guidebook.

## **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 provost.

### **Academic Appeals Basis and Procedure**

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; when a student has verifiable evidence that the grade is inconsistent with the work done in the course; and/or when there is substantial supporting evidence 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.

The following are categories of decisions that may be appealed: grading in a course, breaches of academic integrity, and transfer credit evaluations. 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.

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 provost.

### **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. 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.

- b. A course grade of F assigned as a sanction by the Academic Integrity Board is reviewable only by the Chief Academic Officer (CAO).
  - c. 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 CAO, 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 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:

Matt Baldwin, Interim Director

Brad Alban

Ryan Bell

Heather Hawn

Kerri Jamerson

Felice Lopez Bell

Scott Lowrey

Kweillin Lucas

Maria Moreno

Bridget Morton

Kim Reigle

Andrea Rose

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
- 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 3.70 (waived for home schooled 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 3.20 or better cumulative grade point average (GPA), must demonstrate regular progress toward completion of the program, and must live on campus in their first year 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 200 (sophomore year, spring)   |                     |
| HON 300 (junior year, spring)  |                     |
| HON 400 (one credit, senior year, fall)                                    |                     |
| HON 490 (two credits, senior year, fall)                                   |                     |
| Mini-Courses (at least six)  | 6                   |
| HON 201-260 (2nd semester – senior year)                                   |                     |
| Honors Contracts (at least two)  | 2                   |
| HON 456  |                     |
| HON 457  |                     |
| HON 458  |                     |
| HON 459  |                     |
| HON 460  |                     |
| Mini-course OR Honors Contract (any combination that totals three credits) | 3                   |

### 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, to disciplinary perspectives, and to the honors program curriculum.

### Honors Seminars

Students in the honors program participate in an annual seminar each year, beginning in the spring of their sophomore year. The sophomore HON 200 course and the junior HON 300 course are taught concurrently in the spring. HON 490 is taught each fall. All honors seminars are offered for S/U credit only.

Honors seminars are based around experiential learning. HON 490 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 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 six mini-courses to meet the Honors Program requirements. 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 three credit hours of honors programming (mini-courses and/or contracts) S/U, rather than having traditional letter grades assigned.

### **Honors Contracts**

Students in the honors program work with faculty in their major or minor fields of study to develop honors contracts (HON 456, 457, 458, 459, and 460), consisting of additional responsibilities or research projects associated with regularly offered courses. Students generally complete Honors Contracts during their junior and senior years. To complete the honors program, students must satisfactorily complete at least two contracts. 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. Students in the honors program may fulfill one honors contract by working in an academic support service—as a Supplemental Instruction Fellow or a Writing-in-the-Disciplines Fellow, for example. As is the case with all contracts, this form of contract requires additional responsibilities or research, as well as the approval of the honors program director and a faculty mentor. Students cannot be paid when completing this form of contract.

## **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; HIS 293; MUS 312; PS 230; SW 300

# Degrees Offered by Mars Hill University

## Undergraduate

### Bachelor of Arts

*with majors in the following:*

|                            |  |
|----------------------------|--|
| Art Therapy                | Community Leadership & Non-Profit Management |
| Elementary Education (K-6) | English                                      |
| History                    | Integrated Education <sup>1</sup>            |
| Interdisciplinary Studies  | International Studies                        |
| Music                      | Political Science                            |
| Psychology                 | Religion and Philosophy                      |
| Sociology                  | Special Education (Grades K–12)              |
| Theatre Arts               | Visual Arts                                  |

### Bachelor of Fine Arts

*with majors in the following:*

|                 |             |
|-----------------|-------------|
| Musical Theatre | Visual Arts |
|-----------------|-------------|

### Bachelor of Music

*with majors in the following:*

|                 |                   |
|-----------------|-------------------|
| Music Education | Music Performance |
|-----------------|-------------------|

### Bachelor of Science

*with majors in the following:*

|  |                               |
|--|-------------------------------|
| Allied Health Sciences                   | Biochemistry                  |
| Biology                                  | Business Administration       |
| Business Management (Adult Studies only) | Chemistry                     |
| Computer Science                         | Criminal Justice              |
| Fashion Marketing                        | Health and Human Performance  |
| Mathematics                              | Recreation & Sport Management |
| Zoology                                  |                               |

### Bachelor of Science Nursing

*with majors in the following:*

|                       |
|-----------------------|
| Nursing Pre-licensure |
|-----------------------|

### Bachelor of Social Work

*with a major in the following:*

|             |
|-------------|
| Social Work |
|-------------|

# Graduate

**Master of Arts in Criminal Justice<sup>2</sup>**

**Master of Arts in Teaching<sup>2</sup>**

**Master of Education<sup>2</sup>**

**Master of Management<sup>2</sup>**

1. *Integrated Education prepares students for certification in both Special Education (K – 12) and Elementary Education (K – 6)*
2. *See Graduate Studies Catalog.*

# Academic Divisions and Departments

## Division of Arts and Sciences

Dean

Joanna Pierce

### Department of Art

Chair

Daniel Shane Mickey

Majors: Visual Arts (B.A.), Visual Arts (B.F.A.)

Minors: Art Studio, Art History, Graphic Design

### Department of History, Political Science, and Religion and Philosophy

Chair

John Gripentrog

Majors: History, Religion and Philosophy, Political Science

Minors: History, Religion and Philosophy, Political Science, Pre-Law

### Department of Language & Literature

Chair

Hal McDonald

Majors: English

Minors: English, English/Creative Writing, Spanish, French

### Department of Mathematics and Computer Science

Chair

Laura Steil

Majors: Computer Science, Mathematics

Minors: Computer Science, Mathematics, Webmaster

### Department of Music

Chair

Rod Caldwell

Majors: Music, Music Education, Music Performance

Minor: Music

### Department of Natural Sciences

Chair

Andrea Rose

Majors: Biochemistry, Biology, Chemistry, Zoology

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

### Department of Theatre

Chair

Sue Fair

Majors: Musical Theatre, Theatre Arts

Minors: Theatre Arts, Dance, Musical Theatre

### Interdisciplinary

Majors: Interdisciplinary Studies, International Studies

Minors: Appalachian Studies , Data Analytics , Environmental Studies

# Division of Professional Programs and Social Sciences

Dean

Donna Parsons

## Department of Business

Chair

Grainger Caudle

Majors: Business Administration, Business Management (Adult Studies only), Fashion Marketing

Minor: Business Administration

## Department of Criminal Justice

Chair

Craig Goforth

Major: Criminal Justice

Minor: Criminal Justice

Certificate: Intelligence Studies

## Department of Education

Chair

Susan Stigall

Majors: Elementary Education (K–6th), Integrated Education (Elementary and Special Education),  
Special Education (K–12th)

## Department of Health, Human Performance, and Recreation

Chair

Kari Hunt

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

Minors: Coaching Education, Exercise and Wellness Promotion, Recreation and Leisure Management,  
Sport Management

## Department of Social Work

Chair

Beth Vogler

Major: Social Work

## Department of Social Sciences

Chair

Jonna Kwiatkowski

Majors: Art Therapy, Psychology, Sociology

Minors: Psychology, Sociology

## Judge-McRae School of Nursing

Majors: Nursing and Allied Health Sciences

Coordinator, Allied Health Sciences

Director of Nursing

Michelle Gilley

Deborah Wiltshire

## Interdisciplinary

Majors: Community and Nonprofit Leadership

Minors: Community Leadership, Women's and Gender Studies

# Foundations and Perspectives: General Education 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; and
- Electives, providing breadth of study that 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 that are 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 university 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 six 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 American Association of Colleges & University's (AAC&U's) VALUE (Valid Assessment of Learning in Undergraduate Education) Learning Outcomes. These institution-wide learning outcomes provide students with the opportunity to acquire the knowledge, skills, attitudes, and habits of mind associated with:

- Critical Thinking
- Creative Thinking
- Problem Solving
- Civic Engagement
- Written Communication
- Oral Communication
- Information Literacy



# General Education Curriculum Requirements

## The Foundations (9-15 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 Seminars (3-6 credits)

FYS 111 First Year Seminar 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 first year 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 Profession and Purpose. Which careers can help me live a purposeful and happy life? How do I build that kind of career? This course helps first year students answer those two questions. For students who have already identified career goals, this course will help them pursue those goals more effectively, and it will help them recognize, ethically evaluate, and take advantage of career opportunities they might not have anticipated. Prerequisite: FYS 111.

GE 115 Profession and Purpose (Adult Studies Only) introduces students in Adult and Graduate Studies programs 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. The course also addresses the following questions. Which careers can help me live a purposeful and happy life? How do I build that kind of career? For students who have already identified career goals, this course will help them pursue those goals more effectively, and it will help them recognize, ethically evaluate, and take advantage of career opportunities they might not have anticipated. First-year transfer students with at least 28 credits, exclusive of dual-enrollment and early college credit, may be exempted from this requirement. Students are not permitted to drop this course.

## Communication/Composition (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 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.

## **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 of the general education curriculum 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 and 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.

## **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, and to analyze multiple viewpoints before accepting or formulating an opinion or conclusion regarding social phenomena. 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. They use this understanding to analyze, evaluate, and address problems germane to global and cultural issues.

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 CAPS: U.S. and World (6 credits)**

Ideas & innovations CAPS (Collaboration and Problem Solving) courses are interdisciplinary courses that examine a significant theme or topic relevant to understanding and interpreting an aspect of human experience. 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. These courses also emphasize liberal arts education as preparation for the world of work. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Each student is required to take two ideas & innovations CAPS 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 CAPS course with a prefix code from their major area(s) of study. Prerequisites: junior or senior status, FYS 111 & 112, ENG 111 & 112.

## **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, 2022-23

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                         | 3 |
| FYS 112 Profession and Purpose                     | 3 |
| ENG 111 & 112 College Composition                  | 6 |
| HHP 111 Health, Wellness, Fitness                  | 3 |
| Practicum (met by a major requirement)             |   |
| GE 115 Profession and Purpose (Adult Studies Only) | 3 |

## 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:<br>English, History, or Religion and 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-CAPS-World   | 3      |
| Ideas and Innovations-CAPS-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 200 Introduction to Literature                     | 3 |
| ENG 204 Structure and Usage of the English Language    | 3 |
| ENG 211 British Literature, Beowulf to Milton          | 3 |
| ENG 212 British Literature, Blake to present           | 3 |
| ENG 213 World Mythology                                | 3 |
| ENG 214 Survey of African American Literature          | 3 |
| ENG 215 Survey of American Literature                  | 3 |
| ENG/WGS 229 Women Writers                              | 3 |
| ENG 250 The Ninth Art: Comics of the Francophone World | 3 |
| HIS 223 United States to 1865                          | 3 |
| HIS 224 United States since 1865                       | 3 |
| HIS 229 Introduction to Black Studies                  | 3 |
| PHI 215 Problems in Philosophy                         | 3 |
| REL 115 Religion: Search for Meaning                   | 3 |
| REL 201 The Bible as Literature                        | 3 |
| REL 208 Eden to Exile                                  | 3 |
| REL 209 The Jesus Movement                             | 3 |
| REL 237 Religions in America                           | 3 |

## Aesthetic Perspectives

## Credit Hours 3-6

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

|  |                         |
|--|-------------------------|
| <b>Quantitative Reasoning</b>                              | <b>Credit Hours 3-6</b> |
| MTH 107 Finite Mathematics                                 | 3                       |
| MTH 115 Calculus   | 4                       |
| MTH 210 Math of Finance                                    | 3                       |
| <b>Natural Scientific Perspectives</b>                     | <b>Credit Hours 4</b>   |
| 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                       |
| <b>Social Scientific Perspectives</b>                      | <b>Credit Hours 3</b>   |
| CJ 111 Introduction to Criminal Justice                    | 3                       |
| CJ 112 Criminology   | 3                       |
| ECO 220 Principles of Economics                            | 3                       |
| PS 111 American Government                                 | 3                       |
| PS 121 Introduction to Global Politics                     | 3                       |
| PSY 111 General Psychology                                 | 3                       |
| SOC 111 Introduction to Sociology                          | 3                       |
| <b>Global Perspective/Foreign Language</b>                 | <b>Credit Hours 3-6</b> |
| AS 211 Introduction to Appalachian Studies                 | 3                       |
| CJ 250 Women and Criminal Justice                          | 3                       |
| FM.321/HIS.321 Fashion History I                           | 3                       |
| FM.322/HIS.322 Fashion History II                          | 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 Language and Cultures                              | 3                       |
| FRN 313 French Stylistics                                  | 3                       |
| FRN 314 Francophone Cultures in French                     | 3                       |
| FRN 330 France Through Film                                | 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                       |
| HIS 292 World History to 1500                              | 3                       |

|  |   |
|--|---|
| HIS 293 World History since 1500                     | 3 |
| INS 210 Introduction to International Studies        | 3 |
| INS 235 Short-term Community Engagement Study Abroad | 3 |
| REL 239 Global Perspectives on Religion              | 3 |
| REL 240 Islam  | 3 |
| REL 241 Hinduism and Buddhism                        | 3 |
| REL/PHI 242 East Asian Philosophy                    | 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 CAPS: U.S.**

### **Credit Hours 3**

|  |   |
|--|---|
| AS 344 Creative Traditions in Southern Appalachia                          | 3 |
| BIO 310 Science and Society  | 3 |
| CJ 360/REL 360 Religion in the Prison Setting                              | 3 |
| ED 301 Unlearning Racism   | 3 |
| ENG 354 Spies, Wizards, and Superheroes: Language in Popular Culture       | 3 |
| ENG 355 Social Justice in Literature and Culture                           | 3 |
| ENG 358 American Environmental Expression: Literature, Culture, and Nature | 3 |
| HHP 333 Sports in Society  | 3 |
| HIS 326 The Sixties  | 3 |
| HIS 345 American Women in War  | 3 |
| HIS 354 Motown to Tupac: Civil Rights and Popular Music                    | 3 |
| PHI 311 American Ideas   | 3 |
| PS 305 Animals in Politics   | 3 |
| REL 343 Religion in 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 CAPS: World**

### **Credit Hours 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 |
| HIS 346 Human Rights: History and Action  | 3 |
| MUS 350 Rites, Rituals, and Soundscapes   | 3 |
| PHI/PS 355 Democratic Legitimacy          | 3 |
| PSY 345 Psychology of Yoga                | 3 |
| REL 303 Jesus and the Idea of Jesus       | 3 |
| REL 321 Angels and Demons                 | 3 |
| REL 326 The End of the World              | 3 |
| REL 336 Women and Religion                | 3 |
| REL 345 Atheists, Skeptics, and Believers | 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:

|   |    |
|---|----|
| AHS 450 Capstone  | 3  |
| ART 450 Senior Exhibition   | 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,<br>Integrated Education, and Art Education Majors <sup>1,2</sup> | 3  |
| ENG 450 Senior Seminar  | 3  |
| FM 470 Professional Seminar   | 3  |
| HHP 450 Health and Human Performance Internship   | 12 |
| 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  |
| 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 |
| TA 480 Senior Seminar   | 3  |



## Basic Skills Courses<sup>1,2</sup>

|                                      |   |
|--------------------------------------|---|
| ENG 100 English as a Second Language | 3 |
| MTH 103 Intermediate Algebra         | 3 |

### Notes

1. *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.*
2. *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 Student Health Center. The Disabilities Services Coordinator will determine the adaptation made in the student's course.*

## PAWS Program

PAWS is a co-curricular program that serves to complement the MHU liberal arts curriculum, and is a graduation requirement for traditional undergraduate students. In order to complete the requirement, students must attend 42 events, spread across four different categories, over four years (students who are at MHU for less than four years will have that number prorated). A category will be considered “complete” when a student has attended 7 events in that category. There are also 14 elective events built into the program to allow a student to focus on a particular area, or to continue attending a wide variety of events.

The categories of **PAWS** events are:

- **Purpose/Calling:** These events focus on life/career/vocational discernment – helping a student imagine what they want their life to look like, and teaching tools and skills to help meet that goal.
- **Arts/Academics:** These events engage students with the academic departments at MHU in ways that are different from the “typical” classroom experience – including theatre productions, political debates, art openings, guest speakers, and a wide variety of other opportunities.
- **Well-being:** These events emphasize physical and mental wellness – helping students to develop positive habits of wellness, and helping them appreciate the value of those habits.
- **Spiritual formation/Character:** These events focus on spiritual and character development – engaging students in reflection of what kind of person they want to be, and how they connect with God/humanity/community.

Students are strongly advised to attend 6 events per semester (one in each category, plus two “electives”), leaving their final semester for catch-up if needed.

Required number of events, based on number of semesters at MHU:

| # Semesters at MHU | Total # events required | # Events/category | # Electives |
|--------------------|-------------------------|-------------------|-------------|
| 8 or more          | 42                      | 7                 | 14          |
| 7                  | 36                      | 6                 | 12          |
| 6                  | 30                      | 5                 | 10          |
| 5                  | 24                      | 4                 | 8           |
| 4                  | 18                      | 3                 | 6           |
| 3                  | 12                      | 2                 | 4           |
| 2                  | 6                       | 1                 | 2           |

# MAJORS

# Allied Health Sciences (Bachelor of Science)

## Judge-McRae School of Nursing and Health Sciences; Division of Mathematics and Sciences

Program Coordinator:

L. Michelle Gilley

A Bachelor of Science degree in allied health sciences prepares students to pursue graduate and professional programs in physical therapy, occupational therapy, or athletic training. The program highlights an integrated approach featuring coursework across multiple disciplines including biology, psychology, sociology, health and human performance, and nursing. The allied health sciences major offers three concentrations (physical therapy, occupational therapy, or athletic training). After successful completion of the degree with respective concentration, graduates will be well positioned to enter and succeed at the graduate/professional program of their choice.

### 120 Hours

Allied health sciences is an interdisciplinary program that will prepare students to be competitive for graduate and professional studies related to a career in the health care industry.

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements with concentration
- 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 CAPS - US       | recommended: HHP 333 Sports & Society                                | 3   |
| Ideas & Innovations CAPS - World    | minimum hours from the options                                       | 3   |
| Natural Science Perspectives        | AT and OT concentrations: NS 111 Introduction to Biological Sciences | 4   |
|                                     | PT concentration: BIO 121 Cells & Genetics                           |     |
| Quantitative Reasoning Perspective: | OT concentration: MTH 107 Finite Mathematics                         | 3-4 |
|                                     | AT and PT concentrations: MTH 115 Calculus                           |     |
| Social Science Perspective          | PSY 111 Introduction to Psychology                                   | 3   |

**II. Major Requirements**

|   |   |
|---|---|
| BIO 134 Human Anatomy & Physiology I              | 4 |
| BIO 135 Human Anatomy & Physiology II             | 4 |
| AHS 221 Introduction to Allied Health             | 3 |
| AHS 122 Medical Terminology                       | 3 |
| AHS 223 General Medical Conditions & Pharmacology | 3 |
| AHS 226 Nutrition                                 | 3 |
| AHS 341 Therapeutic Modalities & Exercise         | 3 |
| AHS 450 Capstone                                  | 3 |

**Complete requirements for one concentration:****A. Physical Therapy**

|                              |   |
|------------------------------|---|
| CHM 114 General Chemistry II | 4 |
| PHY 223 Physics I            | 4 |
| PHY 224 General Physics II   | 4 |
| CHM 113 General Chemistry I  | 4 |

Choose one from:

|  |   |
|--|---|
| SOC/CJ 220, PSY 220 Statistics for the Social Sciences | 3 |
| DA 210 Applied Probability and Statistics              |   |

Choose one from:

|                     |   |
|---------------------|---|
| BIO 216 Genetics    | 4 |
| HHP 329 Kinesiology | 4 |

Choose three from (one must be at 300+ level):

|                                     |   |
|-------------------------------------|---|
| SOC 111 Intro to Sociology          | 3 |
| COM 231 Intro to Public Speaking    | 3 |
| PSY 212 Lifespan Development        | 3 |
| HHP 240 Personal Trainer            | 3 |
| HHP 242 Exercise & Sport Psychology | 3 |
| HHP 330 Physiology of Exercise      | 4 |
| BIO 336 Microbiology                | 4 |
| SW 417 Death and Dying              | 3 |
| NUR 423 Bioethics & Law             | 3 |

**B. Occupational Therapy**

|                              |   |
|------------------------------|---|
| PSY 212 Lifespan Development | 3 |
| PSY 318 Abnormal Behavior    | 3 |
| HHP 329 Kinesiology          | 4 |

Choose one from:

|  |   |
|--|---|
| CHM 105 Intro to General, Organic, & Biochem | 4 |
| CHM 113 General Chemistry I                  |   |

Choose one from:

|  |   |
|--|---|
| AHS 220 First Aid, CPR, & Safety Supervision or<br>HHP 220 First Aid, CPR/PR & Sports Injuries | 3 |
| HHP 238 Measure & Evaluation in Human Performance  | 3 |

Choose three from (one must be at 300+ level):

|                                     |   |
|-------------------------------------|---|
| SOC 111 Intro to Sociology          | 3 |
| NS 115 Intro to Human Health        | 3 |
| COM 231 Intro to Public Speaking    | 3 |
| HHP 240 Personal Trainer            | 3 |
| HHP 242 Exercise & Sport Psychology | 3 |
| HHP 330 Physiology of Exercise      | 4 |
| SW 417 Death and Dying              | 3 |
| NUR 423 Bioethics & Law             | 3 |

### C. Athletic Training

|                                |   |
|--------------------------------|---|
| PHY 223 Physics I              | 4 |
| HHP 329 Kinesiology            | 4 |
| HHP 330 Physiology of Exercise | 4 |

Choose one from:

|  |   |
|--|---|
| CHM 105 Intro to General, Organic, & Biochem | 4 |
| CHM 113 General Chemistry I                  |   |

Choose one from:

|  |   |
|--|---|
| AHS 220 First Aid, CPR, & Safety Supervision or<br>HHP 220 First Aid, CPR/PR & Sports Injuries | 3 |
| HHP 238 Measure & Evaluation in Human Performance  | 3 |

Choose three from:

|                                     |   |
|-------------------------------------|---|
| SOC 111 Intro to Sociology          | 3 |
| NS 115 Intro to Human Health        | 3 |
| COM 231 Intro to Public Speaking    | 3 |
| PSY 212 Lifespan Development        | 3 |
| HHP 240 Personal Training           | 3 |
| HHP 242 Exercise & Sport Psychology | 3 |
| SW 417 Death & Dying                | 3 |
| NUR 423 Bioethics & Law             | 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.

# Art Therapy (Bachelor of Arts)

## Department of Social Sciences; Division of Professional Programs and Social Sciences

Professor:

Yael Baldwin

Jonna Kwiatkowski

Associate Professors:

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 firsthand how art therapists work with individuals or groups to facilitate improved well-being through creative expression.

### 120 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 CAPS - US       | minimum hours from the options                 | 3 |
| Ideas & Innovations CAPS - 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 209 Graphic Design I                            |   |
| ART 226 Photography I                               |   |
| ART 280 3-D Design                                  |   |
| One 300-level studio ART course                     | 3 |
| Choose one:   | 3 |
| ART 405 Art History I                               |   |
| ART 406 Art History II                              |   |
| ART 407 Art History III* (recommended)              |   |
| 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 320 Fieldwork <sup>1</sup>                      | 3 |
| PSY 470 Senior Thesis <sup>1</sup>                  | 3 |

*Note:*

1. *Topic for Fieldwork 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.

# Biochemistry (Bachelor of Science)

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

Associate Professors:

Amanda Knapp

Andrea Rose

Assistant Professors:

Jedidiah Griffin

### 120 hours

Biochemistry is the study of chemical processes in living organisms. According to the American Chemical Society (ACS) it includes the sciences of molecular biology, immunochemistry, and neurochemistry, as well as bioinorganic, bioorganic, and biophysical chemistry. Biochemistry is an interdisciplinary science field, utilizing elements from and impacting fields such as chemistry, zoology, botany, microbiology, pharmacology, genetics, medicine, and agriculture. The biochemistry major will equip students with skills and knowledge from courses in chemistry, physics, math, biology and biochemistry, in order to prepare them for careers in related fields or for advanced, more specialized study. Biochemistry is a great pre-health or pre-med major, meeting most medical school prerequisites.

### 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 CAPS - US       | minimum hours from the options                 | 3 |
| Ideas & Innovations CAPS - World    | minimum hours from the options                 | 3 |
| Natural Science Perspectives        | PHY 223 General Physics I                      | 4 |
| Quantitative Reasoning Perspective: | MTH 115 Calculus I                             | 4 |
| Social Science Perspective          | minimum hours from the options                 | 3 |

### II. Major Requirements

|                                |   |
|--------------------------------|---|
| CHM 113 General Chemistry I    | 4 |
| CHM 114 General Chemistry II   | 4 |
| BIO 121 Cells and Genetics     | 4 |
| BIO 215 Cellular and Molecular | 4 |



|                                     |   |
|-------------------------------------|---|
| BIO 216 Genetics                    | 4 |
| CHM 227 Analytical Chemistry        | 4 |
| CHM 255 Organic Chemistry           | 4 |
| CHM 256 Organic Chemistry II        | 4 |
| CHM 315 Inorganic Chemistry         | 4 |
| CHM 350 Research Methods            | 1 |
| CHM 440 Laboratory Research Methods | 1 |
| CHM 441 Physical Chemistry I        | 4 |
| CHM 438 Biochemistry I              | 4 |
| CHM 439 Biochemistry II             | 4 |
| CHM 450 Senior Seminar Presentation | 1 |

### Supportive Requirements

|                            |   |
|----------------------------|---|
| MTH 115 Calculus I         | 4 |
| MTH 120 Calculus II        | 4 |
| PHY 223 General Physics I  | 4 |
| PHY 224 General Physics II | 4 |

### III. Electives

**30**

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

# Biology (Bachelor of Science)

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

Associate Professors:

Michelle Gilley  
Nicole Soper Gorden  
Andrea Rockel Rose

Assistant Professors:

Jedidiah Griffin  
Robert Zinna

Instructor

Laura Boggess

The Department of Natural Sciences 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 preprofessional 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.

### 120 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 CAPS - US    | minimum hours from the options                 | 3 |
| Ideas & Innovations CAPS - World | minimum hours from the options                 | 3 |

|                                     |                                |   |
|-------------------------------------|--------------------------------|---|
| Natural Science Perspectives        | minimum hours from the options | 4 |
| Quantitative Reasoning Perspective: | MTH 115 Calculus I             | 4 |
| 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                            | 4 |
| MTH 116 Elementary Probability and Statistics | 4 |

### Complete requirements for 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                           |    |
| BIO 340 Conservation Biology                             |    |
| 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 Ecology                 |    |
| 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 340 Conservation Biology   |    |
| 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 |    |

### III. Electives

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

# Business Administration (Bachelor of Science)

## Department of Business Administration; Division of Professional Programs and Social Sciences

Professor:

Grainger Caudle

Associate Professor:

Donna Parsons

Assistant Professors:

Bill Bowman

Beth Cessna

James Heint

Greta Keiper-Blake

Elizabeth Porter

The mission of the Department of Business 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:

- Students will apply broad-based business knowledge in the functional areas of accounting, finance, management, and marketing.
- Students will analyze the relationship of business functional areas (i.e., accounting, finance, management, marketing, economics) to one another.
- Students will analyze data to solve organizational problems.
- Students will apply an ethical and socially-responsible framework to resolve organizational dilemmas.
- Students will demonstrate creativity and innovative thinking in business planning.
- Students will create professional business communications.
- Students will demonstrate professional behaviors in team participation.

The business department offers a B.S. in business management through Adult Studies designed for working adults' pursuit of professional achievement.

### 120 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 CAPS - US       | minimum hours from the options                     | 3   |
| Ideas & Innovations CAPS - World    | minimum hours from the options                     | 3   |
| Natural Science Perspectives        | minimum hours from the options                     | 4   |
| Quantitative Reasoning Perspective: | MTH 107 Finite Mathematics I or MTH 115 Calculus I | 3-4 |
| Social Science Perspective          | minimum hours from the options                     | 3   |

## II. Major Requirements

### Foundation (24 Hours)

Foundation courses are offered fall and spring.

|   |   |
|---|---|
| ECO 220 Principles of Economics                               | 3 |
| BA 120 Principles of Information and Communication Technology | 3 |
| BA 221 Principles of Accounting I                             | 3 |
| BA 220 Principles of Statistics                               | 3 |
| May substitute MTH 116 or DA 210                              | 3 |
| BA 236 <sup>WI</sup> Principles of Management                 | 3 |
| BA 346 Principles of Finance                                  | 3 |
| BA 351 Principles of Marketing                                | 3 |
| BA 370 Principles of Business Law and Ethics                  | 3 |

### Focus (6 Hours)

Choose any two of the following. See below for concentration recommendations.

|                                    |   |
|------------------------------------|---|
| ECO 225 Economics II               | 3 |
| BA 222 Principles of Accounting II | 3 |
| BA 344 Organizational Behavior     | 3 |
| BA 366 Consumer Behavior           | 3 |

### Capstone (3 Hours)

|                       |   |
|-----------------------|---|
| BA 450 Senior Seminar | 3 |
|-----------------------|---|

## Complete requirements for one concentration: (18 Hours)

### A. Finance and Economics

Recommended Focus Courses: ECO 225, BA 222

|                                   |   |
|-----------------------------------|---|
| BA 333 Budget and Cost Accounting | 3 |
| BA 440 Investment and Wealth Mgmt | 3 |

- Choose any 3 courses from 300-400 level ECO courses 9
- Choose any 1 course from 300-400 level BA courses 3

**B. Management**

- Recommended Focus Courses: BA 222, BA 344
- BA 325 Operations Management 3
- BA 341 Human Resource Management 3
- BA 362 International Business 3
- Choose any 3 courses from 300-400 level BA, ECO courses, or ENG 350 9

**C. Marketing**

- Recommended Focus Courses: BA 222, BA 366
- BA 355 Marketing Research 3
- BA 362 International Business 3
- BA 410 Digital and Concept Marketing 3
- Choose any 3 courses 300- 400 level BA, or ECO courses, ENG 351, FM 368, or FM 468 9

**D. Healthcare Management**

- Recommended Focus Courses: BA 222, BA 344, and/or ECO 225
- BA 415 Management in Healthcare Organizations 3
- BA 461 Internship 3
- BIO/IHS 122 Medical Terminology 3
- Choose three additional courses from the following: 9
- BA 320, BA 325, BA 341, BA 420, BA 425

**E. Custom Designed Concentration**

After consultation with your academic advisor, choose any 6 courses from 300-400 level BA, or ECO courses, ENG 350, ENG 351, FM 368, or FM 468.

**II. 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 4
- MTH 116 Elementary Probability and Statistics 4

# Business Management (Bachelor of Science)

## Department of Business Administration; Division of Professional Programs and Social Sciences

### Available through Adult & Graduate Studies

|                       |                    |
|-----------------------|--------------------|
| Professor:            | Grainger Caudle    |
| Associate Professor:  | Donna Parsons      |
| Assistant Professors: | Bill Bowman        |
|                       | Beth Cessna        |
|                       | James Heintl       |
|                       | Greta Keiper-Blake |
|                       | Elizabeth Porter   |

### 120 Hours

The Department of Business offers a B.S. in business management through the Adult Studies Program. The curriculum is designed to support the working adult's pursuit of professional achievement.

### Program Outcomes:

- Students will apply broad-based business knowledge in the functional areas of accounting, finance, management, and marketing.
- Students will analyze the relationship of business functional areas (i.e., accounting, finance, management, marketing, economics) to one another.
- Students will analyze data to solve organizational problems.
- Students will apply an ethical and socially-responsible framework to resolve organizational dilemmas.
- Students will demonstrate creativity and innovative thinking in business planning.
- Students will create professional business communications.
- Students will demonstrate professional behaviors in team participation.

### 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 CAPS - US       | minimum hours from the options                                   | 3   |
| Ideas & Innovations CAPS - 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                 | 3-4 |
| Social Science Perspective          | minimum hours from the options<br>(met with ECO 220 requirement) | 3   |

## II. Major Requirements

### Foundation (24 Hours)

|   |   |
|---|---|
| ECO 220 Principles of Economics                               | 3 |
| BA 120 Principles of Information and Communication Technology | 3 |
| BA 221 Principles of Accounting I                             | 3 |
| BA 220 Principles of Statistics                               |   |
| May substitute MTH 116 or DA 210                              | 3 |
| BA 236 <sup>WI</sup> Principles of Management                 | 3 |
| BA 346 Principles of Finance                                  | 3 |
| BA 351 Principles of Marketing                                | 3 |
| BA 370 Principles of Business Law and Ethics                  | 3 |

### Focus (12 Hours)

|                                    |   |
|------------------------------------|---|
| ECO 225 Economics II               | 3 |
| BA 222 Principles of Accounting II | 3 |
| BA 333 Budget and Cost Accounting  | 3 |
| BA 344 Organizational Behavior     | 3 |

### Capstone (3 Hours)

|                       |   |
|-----------------------|---|
| BA 450 Senior Seminar | 3 |
|-----------------------|---|

### Concentration (12 hours)

|                                    |   |
|------------------------------------|---|
| Choose 4 of the following courses. |   |
| BA 300 New Venture Startup         | 3 |
| BA 320 Conflict Management         | 3 |
| BA 325 Operations Management       | 3 |
| BA 341 Human Resource Management   | 3 |
| BA 362 International Business      | 3 |
| BA 366 Consumer Behavior           | 3 |
| BA 420 Leadership Development      | 3 |
| BA 425 Decision Theory             | 3 |
| ECO 400 Managerial Economics       | 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 Sciences

Associate Professor:

Amanda Knapp

Assistant Professor:

Tavleen Kochar

Jennifer Roberts

### 120 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 CAPS - US       | minimum hours from the options                 | 3 |
| Ideas & Innovations CAPS - World    | minimum hours from the options                 | 3 |
| Natural Science Perspectives        | PHY 223 General Physics I                      | 4 |
| Quantitative Reasoning Perspective: | MTH 115 Calculus I                             | 4 |
| 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>W</sup> Analytical Chemistry | 4 |
| CHM 255 Organic Chemistry I               | 4 |
| CHM 256 <sup>W</sup> Organic Chemistry II | 4 |

|  |   |
|--|---|
| CHM 315 <sup>W</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                            | 3 |
| MTH 116 Elementary Probability and Statistics | 4 |
| MTH 120 Calculus II                           | 4 |
| PHY 223 General Physics I                     | 4 |
| 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.

# Community & Nonprofit Leadership (Bachelor of Arts)

## Department of Social Science; Division of Professional Programs and Social Sciences

Associate Professor:

Brett Johnson

Instructors:

Deborah Myers

Caroline Twiggs

The community and nonprofit leadership major is designed to prepare students with the knowledge, skills and attributes to work in the private non-profit and public sector in entry-level positions. Additionally, the community and nonprofit leadership major will prepare students for graduate study in nonprofit management, social entrepreneurship, community development, or public policy.

Through an interdisciplinary combination of required core courses, choices in topic areas, electives, and significant internship work, students will clearly articulate their own leadership capacity based on a thorough examination of personal leadership style, vision, and values; demonstrate ability to identify need, analyze opportunities, articulate vision and develop appropriate strategies to address key social issues; effectively interact with people of diverse communities and cultures; and write and speak in ways that inspire diverse audiences to take collective action for a more just and humane world.

### 120 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  | 6 |
| Humanities Perspective              | minimum hours from the options /two disciplines   | 6 |
| Ideas & Innovations CAPS - US       | SOC 318 Social Movements or SW 331 Social Welfare Policy: Social Justice and Human Rights | 3 |
| Ideas & Innovations CAPS - 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          | SOC 111 Introduction to Sociology   | 3 |

## II. Major Requirements

### Required Major Core:

|   |    |
|---|----|
| SOC 111 Introduction to Sociology       | 3  |
| BA 236 Principles of Management         | 3  |
| COM 231 Public Speaking                 | 3  |
| CNL 125 Communities & Change            | 3  |
| CNL 201 Working in the Nonprofit Sector | 3  |
| CNL 301 Leading Community Organizations | 3  |
| CNL 361 Junior Field Placement 1        | 2  |
| CNL 362 Junior Field Placement 2        | 2  |
| CNL 490 Senior Internship               | 12 |

One course from each of the following groups: 15

#### Group A: Inequality & Diverse Communities

SOC 214 Social Inequality: Race, Class, and Gender  
 ED 301 Unlearning Racism  
 WGS 200 Introduction to Women's and Gender Studies

#### Group B: Government

PS 111 American Government  
 PS 334 State and Local Government

#### Group C: Social Change & Advocacy (also meets I&I US)

SOC 318 Social Movements  
 SW 331 Social Welfare Policy: Social Justice and Human Rights

#### Group D: Management

BA 330 Social and Organizational Ethics  
 BA 341 Human Resource Management  
 BA 344 Organizational Behavior  
 BA 351 Principles of Marketing  
 BA 420 Leadership Development

#### Group E: Conflict Management

SOC 218 Social Conflict  
 BA 320 Conflict Management

#### One additional course from either groups A-E or from the courses below (3-4 credits):

INS 235 Community Engagement Study Abroad  
 AS 211 Introduction to Appalachian Studies  
 ENG 350 Writing for Business and Professions  
 ENG 351 Writing for Online Platforms  
 NS 112 Introduction to Environmental Science

***Other courses not listed here may be adapted to satisfy this minor. Consult with the program coordinator for guidance prior to course enrollment.”***

### **III. Electives**

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 Sciences

|                       |   |
|-----------------------|---|
| Associate Professors: | Marty Gilbert<br>Stefen Howard<br>Jennifer Rhinehart<br>Laura Steil |
| Assistant Professor:  | Philip Carroll  |
| Instructor:           | Kerri Jamerson  |

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.

### 120 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 CAPS - US       | minimum hours from the options                  | 3 |
| Ideas & Innovations CAPS - World    | minimum hours from the options                  | 3 |
| Natural Science Perspectives        | minimum hours from the options                  | 4 |
| Quantitative Reasoning Perspective: | MTH 115 Calculus I                              | 4 |
| 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 additional CS courses $\geq$ 200 level   | 6 |
| Three additional CS courses $\geq$ 300 level | 9 |
| CS 450 Senior Seminar                        | 3 |
| MTH 115 Calculus I                           | 4 |
| MTH 116 Elem Probability & Statistics        | 4 |
| MTH 120 Calculus II                          | 4 |
| 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 and Social Sciences

Professor: Craig Goforth  
 Assistant Professors: Heather Zurburg King  
 Kweilin Lucas

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; to understand the role that gender, race/ethnicity, and socio-economic status play in the production of crime and the social control of same; and to 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.

### 120 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 CAPS - US    | minimum hours from the options                  | 3 |
| Ideas & Innovations CAPS - 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 |
| Social Science Perspective          | minimum hours from the options                   | 3 |

## II. Major Requirements

### 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/SOC 220 Statistics for the Social Sciences                  | 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).

### Accelerated (4+1) Program:

Exceptional criminal justice or criminal justice-related majors (e.g., sociology, psychology, social work, political science) at MHU are invited to apply to the M.A.C.J. Program at MHU in the second semester of their junior year. If admitted, they will begin graduate studies while simultaneously completing requirements for an undergraduate degree and may take up to 9 credits of graduate-level course work in their senior year (no more than two courses a semester).

Within the 4+1 program, students can gain admission to the Department of Criminal Justice's Master of Arts in Criminal Justice (M.A.C.J.) Program that will accelerate their studies and allow them to increase their

qualifications for a future career, while also saving them time and money. The 4+1 program puts students on track to complete both undergraduate and graduate degrees in five years (see Five-Year Schedule for Criminal Justice 4+1 Program), as opposed to the traditional completion of four-year undergraduate and 2-year graduate programs. Once admitted to the 4+1 Program, and assuming full-time study, students can expect to graduate with the M.A.C.J. at the end of their fifth year at MHU.

Questions regarding the 4+1 Program may be directed to Kweilin Lucas, M.A.C.J. program coordinator (kweilin\_lucas@mhu.edu).

### **4+1 Program Eligibility**

4+1 students must have a GPA of 3.0 or higher to be considered for the accelerated UG/MACJ program in criminal justice (4+1 Program) and must have at least three letters of reference, two of which must be from professors who have had them in their classes while at MHU. The third letter can be either a personal or professional reference. Undergraduate students wishing to apply to the M.A.C.J. Program at the end of their junior year must have completed or be in the process of completing the following core criminal justice undergraduate courses: CJ 111, CJ 112, CJ 219, and CJ 220. Students outside of the Criminal Justice program will have their courses reviewed on an individual basis, but at the minimum, should plan to take CJ 111 and CJ 112 during their undergraduate career, and have experience with research methods and statistics.

### **Program Requirements**

4+1 students will be expected to be within 30 semester credits of completing an undergraduate degree when beginning graduate-level course work. In alignment with M.A.C.J. Program policies, 4+1 students must maintain a 3.0 GPA.

### **Undergraduate and Graduate Credits and Program Placement**

Completion of the nine credits hours can be used for either the undergraduate or graduate degrees in criminal justice, not both. The nine M.A.C.J. hours earned during the undergraduate courses cannot count in both M.A.C.J. and the undergraduate 120-hour count. A student will be considered an undergraduate until their undergrad degree is conferred.

As part of the 4+1 program, undergraduate students will save their positions in the graduate program. Once they graduate with their respective undergraduate degree, they will transition seamlessly from an undergraduate to a graduate student.

# Education, Elementary (Bachelor of Arts)

## Department of Education; Division of Professional Programs and Social Sciences

|                               |                   |
|-------------------------------|-------------------|
| Professor:                    | Chris Cain        |
| Associate Professor:          | Susan Stigall     |
| Assistant Professor:          | Bridget Morton    |
| Visiting Assistant Professor: | Christiaan Ramsey |

Program Coordinator for Elementary Education Susan Stigall

The mission of the Teacher Education Program (TEP) 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–6 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; (b) submit an approved admission portfolio; (c) successfully complete ED 205<sup>WI</sup> Introduction to Teacher Education Program; (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 criminal background checks and professional organization memberships.

## 120 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 CAPS - US       | minimum hours from the available options               | 3 |
| Ideas & Innovations CAPS - 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

|   |   |
|---|---|
| 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 |
| ED 205 <sup>WI</sup> Introduction to Teacher Education Program                    | 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 Educational Theories of Instruction <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 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, Integrated (Bachelor of Arts)

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

### Department of Education; Division of Professional Programs and Social Sciences

|                               |                   |
|-------------------------------|-------------------|
| Professor:                    | Chris Cain        |
| Associate Professor:          | Susan Stigall     |
| Assistant Professor:          | Bridget Morton    |
| Visiting Assistant Professor: | Christiaan Ramsey |

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-6 and special education K-12 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; (b) submit an approved admission portfolio; (c) successfully complete ED 205<sup>WI</sup> Introduction to Teacher Education Program; (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 criminal background checks and professional organization memberships.

## 126 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 CAPS - US       | minimum hours from the available options               | 3 |
| Ideas & Innovations CAPS - 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

|   |   |
|---|---|
| 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 |
| ED 205 <sup>WI</sup> Introduction to Teacher Education Program                      | 3 |
| ED 251 Introduction to Special Education  | 3 |
| ED 311 Children's Literature  | 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 Educational Theories of Instruction <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>                |   |

### 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 and Social Sciences

Professor:

Chris Cain

Associate Professor:

Susan Stigall

Assistant Professor:

Bridget Morton

Visiting Assistant Professor:

Christiaan Ramsey

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-12 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; (b) submit an approved admission portfolio; (c) successfully complete ED 205<sup>WI</sup> Introduction to Teacher Education Program; (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 criminal background checks and professional organization memberships.

### 120 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 CAPS - US       | minimum hours from the available options   | 3 |
| Ideas & Innovations CAPS - World    | minimum hours from the available options   | 3 |
| Natural Science Perspectives        | NS 111 Introduction to Biological Sciences or<br>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**

|   |   |
|---|---|
| ED 205 <sup>WI</sup> Introduction to Teacher Education Program                      | 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/TA 375 Creative Drama  | 3 |
| ED 401 Educational Theories of Instruction  | 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 |
| 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 Arts and Sciences

|                       |   |
|-----------------------|---|
| Professors:           | Harold McDonald (chair)<br>Joanna T. Pierce           |
| Associate Professors: | Adrienne Akins Warfield<br>Ethan Mannon<br>Kim Reigle |
| Assistant Professors: | Felice Lopez-Bell                                     |

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

### 120 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 CAPS - US       | minimum hours from the options <sup>1</sup>     | 3 |
| Ideas & Innovations CAPS - 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 |
| Social Science Perspective          | minimum hours from the options                  | 3 |

**II. Major Requirements**

|   |   |
|---|---|
| ENG 200 Introduction to Literature  | 3 |
| ENG 204 Structure & Usage of the English Language   | 3 |
| ENG 211 British Literature: Beowulf to Milton   | 3 |
| ENG 212 British Literature: Blake to present  | 3 |
| ENG 215 Survey of American Literature   | 3 |
| ENG 399 Junior Seminar  | 3 |
| ENG 450 Senior Seminar  | 3 |
| Six semester hours in American literature selected from the following:  | 6 |
| ENG 322 American Literature Seminar   |   |
| ENG 329 Diversity in American Literature  |   |
| ENG 340 Appalachian Literature  |   |
| Six semester hours in British literature selected from the following:   | 6 |
| ENG 323 British Literature Seminar I  |   |
| ENG 324 British Literature Seminar II   |   |
| ENG 442 Shakespeare   |   |
| Three semester hours in composition/language selected from the following:   | 3 |
| ENG 350 Technical & Professional Writing  |   |
| ENG 351 Writing for Online Platforms  |   |
| ENG 430 Fiction Writing   |   |
| ENG 431 Poetry Writing  |   |
| ENG 432 Creative Non-fiction  |   |
| ENG 433 Narrative Journalism  |   |
| Nine semester hours of English electives  | 9 |
| 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 Mythology   |   |
| ENG 230 Creative Writing  |   |
| ENG 261 Internship  |   |
| ENG 262 Peer Collaboration in Writing   |   |
| ENG 263 Peer Collaboration Across Disciplines   |   |
| ENG 327 or 328 Special Topics   |   |
| ENG/WGS 229 Women Writers   |   |
| 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.

### 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<br>(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 |

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: ENG 354, ENG 355, ENG 356, ENG 357, ENG 358*

# Fashion Marketing (Bachelor of Science)

## Department of Business Administration; Division of Professional Programs and Social Sciences

Program Coordinator

Greta Keiper-Blake

The fashion marketing major examines fashion as an international, cultural, and economic force. The program provides students with insights into historical fashion, and how these influences show themselves in current trends. Students will examine consumer behavior applied to the purchase of fashion and trend prediction. The program is strongly rooted in the Department of Business, with a focus on business concepts, conceptual thinking, analytical problem solving and creative development. While exploring careers in fashion, students will develop the skills, attributes, and ability to become effective contributors to businesses and organizations.

### Program Outcomes

1. Students will apply broad-based merchandising knowledge in the field of fashion.
2. Students will apply broad-based business knowledge in the functional areas of management and marketing.
3. Students will identify core legal, ethical and sustainability issues in the fashion industry.
4. Students will produce high quality communications materials.
5. Students will use market data to understand and develop strategic opportunities.
6. The student will assess historical and cultural influences on fashion.

### 120 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 CAPS - US       | minimum hours from the options   | 3   |
| Ideas & Innovations CAPS - 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 | 4-6 |
| Social Science Perspective          | ECO 220 Principles of Economics  | 3   |



## II. Major Requirements

|  |   |
|--|---|
| FM 100 Introduction to Fashion Marketing                 | 3 |
| FM 261/461 Internship in Fashion                         | 3 |
| FM 311 Apparel Analysis/Evaluation                       | 3 |
| FM 332 Visual Merchandising and Communication in Fashion | 3 |
| FM 332L Lab  | 1 |
| FM 344 Textile Fundamentals                              | 3 |
| FM 437 Fashion Law, Ethics, and Sustainability           | 3 |
| FM 466 Culture, Human Behavior, and Clothing             | 3 |
| FM 468 Retail Buying, Data, and Analytics                | 3 |
| FM 470 Professional Seminar/Portfolio Dev                | 1 |
| BA 221 Principles of Accounting                          | 3 |
| BA 236 <sup>WI</sup> Principles of Management            | 3 |
| BA 351 Principles of Marketing                           | 3 |
| BA 355 Principles of Marketing Research                  | 3 |
| BA 366 Consumer Behavior                                 | 3 |
| ECO 220 Principles of Economics                          | 3 |

### Advanced Fashion History Requirement (select minimum of two)

|                                       |   |
|---------------------------------------|---|
| FM 200 History of Fashion Photography | 3 |
| FM 210 Fashion and Celebrity          | 3 |
| FM 211 Fashion Designers              | 3 |
| FM 321 Fashion History I              | 3 |
| FM 322 Fashion History II             | 3 |

### Art/Technical Skills Requirement (select minimum of two)

|                                      |   |
|--------------------------------------|---|
| ART 109 Intro to Computer Graphics   | 3 |
| ART 209 Intro to Graphic Design      | 3 |
| ART 326 Photography                  | 3 |
| ENG 351 Writing for Online Platforms | 3 |

### Management Skills Requirement (select minimum of two)

|                                  |   |
|----------------------------------|---|
| BA 341 Human Resource Management | 3 |
| BA 420 Leadership Development    | 3 |
| BA 300 New Business Startup      | 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.

# Health & Human Performance (Bachelor of Science)

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

Associate Professors:

Jeff Andersen

Natalie Boone

Kari Hunt

Assistant Professors:

Bradley Alban

Joy Clifton

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, sports medicine, health and physical education, and allied health professions. A Bachelor of Science in health and human performance also offers a pathway to further studies at the graduate level.

The health and physical education teacher education concentration provides appropriate learning experiences to meet the needs, capabilities, and interests of K-12 students in the psychomotor, cognitive, and affective domains of learning. The program is designed for students to acquire knowledge and develop skills and dispositions within a learning environment focused on active involvement and integrated learning activities.

The 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 exercise and wellness promotion concentration explores the dimensions of wellness and the relationship of chronic conditions to their preventive measures and treatment interventions.

The 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 the youth through interscholastic level. Course work focuses on motivating student athletes, sports psychology, theories in coaching, and tactical skills.

### 120-124 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 CAPS - US       | HHP 333 Sports in Society                       | 3 |
| Ideas & Innovations CAPS - 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 Human Performance | 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 HHP          | 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 207 Ultimate Frisbee          | 2 |
| HHP 210 Walking & Weight Training | 2 |
| HHP 211 Aquasize & Aerobics       | 2 |

**Complete requirements for one concentration:**

**A. Teacher Education**

|  |   |
|--|---|
| HHP 203 Dance Skill lab                        | 2 |
| HHP 204 Gymnastic Skill lab                    | 2 |
| HHP 414 Methods of Teaching Physical Education | 4 |

**Professional Education Requirements**

|  |   |
|--|---|
| ED 205 Introduction to Education   | 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 <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 |

**B. Exercise and Wellness Promotion**

|   |    |
|---|----|
| HHP 240 Personal Trainer                | 3  |
| HHP 241 Exercise Nutrition Prescription | 3  |
| HHP 242 Exercise and Sport Psychology   | 3  |
| HHP 300 Field Work                      | 2  |
| HHP 400 Professional Foundations        | 1  |
| HHP 450 Internship                      | 12 |
| BA 236 Principles of Management         | 3  |
| BA 351 Principles of Marketing          | 3  |
| 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              |   |
| HHP 215 Coaching of Soccer                |   |
| HHP 216 Coaching of Basketball/Volleyball |   |
| HHP 217 Coaching of Softball/Baseball     |   |
| HHP 218 Coaching of Track & Field         |   |
| HHP 219 Coaching of Swimming              |   |
| HHP 240 Personal Trainer                  | 3 |
| HHP 242 Exercise and Sport Psychology     | 3 |

|                                  |    |
|----------------------------------|----|
| HHP 300 Field Work               | 2  |
| HHP 400 Professional Foundations | 1  |
| HHP 450 Internship               | 12 |
| 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, Political Science, and Religion and Philosophy; Division of Arts and Sciences

Professor:

Lucia Carter  
John Gripentrog

Associate Professor:

Phyllis Smith

Instructor

David Gilbert

Jonathan McCoy

The History Program prepares undergraduates for meaningful and active roles in society, and develops employment-ready, transferable skills that will be useful in a variety of professions—including criminal justice, law, education, journalism, business, human resources, and government careers. The history curriculum fulfills these objectives by honing critical thinking skills, oral and written communication skills, research skills, information literacy, and by providing a systemic understanding about how people and societies behave.

### 120 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 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 CAPS - US       | minimum hours from the options   | 3 |
| Ideas & Innovations CAPS - 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

|                               |   |
|-------------------------------|---|
| HIS 223 U.S. to 1865          | 3 |
| HIS 224 U.S. since 1865       | 3 |
| HIS 292 World History to 1500 | 3 |

|                                  |   |
|----------------------------------|---|
| HIS 293 World History since 1500 | 3 |
| HIS 491 Senior Seminar           | 3 |

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

- HIS 309 Jim Crow Segregation, Resistance, and Protest
- HIS 310 Revolutionary Thought During Independence
- HIS 317 The United States, Since 1945
- HIS 330 Women in the American Experience
- HIS 350 African-American History
- HIS 355 Jazz: History and Roots
- HIS 413 The American Civil War
- HIS 418 The Birth of Modern America, 1890-1945

**Five World History courses** **15**

- HIS 301 Dictators and Democracies: Modern Latin America
- HIS 303 Goddesses and Presidents: Women in Latin America
- HIS 338 Witches, Science, and Enlightenment in Early Modern Europe
- HIS 340 Mussolini, Hitler, and World War II
- HIS 429 U.S. Relations with the World since 1900
- HIS 437 Renaissance and Reformation
- HIS 441 The French Revolution and the Rise of Napoleon
- HIS 452 History of Modern Japan

**III. Electives**

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

# Interdisciplinary Studies (Bachelor of Arts)

## Division of Arts and Sciences

Program Coordinator:

Dr. Kimberly Reigle

In the interdisciplinary studies major, IDS students develop a personalized plan of study, focused on two to three disciplinary concentrations, based on interests and career goals. This approach allows students to take advantage of course offerings in liberal arts and professional programs to develop a variety of skills. There is emphasis on career preparedness and experiential learning in the Interdisciplinary Studies Program. The program prepares students for a variety of professional and academic fields that involve two or more disciplines (such as human resources, tourism, and others) as well as graduate studies.

### 120 Hours

Students must complete requirements outlined in:

- I. General Education Requirements
- II. Major Requirements with concentration
- 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 CAPS - US       | minimum hours from the options                 | 3 |
| Ideas & Innovations CAPS - 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

|  |     |
|--|-----|
| IDS 210 Introduction to Interdisciplinary Studies                                      | 3   |
| IDS 350 Interdisciplinary Research Methods   | 3   |
| IDS 361 Interdisciplinary Studies Internship   | 1-3 |
| IDS 450 Interdisciplinary Capstone OR Senior Seminar in one concentration <sup>1</sup> | 3   |



|   |    |
|---|----|
| Courses taken at the 100-200 level, distributed across two to three concentrations relevant to the student's plan of study (listed below) |    |
| No more than 9 hours of courses at the 100 level will count toward the major  | 18 |
| Courses taken at the 300-400 level, distributed across two to three concentrations relevant to the student's plan of study (listed below) | 18 |

**Disciplinary Concentration Areas:**

- Fine Arts (art, theatre arts)
- Humanities (English, French, history, religion, philosophy, Spanish)
- Social sciences (sociology, psychology, political science)
- Professional programs (business, fashion marketing, economics, social work, education, criminal justice, health and human performance, recreation and sport management,
- Natural sciences (biology, chemistry)
- Mathematics and computer sciences (mathematics, computer science)
- Health sciences (nursing, integrated health sciences)

**II. 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. *This option is only available with permission of the senior seminar professor and the department chair.*

# International Studies (Bachelor of Arts)

## Interdisciplinary

Program Coordinator:

Maria Moreno

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 through an interdisciplinary lens. 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.

### 120 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 Mythology or ENG 250 Comics of the Francophone World | 6 |
| Ideas & Innovations CAPS - US       | minimum hours from the options   | 3 |
| Ideas & Innovations CAPS - 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 to Int'l and Comp Politics   | 3 |

#### II. Major Requirements

|   |   |
|---|---|
| HIS 224 US History Since 1865   | 3 |
| ENG 213 World Mythology or<br>ENG 250 Comics of the Francophone World | 3 |
| PS 121 Intro to International and Comparative Politics                | 3 |
| INS 210 Introduction to International Studies                         | 3 |
| ECO 220 Principles of Economics                                       | 3 |
| ECO 225 Economics II  | 3 |
| ECO 362 International Economics                                       | 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 International and Comparative Politics | 3 |
| Foreign Language: two courses at 200 level or above                  | 6 |
| History options: choose two courses from the following list:         | 6 |
| HIS 301 Dictators and Democracies: Modern Latin America              |   |
| HIS 340 Mussolini, Hitler, and World War II                          |   |
| HIS 429 US in the World since 1900                                   |   |
| HIS 452 History of Modern Japan                                      |   |
| Political science options: choose two from the following list:       | 6 |
| PS 320 War and Conflict  |   |
| PS 321 Model United Nations I  |   |
| PS 322 International Political Economics and Development             |   |
| PS 323 Human and National Security                                   |   |
| Mid-upper choice: one from the following list:                       | 3 |
| BA 236 <sup>WI</sup> Principles of Management                        |   |
| CJ 320 Comparative Criminal Justice                                  |   |
| FRN 330 France Through Film  |   |
| INS 235 Short-term Community Engagement Study Abroad                 |   |
| REL 240 Islam  |   |
| REL 241 Hinduism and Buddhism  |   |
| REL 242 East Asian Philosophy  |   |

### 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 Sciences

Associate Professors:

Marty Gilbert  
Stefen Howard  
Jennifer Rhinehart  
Laura Steil

Assistant Professor:

Philip Carroll

Instructor:

Kerri Jamerson

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.

## 120 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 CAPS - US    | minimum hours from the options                  | 3 |
| Ideas & Innovations CAPS - World | minimum hours from the options                  | 3 |

|                                     |                                |   |
|-------------------------------------|--------------------------------|---|
| Natural Science Perspectives        | PHY 223 General Physics I      | 4 |
| Quantitative Reasoning Perspective: | MTH 115 Calculus I             | 4 |
| Social Science Perspective          | minimum hours from the options | 3 |

**II. Major Requirements**

|  |   |
|--|---|
| MTH 115 Calculus I                     | 3 |
| MTH 120 Calculus II                    | 3 |
| MTH 217 Discrete Mathematics           | 3 |
| MTH 218 Applied Linear Algebra         | 3 |
| MTH 220 Calculus III                   | 3 |
| MTH 331 Intro to Abstract Algebra      | 3 |
| MTH 341 Probability Theory             | 3 |
| MTH 450 Senior Seminar                 | 3 |
| Three courses from:                    |   |
| MTH 323 Advanced Calculus I            | 3 |
| MTH 329 Foundations of Geometry        | 3 |
| MTH 335 Intro to the Theory of Numbers | 3 |
| MTH 337 Differential Equations         | 3 |
| MTH 342 Mathematical Statistics        | 3 |

**Supportive Requirements for Major**

|   |   |
|---|---|
| CS 111 Introduction to Computer Science I | 3 |
| CS 220 Data Structures                    | 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.

# Music (Bachelor of Arts)

## Department of Music; Division of Arts and Sciences

|                       |                                   |
|-----------------------|-----------------------------------|
| Professors:           | Cathy Adkins<br>Brian Tinkel      |
| Associate Professors: | Rodney Caldwell<br>Teresa Sumpter |
| Assistant Professor:  | Misty Rondeau<br>Justin Womack    |
| Visiting Instructor:  | Matt Dingels                      |

### General Information

The Department of Music provides an environment in which professional and non-professional musicians may continue to develop the skills, factual and conceptual knowledge, 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 or instrumental 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 second major (strongly encouraged), or a minor or concentration in other areas of study.

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

Admission as a music major: Students who wish to major in music should indicate that on their admission application. The applicant will then be contacted by a faculty member with 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.

## 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. Additionally, the proximity of Asheville enables students to attend a wide variety of performances by performing artists/groups covering all styles and genres.

### 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.

## 120 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 pursuing this degree are strongly encouraged to couple it with a second major or a minor or concentration in other areas of study.

### 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              | MUS 101 or MUS 102  | 3 |
| Global Perspective                  | two consecutive courses of the same foreign language <sup>2</sup> | 6 |
| Humanities Perspective              | minimum hours from the options /two disciplines                   | 6 |
| Ideas & Innovations CAPS - US       | minimum hours from the options                                    | 3 |
| Ideas & Innovations CAPS - World    | MUS 350 Rites, Rituals, and Soundscapes                           | 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 I  | 3 |
| MUS 112 Music Theory II | 3 |

|                                       |   |
|---------------------------------------|---|
| MUS 113 Aural Skills I                | 1 |
| MUS 114 Aural Skills II               | 1 |
| MUS 177 Class Piano I                 | 1 |
| MUS 210 Music Technology              | 2 |
| MUS 211 Music Theory III              | 3 |
| MUS 217 Music Theory IV               | 3 |
| MUS 273 Class Piano II                | 1 |
| MUS 311 Music History I               | 3 |
| MUS 312 <sup>W</sup> Music History II | 3 |
| MUS 353 Conducting                    | 2 |
| MUS 410 Music History III             | 3 |

Recital Attendance: Students must pass six (6) semesters of MUS 120.

## Applied Instrument

### A. Keyboard

|   |   |
|---|---|
| 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)<br>Must complete Level 481 <sup>1</sup> and recital requirement | 7 |
| 6 semester hours of MUS 101 Choir   | 6 |

### B. Instrumental

|   |   |
|---|---|
| 7 semester hours of Applied Music lessons (AMU)<br>Must complete Level 481 <sup>1</sup> and include recital requirement | 7 |
| 3 semester hours of MUS 102 Wind Symphony (satisfies Aesthetic Perspective)   | 3 |
| 3 semester hours of MUS 150 Marching Band   | 3 |
| 3 semester hours of ensemble <sup>1</sup>   | 3 |

### C. Voice

|   |   |
|---|---|
| MUS 131 English/Italian Lyric Diction   | 1 |
| MUS 133 German/French Lyric Diction   | 1 |
| 7 semester hours of Applied Music lessons (AMU)<br>Must complete Level 481 <sup>1</sup> and recital requirement | 7 |
| 6 semester hours of ensemble <sup>1</sup> (satisfies Aesthetic Perspective)                                     | 6 |

## III. Electives

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

*Notes:*

1. See Department of Music Handbook
2. Students may satisfy the language requirement with transfer credit in German or Italian.



# Music Education (Bachelor of Music)

## Department of Music; Division of Arts and Sciences

|                       |                                   |
|-----------------------|-----------------------------------|
| Professors:           | Cathy Adkins<br>Brian Tinkel      |
| Associate Professors: | Rodney Caldwell<br>Teresa Sumpter |
| Assistant Professor:  | Misty Rondeau<br>Justin Womack    |
| Visiting Instructor:  | Matt Dingels                      |

### General Information

The Department of Music provides an environment in which professional and non-professional musicians may continue to develop the skills, factual and conceptual knowledge, 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 or instrumental 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 second major (strongly encouraged), or a minor or concentration in other areas of study.

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

Admission as a music major: students who wish to major in music should indicate that on their admission application. The applicant will then be contacted by a faculty member with 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.

## 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. Additionally, the proximity of Asheville enables students to attend a wide variety of performances by performing artists/groups covering all styles and genres.

### 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.

## 124-138 Hours

The music education degree is designed to prepare students to teach general music, choral music, and/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              | MUS 101 or MUS 102  | 3 |
| Global Perspective                  | two consecutive courses of the same foreign language <sup>2</sup> | 6 |
| Humanities Perspective              | minimum hours from the options /two disciplines                   | 6 |
| Ideas & Innovations CAPS - US       | minimum hours from the options                                    | 3 |
| Ideas & Innovations CAPS - World    | MUS 350 Rites, Rituals, and Soundscapes                           | 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

|                         |   |
|-------------------------|---|
| MUS 111 Music Theory I  | 3 |
| MUS 112 Music Theory II | 3 |
| MUS 113 Aural Skills I  | 1 |

|  |   |
|--|---|
| MUS 114 Aural Skills II                | 1 |
| MUS 177 Class Piano I                  | 1 |
| MUS 210 Music Technology               | 2 |
| MUS 211 Music Theory III               | 3 |
| MUS 217 Music Theory IV                | 3 |
| MUS 273 Class Piano II                 | 1 |
| MUS 311 Music History I                | 3 |
| MUS 312 <sup>WI</sup> Music History II | 3 |
| MUS 315 Score Preparation              | 2 |
| MUS 410 Music History III              | 3 |
| MUS 441 Principles of Music Education  | 3 |

Recital Attendance: Students must pass six (6) semesters of MUS 120.

### Applied Instrument

#### A. Keyboard

|   |   |
|---|---|
| MUS 131 English/Italian Lyric Diction   | 1 |
| MUS 133 German/French Lyric Diction   | 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)<br>Must complete Level 481 <sup>1</sup> and recital requirement | 7 |
| 7 semester hours of MUS 101 University Choir (satisfies Aesthetic Perspective)                                  | 7 |

#### B. Instrumental

|   |   |
|---|---|
| 7 semester hours of Applied Music lessons (AMU)<br>Must complete Level 481 <sup>1</sup> and recital requirement | 7 |
| 4 semester hours of MUS 150 Marching Band   | 4 |
| 7 semester hours of Primary Instrument Ensemble   | 7 |
| MUS 104 Woodwind Ensemble   |   |
| MUS 105 Percussion Ensemble   |   |
| MUS 109 Brass Ensembles   |   |
| 3 semester hours of Secondary Ensemble <sup>1</sup>   | 3 |
| 7 semester hours of MUS 102 Wind Symphony <sup>1</sup> (satisfies Aesthetic Perspective)                        | 7 |

#### C. Voice

|  |   |
|--|---|
| MUS 115 Chamber Singers  | 4 |
| MUS 131 English/Italian Lyric Diction  | 1 |
| MUS 133 German/French Lyric Diction  | 1 |
| MUS 135 Opera Workshop   | 3 |
| 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                   |   |
| 7 semester hours of MUS 101 University Choir (satisfies Aesthetic Perspective) | 7 |

## Concentration Requirements

### A. Choral Emphasis

|                                    |   |
|------------------------------------|---|
| MUS 337 String Techniques          | 1 |
| MUS 338 Instrumental Techniques    | 1 |
| MUS 353 Conducting                 | 2 |
| MUS 354 Advanced Choral Conducting | 2 |
| MUS 443 Elementary Music Methods   | 2 |
| MUS 445 Choral Music Methods       | 2 |

### B. Instrumental Emphasis

|  |   |
|--|---|
| MUS 101 University Choir                 | 1 |
| 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 353 Conducting                       | 2 |
| MUS 356 Advanced Instrumental Conducting | 2 |
| MUS 443 Elementary Music Methods         | 2 |
| MUS 447 Instrumental Music Methods       | 2 |
| MUS 449 Marching Band Techniques         | 1 |

### Professional Education Requirements

|   |   |
|---|---|
| ED 205 <sup>W</sup> Introduction to Teacher Education Program     | 3 |
| ED 401 Psychological Foundations of Education <sup>3</sup>        | 3 |
| ED 470 Diversity in American Schools <sup>3,4</sup>               | 3 |
| ED 479 Student Teaching Practicum I <sup>3</sup>                  | 3 |
| ED 481 Student Teaching Practicum <sup>3,4</sup>                  | 3 |
| ED 490 Observation and Directed Teaching - Music <sup>3,4</sup>   | 6 |
| PSY 111 General Psychology (satisfies Social Science Perspective) | 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 may satisfy the language requirement with transfer credit in German or Italian.
3. Requires admission to the Teacher Education Program
4. Requires admission to Student Teaching

# Music Performance (Bachelor of Music)

## Department of Music; Division of Arts and Sciences

|                       |                                   |
|-----------------------|-----------------------------------|
| Professors:           | Cathy Adkins<br>Brian Tinkel      |
| Associate Professors: | Rodney Caldwell<br>Teresa Sumpter |
| Assistant Professor:  | Misty Rondeau<br>Justin Womack    |
| Visiting Instructor:  | Matt Dingels                      |

### General Information

The Department of Music provides an environment in which professional and non-professional musicians may continue to develop the skills, factual and conceptual knowledge 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 or instrumental 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 second major (strongly encouraged), or a minor or concentration in other areas of study.

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 applicant will then be contacted by a faculty member with 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.

**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. Additionally, the proximity of Asheville enables students to attend a wide variety of performances by performing artists/groups covering all styles and genres.

**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.

**120 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 typically occurs at the end of a student’s first 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              | MUS 101 or MUS 102  | 3 |
| Global Perspective                  | two consecutive courses of the same foreign language <sup>2</sup> | 6 |
| Humanities Perspective              | minimum hours from the options /two disciplines                   | 6 |
| Ideas & Innovations CAPS - US       | minimum hours from the options                                    | 3 |
| Ideas & Innovations CAPS - World    | MUS 350 Rites, Rituals, and Soundscapes                           | 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 I  | 3 |
| MUS 112 Music Theory II | 3 |
| MUS 113 Aural Skills I  | 1 |
| MUS 114 Aural Skills II | 1 |
| MUS 177 Class Piano I   | 1 |

|  |   |
|--|---|
| MUS 210 Music Technology               | 2 |
| MUS 211 Music Theory III               | 3 |
| MUS 217 Music Theory IV                | 3 |
| MUS 273 Class Piano II                 | 1 |
| MUS 311 Music History I                | 3 |
| MUS 312 <sup>WI</sup> Music History II | 3 |
| MUS 353 Conducting                     | 2 |
| MUS 410 Music History III              | 3 |

Recital Attendance: Students must pass six (6) semesters of MUS 120.

## Applied Instrument

### A. Keyboard

|  |    |
|--|----|
| MUS 131 English/Italian Lyric Diction  | 1  |
| MUS 133 German/French Lyric Diction  | 1  |
| MUS 335, 336 Service Playing <sup>4</sup>                                      | 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>   |    |
| 8 semester hours of MUS 101 University Choir (satisfies Aesthetic Perspective) | 8  |
| 2 semester hours of small ensemble   | 2  |
| 10 semester hours of Music/Performing Arts Electives                           | 10 |

### B. Instrumental Majors

|  |    |
|--|----|
| 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>   |    |
| 8 semester hours of Primary Instrument Ensemble  | 8  |
| MUS 104 Woodwind Ensemble  |    |
| MUS 105 Percussion Ensemble  |    |
| MUS 109 Brass Ensembles  |    |
| 4 semester hours of Secondary Instrument Ensemble <sup>1</sup>                           | 4  |
| 2 semester hours of performing arts electives <sup>3</sup>                               | 2  |
| 8 semester hours of MUS 102 Wind Symphony <sup>1</sup> (satisfies Aesthetic Perspective) | 8  |
| 4 semester hours of MUS 150 Marching Band  | 4  |

**C. Voice**

|  |    |
|--|----|
| MUS 115 Chamber Singers  | 4  |
| MUS 131 English/Italian Lyric Diction  | 1  |
| MUS 133 German/French Lyric Diction  | 1  |
| MUS 135 Opera Workshop   | 4  |
| 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>   |    |
| 8 semester hours of Music/Performing Arts Electives <sup>3</sup>               | 8  |
| 8 semester hours of MUS 101 University Choir (satisfies Aesthetic Perspective) | 8  |

**Notes:**

1. See *Department of Music Handbook*
2. Students may satisfy the language requirement with transfer credit in German or Italian.
3. *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, TA 469, TA 100, TA 101, TA 130, TA 225, TA 226, TA 227, TA 228. Additional courses may be substituted, with approval of the major advisor and Department Chair. Instrumental performance majors typically take three semesters of MUS 150 Marching Band to partially fulfill this requirement.*
4. *Piano majors must earn 12 Music/Performing Arts electives to offset the service playing courses (MUS 335, 336) included for organ primaries.*



# Musical Theatre (Bachelor of Fine Arts)

## Department of Theatre; Division of Arts and Sciences

Associate Professors

Sue Fair

Richard Seagle

The Department of Theatre Arts at Mars Hill University seeks to provide a transformative personalized experience while building creative career opportunities by:

1. providing the necessary information, skills, and experiences for majors and minors to pursue successful careers in professional, educational, and community theatre arts
2. providing meaningful cultural and learning experiences for the university family, as well as the community at-large
3. offering opportunities for students, staff, faculty and community members to participate in professionally mounted theatre arts productions, fulfilling in part the mission of a liberal arts institution.

### 120 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 CAPS - US       | minimum hours from the options                  | 3 |
| Ideas & Innovations CAPS - 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 100 Performance Ensemble (6 semesters)  | 6 |
| TA 102 Theatre Arts Workshop (6 semesters) | 6 |
| TA 110 Voice for Actors                    | 3 |
| TA 125 Applied Voice (8 semesters)         | 8 |

|  |   |
|--|---|
| TA 131 Fundamentals of Acting          | 3 |
| TA 140 Fundamentals of Theatre         | 3 |
| TA 220 Movement for Actors             | 3 |
| TA 226 Jazz                            | 3 |
| TA 228 Tap                             | 3 |
| TA 229 Musical Theatre Dance Styles    | 3 |
| TA 230 Acting II                       | 3 |
| TA 330 Acting III                      | 3 |
| TA 344 Musical Theatre History         | 3 |
| TA 461 Internship                      | 3 |
| TA 480 Senior Seminar I                | 1 |
| TA 481 Senior Seminar II               | 1 |
| 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 273 Class Piano II                 | 1 |

### III. Electives

Students may choose to do 9 elective hours by completing selected course of personal interest inside or outside the theatre department.

#### Admission to B.F.A. 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 applied voice. 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 first year student.

Formal admission to the B.F.A. 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 B.F.A. degree.

To be eligible to apply for admission to the B.F.A. 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 B.F.A. Program will be on probation and granted one semester to raise it to the minimum GPA. Failing that, the student may continue in the B.A. 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 voice fees are also assessed for all private voice classes.

### **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 in Nursing)

## Judge-McRae School of Nursing and Health Sciences; Division of Mathematics and Sciences

### Available through Adult Studies

Director of Nursing

Deborah Wiltshire

#### ***The next cohort enrollment for the RN-BSN Program is anticipated for the 2023-24 academic year.***

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

### **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.

## Admission Policy

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

1. Apply to Mars Hill University through the Admissions Office.
2. Apply to the Judge-McRae School of Nursing and Health Sciences. Admission requirements are:
  - a. Admission to Mars Hill University through Adult Studies.
  - b. Minimum of 2.50 overall post-secondary GPA on a 4.00 scale OR 2.40 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's 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 (kimberly\_morehouse@mhu.edu).

## 122 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 CAPS - US       | minimum hours from the options                                   | 3 |
| Ideas & Innovations CAPS - 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 director. See nursing and Adult and Graduate Studies advisors to verify course articulations.

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

## Judge-McRae School of Nursing and Health Sciences; Division of Mathematics and Sciences

Professor

Assistant Professors

Deborah Wiltshire

Clare Chambers

Kimberly Colston

Marc Eden

Michael Youngwood

Andrea Yontz

Director of Nursing

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

### 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 will not be allowed to continue 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 in the fall of their second (sophomore) year of pre-nursing or during the spring semester of their sophomore year. Students who earn provisional acceptance into the nursing program will take two NUR foundational courses either in the spring of their sophomore year or in the summer following their sophomore year. Successful candidates would enter the Judge-McRae School of Nursing as a cohort in the fall semester of their junior year. There is one entry point each year – fall semester.
3. Starting with the fall 2022 cohort, students will be required to take the TEAS exam administered through ATI. The TEAS is a proctoring exam that can be taken at any testing location. Proctor dates will also be set on the MHU campus each fall and spring semester. Students will need to get a score of 65 or above in order to be admitted into the nursing program.
4. Student transcripts will be reviewed at the end of the spring and summer once provisionally admitted into the program to assure ongoing eligibility to enter the fall cohort.
5. Admissions criteria – must be accepted to the university and have a student ID number to apply to the Judge-McRae School of Nursing.
6. Academics: 3.00 overall GPA (on a 4.00 scale) in post-secondary work and 3.00 overall GPA (on a 4.00 scale) in sciences courses (chemistry, biology, anatomy & physiology and any science course with a lab component).
7. Certified and listed in N.C. as Nursing Assistant I (NA I) prior to the first clinical rotation.
8. Clean criminal background check for all states of residence for past 7 years.
9. Current immunizations required by CDC, N.C., 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).

## 122 Hours



**Students must complete requirements outlined in:**

- I. General Education Requirements
- II. Major Requirements

*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 CAPS - US       | minimum hours from the options                                   | 3 |
| Ideas & Innovations CAPS - 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****79**

|  |   |
|--|---|
| BIO 134 Anatomy & Physiology I   | 4 |
| BIO 135 Anatomy & Physiology II  | 4 |
| CHM 105 Introduction to General, Organic & Biochemistry<br>or CHM 113 General Chemistry I, (or acceptable alternative) | 4 |
| PSY 212 Lifespan Development   | 3 |
| NUR 211 Success Strategies for Nursing Students  | 2 |
| NUR 257 Transcultural/Global Health  | 2 |
| NUR 306 Pathophysiology for Health Promotion   | 3 |
| NUR 308 Health Assessment and Health Promotion   | 3 |
| NUR 311 Fundamentals of Health Promotion   | 7 |
| NUR 312 Promoting Adult Health   | 7 |
| NUR 320 Promoting Healthy Aging and Quality of Life  | 3 |
| NUR 322 Nursing Statistics   | 3 |
| NUR 407 Interdisciplinary Adult Health Promotion   | 8 |
| NUR 414 Promoting Family Health  | 7 |
| NUR 424 Nursing Research, Evidence-based Practice, and Informatics   | 3 |
| NUR 425 Promoting Community and Mental Health  | 6 |
| NUR 426 Leadership, Management, and Bioethics  | 3 |
| NUR 430 Nursing Synthesis  | 4 |
| NUR 440 Focused Practicum  | 3 |

*Notes:*

1. Indicated course or substitutions approved by director. 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.

**Placement:** Students from other regionally-accredited nursing programs may achieve placement into second semester of junior year of the Pre-licensure B.S.N. Program ascertained through transcript review, competency testing, competency placement, good academic and clinical standing in previous school of nursing, and meeting of admissions requirements of MHU JMSOON nursing students.

**Progression (Addendum, 12-10-19):** To progress in the pre-licensure B.S.N. program, nursing students must maintain a “C” or higher average in all NUR courses. Grades of less than a “C”, unsafe clinical practice, or unacceptable background check will result in failure to progress.

**Grading (Addendum, 12-10-19):** 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). Students must maintain at least an 80 or higher average to pass each nursing course. A course grade average of less than 80 will result in failure to progress in the program.

**Dismissal:** Students may be dismissed from the program who present with physical or emotional problems which conflict with the safety essential to nursing practice; who demonstrate behavior which conflicts with the safety essential to nursing practice; or who fail to meet clinical standards. Refer to the Judge-McRae School of Nursing Pre-licensure B.S.N. Student Handbook for additional information.

**Graduation:** To graduate from the Pre-licensure B.S.N. program, students must successfully complete all general education requirements and major requirements, and earn at least 122 total credit hours. An overall minimum GPA of 2.50 (on a 4.00 point scale) is required to graduate with a B.S.N.

# Political Science (Bachelor of Arts)

## Department of History, Political Science, and Religion and Philosophy; Division of Arts and Sciences

Associate Professors:

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.

### 120 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 CAPS - US       | minimum hours from the options                  | 3 |
| Ideas & Innovations CAPS - 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 International and Comparative Politics | 3 |
| PS 230 Advanced International and Comparative Politics        | 3 |
| PS 301 Junior Research Mini Seminar (see also SOC 301)        | 1 |

|  |   |
|--|---|
| PS 341 Policy Process and Analysis                               | 3 |
| PS 470 Senior Seminar  | 3 |
| Choose one:  | 3 |
| PS 460 Independent Study   |   |
| PS 461 Internship  |   |
| Choose three:  | 9 |
| PS 330 Debate in Contemporary Issues I                           |   |
| PS 334 State and Local Government                                |   |
| PS 335 Federal Institutions                                      |   |
| PS 336 U.S. Political Behavior                                   |   |
| PS 337 American Constitutionalism: Civil Rights and Liberties    |   |
| Choose three:  | 9 |
| PS 320 War and Conflict  |   |
| PS 321 Model United Nations I                                    |   |
| PS 322 International Political Economics and Development         |   |
| PS 323 Human and National Security                               |   |
| PS 324 Model United Nations II                                   |   |
| Elective (Any Political Science class at or above the 300 level) | 3 |

Total Credit Hours 40

### 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 Professional Programs and Social Sciences

Professor:

Yael Baldwin

Jonna Kwiatkowski

Associate Professors:

Ann Peiffer

Kelly Moore Spencer

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.

### 120 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 CAPS - US       | minimum hours from the options                  | 3 |
| Ideas & Innovations CAPS - 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

PSY 310 Intelligence and Creativity

Three additional courses

9

These additional courses can either be from groups A-D, or any other course with a PSY designation.

### 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:

Two 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 and Social Sciences

Associate Professors:

Jeff Andersen

Natalie Boone

Kari Hunt

Assistant Professors:

Bradley Alban

Joy Clifton

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 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.

### 120 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 CAPS - US       | minimum hours from the options                  | 3 |
| Ideas & Innovations CAPS - 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. 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 |

**B. Sport Management**

|  |   |
|--|---|
| RSM 223 Sports Marketing   | 3 |
| RSM 300 Field Work   | 2 |
| HHP 333 Sports in Society  | 3 |
| BA 120 Principles of Information & Communication Technology          | 3 |
| BA 221 Principles of Accounting                                      | 3 |
| BA 236 Principles of Management                                      | 3 |
| ECO 220 Principles of Economics                                      | 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 History, Political Science, and Religion and Philosophy; Division of Arts and Sciences

Professors:

Matthew Baldwin

Marc Mullinax

Religious studies and philosophy are two closely related academic fields which seek to answer age old questions about human beliefs, practices, and ideas. Scholars in religion and philosophy promote understanding among peoples and help people navigate the wide diversity of human cultures that characterize our world. These academic fields are not just for people who are religious. They are for people who want to solve human problems by applying knowledge about history, culture, ideas, and traditions. People turn to the work of scholars in religion and philosophy to help them understand human behavior and promote human flourishing.

Our research helps to clarify what people believe and do, why they believe and act as they do, how they think and make decisions, and how communities, cultures and societies are formed. We examine, try to understand, and evaluate a wide variety of traditions concerning truth and error, fact and fiction, good and evil, life and death, reality and fantasy.

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 to provide service and leadership in a wide variety of exciting careers, in many different walks of life.

### 120 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

**(46-48)**

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

|                                     |   |        |
|-------------------------------------|---|--------|
| Quantitative Reasoning Perspective: | MTH 107 or MTH 115                          | 3 or 4 |
| Social Science Perspective          | minimum hours from the options <sup>2</sup> | 3      |

## II. Major Requirements (33 Hours)

|   |    |
|---|----|
| REL 115 Religion: Search for Meaning                                  | 3  |
| REL 201 The Bible as Literature                                       | 3  |
| PHI 215 Problems in Philosophy  | 3  |
| REL 239 Global Perspectives on Religion                               | 3  |
| Any two more REL or PHI courses at 200 level                          | 6  |
| Any four REL or PHI (or cross-listed) courses at the 300 or 400 level | 12 |
| REL/PHI 450 Senior Seminar  | 3  |

## III. Electives (39–44 hours)

Our students are highly encouraged to take on one or more minor courses of study, or a double major which can complement their skills and serve their unique life and career goals.

# Social Work (Bachelor of Social Work)

## Department of Social Work; Division of Professional Programs and Social Sciences

Professor:

Elizabeth Vogler

Assistant Professor:

Anne Kouri

The Department of Social Work 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.

*AGS Students Only - B.S.W. coursework is offered in face-to-face or online formats. Students who choose the online option will have scheduled, virtual evening class meetings. Field experiences must be completed in an agency setting.*

### 120 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 CAPS - US    | minimum hours from the options  | 3 |
| Ideas & Innovations CAPS - World | minimum hours from the options  | 3 |
| Natural Science Perspective      | NS 111: Introduction to Natural Science OR<br>NS 112: Introduction to Environmental Science | 4 |

|                                     |  |     |
|-------------------------------------|--|-----|
| Quantitative Reasoning Perspective: | MTH 107 Finite Mathematics or MTH 115 Calculus I | 3-4 |
| Social Science Perspective          | minimum hours from the options                   | 3   |

**II. Major Requirements**

|   |    |
|---|----|
| NS 111 Introduction to Biological Sciences, OR                      | 4  |
| NS 112 Introduction to Environmental Science                        | 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 B.S.W. program which is accredited by the Council on Social Work Education.

**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 B.S.W. major may have documentation supporting a current or former employment assignment; while we recognize the value of this training, we cannot award B.S.W. credit for this experience.

**Child Welfare Education Collaborative**

The North Carolina Child Welfare Education Collaborative is a program designed to provide educational support to B.S.W. and M.S.W. students who are interested in working in public child welfare in North Carolina upon graduation. Its purpose is to strengthen public child welfare services in North Carolina by increasing the number and diversity of well trained and highly committed B.S.W.s and M.S.W.s in local departments of social service.

Mars Hill University students are eligible to apply to the North Carolina Child Welfare Education Collaborative as waiver students to earn the North Carolina Child Welfare Pre-Service Training Certificate (a required training for child welfare workers in North Carolina departments of social service) upon graduation by meeting the following requirements:

- Successfully completing SW 334 Child Welfare
- Successfully completing SW 490 Senior Internship in a North Carolina Department of Social Service in child welfare services, including the Transfer of Learning Activities as part of the field placement

For more information, contact Beth Vogler.

Also, see <https://cwec.unc.edu/>

# Sociology (Bachelor of Arts)

## Department of Social Sciences; Division of Professional Programs and Social Sciences

Associate Professor:

Brett Johnson

Sociology, as the scientific study of human social life, helps students understand the world and their place in it. The sociology major offers a flexible set of courses that expose students to the core of the discipline including theory, research methods, and social inequalities.

Learning to see often-invisible social forces and contexts makes sociology a great “second-major” for those studying criminal justice, business, education, or psychology. The sociology curriculum challenges students to gain skills relevant in many career trajectories including public health, applied research, and civic advocacy.

### 120 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                           | 6 |
| Humanities Perspective              | minimum hours from the available options/two disciplines | 6 |
| Ideas & Innovations CAPS - US       | minimum hours from the options                           | 3 |
| Ideas & Innovations CAPS - 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 Social Inequality: Race, Class, and Gender          | 3 |
| SOC 219 Research Methods (same as CJ 219)                   | 3 |
| SOC 220 Statistics for the Social Sciences (same as CJ 220) | 3 |
| SOC 301 Junior Research Mini Seminar (same as PS 301)       | 1 |

|  |   |
|--|---|
| SOC 310 Social and Political Theory  | 3 |
| SOC 470 Senior Seminar   | 3 |
| Three additional Sociology courses   | 9 |
| Two additional courses: including any Sociology courses or from the following list   | 6 |
| AS 211, BA 344, CJ 250, CJ 312, CJ 320, CJ/REL 360, CNL 125, CNL 235, ED 301, HHP 333, HIS 229, HIS 354, INS 235, PS 322, PS 336, REL 237, REL 239, REL 240, REL 241, REL 242, REL 336, REL 343, SW 331, SPA 207, SPA 314, WGS 200 |   |

Total: 34 credits

**III. Electives**

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

# Theatre Arts (Bachelor of Arts)

## Department of Theatre; Division of Arts and Sciences

Associate Professors

Sue Fair  
Richard Seagle

The Department of Theatre Arts at Mars Hill University seeks to provide a transformative personalized experiences while building creative career opportunities by :

- providing the necessary information, skills, and experiences for majors and minors to pursue successful careers in professional, educational, and community theatre arts.
- providing meaningful cultural and learning experiences for the university family, as well as the community at-large.
- offering opportunities for students, staff, faculty and community members to participate in professionally mounted theatre arts productions, fulfilling in part the mission of a liberal arts institution.

### 120 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 CAPS - US       | minimum hours from the options                  | 3 |
| Ideas & Innovations CAPS - 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 140 Fundamentals of Theatre        | 3 |
| TA 151 Stage Craft                    | 3 |
| TA 341 Theatre History I              | 3 |



|                            |    |
|----------------------------|----|
| TA 342 Theatre History II  | 3  |
| TA 343 Theatre History III | 3  |
| TA 480 Senior Seminar I    | 1  |
| TA 481 Senior Seminar II   | 1  |
| TOTAL                      | 25 |

**Complete requirements for one concentration:**

**A. General Theatre Arts:**

|                                  |    |
|----------------------------------|----|
| TA 150 Fundamentals of Design    | 3  |
| TA 131 Fundamentals of Acting    | 3  |
| TA 200 Stage Management          | 3  |
| TA 230 Acting II                 | 3  |
| TA 250 Rendering for the Theatre | 3  |
| TA 461 Internship                | 3  |
| TOTAL                            | 18 |

**B. Acting/Directing:**

|                               |    |
|-------------------------------|----|
| TA 110 Voice for Actors       | 3  |
| TA 131 Fundamentals of Acting | 3  |
| TA 230 Acting II              | 3  |
| TA 330 Acting III             | 3  |
| TA 370 Directing I            | 3  |
| TA 461 Internship             | 3  |
| TOTAL                         | 18 |

**C. Design/Technology:**

|                                  |    |
|----------------------------------|----|
| TA 250 Rendering for the Theatre | 3  |
| TA 251 Theatrical Design Seminar | 3  |
| TA 350 Scene Design              | 3  |
| TA 351 Lighting Design           | 3  |
| TA 352 Costume Design            | 3  |
| TA 461 Internship                | 3  |
| TOTAL                            | 18 |

**D. Theatre for Youth:**

|  |    |
|--|----|
| TA 131 Fundamentals of Acting                        | 3  |
| TA 230 Acting II                                     | 3  |
| PSY 212 or 313 Child Psychology/Lifespan Development | 3  |
| TA 370 Directing I                                   | 3  |
| TA 375 Creative Drama                                | 3  |
| TA 461 Internship                                    | 3  |
| TOTAL  | 18 |

### III. Electives

Students may choose to meet the elective hours required by completing a minor or selected course of personal interest inside or outside the theatre department.

**TOTAL 31**

#### **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 Arts (Bachelor of Arts)

## Department of Art; Division of Arts and Sciences

Professors

Scott Lowrey

Assistant Professors

D. Shane Mickey

Lora Eggleston

The purposes of the Department of Art are:

To provide art majors, 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 and Mars Hill Center for the Ceramic Arts, 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 Department of Art offers the Bachelor of Arts degree in studio art and graphic design. The Bachelor of Fine Arts is the pre-professional degree in the visual arts. For details, contact Assistant Professor D. Shane Mickey, department chair. Please see also Visual Arts (B.F.A.).

## 120 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 CAPS - US    | minimum hours from the options                 | 3 |
| Ideas & Innovations CAPS - World | minimum hours from the options                 | 3 |
| Natural Science Perspectives     | minimum hours from the options                 | 4 |

|  |                                |   |
|--|--------------------------------|---|
| Quantitative Reasoning<br>Perspective: | minimum hours from the options | 3 |
| Social Science Perspective             | minimum hours from the options | 3 |

## II. Major Requirements

### Foundations:

|                                    |   |
|------------------------------------|---|
| ART 111 Fundamental 2-D Design     | 4 |
| ART 201 Drawing I, Visual Thinking | 3 |
| ART 280 3-D Design                 | 3 |
| ART 405 Art History I              | 3 |
| ART 406 Art History II             | 3 |
| ART 407 Art History III            | 3 |
| ART 450 Senior Seminar             | 3 |
| ART 490 Senior Exhibition          | 3 |

### Complete requirements for one concentration:

#### A. Studio Art

|                                    |   |
|------------------------------------|---|
| ART 202 Painting I, Painting/Color | 3 |
| ART 226 Photography I              | 3 |
| ART 270 Ceramics I                 | 3 |
| 300-Level Studio (need two)        | 6 |
| 400-Level Studio                   | 3 |

#### B. Graphic Design

|                                    |   |
|------------------------------------|---|
| ART 202 Painting I, Painting/Color | 3 |
| ART 226 Photography I              | 3 |
| ART 270 Ceramics I                 | 3 |
| ART 209 Graphic Design I           | 3 |
| ART 309 Graphic Design II          | 3 |
| ART 409 Graphic Design III         | 3 |

## III. Electives

**31**

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

# Visual Arts (Bachelor of Fine Arts)

## Department of Art; Division of Arts and Science

Assistant Professors

D. Shane Mickey

The Bachelor of Fine Arts 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 B.F.A. 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 B.F.A. Program may select one of three concentrations, graphic design/photography, ceramics, and sculpture.

The Department of Art offers the Bachelor of Arts Degree in studio art and graphic design. The B.F.A. is the professional degree in the visual arts. For details, contact Assistant Professor D. Shane Mickey, department chair of. Please see also Visual Arts (B.A.).

### 120 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 CAPS - US       | minimum hours from the options                 | 3 |
| Ideas & Innovations CAPS - 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 Two-Dimensional Design | 4 |
| ART 201 Drawing I                          | 3 |
| ART 280 3-D Design                         | 3 |
| ART 405 Art History I                      | 3 |

|                           |   |
|---------------------------|---|
| ART 406 Art History II    | 3 |
| ART 407 Art History III   | 3 |
| ART 450 Senior Seminar    | 3 |
| ART 490 Senior Exhibition | 3 |

**Concentration: complete requirements for one.**

**A. Graphic Design & Photography 33cr**

|   |   |
|---|---|
| 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 Options for Concentration I:<br>Choose one course from: | 3 |
| ART 202 Painting I, Introduction to Color                   |   |
| ART 270 Ceramics I  |   |
| Choose two courses from:                                    | 6 |
| ART 301 Drawing II, Intermediate                            |   |
| ART 302 Painting II, Intermediate                           |   |
| ART 311 Illustration  |   |
| ART 327 Special Topics                                      |   |
| ART 370 Ceramics II   |   |
| ART 380 Sculpture I   |   |
| ART 401 Drawing III, Advanced                               |   |
| ART 402 Painting III, Advanced                              |   |
| ART 461 Internship in Art                                   |   |
| ART 462 Internship in Art                                   |   |
| ART 471 Ceramics III  |   |
| ART 481 Sculpture II  |   |

**B. Ceramics**

|                          |   |
|--------------------------|---|
| ART 201 Painting I       | 3 |
| Art 209 Graphic Design I | 3 |
| ART 226 Photography I    | 3 |
| ART 270 Ceramics I       | 3 |
| ART 370 Ceramics II      | 3 |
| ART 380 Sculpture I      | 3 |
| ART 471 Ceramics III     | 3 |
| ART 472 Ceramics IV      | 3 |

**ART Options for ceramics concentration**

|                                   |   |
|-----------------------------------|---|
| Choose one course from:           | 3 |
| ART 327 Special Topics            |   |
| ART 326 Photography II            |   |
| ART 481 Sculpture II              |   |
| Choose two courses from:          | 6 |
| ART 301 Drawing II, Intermediate  |   |
| ART 302 Painting II, Intermediate |   |
| ART 309 Graphic Design II         |   |
| ART 409 Graphic Design III        |   |
| ART 426 Photography III           |   |
| ART 461 Internship in Art         |   |
| ART 462 Internship in Art         |   |
| ART 483 Sculpture III             |   |

**C. Sculpture**

|                          |   |
|--------------------------|---|
| ART 201 Painting I       | 3 |
| ART 209 Graphic Design I | 3 |
| ART 226 Photography I    | 3 |
| ART 270 Ceramics I       | 3 |
| ART 370 Ceramics II      | 3 |
| ART 380 Sculpture I      | 3 |
| ART 481 Sculpture II     | 3 |
| ART 482 Sculpture III    | 3 |

**ART Options for sculpture concentration**

|                                   |   |
|-----------------------------------|---|
| Choose one course from:           |   |
| ART 209 Graphic Design II         | 3 |
| ART 326 Photography II            | 3 |
| Choose two courses from:          |   |
| ART 301 Drawing II, Intermediate  | 3 |
| ART 302 Painting II, Intermediate | 3 |
| ART 401 Drawing III, Advanced     | 3 |
| ART 402 Painting 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.

# Zoology (Bachelor of Science)

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

Associate Professor:

Michelle Gilley  
Nicole Soper Gorden  
Andrea Rockel Rose

Assistant Professor:

Jedidiah Griffin  
Robert Zinna

Zoology is an in-depth study of the natural sciences stressing the zoological world. Designed to prepare students for graduate and professional schools.

### 120 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 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 CAPS - US       | minimum hours from the options                  | 3 |
| Ideas & Innovations CAPS - World    | minimum hours from the options                  | 3 |
| Natural Science Perspectives        | PHY 223 General Physics I                       | 4 |
| Quantitative Reasoning Perspective: | MTH 115 Calculus I                              | 4 |
| 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 Ecology |   |
| 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

# Appalachian Studies

## 18 Hours

The Appalachian studies minor is an interdisciplinary program that explores the history, culture, and natural environment of southern Appalachia. Students will explore the wealth of Appalachian cultural and environmental resources on Mars Hill University's campus and in its backyard. MHU is home to the Bascom Lamar Lunsford "Minstrel of Appalachia" Festival, the Southern Appalachian Archives, the Heritage Garden, and the Rural Heritage Museum. Madison County and its environs are in the heart of the Appalachian Mountains and are known worldwide for their beauty and for their rich traditional music and artistic heritage, biodiversity, and history.

While the Appalachian studies minor focuses on southern Appalachia, the interdisciplinary skills developed therein can be applied to any other region (national or international). It is an ideal complement to most majors and is especially recommended for any student who wishes to:

- Develop the skills to study the culture, history, or environment of a region in depth;
- Understand the regional forces that shape and motivate human beings and social movements; and/or
- Have a career that depends upon a nuanced understanding of a particular geographic place or community.

### A. Introductory Course 3

AS 211 Introduction to Appalachian Studies

### B. Required Courses (Choose three, 9 hours) 9

AS 344 Creative Traditions in Southern Appalachia

AS 345 Oral History Practicum

BIO 214 Natural History of the Southern Appalachians

ENG 340 Appalachian Literature

REL 343 Religion in Appalachia

HIS 349 Appalachian History

### C. Electives 6

(Choose one course from environment and one from society and culture, 6 hours). You may also opt to take courses from Section B as electives. Other courses not listed here may be adapted to satisfy this minor. Consult with the program coordinator for guidance.

#### Environment

NS 112 Introduction to Environmental Sciences

GEO 221 World Regional Geography

CHM 235 Environmental Chemistry

SOC 305 Sustainability

BIO 250 Introduction to Geographic Information Systems

ENG 358 American Environmental Expression

AS 327 Special Topics/Environment

## **Society and Culture**

HIS 202 North Carolina History and Government  
HIS 223 US to 1865  
HIS 224 US since 1865  
HIS 250 Introduction to Public History  
HIS 350 Critical Issues in African American History  
HIS 413 The Long Civil War, 1830-1877  
HIS 418 American Politics and Society, 1900-1945  
SOC 214 Social Inequality: Race, Class, and Gender  
SOC 318 Social Movements  
ECO 222 Principles of Macroeconomics  
SW 331 Social Welfare Policy: Social Justice and Human Rights  
AS 328 Special Topics/Society & Culture

## **Internship**

AS 461 Internship

# **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<br>or ART 407 Art History III-Modern | 3 |
| Any three from the following:   | 9 |
| ART 202 Painting I  |   |
| ART 203 Printmaking I   |   |
| ART 209 Graphic Design I  |   |
| ART 226 Photography I   |   |
| ART 270 Ceramics I  |   |
| ART 280 3-D Design  |   |
| 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

## 18 Hours

|   |   |
|---|---|
| BA 120 Principles of Information and Communication Technology                                 | 3 |
| BA 221 Principles of Accounting   | 3 |
| BA 236 <sup>WI</sup> Principles of Management   | 3 |
| ECO 220 Principles of Economics   | 3 |
| Student's choice of any two additional courses from BA 222 or 300-400 level BA or ECO courses | 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                            | 4 |
| 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 213 Theories of Coaching                | 3 |
| HHP 220 First Aid, CPR/PR & Sports Injuries | 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 300 Field Work                          | 2 |

|                          |   |
|--------------------------|---|
| HHP 329 Kinesiology      | 4 |
| RSM 310 Event Management | 3 |

## Community Leadership

### 19 Hours

|  |   |
|--|---|
| SOC 111 Introduction to Sociology              | 3 |
| CNL 125 Communities & Change (formerly GE 301) | 3 |
| CNL 361 Junior Field Placement 1               | 2 |
| CNL 362 Junior Field Placement 2               | 2 |

### Inequality & Diverse Communities

|  |   |
|--|---|
| Choose one:  | 3 |
| SOC 214 Social Inequality: Race, Class, and Gender |   |
| ED 301 Unlearning Racism                           |   |
| WGS 200 Introduction to Women's and Gender Studies |   |

### Two Community Engaged (CE)

|   |   |
|---|---|
| Choose two:   | 6 |
| AS 211 Introduction to Appalachian Studies                    |   |
| BIO 346 Plant Taxonomy  |   |
| CNL 201 Working in the Nonprofit Sector                       |   |
| CNL 301 Leading Community Organizations                       |   |
| HIS 349 Appalachian History                                   |   |
| INS 235 Short-term Community Engagement Study Abroad          |   |
| NS 112 Environmental Science                                  |   |
| NUR 257 Transcultural/Global Health                           |   |
| NUR 425 Promoting Mental & Community Health                   |   |
| PSY 212 Lifespan Development                                  |   |
| PSY 321 Art Therapy Applications                              |   |
| SW 331 Social Welfare Policy, Social Justice and Human Rights |   |
| SW 332 Social Welfare Policy, Analysis and Advocacy           |   |
| SPA 212 Intermediate Spanish II                               |   |

## 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 |

# Dance

## 24 Hours

|                                |   |
|--------------------------------|---|
| TA 224 Hip-Hop                 | 3 |
| TA 225. Ballet                 | 3 |
| TA 226 Jazz                    | 3 |
| TA 227 Modern Dance            | 3 |
| TA 228 Tap                     | 3 |
| TA 326 Intermediate Jazz       | 3 |
| TA 328 Intermediate Tap        | 3 |
| TA 430 Methods of Choreography | 3 |

# Data Analytics

## Mathematical Foundations - Choose one of the following: 3-4

- MTH 115 Calculus I
- MTH 107 Finite Math

## Statistical Foundations (9-10 Hours) Choose one of the following: 9-10

- MTH 116 Elementary Probability and Statistics
- PSY 220 Behavioral Science Statistics
- DA 210 Applied Probability and Statistics

## Required:

|                                    |   |
|------------------------------------|---|
| DA 230 Multivariate Statistics     | 3 |
| DA 240 Foundations of Data Science | 3 |

## Applications

|                                |     |
|--------------------------------|-----|
| Choose two:                    | 6-7 |
| BA/BIO 250 Intro to GIS        |     |
| MTH 217 Discrete Math          |     |
| MTH 218 Applied Linear Algebra |     |



CS 111 Introduction to Computer Science I  
 CS 220 Data Structures  
 CS 315 Database Management Systems  
 BA 425 Decision Theory  
 DA 327 Discipline-specific Special Topics

## 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). 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<br>(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 |
| AS 211 Introduction to Appalachian Studies                    | 3 |
| PS 121 Introduction to International and Comparative Politics | 3 |
| PS 230 Advanced International and Comparative Politics        | 3 |
| PS 321 Model United Nations I                                 | 3 |
| PS 322 International Political Economics 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 |
| HHP 300 Field Work                          | 2 |
| RSM 369 Risk Management                     | 3 |

## French

**18 hours**

The French minor plays an integral role in students' liberal arts education. Students who pursue a French minor 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. A minor in a foreign language is seen as increasingly desirable for many employers in today's job marketplace.

|   |   |
|---|---|
| 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 |
| Two other courses from the 300 level or above   | 6 |

## 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 HIS 293 – (World History) or HIS 321 or HIS 322 (Fashion History)                           | 3 |
| Three upper-level history courses<br>(numbered 300 and above, which can include an I&I history course) | 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 International and Comparative Politics |   |
| ECO 220 Principles of Economics or ECO 225 Economics II       |   |
| SPA 112 or higher level or FRN 112 or higher level            |   |

#### Electives:

|  |   |
|--|---|
| Choose 3 courses. Each course must be from a different discipline. | 9 |
| BA 362 International Business                                      |   |
| ECO 362 International Economics                                    |   |
| HIS 340 Mussolini, Hitler, and World War II                        |   |
| HIS 301 Dictators and Democracies: Modern Latin America            |   |
| HIS 429 US in the World since 1900                                 |   |
| HIS 452 History of Modern Japan                                    |   |
| INS 235 Short-term Community Engagement Study Abroad               |   |
| PS 230 <sup>WI</sup> Advanced Global Politics                      |   |
| PS 320 War and Conflict  |   |

PS 321 Model United Nations I  
 PS 322 International Political Economics and Development  
 PS 323 Human and National Security  
 REL 240 Islam  
 REL 241 Hinduism and Buddhism  
 REL 242 East Asian Philosophy  
 SPA 311 or above  
 FRN 311 or above

## Mathematics

### 18 Hours

|                                  |   |
|----------------------------------|---|
| MTH 115 Calculus I               | 4 |
| MTH 120 Calculus II              | 4 |
| MTH 218 Applied Linear Algebra   | 3 |
| MTH 220 Calculus III             | 4 |
| One 300-level Mathematics course | 3 |

## Music

### 18 hours

|  |   |
|--|---|
| MUS 111 Music Theory I                         | 3 |
| MUS 112 Music Theory II                        | 3 |
| MUS 113 Aural Skills I                         | 1 |
| MUS 114 Aural Skills II                        | 1 |
| MUS 177 Class Piano I                          | 1 |
| MUS 273 Class Piano II                         | 1 |
| Ensembles <sup>1</sup>                         | 4 |
| Applied lessons/studio classes AMU (170 level) | 4 |

*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.*

## Musical Theatre

### 24 Hours

|   |   |
|---|---|
| TA 100 Performance Ensemble (3 semesters) | 3 |
| TA 125 Applied Voice (4 semesters)        | 4 |
| TA 131 Fundamentals of Acting             | 3 |
| TA 229 Musical Theatre Dance Styles       | 3 |
| TA 230. Acting II                         | 3 |

|                                       |   |
|---------------------------------------|---|
| TA 344 Musical Theatre History        | 3 |
| MUS 111 Music Theory and Technology I | 3 |
| MUS 113 Aural Skills I                | 1 |
| MUS 177 Class Piano I                 | 1 |

## Political Science

### 18 Hours

Students desiring to complete a minor in political science must complete the following requirements.

|  |    |
|--|----|
| PS 111 Introduction to American Government and Politics          | 3  |
| OR PS 121 Introduction to International and Comparative Politics |    |
| One political science course 300 level or higher                 | 3  |
| Additional courses in Political Science                          | 12 |

## Pre-Law Studies

### 19 hours

|   |   |
|---|---|
| PL 101 Introduction to Pre-Law Studies  | 1 |
| ENG 350 Writing for Business and Professions  | 3 |
| CJ 113 Courts and Criminal Justice  | 3 |
| CJ 413 Legal Aspects of Criminal Justice  | 3 |
| (CJ 111 is a prerequisite for this course and can be waived upon permission of the CJ 413 Instructor) |   |
| PS 111 Introduction to American Government  | 3 |
| PS 337 American Constitutionalism   | 3 |
| Choose ONE of the following:  | 3 |
| Any 300-400 level ENG Literature course that does not already satisfy another requirement             |   |
| COM 231 Public Speaking   |   |
| HIS 413 The American Civil War  |   |
| HIS 429 U.S. Relations with the World Since 1900  |   |
| BA 437 Principles of Business Law   |   |
| Any 300-400 level PHI/REL course that does not already satisfy another requirement                    |   |

## 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                            | 4 |
| 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<br>(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 |

## Religion and Philosophy

### 18 hours

|  |   |
|--|---|
| REL 115 Religion: Search for Meaning or<br>REL 239 Global Perspectives on Religion | 3 |
|--|---|

|   |   |
|---|---|
| At least one other REL or PHI course at 200 level                                 | 3 |
| At least two PHI courses at 300 level or cross-listed equivalent                  | 6 |
| At least two other REL or PHI courses at 300-400 level or cross-listed equivalent | 6 |

## Sociology

18 Hours

|  |   |
|--|---|
| SOC 111 Introduction to Sociology                                  | 3 |
| SOC/CJ 220 Statistics for the Social Sciences or                   | 3 |
| SOC/CJ 219 Research Methods or SOC 310 Social and Political Theory |   |

Four additional courses: including any Sociology courses or from the following list 12

AS 211, BA 344, CJ 250, CJ 312, CJ 320, CJ/REL 360, CNL 125, CNL 235, ED 301, HHP 333, HIS 229, HIS 354, INS 235, PS 322, PS 336, REL 237, REL 239, REL 240, REL 241, REL 242, REL 336, REL 343, SW 331, SPA 207, SPA 314, WGS 200

## Spanish

### 18 hours

The Spanish minor plays an integral role in students' liberal arts education. Students who pursue a Spanish minor 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. A minor in a foreign language is seen as increasingly desirable for many employers in today's job marketplace.

|   |   |
|---|---|
| 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 |
| Two other courses from the 300 level or above | 6 |

## 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 (6 semesters) | 6 |
| TA 131 Fundamentals of Acting         | 3 |
| TA 140 Fundamentals of Theatre        | 3 |
| TA 150 Fundamentals of Design         | 3 |
| 9 hours of Theatre Arts classes       | 9 |

# 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:

Kelly Moore Spencer

Assistant Coordinators

Deb Myers and Ann M. Peiffer

Committee Faculty Members:

Adrienne Akins

Yael Baldwin

Heather Hawn

Stephanie McLeskey

Marc Mullinax

Kim Reigle

Andrea Rose

Phyllis Smith

Beth Vogler

Women's and gender studies is an interdisciplinary academic field of study that views critical issues from a variety of perspectives. Through liberal arts study across the arts, humanities, natural and social sciences, health and physical education, the minor seeks to affirm 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   |   |
| WGS 200 Introduction to Women's and Gender Studies                   | 3 |
| Any two Group A: Arts & Humanities                                   |   |
| ENG 229/WGS 229 Women Writers  | 3 |
| HIS 303/WGS 303 Latin American Women                                 | 3 |
| HIS 330/WGS 330 Women in the American Experience                     | 3 |
| HIS 345/WGS 345 American Women in War                                | 3 |
| REL 336 Women and Religion   | 3 |
| TA 309 Women in Contemporary American Dramatic Literature            | 3 |
| Any two Group B: Natural and Social Sciences                         |   |
| PSY 317/WGS 317 Psychology of Gender and Sexuality                   | 3 |
| SOC 214 Social Inequality: Race, Class, and Gender                   | 3 |
| SW 331 Social Welfare Policy   | 3 |
| One Elective (Group A, B, or adaptable) or Group C (WGS course work) |   |
| WGS 327 Special Topics   | 3 |
| WGS 457 Directed Reading   | 3 |
| WGS 461 Internship (adaptable)                                       | 3 |

Other courses not listed here may be adapted to satisfy this minor. Consult with the program coordinator for guidance prior to course enrollment.

# CERTIFICATES AND LICENSURE

# The Department of Art

## Certificate in Ceramic Arts

### Post Baccalaureate

#### 12 Credit Hours

The purpose of this certificate program is to provide opportunities through classes in ceramics to students who have earned a bachelor's degree at an accredited institution of higher learning and who aspire to gain or improve knowledge, skills, and dispositions appropriate for embarking on a path to graduate study and/or professional careers in the ceramic arts.

#### Admission Policy

Applicants must demonstrate sufficient aesthetic sensibility and knowledge of ceramic technology to indicate achievement of the student learning outcomes associated with ART 270 Ceramics I. Applicants will provide images of their artwork and/or actual ceramic artworks. Applicants may also be asked to provide transcripts of coursework and/or descriptions of any non-credit workshops taken. The department will review the applicant's artwork and interview the applicant to determine if the applicant possesses the knowledge, skills, and aesthetic sensibility to benefit from the certificate coursework. Students with little or no previous experience in ceramics and whose work has not progressed to a level consistent with ART 270 Ceramics I will be required to complete that course with a grade of C or better as a prerequisite for admission to the certificate program.

Post-baccalaureate certificate students will take the following courses in the art department.

|   |           |
|---|-----------|
| Possible prerequisite: ART 270 Ceramics I | 3         |
| <b>Required Courses</b>                   | <b>12</b> |
| ART 370 Ceramics II                       | 3         |
| ART 471 Ceramics III                      | 3         |
| ART 472 Ceramics IV                       | 3         |
| ART 490 Senior Exhibition                 | 3         |

# The Department of Art

## Certificate in Graphic Design

### Post Baccalaureate

#### 12 Credit Hours

The purpose of this certificate program is to provide opportunities through classes in graphic design to students who have earned a bachelor's degree at an accredited institution of higher learning and who aspire to gain or improve knowledge, skills, and dispositions appropriate for embarking on a path to graduate study and/or professional careers in graphic design.

#### Admission Policy

For admission, applicants must demonstrate sufficient aesthetic sensibility and knowledge of design and competency in digital production techniques to indicate achievement of the student learning outcomes associated with Art 209 Graphic Design I. Applicants will provide images of their graphic design and/or actual artworks. Applicants may also be asked to provide transcripts of coursework and/or descriptions of any non-credit workshops taken. The graphic design professor and one other faculty member that he selects will review the applicant's artwork and interview the applicant to determine if the applicant possesses the knowledge, skills, and aesthetic sensibility to benefit from the certificate coursework. Students with little or no previous experience in graphic design and whose work has not progressed to a level consistent with Art 209 (Graphic Design I) student learning outcomes will be required to complete that course with a grade of C or better as a prerequisite for admission to the certificate program.

Post-baccalaureate certificate students will take the following courses in the art department.

Possible prerequisite: ART 209 Graphic Design I 3

| <b>Required Courses</b>    | <b>12</b> |
|----------------------------|-----------|
| ART 309 Graphic Design II  | 3         |
| ART 409 Graphic Design III | 3         |
| ART 410 Typography         | 3         |
| ART 490 Senior Exhibition  | 3         |

# The Department of Art

## Certificate in Photography

### Post Baccalaureate

#### 12 Credit Hours

The purpose of this certificate program is to provide opportunities through classes in photography to students who have earned a bachelor's degree at an accredited institution of higher learning and who aspire to gain or improve knowledge, skills, and dispositions appropriate for embarking on a path to graduate study and/or professional careers in photography.

#### Admission Policy

Applicants must demonstrate sufficient aesthetic sensibility and knowledge of design and competency in digital production techniques to indicate achievement of the student learning outcomes associated with ART 226 (Photography I). Applicants will provide images of their photography and/or actual artworks. Applicants may also be asked to provide transcripts of coursework and/or descriptions of any non-credit workshops taken. The department will review the applicant's artwork and interview the applicant to determine if the applicant possesses the knowledge, skills, and aesthetic sensibility to benefit from the certificate coursework. Students with little or no previous experience in photography and whose work has not progressed to a level consistent with ART 226 Photography I will be required to complete that course with a grade of C or better as a prerequisite for admission to the certificate program.

Post-baccalaureate certificate students will take the following courses in the art department.

Possible prerequisite: ART 226 Photography I (3)

| <b>Required Courses</b>   | <b>12</b> |
|---------------------------|-----------|
| ART 326 Photography II    | 3         |
| ART 426 Photography III   | 3         |
| ART 427 Photography IV    | 3         |
| ART 490 Senior Exhibition | 3         |

# The Department of Criminal Justice

## Certificate in Intelligence Studies

### 15 Credit Hours

This certificate program offers students an opportunity to acquire specific skills and knowledge necessary to work within the field of analysis, intelligence, and investigations. This certificate program will expose students to the programs and techniques used in intelligence analysis as well as cover some of the more prominent topics currently being investigated at the local, state, and federal levels.

### Requirements and Tuition

Below is a list of the five (5) courses to fulfill the necessary requirements for completion of the certificate in intelligence studies. None of the courses listed below have prerequisites for registration. All of these courses are offered online. For traditional students, these courses are covered within the usual financial framework for their semester tuition. There is not a separate tuition framework (e.g. through Adult Studies) for these courses. For adult studies students, the scheduled credit hour rate will apply.

| <b>Required Courses</b>                         | <b>15</b> |
|---|-----------|
| CJ 350 Open Source Intelligence & Social Media  | 3         |
| CJ 240 Homeland Security or<br>CJ 340 Terrorism | 3         |
| CJ 400 Human Trafficking                        | 3         |
| CJ 425 Cybersecurity & Criminal Justice         | 3         |
| CJ 435 Basics of Intelligence Analysis          | 3         |

# Education: Licensure

## Licensure-Only Programs

Individuals who have already earned an undergraduate degree, may apply to one of our licensure-only programs in elementary education, health and human performance, integrated education, music education, and special education.

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.

### **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; (b) submit copies of all academic transcripts; (c) submit an approved admission portfolio; (d) successfully complete ED 205<sup>WI</sup> Introduction to Teacher Education Program; and (e) 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:

- HIS 202 North Carolina History and Government
- MTH 203 Elementary Geometry
- MTH 204 Teaching Number Systems
- NS 113 Introduction to Physical Science
- ED 205<sup>WI</sup> Introduction to Teacher Education Program
- ED 251 Introduction to Special Education
- ED 311 Children's Literature
- ED 325 Social Studies Methods and Literacy in Elementary Education 1
- ED 326 Science Methods and Literacy in Elementary Education 1
- ED 334 Second Language and Literacy Development
- ED 401 Educational Theories of Instruction<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>
- ED 455 Teaching Students with Persistent Reading Problems 1
- 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–12 are:

- MTH 203 Elementary Geometry
- MTH 204 Teaching Number Systems

ED 205<sup>WI</sup> Introduction to Teacher Education Program  
 ED 251 Introduction to Special Education  
 ED 329 Motor, Communication, and Sensory Deficits of the Exceptional Child  
 ED 334 Second Language and Literacy Development  
 ED 348 Students with Learning Disabilities and Emotional/Behavioral Disorders ED 375 Creative Drama  
 ED 375 Creative Drama  
 ED 401 Educational Theories of Instruction<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:

HIS 202 North Carolina History and Government  
 MTH 203 Elementary Geometry  
 MTH 204 Teaching Number Systems  
 NS 113 Introduction to Physical Science  
 ED 205<sup>WI</sup> Introduction to Teacher Education Program  
 ED 251 Introduction to Special Education  
 ED 311 Children’s Literature  
 ED 325 Social Studies Methods and Literacy in Elementary Education <sup>1</sup>  
 ED 326 Science Methods and Literacy in Elementary Education <sup>1</sup>  
 ED 329 Motor Sensory Communication Deficits  
 ED 334 Second Language and Literacy Development  
 ED 348 Students with Learning Disabilities and Emotional/Behavioral Disorders  
 ED 401 Educational Theories of Instruction<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 Health, Human Performance, And Recreation, Grades K–12**

The teacher education course requirements for a licensure only candidate for HHPR are:

- HHP 203 Dance Skill lab
- HHP 204 Gymnastics Skill lab
- HHP 233 Health Education
- HHP 332 Adapted Physical Education
- HHP 414 Methods of Teaching Physical Education
- PSY 111 Introduction to Psychology
- ED 205<sup>WI</sup> Introduction to Teacher Education Program
- ED 401 Educational Theories of Instruction<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 Teacher Education Program
- ED 401 Educational Theories of Instruction<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

*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 three areas:

- Academically/Intellectually Gifts 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 the Office of Adult and Graduate Studies and the Department of Education.

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

### **Reading Specialist**

ED 334 Second Language and Literacy Development

ED 440 Advanced Strategies for Literacy Acquisition and Development

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 marked <sup>wi</sup> indicate Writing Intensive Courses in the Discipline**

## Allied Health Sciences

- AHS 122 Medical Terminology** **3**  
Etymology of the words and terms used in medicine and in the biological sciences. Emphasizes objective test taking. Offered fall and spring.
- AHS 220 First Aid, CPR, and Safety Supervision** **3**  
The study, practice, and application of the standards and accepted principles in the American National Red Cross standard first aid, CPR, and oxygen administration 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). Fall.
- AHS 221 – Introduction to Allied Health** **3**  
This course provides an introduction and professional orientation to the field of allied health, specifically the study of skills of prevention, care, and treatment of common injuries in related professions. Students will examine treatments, concepts, issues, and trends within the various sub-disciplines of allied health. Prerequisites: AHS 122, BIO 134. Fall.
- AHS 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. Prerequisites: IHS 122 , 134. Fall
- AHS 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: AHS 220, AHS 221.
- AHS 226 Nutrition** **3**  
The biological principles of human nutrition. Prerequisite: CHM 105 or 113 and BIO 135. Spring.
- AHS 341 – Therapeutic Modalities & Exercise** **3**  
This course is designed to provide the student with knowledge of the science of injury recovery/healing and application of rehabilitation strategies associated with physical activity and musculoskeletal injuries. Applications in the course include prevention strategies, rehabilitation plan development, and/or equipment use/modifications. Prerequisites: IHS 122 OR AHS 122, BIO 134, BIO 135.
- AHS 450 – Capstone** **3**  
The capstone course is a synthesis of learning in the program with a focus on the concentrations selected by the student. Synthesis of natural sciences and general education core is translated through didactic participatory learning and simulation experiences. Practicum experiences within the chosen concentration provide the student with the opportunity to work with practitioners while applying theory to practice. Prerequisite: Senior standing or permission of instructor. Fall. 3 credits
- AHS. 450L – Capstone Lab** **0**  
Laboratory time will be used to practice competencies of the various therapeutic techniques and training methodologies. Additionally, students must obtain a minimum of 30 observational or clinical hours in their respective concentration as part of the laboratory to fully satisfy senior capstone requirements. Corequisite: AHS 450; Prerequisite: Senior standing or permission of instructor. Fall.

## Appalachian Studies

- AS 211 Introduction to Appalachian Studies** **3**  
An introduction to the interdisciplinary study of place through the natural environment, society, and culture. Using Madison County and southern Appalachia as a text, the course emphasizes experiential learning.

Required for Appalachian studies minor. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.

**AS 261 Internship** 1-6

A field-learning experience based upon a proposal approved by the faculty advisor, project supervisor, and program coordinator.

**AS 327 Special Topics** 3

Options for students to study, according to their interests, a variety of topics not covered in regular courses.

**AS 328 Special Topics** 3

Options for students to study, according to their interests, a variety of topics not covered in regular courses.

**AS 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: U.S. requirement of the Foundations and Perspectives general education curriculum and may be used toward the Appalachian studies minor. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing.

**AS 345 Oral History Practicum** 3

In this course students will gain hands-on experience collecting oral histories (interviews) related to life in Southern Appalachia. Students will learn best practices for collecting oral histories, including pre-interview research, interview techniques, logging, transcription, and how to use and store oral histories after they are collected. Students will also explore existing archival and published collections of oral histories related to life in southern Appalachia. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and sophomore, junior, or senior standing. Fall, even years.

**AS 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.

## 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.

**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. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum.

**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 Three-Dimensional (3-D) Design** 3

Exploration of the sculptural medium and three dimensional design theory and applications. Organization of the principles of three dimensional design. This course is a major requirement for all B.F.A. students. 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. In this culminating and collaborative general education experience, students will work in a professional

manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and 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 311 Illustration** **3**  
This course compliments the learning process of graphic design to integrate pictorial communication and visual representation of an associated text or idea. Utilizing a variety of traditional and digital materials, each project will successfully influence, inform, persuade and interpret the given brief as a visual message to a specified audience. Prerequisite: ART 209.
- 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 I** **3**  
An intermediate studio art course in sculpture in which students experience the creative process of making individual projects. 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.

**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.

**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. Prerequisites: ART 226 and ART 326 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. Prerequisites: ART 226, ART 326, and ART 426.

**ART 450 Senior Seminar** **3**

Senior level capstone course required of all art majors. Development of a thematically cohesive exhibition in the student's chosen media. Documentation, criticism, and presentation will be covered. Students 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. Prerequisite: ART 407.

**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 II** 3  
Art 481 is a studio art course that provides students with advanced skills and knowledge including the following areas of sculpture: 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 III** 3  
Art 482 is a studio art course that provides students with advanced skills and knowledge including the following areas of sculpture: metal fabrication and construction, mixed media, and alternative approaches; 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.

## 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: MTH 113, concurrent enrollment in MTH 113, 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: MTH 113, concurrent enrollment in MTH 113, or APT  $\geq$  3. Fulfills Natural Sciences requirement of the Foundation and Perspectives general education curriculum.
- BIO 134 Human Anatomy and Physiology I** 4  
An integrated study of the structure and function of the human body systems. Lecture and laboratory sessions. Spring and summer.
- BIO 135 Human Anatomy and Physiology II** 4  
An integrated study of the structure and function of the human body systems. Lecture and laboratory sessions. Spring and summer. Prerequisite: BIO 134.

- 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. Spring.
- BIO 243 Biology of Non-vascular Plants** 4  
Comparative morphology, phylogeny, physiology, and biochemistry of algae, liverworts, and mosses. laboratory. Prerequisite: BIO 120.
- BIO 244 Biology of Vascular Plants** 4  
Comparative anatomy and morphology, life histories, and economic contributions of the major groups of vascular plants. laboratory. Prerequisite: BIO 120.
- BIO 250 Introduction to Geographic Information Systems** 4  
An introduction to the theory and practice of analysis of spatial information using the technology of geographic information systems (GIS). There is an emphasis on hands-on learning using GIS software, hard copy maps, and data from several disciplines. laboratory. Prerequisites: MTH 113 or permission of instructor.
- BIO 261 Internship** 1-4  
An initial outside-the-classroom experience enabling students to explore new areas or to supplement regular courses. Credit awarded upon successful completion of the internship as described in the departmentally approved proposal. May be repeated only in unusual circumstances. Every semester.
- BIO 310 Science and Society** 3  
This course explores how science influences everyday life and culture, and vice versa. Each time the course is taught, the instructor will pick a theme; email the listed instructor to inquire about the current theme being offered. Topics may include (but are not limited to) how science is portrayed in books, movies, or other media; how nature impacts culture; common scientific falsehoods and misunderstandings; using science to improve our daily life; solving large-scale societal problems using science; and others. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content This course fulfills the Ideas & Innovations CAPS: U.S. requirement of the Foundations and Perspective general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, ENG 112, and junior or senior standing.
- BIO 325 Biotechnology** 4  
Purification, cutting, splicing, transfer, and detection of DNA. Tissue culture of living material included. laboratory. Prerequisites: BIO 121; CHM 113, 114.

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| <b>BIO 327/328/329 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, junior class standing.  |            |
| <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 346 Plant Taxonomy</b>   | <b>4</b>   |
| The identification and classification of vascular plants. laboratory. Prerequisites: BIO 120, 218.  |            |
| <b>BIO 347 Population and Community Ecology</b>   | <b>4</b>   |
| 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.  |            |
| <b>BIO 348 Vertebrate Taxonomy and Natural History</b>  | <b>4</b>   |
| 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.  |            |
| <b>BIO 350 Research Methods in Biology</b>  | <b>2</b>   |
| 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. |            |
| <b>BIO 412 Evolution</b>  | <b>4</b>   |
| History of the evolution concept, mechanisms of evolution, and the history of life. Laboratory. Prerequisites: BIO 120, 121; MTH 116, junior class standing.  |            |
| <b>BIO 438 Biochemistry I</b>   | <b>4</b>   |
| The chemistry of the carbohydrates, lipids, and proteins; their role in metabolism. Laboratory. Cross-listed as CHM 438. Prerequisites: CHM 255 & 256.  |            |

- BIO 439 Biochemistry II** 4  
This course will conduct an in-depth study of the role of carbohydrates, lipids, proteins, enzymes, and nucleic acids in metabolism. Cross-listed as CHM 439. Prerequisite: BIO/CHM 438. Offered every other spring.
- 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 120 Principles of Information and Communications Technology** 3  
This course is designed to prepare student to use standard tools used regularly in organization settings for information and communications management. Emphasis is on the use of Excel, Outlook, and PowerPoint.
- 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.
- BA 221 Principles of Accounting** 3  
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.
- 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.
- 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.
- 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 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>.
- BA 327 Special Topics**  
 Courses offered by the department to explore topics or issues not covered in regular courses.
- 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>, BA 344.
- 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>.
- BA 346 Principles of Finance** **3**  
 This course is designed to ground students in the basic principles of finance and financial management, including: the analysis of financial statements to identify strengths and weaknesses; the valuation of future cash flows, stock and bonds; capital budgeting decision analysis; long-term financing and capital structure issues, and computation of return and assessment of risk for investments. Prerequisite: BA 221.
- 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.
- 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, 366.

- 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 370 Principles of Business Law and Ethics** **3**  
 This course introduces students to important legal and ethical challenges they will face in business and as members of organizations. Students will become more aware of and comfortable with resolving ethical and legal components of their decision-making.
- BA 410 Digital Marketing** **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 415 Management in Healthcare Organizations** **3**  
 This survey course provides a framework for understanding the complexities of management decisions in healthcare organizations. Participants will learn key principles and structures in healthcare related to management, finance and policy. Students will apply core business concepts to problem-solving in a healthcare context. Prerequisites: BA 220, BA 222, BA 236, BA 346.
- 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 or MTH 116.
- 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 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 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. 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 Biochemistry I** 4

The chemistry of the carbohydrates, lipids, proteins, enzymes, and their role in metabolism. Prerequisite: CHM 255. Cross-listed as BIO 438. This course may count as either chemistry or biology, but not both.

**CHM 439 Biochemistry II** 4

This course will conduct an in-depth study of the role of carbohydrates, lipids, proteins, enzymes, and nucleic acids in metabolism. Cross-listed as BIO 439. Prerequisite: BIO/CHM 438. Offered every other spring.

**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>W</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.

## Community and Nonprofit Leadership

**CNL 125 Communities & Change** 3

Introduces students to the theory and practice of leadership for social change. Students will learn about all aspects of community engagement, including direct and indirect service, and social action planning. Students will discover how community organizations advocate and address needs of the community.

**CNL 201 Working in the Nonprofit Sector** 3

CNL 201 is an introduction to the community and nonprofit sector. This course is suited for students who have a curiosity about working in the nonprofit sector and students who enjoy serving others. Students will learn about nonprofit organizational development and nonprofit management styles. Students will develop and apply leadership skills in the community through community engagement with local nonprofits.



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| <b>CNL 301 Leading Community Organizations</b>   | <b>3</b>  |
| CNL 301 will prepare students for leadership as professionals in community organizations. Students will learn strategies for developing program goals and evaluation. They will gain planning, budgeting, marketing, and grant writing skills. Students will develop and apply these skills in the community through Community Engagement with local nonprofits. |           |
| <b>CNL 361 Junior Field Placement 1</b>  | <b>2</b>  |
| Introductory nonprofit or public sector placement to acquaint the student with the professional practice in the field of community and nonprofit leadership work.  |           |
| <b>CNL 362 Junior Field Placement 2</b>  | <b>2</b>  |
| Nonprofit or public sector placement to acquaint the student with the professional practice in the field of community and nonprofit leadership work. Prerequisite: CNL 361 and instructor permission.  |           |
| <b>CNL 490 Senior Internship</b>   | <b>12</b> |
| A semester placement in the nonprofit or public sector under the supervision of agency personnel and faculty members enabling the student to implement and integrate the knowledge and skills learned in the classroom in a professional setting. Prerequisites: Completion of CNL core requirements or by permission of the program.                            |           |

## Computer Science

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| <b>CS 105 Web Page Design I</b>   | <b>3</b> |
| 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.  |          |
| <b>CS 110 Computer Science Concepts</b>   | <b>3</b> |
| 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. |          |
| <b>CS 111 Introduction to Computer Science I</b>  | <b>3</b> |
| 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.   |          |
| <b>CS 112 Introduction to Computer Science II</b>   | <b>3</b> |
| 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.   |          |
| <b>CS 205 Web Page Design II</b>  | <b>3</b> |
| 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.   |          |
| <b>CS 220 Data Structures</b>   | <b>3</b> |
| Sorting, searching, linked lists, stacks, queues, and trees. Prerequisite: CS 111.  |          |
| <b>CS 221 Computer Organization</b>   | <b>3</b> |
| 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. Prerequisite: 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 111, SOC 111, or PS 111 and MTH 107 or equivalent.
- CJ 220 Statistics for the Social Sciences** 3  
An introduction to statistical analysis, including descriptive statistics, probability distributions, sampling theory, statistical inference, and regression and correlation analysis. Prerequisite: MTH 107. Cross-listed as SOC 220.
- 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. 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and 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 350 Open Source Intelligence and Social Media** 3  
 An overview of collection, analysis, and exploitation of open source intelligence and social media architectures to provide insight and information directing policy-makers, law enforcement, and industry. Prerequisites: permission of the program. Every other year.
- 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the Ideas & Innovations CAPS - US requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing. Cross-listed as REL 360.
- 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 Law and Justice** 3  
 Examines the major theories of delinquency, the processing of juveniles through the criminal justice system, and the case law associated with the rights of juvenile defendants. Prerequisite: CJ 111 or permission of program. Annually.

- CJ 413 Legal Aspects of Criminal Justice** 3  
 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. Prerequisite: CJ 111 or permission of program. Every two years.
- CJ 425 Cybersecurity and Criminal Justice** 3  
 An overview of cybercrime, cyberthreats, open source intelligence, and the vulnerabilities individuals, businesses, and governments face every day in a digital world. Prerequisites: permission of the program. Every other year.
- 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 435 Basics of Intelligence Analysis** 3  
 An overview of the necessary skills and knowledge to enter the field of intelligence analysis. Examines national security and criminal intelligence and how both are used by multiple agencies at the local, state, and federal levels. Prerequisites: permission of the program. Every other year.
- 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. Fulfills a general education practicum requirement.

## Data Analytics

### DA 210 Applied Probability and Statistics

3

This course will provide a working understanding of the principles of statistics as they are applied in the natural and social sciences. By the end of this course, each student should understand the mechanics of performing statistical tests, the theory behind the statistical tests, and the appropriate situations for using different statistical tests. Students will learn these principles through hands-on calculations and use of the Excel and R software packages. Prerequisites: MTH 107 or 115. Spring.

### DA 230 Multivariate Statistics

3

An introduction to multivariate statistical analysis such as MANCOVA, Multiple Regression, Principle Component Analysis, Hazard and Survivability Analysis. In addition to the theoretical understanding of these methods, the course will include data processing and visualization using computer-based systems (e.g., R). Prerequisites: MTH 116, PSY 220, or DA 210. Every other fall.

### DA 240 Foundations of Data Science

3

This course will provide the student with an introduction to the various skills and considerations required for data management, analysis, and visualization in the fields of business, mathematics, life sciences, and social sciences. Particular attention will be given to learning how to use the free and open-source computing environment R and the tidyverse suite of tools. Students will also utilize the reproducibility tools of either Jupyter notebooks or R Markdown. Prerequisites: DA 210, DA 220 (recommended). Once a year.

## Economics

### ECO 220 Principles of Economics

3

This course introduces the basic principles and tools used in economic analysis. Both micro- and macroeconomic principles are covered. Fulfills Social Scientific requirement of the Foundations and Perspectives general education curriculum.

### ECO 223 Environmental Economics

3

This course is designed to take foundational microeconomic theory and apply it to the policy and principles governing the industrial impact on the environment. The learning structure is lecture and discussion based. Students are expected to come to class having adequately prepared to participate. This preparation includes advanced reading of the textbook topics and formulating questions throughout the week regarding the material and/or relevant real world examples. The class is analytical and requires a strong foundation in fundamental algebra. Offered every other year.

### ECO 225 Economics II

3

This course is designed to build on the foundational theory in Principles of Economics. It will consist of four modules beginning with a study of consumer behavior. This module will look at the demand side of basic market models typically approached from the production side in introductory courses. From here, a module on game theory will provide additional tools for how students can analyze human behavior at the individual and firm level. The course will pivot to a module on labor markets in both competitive and monopolistic settings. Labor Economics provides a natural transition to the final module, macro modelling, via the expansion of the study of unemployment. This module will explore the macroeconomic tools necessary to balance issues of unemployment and inflation, as well as the models associated with this goal. This course is analytical and requires a strong foundation in fundamental algebra.

### ECO 325 Sports Economics

3

This course is designed to take foundational microeconomic theory and apply it to the sports industry of the

United States. We will be exploring the application of various subsets of microeconomic theory including Industrial Organization, Labor Economics, and Public Economics. The class is analytical and requires a strong foundation in fundamental algebra. Prerequisites: ECO.220, offered every other year.

**ECO 327 Special Topics** 3

Courses offered by the department to explore topics or issues not covered in regular courses.

**ECO 362 International Economics** 3

This course introduces a theoretical approach to understanding international trade and global financial flows. Prerequisite: ECO 225.

**ECO 400 Managerial Economics** 3

This course focuses on the use of microeconomic theory and analysis to better understand problems and issues faced by firms. Topics include consumer and demand theory, cost minimization, pricing decisions under differing levels of competition, and strategy development. Prerequisite: ECO 225.

**ECO 445 Financial Markets** 3

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: BA 346.

**ECO 457, 458 Directed Readings** 1-3

Independent readings approved and directed by a member of the department.

**ECO 460 Independent Study** 1-3

An individual program of reading and research directed by members of the department and approved by the chair of the department.

**ECO 461 Internship** 1-6

A field-learning experience that enables the student to apply knowledge and skills and to attain certain specified learning goals in a work-related environment. Requires department approval. S/U grading.

## Education

**ED 205<sup>WI</sup> Introduction to Teacher Education Program** 3

This course is an introduction to the profession of teaching for elementary 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 and Standards for Professional Conduct, edTPA, 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 includes an overview of delivery models, instructional strategies including differentiation and edTPA, as well as the role of the teacher in the inclusive classroom. Teacher 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing.

**ED 311 Children’s Literature** **3**

This course introduces teacher candidates to the criteria for effective selection and evaluation of literature for children, the foundations of children’s literature, cultural influences, and children’s responses to literature. Teacher Candidates will implement edTPA during the development of the final project for this course.

**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 and Literacy in Elementary Education** **3**

Includes the study of instructional theories, methods, and materials appropriate to teaching social studies in the elementary K-6 program. The course will utilize an integrated literacy approach modeled after social studies instruction in K-6 schools, with an extensive focus on historical reading skills, i.e. inquiry process, primary source analysis, identifying bias, and specialized vocabulary. The EdTPA lesson plan format will be used in planning integrated units of study that include discipline-specific academic language and are applied in an appropriate school setting. Prerequisite: Admission to Teacher Education Program.

**ED 326 Science Methods and Literacy in Elementary Education** **3**

Includes the study of instructional theories, methods, and materials appropriate to teaching science in the elementary K-6 program. The course will utilize an integrated literacy approach modeled after science instruction in K-6 schools, with an extensive focus on developing scientific inquiry, i.e. making observations; posing questions; examining books and other sources of information to see what is already known; planning investigations; reviewing what is already known in light of experimental evidence; using tools to gather, analyze, and interpret data; proposing answers, explanations, and predictions; and communicating the results. The EdTPA lesson plan format will be used in planning integrated units of study that include discipline-specific academic language and are applied in an appropriate school setting.

**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 334 Second Language & Literacy for ESL** **3**

Study of the ways in which children, adolescents, and adults learn a second or new language. Prerequisite: ENG 112.

**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 and found in edTPA.

**ED 375 Creative Drama** **3**

This course provides an overview of, and a foundation in, the use of Drama in the K-12 academic curriculum. It incorporates the fundamental principles of the art form, the pedagogical techniques, and the necessary materials for utilizing drama techniques in a theatre classroom and in regular classroom instruction. It is a course designed to introduce the student to the appropriate use of theatrical tools (movement, imagination, improvisation, acting, directing, puppetry and writing), using the North Carolina State Educational Standards for Theatre. Cross-listed as TA 375.

**ED 401 Educational Theories of Instruction** **3**

Provides an overview of theories, principles, and conditions involved in learning and teaching. The course outlines the social, cognitive, and physical developmental characteristics and turning points from childhood to young adulthood within the context of education. Cross-cultural comparisons of approaches to education will be integrated throughout the course. The course includes a practicum where students will critically examine curricula and teaching practices, evaluating the application of learning theories within school settings. 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. Teacher candidates will apply ELA methods through unit development and reflection using the EdTPA Elementary Literacy Handbook. Field experience in grades K-6 required. Prerequisite: Admission to Teacher Education Program.

**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 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. This course investigates current practices, issues, research, instructional strategies, and materials in teaching mathematics in grades k-6 incorporating our Conceptual Framework's creative pedagogy & knowledge of academic disciplines. The associated final project of this course focuses on application through a modified version of the edTPA professional tasks 1, 2, and 3 and the rubrics of professional practice. 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 effective instruction 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 assess students, plan, and teach a comprehensive series 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. The class will provide candidates with a good understanding of what it takes to build an individualized reading instruction program that will have a direct effect on the academic performance of their children. This course investigates current practices, issues, research, instructional strategies, and materials in teaching language arts in grades k-6 incorporating our Conceptual Framework's creative pedagogy & knowledge of academic disciplines. The associated final project of this course focuses on application through a modified version of the edTPA professional tasks 1, 2, and 3 and the rubrics of professional practice.

**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 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 using the edTPA performance assessment. 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 and 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 successful implementation of edTPA and the associated tasks/rubrics within the candidate's placement setting. 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 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** **6**  
 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 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 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 Advanced Placement (AP) credit.
- ENG 200 Introduction to Literature** **3**  
 A discussion-based course that provides a general introduction to literature through reading, analyzing, and writing about fiction, poetry, and drama from different cultures and time periods. Required of all English majors. Fulfills Humanities Requirement of the Foundations and perspectives general education curriculum.
- ENG 204 Structure and Usage of the English Language** **3**  
 A study of the origins and developments of the English language. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum. Fall, odd-numbered years.
- ENG 211 British Literature, Beowulf to Milton** **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. Fall, even-numbered years.
- ENG 212 British Literature, Blake to present** **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. Fall, odd-numbered years.
- ENG 213 World Mythology** **3**  
 A discussion-based course on masterpieces of world myth, reflecting the breadth and diversity of human myth-making across the globe, from Ancient Mesopotamia to medieval Africa. Fulfills Humanities requirement of the Foundations & Perspectives general education curriculum. Spring, even-numbered years.
- ENG 214 Survey of African American Literature** **3**  
 A comprehensive survey of key works of drama, fiction, non-fiction, and poetry by African American authors from the Colonial period to the present. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum. Spring, odd-numbered years.
- 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. Spring only.

**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 250 The Ninth Art: Comics of the Francophone World** 3

This course studies graphic narratives from the French-speaking world in English translation. Through the exploration of this art form, students unpack a distinct way of making sense of the world while learning about cultural, historical, and socio-economic issues. May count toward fulfillment of the French minor.

**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. Department approval required.

**ENG 262 Peer Disciplinary and Collaborative 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 and WID fellows. ENG 262 includes a study of various disciplines as well as a study of approaches to composition theory, discourse communities, and effective methods of working with students and professors across campus. Required for all MHU Writing Center Tutors and Writing Fellows.

**ENG 322 American Literature Seminar** 3

An in-depth study of selected works of American literature from the Colonial period to the present focusing on a particular theme or genre. Prerequisite: ENG 112. Fall.

**ENG 323 British Literature Seminar I** 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. Spring, even-numbered years.

**ENG 324 British Literature Seminar II** 3

An in-depth study of selected works of British literature from the beginning of the eighteenth century to the present focusing on a particular theme or genre. Prerequisite: ENG 112. Fall, even-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.

**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.

**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. Spring, even-numbered years.

**ENG 229 Women Writers** 3

Literature and women and gender studies course that pairs current feminist theory with contemporary literature by women writers from around the world. Cross-listed as WGS 229. Offered Fall, even years. Meets Humanities Perspective.

**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.

- ENG 335 Modern and Contemporary Literature** 3  
Selected works of modern and contemporary poetry and fiction. Prerequisite: ENG 112. Spring, odd-numbered years.
- ENG 340 Appalachian Literature** 3  
Selected essays, fiction, folk tales, and poetry by representative Appalachian authors, past and present. Prerequisite: ENG 112. Fall, even-numbered years.
- ENG 350 Technical & Professional Writing** 3  
Advanced exposition, business and technical writing, including composing for computer media. Prerequisite: ENG 112. Spring, odd-numbered years.
- ENG 351 Writing for Online Platforms** 3  
A course that introduces students to the writing and publishing conventions of a variety of online platforms and gives them experience in creating and developing their own texts for online publication. Prerequisite: ENG 112. Spring, even-numbered years.
- ENG 354 Spies, Wizards, and Superheroes: Language in Popular Culture** 3  
This course examines popular culture through two lenses: our case studies examine the popular construction of the hero, and we also examine major theoretical studies of different genres, including TV, popular music and fiction, film, and consumption in American life. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS U.S. general education requirement. Prerequisites: FYS 111 & FYS 112, ENG 112, and junior or senior standing. Offered 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing. Fall, even-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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the Ideas & Innovations CAPS: U.S. requirements

of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing. Spring, odd-numbered years.

- ENG 371 World Literature** 3  
Selected works of world literature reflecting a variety of cultural traditions. Prerequisite: ENG 112. 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. 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. 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. 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, ENG 230. Fall, even-numbered years.
- ENG 442 Shakespeare** 3  
Selected works of William Shakespeare. Prerequisite: ENG 112. 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 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: ENG 230
- ENG 457, 458 Directed Readings** 3, 3  
Independent readings directed by a member of the English faculty and approved by the department. Department approval required.
- ENG 460 Independent Study** 3  
Independent reading and research directed by a member of the English faculty and approved by the department. Open only to juniors and seniors. Department approval required.
- ENG 461 Internship** 1-6  
A student/agency-originated and departmentally approved field-learning experience which enables students to apply previously attained knowledge and skills.

## Environmental Studies

- ES 301 Environmental Studies Practicum** 2-3  
An individual project designed by the student in consultation with the Environmental Studies coordinator addressing a current environmental issue.



# Fashion Marketing

- FM 100 Introduction to Fashion Marketing** 3  
Survey of the world of fashion and its impact on the world. This course begins with an overview of fashion history, and an introduction to the creation and merchandising of fashion through the study of vocabulary, publications, and career opportunities. Product development, fashion life cycles, and fashion flow theories will be discussed and applied. Students learn and critically observe how fashion is communicated through visual merchandising, public relations, advertising, branding, and social media marketing.
- FM 200 History of Fashion Photography** 3  
This course is being offered as an option to fill the Fashion History requirement of the Fashion Marketing Degree. The topic can be traced to the invention of the camera, and emerged when the human fascination with clothing collided with this technology. In this course students will study the photographers, magazines, and models that created a cultural movement that has only grown stronger over time.
- FM 210 Fashion and Celebrity** 3  
This course serves as a historical survey of fashion and celebrity culture, tracing the development of these industries from the early 1900s through today. The consumption of media, reality television, movies, the influence of music... celebrities set trends in their fields, walk the red carpet, and design and add their names to clothing lines. Designers have become celebrities themselves, blurring the line between fashion and celebrity culture further. Students examine the role of media in the creation and consumption of fashion products.
- FM 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.
- FM 321 Fashion History I** 3  
This course provides an overview of fashion from the Ancient World through the Renaissance. Fulfills Global Perspective requirement of the Foundations and Perspectives general education curriculum. Cross-listed as HIS 321.
- FM 322 Fashion History II** 3  
This course provides an overview of fashion from the 17th century through the 1980s. Fulfills Global Perspective requirement of the Foundations and Perspectives general education curriculum. Cross-listed as HIS 322.
- FM 461 Internship** 1-3  
An initial outside-the-classroom experience enabling students to explore new areas or to supplement regular courses. Department approval required.
- FM 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: FM 100 and FM 334 or permission of instructor.
- FM 332 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.
- FM 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: FM 100 or permission of instructor.

- FM 368 Culture, Human Behavior, and Clothing** 3  
 Students study the principles and strategic implications of consumer behaviors for apparel and related issues. This course is rooted in psychology and sociology. Psychological influences reflect that individuals dress as a display of personality and self-concept, as well as to reflect various roles they assume. Sociologically, standpoint, consumers dress for others, as we wear apparel and accessories in public. Innovation is a key driver of fashion changes; as such, fashion is perpetually concerned with what is new.
- FM 437 Fashion Law, Ethics, and Sustainability** 3  
 This class provides an overview of the legal, ethical, and sustainability issues in fashion. Legal issues specifically surrounding the life of a garment, from the original concept to brand protection are addressed, as are the laws that have been passed to protect consumers. The second portion of this course addresses ethical issues—specifically those regarding human, animal, and natural resources—in apparel and fashion. Finally, ethical issues segue into the sustainability issues surrounding textiles, materials and the eventual disposal of apparel products.
- FM 461 Fashion and Interior Merchandising Internship** 6-12  
 A continuous experience in an approved business or service environment. Prerequisites: FM 470
- FM 468 Retail Buying, Data, and Analytics** 3  
 Students study the principles and strategic implications of consumer behaviors for apparel and related issues. This course is rooted in psychology and sociology. Psychological influences reflect that individuals dress as a display of personality and self-concept, as well as to reflect various roles they assume. Sociologically, standpoint, consumers dress for others, as we wear apparel and accessories in public. Innovation is a key driver of fashion changes; as such, fashion is perpetually concerned with what is new.
- FM 470 Professional Seminar** 1  
 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 FM majors. Prerequisite: FM 332. Fulfills a general education practicum requirement.

## French

- FRN 111 Basic Communication Skills in French I** 3  
 Beginning development of French oral, listening, reading and writing skills, with introduction to cultural elements. Fulfills global perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.
- FRN 112 Basic Communication Skills in French II** 3  
 Continuation of skill development begun in French 111. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Prerequisite: FRN 111 or placement.
- FRN 211 Intermediate French I** 3  
 Continuation of skills development. Increased emphasis on oral and written production skills. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Prerequisite: FRN 112, placement, or permission of instructor. Offered as needed.
- FRN 212 Intermediate French II** 3  
 Review of linguistic skills, with an emphasis on conversation and an introduction to French and Francophone literatures and cultures. FRN 212 is a prerequisite for 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, placement, or permission of instructor. Offered as needed.
- FRN 260 Business French** 3  
 Business terms in French: letters, forms, bills, CVs, cover letters and similar business documents. A presentation of cultural differences between business practices in the United States and France, as well

- as an overview of the role of France in the European Union. Taught in French. Prerequisite: FRN 212 or permission of instructor. Offered as needed.
- FRN 311 Conversational French** **3**  
 Conversation within a cultural context. Development of critical thinking skills in spoken French about contemporary issues. 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 Language and Cultures** **3**  
 This course focuses on spoken French. It provides a brief history of the French language, tracing the main periods of this social, linguistic, and historical development. We will explore phonetic issues, which will help students understand the evolution of the language. We will investigate topics such as the French Revolution’s destruction of dialects, the influence of minority groups on contemporary French, and the status of French outside of France. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Prerequisite: FRN 212 or permission of instructor.
- FRN 313 French Composition** **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 Cultures Through Film** **3**  
 This course provides an introduction to the different cultures of the francophone world through the analysis of film. Focus on central issues of the French-speaking world such as colonialism, immigration, exile, and women’s issues. Taught in French or English. 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 France Through Film** **3**  
 This course provides a survey of relevant aspects of contemporary French society. We will discuss various issues using films, articles and news stories to guide our conversations. As we attempt to understand the singularities of present-day France, we will delve into the past of this European nation and its relationships with the rest of the world. Topics include family life, school, immigration, race relations, and rural vs. urban life. No knowledge of French necessary. Fulfills Global Perspective requirement of the Foundations and Perspectives general education curriculum.
- 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. Taught in French. Prerequisite: FRN 212 or permission of instructor.
- FRN 440 Directed Readings in French** **1-3**  
 Independent readings directed by Modern Foreign Languages faculty and approved by program coordinator. 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 first year 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 Profession and Purpose** 3  
Introduces students to the foundations of ethics discourse. The course also explores the practical application of ethical decision making to both making a life and making a living. Prerequisite: FYS 111.
- FYS 261 First Year Mentor Intern** 1  
An internship experience related to the First Year Mentors (FYM) program. FYMs are role models, peer educators and resource guides for first year students as they transition to Mars Hill University. An S/U grading system will be used for this course. Prerequisite: Students must have applied and interviewed for and accepted the offered position of First Year Mentor
- GE 115 Profession and Purpose (Adult Studies Only)** 3  
This course introduces students in Adult and Graduate Studies programs 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. The course also addresses the following questions. Which careers can help me live a purposeful and happy life? How do I build that kind of career? For students who have already identified career goals, this course will help them pursue those goals more effectively, and it will help them recognize, ethically evaluate, and take advantage of career opportunities they might not have anticipated. First-year transfer students with at least 28 credits, exclusive of dual-enrollment and early college credit, may be exempted from this requirement. Students are not permitted to drop this course.
- 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, ENG 112, and junior or senior standing.
- 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. In this culminating and collaborative general education experience, students will work in

a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and 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. Fall/spring.

**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.

**HHP 123 Lifeguarding** **2**

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.

**HHP 124 Water Safety Instructor** **2**

American Red Cross Water Safety Instructors' course. Teaches the student how to teach swimming lessons as well as safety in and around the water. Additional fee required for ARC certification.

**HHP 126 Aquasize** **2**

Learn to exercise using water for both resistance and support.

**HHP 142 Golf** **2**

Skills, fundamentals, rules, and regulations of golf.

**HHP 143 Disc Golf** **2**

Students will learn the basic throws, rules and techniques of putting, approach shots, scramble shots and driving for distance. Fall.

**HHP 146 Badminton** **2**

Skills, fundamentals, rules, and regulations of badminton.

**HHP 149 Tennis** **2**

Skills, fundamentals, rules, and regulations of tennis.

**HHP 174 Yoga** **2**

Beginning level hatha yoga (physical exercises). Emphasis placed on developing flexibility and reducing the effects of stress. Fall/spring.

**HHP 177 Physical Conditioning & Aerobics** **2**

Basic fundamentals of cardiorespiratory physical activity and resistance training.

**HHP 187 Rock Climbing** **2**

Learn basic top-rope climbing skills, climbing knots, rappel technique.

- HHP 188 Mountain Smooth and Clog Dance** 2  
Learn basic techniques of smooth and clog dancing.
- HHP 191 Beginning Strength/Cardio Training** 2  
This course is designed to provide the student with the opportunity to learn weightlifting 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.
- HHP 194 Weight Training II** 2  
This course is designed to provide the student with the opportunity to learn advance weightlifting 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. Additionally, 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.
- HHP 203 Dance Skill lab** 2  
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. Spring.
- HHP 204 Gymnastics Skill lab** 2  
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. Fall.
- 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. Class space priority is given to HHP majors.
- 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. Fall.
- 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 & Weightlifting** 2  
Designed to introduce the student to the activities of walking and weightlifting for leisure and fitness. The course will teach various types of walking for improved fitness and how to use weightlifting 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 HHP 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. The 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 instructor.
- 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 instructor.
- 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 instructor.
- 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 instructor.
- 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 instructor.
- 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 instructor.
- 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.
- HHP 221 Foundations of Health and Human Performance** 3  
This course provides an introduction and professional orientation to the field of kinesiology, specifically the study of physical education, exercise science, sport, and other related fields as academic disciplines and professions. Students will examine history, philosophies, concepts, issues, and trends within the various sub-disciplines of kinesiology. Fall.



- 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. Fall.
- HHP 237 Practicum** 2  
 An opportunity for interested students to work individually with health and human performance faculty members. 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 permission of instructor]
- 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; HHP 221 or AT 222. Spring.
- 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. The NFPT-Certified Personal Trainer exam is recommended for Health and Human Performance majors (Exercise & Wellness Promotion and Coaching Education concentrations). Fall.
- 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 Exercise and Sport Psychology** 3  
 This course provides an overview of basic concepts and principles essential to understanding the psychological and behavioral aspects of sport and exercise. Students will examine psychological theories and research related to sport and exercise behavior. Spring.
- 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. 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.

**HHP 332 Adapted Physical Education** **3**

Designed to provide the prospective teacher, coach, or exercise instructor with the leadership 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 engagement in physical activity. Experiences include observations of and practical experiences with exceptional students. Prerequisites: HHP 221 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111/112, junior or senior standing. Fall/spring.

**HHP 400 Professional Foundations** **1**

This course is designed to help students bring together all of 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 advisor. Fall/spring.

**HHP 414 Methods of Teaching Physical Education** **4**

The purpose of this course is to provide sound strategies and materials for future physical education teachers. Prospective teachers will develop; a personal resources file for professional teaching assignments K-12, teaching and planning skills, and philosophies and rationale for making curriculum decisions. The course will include lecture/discussion on the text and clinical experiences as well as peer teaching experiences. Students will prepare lesson plans for multiple activities and sports, for elementary, middle, and high school grade levels. Prerequisites: ED 205, HHP 221, HHP 238, HHP 233. 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 Health and Human Performance 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 from the time of settlement to the Civil War. Explores how factors such as race, religion, gender, and war have shaped the American experience. Key topics include settlement, colonial development, the American Revolution and nation formation, continental expansion, and the crisis over slavery. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum.
- 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. 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. Fulfills Humanities requirement of the Foundations and Perspectives general education curriculum.
- HIS 229: Introduction to Black Studies** 3  
 An introduction to Black studies focusing on African-American food culture, gardening, farming, and local racial and political issues in western North Carolina. Fall. Meets Humanities Perspective.

- 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.
- 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum.
- HIS 301 Dictators and Democracies: 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 302 American Sports History** **3**  
 This course will present a survey of sports in American history in the context of successive waves of social and cultural change that transformed American society from in the nineteenth and twentieth centuries. Students will consider the ways in which sports reflected—and oftentimes shaped—attitudes towards race, gender, class, amateurism, and professionalization, international politics, and governmental policies. Offered once every two years.
- HIS 303 Goddesses and Presidents: 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 309 Jim Crow Segregation, Resistance, and Protest** **3**  
 Explores the legal, social, and cultural ways that African Americans resisted and fought back against formal segregation between 1896-1964.
- HIS 310 Revolutionary Thought During Independence** **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 conservative backlash, and the end of the Cold War.
- HIS 321 Fashion History I** **3**  
 This course provides a survey of fashion history from the Ancient World through the Renaissance. Fulfills Global Perspective requirement of the Foundations and Perspectives general education curriculum. Cross-listed as FM 321.
- HIS 322 Fashion History II** **3**  
 This course provides an overview of fashion from the 17th century through the 1980s. Fulfills Global Perspective requirement of the Foundations and Perspectives general education curriculum. Cross-listed as FM 322.
- 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  
Examines the great works (artistic, literary, or technological) from European history since 1400 from a multi-disciplinary perspective. 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: World requirement of Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing.
- HIS 326 The Sixties** 3  
Explores the various social, cultural, political, and diplomatic currents that both inspired and divided Americans during the 1960s and beyond. Topics include the civil rights movement, soul and rock music, the Vietnam War, antiwar protests, the rise of a counterculture, feminist movements, environmental awareness, gay liberation, and conservative backlash. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: US requirement of Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and 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.
- HIS 338 Witches, Science, and Enlightenment in Early Modern Europe** 3  
A survey of Europe from the High Renaissance to the French Revolution, emphasizing the witch-craze of the 17th century, the birth of modern science, and the Enlightenment.
- HIS 340 Mussolini, Hitler, and World War II** 3  
In-depth analysis of the political, social, economic, and cultural events that shaped the first half of 20th century European history, from World War I to 1945. Special emphasis will be paid to the rise of totalitarian regimes and the Holocaust.
- HIS 345 American Women in War** 3  
This course examines the historical role of American women on the home front and battlefield during five major U.S. wars (American Revolution, Civil War, World War II, Vietnam, Afghan/Iraq Wars). Students will explore how women both adhered to and challenged the traditional gender expectations in the United States during times of national crises. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the Ideas and Innovations –U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing.
- HIS 346 Human Rights: History and Action** 3  
This course examines the history of human rights: its origins in the eighteenth century, the creation of the Universal Declaration of Human Rights (1948) by the United Nations, and how individuals' rights have been both supported and violated since the mid twentieth century to today. In this culminating and collaborative

general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the Ideas & Innovations CAPS – World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: ENG 111, ENG 112, FYS 111, FYS 112; junior or senior standing.

**HIS 349 Appalachian History** 3

This course examines the people and history of the Appalachian region from the eighteenth to twentieth centuries, with an emphasis on cultural, political, economic, and racial issues and events.

**HIS 350 African American History** 3

Covers the political, social, and cultural aspects of African American history in the 19th and 20th centuries.

**HIS 354 Motown to 2Pac: The Sounds of Civil Rights** 3

This course uses the exciting and dynamic forms of African-American music to understand black Americans' struggles for equality and civil rights. Music styles such as jazz, blues, rock, R&B, and soul will help students investigate the social, cultural, and political impulses that drove the Black Freedom Struggles of the twentieth century. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the Ideas & Innovations CAPS – U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: ENG 111, ENG 112, FYS 111, FYS 112; junior or senior standing.

**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 413 The American Civil War** 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 418 The Birth of Modern America, 1890–1945** 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. Relations with 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, and war. 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 The French Revolution and the Rise of Napoleon** 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 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.

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| <b>HIS 458 Directed Readings in World History</b>   | <b>3</b> |
| Independent readings directed by members of the history faculty.  |          |
| <b>HIS 459 Directed Readings in World History</b>   | <b>3</b> |
| Independent readings directed by members of the history faculty.  |          |
| <b>HIS 460 Independent Study</b>  | <b>3</b> |
| A directed program of reading and research open only to juniors and seniors with approval of the history faculty.   |          |
| <b>HIS 461 Internship</b>   | <b>3</b> |
| A program of field work open to juniors and seniors with approval of the history faculty.   |          |
| <b>HIS 491 Senior Seminar</b>   | <b>3</b> |
| The capstone course for the history major. Students conduct in-depth research, employing appropriate primary and secondary sources leading to completion of a written senior thesis. Additionally, students give a public presentation of their work. Fulfills a general education practicum requirement. |          |

## Honors

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| <b>HONOR 200 Honors So Seminar</b>   | <b>1</b> |
| This course employs project-based learning. Students will be challenged to contribute as members of one or more groups within a service project. They will also work to hone skills that make valuable team-members: collaboration, punctuality, responsibility, communication, listening, professionalism, and respect. Offered each spring; taught concurrently with HON 300. Offered for S/U credit only.                                 |          |
| <b>HONOR 201–260 Honors Mini</b>   | <b>1</b> |
| 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 should stretch themselves intellectually by taking mini-courses outside of their academic discipline.  |          |
| <b>HONOR 300 Honors Jr Seminar</b>   | <b>1</b> |
| This course employs project-based learning and focuses on leadership development. Students will be challenged to assume leadership roles within a service project. They will further work to hone skills that make effective leaders, namely communication, listening, conflict management, and leading by example. Offered each spring; taught concurrently with HON 200. Offered for S/U credit only.                                      |          |
| <b>HONOR 400 Honors Sr Seminar</b>   | <b>1</b> |
| This course focuses on professional development by facilitating student-faculty interactions in each student's major field of study. Offered each fall. Offered for S/U credit only.   |          |
| <b>HONOR 456–460 Honors Contract</b>   | <b>1</b> |
| 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, 459, and 460), consisting of additional responsibilities or research projects associated with regularly offered courses. Each student's honors contract must complement a separate upper-division course (200-level or higher) in a student's major or minor. |          |
| <b>HONOR 490 Honors Sr Seminar</b>   | <b>2</b> |
| HONOR.490 focuses on professional development by facilitating student-faculty interactions in each student's major field of study. Students will also compile a portfolio of the work they have completed in the Honors program. Offered each fall. Offered for S/U credit only.   |          |

## Interdisciplinary Studies

- IDS 210 Introduction to Interdisciplinary Studies** 3  
In this course students will learn basic concepts associated with interdisciplinary studies. Special emphasis is placed on how interdisciplinary studies can help solve complex real-world problems and forge a connection between career choice and academia.
- IDS 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.
- IDS 350 Interdisciplinary Research Methods** 3  
This course focuses on interdisciplinary research methods. Students will learn how to use the BROAD research method to develop the skills needed for the senior capstone project. Prerequisite for IDS.450.
- IDS 361 Interdisciplinary Studies Internship** 1-3  
A student/agency-originated and program coordinator approved field learning experience which enables the student to apply previously attained knowledge and skills and to attain certain specified new learning goals in a work related environment. Graded on an S/U basis.
- IDS 450 Interdisciplinary Capstone or Senior Seminar** 3  
Culminating course for interdisciplinary studies majors. Students, in consultation with a mentor, will complete a self-designed, approved capstone project of significance, demonstrating synthesis of areas of study. Projects will be pertinent to the student's academic and/or career goals.

## 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. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Prerequisite: application and permission of instructor.
- 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 the International Studies majors. There are three distinct goals for the seminar. Students in the class 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 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 103 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. Laboratory required. Prerequisite: Rating of 2 on placement. Does not meet general education requirement for mathematics.
- MTH 115 Calculus I** 4  
Fundamentals of single variable calculus including limits, continuity, differentiation, and integration. Laboratory required. 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** 4  
MTH 120 is the second course in the calculus sequence with an emphasis on techniques of integration, indeterminate forms, improper integrals, sequences, and series. Prerequisite: MTH 115.
- MTH 203 Elementary Geometry** 3  
Geometric figures, measurement, transformations, and constructions. Prerequisite: MTH 107 or 115.
- MTH 204 Teaching Number Systems** 3  
Patterns and reasoning in problem solving, the real number operations, elementary number theory, numeration systems, teaching methods, and consumer language. Prerequisite: MTH 107 or 115.
- MTH 217 Discrete Mathematics** 3  
Designed to introduce students to mathematical thinking using topics in discrete mathematics. Content includes sets, functions, logic and logic circuits, relations, combinatorics, and graph theory. Prerequisite: MTH 115.
- MTH 218 Applied Linear Algebra** 3  
Matrices, determinants, vector spaces, linear transformations, eigenvalues, and eigenvectors. Prerequisite: MTH 115.
- MTH 220 Calculus III** 4  
This is the third course in the calculus sequence with material including polar coordinates, parametric equations, vectors, vector-valued functions, functions of several variables, and double and triple integrals. Prerequisite: MTH 120
- MTH 227 Special Topics: Non-Majors** 3  
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.
- MTH 261 Internship** 3-9  
An initial outside-the-classroom experience enabling students to explore new areas or to supplement regular courses. Department approval required.
- MTH 323 Advanced Calculus I** 3  
Topics include elementary topology, continuity, uniform continuity, differentiation and integration. Prerequisite: MTH 220.

- MTH 327, MTH 328 Special Topics** **3**  
Options for students to study, according to their interests, a variety of topics not covered in regular courses. To be announced by the department.
- MTH 329 Foundations of Geometry** **3**  
Euclidean, spherical, and hyperbolic geometry with emphasis on the rigorous axiomatic development of geometry. Prerequisite: MTH 120.
- MTH 331 Introduction to Abstract Algebra** **3**  
An introduction to the theory of groups, rings, and fields and other algebraic structures. Prerequisite: MTH 217.
- MTH 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 I** **3**  
Fundamentals of tonal theory including scales, key signatures, intervals, triads, species counterpoint, part writing, chord inversions, cadences, and fundamentals of four-part harmony, voice leading, and melodic elaboration. Prerequisite: admission as a Music or Musical Theatre major, or Music Minor, or departmental approval. Fall.
- MUS 112 Music Theory II** **3**  
Tonal theory continued, including: harmonization, composition, and analysis with all diatonic triadic

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| harmonies, seventh chords, secondary dominants, basic modulation, and sequences utilizing four-part harmony in SATB and keyboard formats, and realizing figured bass. Prerequisite: MUS 111. Spring.   |          |
| <b>MUS 113 Aural Skills I</b>  | <b>1</b> |
| 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: MUS 111 or departmental approval. Spring.   |          |
| <b>MUS 114 Aural Skills II</b>   | <b>1</b> |
| 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 113. Fall.   |          |
| <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 120 Recital Attendance</b>  | <b>0</b> |
| A course required of music majors. Must successfully earn 6 semester hours. The course is designed to familiarize students with repertoire, genre, styles, and performance practices for a variety of instruments. May be repeated for credit.   |          |
| <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 Opera Workshop</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. Spring.  |          |
| <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. Prerequisite: MUS 111 or departmental approval.  |          |
| <b>MUS 210 Music Technology</b>  | <b>2</b> |
| Music Technology is designed to acquaint students with the history of music technology and its continued application (including mechanical instruments, electronic instruments and music, basic acoustics, recording/editing terminology, and copyright and licensing issues of importance to the 21st century musician).  |          |
| <b>MUS 211 Music Theory 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 217 Music Theory 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. |          |

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| <b>MUS 218 World Music</b>   | <b>3</b>    |
| 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.  |             |
| <b>MUS 261 Internship</b>  | <b>1-4</b>  |
| An initial outside-the-classroom experience enabling students to explore new areas or to supplement regular courses. Department approval required.   |             |
| <b>MUS 273 Class Piano II</b>  | <b>1</b>    |
| 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. Fall.   |             |
| <b>MUS 311, 312<sup>WI</sup> Music History I, II</b>   | <b>3, 3</b> |
| 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 for MUS 311: MUS 217 or departmental approval. Prerequisite for MUS 312: MUS 311 or Departmental approval.   |             |
| <b>MUS 315 Score Preparation</b>   | <b>2</b>    |
| 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.   |             |
| <b>MUS 327 Special Topics</b>  | <b>1-4</b>  |
| Options for students to study a variety of topics not covered in regular courses. To be announced.   |             |
| <b>MUS 335, 336 Service Playing</b>  | <b>1, 1</b> |
| Techniques and materials used in playing for church services. Offered on Demand. Organ majors only or permission of the instructor.  |             |
| <b>MUS 337 String Techniques</b>   | <b>1</b>    |
| Playing techniques and teaching methods on stringed instruments and guitar. For all Music Education majors. Prerequisite: MUS 111.   |             |
| <b>MUS 338 Instrumental Techniques</b>   | <b>1</b>    |
| 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.   |             |
| <b>MUS 340 Advanced Brass Techniques</b>   | <b>1</b>    |
| Playing techniques and teaching methods. For the Music Education major whose principal instrumental is brass, woodwind or percussion. Prerequisite: MUS 338. Fall.   |             |
| <b>MUS 342 Advanced Woodwind 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. 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 350 Rites, Rituals, and Soundscapes</b>   | <b>3</b>    |
| This course explores music and music-related behaviors of selected global traditions as a means to understand more fully how music both reflects and helps to shape the culture in which it was created. Geographical regions such as sub-Saharan Africa, North & South India, Southeast Asia, and the Middle East will provide “case studies” for examining ways in which musical expression intersects with value systems, identity, environment, religion, politics, and other aspects of culture and society. No prior musical experience required. In this culminating and collaborative general education experience, students will work |             |

in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing. Spring only.

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| <b>MUS 353 Conducting</b>   | <b>2</b>    |
| Introduction to conducting techniques and procedures for the choral conductor. Prerequisites: MUS 112, MUS 114, MUS 273.  |             |
| <b>MUS 354 Advanced Choral Conducting</b>   | <b>2</b>    |
| Continuation of MUS 353 with focused attention on the development of rehearsal techniques. Prerequisite: MUS 353 or departmental approval.  |             |
| <b>MUS 356 Advanced Instrumental Conducting</b>   | <b>2</b>    |
| Continuation of MUS 353. Prerequisite: MUS 353, or departmental approval.   |             |
| <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 Music History III</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>WI</sup> or departmental approval. This course is required of all music majors and fulfills a general education practicum requirement. Fall. |             |
| <b>MUS 441 Principles of Music Education</b>  | <b>3</b>    |
| Basic approaches, materials, and other resources for Elementary, Choral, and Instrumental Music Education. Required for all Music Education majors. Spring.   |             |
| <b>MUS 443 Elementary Music Methods</b>   | <b>2</b>    |
| 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.  |             |
| <b>MUS 445 Choral Music Methods</b>   | <b>2</b>    |
| 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 or departmental approval.  |             |
| <b>MUS 447 Instrumental Music Methods</b>   | <b>2</b>    |
| Methods and materials for the instrumental performance group in schools, grades 5-12. Required for all Instrumental Music Education majors. Elective for others. Fall.  |             |
| <b>MUS 449 Marching Band Techniques</b>   | <b>1</b>    |
| Marching band techniques and practices. Required for Instrumental Music Education majors. Fall.   |             |
| <b>MUS 457, 458 Directed Readings</b>   | <b>1-4</b>  |
| Independent readings directed by members of the department faculty.   |             |
| <b>MUS 460 Independent Study</b>  | <b>1-4</b>  |
| Independent in-depth investigation, reading, and research in a professional area of interest. Department approval required.   |             |
| <b>MUS 461 Internship</b>   | <b>1-4</b>  |
| A student/agency-originated and departmentally-approved field-learning experience which enables students to apply previously attained knowledge and skills.   |             |
| <b>MUS 490 Senior Recital–Performance Majors</b>  | <b>1</b>    |
| Recital of approximately 55 minutes on the principal instrument. See Music Handbook.  |             |
| <b>MLIT Literature of the Applied Instrument I, II</b>  | <b>2, 2</b> |
| Two consecutive semesters; required for the Performance major. Survey of the historical development and literature of the student's applied instrument. Prerequisite: 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: permission of instructor.
- MPED 08A Pedagogy of the Applied Instrument - Piano** 2  
 Provides students with a hands-on experience teaching private and group piano lessons to children. Survey of average-age and adult methods, technique collections, and standard teaching literature from the Baroque, Classical, Romantic, and Twentieth-Century periods will be explored. Prerequisite: permission of the instructor.
- MPED 08B Pedagogy of the Applied Instrument - Piano** 2  
 Provides students with a hands-on experience teaching literature and technical skills to intermediate-level students. Survey of intermediate technique collections and standard teaching literature from the Baroque, Classical, Romantic, and Contemporary 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 and degree program.

- MUS 101 Choir** 1  
 Open to all students. Prerequisite: permission of instructor. Fulfills Aesthetic requirement of Foundations and Perspectives of the Foundations and Perspectives general education curriculum when taken for three consecutive semesters.
- MUS 102 Wind Symphony** 1  
 Open to all students. Prerequisite: permission of instructor. Fulfills Aesthetic requirement of the Foundations and Perspectives general education curriculum when taken for three consecutive semesters.
- MUS 104 Woodwind Ensemble** 1  
 Open to all students. Prerequisite: Permission of instructor.
- MUS 105 Percussion Ensemble** 1  
 Open to all students. Prerequisite: permission of instructor.
- MUS 108 Jazz Ensemble** 1  
 Open to all students. Prerequisite: permission of instructor.
- MUS 109 Brass Ensembles** 1  
 Open to all students. Prerequisite: permission of instructor.
- MUS 115 Chamber Singers** 1  
 Open to all students. Prerequisite: permission of instructor.
- MUS 150 Marching Band** 1  
 Open to all students with permission of instructor. Fall.

## 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 \$740 per credit hour are assessed for all AMU classes. Voice students are required to pay for their accompanist each semester—this \$340 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

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| <b>NS 111 Introduction to Biological Sciences</b>   | <b>4</b> |
| 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.  |          |
| <b>NS 112 Introduction to Environmental Science</b>   | <b>4</b> |
| 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.  |          |
| <b>NS 113 Introduction to Physical Sciences</b>   | <b>4</b> |
| The fundamental principles of astronomy, chemistry, geology, and physics. laboratory. Fulfills Natural Sciences requirement of the Foundations and Perspectives general education curriculum.   |          |
| <b>NS 114 Introduction to Meteorology and Weather Forecasting</b>   | <b>4</b> |
| 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. |          |
| <b>NS 115 Introduction to Human Health &amp; Anatomy</b>  | <b>4</b> |
| Selected topics from human biology emphasizing important factual information, scientific principles, and their application to human health and anatomy. 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**

**2**

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 323R. 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** 2  
 This course transitions the student into nursing discipline courses and expectations. By the end of the course, the student will demonstrate the ability to self-assess learning and personality styles, utilize self-assessment results to begin working effectively in groups, discuss nursing theory (particularly Pender's Health Promotion Theory), write with APA format, and demonstrate a beginning familiarity with testing in the NCLEX format. The importance of service learning, character development, responsibility, citizenship, and health promotion with cultural sensitivity will be stressed and threaded throughout the curriculum. Didactic: 2, laboratory: 0, clinical: 0. Prerequisite: provisional acceptance to the school of nursing or special permission.

- NUR 257 Transcultural/Global Health** **2**  
 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. Didactic: 3, laboratory: 0, clinical: 0. Prerequisite: provisional acceptance to the school of nursing or by special permission. Co-requisite: NUR 211 or by special permission.
- NUR 306 Pathophysiology for Health Promotion** **3**  
 This course focuses on a review of body systems and looks at pathological conditions encountered in healthcare practice across the lifespan. Concepts include human physiology, deviations from normal function, common clinical physiologic homeostasis and investigation into the causes for physiologic disturbances. Pender's Health Promotion Model will be used as the framework for the course and will focus on alterations in the normal function of body systems throughout the lifespan and different cultures. Didactic: 3, laboratory: 0, clinical: 0. Prerequisites: All previous non-nursing courses, NUR 211, NUR 257, or by special permission. Co-requisites: NUR 308, NUR 309, and NUR 311.
- 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. Didactic: 2, laboratory: 1, clinical: 0. Prerequisite: All previous non-nursing courses, NUR 211, NUR 257 or by special permission. Co-requisites: NUR 306, NUR 309, and NUR 311.
- NUR 311 Fundamentals of Health Promotion** **7**  
 This course introduces students to the fundamentals of the nursing discipline. Nursing theory, history, professionalism, regulatory authorities, responsibilities/ accountabilities, infection control, basic skills, basic principles of pharmacology, medication administration, and health promotion. The Pender Health Promotion Model is applied to the common health alterations of the adult. Didactic, lab, and clinical components are included. Didactic: 3, laboratory: 1, clinical: 2. Prerequisites: All previous non-nursing courses, NUR 211, NUR 257, or by special permission. Co-requisites: NUR 306 and NUR 308.
- NUR 312 Promoting Adult Health** **7**  
 This course introduces students to the basics of the nursing discipline. Common diseases and disorders in the adult will be discussed, including nursing management. Common health alterations discussed will reflect the following systems: fluid & electrolyte, acid base, perioperative concepts, respiratory, cardiovascular, circulatory, hematology, immunology, musculoskeletal, gastrointestinal, metabolic, endocrinology, kidney and urinary function, integumentary, neurology, reproductive function. The Pender Health Promotion Model is applied to the common health alterations of the adult. Didactic, lab, and clinical components are included. Didactic: 3, laboratory: 1, clinical: 2. Prerequisite: All previous nursing courses or by special permission. Co-requisites: NUR 318, NUR 320, and NUR 322.
- NUR 320 Promoting Healthy Aging and 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. The pre-licensure B.S.N. 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. Didactic: 2, laboratory: 0, clinical: 1. Prerequisites: All previous nursing courses or by special permission. Co-requisites: NUR 312 and NUR 322.
- 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, IRB training is completed.

Didactic: 3, laboratory: 0, clinical: 0. Prerequisites: All previous nursing courses or by special permission.  
Co-requisites: NUR 312, NUR 318, and NUR 320.

**NUR 407 Interdisciplinary Health Promotion**

8

This course provides an understanding of the nurse's role in health and illness within evolving practice environments and across the spectrum of health and illness. This course will address complex nursing care for diseases and disorders from a physiologic, pathophysiologic, and psychosocial context. Nursing students will develop evidence-based knowledge to apply while implementing critical thinking, clinical judgment, and clinical reasoning in the delivery of patient care. Didactic and clinical components are included.

Didactic: 3, laboratory: 0, clinical: 2. Prerequisites: All previous nursing courses or by special permission.  
Co-requisites: NUR 414 and NUR 424.

**NUR 414 Promoting Family Health**

7

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. Didactic and clinical components are included. Didactic: 4, laboratory: 1, clinical: 2.

Prerequisites: All previous nursing courses or by special permission. Co-requisites: NUR 407 and NUR 424.

**NUR 424 Research, Evidence-based Practice, and Informatics**

3

This course provides the student with tools to access the appropriate data to improve healthcare on the micro and macro levels. The concepts and practice of quality improvement, evidence-based practice, and research are introduced, along with their theoretical bases. The role of informatics in nursing practice will be discussed in relationship to quality improvement, evidence-based practice, and research. Students will be equipped with the tools to professionally disseminate information for the improvement of patient care.

Didactic: 3, laboratory: 0, clinical: 0. Prerequisites: All previous nursing courses or by special permission.  
Co-requisites: NUR 407 and NUR 414.

**NUR 425 Promoting Community and Mental Health**

6

This course focuses upon care of populations experiencing actual and potential alterations in community and mental health. Pender's Health Promotion Model is applied with a holistic lens to various populations. Students are equipped with evidence-based practices applicable to various roles in community and mental health nursing. Didactic: 3, laboratory: 1, clinical: 2. Prerequisites: All previous nursing courses or by special permission. Co-requisites: NUR 426, NUR 430 and NUR 440.

**NUR 426 Leadership, Management, and Bioethics**

3

The course introduces the student to the concepts of management, leadership, delegation, financial planning, policy insights, and 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, including the state Nurse Practice Act, will be researched and discussed. Didactic: 3, laboratory: 0, clinical: 0. Prerequisites: All previous nursing courses or by special permission. Co-requisites: NUR 425, NUR 430 and NUR 440.

**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.

Didactic: 4, laboratory: 0, clinical: 0. Prerequisites: All previous nursing courses or by special permission.  
Co-requisites: NUR 425, NUR 426 and NUR 440.

**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 completed within the final semester of the program. Didactic: 0, laboratory: 0, clinical: 3. Prerequisites: All previous nursing courses or by special permission. Co-requisites: NUR 425, NUR 426 and 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 105 Ethics Bowl** **1**  
This course trains students to craft compelling, publicly accessible arguments on how to solve pressing contemporary challenges in ethical ways. It also introduces students to the basic practices of professional comportment. Prerequisite: professor's permission. Fall.

**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 242 East Asian Philosophy.** **3**  
An exploration of the philosophies and wisdom teachings of Confucianism, Taoism, and Zen Buddhism, three global traditions that were born or shaped in China. Students will investigate the historical and cultural contexts of these philosophies and examine how these traditions keep on influencing the larger world today. Fulfills general education Global Perspectives requirement. Cross-listed as REL 242. Spring, even numbered years.

**PHI 311 American Ideas** **3**  
In this course students investigate the development of the American mind, looking at how American artists, philosophers, scientists and activists have imagined community, dreamed of liberty and searched for truth. We survey classics of American philosophy, politics, literature and art in pursuit of understanding American ideas and ideals. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the I&I: CAPS requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing. 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. Fall, odd-numbered years.

**PHI 327 Special Topics in Philosophy** **3**  
Occasional or experimental courses offered due to particular student or faculty interest.

**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 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. Spring, odd-numbered years.

**PHI 355 Democratic Legitimacy** 3

What makes a government democratic? What makes a democratic government just? This course introduces students to the moral debates regarding the nature of democratic legitimacy. These debates center on the definition and prioritization of a few key values: representation, self government, freedom, and equality. This course equips students to enter this debate, thereby defining their own commitments regarding democratic legitimacy. This course also enables students to assess and pursue the legitimacy of the governments in which they participate. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: World requirement of the Foundations and Perspectives general education curriculum. Prerequisite: junior standing. Cross-listed as PS 355.

**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. Prerequisite: 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.

## 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 121 Introduction to International and Comparative Politics** 3

This course introduces students to the study of international politics, institutions, economic development, conflicts, and opportunities for a better world. This course is “issue focused,” meaning, students will study prior events and processes to gain an understanding of larger concepts that can be used to analyze future events and processes. Fulfills Social Scientific requirement of the Foundations and Perspectives general education curriculum.

- PS 230 Advanced International and Comparative Politics** **3**  
 This course advances student understanding of the theories in international relations and provides a closer examination of questions of economic development, conflict, cooperation and security studies. This course gives students the tools that political scientists use to understand international politics and will be helpful for students in their futures because they will be able to apply what they learned to events as they happen. Prerequisite: PS 121 (Intro to International and Comparative Politics).
- PS 301 Junior Research Mini Seminar** **1**  
 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. Cross-listed as SOC 301.
- 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the Ideas & Innovations CAPS: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing. Fall, even-numbered years.
- PS 320 War and Conflict** **3**  
 This course gives students the tools to critically examine causes of conflict in international relations, conflict within states, i.e., “civil war,” terrorism, nuclear weapon program development, sanctions, international responses to conflict and the effects of conflict such as civilian displacement, genocide, and environmental degradation. Prerequisite: PS 230 (Advanced International and Comparative Politics).
- PS 321 Model United Nations I** **3**  
 This course prepares students for the Spring Model United Nations competition in Charlotte, N.C. (SRMUN). Topics covered include diplomacy, international relations theories, non-governmental organizations, international organizations, decision making models, international security, economic development, human security, gender issues, and environmental protection. Non-political science majors are encouraged to enroll especially if they are interested and have studied any of these topics in other classes. The course also gives students an opportunity to interact, speak, and collaborate in a professional setting. Prerequisite: PS.121 (Introduction to International and Comparative Politics) or PS 131 (Current Issues and International Controversies) or Permission of the Instructor. Spring.
- PS 322 International Political Economics and Development** **3**  
 The course gives students the tools to critically examine 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 (specifically the World Trade Organization, the World Bank, and the International Monetary Fund) and how these influence power structures. What is socialism? What is capitalism? We give you the answers! Prerequisite: PS 230 (Advanced International and Comparative Politics).
- PS 323 Human and National Security** **3**  
 This course gives students the tools to critically examine policies for safeguarding people, territory, and way of life from the American perspective of national defense. Just as important, however, this course introduces students to the human security perspective which challenges the assumption that the state, rather than the individual, as the key unit of value. In other words, people, not just states, experience insecurity. Human security examines economic inequality on a global level, environmental impacts, labor flows, refugees,

immigration, food scarcity, and gender/identity equality. Prerequisite: PS 230 (Advanced International and Comparative Politics)

**PS 324 Model United Nations II** **3**

This course prepares students for the Spring Model United Nations competition in Charlotte, N.C. (SRMUN). Topics covered include diplomacy, international relations theories, non-governmental organizations, international organizations, decision making models, international security, economic development, human security, gender issues, and environmental protection. Non-political science majors are encouraged to enroll especially if they are interested and have studied any of these topics in other classes. The course also gives students an opportunity to interact, speak, and collaborate in a professional setting. Prerequisite: PS.121 (Introduction to International and Comparative Politics) or PS 131 (Current Issues and International Controversies) or Permission of the Instructor. (Model UN I is required before Model UN II). Spring.

**PS 327 Special Topics** **3**

Options for students to study, according to their interests, a variety of topics not covered in regular courses, e.g. regional planning issues and civil liberties.

**PS 330 Debate in Contemporary Issues – I** **3**

This course focuses on developing research, argument, communication, problem solving, and critical thinking skills through preparing for and participating in a public debate on campus. The topic of the debate is chosen by the students, but must be a matter of public policy.

**PS 331 Debate in Contemporary Issues – II** **3**

This course focuses on developing research, argument, communication, problem solving, and critical thinking skills through preparing for and participating in a public debate on campus. The topic of the debate is chosen by the students, but must be a matter of public policy. Prerequisite: PS 330 (Debate in Contemporary Issues – I).

**PS 334 State and Local Government** **3**

This course explores the part that states play in our federal system of government. Topics covered include structural and cultural differences between the states, the role of states as implementers of national policy, the opportunities for policy development enjoyed by the states, the unique challenges faced by the state government, and the development of federalism over time. Offered every two years.

**PS 335 Federal Institutions** **3**

This course focuses on the powers granted to the legislative, executive, and judicial branches of the U.S. federal government and how the people that make up each branch use those powers in practice. Attention will be given to the individual activities of each branch and to the ways that the branches interact. Prerequisite: PS 111 (American Government and Politics). Every two years.

**PS 336 U.S. Political Behavior** **3**

This course explores the various ways that people engage in politics in the U.S. Topics covered include public opinion, electoral activity, and vote choice, the role of parties in gaining political power and governing, and the efforts of interest groups to influence actors in government and the public at large. Prerequisite: PS 111 (American Government and Politics). Every two years.

**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 Policy Process and Analysis** **3**

This course focuses on two primary topics. The first is the process by which actors inside of government come together to shape government action. The second is a set of methods for examining whether proposed policy solutions are likely to achieve their goals or whether enacted policy solutions have achieved their goals. Prerequisite: PS 111 (American Government and Politics).

- PS 355 Democratic Legitimacy** **3**  
 What makes a government democratic? What makes a democratic government just? This course introduces students to the moral debates regarding the nature of democratic legitimacy. These debates center on the definition and prioritization of a few key values: representation, self government, freedom, and equality. This course equips students to enter this debate, thereby defining their own commitments regarding democratic legitimacy. This course also enables students to assess and pursue the legitimacy of the governments in which they participate. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing. Every two years. Cross-listed as PHI 355.
- PS 457, 458 Directed Readings** **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 121 (Introduction to Global Politics) or PS 111 (Introduction to American Government and Politics).
- PS 460 Independent Study** **3**  
 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** **3-4**  
 The application, outside the classroom, of previously attained knowledge and skills, through study and through significant service to a group or organization.
- 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.

## Pre-Law Studies

- PL 101 Introduction to Pre-Law Studies** **1**  
 Introduces students to careers in the law, preparation for law school, and success as a law student and future lawyer or paralegal.

## 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. Prerequisite: None. Required for psychology and art therapy major.
- PSY 121 Introduction to Art Therapy** **3**  
 Through lecture and experiential learning, this course is designed to give a working understanding of the principles of art therapy, including history, theory, and practice. By the end of this course, each student should understand how art therapy is similar to and different from other types of psychological counseling. Prerequisite: none. Offered spring. Required for art therapy major; elective option for psychology 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. There is a community engaged component to this course. Prerequisite: none. Fulfills: Elective option for certificate in community engagement.

- 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 general education math requirement. Offered fall online/spring seated. Required for psychology major and 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 seated and spring online. Required for psychology major and 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 and either NS 111, 113, or 115 or BIO 120 or 121. Offered spring, even -numbered years. 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. Cross-listed as SOC 308. Offered fall online and spring seated. 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 spring, odd-numbered years. 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 infrequently. 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 infrequently. 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, even-numbered years online; fall, odd-numbered years seated. 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 spring, even-numbered years online; spring, odd-numbered years seated. 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 fall, even-numbered years. Fulfills group B option for psychology major.

**PSY 317 Psychology of Gender and Sexuality** **3**

This course seeks to examine how people experience sex, gender, and sexuality through a variety of historical and cultural contexts. We discuss what it means to identify as a man, a woman, transgender, or nonbinary. The course is a combination of discussions, debates, and research regarding sex, gender, and sexuality from physiological, psychological, and sociological perspectives. Cross-listed as WGS 317. Prerequisite: PSY 111. Offered 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 online and spring seated. Fulfills group A option for psychology major; requirement 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. Fulfills elective option for psychology major; requirement 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. There is a community engaged component to this course. Prerequisite: PSY 121. Offered fall. Fulfills requirement for art therapy major; elective option for certificate in community engagement; elective option for psychology 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 infrequently. Fulfills elective option for psychology major.
- PSY 345 Psychology of Yoga** 3  
 Explore the intersection between psychology and yoga philosophy and practice. In this class, you will learn about the philosophy behind yoga practices, including physical (asana), energetic (pranayama), and mental (mindfulness & meditation) aspects. We will connect these yoga practices to modern psychology research to understand our own mind-body connections. In class, we will split our time between discussion and practicing yoga. Out of class, you will keep a journal of your personal practices, and then take what you have learned into our community through a service project. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing. Offered infrequently. 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 225, and a written proposal copied to the department chair describing the research planned. Offered fall or spring, according to demand. Fulfills elective option for psychology major.
- 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 or spring, according to demand. 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 or spring, according to demand. Fulfills elective option for psychology 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. Fulfills general education requirement; Required for psychology major and 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, according to demand. 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 place 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 of 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.

## Religion

**REL 115 Religion: Search for Meaning** 3  
Introduces the study of religion through investigation of how humans create meaning through their imaginations and worldviews. Students examine and analyze the phenomena of the religious life that are shared across religious traditions. Fulfills the general education Humanities Perspectives requirement.

**REL 201 The Bible as Literature** 3  
The Bible as Literature. A literary-critical introduction to the sacred scriptures of Israel, Judaism, and Christianity, focused on key narrative and literary complexes in the Bible. Students consider how the narratives, images, and themes of Biblical literature emerged from their ancient context and continue to shape our world. Fulfills the general education Humanities Perspectives requirement.

**REL 208 Eden to Exile.** 3  
Discover the religion of the ancient Israelites and the epic story they told about their place in history, spanning from the creation of the world to the Babylonian exile. This course introduces the academic study of the Bible through careful reading of the Old Testament (or "Hebrew Bible") and comparable Ancient Near Eastern literatures. Fulfills general education Humanities Perspectives requirement. Offered in Spring, odd numbered years.

**REL 209 The Jesus Movement.** 3  
In this course we investigate the history and literature of the earliest followers of Jesus who established Christianity as an independent religious movement almost two thousand years ago. Students are introduced to the academic study of the Bible through careful reading of the New Testament and early Christian literature. Fulfills general education Humanities Perspectives requirement. Offered in Spring, even numbered years.

**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  
In this course, students investigate the many themes and influences that have shaped American religions, surveying a variety of religious movements that originated in and contributed to American culture. In our studies we pay special attention the role of race, gender and other critical perspectives. Fulfills the general education Humanities Perspectives requirement. Fall.

**REL 239 Global Perspectives on Religion** 3  
What roles do religions play in the world today? How do religious ideas and practices shape societies and politics around the globe? This course examines the major religious traditions of the world with an aim to developing our understanding of global conflicts, comparative ethics, and religious ideologies. Fulfills the general education Global Perspectives requirement.

**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**

Hinduism and Buddhism. An introduction to two globe-spanning religious traditions that were born in India: Hinduism and Buddhism. Students investigate the beliefs, philosophies, and historical and cultural contexts of Hindus and Buddhists around the world. Fulfills the general education Global Perspectives requirement. Fall, odd-numbered years.

**REL 242 East Asian Philosophy** **3**

An exploration of the philosophies and wisdom teachings of Confucianism, Taoism, and Zen Buddhism, three global traditions that were born or shaped in China. Students will investigate the historical and cultural contexts of these philosophies and examine how these traditions keep on influencing the larger world today. Fulfills general education Global Perspectives requirement. Cross-listed as PHI 242. Offered in Spring, even numbered years.

**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**

In this course students examine the ways that ideas about Jesus have developed during the past two thousand years. Using an interdisciplinary approach, we look at the work of believers, artists, academics, and skeptics, studying the ways that people all around the world have approached “Jesus” — as an idea, an ideal, and a focus of devotion. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the Ideas and Innovations CAPS-World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing. 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the Ideas and Innovations CAPS-World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing.

**REL 326 The End of the World.** **3**

What’s your plan for the apocalypse? From ancient times, people have dreamt of the end of the world, imagining world ending events from A (Asteroids) to Z (Zombies). This interdisciplinary course investigates “apocalyptic eschatology” (radical ideas about how the world might end), examining the problems it presents to us socially and politically, and searching for solutions to those problems. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the Ideas and Innovations CAPS-World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: Junior or Senior status, FYS 111, FYS 112, ENG 111&112. Offered in Spring, even numbered 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 336 Women and Religion** **3**

This course explores the roles of women in the texts, histories, and theologies of the Christian tradition, and of the traditions of Judaism, Islam, and goddess religions. Topics include women's experience, religious language, ideas of human and divine nature, diversity, and sexuality. Meets Women's Studies requirements. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the Ideas and Innovations CAPS-World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and 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 Appalachian Studies and Women's Studies requirements. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing.

**REL 345 Atheists, Skeptics, and Believers.** **3**

How do believers, skeptics and atheists form and rationalize belief and disbelief? How have they formed the diverse worldviews that help them flourish? In this interdisciplinary course students investigate matters of faith, belief, skepticism, agnosticism and atheism, as these ideas are expressed in a variety of media by different types of thinkers from around the world. Students study perspectives on belief and skepticism from philosophers, theologians, psychologists, economists, sociologists, feminist and critical race theorists, and more. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the Ideas and Innovations CAPS-World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: Junior Standing, ENG 111, 112, FYS 111, FYS 112. Offered in Spring, even numbered years.

**REL 350 The Concept of Religion.** **3**

This interdisciplinary course examines the ways that various academic disciplines conceptualize "religion." Students study the definitions and theories of religion that are used in anthropology, sociology, psychology, theology, and religious studies. This course is intended to develop students' capacities to do rigorous qualitative research and writing in the study of religion. Fall, even numbered years.

**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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the Ideas & Innovations CAPS - US requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing. Cross-listed as CJ 360.

**REL 437 Renaissance and Reformation** **3**

The Renaissance, the Reformation, and the development of modern states under absolutism. 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. Prerequisite: senior status. Offered every other year. 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 and 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. 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and 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. Prerequisite: admission to 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 Social Inequality: Race, Class, and Gender** **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 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**  
 Same as CJ 219. Yearly.
- SOC 220 Statistics for the Social Sciences** **3**  
 An introduction to statistical analysis, including descriptive statistics, probability distributions, sampling theory, statistical inference, and regression and correlation analysis. Prerequisite: MTH 107. (Same as CJ 220).

- 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** **1**  
 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. This course fulfills the Ideas & Innovations CAPS World requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior standing.
- 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the Ideas & Innovations CAPS: U.S. requirement of the Foundations and Perspectives general education curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and 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 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 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: SPA 212 or permission of instructor.
- SPA 312 Intro to Spanish Phonetics and Phonology** **3**  
 Review of Spanish structural and phonetic issues, with an emphasis on pronunciation, intonation and fluence, regional dialects and styles, and comparison to structure of the English language. Taught in Spanish. Fulfills Global Perspective/Foreign Language requirement of the Foundations and Perspectives general education curriculum. Prerequisites: 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: 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: SPA 212 or permission of instructor.
- SPA 315 Advanced Conversational Spanish** **3**  
 This course, taught in Spanish, focuses on strengthening students’ speaking abilities in Spanish, stressing the importance of a higher level of correct grammar usage and oral expressions. Prerequisites: 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 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  
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 Spanish. Prerequisite: SPA 212 or instructor permission.

## Theatre Arts

- TA 100 Performance Ensemble** 1  
“Showstoppers,” MHU’s Musical Theatre Performance Ensemble. Performance based, featuring staged musical theatre pieces. This course is a performance experience and community outreach course that may be taken for credit every semester. Course offered every semester. 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. Under special circumstances, it is possible for a student to take more than one units per semester. 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 125 Applied Voice** 1  
Private Singing/Vocal Coaching focusing on preparing the musical theatre vocal student to perform appropriate repertoire ranging from classical to modern Broadway styles, with an emphasis on mastering effortless, healthy vocal techniques. Ensemble lab will continue working on the skills learned in private lessons in a supportive group setting. Prerequisite: None. 1 unit 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 131 Fundamentals of Acting** **3**  
 The fundamentals of acting with an emphasis on technique, basic movement, and ensemble work as explored through exercises, scenes, and monologues. Theatre majors and minors only. Prerequisite: None. 3 units (2 lecture, 1 lab).
- TA 140 Fundamentals of Theatre** **3**  
 A survey of theatre with an emphasis on career readiness, theatre history, acting, design, dramaturgy and the art of production. 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 an Aesthetic Perspectives general education requirement. 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. Non-theatre majors and minors. Prerequisite: none. 3 units lecture.
- TA 150 Fundamentals of Design** **3**  
 A creative investigation of the principles of design using the art of theatrical production. Prerequisite: none. 3 units lab.
- TA 151 Stage Craft** **3**  
 An introduction to the technical arts and skills of the theatre professional, including safety practices for construction. Prerequisite: None. 3 units lab.
- TA 200 Stage Management** **3**  
 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. Prerequisites: TA 131, 140, 150, 151. 3 units lecture
- TA 220 Movement for Actors** **3**  
 The examination of the actor's physical instrument as taught through kinetic awareness, gestural language, and the mind-body connection. Basic stage combat is also studied. Prerequisites: TA 131. 3 units (2 lecture, 1 lab).
- TA 224 Hip-Hop** **3**  
 A study of hip-hop dance styles, music and history. This course is a high-energy class that infuses the latest styles of street dancing, breaking, popping, and locking. classes will encourage students to step outside of the box by bringing their own individual style and personality to the movements and will combine learned choreography at the end of the semester with a graded performance. This course may be taken for credit more than once, for a maximum of 6 units. Prerequisites: None. 3 units (1 lecture, 2 lab).
- TA 225 Ballet** **3**  
 A study of ballet dance techniques. This course will focus on ballet terminology and technique through the execution of barre work, center, and across the floor exercises. Students will have a clear understanding of body alignment, movement quality, carriage of upper body, and flexibility at the end of the course with a required end of course graded performance. This course may be taken for credit more than once, for a maximum of 6 units. Prerequisites: None. 3 units (1 lecture, 2 lab)..
- TA 226 Jazz** **3**  
 A study of jazz dance styles. This course will focus on learning proper dance technique such as isolations of the body, improving performance quality and developing complex rhythms and patterns. Students will be exposed to various styles of jazz such as Broadway, Street and Contemporary and will combine learned choreography at the end of the semester with a graded performance. This course may be taken for credit more than once, for a maximum of 6 units. Prerequisites: None. 3 units (1 lecture, 2 lab).



- TA 227 Modern Dance** 3  
 A study of modern dance styles. This course will incorporate many of the foundations of modern dance technique, including suspension and release, fall and recovery, the use of momentum and connecting breath with movement. Dancers will explore new ways of moving in combinations, floor work and partnering, and also in various methods of improvisation as Broadway, Street and Contemporary and will combine learned choreography at the end of the semester with a graded performance. This course may be taken for credit more than once, for a maximum of 6 units. Prerequisites: None. 3 units (1 lecture, 2 lab).
- TA 228 Tap** 3  
 A study of tap dance techniques. This course is designed to develop rhythm, style and sound. Students will learn a variety of tap styles from Broadway to Rhythm tap. The class emphasis is on developing proper tap technique and producing clear tap sounds and will combine learned choreography at the end of the semester with a graded performance. This course may be taken for credit more than once, for a maximum of 6 units. Prerequisites: None. 3 units (1 lecture, 2 lab).
- TA 229 Musical Theatre Dance Styles** 3  
 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. 3 units (1 lecture, 2 lab).
- TA 230 Acting II** 3  
 An in-depth focus on developing a role through character analysis, specific to realistic acting styles, through scene and monologue work. Prerequisites: TA 110, 131. 3 units (2 lecture, 1 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. Prerequisites: 150, 151. 3 units lab.
- TA 251 Theatrical Design Seminar** 3  
 An exploration of modern technologies and programs used in the design process from the evolution of the design concept to the execution of electronic renderings, detail computer drawings and models. The work may include design projects, script analysis, research presentation and beginning portfolio reviews. Prerequisites: TA 150, 151. 3 units lab.
- TA 252 Make-Up** 3  
 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. 3 units lab.
- TA 326 Intermediate Jazz** 3  
 A continued study of jazz dance. This Course will focus on advanced learning dance technique such as isolations of the body, improving performance quality and developing complex rhythms and patterns. Curriculum is based on ballet technique layered with traditional jazz movement. As students' progress through each level curriculum it will become increasingly more complex and intricate and will combine learned choreography at the end of the semester with a graded performance. Prerequisites: TA 226 or permission from the instructor: 3 units (1 lecture, 2 lab).
- TA 328 Intermediate Tap** 3  
 A continued study of tap dance. Exercises focus on building flexibility of the knee and ankles, coordination, and speed of movement. The class emphasis is on developing tap technique. As an advanced, course students will be challenged each level of curriculum with increasingly more complex and intricate combinations and will combine learned choreography at the end of the semester with a graded performance. Prerequisites: TA 228 or permission from the instructor. 3 units (1 lecture, 2 lab).
- TA 330 Acting III** 3  
 An advanced study of historical period acting styles with an emphasis on movement, language, manners, and motives of a given style. Prerequisite: TA 210, 220, 230. 3 units (2 lecture 1 lab).

- TA 333 Advanced Acting: Shakespeare** 3  
A comprehensive study of performing Shakespearean text as it relates to verse and prose technique and inherent characterizations based in these techniques. Prerequisites: TA 330. 3 units (2 lecture 1 lab).
- TA 334 Advanced Acting: Film and Television** 3  
This course will concentrate on the development of acting and improvisational skills appropriate to the recorded media through a variety of scene studies. Scripts and scenes will be chosen for their application to the techniques of film acting. 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 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 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 permission of instructor. 3 units lecture.
- TA 344 Musical Theatre History** 3  
Comprehensive history of Musical Theatre styles from the beginning of Opera to present day, examining the most influential performances, composers, and historical movements of each decade. This course will cover major musicals, with an emphasis on individual presentations of musicals depending on student preference. Prerequisites: TA 140, 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. In this culminating and collaborative general education experience, students will work in a professional manner with students from other disciplines to create a cross-disciplinary solution to a problem specific to the course content. Fulfills the U.S. Ideas & Innovations CAPS requirement of the Foundations and Perspectives General Education Curriculum. Prerequisites: FYS 111, FYS 112, ENG 111, 112, and junior or senior 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, 250. 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, 250. 3 units (2 lecture 1 lab).
- 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 375 Creative Drama** 3  
This course provides an overview of, and a foundation in, the use of Drama in the K-12 academic curriculum. It incorporates the fundamental principles of the art form, the pedagogical techniques, and the necessary materials for utilizing drama techniques in a theatre classroom and in regular classroom instruction. It is a

course designed to introduce the student to the appropriate use of theatrical tools (movement, imagination, improvisation, acting, directing, puppetry and writing), using the North Carolina State Educational Standards for Theatre. Cross-listed as ED 375.

**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 430 Methods of Choreography** **3**

The basic elements of movement, time, space, weight, flow, and their choreographic applications explored through structured improvisation, short movement studies, viewing of dances, and selected readings. Experimentation with devices for movement manipulation and choreographic forms through longer movement studies. Prerequisite: TA 326, 328. 3 units (1 lecture 2 lab).

**TA 461. Internship** **3-12**

A student/professional-oriented field-learning experience that enables students to apply previously attained knowledge and skills in a professional theatre setting. Must be approved by the program coordinator.

**TA 469 Appalachian Smooth and Clog Dancing** **1**

Performance of traditional and choreographed square dances.

**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 Senior Seminar II** **1**

A continuation of Senior Seminar I, 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. Auditions should include but are not limited to: SETC, UPTA, URTA, Theme Park Auditions, Midwest Theatre Auditions, and Strawhat Auditions. This course also requires students to participate in the student showcase at the end of the semester. Prerequisites: TA 230, 480. 1 unit lab

**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. 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 229 Women Writers**

**3**

Literature and women and gender studies course that pairs current feminist theory with contemporary literature by women writers from around the world. Cross-listed as ENG 229. Offered Fall, even years. Meets Humanities Perspective.

**WGS 317 Psychology of Gender and Sexuality**

**3**

This course seeks to examine how people experience sex, gender, and sexuality through a variety of historical and cultural contexts. We discuss what it means to identify as a man, a woman, transgender, or nonbinary. The course is a combination of discussions, debates, and research regarding sex, gender, and sexuality from physiological, psychological, and sociological perspectives. Cross-listed as PSY 317. Prerequisite: PSY 111. Offered fall.

**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.

Members serve four-year terms. These terms change according to the calendar year, so please check the website for the most current information.

## Officers

**Chair: Mike Kelly '82, Mason, Ohio**  
**Vice-Chair: Mike Cranford '74, Fuquay-Varina, N.C.**  
**Treasurer: Doug Buchanan '88, Cary, N.C.**  
**Secretary: Karen Smith '81, Winston-Salem, N.C.**

### Terms Expire December 31, 2022

|                                       |  |
|---------------------------------------|--|
| Mark Cabaniss '82, Nolensville, Tenn. | Mike Cranford '74, Fuquay-Varina, N.C. |
| Will Davis, Burgaw, N.C.              | Sally Duyck, Asheville, N.C.           |
| Carolyn Ferguson, Candler, N.C.       | Steve Francis '72, Columbia, S.C.      |
| Mike Kelly '82, Mason, Ohio           | Magay Shepard '84, Charlotte, N.C.     |
| Karen Smith '81, Winston-Salem, N.C.  |  |

### Terms Expire December 31, 2023

|                                      |                                      |
|--------------------------------------|--------------------------------------|
| Doug Buchanan '88, Cary, N.C.        | David Costner '70, Leicester, N.C.   |
| Wayne Higgins '75, Weaverville, N.C. | Gene Holdway '74, Greer, S.C.        |
| Carole Martin '81, Asheville, N.C.   | Ruth Parham '65, Fall Branch, Tenn.  |
| Brent Townsend '02, Tyrone, Ga.      | Charles Trammell '59, Memphis, Tenn. |
| Jim Wilson '67, Greensboro, N.C.     |                                      |

### Terms Expire December 31, 2024

|   |  |
|---|--|
| Amanda Beatty '02, Stanley, N.C.            | Bruce Boyles '80, Kings Mountain, N.C.     |
| Ron Brown, Asheville, N.C.                  | Max Burgin '54, Ellenboro, N.C.            |
| Kyle Carver '69, Leicester, N.C.            | Julian Cuthbertson '08, Huntersville, N.C. |
| Bud Hughes '75, Candler, N.C.               | Jeremy Pressley '00, Canton, N.C.          |
| Marilyn "Que" Tucker '74, Morrisville, N.C. |  |

### Terms Expire December 31, 2025

|  |                                    |
|--|------------------------------------|
| John Ayers '66, Fayetteville, N.C.       | Mike Groce '68, Newton, N.C.       |
| A.C. Honeycutt, Jr. '75, Mars Hill, N.C. | Eric Mann '81, Jacksonville, Fla.  |
| Jeff Miles '01, Rabun Gap, Va.           | Cheryl Pappas '70, Charlotte, N.C. |
| Paul Powell '79, Greensboro, N.C.        | Anna Renfro '79, Gastonia, 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.

Members serve four-year terms. These terms change according to the calendar year, so please check the website for the most current information.

## Chair

Austin Lee '03

### Terms Expire December 31, 2022

Joseph Bland '03, Raleigh, N.C.  
Danny Fusco '99, Weaverville, N.C.  
Julie Morrow '89, Mooresville, N.C.  
Luther Rickenbaker III '67, Spartanburg, S.C.

Tim Clark, Mars Hill, N.C.  
Austin Lee '03, Atlanta, Ga.  
Charles Pond '67, Smithfield, Va.

### Terms Expire December 31, 2023

Doug Echols '67, Rock Hill, S.C.  
John Hough, Jr. '55, Mars Hill, N.C.  
Matthew Miller '86, Arlington, Va.

David Hopstetter '67, Greenville, S.C.  
Rodney Johnson '72, Arlington, Va.

### Terms Expire December 31, 2024

Peter Alexander '94, West Hollywood, Calif.  
Leslie Johnson '67, Bluffton, S.C.  
Malcolm Privette '67, Gainesville, Fla.

Larry Burda, Mars Hill, N.C.  
Mike Pressley '69, Hendersonville, N.C.  
Kevin Wills '02, Jefferson Hills, Pa.

### Terms expires December 31, 2025

Robert Chenman '71, Virginia Beach, Va.  
Susan Gurganus '75, Raleigh, N.C.  
Paula Kahn '79, Bristol, Va.  
Chris Pappas '66, Charlotte, N.C.  
John Winkenwerder '81, Asheville, N.C.

Bruce DeWeese '74, Asheville, N.C.  
Tommy Hornick '99, Indian Trail, N.C.  
David McFee '70, Asheville, N.C.  
Brian Danforth '06, Gainesville, Fla.

# 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.

Members serve three-year terms. These terms change according to the calendar year, so please check the website for the most current information.

## Officers

Chair: McKelle Ulm '02, Willow Spring, N.C.  
Vice Chair: Jameson Donnell '12, Charlotte, N.C.  
Secretary: Kelly Holdway '02, Greer, SC  
Past Chair: Louie Cox '67, Lexington, N.C.

## Ex-officio Members

Senior Director of Alumni & Trustee Relations: Dr. Joy Kish '82  
Senior Class President: Joshua Hager, 2021-2022

### TERM EXPIRES DECEMBER 31, 2022

|   |                                       |
|---|---------------------------------------|
| Carter Bengé '14, Lillington, N.C.        | Janis Blackwell '68, Lubbock, Texas   |
| Maxine Brown '98, Marshall, N.C.          | Greta Byrd '88, Asheville, N.C.       |
| Monnie Griggs '94, Bahama, N.C.           | Charles Harbison '95, Charlotte, N.C. |
| Gerry Hutchinson '76, Stone Mountain, Ga. | Sarah Lemons '98, Fuquay-Varina, N.C. |
| Barry Moore '90, Weaverville, N.C.        | Kellie Shirley '88, Arden, N.C.       |

### TERM EXPIRES DECEMBER 31, 2023

|                                      |                                       |
|--------------------------------------|---------------------------------------|
| Bob Burnette '79, Belmont, N.C.      | Louie Cox '67, Lexington, N.C.        |
| Jameson Donnell '12, Charlotte, N.C. | Jeff Flowers '81, Evans, Ga.          |
| Tara Hornick '99, Indian Trail, N.C. | Brian Matlock '98, Asheville, N.C.    |
| Hal Messick '88, Lewisville, N.C.    | Patrick Spence '98, Weaverville, N.C. |
| Bob Taylor '84, Arden, N.C.          | McKelle Ulm '02, Willow Spring, N.C.  |
| Sheryl Wilson '91, Asheville, N.C.   |                                       |

### TERM EXPIRES DECEMBER 31, 2024

|   |   |
|---|---|
| Ann Bennett '81, Boynton Beach, Fla.    | Kiel Bollero '14, Charlotte, N.C.       |
| Rodney Borders '88, Shelby, N.C.        | Terry Chavis '14, Greensboro, N.C.      |
| Whitney Davis '98, Bryson City, N.C.    | Bobby Dean Franklin '67, Chuckey, Tenn. |
| Kile Garrett '13, Brentwood, Tenn.      | Justin Gragg '12, Hudson, N.C.          |
| Derek Hodges '04, Sevierville, Tenn.    | Kelly Holdway '02, Greer, S.C.          |
| Kellye Ratcliff '86, Simpsonville, S.C. | Amy West '19, Cherokee, N.C.            |



# 2022-23 University Marshals

Nolan Blake McMillen, Co-chief

Ciara Nicole Mitchell, Co-chief

Elizabeth Sharnel Friedrich

Braden James Hoskyn

Sabrina Mayo Kennedy

Julia Grace Luna

Tyler Laura Pesce

Carlson Susanne Stiles

Bailey Anne Whitehead-Price

Faith Rebekah Giles

Allie Grace Jones

Emily Lynn Kraft

Connor Allen McConkey

Lauren Elise Sermersheim

Sarah Vivian Wheeler

Courtney Taylor Hodges

# 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.

post-graduate, Universidad de Santiago de Compostela; Cornell University

**David Rozeboom** 2019  
*Vice President of Student Life*  
 B.A., Calvin College; 1991; M.A., University of Akron, 1994; Ph.D., Texas A & M University, 2008.

## President's Leadership Team

**Rick Baker** 1994  
*Athletic Director*  
 B.A., Physical Education, East Tennessee State University, 1992; M.S., East Tennessee State University, 1994.

**Roger Slagle** 2021  
*Vice President for Finance & Administration*  
 B.S., Western Carolina University, 1998; M.B.A., Western Carolina University, 2001; M.A., Western Carolina University, 2007; Ph.D., Capella University, 2021.

**George Grainger Caudle** 1991  
*Senior Director of Planning and Strategy; Professor of Business and Economics; Department Chair*  
 B.A., Duke University, 1981; M.A., University of Colorado, 1985; Ph.D., University of Colorado, 1993.

**Kristie K. Vance** 2007  
*Director of Admissions*  
 B.A., Mars Hill University, 2007; M.M., Mars Hill University, 2022.

**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.

## Senior Administrators

**Cathy L. Adkins** 1989  
*Executive Director 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.

**Samantha Fender** 2009  
*Senior Director of Marketing & Communications*  
 B.A., Wellesley College, 1997

**Beryl Marie Nicholson** 2002  
*University Registrar*  
 B.S., Mars Hill College, 2002; M.B.A., King College, 2007.

**Danielle Hagerman** 2014  
*Executive Assistant to the President and Provost*  
 B.S., Appalachian State University 2007; M.P.A., Appalachian State University 2009.

**Donna B. Parsons** 2014  
*Dean of Professional Programs and Social Sciences Division; Associate 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, 2018.

**Joy Kish** 2011  
*Senior Director of Alumni and Trustee Relations*  
 B.S., Mars Hill College, 1982; M.Ed., Western Carolina University, 1986; Ed.D., North Carolina State University, 2011.

**Jennie Matthews** 2015  
*Director of Human Resources/Title IX Coordinator*  
 B.B.A., Montreat College; M.B.A., Montreat College

**Joanna T. Pierce** 2001  
*Dean of Arts and Humanities Division; Professor of English; Department Chair; Director of Advising*  
 B.A., University of South Florida, 1993; M.A., University of Central Florida, 1997; Ph.D., University of South Carolina, 2000.

**Stephanie R. McLesley** 2011  
*University Chaplain*  
 B.A., Emory University, 1999; M.Div., Chandler School of Theology, Emory University, 2005

**Tracy Parkinson** 2020  
*Executive Vice President & Provost*  
 B.A., Carson Newman University, 1994; Ph.D., University of Tennessee, Knoxville, 2003;

## Faculty

**Cathy L. Adkins** **1989**  
*Executive Director 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.

**Bradley Alban** **2019**  
*Assistant Professor of Health*  
B.A., St. Marys College of California, 2011; M.S. California State University–East Bay, 2013; Ph.D. East Tennessee State University, 2017.

**Jeffery C. Andersen** **1993**  
*Associate Professor of Recreation & Sports Management*  
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*  
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**  
*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**  
*Assistant Professor of English*  
B.A., College of Charleston, 2003; M.F.A., University of Florida, 2008.

**Laura Boggess** **2014**  
*Instructor of Biology/Chemistry; Coordinator of Environmental Studies*  
B.A., UNC-Chapel Hill, 2006; M.S., Appalachian State University, 2013.

**Natalie Boone** **2016**  
*Associate Professor of Health and Human Performance*  
B.S., Western Carolina University, 2003; M.A., Western Carolina University, 2006; M.Ed. Western Carolina University, 2010; Ed.D. Gardner-Webb University, 2016.

**William Bowman** **2015**  
*Assistant Professor of Business*  
B.S., Georgia Institute of Technology; M.S., Georgia Institute of Technology.

**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; Department Chair*  
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**  
*Professor of History*  
Ph.D., University of Bologna, Italy, 1998.

**George Grainger Caudle** **1991**  
*Senior Director of Planning and Strategy; Professor of Business and Economics; Department Chair*  
B.A., Duke University, 1981; M.A., University of Colorado, 1985; Ph.D., University of Colorado, 1993.

**Beth Cessna** **2018**  
*Associate Professor of Business*  
B.S., Medical Technology, Indiana University, 1973; M.B.A. Marketing/Finance, University of Chicago Booth School of Business, 1984

**Clare Chambers** **2021**  
*Assistant Professor of Nursing*  
A.D.N., Hocking College, 2011; B.S.N., Ohio University, 2016; M.S.N. Nursing Education, Grand Canyon University, 2020.

**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.

**Kimberly Colston** **2021**  
*Assistant Professor of Nursing*  
A.D.N., Florida Southwestern College, 2005; B.S.N., University of South Florida, 2009; M.S.N. Nursing Education, Wilkes University, 2020.

**Matt Dingels** **2022**  
*Visiting Instructor of Voice*  
B.M., Music Education and Vocal Performance, Baldwin-Wallace College, 2004; M.M., Voice, Peabody Conservatory of Johns Hopkins University, 2006.

**Marc Eden** **2021**  
*Assistant Professor of Nursing*  
A.D.N., Asheville-Buncombe Technical College, 2000;  
B.S.N., Western Carolina University, 2016; M.S.N.  
Nursing Education, Western Carolina University, 2018.

**Lora Eggleston** **2022**  
*Assistant Professor Art and Graphic Design*  
B.A. Graphic Design; Bowling Green State University,  
1991; M.A., Educational Media, Appalachian State  
University, 2018.

**Sue Fair** **2018**  
*Associate Professor of Theatre Arts; Department Chair*  
B.S., Theatre Education, Florida Agricultural and  
Mechanical University, 2003; M.S., Theatre, Florida  
State University, 2010.

**David Gilbert** **2015**  
*Associate 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**  
*Associate Professor of Computer Science; Faculty  
Athletic Representative*  
B.S., Mars Hill College, 1999; M.S., Duke University,  
2002.

**L. Michelle Gilley** **2015**  
*Associate Professor of Biology and Program  
Coordinator of Integrated Health Sciences*  
B.S., Auburn University, 1995; M.S., Memphis  
University, 2002; Ph.D. Auburn University, 2013.

**Craig D. Goforth** **1990**  
*Associate Professor of Criminal Justice; Department  
Chair*  
B.A., University of North Carolina at Asheville, 1982;  
M.Ed., Western Carolina University, 1994; Ph.D.,  
Northcentral University, 2010.

**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,  
2018.

**John G. Gripentrog** **2006**  
*Professor of History; Department Chair; Program  
Coordinator*  
B.A., University of Wisconsin-Madison, 1984; M.A.,  
California State University, Los Angeles, 2000; Ph.D.,  
University of Wisconsin – Madison, 2006.

**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.

**James Heintl** **2022**  
*Assistant Professor of Business and Entrepreneurial  
Studies*  
B.A., Sociology, Psychology, and Criminal Justice,  
University of North Carolina at Wilmington, 2005;  
M.B.A., Business Administration, Texas Christian  
University, 2013.

**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 Hunt** **2016**  
*Associate Professor of Health and Human Performance;  
Department Chair*  
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**  
*Associate Professor of Business/Marketing*  
B.S., York College, 1995; M.B.A., York College, 1996;  
D.B.A., Argosy University, 2015.

**Amanda R. Knapp** **2011**  
*Associate Professor of Chemistry*  
B.S., Xavier University, 2006; Ph.D., The University of  
Akron, 2011.

**Tavleen Kochar** **2022**  
*Assistant Professor of Chemistry*  
B.S., Science, University of Redlands, 2015; Ph.D.  
Chemistry, University of North Carolina at Chapel,  
2021.

**Anne Kouri** **2022**  
*Assistant Professor of Social Work*  
B.A. Rel. Studies, Psy., Health, Naropa University,

2002; M.S.W. Social Work, Western Carolina University, 2011.

**Jonna M. Kwiatkowski** **2010**  
*Professor of Psychology; Department Chair*  
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.

**Kweilin Lucas** **2019**  
*Assistant Professor of Criminal Justice*  
B.A., Sociology, 2007, Indiana University of Pennsylvania; M.A., Indiana University of Pennsylvania, 2008; Ph.D. Criminology and Criminal Justice, Indiana University of Pennsylvania, 2018.

**Ethan Mannon** **2015**  
*Associate Professor of English & Director, Honors Program*  
B.A., Virginia Polytechnic Institute and State University, 2007; M.A., Pennsylvania State University, 2010; Ph.D., Pennsylvania State University, 2014.

**Harold L. McDonald, Jr.** **1990**  
*Professor of English; Department Chair*  
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**  
*Associate Professor of Art; Department Chair*  
B.F.A., Frostburg State University, 1996; M.F.A., University of Tennessee, 2000.

**Maria D. Moreno** **2009**  
*Professor of French; Director of International Studies*  
B.A., Universidad de Los Andes, Merida, Venezuela, 1998; M.A., University of Arizona, 2003; Ph.D., Brown University, 2010.

**Bridget N. Morton** **2007**  
*Assistant Professor of Education; Director of TPS Program*  
B.A., UNC Asheville, 2007; M.Ed. Western Carolina University, 2010; Ed.D. Liberty University, 2021

**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.

**Donna B. Parsons** **2014**  
*Dean of Professional Programs and Social*

*Sciences Division; Associate 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, 2018.

**Ann Peiffer** **2014**  
*Associate Professor of Psychology; Coordinator, Women's and Gender Studies Minor*  
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.

**Joanna T. Pierce** **2001**  
*Dean of Arts and Humanities Division; Professor of English; Director of Advising*  
B.A., University of South Florida, 1993; M.A., University of Central Florida, 1997; Ph.D., University of South Carolina, 2000.

**Elizabeth Porter** **2022**  
*Assistant Professor of Economics*  
B.A. Int'l Relations and Diplomacy, Schiller International University, 1997; M.A. Economics, University of Manchester, 2001; Ph.D. candidate, University of Florida.

**Christiaan Ramsey** **2022**  
*Visiting Assistant Professor of Education*  
B.M., Music, Mars Hill University, 1992; M.A. School Administration, Western Carolina University, 2004; Ed.S., WCU, 2006; Ph.D., Education, WCU, 2010.

**Kimberly G. Reigle** **2011**  
*Associate Professor of English; Program Coordinator*  
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.

**Jennifer Roberts** **2022**  
*Assistant Professor of Chemistry*  
B.S., Chemistry, Appalachian State University, 2010; Ph.D. Chemistry, Wake Forest University, 2020.

**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**  
*Associate Professor of Political Science*  
B.S., Political Science, East Tennessee State University, 2007; M.P.A. University of Tennessee,

Knoxville, 2010; Ph.D. University of Tennessee, Knoxville, 2017.

**Richard C. Seagle, Jr.** 2002

*Assistant Professor of Theatre Arts*  
M.F.A., University of Alabama, 1990.

**M. Allen Shelley** 1994

*Director of Athletic Training*  
B.S., Gardner-Webb College, 1992; M.S., Gardner-Webb University, 1995.

**Phyllis L. Smith** 1996

*Professor of History*  
B.A., University of Houston, 1980; M.A., University of North Carolina at Charlotte, 1991; Ph.D., University of Arizona, 1996.

**Nicole Soper Gorden** 2015

*Associate Professor of Biology/Botany; Coordinator, Environmental Studies Minor*  
B.A., Biology and English, Gustavus Adolphus College, 2007; Ph.D., Plant Biology, University of Massachusetts at Amherst, 2013.

**Kelly M. Spencer** 2016

*Associate Professor and Program Coordinator of Art Therapy; Coordinator of Women's and Gender Studies*  
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.

**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*  
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.

**Misty Rondeau** 2017

*Assistant Professor of Music*  
B.M.E., University of Southern Mississippi, 2003; M.M., University of Southern Mississippi, 2005.

**Brian C. Tinkel** 2005

*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.

**Elizabeth A. Vogler** 1996

*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.

**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

*Director of Nursing, Professor of Nursing;*  
A.D.N., Western Piedmont Community College, 1977; B.S.N., UNC Greensboro, 1990; M.S.N., UNC Greensboro, 1993; Ed.D., NC State University, 2006.

**Justin Womack** 2022

*Director of Bands; Assistant Professor of Music*  
B.S., Music Education, Austin Peay State University, 2005; M.A., Instrumental Conducting, Austin Peay St. University, 2007; Ph.D., Musical Arts, University of Iowa, 2021.

**Andrea Yontz** 2021

*Assistant Professor of Nursing*  
A.D.N., Wilkes Community College, 1996; B.S.N., Winston Salem State University, 1997; M.S.N. Nursing Education, Appalachian State University, 2018; Ph.D. University of Missouri – In Process.

**Michael Youngwood** 2020

*Assistant Professor of Nursing*  
A.D.N., Haywood Community College, 2008; B.S.N., Western Carolina University, 2010; M.S.N. Nursing Education, Western Carolina University, 2013.

**Robert Zinna** 2018

*Assistant Professor of Biology; Coordinator, Data Analytics Minor*  
B.S., Biology, Winthrop University, 2009; Ph.D. in Entomology, Washington State University, 2016.

**Heather Zurburg King** 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 Business Analyst and Administrative Asst.*

### **Stacey Allen**

*Assistant to the Director of Auxiliary Services*

### **Jake Alspaugh, M.Ed.**

*Academic Coordinator Student Support Services*

### **Chase Ammons, B.S.**

*Interim Director of Accounting*

### **Madison Ammons, A.A.**

*Mailroom Supervisor*

### **Beth M. Babb**

*Student Accounts Representative, Business Office*

### **Rick Baker, M.S.**

*Athletic Director*

### **Roger E. Ball, B.S.**

*Information Technology Services Technician*

### **Ben Barber**

*Assistant Football Coach*

### **Kevin C. Barnette, M.S.**

*Assistant Coach, Football*

### **Ryan Bell, M.A.**

*Director of First-Year Academic Success and Director of Advising First-Year Students*

### **Kristina Blackford, B.A.**

*Acquisitions Supervisor, Renfro Library*

### **Tatum Boggs, M.M.**

*Assistant Women's Basketball Coach*

### **Kathryn Boland, M.M.**

*Asst. Swimming Coach*

### **Jeremy Bramlett**

*Associate Athletic Trainer*

### **Theodore S. Bruner, B.S.**

*Chief Information Officer*

### **Cassandra W. Buckner, B.S.**

*Associate Director of Financial Aid*

### **Mary Nichole Buckner, B.S.**

*Director of Financial Aid*

### **Teresa E. Buckner, B.A.**

*Director of Publications*

### **Sarah Burnette, B.A.**

*Admissions Counselor*

### **Emiley Burriss, B.A.**

*Coordinator for Campus Events & Leadership*

### **Carey Buxman, B.F.A.**

*Adm. Asst to VP for Student Life*

### **Zachary Cammack, M.S.W.**

*Asst. Dean of Students/Director of Res. Life*

### **Cody Carlson**

*Head Men's and Women's Golf Coach*

### **Jared Carter, M.S.**

*Head Strength & Conditioning Coach  
USA Weightlifting Coach*

### **Karla N. Chandler, B.S.**

*Textbook Manager, Bookstore*

### **John Chastain, M.M.**

*Director of Donor Relations*

### **Harold G. "Bud" Christman, M.A.Ed.**

*Vice President for Institutional Advancement*

### **Melissa Clapsaddle, B.S.**

*Assistant Women's Lacrosse Coach*

### **Richard Clarke**

*Head Coach, Track and Field*

### **Timothy C. Clifton, M.A.**

*Head Coach, Football*

### **James V. Cooke**

*Campus Security Officer*

### **Murphie Culpepper, M.Ed.**

*Student Support Services Coordinator*

### **Tammy Cutshall**

*Payroll/Accounting Assistant*

### **Larry Davis, B.S.**

*Head Men's Basketball Coach*

### **Sophia Devesa, M.S.**

*Assistant Softball Coach*

### **Wendy Dover, B.A., M.L.I.S., ED.S.**

*Instruction Librarian*

### **Sara Duarte, M.B.A.**

*Head Men's and Women's Swimming Coach*

### **Thomas Farman, M.M.**

*Admissions Counselor*

### **Samantha Fender, B.A.**

*Senior Director of Marketing and Communications*

### **Sherry Fender, M.L.S.**

*Program Director for Education*

### **Michael Fitschen**

*Assistant Baseball Coach*

### **Patricia A. Flint**

*Accounting Associate*

### **Amy Garrison, M.Ed.**

*Director of Advancement Services*

**Luke Goodwin**

*Assistant Football Coach*

**Ellenor Grier, M.S.**

*Asst. Athletic Director, Director of Compliance  
Sr. Women's Administrator, Aquatics Director*

**Danielle Hagerman, M.P.A.**

*Assistant to the President and Provost*

**Judith Harris, M.S.**

*Disability Services Coordinator*

**Karen S. Hedrick**

*Gifts Services Associate*

**C. Joe Hillin, B.S.**

*Assistant Football Coach*

**Kristie L. Hollifield, B.A.**

*Media and Print Services Manager*

**Amy Honeycutt, C.N.A.1, M.A. & C.N.A.**

*Medical Assistant*

**Zachary Honeycutt**

*Head Baseball Coach*

**Jeffery D. Jamerson, B.S.**

*Campus Security Officer*

**Joy Kish, Ed.D.**

*Senior Director of Alumni and Trustee Relations*

**Stephanie Kizziah, B.S.**

*Area Coordinator for Upperclassmen Engagement*

**James T. Knight, B.A.**

*Director of the Cothran Center for Career Readiness*

**Carolyn Kuzell, M.M.**

*Associate Director of Admissions for AGS*

**Kristine Lee, Ph.D.**

*HRSA Student Support and Pre-Nursing Advisor  
Instructor of Record, English/FYS*

**Charla M. Lunsford**

*Administrative Assistant to Registrar*

**Stephen D. Mace, A.A.**

*Network Manager*

**Jennifer Matthews, M.B.A.**

*Director of Human Resources/Title IX Coordinator*

**Joshua Matthews, M.M.**

*Director of Game Day Management/Athletics  
Compliance Assistant*

**Jonathan McCoy, M.A.**

*Director of the Center for Diversity, Equity, and  
Inclusion*

**Stephanie R. McLeskey, M.Div.**

*University Chaplain*

**Shelia Metcalf, A.A.**

*Asst. Director of Medical Services*

**Dallas Moffat, M.A.**

*Assistant Coach for BMC and Spirit Teams*

**Alexis Montgomery, M.Ed.**

*Associate Athletic Trainer*

**Kimberly Morehouse, M.B.A.**

*Administrative Assistant, Judge-McRae School of  
Nursing*

**Bethany Morgan, M.A.**

*Assistant Women's Soccer Coach*

**Cheldon Mott**

*Campus Security Officer*

**Brady Moyers, M.B.A.**

*Football Wide Receiver Coach*

**Kara Mugrage M.M.**

*Assistant Registrar*

**Kevin Mulhall**

*Director of Libraries*

*B.M., Wright State University; M.F.A. Purchase  
College Conservatory; M.L.I.S. (Master of Library and  
Information Service), Kent State University.*

**Gregg Munn, B.S.**

*Director of Soccer Operations  
Head Men's Soccer Coach*

**Deborah Myers, M.Ed.**

*Director, Center for Community Engagement*

**Courtney Nall**

*Associate Athletic Trainer*

**Andrew Nicholson, B.S.**

*Admissions Counselor*

**Jamie Nickell, B.A.**

*Head Esports Coach*

**Kellie E. Ottie, M.A.**

*Associate Athletic Trainer*

**Karen L. Paar, Ph.D.**

*University Archivist; Southern Appalachian Archives  
Director*

**Kris T. Pack, A.A.S.**

*Assistant Registrar of Reporting & Records*

**Tracy Parkinson, Ph.D.**

*Executive Vice President & Provost*

**Clifford A. Phifer, B.A.**

*Assistant Coach, Football*

**Danielle Plimpton, B.S.**

*Director, Bailey Mountain Cloggers and MHU Spirit  
Teams*



**Heather Pott, B.A.**  
Assistant Dir. of Housing

**Midori Powell**  
Associate Athletic Trainer

**Amanda Y. Proffitt, B.S.**  
Information & Application Manager

**Shentell L. Ramsey, B.S.**  
Human Resources Specialist

**Holly Rawcliffe, M.M.**  
Head Women's Soccer Coach

**Reggie Ray, A.A.**  
Security Investigator/Parking Enforcement

**Clenzo Ross, B.S.**  
Asst. Coach Men's Basketball

**Dane Secor, M.S.**  
Instruction Librarian

**Heidi Sermersheim, B.S.**  
Executive Assistant for Advancement

**Samuel Silverstine, M.S.**  
Associate Athletic Trainer

**Michael Smith**  
Head Volleyball Coach  
Associate SAAC Supervisor

**David Ross Sons, B.S.**  
Head Tennis Coach

**Renee Sprinkle, R.N.**  
Director of Medical Services

**Kimberly States, B.S.**  
Evening Public Services Supervisor

**Griffin Stechmiller**  
Assistant Coach Men's Lacrosse

**Zareen Stoddard, M.S.**  
Associate Athletic Trainer

**Jonathan Strother, M.A.**  
Associate Athletic Trainer

**Jonathan D. Surratt, M.A.Ed.**  
Assistant Coach, Football

**Sadie Taylor, B.S.**  
Director of the Mars Hill Fund

**Michael D. Thornhill, B.A.**  
Director of Communications

**Emry Tsitouris, M.A.**  
Head Women's Basketball Coach

**Joseph Turner, B.S.**  
Men's Lacrosse Head Coach

**Caroline E. Twiggs, M.S.W.**  
Assistant Director of Community Engagement

**Kristie K. Vance, M.M.**  
Director of Admissions

**Karyn Van Etten**  
Administrative Assistant for Fine Arts

**Lisa A. Wachtman, M.Ed.**  
Senior Director of Student Success

**Leila Weinstein, M.A.**  
Ramsey Center Program and Office Coordinator and  
Appalachian Studies Coordinator

**Kevin West, M.P.A.**  
Director of Safety and Security

**Cindy T. Whitt, B.S.**  
Manager Business Analysis

**Sterling Wilkerson, B.S.**  
Admissions Counselor

**Adam Williams, M.S.**  
Director, Athletic Communications

**Roderica Williams, Ph.D.**  
Director of Student Support Services

**Jaxsen Wirth, M.A.**  
Assistant Men's Soccer Coach

**Tammy Woody**  
Financial Aid Counselor

**Chloe Zador, M.M.**  
Head Women's Lacrosse Coach

## Emeriti

|  |                             |
|--|-----------------------------|
| <b>Genevieve Williams Adams</b><br>Chemistry       | <b>1963-1994</b>            |
| <b>John Popwell Adams</b><br>Music                 | <b>1963-1994</b>            |
| <b>Doris P. Bentley</b><br>Campaign for the Future | <b>1966-1996</b>            |
| <b>Ted Berzinski</b><br>Business                   | <b>1999-2016</b>            |
| <b>Joe Stuart Blair</b><br>Business                | <b>1979-2008</b>            |
| <b>Carol Boggess</b><br>English                    | <b>1987-2015</b>            |
| <b>Samuel F. Boggess</b><br>Biology                | <b>1987-1999; 2003-2007</b> |
| <b>Joyce Marilyn Bryant</b><br>Music               | <b>1973-1991</b>            |

|   |                             |   |  |
|---|-----------------------------|---|--|
| <b>Teresa K. Burkett</b><br><i>Business Administration</i>  | <b>2008-2018</b>            | <b>Virginia Hart</b><br><i>Physical Education</i>   | <b>1945-1985</b>                       |
| <b>Sarah Greene Butrum</b><br><i>Business</i>   | <b>1990-1999, 2003-2016</b> | <b>Barbara Hassen</b><br><i>Administrative Assistant, Advancement</i>                           | <b>2001-2012</b>                       |
| <b>Wilma P. Carlisle</b><br><i>Business/Student Employment</i>  | <b>1998-2008</b>            | <b>John M. Hough</b><br><i>Education</i>  | <b>1962-1984; 1994-1998</b>            |
| <b>Hope Chandler</b><br><i>Assistant to the Director of Auxiliary Services</i>  | <b>1990-2012</b>            | <b>Betty Farthing Hughes</b><br><i>English</i>  | <b>1965-1993</b>                       |
| <b>Iva M. Coates</b><br><i>Administrative Assistant to the Executive Vice President</i>                                 | <b>1993-2018</b>            | <b>Harry Hughes</b><br><i>Mathematics</i>   | <b>1989-2013</b>                       |
| <b>Ronald Collins</b><br><i>Business</i>  | <b>2012-2018</b>            | <b>William Hutt</b><br><i>Biology</i>   | <b>1974-2001</b>                       |
| <b>Ellen Coomer</b><br><i>Infirmary</i>   | <b>1973-1999, 2000-2001</b> | <b>Pauline Johnson</b><br><i>History</i>  | <b>2012-2018</b>                       |
| <b>Jo Ann Thomas Croom</b><br><i>Biology</i>  | <b>1977-2010</b>            | <b>C. Robert Jones</b><br><i>Theatre Arts</i>   | <b>1971-1997</b>                       |
| <b>Richard Sams Dillingham</b><br><i>Director, Southern Appalachian Center</i>  | <b>1979-2002</b>            | <b>Michael Kennedy</b><br><i>Mathematics</i>  | <b>2016-2018</b>                       |
| <b>Lura Edsall</b><br><i>Physical Education</i>   | <b>1979-2013</b>            | <b>Susan S. Kiser</b><br><i>Mathematics</i>   | <b>1970-1973; 1976-1983; 1984-2003</b> |
| <b>Peggy Fender</b><br><i>Program Assistant: General Studies, Divisions of Humanities, Business and Social Sciences</i> | <b>1986-2017</b>            | <b>Edward W. Knight</b><br><i>Director, Physical Plant</i>                                      | <b>1983-1995</b>                       |
| <b>Naomi R. Ferguson</b><br><i>Assistant Director, Human Resources</i>  | <b>1972-2010</b>            | <b>Carolyn H. Lamberson</b><br><i>Music</i>   | <b>1963-2006</b>                       |
| <b>Nancy A. Fosson, B.S.</b><br><i>Assistant Registrar</i>  | <b>1977-2017</b>            | <b>Clyde E. Lawrence</b><br><i>Business</i>   | <b>1989-1998</b>                       |
| <b>Frances Sue Fitzgerald</b><br><i>Christian Education Ministries</i>  | <b>1975-1996</b>            | <b>C. Earl Leininger</b><br><i>Religion and Philosophy; Vice President for Academic Affairs</i> | <b>1968-2002</b>                       |
| <b>Julie Treacy Fortney</b><br><i>Music</i>   | <b>1972-2016</b>            | <b>James Leroy Lenburg</b><br><i>History</i>  | <b>1973-2006</b>                       |
| <b>Cathy Franklin-Griffin</b><br><i>Nursing</i>   | <b>2014-2019</b>            | <b>Dan G. Lunsford</b><br><i>President</i>  | <b>1998-2018</b>                       |
| <b>Miriam L. Freeman</b><br><i>Social Work</i>  | <b>2009-2012</b>            | <b>Katherine Wallis McCoy</b><br><i>Spanish</i>   | <b>1970-1991</b>                       |
| <b>May Jo Denardo Gray</b><br><i>Music</i>  | <b>1961-1964; 1966-1984</b> | <b>Ann Groves McAnear</b><br><i>Director of Financial Aid</i>                                   | <b>1985-1993</b>                       |
| <b>Virgil R. Gray, Jr.</b><br><i>Theatre Arts</i>   | <b>1969-1985</b>            | <b>Katherine R. Meacham</b><br><i>Philosophy</i>  | <b>1988-2016</b>                       |
| <b>William E. Gregg</b><br><i>Theatre Arts</i>  | <b>2000-2018</b>            | <b>Deborah R. Morris</b><br><i>Education</i>  | <b>2000-2019</b>                       |
| <b>Jack N. Grose</b><br><i>Business</i>   | <b>1964-1975; 1976-1998</b> | <b>Phillip Murray</b><br><i>Art</i>   | <b>1999-2014</b>                       |
| <b>William A. Hamilton</b><br><i>Physical Education</i>   | <b>2001-2018</b>            | <b>Charlie C. Narron</b><br><i>Business</i>   | <b>1958-1998</b>                       |

|   |                             |   |                             |
|---|-----------------------------|---|-----------------------------|
| <b>James D. Neadstine</b><br><i>Custodial Services</i>                        | <b>2006-2018</b>            | <b>W. Thomas Sawyer</b><br><i>Religion</i>  | <b>1977-2002</b>            |
| <b>Meredith E. Newman</b><br><i>Chemistry</i>                                 | <b>2008-2021</b>            | <b>Guy Sayles</b><br><i>Religion</i>  | <b>2015-2019</b>            |
| <b>Bobbie Jean Nicholson</b><br><i>Business</i>                               | <b>1990-2006</b>            | <b>Barbara Sims</b><br><i>Criminal Justice</i>                                    | <b>2012-2021</b>            |
| <b>Julia Anne Nooe</b><br><i>Social Work</i>                                  | <b>1981-2009</b>            | <b>Alan Smith</b><br><i>Biology</i>   | <b>1979-1984; 1994-2015</b> |
| <b>George Junkin Peery</b><br><i>Political Science</i>                        | <b>1969-2007</b>            | <b>Paul R. Smith</b><br><i>Business</i>   | <b>1998-2012</b>            |
| <b>Laurie M. Pedersen</b><br><i>Sociology</i>                                 | <b>2000-2018</b>            | <b>James Sparrow</b><br><i>Music</i>  |                             |
| <b>Barbara A. Pendleton</b><br><i>Business</i>                                | <b>1988-1998</b>            | <b>Larry Nathan Stern</b><br><i>Political Science</i>                             | <b>1971-2012</b>            |
| <b>Charles F. Phillips</b><br><i>Physical Education</i>                       | <b>1966-2004</b>            | <b>Edith L. Whitt</b><br><i>Dean of Academic Resources and Records; Registrar</i> | <b>1991-2016</b>            |
| <b>Thomas S. Plaut</b><br><i>Sociology</i>                                    | <b>1977-2005</b>            | <b>James L. Utterback</b><br><i>Business</i>                                      | <b>2001-2009</b>            |
| <b>Frank W. Quick, Jr.</b><br><i>Biology</i>                                  | <b>1971-2006</b>            | <b>Nancy Medford Wood</b><br><i>Mathematics</i>                                   | <b>1956-1994</b>            |
| <b>Jeannette Proffitt</b><br><i>Administrative Assistant to the President</i> | <b>1978-2012</b>            |   |                             |
| <b>Raymond Carl Rapp</b><br><i>Dean of Adult ACCESS</i>                       | <b>1978-2010</b>            |   |                             |
| <b>Evalyn Barbara Rapparlie</b><br><i>Education</i>                           | <b>1988-1993</b>            |   |                             |
| <b>Joel F. Reed</b><br><i>Music</i>   | <b>1985-2018</b>            |   |                             |
| <b>David Riggins</b><br><i>Director of Athletics</i>                          | <b>1986-2019</b>            |   |                             |
| <b>Donna N. Robertson</b><br><i>College Organist</i>                          | <b>1958 - 1997</b>          |   |                             |
| <b>Brenda M. Russell</b><br><i>Fashion and Interior Merchandising</i>         | <b>1981-2007</b>            |   |                             |
| <b>Donald R. Russell</b><br><i>Professor of Mathematics</i>                   | <b>1973-2020</b>            |   |                             |
| <b>H. Neil St. Clair</b><br><i>Musical Theatre</i>                            | <b>2000-2014, 2018-2019</b> |   |                             |
| <b>Kenneth M. Sanchagrin</b><br><i>Sociology</i>                              | <b>1971-2004</b>            |   |                             |
| <b>Cherry Lentz Saenger</b><br><i>Social Work</i>                             | <b>1985-2012</b>            |   |                             |
| <b>Gail F. Sawyer</b><br><i>Sociology/Psychology</i>                          | <b>1977-2004</b>            |   |                             |

