

Lees-McRae

C o l l e g e

College Catalog

2009-2010

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In Montibus, Ex Montibus, Pro Montibus

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MESSAGE FROM THE PRESIDENT

The text you are now reading is at once a map and an encyclopedia. It is a map that will help you chart your course of studies as you move towards a degree. It is also an encyclopedia that outlines the knowledge that is most worth knowing at Lees-McRae College.

The catalog has other identities as well. It is a rule book; a statement about requirements; a calendar; and a list of people who serve the College as staff members, coaches, faculty members, and trustees. However one characterizes the catalog, it is a book for which every student is responsible.

Your teachers and staff members with whom you work will help you focus on items within the catalog that are important to you. But each student has an obligation to know requirements and guidelines that the catalog presents in convenient form.

This catalog is your companion as you work towards a Lees-McRae College degree.

To many students: welcome back to Lees-McRae. To another special group: welcome to our College. All of us on the faculty and staff look forward to working with you as you achieve your goals in this wonderful place.

Dr. Scott Colley

MISSION STATEMENT

A Presbyterian-affiliated institution founded in 1900 to serve the educational needs of the Southern Appalachian region, Lees-McRae College provides a quality, values-based education in an ecumenical environment, inspiring and enabling individuals to contribute to a changing society with integrity and civic responsibility. Through a curriculum rooted in a liberal arts core and emphasizing leadership and service, graduates obtain knowledge, skills, and a holistic understanding of themselves and the world.

HISTORY

"Banner's Elk," as the village was once called, was settled around 1850. By the end of the century, the Presbyterian Church was becoming established in the area and in the summer of 1895, The Concord Presbytery sent a young student from Union Theological Seminary in Virginia to organize a church at Banner Elk. In 1897, newly ordained, the Reverend Edgar Tufts returned as pastor of the church and remained to serve the community until his death in 1923.

In the winter of 1899, concerned with the limited offering of the district school which was supplemented only by summer school work conducted by the church, the Rev. Tufts took some of the young people of the neighborhood into his study for further instruction. This small group, called the Class of 1900, marks the beginning of Lees-McRae College.

The Rev. Tufts saw, however, that this effort was not enough and that there was a need for a boarding school, especially for the girls of the mountain region. A small amount of money was raised at a prayer meeting and the promise of lumber and labor made possible the opening in 1900 of a frame dormitory for fourteen girls and one teacher. One of the summer school teachers was Elizabeth A. McRae, originally from South Carolina, who had been sent to Banner Elk by the Fayetteville Presbytery. Knowing the devoted character of her work, the Rev. Tufts, named the institute for her. A few years later, after a boys' department had been opened at Plumtree, NC, he added the name of Mrs. McRae's friend, Mrs. S.P. Lees of Kentucky and New York, who had been a generous benefactor. The schools were chartered by the state in 1907 as the Lees-McRae Institute. In 1927, Lees-McRae became coeducational when the boys unit was moved to Banner Elk after the buildings at Plumtree had been destroyed by fire.

Lees-McRae Institute became Lees-McRae College in 1931, gradually eliminating the high school department to form an accredited, coeducational junior college. In 1987, the Board of Trustees of Lees-McRae College voted to seek senior college status. In June 1990, the Commission on Colleges of the Southern Association of Colleges and Schools granted Lees-McRae College status as a senior (four-year) college. In September 2000, the College celebrated its centennial. After a hundred years of steady growth, the College enjoys local, state, and national recognition, and looks forward to its second century of excellence.

GENERAL INFORMATION

ACCREDITATIONS

Commission on Colleges of the Southern Association of Colleges and Schools

Inquires to the Commission should relate only to the accreditation status of Lees-McRae College and may be directed to: 1866 Southern Lane, Decatur, Georgia 30033 Phone (404) 679-4500 Fax (404) 679-4558 Web Site: www.sacscoc.org

Commission on Accreditation of Allied Health Education Programs

Commission on Collegiate Nursing Education

National Council for Accreditation of Teacher Education

NATIONAL/REGIONAL MEMBERSHIPS AND CERTIFICATIONS

American Association of Colleges for Teacher Education

American Association of Presidents of Independent Colleges and Universities

American Council on Education

Appalachian College Association

Association of Presbyterian Colleges and Schools

Association of Governing Boards of Universities and Colleges

Conference Carolinas

Council for Advancement and Support of Education

Council for Higher Education Accreditation

Council of Independent Colleges

Marine Science Education Consortium – Duke University

National Association of Independent Colleges and Universities

National Council for Accreditation of Teacher Education

National Council of Educational Opportunity Association

Nicholas School of the Environment – Duke University

North Carolina Association of Colleges and Universities

North Carolina Association of Independent Colleges and Universities

National Collegiate Athletic Association – Division II

Public Schools of North Carolina

Service Members Opportunity College

Approved by Immigration and Naturalization Service for the admission of foreign students

Approved for the training of Veterans

Lees-McRae College is an institution of higher education of the Presbyterian Church (USA) with covenant relationships with the Synod of the Mid-Atlantic and Holston Presbytery, the Presbytery of Western North Carolina, Charlotte Presbytery and Salem Presbytery.

2009-2010 ACADEMIC CALENDAR

Fall Term 2009

August 21, Friday	New student move-in (9:00A.M. to 1:00P.M.) New student orientation (1:00 P.M. to 5:00P.M.)
August 22, Saturday	New student orientation continues Sophomore move-in (1:00P.M. to 5:00P.M.) Sophomore orientation (5:30 P.M.-8:30P.M.)
August 23, Sunday	New student and sophomore orientations continue Junior and senior move-in (1:00P.M. to 5:00 P.M.) Welcome back social - 5:30 until?
August 24, Monday	Classes begin
August 28, Friday	Last day to drop/add
September 7, Monday	Labor Day (campus closed)
October 1, Friday	Last day to withdraw from classes and receive a grade of "W"
October 12-16, Monday-Friday	Fall break (no classes, campus open)
Nov. 25-27, Wednesday- Friday	Thanksgiving holiday (campus closed)
December 11, Friday	Classes end
December 12-13, Sat -Sun	Reading days
December 14-17, Mon-Thurs	Final examinations
December 18, Friday	Final grades due

January Term 2010

January 5, Tuesday	Students enrolled in J-Term move In
January 6, Wednesday	First day of classes
January 14, Thursday	Last day to withdraw with W grade
January 18, Monday	MLK, Jr. Day (campus closed; excludes travel classes)
January 27, Wednesday	Last day of January term classes
January 29, Friday	Final grades due

Spring Term 2010

January 30, Saturday	New student move-in and orientation
January 31, Sunday	Returning students move in
February 1, Monday	First day of classes
February 5, Friday	Last day to drop/add
March 1, Monday	Last day to withdraw with W grade
March 29-31, April 1-5, Mon-Fri	Spring and Easter Break (no classes; campus closed April 1-5)
May 13, Thursday	Last day of classes
May 14, Friday	Reading day
May 15, 17-19, Sat, Mon-Wed	Final exams
May 20, Thursday	Final grades due
May 21, Friday	Baccalaureate
May 22, Saturday	Commencement

Summer I Term 2010

May 24, Monday	Registration and move-in day
May 25, Tuesday	Classes begin
May 28, Friday	Last day to drop/add
May 31, Monday	Memorial Day (campus closed)
June 1, Tuesday	Last day to withdraw w/ W grade
June 24, Thursday	Classes End
June 25, Friday	Exam Day

Summer Term II 2010

June 28, Monday
June 29, Tuesday
July 2, Friday
July 5, Monday
Tuesday, July 6
July 30, Friday

(Internships and Individualized Study Only)

Registration and move-in day
Classes begin
Last day to drop/add
Campus closed
Last day to withdraw w/ W grade
Classes End

UNDERGRADUATE ADMISSION

Lees-McRae College is an engaged learning community where students are inspired to pursue excellence and make a difference in the world. We offer a challenging intellectual environment for every student in a setting that is rich in heritage and natural beauty, with faculty and staff who nurture talents, inspire success, and prepare students for lives of meaning and purpose.

Each application for admission is reviewed individually, and admissions decisions are based on the following:

- Academic achievement in high school and academic potential
- Personal characteristics, motivation, and integrity
- Leadership ability as demonstrated by participation in school, community, or religious organizations.

Please address all admissions information requests to the following address:

Office of Admissions
Lees-McRae College
P.O. Box 128
Banner Elk, NC 28604-0128

E-mail: admissions@lmc.edu or visit our website at www.admissions.lmc.edu

ADMISSIONS STANDARDS

Applicants must have at least 18 high school units. These should include the following: four units of English, three units of mathematics (including Algebra I, Geometry and Algebra II or its equivalent), two units of science (including Biology with a lab experience), and one unit of history (U.S. History preferred). Although a foreign language is not required, it is recommended. Electives should include college preparatory classes.

All applicants are required to take either the SAT provided by the College Entrance Examination Board or the ACT provided by the American College Testing Program. It is the student's responsibility to see that official scores are sent to Lees-McRae College.

Any applicant 21 years of age or older upon enrollment is required to submit all high school transcripts, diploma, or GED certificate as well as all college transcripts. An SAT or ACT test score is not normally required; however, in some cases the admissions committee may require the applicant to take an institutional SAT or ACT if the academic information available is insufficient.

Graduation from an accredited high school, home school, or a GED is required. A certificate of high school graduation must be submitted; a Certificate of Attendance is not considered acceptable for admission.

Home-schooled applicants must submit an approved transcript, official SAT or ACT test scores, and at least two letters of recommendation from persons other than the coordinating home teacher.

ADMISSIONS PROCEDURES

FRESHMAN ADMISSION

Freshman applicants must complete the following steps for admission:

- Submit a completed application.
- Submit an official high school transcript.
- Request that an official SAT or ACT score report be sent to the Admissions Office. The Lees-McRae College codes are as follows: SAT – 5364 Office phone number (609) 771-7600; and ACT – 3116 Office phone number (800) 553-6244
- Send a \$250 enrollment deposit to the Office of Admissions after notification of acceptance. This deposit is refundable upon written request prior to May 1.
- Before enrolling, provide Proof of Immunization (required by the State of North Carolina).

While there is not a minimum SAT or ACT score required for acceptance, standardized test scores are considered along with the high school GPA as well as other pertinent academic credentials. Further information is available by contacting the Office of Admissions. However, students should have a minimum GPA of 2.0 in order to be considered for admission to Lees-McRae College.

If there are special circumstances to consider regarding the applicant's academic and/or personal background, please submit a brief essay with an explanation.

Once the application portfolio is complete, the Office of Admissions will notify the applicant within two weeks of its decision starting in December of the year applied.

TRANSFER ADMISSION

Students who have earned 25 credit hours or more at their previous institution(s) are classified as transfer students. If a student has earned 24 or fewer credit hours (or 36 quarter hours) at their previous institution(s), the freshman admissions procedures outlined above should be followed. Transfer students should complete the following steps for admission:

- Submit a completed application.
- Submit official transcripts from all colleges attended.
- Send a \$250 enrollment deposit to the Office of Admissions after notification of acceptance. This deposit is refundable upon written request prior to May 1.
- Before enrollment, provide Proof of Immunization (required by the State of North Carolina).

Collegiate transcripts must indicate a cumulative 2.0 GPA on work completed prior to entering Lees-McRae College. Only grades of "C-" and above from regionally accredited institutions are transferable to Lees-McRae College. Transfer students who fall below the requirements for acceptance at Lees-McRae College may be admitted if they exhibit other characteristics that are strong indicators for success.

Transfer students must be eligible to return to the last school attended and may not be under suspension.

In order to receive a Baccalaureate degree from Lees-McRae College, the transfer student must fulfill all requirements contained in the [Requirements for Graduation](#) section of this catalog, including the

earning of 32 of the last 40 hours at Lees- McRae College, with a minimum 2.0 grade point average. For detail on the transfer of academic credit, see the [Transfer of Academic Credit](#) segment of the [Academic Policies](#) section of this catalog.

INTERNATIONAL STUDENTS

Lees-McRae College encourages applications from international students and welcomes their presence as a vital part of the campus community.

International Students should complete the following for admissions:

1. Submit a completed application.
2. Send official secondary school transcripts of all academic work completed. Transfer students must have an official transcript from each institution sent to the Admission Office. If the original transcript is not in English, a certified translation must be provided.
3. Request that an official SAT or ACT score report be sent to the Admissions Office.
4. If English is not the first language, request that an official TOEFL score report be sent to the Admissions Office.
5. Send one Teacher Recommendation.
6. Provide documentation of the ability to meet expenses by completing the Statement of Financial Support for International Students.
7. Before enrollment, provide Proof of Immunization (required by the State of North Carolina).
8. If a student wants credit for any prior university-level work from a foreign university, they must provide a course-by-course evaluation of their post-secondary academic documents compiled by a World Education Services (WES), www.wes.org. Students wishing to use other credential evaluations should first check with Lees-McRae Admissions to see if these evaluations will be accepted.

The deadline for International student admission is July 1st for Fall enrollment and December 1st for Spring enrollment. A completed International student application includes all of the above information; this is a firm deadline in order to ensure that applications can be processed and appropriate documents sent in time to allow the student to apply for an F-1 student visa through the appropriate United States Consulate or Embassy.

EARLY ADMISSION

Lees-McRae College grants admission to some academically superior students who seek admission upon completion of the eleventh grade in high school. Early applicants must complete all requirements for freshmen admission, in addition to providing recommendations from the guidance counselor and one college preparatory course instructor. Early applicants should make arrangements with their high schools to be granted a high school diploma after successful completion of the first year of coursework at Lees-McRae College. Early applicants should provide written acknowledgment of these arrangements from their high school principals.

Applicants must have at least 18 high school units, including the following: four units of English, three units of mathematics (including Algebra I or its equivalent and Geometry), two units of science (one of which is Biology with a lab experience), and one unit of history (US History preferred). Although a foreign language is not required, it is recommended. Electives should include other college preparatory classes.

RE-ADMISSION

Any student seeking to return to Lees-McRae College who has been absent for one or more semesters must submit the following information:

- An application for readmission.
- Transcripts from all institutions attended since leaving Lees-McRae College.
- Send a \$250 enrollment deposit to the Office of Admissions after notification of acceptance. This deposit is refundable upon written request prior to May 1.

A student who has been dismissed for any reason must submit an application for readmission and be approved by the Admissions Committee upon expiration of the dismissal.

VISITING STUDENTS

Any student wishing to take courses at Lees-McRae College while enrolled at another institution may do so on a visiting student basis. A Statement of Permission from the applicant's home institution must be provided to the Office of Admissions. This permission statement must indicate that the applicant is in good academic and social standing. An Application for Admission must be completed and submitted to the Office of Admissions.

NON-DEGREE SEEKING STUDENTS

Students may earn up to 16 credit hours without completing the formal application process. A guest student application form must be submitted to the Office of Admissions. Upon completion of 16 credit hours, the applicant must complete the entire application process in order to continue.

SUMMER SCHOOL

Admission to Summer School at Lees-McRae College does not guarantee acceptance for fall or spring semesters. Students who have not previously attended a college or university must complete the appropriate Lees-McRae College documents, meet all deadlines, and pay all fees as provided by the Office of Admissions. Students seeking readmission to Lees-McRae College during the summer who have attended other colleges or universities must be eligible to return to the last institution attended. Those students must also submit a Dean's Evaluation Form and official transcript(s) to the Office of Admissions.

Rising high school seniors may also apply to take summer courses. A student must submit an application for admission, high school transcripts, and a letter of recommendation from a teacher or high school guidance counselor.

CONTINUING EDUCATION

Lees-McRae College offers a variety of continuing education courses throughout the year. Regularly scheduled academic courses may also be audited without credit.

Individuals interested in continuing education courses should contact the Office of Academic Affairs for details relating to admission and fees.

Lees-McRae College enrolls students from a variety of ethnic, social, and economic backgrounds, and seeks students who will provide a positive addition to the life of the College, with the potential to contribute to the larger society upon completion of their educational experience. Each application for admission is reviewed individually and admissions decisions are based on:

- Academic achievement in high school and academic potential
- Personal characteristics, motivation, and integrity.
- Leadership ability as demonstrated by participation in school, community, or religious organizations.

Please address all admissions information requests to the following address:

Office of Admissions
Lees-McRae College
P.O. Box 128
Banner Elk, NC 28604-0128

E-mail: admissions@lmc.edu or visit our website at www.admissions.lmc.edu

FINANCIAL AID

A college education, more than any other credential, provides an opportunity for success, but an education at a private school like Lees-McRae College provides the most from your educational investment. Lees-McRae College's annual cost for tuition, room, board and fees is well below the national average for private colleges.

Financial aid at Lees-McRae College is awarded on the basis of demonstrated need. To calculate the amount of your financial need the College takes the expected cost of attendance and deducts the amount that you (and for dependent students, your parents) should reasonably be able to contribute. The basic premise of financial aid is to bridge the gap between what a family can contribute and the cost of attending an institution. The U.S. Department of Education determines the expected family contribution from information students and parents provide on the Free Application for Federal Student Aid (FAFSA). The FAFSA is available online at: www.fafsa.ed.gov. Aid packages may contain up to four types of aid:

1. Entitlement Aid - Includes federal and state grants.
2. Self-Help Aid - Includes student loans and employment.
3. Institutional Aid - Includes all financial aid provided by the college from the following sources: General-purpose funds, endowments, alumni, and friends of the college.
4. External Scholarships - Scholarships from sources outside the college.

ENTITLEMENT AID

Entitlement Aid consists of financial assistance from non-college sources which is not repaid. The following includes a brief description of the types of Entitlement Aid available for Lees-McRae College students:

FEDERAL PELL GRANT

The Federal government awards Pell Grants to US citizens and permanent residents based on financial need as determined by completion of a FAFSA. Amount of assistance ranged from \$890 to \$4,731 for the 2008-2009 academic year. These amounts may increase depending upon congressional funding.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT

This federal program provides funds for students who qualify for a Federal Pell Grant and who have the lowest expected family contributions.

NORTH CAROLINA LEGISLATIVE TUITION GRANT

North Carolina residents enrolled for at least 12 credit hours per semester, who meet all state residency requirements, are eligible to receive a fixed yearly amount of \$1,975 to help defray tuition cost. This amount may increase depending upon funding by the state legislature.

NORTH CAROLINA STATE CONTRACTUAL SCHOLARSHIP GRANT

North Carolina residents enrolled for at least 12 credit hours per semester, who meet all state residency requirements, are eligible to receive this grant provided they demonstrate a financial need

as determined by the FAFSA. The amount of the grant is at the discretion of the Director of Financial Aid.

VETERAN AND MILITARY BENEFITS

Lees-McRae College's academic programs are approved by the North Carolina State Approving Agency for the enrollment of persons eligible for education assistance benefits from the US Department of Veteran Affairs (DVA). Entitled veterans, participants in the Montgomery GI Bill contributory program, active duty military in voluntary education programs, drilling National Guardsmen, drilling Reservists, and eligible spouses and dependents who have applied, meet all admissions criteria, have been fully accepted, and actively matriculate may be certified to the US DVA Regional Offices as enrolled and in pursuit of an approved program of education.

ACADEMIC REQUIREMENTS FOR VETERANS

The law requires that educational assistance benefits to veterans and other eligible persons be discontinued when the student ceases to make satisfactory progress toward completion of his/her training objective. Benefits cannot be resumed unless the DVA finds that the cause of the unsatisfactory progress or conduct has been removed and the program of education or training to be pursued by the student is suitable to his/her aptitudes, interests, and abilities. Veterans and other eligible persons follow the same standards of academic progress that apply to all Lees-McRae College students. These standards are described in the Academic Information section of this catalog. Veterans and other eligible persons are required to seek academic assistance by contacting their instructor, counselor, advisor, or the Registrar before academic difficulties place them on Academic Probation or Academic Suspension. For information about monetary benefits contact the US Department of Veteran Affairs Regional Office in Winston-Salem, NC.

TUITION EXCHANGE PROGRAMS

Lees-McRae College participates in several tuition exchange programs with various organizations. This program is offered to dependents of employees of selected independent colleges/universities across the country. Lees-McRae College is also a member of the Council of Independent Colleges program, the NC Independent Colleges program, and the Presbyterian Church (USA) program. For a list of participating colleges and universities, please contact the Office of Financial Aid.

SELF-HELP AID

This part of the financial aid package consists of a combination of campus employment and/or educational loans with low interest rates and long-term repayment schedules.

FEDERAL STAFFORD LOAN (SUBSIDIZED AND UNSUBSIDIZED)

The Federal Stafford Loan, carrying a fixed interest rate of 6.8%, may be obtained from a lending institution. The maximum loan is \$5,500 per year for freshmen, \$6,500 per year for sophomores and \$7,500 per year thereafter. Repayment begins six months after you leave school. On a subsidized loan, the interest accrued is paid by the federal government. On an unsubsidized loan, the borrower is responsible for interest accrued. Students must complete the Free Application for Federal Student Aid (FAFSA) form to apply for this resource.

NORTH CAROLINA PROSPECTIVE TEACHERS SCHOLARSHIP LOAN

State residents who are interested in preparing to teach in the public schools of North Carolina are eligible to apply for this loan. The loan can be forgiven if the student teaches in a North Carolina public school after graduation. Applications are available by writing to: Prospective Teachers Scholarship Loan Fund, State Department of Public Instruction, Raleigh, NC 27611. You can also apply at www.cfc.org.

FEDERAL/INSTITUTIONAL WORK STUDY PROGRAM

Campus employment of 7-10 hours per week earning minimum wage is available to all students as long as funding and placement are available. The amount earned can be used to help defray your educational expenses.

PARENT LOAN FOR UNDERGRADUATE STUDENTS (PLUS)

The Federal PLUS loan, carrying a fixed interest rate with a cap at 8.5%, is available to parents of undergraduate students to help defray the difference between student aid eligibility and the cost of attendance. Need is not a determining factor when applying for this program; however, lenders will conduct a credit check prior to approval. Principle and interest are the responsibility of the parent borrower and can be deferred. Loan applications are available online at: <http://aid.lmc.edu>.

INSTITUTIONAL AID

NEED-BASED INSTITUTIONAL GRANT

If your combined loans, campus employment and outside scholarships do not cover all of your financial need, you may receive an institutional need-based grant. There is no predetermined minimum or maximum.

ACADEMIC GRANTS AND SCHOLARSHIPS

A number of major four-year scholarships ranging in value from \$3,000 to the full cost of tuition per year are awarded annually to incoming freshmen and transfer students on the basis of exceptional scholarship and leadership. Financial need is not a consideration for most.

ELIZABETH MCRAE SCHOLARSHIP

This is the largest single scholarship awarded by Lees-McRae College, covering the full tuition for a full-time student. Two are available for freshmen entering the College in the fall semester. Recipients are chosen from all students invited to attend Scholar's Day. After a series of interviews and testing, the top two performers are selected as recipients. The scholarship covers tuition and is renewable for four years as long as the recipients maintain a minimum 3.0 GPA.

PERFORMANCE AND TALENT AWARDS

These awards vary based on an audition or tryouts, are competitively based, and available from Performing Arts and the Athletic Department. Contact those areas for further information.

INSTITUTIONAL SCHOLARSHIPS

Institutional scholarships are awarded based on academic achievement, leadership, and financial need. They are awarded and managed by the Office of Financial Aid. Students apply for these scholarships by completing an Application for Admission and supplying all requested documents. Recipients must maintain full-time status to keep their award. They are renewable for four years. To continue receiving institutional scholarships beyond the fourth academic year, students must submit an appeal in writing to the Office of Financial Aid for consideration. Funding for these scholarships consists of endowed scholarships, institutionally funded scholarships and privately established scholarships administered by Lees-McRae College.

ENDOWED AND RESTRICTED SCHOLARSHIPS

Lees-McRae College has a number of endowed and restricted funds from which annual scholarships are awarded. Each of these funds has its own standards and award criteria, and each is considered part of the college's permanent endowment and restricted fund. All students who have been accepted to Lees-McRae College are eligible for these scholarships. No separate application is required. They are awarded up to but not exceeding the amount of the recipient's Institutional Scholarship amount. See Appendix A for a list of endowed scholarships and Appendix B for a list of restricted scholarships.

EXTERNAL SCHOLARSHIPS

You may be eligible for scholarships offered by corporations, foundations, churches, civic organizations, and even your parent's employer(s). Please notify the Office of Financial Aid Office as soon as you learn about an award so that they can include the resources in your financial aid package.

ACADEMIC PROGRESS

Federal regulations governing student assistance programs require that minimum acceptable standards be established to measure the student's progress toward his or her degree. Academic progression is measured in terms of the number of semesters enrolled, credit hours completed, and cumulative grade point average. The following summarizes the minimum acceptable standards of academic progress for all recipients of financial assistance at Lees-McRae College.

ACADEMIC STANDING

Students must maintain good academic standing as defined by the Academic Standards policy that is established by the Office of Academic Affairs.

DEFINITIONS OF GOOD ACADEMIC STANDING

Class	Total Semester Hours Earned	Minimum Cumulative GPA Needed
Freshman	1-27	1.60
Sophomore	28-59	1.80
Junior	60-89	2.00
Senior	90 & Above	2.00

PROGRESS TOWARD DEGREE (“Satisfactory Academic Progress”)

Students must make continual measurable progress toward completion of their degree. Measurable progress means that from the beginning of a student’s enrollment at Lees-McRae College, a specified minimum number of credit hours must be successfully completed. Refer to the Satisfactory Progress chart below, which reflects the minimum number of credit hours necessary for satisfactory progress toward degree completion:

End of Semester (Number)	Full-Time Student (Hours)	$\frac{3}{4}$-Time Student (Hours)	$\frac{1}{2}$-Time Student (Hours)
1	12	9	6
2	24	18	12
3	36	27	18
4	48	36	24
5	60	45	30
6	72	54	36
7	84	63	42
8	96	72	48
9	108	81	54
10	120	90	60
11	no aid	99	66
12		108	72
13		117	78
14		124	84
15		no aid	90
16			96
17			no aid

TIME LIMIT ON DEGREE COMPLETION

Students must complete degree requirements within 150% of the published program length. Generally speaking, a full-time undergraduate student will have up to 12 semesters in which to complete their degree requirements.

FINANCIAL AID APPEALS

A student will always have the right to an appeal. An appeal form may be requested from the Office of Financial Aid. Appeals must be made within 30 days of notification of termination of financial aid.

A student who makes unsatisfactory academic progress has the opportunity to earn credit hours and meet the minimum requirement during the summer term(s). Students who are deficient in hours may take transferable courses at other institutions with prior approval from the Office of the Registrar and by notifying the Office of Financial Aid in writing. A student who makes unsatisfactory academic progress is not eligible for financial aid for summer term(s).

Students seeking a second degree that causes their attendance to exceed the time frame according to their enrollment may request a time extension.

Enrollment is defined, and the satisfactory academic progress levels are established, as of the last day to drop or add classes in a given semester. It is important to note that, regardless of the academic policy on withdrawal allowances and repeated courses, withdrawals and repeated courses can negatively impact aid eligibility. Withdrawing from classes and repeating courses may not affect a student's quality point balance; however, it can affect a student's satisfactory academic progress for financial aid purposes if he/she does not complete a sufficient number of credit hours per semester.

After termination/denial of financial aid, a student may appeal and will be considered for financial aid only when one or more of the following conditions have been met:

- Sufficient credit hours are earned, and/or
- The quality point balance meets the required level to be academically eligible to return, and/or
- The financial aid appeals process establishes that the student encountered some type of extenuating circumstance during the semester in question hindering academic performance (e.g., illness, death in the family, etc.).

A student who wishes to appeal must submit a letter to the Office of Financial Aid stating the reasons for failing to meet the satisfactory progress requirements and whether or not the difficulties have been resolved. This appeal is separate from the activities of the Admissions Committee. A student who is classified as academically ineligible to return but is allowed to return as the result of an appeal to the Admissions Committee or by sitting out one semester will be advised that he/she will not be eligible for financial aid. However, the student may appeal by submitting a written appeal for consideration in having his/her financial aid reinstated.

EXPENSES

RESIDENTIAL STUDENT EXPENSES

The following is a breakdown of residential student expenses for the 2009-2010 academic year. This estimate does not include miscellaneous expenses such as books, travel, clothing, amusements, and other personal expenses. The College reserves the right to alter any of the charges at any time.

TUITION, ROOM AND BOARD FOR 2009-2010

ACADEMIC YEAR

	Fall	Spring	Total
Tuition & Fees	\$10,813	\$10,812	\$21,625
Room & Board	\$3,700	\$3,700	\$7,400
TOTAL	\$14,513	\$14,512	\$29,025

The room fee includes basic cable TV, telephone and computer network connection service(s). Boarding students are required to take meals in the dining hall.

SUMMER SESSIONS

Tuition & Fees	\$243	Per Credit Hour
Room	\$600	Private Room: Add \$120
Meals	\$515	4 - Day Plan
	\$615	7 - Day Plan

Fees for Summer Session(s) are payable in full on the day of registration.

FEES FOR PART-TIME AND AUDITING STUDENTS

Part-time students (1-11 hours): \$600 per semester hour

Auditing students (currently enrolled): \$393 per semester hour

Local citizens taking courses on a part-time basis may inquire at the Office of Financial Aid to determine if they are eligible for institutional financial aid.

MISCELLANEOUS NONREFUNDABLE FEES

Private Room: Double	\$720	Per Semester
Private Room: Single	\$440	Per Semester
Hemlock Village Suite Fee	\$520	Per Semester
Tuition Overload	\$285	Per Credit Hour Over 18
Vehicle Registration	\$100	Per Year
Late Registration	\$100	
ID Card Replacement	\$12	
Graduation Fee	\$130	

Freshman and transfer students must pay an enrollment deposit of \$250, which is refundable upon written request prior to May 1; continuing resident students must pay a nonrefundable \$50 deposit by May 1 to reserve a room for the upcoming academic year. These deposits are applied toward payment of tuition and fees.

ADDITIONAL COURSE FEES

Some courses will incur additional course fees to cover lab fees, materials, supplies, etc. Please refer to individual course descriptions for additional course fee amounts.

ART 141	Foundations of Drawing and Design	\$50
ART 151	Photography	\$110
ART 161	Foundations of Painting	\$50
ART 181	Foundations of 3D Art and Design	\$60
ART 191	Color Theory	\$40
ART 211	Research, Composition, and Creation	\$50
ART 221	Intermediate Drawing and Design	\$50
ART 231	Art and Craft Design	\$60
ART 251	Printmaking	\$60
ART 261	Intermediate Painting	\$60
ART 281	Intermediate 3D Art and Design	\$75
ART 301	Appalachian Photography	\$110
ART 331	Mixed Media	\$60
ART 431	Art on Paper	\$75
ART 451	Books and Images	\$75
ART 461	Advanced Studio Design	\$75
BIO 113	Lab Investigations	\$50
BIO 117	Intro to Wildlife Biology	\$50
BIO 211	General Zoology	\$50
BIO 221	General Botany	\$50
BIO 271	Anatomy & Physiology I	\$50
BIO 272	Anatomy & Physiology II	\$50
BIO 311	Microbiology	\$100
BIO 321	Field Botany	\$50
BIO 331	Ecology	\$50
BIO 361	Genetics	\$100
BIO 381	Field Biology	\$50
BIO 421	Natural History	\$50
BIO 441	Ornithology	\$50
BIO 445	Mammology	\$50

BIO 465	Molecular Biology	\$100
CHM 111	Gen. Chem. I	\$50
CHM 112	Gen. Chem. II	\$50
CHM 211	Organic I	\$50
CHM 212	Organic II	\$50
COM 210	Digital Imaging	\$40
COM 310	Graphic Design	\$40
COM 361	Storyboarding	\$30
COM 411	Video Production I	\$30
EDU 321	Educational Psychology	\$130
EDU 441	Methods-Materials Language Arts	\$35
EDU 491	Directed Teaching Seminar	\$150
PAS 115-215	Piano	\$50
PAS 116-417	Voice	\$50
PAS 244	Principles of Design	\$25
PAS 254	Make-up	\$25
PAS 344	Costuming	\$25
PAS 345	Basic Lighting	\$25
PAS 353	Stage Management	\$25
PAS 443	Scene Design	\$25
PAS 483	TV and Film for the Actor	\$25
PE activity courses as required for skiing, golf, etc.		
PHY 111	Physics I	\$50
PHY 112	Physics II	\$50
SCI 211	Earth Science	\$50
SPA 101-202	Elementary Spanish I and II	\$75
SPA 201-202	Intermediate Spanish I and II	\$75

TERMS OF PAYMENT

Statements of account will be rendered approximately one month in advance of the following payment schedule:

Fall Semester Fees: Billed in late June, due by July 20

Spring Semester Fees: Billed in mid-November, due by December 11

REFUND POLICIES

Enrollment in the College constitutes a contract binding the student and parents for the stated charges for the semester. This arrangement is necessary because the College contracts for faculty and other

supporting commitments for the entire year based upon the enrollment at the beginning of the fall semester. A refund policy has been adopted to partially reimburse students for unexpected withdrawals and also permit the College to maintain its contractual commitments.

TUITION

If written notification of a decision not to enroll is received by the Student Financial Services Office prior to the first day of classes, all paid fees (exclusive of the enrollment deposit) are completely refunded. Thereafter, tuition and general fees are refunded on a prorated basis during the first four weeks of the term. Any part of a week is considered a full week. No refund will be made if a student withdraws after the fourth week. However, students receiving Federal (Title IV) financial assistance will have refunds processed according to federal regulations governing student aid programs.

Time Period	%Reduction
1st Week of the Term	80%
2nd Week of the Term	60%
3rd Week of the Term	40%
4th Week of the Term	20%
5th Week of the Term	No Refund

ROOM AND BOARD FEES

No part of the room fee is refundable. Refunds for the cost of meals are prorated upon withdrawal.

VEHICLE REGISTRATION FEE

Refunds for vehicle registration may be obtained if a written request is made to the Office of Public Safety within three weeks before the first day of classes. A student who chooses not to re-enroll for the spring semester may receive a refund if a written request is made to the Office of Public Safety no later than the first day of the spring semester.

FOR RESERVISTS CALLED TO ACTIVE DUTY

Student reservists called to active duty may receive refunds if their active duty reporting date falls within an academic term for which fees have been paid. A request for a refund together with a copy of the reservist's orders should be submitted to the Student Financial Services Office before the reservist withdraws from the College.

Tuition will be completely refunded if academic credit is not awarded and the student must re-enroll as a returning student to resume course work. Room and board fees will be prorated from the start of the term to the date of withdrawal. Refunds are computed net of scholarships.

SUMMER SCHOOL

All fees are refunded if the Student Financial Services Office, prior to Registration Day, receives a written notification of a student's decision not to enroll. A refund of 50% of tuition and board is made if a student notifies the Student Financial Services Office of withdrawal during the first week of summer school. No refund will be made if a student withdraws after the first week.

RELEASE OF OFFICIAL COLLEGE RECORDS

All accounts must be completely cleared with the Student Financial Services Office one week prior to final examinations. Any student who has not cleared his/her account, is in default of any Title IV Funds, or owes a refund on any Title IV Funds, will not receive his/her semester grades, official transcripts, diploma, or any other official record(s) from the College until all financial matters are cleared and the student account is paid in full.

STUDENT LIFE

STUDENT DEVELOPMENT OFFICE MISSION STATEMENT

The Office of Student Development at Lees-McRae College is committed to guiding, facilitating, challenging, and supporting the development of the whole person – mind, body, heart, and soul – within the context of a safe, nurturing environment.

RESIDENCE LIFE AND HOUSING

Responsibility for assignment of rooms within residence halls is placed with the Office of Student Development. All students who are required or choose to reside in College housing are also required to take meals in the dining hall. Students meeting the following criteria are exempt from the College's housing requirement:

- Married students or students with dependants;
- Students living at home with their parents or guardians within 50 miles of the College;
- Veterans with more than 120 consecutive days of military duty;
- Students who are 21 years of age or older by the first day of class;
- Students who have earned 90 credit hours (senior status) and have minimum cumulative GPA of 2.0;
- Students whose parents are full-time Lees-McRae College employees;
- Students with documented medical conditions that are supported by a family physician.

This policy is in effect during the fall and spring semesters. This policy is in effect for full and part-time students.

Requests for exceptions to this policy must be made through the Office of Student Development by the student. All requests must be submitted so that a decision can be made by the Office of Student Development 30 days prior to the first day of class for that semester.

The Director of Residence Life, Resident Directors and Resident Assistants are responsible for residence hall life. They work with students in a supportive manner to create and maintain a positive living and learning environment. Students are encouraged to become active in governance of their respective residence hall by participating in Residence Hall Association.

SOCIAL AND CULTURAL LIFE

Lees-McRae College has long been known for its informal atmosphere and friendly student-faculty/staff relationships. The intimacy of a small campus affords an opportunity for students to interact socially as well as intellectually with faculty, staff, and fellow students. Clubs and organizations sponsor concerts and dances, talent shows, plays, hikes, picnics, movies, banquets, and receptions under the supervision of the Director of Campus Life. All students are invited to participate in CATCH (Campus After The Class Hours), the student planning board which sponsors events on campus.

Additional academic enrichment programs are brought to campus each year by individual academic divisions, the Global Community Center, and other departments on campus.

COUNSELING SERVICES

Counseling services are available to all currently enrolled Lees-McRae College students, free of charge. The Counseling Center is located in the McRae House, and appointments are available weekdays, 8:30 - 4:30 , and after hours in case of an emergency. The Center also provides consultations for students and faculty who want information or who need assistance to reach out to others. In addition the Center can make referrals to off campus professionals as needed.

COUNSELING SERVICES GOALS

- Provide a time and place for students to share concerns and explore options in a confidential atmosphere;
- Coach students to become more effective problem solvers, thus increasing their ability to handle life's challenges;
- Offer workshops on many topics including Stress Management, Assertiveness, Healthy Living, Time Management, Relationships & Communication, Sexual Assault Prevention, Suicide Prevention, Drug/Alcohol Issues, and Positive Self-Esteem.

DAVIS HEALTH SERVICES

A Registered Nurse is available on campus five hours daily, Monday through Friday, to treat minor illnesses and injuries. The nurse is also qualified to assess more serious diseases.

Over-the-counter nonprescription medications are available from the Davis Health Services Center (located in the Cannon Student Center). Medications will be charged to students' accounts, but there is no charge for a visit. The nurse will assist in obtaining doctor's appointments, if necessary.

Several physicians have offices near the campus, and Charles A. Cannon Hospital is located approximately ten miles from the College. Students are advised to see the nurse before going to the hospital (except in an emergency).

The Residence Life Staff is another resource for students feeling in poor health. It is important to note that neither the nurse nor the Residence Life staff is authorized to write excuses for class absences. Follow your instructor(s) expectations for class absence or refer to the policy on class attendance in this catalog for more information.

STUDENT ACTIVITIES

Students will find that taking part in the activities of organizations and clubs on campus enhances their academic lives and reinforces valuable skills such as responsibility and leadership. For membership in most of the clubs on campus and for office-holding in all clubs, a specific academic standard must be maintained.

HONOR ORGANIZATIONS

Alpha Psi Omega Theatre Honor Fraternity

Alpha Chi Academic Honor Society

Chi Alpha Sigma Athletic Honor Society

Nu Delta Alpha Dance Honor Society

Sigma Beta Delta Business Honor Society

CAMPUS CLUBS Chartered by the Student Government Association

Approaching the Throne	A weekly Christian praise and worship opportunity.
C.A.T.C.H. (Campus After The Class Hours)	A programming board that selects, promotes, and hosts campus entertainment and events.
Circle K	A service organization through which college students can find a means of responsible action in their communities and a more active involvement in the life of their campus.
Club of Athletic Training (CAT)	A group chartered in 1994 to increase the knowledge of Athletic Training on campus and improving the Athletic Training Education Program at Lees-McRae College.
Comm Arts Club	A group for students majoring in or interested in Communication Arts.
Danceworks	An organization open to all students who have an interest in raising awareness of dance and dance education.
International Club	A group that gathers for fellowship and discussion of cultural and global concerns. All are invited!
Order of the Tower	Established in 1962, an organization serving the College in a leadership capacity to promote the general welfare of the college. Membership is limited to twelve outstanding students. Selections are made in April.
Outdoor Programs, Rock Climbing and Backpacking Clubs	Sponsors excursions into the great outdoors for beginners and experienced students and staff.
Phi Beta Lambda	A service and social fraternity for students of business, management, or administration.
Residence Hall Association	Student-run organizations within residence halls that gives residential students the opportunity to plan social activities and educational programs, to make recommendations in policy development, and to address issues or concerns about the residential living experience as expressed by residents in the building.
SAAC (Student Athletic Advisory Committee)	A group of student athletes who work together to discuss pertinent issues for student athletes.
SAVE (Students Against a Vanishing Environment)	A student activist organization aimed at raising the environmental, social, and political consciousness on the Lees-McRae College campus and in Avery County.
Social Dance	A group that gathers weekly to learn different types of dance and host campus wide events to showcase the dances they have learned.
SOAR(Students of All Races)	An organization that promotes cultural diversity, awareness, and fellowship among LMC students.
Spectrum	A social and educational group in dialogue about LGBTQ (Lesbian, Gay, Bisexual, Transgender or Questioning) issues on the LMC campus.
Student Ambassadors	A group of students dedicated to Lees-McRae College and willing to assist the Admissions Office with recruitment and campus tours.

OTHER COLLEGE-SPONSORED GROUPS

Bonner Leaders	A service scholarship program for students who have an interest in working to make communities better through placement in local agencies and group service projects.
Amnesty International	A group of students interested in working to protect human rights worldwide.
Bobcat Cheerleaders	A coed squad that cheers during home basketball games, selected away games and occasionally during other campus events.
Greeks	A group of Greek service organizations that focus on community service.
KIBO	A nine-week experiential leadership program in which students explore ideas relating to leadership such as communication, leadership styles, risk-taking, balance, values and service.
Optimist	A group of students, committed to serving the needs of the youth of the community, who strive to bring a positive attitude and belief to our campus.

COMMUNITY OUTREACH OFFICE

The Office of Community Outreach serves to support students, staff, and faculty at Lees-McRae College in community service and volunteerism efforts through numerous formal and informal service opportunities, while promoting service-learning and community activism among the campus community. The Bonner Leaders Program, Special Focus Weeks and the Alternative Break Program are also organized through the Office of Community Outreach.

CAMPUS RECREATION

The mission of the Campus Recreation Department is to service students within a variety of programs that emphasize cooperative and competitive activity in game form while utilizing the surrounding community and environment. All programs focus on personal development and attempt to establish strong positive relationships between students, employees and the Lees-McRae College community as well as encouraging healthy and active lifestyles. Housing in the Carol and Glenn Arthur Student Recreation Complex, the Campus Recreation Department offers intramural programs, informal recreation programs, fitness, wellness and school spirit programs.

ACADEMIC SUPPORT SERVICES

DEPARTMENT OF STUDENT SUCCESS

The mission of the Department of Student Success is to coordinate and assure successful completion of a wide variety of functions designed to enhance the academic support of students. The Department of Student Success is a systematic program designed to deliver academic support services and to coordinate strategic activities critical to recruitment and retention.

ACADEMIC ENHANCEMENT COURSES

Included in the Department of Student Success are a variety of courses designed to support students in achieving their academic goals. Coursework offerings range from foundations courses in mathematics, English as a Second Language, writing and reading comprehension to courses in academic skill development, career planning and leadership seminars. Please see the course descriptions in this catalog for a complete listing of Student Success (SSC) courses.

TUTORIAL SERVICES

All tutorial services are housed in the Burton Center for Student Success, located in the Bowman Science Building. Services include one-on-one and group tutoring to support all academic disciplines on campus, as well as study skills assistance. The Math Lab and Writing Center are housed in the Burton Center and offer focused assistance in developing math and writing skills.

ACADEMIC ADVISING

Lees-McRae College is dedicated to offering students quality academic advising. Entering freshmen are assigned a freshman faculty advisor. This faculty advisor teaches the student in CLA 198 First Year Seminar during the first semester that the student is enrolled, and CLA 199 Major Decisions in the subsequent semester. Throughout the advising process new students have the opportunity to work with their faculty advisor to receive assistance regarding academic and life choices. No later than the end of the sophomore year, students are expected to declare a major, and will then be assigned to a faculty advisor in their major area of study. This major advisor will assist the student with academic and life planning for the remainder of their time at Lees-McRae College.

FIRST YEAR EXPERIENCE

All College freshmen are required to take CLA 198 First Year Seminar (2) during the fall semester that they are enrolled and CLA 199 Major Decisions (1) during the subsequent spring semester. This three (3) semester hour sequence of courses is designed to facilitate students' successful academic and social transition from high school to college. Students work with their academic advisor, to explore academic, cultural and social experiences, strengthen research and study skills and learn about the culture of the college.

SUMMER READING PROGRAM

The Lees-McRae College Summer Reading program is designed to provide an introduction to academic life by providing a common academic experience for incoming freshmen. In June, prior to the

students' arrival in August, incoming freshman are sent the title of a suggested summer reading book. Included is a readers' guide and study questions for the book. Students are asked to read the book prior to arrival on campus, and to come to campus prepared to participate in discussion during the first week of classes.

PLACEMENT TESTING

Placement tests are administered in mathematics, writing, and reading comprehension. Other placement tests can be offered as the College determines.

ACADEMIC ACCOMMODATIONS

Lees-McRae College is dedicated to ensuring that students with disabilities have equal access to educational opportunities. The Office of Disability Services provides assistance and encouragement to meet the challenges of college life. A student with a documented disability must provide appropriate documentation and request reasonable accommodations. All disability related documentation must be from a qualified professional, clearly state a diagnosis and illustrate the current functional limitations of the disabling condition and how the limitation will affect the individual in an educational setting. Complete documentation guidelines are available from the Coordinator of Disability Services.

JAMES H. CARSON LIBRARY AND INFORMATION CENTER

Built in 1969 and expanded in 1990, the James H. Carson Library houses a collection of over 100,000 books, periodicals, microforms, and audiovisual materials to support the research needs of the students, faculty and staff. The in-house collection is supplemented with many electronic resources. The college is a member of the Appalachian College Association which is a group of 36 small, private colleges in the Appalachian regions of North Carolina, Virginia, West Virginia, Tennessee and Kentucky. The libraries of these member colleges have formed a group within the organization called the ACA Central Library. The purpose of the Central library is to share the costs of resources among the schools and to utilize a shared online catalog. Currently 24 of the 36 institutions participate in the shared online catalog. This sharing arrangement provides access to over 4.5 million books, many of which are in electronic format.

Access to the ACA shared catalog is only the beginning of the information resources available to Lees-McRae students, faculty and staff. As a participant in North Carolina Libraries for Virtual Education (NCLive), the Carson Library offers access to over 60 electronic databases, including over 5,500 full-text journals and newspapers, encyclopedias and other reference sources. Additionally, NCLive provides access to many electronic books not found in the shared catalog. Materials found in the ACA shared catalog, through the WorldCat database or through other sources may be ordered via the Interlibrary Loan service for a nominal fee. Additional access to specialized electronic resources in Literature, Religion, Psychology, Criminal Justice and other subject areas are offered through the library's membership in the Carolina Consortium and Lyrasis.

The Carson Library's online catalog and most of its electronic resources can be accessed from any computer with an Internet connection. While access to the shared catalog is open to everyone, some electronic resources are restricted to those persons affiliated with Lees-McRae College and required passwords for access. These passwords may be obtained by contacting the library. Most resources are available 24 hours a day so students may conduct research outside of regular library hours.

The Library has computer workstations that are connected to shared printers. Reference assistance is available during all of the hours the library is open. Students who having trouble with research projects, including problems using any of the resources, are strongly encouraged to seek out a library staff member who will be happy to guide students in the conduct of their research project. Assistance is provided in-person, via e-mail, phone or through the library's web-based "Ask-A-Librarian" service.

In addition to its general and electronic collections, the James H. Carson Library also houses the Elementary Education Program and Curriculum Center, the Alison B. Stirling Special Collection and the Jones/Pritchett Archives of Lees-McRae College.

THE ALISON B. STIRLING COLLECTION

The Stirling Collection was established with the aim of preserving a variety of materials relating to the Southern Appalachian mountain region. In 1929, when Alison Stirling joined Lees-McRae College, one of her goals was to create a special North Carolina and Appalachian Collection. Her goal was in full accord with the college's motto: "In, of, and for the mountains."

Religion, education, folklore, literature, music, and genealogy of the Southern Appalachians are just some of the topics covered in the collection. Information and clippings from local and regional newspapers and periodicals are also categorized by subject and filed in the Stirling Collection.

Miss Stirling's creation has proven to be farsighted in its lasting benefits to a succession of researchers, authors, journalists, students and faculty for whom the special collection bearing her name is a rich, unique and multifaceted resource.

THE CURRICULUM CENTER

Located in the Education department on the lower level of the library, the Curriculum Center is a repository for educational research and lesson development materials. Established in 1989, the Center also houses equipment to public school curricula, the *Lees-McRae College Teacher Education Handbook*, locally developed curriculum guides, professional journals, textbooks, and many other ancillary materials to support student needs and the instructional purposes of the Teacher Education Program.

THE JONES/Pritchett ARCHIVES OF LEES-McRAE COLLEGE

The purpose of the Jones/Pritchett archive is to protect and preserve the history of the college as well as the history of the Edgar Tufts Memorial Association. Among the many items found in the collection are correspondence from past Presidents, letters and papers from our founder, The Reverend Edgar Tufts, memos, letters and other documents from various departments on campus, a complete collection of campus yearbooks, photos spanning the college's history and many other items related to the history of the institution.

In its long history the college, until recently, has not had an archivist responsible for the acquisition and cataloging of the collection. In 2007, an alumnus of the college endowed the archives and named it after one of his favorite teachers, Mr. Leo Pritchett. With his generous support, the college has been able to employ a part time archivist to begin the process of sorting, cataloging and properly storing the many items found in archives. This is a work in progress and likely to remain so for many years to come.

Students, faculty, staff and others are welcome to use materials from the college archives. The archives are generally available during normal library hours but those wishing to use the collection

should call ahead to make sure the archivist is available. Archival materials are not loaned for any reason and must be used in-house. Depending on the collection, photocopying or other types of duplication may or may not be permitted at the discretion of the archivist. Anyone using material from the Jones/Pritchett archives in any type of publication or with any type of electronic media must receive permission from the archivist or the Director of Libraries and must publically display an acknowledgement of the archives in print, electronic form or in some manner consistent with the publication.

COMPUTER SUPPORT SERVICES

Lees-McRae College strongly encourages and supports its students, faculty, and staff in the use of computer technology. The entire campus is covered by a wireless network, and the College leases computers for all faculty and staff while maintaining computers in the public computer labs, the library, and most classrooms. All computers use the Windows XP Professional operating system and are a part of the campus network, which is connected directly to the internet via a dedicated fiber circuit. Windows 2003 servers run both the campus network and e-mail systems. The latter uses the Microsoft Exchange system; all students are given email accounts when they enroll.

BOWMAN SCIENCE BUILDING

The Bowman Science Building contains the main computer laboratory. The academic computing laboratory contains 25 computers and is used for teaching computer information systems classes as well as being available in the evenings and on weekends for students to prepare papers, check email, or do internet research.

The Burton Center for student success has a 5 computer mini lab for tutoring purposes as well as to be used as general use when they are free.

Also located in the Science Building is a wireless computer lab used by the science faculty to instruct students and to conduct scientific experiments and research. It has 20 laptops connected via wireless connections to the campus network. Faculty members use the computers to enhance collaborative learning.

CARSON LIBRARY

The Carson Library and Information Center is fully automated, offering the services of an on-line catalog, computerized circulation and access to many on-line, full-text periodical databases. Also located within the library is a 15 station computer lab used for instruction in on-line library resources as well as 8 stand alone reference stations. It is also available for students to do research and prepare papers when not being used for formal classes.

OTHER SPECIALIZED LOCATIONS

Teacher Education and Physical Education, located on the lower floor of the library, has a mini-lab used by teacher education students who are preparing for careers in education.

The Mathematics Program, located in the Chaffee annex, has a laboratory of 16 computers that are used to enhance and reinforce mathematical knowledge and skills.

RESIDENT HALLS AND STUDENT SUPPORT

All residence hall rooms are connected to the campus fiber backbone and each room has two connectors which students may use to connect their personal computers to the campus network. Students also have access to the campus wireless network. The Computing Services Department, headed by the Director of Academic Computing/Information Systems, supports campus computing. This department supports the faculty and staff in their use of computers. Student assistants are on duty in the Chaffee Building to answer questions and assist students with various computer related activities.

HONORS PROGRAM

Lees-McRae College is committed to academic excellence. To recognize and challenge students of proven ability, the College offers a variety of academic Honors courses requiring the ability to work independently and think critically.

Honors students undertake special courses that stimulate their imaginations and demand their best efforts in the liberal arts Core Curriculum, with opportunities to engage in independent study under the direction of faculty in major fields, and to add an Honors component to selected major courses. Lectures, colloquia, service projects, and other activities complete the Honors experience. For upper-level coursework, students take traditional courses with an added honors component, independent study courses, and an Honors Senior Research Seminar.

Students may be approved for Honors courses on the basis of their grade point averages, classroom performance, and professor recommendations. Freshman and sophomores of proven academic ability are invited to apply for admission to the program. Students who transfer in to the honors program laterally (i.e., after their freshman year) are responsible for honors course work beginning at their point of entry.

To facilitate the development of a strong learning community, Honors students live together in an environment hospitable to a friendly exchange of ideas; benefits of the Honors Program thus include a specially-designed residence hall. Honors students develop their own residence rules regarding quiet hours, visitation policies, and so on. The Resident Assistant is an upper-class student who has done Honors work and therefore understands the interests and needs of the Honors students. Upper class Honors students live in Cannon Cottage, a small cottage-style dormitory designed for them.

The following courses are required of all entering Honors students:

Freshman Semester 1

CLA 198: First Year Experience
HON 291: Honors Seminar
Sociology & Religion

Freshman Semester 2

CLA 199: Major Decisions
RHE 103: Rhetoric III
Science & Art

Sophomore Year

Literature & Philosophy

Junior Year

HON 292: Great Books

Senior Year

Senior Research Seminar

The Lees-McRae College Honors Program provides a challenging education for academically gifted students and rewards them with scholarships and other benefits (e.g., an Honors student is allowed to take one course overload per year without an additional fee). The HON course prefix on the student's transcript is a clear signal to prospective employers and graduate school admissions officers that the student has not only strong academic ability and achievement, but also the self-motivation and work

ethic required by Honors classes. In order to graduate "with Honors," students must complete the Honors program while maintaining a 3.5 GPA.

ACADEMIC POLICIES

Information contained in this section of the catalog is provided to help students understand the College's academic policies and procedures. Please address all questions regarding academics and/or academic policies to:

Office of the Registrar
Lees-McRae College
P.O. Box 128
Banner Elk, North Carolina 28604-0128

Only the Registrar in consultation with the Provost and Dean of the Faculty can make any exception to the College's academic policies.

GENERAL POLICIES

CREDIT HOURS

Successful completion of any course offered for academic credit earns a student a specified number of hours of credit. In non-laboratory courses, hours of credit equal the number of class hours per week devoted to the course. For example, a student who completes RHE 101, Rhetoric I, which meets three hours each week, earns three (3) hours of credit. The number of credit hours for laboratory, studio, and clinical courses varies with the amount of work involved. Courses listed in the section of this catalog entitled Course Descriptions have a designation of the number of hours of credit.

COURSE LOAD

The normal course load for students is 16 to 17 credit hours per semester. No student will be allowed to exceed 18 hours per semester without permission from the Registrar. Any student who exceeds 18 hours will be subject to an additional tuition fee consistent with the College's fee structure. A student's academic load may be reduced if their academic record so warrants. The minimum load for a regular full-time student is 12 credit hours.

If a student's academic record so warrants and the student's academic advisor so recommends, the Registrar may grant the student permission to take less than 12 hours per semester. A student who needs fewer than 12 hours for graduation in their final semester may also carry less than this minimum. However, dropping below the 12 hour per semester minimum course load level will change the student's "full-time" status to "part-time. The student's financial aid will be adjusted accordingly for that semester.

STUDENT PLACEMENT

Experience has shown that some students need additional academic preparatory work in order to develop the substantive background necessary to meet the Core Curriculum requirements.

It is the College's goal to place students at a level where they have the greatest chance of success. To that end, each student's high school performance (courses taken, grades, GPA, and SAT/ACT scores) is analyzed in conjunction with the student's performance on the Lees-McRae College placement test(s), and an initial placement at the appropriate level in each subject is made. It is College policy that once a student is placed at an appropriate academic level, he/she must follow the prescribed course sequence.

During the first week of classes, students who have been placed in foundation courses will be further evaluated to ensure appropriate placement. Students who feel that they have not been placed properly will have the opportunity to retake the College placement exam(s) during that time. The College defines the following as foundation courses: SSC 106 English as a Second Language Tutorial I (3); SSC 107 English as a Second Language Tutorial II (3); SSC 104 College Reading and Vocabulary (3); SSC 103 Introduction to College Writing (2); and SSC 105 Introduction to College Mathematics (3).

Students who place in a foundations course are required to pass the course during their first three semesters at Lees-McRae College or within their first three semesters after notification. These courses may be used to satisfy the elective portion of the 124 semester hour graduation requirement, and will be used in calculating the student's semester and cumulative GPA.

STUDENT CLASSIFICATION

Student classification is based on the number of credit hours earned:

- Freshmen: One (1) to twenty-seven (27)
- Sophomores: Twenty-eight (28) to fifty-nine (59)
- Juniors: Sixty (60) to eighty-nine (89)
- Seniors: Ninety (90) or more

DECLARING A MAJOR OR MINOR

All students are encouraged to choose a major program at the end of their first year by completing the online Lees-McRae College Declaration of Major form. Due to the structure of many major programs, declaring the major by the end of the sophomore year is highly recommended in order to ensure that the students stay on track for graduation. Also, please see the note concerning "double majors" under Academic Program Nomenclature in the Major Programs section of this catalog.

A minor, if desired, is usually declared at the same time a major is declared. Students deciding to change their major and/or minor must go through the same procedures used to declare their initial major and/or minor. Students are encouraged to consult with their first year advisors to learn about the variety of majors that are offered at Lees-McRae College.

CLASS ATTENDANCE

With regard to class attendance, the College makes certain assumptions:

- Class attendance is a necessary component of a successful college experience;
- Students who are frequently absent from class will suffer academically;

- It is the student's responsibility to stay alert to his/her absence status and to work conscientiously in making up necessary course work.
- Instructors are responsible for adopting class attendance policies specific to their courses and students are strongly encouraged to meet those expectations.

ACADEMIC INTEGRITY

Lees-McRae College endeavors to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as their work that which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to severe consequences and possible suspension.

Lees-McRae College expects all students to act in a manner that does not infringe upon the rights and responsibilities of others. It is crucial to the development of a college student that one has the right to learn and prosper in a community free from fraudulence and dishonesty. It is the responsibility of each student to help maintain such a community.

The College expects that all students will refrain from the following:

Cheating | Practicing or attempting to practice dishonesty or deception in the taking of tests or in the preparation or submission of academic work pretending to be one's own; to copy or attempt to copy from another person's test, paper, or other graded work in a course; to use during a testing period, or bring into a testing area with the intent to use, any notes or other prepared materials with which a student is not permitted to consult.

Collusion | Action taken by two or more persons to cheat; to allow another to copy tests, papers, or other graded course work without the express consent of the instructor; to aid or abet another person in the act of cheating.

Lying | Committing a forgery or uttering a statement known to be false or dishonest, orally or in writing, for the purpose of, or having the effect of protecting or improving one's grade in a course, or one's academic record; also, to utter a statement known to be false or deceitful in a College judicial proceeding or to protect another person from apprehension or punishment for a violation of academic integrity.

Plagiarism | The act of willfully copying information, an idea, a sentence, several sentences or a significant part of a sentence that has been written by someone other than the person submitting the paper, and neglecting to indicate through the use of quotation marks or notation that the material has been copied. This includes, but is not limited to, information derived from reference materials, themes, reports, writings of a fellow student, or information obtained through any form of electronic media.

Stealing | The willful attempt, whether successful or not, to take in an unauthorized manner any academic material belonging to an instructor or the College including tests, papers, roll books, - assignments, etc.

PENALTIES FOR ACADEMIC INTEGRITY VIOLATIONS

If a student observes an academic integrity violation, he or she must immediately notify the instructor of the course in which the infraction took place. At that point, or if the instructor is the observer of the infraction, the instructor may impose any appropriate penalty up to and including immediate failure of

the course in question. However, it is understood that intentional plagiarism, stealing, cheating on a major examination, or collusion to violate the academic integrity policy should result in immediate failure, as well as the assignment of a grade of "XF," denoting "Failure due to violation of College Academic Integrity Policy." Should a student who is guilty of one infraction fulfill the requirements of graduation without committing a second infraction, the grade of "XF" will revert to a grade of "F" on the student's official College Transcript. Should a second infraction be committed, this grade, along with the grade reflecting the first infraction, will become a permanent part of the student's official College Transcript. In addition, the student must meet with the Provost and Dean of the Faculty, where additional penalties may be imposed, including suspension or expulsion from Lees-McRae College. More detailed information on this policy is available in the Office of the Registrar and in the Student Handbook.

GRADES AND GRADING

The following reflects the College's position as it relates to grades. In successfully completing any credit course, a student also earns a number of Quality Points.

	Classification	Quality Points Awarded Per Credit Hour
A	Superior	4.0
A-		3.7
B+	Above Average	3.3
B		3.0
B-		2.7
C+	Average	2.3
C		2.0
C-		1.7
D+	Below Average	1.3
D		1.0
D-		0.7
F	Failure	0.0
W	Withdrawn	0 quality points awarded but hours attempted not included in computation of GPA.
I	Incomplete	See Incomplete Grade Policy below.
M	Met	Student has met required competencies. 0 quality points awarded but hours attempted not included in computation of GPA.
N	Not Met	Student has not met required competencies. 0 quality points awarded but hours attempted not included in computation of GPA.

WITHDRAWING FROM A COURSE

If done so before the designated deadline (see *Academic Calendar* above), withdrawal from a course is possible with no explanation necessary, a grade of "W" and 0 quality points are assigned, and thus there is no effect on the GPA. It is the student's responsibility to complete the withdrawal process; failure to do so will result in a letter grade for that course being assigned at the end of the semester.

A "late withdrawal" with a grade of "W" after the designated deadline is possible only in specific circumstances and only with the approval of the Registrar. Further information is available in the Office of the Registrar.

Please note that the designated deadline for withdrawing from a course is an academic deadline; this deadline pertains strictly to the designation of course grades and is unrelated to the issue of monetary refunds. See section of this Catalog on "Refund Policies" for a refund timetable.

WITHDRAWING FROM THE COLLEGE

If a student wishes to withdraw from the College completely, he or she must initiate the process by picking up an Exit Form in the Office of the Registrar. The completion of this process is necessary for the finalization of various administrative matters. Please note that withdrawal from the College does not exempt the student from the policies described in the section "Withdrawing from a Course." If withdrawal from the College occurs after the designated deadline for withdrawal from a course, the student must petition for a "late withdrawal" from his or her coursework as described above.

INCOMPLETE GRADES

At the discretion of an instructor, a grade of "I" (Incomplete) may be reported when illness or other serious emergency has prevented the student from completing the work for an individual course. A grade of Incomplete should not be reported because of negligence or procrastination. If the student's academic standing is in question when incomplete grades are submitted, the Registrar reserves the right to consult appropriate instructors and use an estimated grade to calculate the student's academic standing.

Students who receive more than two incomplete grades in a semester are placed on Restricted Status (limited to 12 credit hours in the succeeding semester) until such time as the incomplete course work is finished.

Students who receive an incomplete grade must not register for the same course in the succeeding semester. Instead, the student must arrange with the instructor to make up the incomplete course work. Students are required to make up incomplete work before the end of the succeeding semester.

If a grade of Incomplete remains by the end of the semester following the one in which the "I" was incurred, it will be officially converted to an "F" and affect both the student's prior semester and cumulative GPA accordingly.

REPEATED COURSES

Students may repeat courses in order to improve their grades in those courses as well as the overall grade point average, but graduation credit will be allowed for only one instance of the course. When a course is repeated, the lower of the two course grades will no longer be used in GPA calculations, although both course attempts will continue to appear on the transcript itself.

Only courses originally taken at Lees-McRae College can be repeated. However, a course taken elsewhere and transferred into the College can function as a repeat to a course taken at Lees-McRae College although that course remains subject to the policies described in the "Transfer of Academic Credit" section of this Catalog. (For example, the grade earned must be a "C" or better, it can appear

on the LMC transcript only with a grade of "Pass," and no quality points are transferred, but it *can* nullify the original course grade.)

Lees-McRae College views repeat coursework as a means of support in the pursuit of academic excellence, but this opportunity should be used with caution. While there is no limit to the number of times a course or courses can be repeated, the student is advised to do so judiciously in light of the need to maintain forward progress toward graduation and eligibility for financial aid (see section on "Satisfactory Academic Progress" in this Catalog).

GRADE CORRECTION

The Grade Correction Policy is to cover instances of error, and does not supplant the Incomplete Grade Policy.

All grades reported to the Office of the Registrar will be considered final and complete if the instructor does not contact the Registrar within 30 days from the release of grade reports. Grade corrections will be allowed during this period only if the instructor can verify that an error in grade computation has been made. If the faculty member finds that an error has occurred, he/she will complete a Grade Correction Form and submit it to the Office of the Registrar. This form will be placed in the student's permanent file and the Registrar will make the appropriate adjustment on the student's official College Transcript. Any request for a grade correction made after this 30 day period will be denied.

GRADE APPEALS

As a matter of academic freedom, the College extends its fullest support to grades assigned by a faculty member. A student who believes that a grade has been reported incorrectly should consult the instructor. In extraordinary circumstances, the student may contest the grade record through a written appeal to the Registrar. Copies of all relevant information must accompany this written appeal: papers, tests, syllabi, etc. The Registrar will consult the Provost and Dean of the Faculty, and they may at their discretion convene an appeals committee to hear a case. The committee composition will normally be three faculty members. The committee will make a recommendation to the Provost, at which time he/she will make a final ruling concerning the grade in question. The decision of the Provost will be considered final.

TRANSFER OF ACADEMIC CREDIT

Courses can be transferred into Lees-McRae College – and fulfill Core, Degree, or major program requirements – if they contain a grade of "C" or higher earned at a regionally-accredited institution. Such courses are listed on the Lees-McRae College transcript with hours attempted, hours earned, and a grade of "Pass." No quality points are transferred; thus, the student's Lees-McRae College grade point average is calculated only on work done at Lees-McRae College.

COURSE DESIGNATION AND CREDIT HOURS

If an incoming course corresponds to an existing Lees-McRae College course, the transferred course will carry the Lees-McRae College designation; if the number of credit hours for the two are not the same, the course will appear with its original number of credit hours. Courses that do not correspond to existing Lees-McRae College courses may be transferred if judged to be acceptable by the Registrar.

Determination of whether such courses satisfy Core Curriculum or Degree requirements is made by the Registrar. Determination of whether such courses satisfy requirements in a major program is made in consultation with the Program Coordinator of the appropriate academic department.

NON-CREDIT EXPERIENCE

Academic credit for courses taken, or for learning achieved, on a non-credit basis is not accepted for transfer to Lees-McRae College. This includes credit for professional certificates, for "life experience," or resulting from internal testing or any other process outside the parameters described in the *Non-Classroom-Centered Credit* section of this catalog below. If such credit has been awarded at a previous institution, it will be considered on its own merits.

CREDIT EARNED DURING THE SUMMER

Credit hours earned at another institution during a summer term are transferred according to the above policies two weeks after the beginning of the fall semester, provided that the student is actively enrolled at the College.

Questions and requests for information concerning transfer of courses should be addressed to the Registrar.

NON-CLASSROOM-CENTERED CREDIT

Academic credit for courses taken, or for learning achieved, on a non-credit basis is not awarded. This includes credit for professional certificates, for "life experience," or resulting from internal testing or any other process outside the parameters described below. If such credit has been awarded at a previous institution, it will be considered on its own merits.

However, Lees-McRae College does recognize that college-level learning can occur outside the normal classroom setting, and it recognizes the following formal means by which this learning is assessed and validated. Students may be eligible for advanced placement and/or academic credit through one or more of the programs listed below. A maximum of 16 credit hours may be earned through this method. Any student considering taking the AP or CLEP tests should first determine eligibility and score requirements for transfer of courses through the Office of the Registrar. Credit is offered at Lees-McRae College through the following programs:

AP (ADVANCED PLACEMENT)

Score of Three | Lees-McRae College may award college credit if recommended by the Registrar.

Score of Four | Three to four credit hours of college credit may be awarded for the appropriate Lees-McRae College equivalent course.

Score of Five | Six to eight credit hours of college credit may be awarded for the appropriate Lees-McRae College equivalent course(s).

CLEP (College Level Examination Program)

Score of 50 | Three to four credit hours of college credit may be awarded for each test taken with a score of 50 or higher for the appropriate Lees-McRae College equivalent course.

INTERNATIONAL BACCALAUREATE DIPLOMA

Score of Five | Three to four credit hours of college credit may be awarded for the appropriate Lees-McRae College equivalent course.

Score of Six | Six to eight credit hours of college credit may be awarded for the appropriate Lees-McRae College equivalent course(s).

DANTES PROGRAM

Credit for coursework completed through the DANTES (Defense Activity for Non-Traditional Education Support) program will be evaluated on an individual basis by the Registrar in consultation with the Program Coordinator of the appropriate academic department. Lees-McRae College's code number for participation in this program is 8423.

ACADEMIC STANDING

Students will earn Dean's List standing and/or the status of Good Standing, or will be placed on academic probation, suspension, or dismissal, when they meet the following conditions.

GOOD STANDING

A student is in academic Good Standing if that student carries a cumulative GPA of 2.0 or above. This characterization is unrelated to other restrictions that may accrue from social or billing circumstances.

DEAN'S LIST

A student in Good Standing may also qualify for the Dean's List. The eligibility criteria for making the Dean's List in any given semester are:

- Full-time student status.>
- A minimum GPA of 3.5 for the semester, and
- No grades lower than a "C" during the semester.

MINIMUM ACADEMIC STANDARDS

Hours Attempted	Cumulative GPA	Class Standing
1-27	1.6	Freshman
28-59	1.8	Sophomore
60-89	2.0	Junior
90 and above	2.0	Senior

ACADEMIC PROBATION

Students on academic probation may not register for more than 16 credit hours, and are required meet with a faculty member in the Department of Student Success to develop an individual action plan. The College reserves the right to place additional restrictions on a student's enrollment for the probationary semester should such action be deemed appropriate. To remove probationary status, the student must raise his/her cumulative GPA to the minimum standard. If the student fails to bring his/her *cumulative* GPA to the minimum standard during the probationary semester, but the *semester's* grade point average is at or above a 2.0, the College may continue the probationary status for one additional semester. If, at any time while on academic probation the student's semester or cumulative average falls below the minimum standard, the Committee on Academic Standards may, at its discretion, place the student on academic suspension.

ACADEMIC SUSPENSION

A student placed on academic suspension may not enroll at Lees-McRae College for a minimum of one semester. While a student may appeal suspension, conditions for reinstatement will be determined by committee and recommended to the Provost and Dean of the Faculty. Students who have been academically suspended and are readmitted to the College will be placed on academic probation.

ACADEMIC DISMISSAL

If suspended students appeal the suspension and the Committee on Academic Standards approves the appeal, students can be readmitted to the College for the subsequent semester. The student must achieve a minimum semester GPA of 2.0., otherwise, the student will be regarded as failing to demonstrate regular progress toward fulfillment of a program of study leading to the baccalaureate degree and will be dismissed from the College. A student placed on academic dismissal may not enroll at Lees-McRae College for a minimum of three years. Such a student may reapply to the College during the third year of the dismissal. Students who are readmitted to the College will be placed on academic probation and will be permitted to retake any course in which a "D" or "F" was earned – with the new grade replacing the old one. At the end of the semester, the student must achieve a minimum semester GPA of 2.0. Otherwise, the student will again be academically dismissed from the College.

NON-TRADITIONAL COURSEWORK

INDIVIDUALIZED STUDY

The pursuit of original scholarship or creative work with the guidance of an instructor is the pinnacle of academic engagement and brings distinction to a student's resume. Towards that end, Lees-McRae College makes available opportunities for a limited number of academically qualified students to explore themes outside the regular program of study. If a student wishes to pursue an individualized study, he/she must engage in the following process:

The specific nature of the individualized study and the subject matter to be examined will be determined jointly by the instructor and the student.

The student, with the guidance of the instructor, will draft a proposal for a Plan of Study that must include a detailed description of the subject under investigation, methods to be utilized in the study, learning outcomes, assessment criteria, and instructor/student expectations for fulfilling the individualized study requirements.

The student must submit the written plan of study to the Office of the Registrar for approval prior to the student registering for the individualized study.

Individualized study normally requires several periodic review sessions with the instructor during the course of the semester. These should be scheduled in advance and outlined in the plan of study.

A student may register for only one individualized study during each semester. Required work must be completed during the semester in which the student is enrolled. No more than 12 credit hours of individualized study may be applied toward any program of study. Students who wish to apply for an individualized study must have achieved a minimum cumulative GPA of 3.0 (or special instructor approval) and hold junior or senior class status. Application forms for individualized studies are available from the Office of the Registrar.

STUDY ABROAD OPPORTUNITIES

Lees-McRae College offers students the opportunity to experience a culture different from their own, reflect upon that experience and become more competent in cross-cultural understanding and communication. Through Lees-McRae College's study abroad programs, students learn about the world and nurture a respect and understanding of persons from a variety of world cultures. Lees-McRae College students interested in studying abroad can receive guidance and information on programs from the Global Community Center.

POST-SECONDARY ENROLLMENT PROGRAM

In collaboration with Avery County High School, Lees-McRae College offers college-level courses in the liberal arts, technology, and the performing arts for those high school students who are interested in earning high school and college credit at the same time. Students in grades 9-12 will be able to take college classes at Lees-McRae College in most any subject in which their academic skills or talents are ready for college curricula. Students will be able to take enrichment classes that are compatible with their curricula.

SALT

The School of the Arts, Liberal Arts, and Technology (SALT) is a collaborative effort between Lees-McRae College, the Avery Arts Council, and area public schools that provides enrichment courses in the arts and technology for the kindergarten through 12th grades. Students are able to take classes after school in arts, music, dance, theatre, graphic arts and computers. Lees-McRae College works cooperatively through the SALT Program to support the A+ Schools project.

ADULT LIFELONG LEARNING (ALL) PROGRAM

The ALL program is open to anyone 21 and older who is not currently a student at Lees-McRae College. Students may register for any class in the college catalog provided that the student has successfully completed high school or has passed the GED, and has met any prerequisites the course may have.

Adult Lifelong Learning students may take as many courses as they desire, but only 15 credits with a "C" or better can be used towards a degree at Lees-McRae College. At any time the student wishes to be admitted as a regular student, the full matriculation process is required with the exception that, if the full 15 credit hours are transferred, no other tests or academic preparedness are required.

CONTINUING EDUCATION PROGRAM FOR PROFESSIONALS

This program offers seminars and workshops needed by those professionals who must continue their education to meet licensure requirements. These seminars and workshops are custom designed to fit the needs of specific clientele and can be offered in any geographic location. Continuing Education Units (CEU's) or academic credit can be awarded according to specific requirements and needs.

EDUCATIONAL RIGHTS AND PRIVACY

PUBLIC LAW 93-380

Lees-McRae College maintains accurate and confidential student records and recognizes the rights of students to have access to their educational records in accordance with existing College policy and the Federal Family Educational Rights and Privacy Act, 1974 (commonly known as FERPA or the Buckley Amendment). Under these provisions, students may review their records following procedures published in the *Student Handbook* to check for accuracy. Educational records are in the custody of the Office of the Registrar.

EDUCATIONAL RECORDS

"Educational records" include files, documents, and other materials which contain information directly related to students. The term "educational records" does not include the following:

- Records and documents of institutional personnel which are kept apart from educational records.
- Records on the student which are made or maintained by a physician, psychiatrist, psychology, counselor, or other recognized professionals or paraprofessionals acting in their official capacity.
- Financial records on the parents of the student.
- Records of instructional, supervisory and administrative personnel kept in their sole possession.

Grades or other official records cannot be released without the written permission of the student.

DIRECTORY INFORMATION

With the exception of directory information, the College does not permit access to or the release of educational records without the written consent of the student.

Directory information is defined as the student's:

- name
- address
- telephone number
- date and place of birth
- current enrollment
- dates of attendance
- degrees and awards received
- classification (freshman, sophomore, junior, senior)
- major program of study
- participation in officially recognized activities and sports

- height and weight (members of athletic teams)
- marital status
- email address

Students may request that directory information not be disclosed and may do by filling out the appropriate paperwork in the Office of the Registrar.

RELEASE OF TRANSCRIPTS

Any copy of a Lees-McRae College student's or alumni's official College Transcript is released only upon the receipt by the Office of the Registrar of a written request for the transcript, and only after all obligations to the College – financial and otherwise – have been fulfilled. Transcript(s) will be issued within one week of receipt of the written request. Student transcripts received from other schools and colleges become the property of Lees-McRae College and will not be copied or released in accordance with the College's Right to Privacy Policy concerning educational records.

CONSENT FOR ACADEMIC DISCLOSURE

Lees-McRae College encourages students to have open communication with their parents and guardians regarding their academic progress and life on campus. The Family Education Rights and Privacy Act of 1974 (commonly known as FERPA or the Buckley Amendment) affords students the right to access educational records and protects students from the release and disclosure of those records to third parties. If a student has signed an authorization to share information from the college, (FERPA release) then an academic advisor, student development staff member or other college official may disclose that student's situation with identified family members. FERPA release forms are available, and once signed are housed, in the Office of the Registrar.

REQUIREMENTS FOR GRADUATION

OVERVIEW

The following requirements must be met to be eligible for graduation:

- A minimum of 124 credit hours;
- A minimum 2.0 grade point average (GPA);
- Completion of the Core Curriculum;
- Completion of the Degree Requirements for the appropriate degree;
- Completion of an approved major program of study;
- A minimum 2.0 grade point average (GPA) in the major program of study (note: Education and Athletic Training majors must receive a minimum grade of "C" in required major courses and a minimum 2.5 cumulative GPA);
- Completion at Lees-McRae College of at least one half of the credit hours required for the major program of study;
- Completion at Lees-McRae College of at least 32 of the last 40 credit hours.
- Completion of at least 30 credit hours at the 300- or 400-level;
- No grades of "F" in any required major courses in the program of study.
- No more than 12 credit hours of coursework in which a grade of "D" has been received may apply toward graduation.
- No more than four credit hours of physical education activity courses may count toward graduation.

A student may choose to meet the graduation requirements listed in the *College Catalog* that was in effect the year the student entered Lees-McRae College or in any subsequent *College Catalog*. However, a student may not select graduation requirements from more than one catalog at a time. If the student has been out of residence for more than one academic year, the graduation requirements in effect at the time of re-enrollment at Lees-McRae College will apply.

COMMENCEMENT EXERCISES

Only students who have completed all requirements for their programs of study are eligible for participation in the commencement ceremony. Candidates for Graduation must also have all accounts paid in full and have completed an Application for Graduation and a Graduate Check-Out Form.

Degrees are granted three times during the calendar year: May, August, and December. However, only one commencement ceremony is held in May of each year. Candidates for Graduation who receive their degrees in August or December are encouraged to participate in the following May ceremony; however, they must notify the Office of the Registrar at least one month prior to the ceremony.

Graduation and the receipt of a diploma from Lees-McRae College is an honor bestowed by the Faculty, Administration, and Board of Trustees; thus, May Candidates for Graduation are required to participate in the baccalaureate services and commencement exercises unless permission to be absent is granted by the Registrar. The awarding of a Baccalaureate degree is duly noted on the student's official College Transcript.

GRADUATION HONORS

Recognition is given at commencement each year to members of the graduating class who have excelled academically: those who have earned a cumulative GPA of 3.5 to 3.69 graduate *cum laude*; those who have earned a cumulative GPA of 3.7 to 3.89 graduate *magna cum laude*; and those who have earned a cumulative GPA of 3.9 to 4.0 graduate *summa cum laude*.

In the case of a student with transfer credit(s), the following principles will apply. A student entering Lees-McRae College with transferred credit hours must meet the cumulative GPA standard for honors in all credit hours completed – hours transferred in and hours earned at Lees-McRae College combined. In addition, the cumulative GPA of all work taken at Lees-McRae College (not including transferred credit hours) must be of honors quality.

Finally, a student must complete a minimum of 56 credit hours at Lees-McRae College to be eligible for graduation honors. The single exception to this restriction occurs when the number of required credit hours for a program is less than 56 (as with some off-campus programs); in those cases, students who successfully complete the requirements for the program will be eligible for graduation honors.

THE STUDENT AND THE ADVISOR

Each student is assigned an academic advisor. Academic advisors work closely with students in developing a plan for completion of a major program of study, assist in scheduling courses for each semester to meet the goal(s) of the plan, and answer procedural questions about registration, Add/Drop, withdrawal, etc. Please see the section of this Catalog on Academic Advising, in the Academic Support Services chapter, for further information.

In the final analysis, however, *the student is ultimately responsible for his or her successful and timely completion of graduation requirements*, including selecting the number of credit hours carried each term; and meeting all requirements for a major program of study; and satisfying all Core Curriculum, Degree, College, and other graduation requirements prior to the expected graduation date.

CORE CURRICULUM

All students must complete the Core Curriculum and the appropriate Degree requirements.

Students who have received an Associate in Arts or Science degree at any regionally accredited institution, or who have satisfied the requirements of the North Carolina Transfer Agreement at any regionally accredited institution, will have satisfied the Lees-McRae College Core Curriculum requirement. See the Office of the Registrar for more information on the NC Transfer Agreement. For other transfer students, transcripts are evaluated on a course-by-course basis.

PURPOSE OF THE CORE CURRICULUM:

The Lees-McRae College experience will cultivate habits of mind, body, and spirit that promote a search for truth, a love of beauty and goodness, and a commitment to justice. A liberal arts education prepares graduates with the knowledge and skills to create a life of purpose and meaning. The learning atmosphere at Lees-McRae College is informed by a sense of collegiality, spirituality, wellness, and an appreciation for the beauty and cultural heritage of the Southern Appalachian region. Education at Lees-McRae College is transformative and far-reaching and offers the graduate a sense of personal and professional empowerment.

OUTCOMES OF THE LEES-MCRAE COLLEGE EXPERIENCE

The graduate of Lees-McRae College will:

1. Approach life and work with adaptability, creativity, and a critical perspective;
2. Practice ethical behavior and values-based citizenship with purpose and integrity;
3. Understand diverse and global cultures including social justice issues;
4. Understand and value the relationship between humanity and the natural world.

COMPONENTS OF THE CORE CURRICULUM

Communication: Students will develop strong communication skills in order to function effectively in varied settings and situations. Select courses included in the Core Curriculum will facilitate the development of communication skills using multiple modes including writing, speaking, artistic expression, mathematics, and/or technologically mediated forms of expression.

Creative, Critical, and Collaborative Thinking: Students will acquire, process, and apply knowledge in a variety of ways. Select courses included in the Core Curriculum will facilitate the development of multiple thinking skills. Synthesis of knowledge from a variety of disciplinary perspectives will encourage students to engage in diverse ways of thinking.

Environmental, Cultural, and Global Issues: Students will develop a sense of self, place, human culture and the environment. Students will understand historical, environmental, cultural, social and global perspectives regarding the Southern Appalachian region, nation, and world in which they live and work. Select courses included in the Core Curriculum will facilitate knowledge and appreciation of regional, national, and global issues, and the interdependence of humans with the natural world and environment.

Engaged Citizenship: Students will formulate personal and collective ethical behaviors expected of engaged citizens. Select courses included in the Core Curriculum will facilitate an understanding of social interaction and sound ethical practice in order to become responsible citizens of the local and regional community, the nation, and the world.

Research and Inquiry: Students will develop research skills. Select courses included in the Core Curriculum will introduce students to a variety of modes of inquiry within the context of a liberal arts education.

REQUIREMENTS OF THE CORE CURRICULUM (41 HOURS)

Written and Oral Communication (6 hours)

All students must demonstrate competency in written and oral communication by successfully completing RHE 101 and RHE 102. Students accepted into the Honors program will satisfy the oral and written communication requirement by successfully completing HON 291 and RHE 103.

RHE 101 Rhetoric I (3)
RHE 102 Rhetoric II (3)

Quantitative Requirement (3 hours)

Choose one MAT class at the appropriate level as determined by High School mathematics background, SAT/ACT scores, placement testing and/or transfer coursework (MAT 111 or 112 course or higher level).

Technology and Society (3 hours)

TEC 105 Technology and Society (3)

Seminars (9 hours)

CLA 198 First Year Seminar (2) and CLA 199 Major Decisions (1)

CLA 298 Sophomore Seminar (3)

CLA 398 Junior Seminar (3)

Core Exploration (20 hours)

At least one 3 credit hour course is required in each of the following areas; Natural Sciences, Social Sciences, Literature, Philosophy, Religious Studies and Fine Arts. The Lifetime Health and Fitness requirement can be fulfilled either by completing one 2 credit hour course or two 1 credit hour activity courses. Core Exploration courses are typically completed in the first two years of study. Students should work with their academic advisor to ensure that selected courses meet the Core Exploration requirements. A list of approved Core Exploration courses will be available from the Office of the Registrar prior to advising and registration for each term.

Natural Sciences (3)

Social Sciences (3)

Literature (3)

Philosophy (3)

Religious Studies (3)

Fine Arts (3)

Lifetime Health and Fitness (2)

DEGREE REQUIREMENTS

Depending on the major degree program, certain Degree Requirements also apply:

For the Bachelor of Arts Degree

Proficiency in a Foreign Language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English; or
- Passing a CLEP or other designated examination at the intermediate level; or
- Completion of one of the College's language sequences through the intermediate level.

For the Bachelor of Science Degree

6-8 Additional Hours in not duplicating Core coursework and taken from:

BIO 101, 102, 113, 114, 115, 116, 117

CHM 101, 111

MAT 111, 112, 116, 117, 130, 215, 220, 227

PHY 101, 111, 112

SCI 211

PROGRAMS OF STUDY

Every student is required to enroll in a prescribed program of study and pursue that curriculum through a sequence of courses leading to the baccalaureate degree. No deviation from the program of study will be permitted without written permission prior to course registration from the Office of the Registrar.

ACADEMIC PROGRAM OPTIONS

Lees-McRae College offers a variety of major programs of study and several minor programs of study. The programs listed below are categorized according to the following codes: **BA** (Bachelor of Arts), **BS** (Bachelor of Science), **BFA** (Bachelor of Fine Arts), **C** (Concentration), **M** (Major), **MI** (Minor), and **TL** (Teacher Licensure).

Appalachian Studies		MI
Art & Design	BA	M, MI
Athletic Training	BS	M
Biology	BS	M, MI
General Biology		C
Pre-Professional Science		C
Wildlife Biology		C
Wildlife Rehabilitation		C
Business Administration	BS, BA	M, MI
Accounting		C
Marketing		C
Finance		C
Management		C
Small Business Development		C
Communication Arts	BA, BS	M
Criminal Justice	BA, BS	M, MI
Elementary Education	BA	M, MI, TL
English	BA	
History	<i>not accepting new majors or minors at this time</i>	
Humanities	BA	M
Interdisciplinary Studies	BA, BS	M
International Studies	<i>not accepting new majors at this time</i>	
Mathematics	<i>not accepting new majors or minors at this time</i>	
Musical Theatre	BFA	M, MI
Performing Arts Studies	BA, BS	M, MI
Philosophy	<i>not accepting new minors at this time</i>	
Physical Education	BS	M, MI, TL
Psychology	BA, BS	M, MI
Religious Studies	BA, BS	M, MI
Sociology	BA, BS	M, MI
Sport Management	BS	M
Theatre Arts Education	BA, BS	M, TL

ACADEMIC PROGRAM NOMENCLATURE

Major | A coherent program of study that addresses identifiable learning outcomes. A major requires a minimum of 36 credit hours of non-duplicated coursework.

A note about double majoring: *Non-Duplicated* coursework denotes academic credit that does not overlap with another program in which the student is enrolled (for example, a second major or a minor). While various programs often share some common coursework, a major contains a minimum of 36 discrete credit hours unique to itself. This restriction applies to each major when a student chooses to “double major” (major in more than one program).

Concentration | An area of specialization under an appropriate major. A major with areas of concentration requires a minimum of 15 credit hours of common core coursework, a minimum of 16 credit hours of specialized coursework, and a minimum of 36 credit hours of total coursework.

Cognate | An affiliated program of study, usually a prescribed minor, that is a required part of a major. A cognate requires credit hours in addition to the 36 hours required of the major.

Minor | A coherent program of study that focuses on breadth, rather than depth, of knowledge in a discipline. A minor requires a minimum of 18 credit hours.

Emphasis | A specialized program of study developed between a faculty member and a student. An emphasis does not appear on student transcripts.

EARNING A SECOND DEGREE

Students in main campus programs who hold a baccalaureate degree from Lees-McRae College or another regionally accredited institution may earn a second degree at Lees-McRae College. Such students must be admitted through the regular admissions process, will be classified as seniors, and must meet all conditions found in the chapter of this catalog titled “Requirements for Graduation.” Additionally, the student must complete at least 30 hours of additional coursework at Lees-McRae College beyond the requirements of the first degree. Only these additional hours will be used to calculate graduation honors, although other policies pertaining to graduation honors apply (see the “Graduation Honors” section of the same chapter). Finally, it should be noted that the policy found in the section of this catalog titled “A Note About Double-Majoring” (which can be found in the chapter on “Major Degree Requirements”) applies to the second degree as if it were one half of a double-major.

OFFICE OF EXTENDED CAMPUS PROGRAMS

The purpose of the Office of Extended Campus Programs is to provide courses and a variety of cultural enrichment opportunities that serve to nurture a philosophy of lifelong learning for both students and residents of the College service area. A major component of the Office of Extended Campus Programs includes taking the junior and senior years of Lees-McRae College’s degree programs to off-campus program centers. For further information, see the Lees-McRae College “Extended Campus Catalog Supplement.”

EXTENDED CAMPUS DEGREE PROGRAMS

Lees-McRae College currently offer four degree completion programs at the five off-campus centers below. All five programs require a two-year degree or 60+ credit hours for admission. Lees-McRae College offers the following programs as a function of Continuing and Professional Education:

Western Piedmont Community College

- Bachelor of Applied Arts and Science in Criminal Justice
- Bachelor of Science in Elementary Education
- Bachelor of Arts in Elementary Education

Mayland Community College

- Bachelor of Science in Nursing
- Bachelor of Applied Arts and Science in Criminal Justice
- Bachelor of Arts in Elementary Education
- Bachelor of Science in Elementary Education

Surry Community College

- Bachelor of Science in Elementary Education
- Bachelor of Arts in Elementary Education

Wilkes Community College

- Bachelor of Applied Arts and Science in Criminal Justice

Catawba Valley Community College

- Bachelor of Applied Arts and Science in Criminal Justice

ACADEMIC PROGRAM DESCRIPTIONS

APPALACHIAN STUDIES (MINOR ONLY)

The Appalachian Studies minor is designed to give students an understanding of the Appalachian region from a multidisciplinary perspective. The minor is valuable to anyone seeking employment in the Appalachian region or who may wish to gain a greater appreciation for the diverse nature of American life. Any course with Appalachian content taught as part of the Stephenson Center summer program may be counted toward the Appalachian Studies minor.

Appalachian Studies | Minor

The Appalachian Studies Minor requires 18 credit hours beyond the Core Curriculum and Degree Requirements and includes the following:

Required Minor Courses (9 hours)

APP 130 Introduction to Appalachian Studies (3)
 HIS 310 History of the Southern Appalachian Region (3)
 LIT 331 Appalachian Literature (3)

Elective Minor Courses (select 9 hours).

No more than eight credit hours may be taken from any one academic Division.

APP 215 Appalachian Music (3)
 APP 288 Special Topics in Appalachian Studies (3)
 APP 431 Comparative Highland Study Abroad
 APP 471 Internship in Appalachia (3)
 APP 488 Special Topics in Appalachian Studies (3)
 ART 301 Appalachian Photography (3)
 BIO 321 Field Botany (4) or
 SCI 211 Earth Science Concepts I (4)
 BIO 401 Appalachian Ecology (4) or
 SCI 211 Earth Science Concepts I (4)
 COM 403 Appalachian Documentary Production (3)
 PAS 112-412 Clogging (4)
 SOC 333 Rural Sociology (3)

The John B. Stephenson Center

The John B. Stephenson Center for Appalachian and Comparative Highland Studies was founded in July 2001 to further understanding of Appalachia and Highland regions world-wide. One of its main purposes is to encourage students and faculty toward an interdisciplinary understanding of their world using the issues of mountain environs as its primary example. In addition to directing the Appalachian Studies minor, the Center also supports campus speakers and programs about Highland topics.

ART AND DESIGN

The Art and Design program is based upon diversity and variety. Unlike other programs we do not separate components into different concentrations early on. Our students start with a strong foundation in the various mediums including 2-d, 3-d, craft, and digital. From there each student builds upon these tools and combines them with practical experience to achieve his or her goal in a chosen concentration.

The major is designed to inform, educate, and motivate students to reach their artistic potential in the Visual Arts. The goals of the program are these:

1. Empower students through an interdisciplinary approach to education of the visual arts.
2. Inform the students through liberal arts based studio education.
3. Provide an environment that encourages exploration and experimentation.
4. Inspire students to create, construct, produce, and invent creative ways of communication.

Art and Design | Bachelor of Arts

The BA in Art and Design requires 54 credit hours and includes the following components:

Completion of degree requirements for the BA degree.

Required major courses (54 hours)

FOUNDATION KNOWLEDGE AND SKILLS (18 HOURS)

ART 141 Foundations of Drawing and Design (3)
 ART 191 Color Theory (3)
 ART 211 Research Composition, and Creation (3)
 ART 181 Foundations to 3-d Design (3)
 Com 210 Digital Imaging (3)

FOUNDATION ELECTIVE (select 3 HOURS)

ART 151 Photography (3)
 ART 161 Foundations of Painting (3)

CRITICAL AND HISTORICAL PERSPECTIVES (6 HOURS)

ART 241 Art and Society (3)
 ART 342 Art and Humanity (3)

PROGRESSION AND INTERMEDIATE KNOWLEDGE AND SKILLS (select 9 HOURS)

ART 251 Printmaking
 ART 221 Intermediate Drawing and Design (3)
 ART 281 Intermediate 3-d Design (3)
 ART 231 Art and Craft Design (3)
 ART 261 Intermediate Painting (3)
 ART 288 Special Topics/Independent Study (3)

ADVANCED KNOWLEDGE AND SKILLS (select 9 HOURS)

ART 301 Appalachian Photography (3)
 ART 331 Mixed Media (3)
 ART 341 Graphic Design (3)
 ART 461 Advanced Studio Design (3)
 ART 431 Art on Paper (3)
 ART 388 Special Topics/Independent Study (3)

PROFESSIONAL KNOWLEDGE AND SKILLS (3 HOURS)

PAS 479 Arts Management (3)

SENIOR CAPSTONE EXPERIENCE (6 HOURS)

ART 498 Senior Seminar 1: Conceptual ART
 ART 499 Senior Seminar 2: Portfolio and Exhibit

Major Electives (select up to 9hrs)

Any Special Topics ART studio course.

Elective hours in another department related to your field of interest of study (*requires approval from the program coordinator*).

Where To Begin

The Art & Design program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Check with the Coordinator of the Art & Design program for more information.

Art | Minor

The Art minor requires 15 credit hours beyond the Core Curriculum and Degree Requirements and includes any Art course.

Elective Minor Courses (select 15 hours)

ART 141 Basic Drawing and Design (3)
 ART 142 Beginning Oil Painting (3)
 ART 143 Water Color Painting (3)
 ART 144 Figure Drawing (3)
 ART 151 Photography (3)
 ART 288 Special Topics (3)
 ART 301 Appalachian Photography (3)
 ART 488 Special Topics (3)

ATHLETIC TRAINING

The field of Athletic Training encompasses the many areas of medical concerns related to the physically active. BOC Certified Athletic Trainers work with physicians and other allied health care professionals to provide care for the physically active in secondary schools, colleges and universities, professional sports, and sports medicine clinics. The Certified Athletic Trainer possesses skills and knowledge in the areas of injury prevention, assessment and evaluation, treatment and rehabilitation, administration, education, and counseling.

The Athletic Training Education Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The Mission of the Lees-McRae College Athletic Training Education Program is to support the mission of the College by providing students with a program that will prepare them for a productive career in the fields of Athletic Training. The Athletic Training Education Program provides an environment that focuses on the student. Students are allowed to learn and develop in a variety of settings while being mentored by respected professionals. The Program maintains a strong liberal core while challenging students with a science based curriculum. The goals of the program are [1] to provide a variety of opportunities for learning in the clinical setting [2] to provide a competency-based program of learning in the field of Athletic Training, [3] to prepare Athletic Training students with the necessary knowledge and skills to sit for the BOC certification examination, [4] to prepare students for entry-level positions in the Athletic Training profession, and [5] to prepare students to be well-rounded professionals, not only in knowledge and skill, but also in character.

Detailed information on the program is available in the Athletic Training Student Handbook and on the Athletic Training Education Program web page. Also see *Appendix C* of this catalog for general information on several important issues.

Athletic Training | Bachelor of Science

The BS in Athletic Training requires 63 credit hours and includes the following components:

Completion of Degree Requirements for the BS degree.

The following are required if not taken as part of the Core or the BS Degree Requirements:

BIO 114 Intro to Pre-Health Sciences I (3)
 BIO 115 Intro to Pre-Health Sciences II (3)
 MAT 112 College Algebra (or higher math course) (3)
 PSY 233 General Psychology (3)

Required Major Courses (63 hours)

ATE 211 First Aid and CPR (2)
 ATE 221 Introduction to Athletic Training (3)
 ATE 231 Personal Health (Nutrition) (2)
 ATE 271 Athletic Training Clinical Education Experience I (1)
 ATE 272 Athletic Training Clinical Education Experience II (1)
 ATE 321 Assessment of Athletic Injuries I (3)
 ATE 322 Assessment of Athletic Injuries II (3)
 ATE 331 Therapeutic Modalities(3)
 ATE 332 Therapeutic Exercise (3)

ATE 341 Organization/Administration in Athletic Training (3)
ATE 371 Athletic Training Clinical Education Experience III (1)
ATE 372 Athletic Training Clinical Education Experience IV (1)
ATE 411 Advanced Athletic Training (3)
ATE 471 Athletic Training Clinical Education Experience V (1)
ATE 472 Athletic Training Clinical Education Experience VI (1)
ATE 490 Field Experience (3)
ATE 491 Field Experience (3)
ATE 499 Senior Research (3)
BIO 271 Human Anatomy/Physiology I (4)
BIO 272 Human Anatomy/Physiology II (4)
BIO 473 Physiology of Exercise (3)
BIO 475 Anatomical Kinesiology (3)
CHM 200 Introductory Biochemistry (3)
MAT 215 Statistics (3)
PHY 101 Descriptive Biomechanics (3)

Major Courses/Elective (choose 6 hours)

ATE 388 Special Topics (3)
ATE 488 Special Topics (3)

Additional Elective Courses (enough to reach the 124 hour level)

As an Athletic Training Major, students are required to gain a minimum of 1000 hours of field/clinical experience under the supervision of an ATC. These experiences provide students the opportunity to develop competence and confidence in the knowledge and skills learned in the formal education setting.

Where To Begin

The Athletic Training Education Program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Check with the Coordinator of the Athletic Training Education Program for more information.

BIOLOGY

Biology can be considered to be a continuum of fields ranging from the molecular level to the ecosystem level. Lees-McRae College offers a degree in Biology with concentrations in General Biology, Wildlife Biology, Wildlife Rehabilitation and Pre-Professional Science that reflect this diversity of the discipline.

Our concentrations allow student to focus on the portion of this continuum that interests them the most and will be most beneficial to their future career, at the same time insuring that all students graduate with a good background in the prevailing theories and principles that govern the discipline. All Biology Concentrations share an outcome-based set of CORE competencies.

Biology can be considered to be a continuum of fields ranging from the molecular level to the ecosystem level. Lees-McRae College offers a degree in Biology with concentrations in General Biology, Wildlife Biology, Wildlife Rehabilitation and Pre-Professional Science that reflect this diversity of the discipline.

The concentration in General Biology is designed for those students who would like to tailor their own curriculum in Biology. In addition to receiving a general background in the Biological Sciences, students focus on specific areas of interest through selection of a wide variety of science electives.

Upon completion of the General Biology curriculum, a graduate will have a broad background in the biological sciences that will enable them to pursue a career in health or laboratory sciences, public regulatory agencies at community, state or federal levels, or to continue their education in a wide array of graduate and professional programs.

Biology: General Biology | Bachelor of Science

The BS in the General Biology concentration requires BIO 114 *and* BIO 115 or BIO 116 (if not taken as part of the CORE or the BS Degree Requirements) and completion of the General Biology CORE (28 hours):

BIO 113 Laboratory Investigations in Biology (3)

BIO 211 General Zoology (4)

BIO 221 General Botany (4)

BIO 499 Senior Research for Biology Majors (3)

CHM 111 General Chemistry I (4)

CHM 112 General Chemistry II (4)

MAT 112 College Algebra (3)

MAT 215 Statistics (3)

Completion of Degree Requirements for the BS degree.

Required Additional Major Courses (8 hours)

BIO 311 Microbiology (4)

BIO 361 Genetics (4)

Elective Major Courses (select 16 hours):

Select an additional 16 credit hours in science at or above the 200 level.

Total Hours in Program = 52

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The Biology program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Check with the Coordinator of the Biology program for more information.

Biology | Minor

The Biology minor requires 20 credit hours beyond Core Curriculum and Degree Requirements and includes the following:

BIO 114 *and* BIO 115 or BIO 116 and 117 (if not taken as part of the Core).

Required Minor Courses (8 hours)

BIO 211 General Zoology (4) or

BIO 221 General Botany (4)

BIO 311 Microbiology (4) or

BIO 361 Genetics (4)

Elective Minor Courses (select 12 hours)

Select an additional 12 credit hours in Biology at or above the 200 level (at least 4 of the 12 hours must be at the 400 level).

Biology: Cooperative Program Forestry and Environmental Science

Lees-McRae College, in cooperation with the School of the Environment at Duke University, offers a program for highly qualified students leading to a Bachelor of Science degree in Biology from Lees-McRae College and a Master of Forestry or Master of Environmental Science degree from Duke University. This is a 3-2 program which provides a means for highly-qualified undergraduates to proceed directly from three years at Lees-McRae College to the professional degree program in Master of Forestry (MF) or Master of Environmental Management (MEM) at Duke University. For those students interested in completing their senior year at Lees-McRae College, Duke also accepts students from a traditional 4+2 program.

The School of the Environment at Duke University offers coursework leading to the Master of Forestry and the Master of Environmental Management in seven program areas (Forest Resource Management, Resource Ecology, Environmental Toxicology, Chemistry, and Risk Assessment, Water and Air Resources, Resource Economics and Policy, Coastal Environmental Management, and Biohazard Science). A major in biology, business administration, or the social sciences will be good preparation for the programs at Duke. Students are required to complete the Core Curriculum and a total of ninety-two (92) credit hours by the end of the junior year at Lees-McRae College. Students may, if necessary, take one or two undergraduate courses at Duke during the first year of study, but these

will count only toward undergraduate degree requirements, not those of the School of the Environment.

Admission into the cooperative program at Duke University is not guaranteed. Each applicant is considered on an individual basis. Consideration for admission is based on scores on the Graduate Record Examination (GRE), academic standing, class rank, letters of recommendation, and specific course work.

Interested students should work with the Pre-Forestry/Environmental Studies advisor immediately on entering Lees-McRae College in order to plan a program of study. The Pre-Forestry/Environmental Studies advisor maintains a file of information on specific program requirements and application materials for the School of the Environment at Duke University. For more information please contact the Office of the Registrar.

Biology: Pre-Professional Science | Bachelor of Science

The Pre-Professional Science concentration in Biology provides a strong foundation in the Biological Sciences that prepares students for graduate and professional school programs in health-related and veterinary fields. Careers in these areas include biotechnology and academic medical research, the medical field including pharmacy, dentistry, optometry, and physical and occupational therapy, health care administration and veterinary medicine.

Exciting advances in medical technology and research have vastly improved the understanding of the physical and molecular processes underlying human health and disease. Recent discoveries have led to many new therapies that prevent disorders or improve recovery from a wide range of diseases. Developments in medical research have led to the need for highly trained professionals at the research, treatment, and rehabilitation levels of medicine. The biotechnology and the pharmaceutical industries have exploded with new companies as the demand for development of new drug therapies continues. Improved therapies for disease have increased the need for physicians, dentists, pharmacists and others to provide these health care options. Similarly, professionals at the rehabilitation level, such as nurses and physical and occupational therapists, are also in high demand.

The Pre-Professional Science program is dedicated to instilling the basic biological foundations required for any health-related field. The Pre-Professional Science Concentration provides a comprehensive program of study of biological systems at the chemical, molecular, and cellular level, including human anatomy and physiology. Laboratory and lecture classes will familiarize students with many of the molecular and biomedical technologies currently in use and investigate recent developments in the understanding of human disease. Students receive assistance in developing research projects and finding internships or volunteer work that provide opportunities for students to incorporate and assimilate knowledge from the classroom into practical use in preparation for their chosen careers.

The BS in the Pre-Professional Science concentration requires BIO 114 *and* BIO 115 (if not taken as part of the CORE or the BS Degree Requirements) and completion of the General Biology CORE (29 hours):

BIO 113 Laboratory Investigations in Biology (3)

BIO 271 Human Anatomy/Physiology I (4)

BIO 272 Human Anatomy/Physiology II (4)

BIO 499 Senior Research for Biology Majors (3)

CHM 111 General Chemistry I (4)

CHM 112 General Chemistry II (4)

MAT 117 Calculus I (4)
 MAT 215 Statistics (3)

Completion of the Degree Requirements for the BS degree.

Required Major Courses (27 hours)

BIO 311 Microbiology and Immunology (4)
 BIO 361 Genetics (4)
 BIO 461 Cell Biology (3)
 CHM 211 Organic Chemistry I (4)
 CHM 212 Organic Chemistry II (4)
 PHY 111 General Physics I (4)
 PHY 112 General Physics II (4)

Total Hours in Program = 56

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The Biology – Pre-Professional Science program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Check with the Coordinator of the Biology – Pre-Professional Science program for more information.

Additional Note: Entrance to Professional Schools

Many professions available to the Biology – Pre-Professional Science major have training programs which specify minimum prerequisite coursework for admission. The course requirements for a degree in the Pre-Professional Science Concentration fulfills the prerequisites for most graduate and professional schools and prepares students for entrance examinations. Additional courses required by some schools should be identified by the students along with their advisor and incorporated into their coursework.

Entrance examinations, such as the Graduate Record Exam (GRE), Medical College Admission Test (MCAT) and Dental Admissions Test (DAT), are required by almost all graduate and professional schools. High academic achievement, involvement in co-curricular activities, community service, and a dedication to a career in the profession are among the many requisites for successful admission to graduate and professional schools.

Biology: Wildlife Biology | Bachelor of Science

The understanding of our natural environment has never been more important than at the present. The pressures of a growing population, increased development, altered communities and changing climate present serious problems to ecosystems locally, nationally and worldwide. Programs to study and monitor our environment's health are widespread, occurring through federal and state government agencies, universities and numerous private organizations. These programs require enthusiastic, dedicated individuals with the necessary training to carry out intensive field studies on individual species, communities and ecosystems.

The Wildlife Biology concentration is an environmentally-focused program that synergistically integrates zoology, botany, earth science, and chemistry. The program is based on the belief that field experience is vital to the understanding of ecosystems. Field experience includes exposure to a wide variety of habitats, including aquatic and terrestrial communities, field observations, and collection and analysis of data. Students are expected to be able to identify flora and fauna of an area and learn collection, observation, and census techniques. The field experiences are complemented by a thorough understanding of ecological theory and practice as well as an in-depth understanding of the different fields of natural history.

Upon graduation, Biology: Wildlife Biology majors will have both the necessary knowledge and skills to find employment as biologists for a wide variety of employers including the National Park Service, National Forest Service, Environmental Protection Agency, Army Corps of Engineers, state agricultural extension programs, state and county parks, environmental assessment and restoration businesses, zoos, fish hatcheries, private forestry companies, utility companies, and conservation organizations. Students will also have the necessary curriculum and experience to be accepted to and succeed in graduate school.

The BS in the Wildlife Biology concentration requires BIO 116 (if not taken as part of the CORE or the BS Degree Requirements) and completion of the Wildlife Biology CORE (23 hours):

BIO 117 Introduction to Wildlife Biology (3)
 BIO 211 General Zoology (4)
 BIO 221 General Botany (4)
 BIO 499 Senior Research for Biology Majors (3)
 CHM 101 Descriptive Environmental Chemistry (3) (or CHM 111 General Chemistry)
 MAT 112 College Algebra (3)
 MAT 215 Statistics (3)

Completion of Degree Requirements for the BS degree.

Additional Required Major Courses (12 hours)

BIO 321 Field Botany (4)
 BIO 331 Principles of Ecology (4)
 BIO 421 Natural History (4)

Elective Major Courses (select 17 hours)

BIO 491 Internship in Biology (3)
 BIO 341- 343 Research Topics in Biology (1-3)
 BIO 381 Field Biology (2)
 BIO 401 Appalachian Ecology (4)
 BIO 411 Evolution (3)
 BIO 431 Conservation Biology (4)
 BIO 441 Ornithology (4)
 BIO 445 Mammalogy (4)
 BIO 451 Animal Behavior (3)
 BIO 481 Desert Biology (4)
 BIO 482 Tropical Biology (4)
 BIO 484 Ecosystems of North America (4)
 BIO 485 Ecosystems of the World (4)

SCI 211 Earth Science Concepts I (4)

Total Hours in Program = 52

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The Biology – Wildlife Biology program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Check with the Coordinator of the Biology – Wildlife Biology program for more information.

Biology : Wildlife Rehabilitation | Bachelor of Science

Humans share this planet with a vast number of other species. Many individuals feel a sense of responsibility towards these fellow species. This discipline offers such students the opportunity to become intimately familiar with the care, needs and behavior of wild and domesticated vertebrates. Wildlife rehabilitation is the treatment and temporary care of injured, diseased and displaced indigenous wildlife and the subsequent return of healthy animals to appropriate habitats in the wild.

The program has two general objectives; (1) to provide students with clinical opportunities to work with animals and (2) to integrate the experiential, clinical aspect of the program with a rigorous academic program. Clinical/Internship requirements will be met by students completing an eleven week (12 hour) internship at the Blue Ridge Wildlife Institute (BRWI) at Lees-McRae College. Students will work with hundreds of injured and orphaned native wild animals. They will also work with the many permanent non-releasable animals used as partners in education. The presence of the wildlife care center on campus offers students an opportunity to gain experience in caring for injured, sick and orphaned wildlife. Students will learn skills of medically treating injured wildlife, along with the necessary natural history in order to provide the best care possible. BRWI follows the most up to date policies and procedures set by the National Wildlife Rehabilitators Association.

The Wildlife Rehabilitation Concentration is designed for those students with a career interest in providing health care to wildlife or domesticated animals. The concentration provides an undergraduate several structured intern and clinical opportunities to work with injured and sick animals, as well as providing a strong academic background as a preparation for graduate work and veterinary school. Graduates of this program will be qualified for careers in wildlife rehabilitation, public and private zoos, and animal research laboratories. Students hoping to practice veterinary medicine should follow the Pre-Professional Science curriculum in order to fulfill the requirements for most veterinary schools, will need to attend veterinary school and complete a Doctor of Veterinary Medicine degree.

The BS in the Wildlife Rehabilitation concentration requires BIO 116 (if not taken as part of the CORE or the BS Degree Requirements) and completion of the Wildlife Rehabilitation CORE (23 hours):

BIO 117 Introduction to Wildlife Biology (3)

BIO 271 Human Anatomy/Physiology I (4)

BIO 272 Human Anatomy/Physiology II (4)

BIO 499 Senior Research for Biology Majors (3)

CHM 101 Descriptive Environmental Chemistry (3) (or CHM 111 General Chemistry)

MAT 112 College Algebra (3)

MAT 215 Statistics (3)

Completion of the Degree Requirements for the BS degree.

Required Major Courses (29 hours)

BIO 181 Introduction to Wildlife Rehabilitation I (3)

BIO 182 Introduction to Wildlife Rehabilitation II (3)

BIO 392 Clinical Wildlife Rehabilitation I -6

BIO 393 Clinical Wildlife Rehabilitation II -6

BIO 441 Ornithology (4)

BIO 445 Mammalogy (4)

BIO 491 Internship in Biology (3)

Total Hours in Program = 52

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The Biology: Wildlife Rehabilitation program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Check with the Coordinator of the Biology: Wildlife Rehabilitation program for more information.

BUSINESS ADMINISTRATION

The Business Administration Program at Lees-McRae College includes the discipline of Business Administration with several concentrations. The Business Administration program of study prepares students to achieve positions as future business leaders.

Today, there is an unprecedented demand for individuals who possess the knowledge and skills required to lead innovative organizations – both for-profit and not-for-profit – into the challenging global and e-commerce world of the twenty-first century. Business Administration provides you with the analytic, organizational, financial, human, social, communication, and ethical skills to manage organizations in this new environment.

Lees-McRae College's Business Administration majors are prepared for future careers in general and operations management, advertising, marketing, sales, public relations, administrative services, industrial and production management, purchasing, transportation, not-for-profit management, and government service. In addition, the program helps each student develop the skills necessary to succeed in the increasingly global and complex information-oriented world of the twenty-first century. More importantly, the Business Administration program at Lees-McRae College helps students to develop their own "moral compasses" to prepare them for the ethical issues that they will face as managers. This grounding can be applied throughout life to a multitude of different occupations.

Careers in business and technology continue to accelerate at a rapid pace. The Business Administration Program is committed to meet the needs of students desiring a degree in Business Administration. In addition to providing a strong core business curriculum, students are also offered the opportunity to obtain concentrations in:

- Accounting
- Finance
- Management
- Marketing
- Small Business Development

Our goal is to provide the highest quality educational experience consisting of classroom, research, internship and practical experiences. As such, the division offers distinctive experiences such as:

- A high level of student-faculty relationship.
- A supportive learning atmosphere.
- Involvement with business leaders.
- The utilization of technology in the business environment.

The Business Administration Program will provide students with the opportunity to achieve the knowledge, skills, and experiences to excel in the business workplace, whether directly or as preparation for advanced degrees.

Business Administration | Bachelor of Arts/Science

The BA/BS in Business Administration requires 51 credit hours including 39 credit hours of required major courses and 12 credit hours within a Concentration or Electives.

Completion of Degree Requirements for the BS degree.

Required Major Courses (39 hours)

BUS 211	Principles of Management (3)
BUS 221	Principles of Microeconomics (3)
BUS 222	Principles of Macroeconomics (3)
BUS 241	Accounting I (3)
BUS 242	Accounting II (3)
BUS 265	Business Statistics (3)
BUS 301	Principles of Marketing (3)
BUS 351	Organizational Behavior (3)
BUS 355	Business Communications (3)
BUS 372	Principles of Finance (3)
BUS 411	Business Law (3)
BUS 451	Business Ethics (3)
BUS 499	Senior Research (3)

Concentration Major Courses (select 12 hours per Concentration)

Lees-McRae College offers a Bachelor of Arts/Science Degree in Business Administration with Concentrations in Accounting, Information Systems, Management, and Small Business Development. These Concentrations prepare the student to pursue a career and/or advanced degree in the applicable field. A Concentration requires a minimum of 12 semester hours within the Concentration above the Core Curriculum and the required curriculum for a Business Administration degree.

Accounting Concentration

BUS 341	Managerial Accounting (3)
BUS 344	Small Business Accounting (3)
BUS 345	Intermediate Accounting I (3)
BUS 346	Intermediate Accounting II (3)
BUS 442	Advanced Accounting (3)
BUS 444	Auditing (3)
BUS 446	Corporate Taxation (3)

Finance Concentration

BUS 375	Commercial Bank Management (3)
BUS 377	Financial Management (3)
BUS 472	Financial Decision Making (3)
BUS 474	Investment Management (3)
BUS 476	International Finance (3)

Management Concentration

BUS 311	Operations Management (3)
BUS 321	Business and Economics of Sports (3)
BUS 322	Human Resources (3)
BUS 342	Operating a Small Business (3)
BUS 421	International Business (3)
BUS 422	Entrepreneurship (3)
BUS 492	Management and Leadership (3)
BUS 498	Business Policy and Strategy (3)

Marketing Concentration

BUS 302	Marketing Research (3)
BUS 304	Advertising (3)
BUS 306	Professional Selling (3)

BUS 402 Integrated Marketing Communication -3

BUS 404 Consumer Behavior (3)

BUS 406 Sales Management (3)

Small Business Development Concentration

BUS 310 e-Business (3)

BUS 323 Small Business Marketing (3)

BUS 324 Retail Management (3)

BUS 342 Operating a Small Business -3

BUS 344 Small Business Accounting (3)

BUS 421 International Business (3)

BUS 424 Building a Venture (3)

Business Elective Major Courses (select 12 hours)

Selection of a Concentration is not a requirement for graduation. Students may also choose to obtain a general Business Administration degree without a Concentration a general degree without a Concentration requires a minimum of 12 semester hours from the following elective Business Administration courses. This requirement is above the Core Curriculum and the required core for a Business Administration degree.

BUS 288 Special Topics (1-3)

BUS 310 e-Business (3)

BUS 311 Operations Management (3)

BUS 321 Business and Economics of Sports (3)

BUS 322 Human Resources (3)

BUS 323 Small Business Marketing (3)

BUS 324 Retail Management (3)

BUS 341 Managerial Accounting (3)***

BUS 342 Operating a Small Business (3)

BUS 345 Intermediate Accounting I (3)

BUS 346 Intermediate Accounting II (3)

BUS 375 Commercial Bnk Management (3)

BUS 377 Financial Management (3)

BUS 421 International Business (3)

BUS 424 Building a Venture (3)

BUS 442 Advanced Accounting (3)

BUS 444 Auditing (3)

BUS 446 Corporate Taxation (3)

BUS 471 Business Internship (3-6)

BUS 472 Financial Decision Making (3)

BUS 474 Investment Management (3)

BUS 476 International Finance (3)

BUS 492 Management & Leadership (3)

BUS 493 Corporate Social Responsibility

BUS 488 Special Topics (1-3)

BUS 498 Business Policy & Strategy (3)

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The Business Administration program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Begin with BUS 211, BUS 221 or BUS 222, BUS 241 and BUS 265, then check with the Coordinator of the Business Administration program for more information.

Business Administration | Minor

The Business Administration minor requires 18 credit hours beyond Core Curriculum and Degree Requirements and includes the following:

Required Minor Courses (18 hours)

BUS 211 Principles of Management (3)

BUS 221 Principles of Microeconomics (3)

BUS 241 Accounting I (3)

BUS 301 Principles of Marketing (3)

BUS 372 Principles of Finance (3)

BUS 451 Business Ethics (3)

COMMUNICATION ARTS

The Communications Arts program teaches students to use all forms of communications, from words and pictures on paper to the latest technologies to present a message. Based on an understanding of how humans transmit and receive messages, communications arts presents students with the tools to move into a variety of careers.

As our world changes, so do our modes of communication. Here at Lees-McRae College we prepare our students to be diverse. Our communication arts program is based upon the concept of convergence. It offers students a unique combination of theory, creativity, practical skill, and technological expertise. These elements are blended into a unified curriculum that is broad while maintaining a depth of focus on major communication fields. With this they build on a foundation of knowledge and practical experience. All Communication Arts majors are required to take a variety of courses in various media to obtain versatility in their chosen field.

The Communication Arts Program offers students a unique combination of theory, practical skill, and technological expertise. These elements are blended into a unified curriculum that is broad while still maintaining a depth of focus on major communication fields. Generally speaking, instruction can be said to involve four distinct yet interrelated stages of learning:

- Theory: Understanding the Principles that Underlie the Communication of Messages
- Compilation: Creating and/or Collecting the Raw Material of the Message
- Synthesis: Applying Theory to Fashion the Message
- Creation: Rendering the Message as a Final Product

Attention to all four of these stages and their integration into a cohesive curriculum that combines technological expertise with a broad understanding of communication and design principles is one of the most unique aspects of the Communication Arts major at Lees-McRae College.

Communication Arts | Bachelor of Arts/Science

The BA/BS in Communication Arts requires 54 credit hours and includes the following components:

Completion of Degree Requirements for either the BA or BS degree.

PSY 233 (if not taken as part of the Core Curriculum).

Required Major Courses (54 hours)

ART 141 Basic Drawing & Design (3)
 ART 151 Photography (3)
 ART 341 Graphic Design (3)
 COM 111 Theory of Communication (3)
 COM 112 Theory of Mass Communication (3)
 COM 265 Introduction to Film (3)
 COM 210 Digital Imaging (3)
 COM 310 Electronic Publishing (3)
 COM 361 Principles of Storyboarding (3)
 COM 401 Communications for Professions/Business (3)
 COM 410 Web Design (3)
 COM 411 Video Production I (3)

COM 451 Multimedia Presentations (3)
COM 471 Communications Practicum/Internship (3)
COM 499 Senior Research Seminar (3)
ENG 213 Technical Writing (3)
ENG 231 Advanced Research Techniques & Composition (3)
ENG 421 Journalism (3)

Additional Elective Courses (enough to reach the 124-hour level)

Where To Begin

The Communication Arts program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Begin with COM 111, ART 141, and ART 151, and then check with the Coordinator of the Communication Arts program or the Chair of the Division of Humanities for more information.

CRIMINAL JUSTICE

The Criminal Justice program at Lees-McRae College utilizes a social science perspective to study the nature and causes of crime and provides a comprehensive understanding of the United States criminal justice system.

Lees-McRae College students who major in Criminal Justice benefit from a unique, holistic learning environment. The program of study challenges the student to view crime, law, and social problems from the perspectives of psychology and sociology, as well as those of the specialized Criminal Justice discipline. An internship gives the student hands-on experience and a chance to develop professional relationships. The Senior Research Seminar is a capstone experience where the student works collaboratively with faculty to research a topic of his or her interest, present results, and get involved with community service.

Graduates of the program work in law enforcement and investigative agencies at the local, state, and federal levels. Opportunities include correctional institutions, adult and juvenile probation and parole, victim's services, homeland security, private security, and other human services-related fields. Employment of probation officers and correctional treatment specialists is projected to grow rapidly through 2015. Homeland security continues to be an important focus. Despite recent decreases in the crime rate, vigorous law enforcement is expected to result in a continuing increase in the prison population. Overcrowding in prisons also has increased the probation population, as judges and prosecutors search for alternate forms of rehabilitation, such as electronic monitoring and day reporting centers. Due to the current economic crisis in the United States, crime rates are now expected to rise, resulting in a surge in Criminal Justice jobs.

Criminal Justice | Bachelor of Arts/Science

The BA/BS in Criminal Justice requires 51 credit hours and includes the following components:

Completion of Degree Requirements for either the BA or BS degree.

CRI 221 Introduction to Criminal Justice (if not taken as part of the Core).

Required Major Courses (39 hours)

SOC 251 Social Problems (3)

CRI 265 Statistics for the Social Sciences (3)

CRI 301 Juvenile Delinquency (3)

CRI 311 Principles of Law Enforcement (3)

CRI 325 Judicial Process (3)

CRI 331 Criminology : Crime Theory and Criminal Behavior (3)

CRI 380 Research Methods (3)

CRI 431 Corrections: Theory and Application (3)

CRI 450 Criminal Law and Procedure (3)

CRI 451 Mediation (3)

CRI 461 Comparative Criminal Justice (3)

CRI 471 Criminal Justice Internship (3)

CRI 499 Senior Research Seminar (3)

Elective Major Courses (select 12 hours)

CRI 321	Deviant Behavior (3)
CRI 341	Crisis Intervention (3)
CRI 488	Special Topics (3)
PSY 303	Abnormal Psychology (3)
SOC 335	Race and Ethnicity (3)
SOC 333	Rural Sociology (3)
SOC 439	Urban Sociology (3)

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The Criminal Justice program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Begin with CRI 221, SOC 251, and CRI 265, then check with the Coordinator of the Criminal Justice program for more information.

Criminal Justice | Minor

The Criminal Justice minor requires 18 credit hours beyond Core Curriculum and Degree Requirements and includes the following:

Required Minor Courses (12 hours)

CRI 221	Introduction to Criminal Justice (3)
CRI 311	Principles of Law Enforcement (3)
CRI 325	Judicial Process (3)
CRI 431	Corrections: Theory and Application (3)

Elective Minor Courses (select 6 hours)

CRI 301	Juvenile Delinquency (3)
CRI 331	Criminology: Crime Theory and Criminal Behavior (3)
CRI 341	Crisis Intervention (3)
CRI 380	Research Methods (3)
CRI 450	Criminal Law and Procedure (3)
CRI 451	Mediation (3)
CRI 461	Comparative Criminal Justice (3)
CRI 488	Special Topics (3)
SOC 251	Social Problems (3)

ELEMENTARY EDUCATION

The Teacher Education Program at Lees-McRae College provides degree programs leading to Teacher Licensure in Elementary Education (K-6), Physical Education (K-12), and Theatre Arts Education (K-12).

Lees-McRae College is committed to a reflective practitioner framework that prepares thoughtful, competent, and dedicated teachers, and to the continued development and expansion of vigorous licensure programs that exhibit thoughtful consideration of the high professional and personal standards required of teachers.

The purpose of the Teacher Education Program at Lees-McRae College is to provide strong programs of study that promote positive and holistic development of teachers within a reflective practitioner framework. It is expected that candidates who complete the Teacher Education Program and become licensed teachers will be individuals who have a distinct knowledge of the practice and theory of teaching as well as a balanced sense of personal values, integrity, and moral worth. It is also expected that candidates who complete the program will become teachers who reflect on all aspects of the teaching/learning process.

The student interested in earning teacher licensure in the Program must gain admission to the Teacher Education Program. As soon as a student develops an interest in an Education program of study, he or she should contact the Director of the Program, file an Interest Form, and learn about the specialized requirements and timing for beginning the program. This procedure will place the student's name on a list in the Office of the Program Coordinator and ensures receipt of all information concerning the Teacher Education Program.

Further information on the admissions procedures, outcomes, conceptual framework, pedagogies, assessment measures, and philosophy of the program can be obtained from the Director of the Program and the *Teacher Education Handbook*.

Elementary Education (K-6)

The Lees-McRae College Elementary Education (K-6) program provides candidates with the knowledge, skills, and dispositions necessary to be outstanding teachers. The program also provides a course of study that promotes a positive and holistic understanding of the teaching profession within a reflective practitioner framework. There are two unique aspects of the Lees-McRae College Elementary Education program: A Bachelor of Arts degree and an Integrated Arts Concentration.

With the national teacher shortage, there are opportunities for graduates to be selective in accepting teaching positions based on geographic areas as well as grade level interests. In order to attract the best candidates, many public school systems are paying a substantial signing bonus or moving expenses, and assisting new teachers in many ways.

Elementary Education | Bachelor of Arts

The BA in Elementary Education requires 77-78 credit hours and includes the following components:

Completion of Degree Requirements for the BA degree.

Required Major Courses (57 hours)

Professional Knowledge, Philosophy and Theory (18 hours)

- EDU 201 Foundation of Teaching/Public School (3) (Praxis I test required while enrolled in EDU 201; additional fee required for test.)
- PSY 253 Child Development (3)
- EDU 321 Educational Psychology (3)
- EDU 361 Education of Culturally Diverse/Exceptional Populations (3)
- EDU 401 Modes of Inquiry (3)
- EDU 451 Foundations of American Education (3)

Technology (3 hours)

- EDU 381 Computer/Media Applications in Education (3)

Field Experiences - Elementary (14 hours)

- EDU 473 Field Experience in the Elementary School/Seminar (2)
- EDU 491 Directed Teaching and Seminar (12)

Curriculum and Content Areas (19 hours)

- EDU 302 Introduction to Reading Instruction (3)
- EDU 305 Strategies for Teaching Mathematics and Science, K-6 (3)
- EDU 351 Literature for Children (3)
- EDU 441 Language Arts for the Elementary School (2)
- EDU 442 Reading for the Elementary School (2)
- EDU 443 Social Studies for the Elementary School (2)

Senior Research Seminar (3 hours)

- EDU 499 Senior Research (3)

Required Integrated Arts Concentration (20-21 hours).**Art (5 hours)**

Required:

- EDU 384 Art for the Elementary School (2) Fall Semester

Select One Course:

- ART 141 Basic Design and Drawing (3)
- ART 143 Water Color Painting (3)
- ART 144 Figure Drawing (3)
- ART 151 Photography (3)

Communications / Humanities (6 hours)

Required:

ENG 231 Advanced Research Techniques and Composition (3)

Select One Course:

HIS 260 Problems in U.S. History I: American Revolution to Reconstruction (3)

HIS 265 Problems in U.S. History II: Gilded Age to Present (3)

HON 292 Great Books (3)

IDS 360 Study Abroad (3)

POL 303 World and Regional Political Geography (3)

Dance and Music (5-6 hours)

Required:

EDU 385 Music for the Elementary School (2) Spring Semester

EDU 415

Integrating Movement Across the Curriculum (2)

Select Two Additional Hours:

PAS 101 Dance Technique (1)

PAS 102 Social Dance (1)

PAS 111 Clogging (1)

PAS 113 Functional Piano/Basic Theory (3)

PAS 305 Creative and Critical Thinking (2)

Theatre Arts (4 hours)

Required:

EDU 431 Materials and Methods for Teaching Theatre K-6 (2)

Select Two Additional Hours:

PAS 123 Theatre Practicum (1)

PAS 133 Acting I (3)

PAS 223 Theatre Practicum (1)

PAS 243 Stagecraft (1)

PAS 335 Performance of Literature (2)

PAS 344 Costuming (3)

PAS 484 Writing and Program Scripting (2)

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The Elementary Education program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Check with the Program Coordinator of the Elementary Education Program for more information.

Elementary Education | Minor

The Elementary Education minor requires 24 credit hours beyond Core Curriculum and Degree Requirements and includes the following:

Required Minor Courses (24 hours)

EDU 302	Introduction to Reading Theory and Instruction (3)
PSY 253	Developmental Psychology (3)
EDU 321	Educational Psychology (3)
EDU 351	Literature for Children (3)
EDU 361	Education of Culturally Diverse/Exceptional Populations (3)
EDU 381	Computer/Media Application (3)
EDU 401	Modes of Inquiry (3)
EDU 451	Foundations of American Education (3)

ENGLISH

Mission and Goals:

The mission of the Department of English at Lees-McRae College is to prepare students for a versatile professional life and/or graduate school by refining skills in communication, critical thinking, comprehension and analysis, accomplished through a balance of writing and literature coursework.

Its goals are to:

- reinforce skills in writing, speaking and critical thinking;
- enable students to read, understand, analyze, and make judgments on works of literature;
- inculcate a knowledge of the basic concepts of literary study
- inculcate a knowledge of major literary movements and authors in and out of the traditional canon.

Literature is one of the best artifacts of a given culture because it results from the mingling of individual human characteristics with a variety of social, cultural, political, and economic factors. Thus, as an artistic expression of a single author, a text gives insight into not only the individual writer's mind but also into the world that produced him or her. Therefore, a systematic study of literature provides a gateway to understanding not only ourselves and our world, but also other people and their worlds, both past and present.

The English program accomplishes these goals in two broad ways. First, it provides a strong foundation in the traditional English, American, and World Literature Canon, offered under the categories, "Historical Perspectives," "Cross-Currents," and "Electives." In addition, the range of courses in the category "Perspectives on the Canon" exposes students to works that historically have been omitted from the canon as well as newer, lesser-known texts.

A Lees-McRae College graduate with a degree in English not only has prepared him or herself for lifelong learning and continued enjoyment of literature but also is in a prime position to pursue a variety of careers or graduate programs. Employers consistently report that they desire students with well-developed communications skills and the ability to tackle new ideas and tasks with a critical eye. Job candidates with an English major can offer these benefits in a variety of fields. English majors work as editors and technical writers or as educators, in human resources, in sales, or in the advertising field, for example. For students not entering the workforce directly out of college, the English major provides good preparation for graduate work. The most obvious option is an MA or Ph.D. program in English or other humanities field, but English majors are particularly successful in law school or medical school.

English | Bachelor of Arts

The BA in English requires 37 credit hours and includes the following components:

Completion of the Core Curriculum and Degree Requirements for the BA degree.

Required Major Courses (16 hours)

ENG 213	Technical Writing or (3)
ENG 421	Journalism (3)
ENG 301	Creative Writing (3)
ENG 231	Advanced Research Techniques and Composition (3)
LIT 320	Shakespeare (3)

LIT 342	Introduction to Literary Theory (3)
ENG 499	Senior Seminar for English/Humanities Majors (1)

Elective Major Courses (select 21 hours)

COM 401	Communications for Professions and Business (3)
LIT 220	British Literature: Major Authors (3)
LIT 230	American Literature: Major Authors (3)
LIT 240	World Literature: Major Authors (3)
LIT 331	Appalachian Literature (3)
LIT 335	African American Literature (3)
LIT 340	Contemporary World Literature (3)
LIT 343	Women in Literature (3)
LIT 345	Comparative Mythology (3)
LIT 420	Medieval British Literature (3)
LIT 421	Renaissance British Literature (3)
LIT 422	Restoration and 18th Century British Literature (3)
LIT 423	Nineteenth Century British Literature (3)
LIT 430	Colonial and Revolutionary American Literature (3)
LIT 435	19th Century American Literature (3)
LIT 450	Modernist Literature (3)
LIT 451	Postmodern Literature (3)
LIT 461	The Art of Biblical Narrative (3)

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The English program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Check with the Coordinator of the English program for more information.

English | Minor

The English minor requires 21 credit hours beyond the Core Curriculum and Degree Requirements and includes the following:

Required Minor Courses (9 hours)

ENG 213	Technical Writing (3)
ENG 231	Advanced Research for Techniques and Composition (3)
ENG 421	Journalism (3)

Elective Minor Courses (select 12 hours)

Select 12 hours of ENG or LIT coursework. At least 6 hours must be a LIT prefix.

HISTORY

While it undergoes revision, the History program is not enrolling new students at this time. Please contact the Office of the Registrar for further information.

HUMANITIES

Webster's Dictionary defines "Humanities" as "The totality of the human race." As an academic discipline, Humanities studies works that are expressive of the human mind, spirit, and society. In short, the Humanities involve the history of ideas, and all the works that contain these ideas.

The Humanities program at Lees-McRae College is interdisciplinary in scope and offers a broad-based, general college degree combining the best in the liberal arts tradition from the academic disciplines of English, Literature, History, Religion, and Art. After graduation, there are a number of options open to Humanities majors including graduate school, law school, business administration, government service, teaching, writing, arts organizations, and publishing. Some of these careers require a training or apprenticeship period. Humanities is also an excellent major for those interested in pursuing careers in business and industry, since many corporations, for example, are looking for candidates who possess a broad knowledge base. By majoring in Humanities, a person is acknowledging the primacy of ideas in her or his own life.

Humanities | Bachelor of Arts

The BA in Humanities requires 40 credit hours and includes the following components:

Completion of the Core Curriculum and Degree Requirements for the BA degree.

ART 241 (if not taken as part of the Core Curriculum).

Categorized Requirements (24-27 hours)

ART (3 hours)

ART 141 Basic Drawing and Design (3)

HISTORY (choose 6 hours)

HIS 275 Europe in Transition (3)

HIS 350 Ancient History (3)

HIS 363 Medieval Europe (3)

LITERATURE (6-9 hours)

LIT 240 World Literature: Major Authors (3) (if not taken in Core)

LIT 340 Contemporary World Literature (3)

LIT 345 Comparative Mythology (3)

RELIGION (6 hours)

REL 221 World Religions and Human Experience (3)

REL 225 Issues in Ethics OR

REL 226 Selected Readings in Ethics (3)

REGIONALISM (3 hours)

APP 130 Introduction to Appalachian Studies (3)

LIT 331 Appalachian Literature (3)

HIS 310 History of the Southern Appalachian Region (3)

Any course taken as part of the Summer Program of the Stephenson Center for Appalachian and Comparative Highland Studies (3)

Required Elective Courses (15 hours)

One additional ART Course (3)

One 300 or 400 Level History Course not included above (3)

One 300 or 400 Level Literature Course not included above (3)

One 300 or 400 Level Religion Course not included above (3)

One 300 or 400 Level Course in any discipline with "regional" perspective not included above (3)
(Course must be approved by the Humanities Program Coordinator)

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The Humanities program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Check with the Coordinator of the Humanities program or the Chair of the Division of Humanities for more information.

INTERDISCIPLINARY STUDIES

The Interdisciplinary Studies (IDS) major at Lees-McRae College provides students with an opportunity to “design their own degree” after meeting the Core Curriculum requirements. Students wishing to pursue an IDS degree work closely with a faculty advisor to craft a degree with the appropriate level of depth and challenge.

The intent of the Interdisciplinary Studies program is to provide students with a sequence of courses that will enable them to achieve educational objectives that might not otherwise be met by a specific set of pre-established degree programs. The program focuses on preparing students to read, write, and communicate effectively while at the same time schooling them in academic areas that will enable them to develop critical thinking and analytical skills. The overall approach, therefore, is to develop well-rounded, well-educated individuals.

A student planning to major in Interdisciplinary Studies must present a Prospectus that explains the rationale for the proposed program of study. The Prospectus must also indicate why the student’s academic goals cannot be met by the established majors and minors listed in the college catalog. In addition, the student must create a Program of Study that outlines the sequence of courses to be taken for the IDS degree and meets collegiate standards for the Baccalaureate degree. The Program of Study must also display unquestionable academic integrity and rigor; under no circumstances will the student be permitted to use the IDS Program of Study as a way of avoiding particular difficulties which might exist in a specific major.

The applicant should recognize that not all conceivable Programs of Study can be carried out at Lees-McRae College. What the Interdisciplinary Studies program offers is actually a “Special Studies” major for individuals who need to combine the perspectives of several disciplines in order to treat adequately a particular nontraditional field. The Interdisciplinary Studies major may not be selected by students who are discontent with some phase of existing majors.

The Interdisciplinary Studies Major is designed for highly motivated students. In it, one has no academic peers or companions with whom to compete and from whom to receive counsel, wisdom, or comfort. Self-reliance becomes a critically important virtue.

A student planning to major in Interdisciplinary Studies should submit the required forms by midterm of the semester after which 30 credit hours have been earned. Failure to submit the forms by the deadline may delay the student’s acceptance into the major. More information is available in the Office of Registrar.

Interdisciplinary Studies | Bachelor of Arts/Science

The BA/BS in Interdisciplinary Studies requires students to meet the following expectations:

- Complete the requirements for the Core Curriculum and either the Bachelor of Arts or the Bachelor of Science degree.
- Complete at least 124 credit hours with a cumulative GPA of at least 2.0. A transfer student must have a cumulative GPA of at least 2.0 on all work completed at Lees-McRae College.
- Submit and have approved a Prospectus and a Program of Study. The Prospectus must have a clearly defined purpose and include goals and objectives for the major. The Program of Study must list a logical sequence of courses to meet the goals and objectives summarized in the Prospectus.

- The Program of Study must include at least 36 credit hours. In the Program of Study, at least 18 of the 36 hours must be at the 300 and 400 levels.
- Changes in the Program of Study are permitted but only infrequently accepted. A student must submit a written request for any proposed change in the Program of Study. Any such request must be approved by the major advisor before any change can be made.
- Earn at least a grade of "C" on all courses listed in the Program of Study. A student earning a grade of "D" or "F" in a course listed in the Program of Study must repeat that course and make a minimum grade of "C" in order to graduate.
- Complete the residency requirement: At least 32 of the last 40 credit hours must be earned at Lees-McRae College.

INTERNATIONAL STUDIES

While it undergoes revision, the International Studies program is not enrolling new students at this time. Please contact the Office of the Registrar for further information.

MATHEMATICS

While it undergoes revision, the Mathematics program is not enrolling new students at this time. Please contact the Office of the Registrar for further information.

MUSICAL THEATRE

Musical Theatre | Bachelor of Fine Arts

The BFA in Musical Theatre is a professional degree program designed to prepare our graduates to pursue careers as performers and leaders in musical theatre. Entrance into the BFA in Musical Theatre is by audition only. Students may audition for admission in the spring semester of their freshman year; transfer students should audition in the semester before they plan to enter Lees-McRae College. Continuation in the BFA program is dependent on continued progress in the degree program and minimum GPA requirements. Unlike the Performing Arts Studies degree, BFA students are required to complete only two competencies: Competency Two: Performance and Competency Six: Academic Review, Personal Reflection and Service, but they are required to complete coursework in all six competency areas. For more information concerning the requirements and deadlines for admission to the BFA program, contact the BFA coordinator. The degree program requires 73 credit hours of study and includes the following components:

Competency One | Creative and Artistic Direction

Learning Outcome: Students will be able to envision, create and produce artistic works.

Core Requirements (3 credit hours)

PAS 374 Directing I (3)

Competency Two | Performance

Learning Outcome: Students will demonstrate performance skills in musical theatre (acting, movement and voice).

Core Requirements (50 credit hours)

PAS 100 Movement for the Stage (1)
 PAS 103 Social Dance (1)
 PAS 105 Auditioning (2)
 PAS 113 Fundamentals of Music (3)
 PAS 115 Basic Piano (1) or PAS 215 Piano (1)
 PAS 116- 417 Private Voice (1) (x 8 semesters)
 PAS 133 Principles of Acting (3) OR PAS 233 Intermediate Acting (3)
 PAS 141 Tap Studies (1)
 PAS 161 Jazz Studies (1)
 PAS 213 Music Analysis (3)
 PAS 224 Sight Singing and Ear Training (2)
 PAS 234 Diction for the Performing Artist (2)
 PAS 241 Tap Studies (1)
 PAS 261 Jazz Studies (1)
 PAS 320 Musical Theatre Repertoire I (2)
 PAS 333 Acting in Musical Theatre (3)
 PAS 372 Stage Combat (2)
 PAS 381 Dance/Choreography for the Theatre (3)
 PAS 420 Musical Theatre Repertoire II (2)
 PFA 471 Competency Two: BFA: Performance (0)
 PFA 493 Performing Arts Internship (must be in performance) (3)

Electives: Choose 1 from each pair for a total of 4 hours)

PAS 101 Dance Technique (1) or PAS 131 Ballet I ((1) depending on placement)

PAS 131 Ballet Studies I (1) or PAS 231 Ballet Studies II (1)

PAS 151 Modern Studies (1) or PAS 201 Dance Technique II (1) (depending on placement)

PAS 151 Modern Studies I (1) or PAS 251 Modern Studies II (1)

Competency Three | Arts Management and Leadership

Learning Outcome: Students will be able to coordinate, manage and lead musical theatre and related arts projects and organizations in their respective communities.

Core Requirement (3 credit hours)

PAS 472 Arts Management, Leadership and Community Development (3)

Competency Four | Technical Theatre

Learning Outcome: Students will be able to facilitate production work needed for musical theatre performances via technical theatre knowledge and skills. (Choose 5 credits)

Core Requirements (2 credit hours)

PAS 254 Makeup (2)

Electives (3 credit hours)

PAS 143 Stagecraft (3)

PAS 244 Principles of Design (3)

PAS 345 Basic Lighting (3)

PAS 344 Costuming (3)

PAS 353 Stage Management (3)

PAS 443 Scene Design (3)

Competency Five | Cultural and Critical Perspectives

Learning Outcome: Students will develop an appreciation and understanding of the history and cultural aspects of the

Performing Arts field and the role this knowledge plays in creating comprehensive arts experiences.

Cultural and Critical Perspectives (Choose 8 credits)

Core Requirements (5 credit hours)

PAS 272 Script Analysis (2)

PAS 364 History/Literature of Musical Theatre (3)

Electives (3 credit hours)

- PAS 363 History of Drama/Theatre (3)
- PAS 471 World Culture and the Arts (3)
- PAS 472 Dance History, Theory and Criticism (3)
- PAS 473 History of Modern World Drama (3)

Competency Six | Academic Review, Personal Reflection and Service

Learning outcome: Students will develop career management, research and presentation skills to enhance their marketability in the musical theatre job force.

Academic Review, Personal Reflection, and Service (4 credits)

Core Requirements

- PAS 253 Career Management in Performing Arts (2)
- PAS 497 Senior Research and Independent Research (1)
- PAS 499 Senior Research Seminar for Performing Arts (1)
- PFA 475 BFA Competency Six: Academic Review, Personal Reflection and Service (0)

Additional Requirement: Satisfactory participation in P and P Labs (8 semesters)

- PFA 111 Production and Performance Lab (0)
- PFA 112 Production and Performance Lab (0)
- PFA 211 Production and Performance Lab (0)
- PFA 212 Production and Performance Lab (0)
- PFA 311 Production and Performance Lab (0)
- PFA 312 Production and Performance Lab (0)
- PFA 411 Production and Performance Lab (0)
- PFA 412 Production and Performance Lab (0)

PERFORMING ARTS STUDIES

The Performing Arts Department at Lees-McRae College includes several areas of study supporting a B.A. or B.S. degree in Performing Arts Studies, and a B.F.A. in Musical Theatre.

Through diverse training, the Performing Arts Department prepares artists and leaders to meet the challenges of an eclectic job market with creativity, skill and flexibility while making value-based contributions to the development of the community in which they live and work. The goals of the department are to provide an integrated curriculum that offers diverse training opportunities in the performing arts, to prepare artists and leaders for an eclectic and challenging job market, and to train practitioners in the field of performing arts to impact the development of their community through viable arts experiences.

Competency Model

To assure each graduate is adequately prepared to enter the workforce, each PAS major must successfully complete six competencies with a high level of proficiency. These competencies are a capstone to their academic studies within the Performing Arts Department and include:

Competency One:

Creative and Artistic Direction

Competency Two:

Performance

Competency Three:

Arts Management and Leadership

Competency Four:

Technical Theatre

Competency Five:

Cultural and Critical Perspectives

Competency Six:

Academic Review, Personal Reflection and Service

The Performing Arts Department offers a solid comprehensive approach to training students for a wide variety of careers within the Performing Arts field and related disciplines. Students who major in Performing Arts Studies select one of two major tracks: *Performing Arts Studies* or *Theatre Arts Education*. As a Performing Arts Studies major, students will have the opportunity to design and craft their own area(s) of interest and focus including Musical Theatre, Theatre Arts, Dance, Technical Theatre, Arts Management, and History other related studies. As a Theatre Arts Education major, students will align these academic studies with that of the Division of Education and Physical Education to meet the requirements put forth by the NC Department of Public Instruction.

Performing Arts Studies

The Performing Arts Department holds to the premise that an interdisciplinary and liberal degree in the Performing Arts is the most serviceable in today's job market. Preparing for your successful employment is our goal, be that employment in areas associated with the arts or with positions that will benefit from your training in the creative and performing arts. We are committed to providing quality education necessary skills to position students not only in the workforce but also as productive members of society. Productive in this sense means graduates are able to engage successfully in the community in which they live and work

Performing Arts Studies | Bachelor of Arts/Science

The BA/BS in Performing Arts Studies requires 57 credit hours of study and includes the following components:

Completion of Degree Requirements for either the BA or BS degree.

Competency One | Creative and Artistic Direction

Learning Outcome: Students will be able to envision, create and produce artistic works.

Creative and Artistic Direction (Choose 11 credits)

Core Requirements (5 credit hours)

PAS 305 Creative and Critical Thinking (2)
 PAS 374 Directing I (3) (P) OR
 PAS 381 Dance/Choreography for the Theatre (3) (P)

Electives in Competency One (6 credit hours)

PAS 335 Performance of Literature (2)
 PAS 474 Directing II (3)
 PAS 481 Dance Composition (3)
 PAS 484 Playwriting and Program Scripting (2)

Competency Two | Performance

Learning Outcome: Students will demonstrate performance skills in the areas of acting, dance or voice.

Performance (Choose 16 credits)

Acting (6 credits)

Core Requirements (3 credit hours)

PAS 133 Principles of Acting (3)

Electives in Acting (3 credit hours)

PAS 233 Intermediate Acting (3) (P)
 PAS 333 Acting in Musical Theatre (3) (P)
 PAS 433 Period Acting (3) (P)
 PAS 463 Performance Art(3) (P)
 PAS 483 TV and Film for the Actor (3) (P)

Movement and Dance (3 credit hours)

Core Requirements (1 credit hour)

PAS 100 Movement for the Stage (1) OR
 PAS 102 Dance Technique: Ballet and Modern (1)

Electives in Movement and Dance (2 credit hours)

PAS 101 Dance Technique: Tap and Jazz (1)
 PAS 103 Social Dance (1)
 PAS 131 Ballet Studies (1)
 PAS 141 Tap Studies (1)
 PAS 151 Modern Studies (1)
 PAS 161 Jazz Studies (1)
 PAS 372 Stage Combat (2)

Music and Voice(7 credit hours)**Core Requirements (3 credit hours)**

PAS 113 Fundamentals of Music (3) OR
 PAS 213 Music Analysis (3)

Electives in Music and Voice (4 credit hours)

PAS 115 Basic Piano (1)
 PAS 107 Music Theatre and Church Performance (Highlanders) (1)
 PAS 116 Private Voice (1)
 PAS 118 Class Voice (1)
 PAS 224 Sight Singing and Ear Training (2)
 PAS 234 Diction for the Performing Artist (2)
 PAS 332 Dialects and Accents (2)

Competency Three | Arts Management and Leadership

Learning Outcome: Students will be able to coordinate, manage and lead arts projects and organizations in their respective communities.

Arts Management and Leadership (Choose 6 credits)**Core Requirement (3 credit hours)**

PAS 457 Arts Management (3)

Electives in Competency Three (3 credit hours)

PAS 467 Performing Arts Management/Publicity (3)
 PAS 477 Arts Education and Outreach (3)

Competency Four | Technical Theatre

Learning Outcome: Students will be able to facilitate production work via technical theatre knowledge and skills.

Technical Theatre (Choose 12 credits)

Core Requirements (9 credit hours)

PAS 143 Stagecraft (3)
 PAS 244 Principles of Design (3) (P)
 PAS 353 Stage Management (3)

Electives in Competency Four (3 credit hours)

PAS 254 Makeup (2) (P)
 PAS 345 Basic Lighting (3) (P)
 PAS 344 Costuming (3) (P)
 PAS 443 Scene Design (3) (P)

Competency Five | Cultural and Critical Perspectives

Learning Outcome: Students will develop an appreciation and understanding of the history and cultural aspects of the Performing Arts field and the role this knowledge plays in creating comprehensive arts experiences.

Cultural and Critical Perspectives (Choose 8 credits)

Core Requirements (5 credit hours)

PAS 272 Script Analysis (2) (P)
 PAS 471 World Culture and the Arts (3)

Electives in Competency Five (3 credit hours)

PAS 363 History/Theory of Drama/Theatre (3)
 PAS 364 History/Literature of Musical Theatre (3)
 PAS 472 Dance History, Theory and Criticism (3)
 PAS 473 History of Modern World Drama/Theatre (3)

Competency Six | Academic, Reflection and Service

Academic Review, Personal Reflection, and Service (4 credits)

Core Requirements

PAS 253 Career Management in Performing Arts (2)
 PAS 497 Senior Research and Independent Study (1)
 PAS 499 Senior Seminar for Performing Arts (1)
 PFA 470-475 Six Performing Arts Competencies (0)

Schedule for Completing Competencies

Freshmen Year | No competencies completed

By End of Sophomore Year | Competency Four

By End of Sophomore or Junior Year | Competency One & Competency Two

By End of Junior or Senior Year | Competency Three & Competency Five

By End of Senior Year | Competency Six

Semester One - Thesis Paper

Semester Two - Formal Presentation and Career Management Portfolio

Rating Scale/Guidelines Used to Evaluate Competencies

Three or more faculty members in the Performing Arts Department will adjudicate all competencies. An average of all scores awarded for one competency will reflect the final score for that particular competency.

There are a total of 25 points in each competency. Students must average a final score of 20 points or higher and receive a "pass" designation from adjudicators.

All six Performing Arts Studies Competencies must be passed with a final score of 20 points or higher in order to meet the expectations of the Performing Arts Department and be recommended for graduation from the program.

Students have the opportunity to attempt to pass each competency three (3) times in order to graduate from the program.

If a student does not pass a particular competency the first time, the faculty adjudicators will provide direct feedback regarding the areas needing attention and focus.

Assessment forms from each competency evaluation will be placed in the student's academic advising file.

A rating scale of 1-5 will adjudicate each skill within each competency:

Score

Indication of Competency

- 1 - Poor level of achievement
- 2 - Fair level of achievement
- 3 - Good or average level of achievement
- 4 - Very good level of achievement
- 5 - Excellent level of achievement

Where To Begin

Students interested in pursuing the Performing Arts Studies track should take courses during the first year of study as advised by a designated faculty member of the Performing Arts Department. Speak with the Program Coordinator during your first two weeks of classes to be assigned to a PA faculty advisor.

Performing Arts Studies | Minor

The Minor in Performing Arts Studies requires a student to complete the core courses in three competency areas in order to gain a breadth of knowledge. Competencies are Creative and Artistic Direction, Performance, Technical Theatre, Arts management and Leadership or Performing Arts History. Minors choose three of these to focus PAS studies. They must successfully pass the core courses of these three areas.

Out of the three areas of foci, minors will choose two competencies for further study. PAS minors are not required to take all of the electives in each of the two competencies, but they must choose the appropriate upper level designator courses in order to be prepared to pass their competencies in these two areas of study.

The PAS minor requires a minimum of twenty-one hours.

PHILOSOPHY (MINOR ONLY)

While it undergoes revision, the Philosophy minor is not enrolling new students at this time. Please contact the Office of the Registrar for further information.

PHYSICAL EDUCATION

The Teacher Education Program at Lees-McRae College provides degree programs leading to Teacher Licensure in Elementary Education (K-6), Physical Education (K-12), and Theatre Arts Education (K-12).

Lees-McRae College is committed to a reflective practitioner framework that prepares thoughtful, competent, and dedicated teachers, and to the continued development and expansion of vigorous licensure programs that exhibit thoughtful consideration of the high professional and personal standards required of teachers.

The purpose of the Teacher Education Program at Lees-McRae College is to provide strong programs of study that promote positive and holistic development of teachers within a reflective practitioner framework. It is expected that candidates who complete the Teacher Education Program and become licensed teachers will be individuals who have a distinct knowledge of the practice and theory of teaching as well as a balanced sense of personal values, integrity, and moral worth. It is also expected that candidates who complete the program will become teachers who reflect on all aspects of the teaching/learning process.

The student interested in earning teacher licensure in the Program must gain admission to the Teacher Education Program. As soon as a student develops an interest in an Education program of study, he or she should contact the Director of the Program, file an Interest Form, and learn about the specialized requirements and timing for beginning the program. This procedure will place the student's name on a list in the Office of the Program Coordinator and ensures receipt of all information concerning the Teacher Education Program.

Further information on the admissions procedures, outcomes, conceptual framework, pedagogies, assessment measures, and philosophy of the program can be obtained from the Director of the Program and the *Teacher Education Handbook*.

The Physical Education program is designed to prepare individuals interested in teaching physical education and in coaching various sports. Specialized theory classes with pedagogical content help students understand the discipline of physical education. This pedagogical knowledge, along with "hands on" lab experience, is important in the development of the physical education teacher. Additionally, the physical education teacher must possess specific knowledge of physical fitness, wellness, anatomy and physiology, kinesiology, games and activities, as well as sports and skill development.

Students graduating with a degree in Physical Education can find employment in elementary, middle, and secondary public schools as well as private school programs. The student can also find employment in recreation, leisure studies, fitness, and wellness occupations.

PHYSICAL EDUCATION | BACHELOR OF SCIENCE

The BS in Physical Education requires 80 credit hours and includes the following components:

Completion of Degree Requirements for the BS degree.

Required Major Courses (45 hours)

BIO 473 Physiology of Exercise (3)

BIO 475 Anatomical Kinesiology (3)
 EDU 415 Integrating Movement Across the Curriculum (2)
 PED 121 Introduction to Physical Education and Sport Management (3)
 PED 220 Motor Learning, Control and Development (3)
 PED 230 Theories & Techniques of Teaching Individual & Dual Sports (3)
 PED 231 Theories & Techniques of Teaching Team Sports (3)
 PED 272 Principles of Anatomy and Physiology (3)
 PED 321 Adaptive Physical Education (3)
 PED 332 Teaching Physical Education in the Elementary School (3)
 PED 342 Organization and Administration of Physical Education and Sports Programs (3)
 PED 365 Health Education for Teachers (3)
 PED 431 Tests and Measurements in Physical Education and Sport Management (3)
 PED 499 Senior Research Seminar (3)
 ATE 211 First Aid and CPR (2)
 Physical Education Activity Classes (2). Students may choose from PED 113, 114, 118, 123, 154, 156, 212, 281, and 288

Required Major Courses for K-12 Licensure (35 hours)

EDU 201 Foundations of Teaching/Public School (3)
 PSY 235 Developmental Psychology (3)
 EDU 321 Educational Psychology (3)
 EDU 361 Education of Culturally Diverse/Exceptional Populations (3)
 EDU 371 Field Experience and Seminar (2)
 EDU 381 Computer/Media Applications in Education (3)
 EDU 401 Modes of Inquiry (3)
 EDU 415 Integrating Movement Across the Curriculum (3)
 EDU 451 Foundations of American Education (3)
 EDU 491 Directed Teaching and Seminar (12)

Recommended for K-12 Licensure

EDU 302 Introduction to Reading Theory and Instruction (3)

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The Physical Education program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Recommended courses for beginning the program are PED 121 and EDU 201. Check with the Coordinator of Physical Education and Sport Management for more information.

Physical Education | Minor

The Physical Education minor requires 23 credit hours beyond Core Curriculum and Degree Requirements and includes the following:

Required Minor Courses (23 hours)

BIO 271 Human Anatomy/Physiology I (4)

BIO 272 Human Anatomy/Physiology II (4)
PED 121 Introduction to Physical Education and Sport Management (3)
PED 230 Theories & Techniques of Teaching Individual & Dual Sports (3) OR
PED 231 Theories & Techniques of Teaching Team Sports (3)
PED 332 Teaching Physical Education in the Elementary School (3)
PED 342 Organization and Administration of Physical Education and Sports Programs (3)
ATE 211 First Aid and CPR (2)

PSYCHOLOGY

Psychology is the scientific study of behavior, thought, and emotion. Psychology is an extremely broad discipline, involving areas as diverse as biology and philosophy. The field of Psychology includes areas such as social (the influence of groups on individuals), developmental (issues related to childhood and the aging process), abnormal (unusual or maladaptive behavior), and cognitive (thought, language, perception) psychology.

The Psychology program is designed to provide students interested in a broad liberal arts education with exposure to the many different fields of Psychology. In addition to an exposure to Psychology, students learn problem-solving techniques through the program's focus on research and analysis of human behavior in experimental research and statistics courses.

Lees-McRae College offers a unique opportunity to study Psychology in a liberal arts environment with a focus on faculty-student interaction. A liberal arts emphasis provides students with the opportunity to study Psychology and its relationships with other fields such as sociology, philosophy, and biology. At the same time, the student-faculty ratio and the focus on experimental methods allow students to formulate and test their own ideas about human behavior. In addition, Lees-McRae College provides students with unique internship opportunities in a rural, Appalachian setting.

The Psychology major has broad application beyond graduation. Psychology majors may choose from careers in human resources, advertising, sales, business management, and health services. In addition to preparing students for graduate study in psychology and social work, the Psychology program prepares students for graduate work in other areas such as law, theology, educational psychology, and business administration.

Psychology | Bachelor of Arts/Science

The BA/BS in Psychology requires 36 credit hours and includes the following components:

Required Major Courses (15 hours)

PSY 133	General Psychology (3)
PSY 265	Statistics for the Social Sciences (3)
PSY 380	Research Methods (3)
PSY 471	Internship in Psychology (3)
PSY 499	Senior Research Seminar (3)

Elective Major Courses (21 hours)

Select an additional 21 hours in Psychology at or above the 200 level (at least 9 of the 21 hours must be at the 300 level or higher).

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The Psychology program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Begin with PSY 133, PSY 253, and PSY 265, and then check with the Coordinator of the Psychology program for more information.

Psychology | Minor

The Psychology minor requires 21 credit hours and includes the following:

Required Minor Course (3 hours)

PSY 133 General Psychology (3)

Elective Minor Courses (18 hours)

Select an additional 18 hours in Psychology at or above the 200 level (at least 3 of the 18 hours must be at the 300 level or higher).

RELIGIOUS STUDIES

Mission and Goals:

The mission of the religious studies program is to promote the study of religion – in all its complexity, richness, and variety – as a phenomenon of human existence in a liberal arts environment. Its goals are to:

- foster an understanding of human values through the study of religious traditions such as myth, ritual, and sacred texts;
- prepare students for success in further educational pursuits and/or professional endeavors by teaching critical thinking, communication, and other relevant skills;
- stimulate an appreciation of lifelong learning in the humanities, both on and off campus, by offering service learning opportunities;
- uphold the merit criteria of teaching, scholarship, and service outlined in the Faculty Handbook.

Students who major in Religious Studies explore the important role played by faith traditions in shaping the Western intellectual tradition. Religions—such as Christianity, Judaism, and Islam—have played, and continue to play, a profound role in the way people shape their lives. The Religious Studies program examines the nature of religious conviction and explores how those convictions shape our perception of life and death, good and evil, justice and mercy.

A person majoring in Religious Studies can expect to build a solid foundation for his or her own religious experiences and to lay the groundwork for further exploration of the Bible, religion, and theology. He or she can also expect to develop an enlightened perspective from which to approach other religious traditions and academic disciplines. Students in Religious Studies strive toward a career and life-style guided by religious faith and understanding, in religious fields as well as other fields of study.

Students who graduate with a degree in Religious Studies pursue a wide variety of careers and graduate programs. No matter what your career goals are, a Religious Studies major can prepare you with skills for a variety of professions while enhancing lifelong learning.

Bachelor of Arts / Science in Religious Studies | Major

The BA/BS in Religious Studies requires 36 credit hours and includes the following components:

Completion of the Core Curriculum and Degree Requirements for either the BA or BS degree.

Major Courses (36 hours). Students choose courses from the following areas:

Foundation and Capstone (12 hours)

REL 110 Introduction to Religion
 REL 114 Introduction to Bible
 REL 121 World Religions and Human Experience
 REL 499 Senior Research Seminar

Culture and Tradition (9 hours)

REL 265	Theology and Film
REL 271	Christianity in History and Tradition
REL 441	Women and Redemption
REL 455	Critical Perspectives on Religion
PHI 415	Modern Theology

Biblical Studies (9 hours)

REL 321	Life and Letters of Paul
REL 341	Prophetic Literature
REL 361	Life and Teachings of Jesus
REL 391	The Book of Genesis
REL 432	The Gospel of John
REL 461	The Art of Biblical Narrative

Ethics and Philosophy (6 hours)

REL 225	Issues in Ethics
REL 226	Readings in Ethics
PHI 235	Introduction to Ethics
PHI 224	Introduction to Philosophy
PHI 410	Philosophy of Religion

Greek

Students electing to pursue the BS degree with a major in Religious Studies may use all or part of the sequence in Biblical Greek to satisfy elective hours beyond the required 36 hours. Students electing to pursue the BA degree with a major in Religious Studies may use the Biblical Greek sequence to satisfy the foreign language proficiency requirement or elective hours beyond the required 36 hours for the major.

GRK 201	Beginning Greek (I)
GRK 202	Beginning Greek (II)
GRK 301	Intermediate Greek

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The Religious Studies program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Check with the Coordinator of the Religious Studies program or the Chair of the Division of Humanities for more information.

Religious Studies | Minor

The Religious Studies minor requires 18 credit hours beyond the Core Curriculum and Degree Requirements with at least one course being taken from each of the four major categories above (Foundation, Culture and Tradition, Biblical Studies, and Ethics and Philosophy). In addition, at least one course must be taken at the 300-level and one at the 400-level.

SOCIOLOGY

Sociologists study human interaction and organization. The academic discipline of Sociology helps students understand society and their place in it. Students also learn skills useful for analyzing topics like poverty, homelessness, divorce, urbanization, joblessness, inequality, race, class, and gender. These topics and others make up the focus of sociological investigation at Lees-McRae College.

Sociology is the analysis of the structure of relationships between groups. As such, Sociology has research tools suitable for large institutional arrangements like education and the family, and small groups like neighborhoods or restaurants. Sociologists believe that knowledge must inform action and that knowledge about group behavior applied to everyday life can help us create a more equitable world.

Sociology provides the foundation for many careers, including: Personnel Director; Administration Specialists; Alcoholism Counselor; Social Worker; Recreation Director; Juvenile Director; Patient Representative; Day Care Specialists; Correctional Officer; Public Health Advisor; Child Support Specialist; Family Counselor; Paralegal; Camp Counselor; Guidance Counselor; Human Resource Specialist; Teacher; Police Officer; Graduate Student; Marketing Professional

Sociology | Bachelor of Arts/Science

The BA/BS in Sociology requires 36 credit hours and includes the following components:

Completion of Degree Requirements for either the BA or BS degree.

Required Major Courses (24 hours)

SOC 236	Principles of Sociology (3)
SOC 251	Social Problems (3)
SOC 265	Statistics for the Social Sciences (3)
SOC 335	Race & Ethnicity (3)
SOC 380	Research Methods (3)
SOC 450	Sociological Theory (3)
SOC 456	Women & Men in Society (3)
SOC 499	Senior Research Seminar (3)

Elective Major Courses (select 12 hours)

SOC 203	Social Psychology (3)
SOC 238	Sociology of the Family (3)
SOC 288	Special Topics (3)
SOC 301	Juvenile Delinquency (3)
SOC 321	Deviant Behavior (3)
CRI 331	Criminology: Crime Theory and Criminal Behavior (3)
SOC 333	Rural Sociology (3)
SOC 360	Population & Society (3)
SOC 439	Urban Sociology (3)
SOC 445	Sociology of Aging (3)
SOC 455	Critical Perspectives on Religion (3)
SOC 471	Sociology Internship (3)
SOC 488	Special Topics (3)

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The Sociology program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Begin with SOC 236, SOC 251, and SOC 265, then check with the Coordinator of the Sociology program.

Sociology | Minor

The Sociology minor requires 18 credit hours beyond Core Curriculum and Degree Requirements and includes the following:

Required Minor Courses (9 hours)

- SOC 236 Principles of Sociology (3)
- SOC 251 Social Problems (3)
- SOC 335 Race & Ethnicity (3)

Elective Minor Courses (select 9 hours)

- SOC 203 Social Psychology (3)
- SOC 238 Sociology of the Family (3)
- SOC 265 Statistics for the Social Sciences (3)
- SOC 288 Special Topics (3)
- SOC 301 Juvenile Delinquency (3)
- SOC 321 Deviant Behavior (3)
- CRI 331 Criminology: Crime Theory and Criminal Behavior (3)
- SOC 333 Rural Sociology (3)
- SOC 360 Population & Society (3)
- SOC 380 Research Methods (3)
- SOC 439 Urban Sociology (3)
- SOC 445 Sociology of Aging (3)
- SOC 455 Critical Perspectives on Religion (3)
- SOC 456 Women & Men in Society (3)
- SOC 450 Sociological Theory (3)
- SOC 471 Sociology Internship (3)
- SOC 488 Special Topics (3)
- SOC 499 Senior Research Seminar (3)

*SPANISH***Spanish for Community involvement | Minor**

The Spanish for Community Involvement minor at Lees-McRae College is a study in language for communication, culture for understanding, and service-learning for involvement in the community. Students learn the language in a total immersion system that incorporates interactive technology, music, literature, history and dance. Studies of culture begin with selected readings, literature and videos, but then the experience becomes real for the students as they become involved in the community through service-learning projects that offer a whole-language and whole-person experience.

Required minor course (12 hours)

SPA 111	Spanish Conversation and Latino Culture I (4)
SPA 112	Spanish Conversation and Latino Culture II (4)
SPA 211	Spanish Conversation and Latino Culture III (4)

Elective minor courses: (select 12 hours)

select an additional 12 hours in Spanish at the 300 or 400 level.

SPORT MANAGEMENT

The BS in Sport Management program is designed for those students with a career interest in athletic administration, coaching, recreational management, facilities management, and sport marketing. The primary goals of this program are: To develop an in-depth knowledge of managerial planning, organizing, and evaluating within the context of a sport organization; to develop competent leaders for the various professions that focus on sport outside the public school arena; and to provide the foundation for students who desire to continue their study in a graduate program focusing on sport management. The Sport Management program provides the theoretical and practical framework for a number of professions that focus on athletic instruction, coaching, and leadership roles in youth, amateur and professional sports; recreation, college and university sport programs; and the marketing of sport and fitness-related goods and services.

Sport Management | Bachelor of Science

The BS in Sport Management requires 59 credit hours and includes the following components:

Completion of Degree Requirements for the BS degree.

Required Major Courses (59 hours)

BUS 211	Principles of Management (3)
BUS 241	Accounting I (3)
BUS 301	Principles of Marketing (3)
BUS 321	Business and Economics of Sports (3)
BUS 322	Human Resource Management (3)
BUS 351	Organizational Behavior (3)
BUS 451	Business Ethics (3)
EDU 381	Computer/Media Applications for Education (3)
PED 121	Introduction to Physical Education and Sport Management (3)
PED 232	Individual and Team Sports (3)
PED 310	Officiating Team Sports (3)
PED 331	Theories of Coaching Intercollegiate Sports (3)
PED 342	Organization and Administration of Physical Education and Sports Programs (3)
PED 362	Nutrition and Athletic Performance (3)
PED 471	Sport Management Internship (3-9)
PED 431	Tests and Measurements in Physical Education and Sport Management (3)
PED 499	Senior Research Seminar for Physical Education (3)
PSY 313	Social Psychology (3)
SOC 335	Race and Ethnicity (3)
ATE 211	First Aid and CPR (2)

Additional Elective Courses (enough to reach the 124 hour level)

Where To Begin

The Sport Management program at Lees-McRae College contains a sequence of carefully designed courses, several of which are prerequisites for others. Recommended courses for beginning the Sport Management program are PED 121 and BUS 211. Check with the Coordinator of Physical Education and Sport Management in Teacher Education and Physical Education for more information.

THEATRE ARTS EDUCATION

The Teacher Education Program at Lees-McRae College provides degree programs leading to Teacher Licensure in Elementary Education (K-6), Physical Education (K-12), and Theatre Arts Education (K-12).

Lees-McRae College is committed to a reflective practitioner framework that prepares thoughtful, competent, and dedicated teachers, and to the continued development and expansion of vigorous licensure programs that exhibit thoughtful consideration of the high professional and personal standards required of teachers.

The purpose of the Teacher Education Program at Lees-McRae College is to provide strong programs of study that promote positive and holistic development of teachers within a reflective practitioner framework. It is expected that candidates who complete the Teacher Education Program and become licensed teachers will be individuals who have a distinct knowledge of the practice and theory of teaching as well as a balanced sense of personal values, integrity, and moral worth. It is also expected that candidates who complete the program will become teachers who reflect on all aspects of the teaching/learning process.

The student interested in earning teacher licensure in the Program must gain admission to the Teacher Education Program. As soon as a student develops an interest in an Education program of study, he or she should contact the Director of the Program, file an Interest Form, and learn about the specialized requirements and timing for beginning the program. This procedure will place the student's name on a list in the Office of the Program Coordinator and ensures receipt of all information concerning the Teacher Education Program.

Further information on the admissions procedures, outcomes, conceptual framework, pedagogies, assessment measures, and philosophy of the program can be obtained from the Director of the Program and the *Teacher Education Handbook*.

Theatre Arts Education (K-12)

The Lees-McRae College Theatre Arts Education (K-12) program provides the knowledge, skills, and dispositions necessary to be outstanding drama teachers. The program also promotes a positive and holistic understanding of the teaching profession within a reflective practitioner framework. The student will study both theatre arts and education and may pursue either a Bachelor of Arts or a Bachelor of Science degree. The graduate is then certified to teach drama on the elementary, middle school and high school grade levels.

Theatre Arts Education | Bachelor of Arts/Science

The BA/BS in Theatre Arts Education (K-12) requires 87 hours and includes the following components:

Completion of Degree Requirements for either the BA or BS degree.

Required Major Courses [Education] (34 hours)

EDU 201	Foundations of Teaching/Public School (3)
PSY 253	Child Development (3)
EDU 321	Educational Psychology (3)
EDU 361	Education of Culturally Diverse/Exceptional Populations (3)

EDU 371	Field Experience and Seminar (2)
EDU 381	Computer/Media Applications in Education (3)
EDU 431	Materials/Methods for Teaching Theater Arts K-6 (2)
EDU 432	Materials/Methods for Teaching Theater Arts 6-9 (2)
EDU 433	Materials/Methods for Teaching Theater Arts 9-12 (2)
EDU 491	Directed Teaching and Seminar (6)

Required Major Courses [Performing Arts] (45 hours)

PAS 100	Movement for Stage (1)
PAS 101	Dance Technique Tap and Jazz(1)
PAS 102	Ballet and Modern
PAS 133	Principles of Acting (3)
PAS 143	Stagecraft (3)
PAS 233	Intermediate Acting (3)
PAS 234	Diction for the Performing Artist (2)
PAS 254	Makeup (2)
PAS 345	Basic Lighting (3)
PAS 335	Performance of Literature (2)
PAS 344	Costuming (3)
PAS 363	History/Theory of Drama/Theatre (3)
PAS 374	Directing I (3)
PAS 453	Performing Arts Management (3)
PAS 473	History/Theory of Modern World Drama/Theatre (3)
PAS 474	Directing II (3)
PAS 483	TV and Film for the Actor (3)
PAS 484	Play Writing and Program Scripting (2)
PAS 497	Senior Research and Independent Study (1)
PAS 499	Senior Research Seminar (1)
PFA 111-412	Production Performance Lab (M/N)
PFA 470-475	Six Performing Arts Competencies (0)*

Elective Major Courses (Select 8 hours)

PAS 333	Acting in Musical Theatre (3) OR PAS 433 Period Acting (3)
PAS 343	Introduction to Design (3) OR PAS 443 Scene Design (3)
PAS 381	Dance and Choreography for the Theater (2) OR PAS 481 Dance Composition (3)

Additional Elective Courses (Enough to reach the 124-hour level)

*Refer to the Division of Performing Arts Section of this Catalog for more information on Competencies

Where To Begin

The Theatre Arts Education program at Lees-McRae College contains a sequence of carefully designed courses. Check with the Program Coordinator of Theater Arts Education for more information.

COURSES OF INSTRUCTION

When course scheduling is regular and thus predictable, parenthetical notations at the end of course descriptions indicate whether a course is normally offered during Fall (F) or Spring (S) semesters and/or during odd (Odd) or even (Even) years.

APPALACHIAN STUDIES (APP)

APP 130: Introduction to Appalachian Studies (3) An interdisciplinary approach to the culture, history and society of the Appalachian region. The course will examine how the Southern Mountains have come to be viewed as a distinct region and will examine Appalachia's place in American life.

APP 215: Appalachian Music (3) A survey of musical forms of the Southern Appalachian region including traditional spiritual and secular forms and newer musical styles. Both instrumental and vocal forms will be addressed. Students will have the opportunity to improve both musical knowledge and understanding.

APP 431: Comparative Highland Studies (3) This course introduces students to the world's highland cultures and environs via both study and travel. Regions to which the course will travel change each year. The course may be repeated as destinations vary.

APP 471: Internship in Appalachia (3) A service-learning experience in the Appalachian region. This course may not be taken with any other internship. *Prerequisite:* Permission of Appalachian Studies coordinator required.

ART AND DESIGN (ART)

ART 141: Foundations of Drawing and Design (3) A foundation course focusing on the elements and principles of Art and Design through the exploration of basic 2-D techniques, which include pencil, graphite, pen and ink, and color. Information will be presented thematically based upon a variety of topics. Emphasis for the course will be on craftsmanship, aesthetic sensitivity, historical viewpoints, and critical perspectives. Additional fee required. (F)

ART 161: Foundations of Painting (3) A foundation course focusing on the methods of painting through individual exploration, craftsmanship, and a variety of basic techniques. Additional fee required. (S)

ART 151: Photography (3) An introduction to photographic communication. Students learn to understand and manipulate the basic controls of the 35-mm camera, to process and print black and white film, and to utilize digital imaging in photography. Emphasis on photography as a medium of communications today. Additional fee required. Student must provide a manual 35-mm camera. Additional fee required (F Even, S)

ART 181: Foundations of 3-D Art and Design (3) A foundation course focusing on the elements and principles of Art and Design through the exploration of basic 3-D techniques, which include subtractive, additive, and found object. Information will be presented thematically based upon a variety of topics. Emphasis for the course will be on craftsmanship, aesthetic sensitivity, historical viewpoints, and critical perspectives. Additional fee required. (S)

ART 191: Color Theory (3) This course will focus on the scientific, psychological, and artistic use of color in Art and Design. The emphasis will be on the creation of suitable color combinations and their relationship with the conceptual, the emotional, and the visual stimulus it creates. Additional fee required. (S)

ART 211: Research, Composition, and Creation (3) This course will focus on Artistic and Scientific research as it applies to artistic creation. Emphasis will be on modern practices, sketchbook and journaling techniques, and the creation of works based upon research methods. Additional Fee required. (F)

ART 231: Art and Craft Design (3) This course is designed to explore Art and Craft techniques cross culturally and cross historically through the exploration of various "craft" methods including non-western techniques and modern practices. Emphasis of this course will be on cultural awareness, diversity, historical perspectives, and aesthetic sensitivity. *Prerequisite* for Com/Art or Art majors: 141. Additional fee required. (F)

ART 241: Art and Society (3) This course is designed to explore western and non-western art forms from prehistoric cultures to the present day. Discussion will focus on distinctive styles, works of major artists, historical context, and cultural diversity. Information will be presented thematically based upon Art and it's relation to Life, Self Identity, Religion, and Society. Emphasis for the course will be on diversity, aesthetic sensitivity, and tolerance.

ART 251: Printmaking (3) This course is designed to explore Printmaking techniques through a variety of methods. Emphasis will include individual exploration, expression, and basic skills in collagraph, woodblock, and linocut processes. *Prerequisite* for Com/Art or Art majors: 141 Additional fee required. (S)

ART 288: Special Topics (2-4)

ART 271: Laboratory Assistant in Photography (2) The student will develop skills in developing film and printing, as well as in digital imaging. Student will assist in the photography labs, setting up equipment and chemicals, supervising students, and cleaning the laboratories, and the student will assist in the digital labs on photography projects. Student will submit a portfolio of his/her own work at the end of the semester. *Prerequisite*: ART 151, Permission of Instructor.

ART 261: Intermediate Painting (3) This course is designed to explore intermediate painting techniques based upon elementary knowledge from the foundations course. Emphasis for this course will be on exploration of painting mediums, techniques, and craftsmanship through a broad range of problems. *Prerequisite*: Art 141, Art 211, Art 191, Art 161 Additional fee required. (F)

ART 281: Intermediate 3-D Art and Design (3) This course is designed to explore intermediate techniques of 3-D Design based upon elementary knowledge from the foundations course. Method of production will include construction, carving, assemblage, deconstruction, and creation through the exploration of a variety of mediums, materials, and techniques. Information will be presented thematically based upon a variety of topics. Emphasis for the course will be on craftsmanship, aesthetic sensitivity, historical viewpoints, and critical perspectives. *Prerequisite*: Art 141, Art 211, and Art 181, Additional fee required. (F)

ART 221: Intermediate Drawing and Design (3) This course is designed to explore intermediate Drawing and Design techniques based upon elementary knowledge from the foundations course. Method of production will include perspective, chiaroscuro, color, and scale through the exploration of a variety of mediums and techniques. Information will be presented thematically based upon a variety

of topics. Emphasis for the course will be on craftsmanship, aesthetic sensitivity, historical viewpoints, and critical perspectives. *Prerequisite:* Art 141, Art 211, and Art 191 Additional fee required. (S)

ART 331: Mixed Media (3) An intermediate/ advanced course focusing on the use of multiple mediums and techniques that can be used within one piece, including transfer process, collage, wax, fibers, and embellishment. Information will be presented thematically through a variety of topics. Emphasis for this course will be on exploration of mediums, craftsmanship, historical viewpoints, critical perspectives, and advanced problem solving. *Prerequisite:* 141, Art 211, and Art 231. Additional fee required. (S)

ART 301: Appalachian Photography (3) An advanced course in photography in which the student further develops the skills learned in ART 151 Photography. Students will explore the Southern Appalachian Mountains through the medium of photography, shooting landscapes and portraits of local people, developing skill in macro photography, and documenting various arts, crafts, skills and social and environmental problems. *Prerequisite:* ART 151. Additional fee required. (F Odd)

ART 341: Graphic Design (3) This course will be a studio course that focuses on the visual arts and how they relate to Graphic Design, Advertising, and Communication. Emphasis will include Typography, layout, advanced color theory, craftsmanship, and problem solving through the exploration of historical styles and Design as a visual art field. *Prerequisite:* Art 141, Art 151, Com 210, and Com 310 (for Com/Arts majors). (S)

ART 388: Special Topics (2-4)

ART 342: Art and Humanity (3) This Art History course is designed to explore specific topics of Art, Craft, and Design and their relation to Humanity's development and achievement including major discoveries, various belief systems, and major advances of human kind. Themes will vary per semester.

ART 431: Art on Paper (3) This advanced studio course is designed to explore the multiplicity of art in relation to paper. Emphasis for this course will be on exploration of mediums, craftsmanship, critical perspectives, and advanced problem solving. *Prerequisites:* Required Art Course through the Intermediate Level or with Permission from Instructor. Additional Fee Required. (F)

ART 461: Advanced Studio Design (3) This advanced studio course is designed to explore the multiplicity of Art creation from 2-d to 3-d. Emphasis for this course will be on exploration of mediums, development of a personal body of work, craftsmanship, critical perspectives, and advanced problem solving. *Prerequisites:* Required Art courses through the Intermediate Level or with Permission from Instructor. Additional Fee Required. (S)

ART 488: Special Topics (2-4)

ART 498: Senior Seminar 1 or Omega 1: Conceptual (3) This course is a final course designed for graduating seniors to be taken Fall Semester. Emphasis for this course will be on the development and understanding of conceptual art and how this relates to the individual's thought process, creation of art work, and production of a body of work. Students will begin the creation of a body of work for graduation. *Prerequisite:* Required Art courses through advanced level unless by permission of instructor. (F)

ART 499: Senior Seminar 2 or Omega 2: Portfolio and Exhibition (3) This course is the second part of the final course. It is designed for graduating seniors, to be taken Spring Semester. Emphasis for this course will be on the creation of a Portfolio and Exhibition of a body of work. This is required

for graduation from the program. *Prerequisite:* Required Art courses through advanced level unless by permission of instructor. (S)

ATHLETIC TRAINING (ATE)

ATE 211 First Aid and CPR (2) Standard first aid and personal safety with CPR. (F)

ATE 221 Introduction to Athletic Training (3) General survey of athletic training designed to familiarize the student with basic knowledge and skills used in prevention, care, and treatment of athletic injuries. Areas covered include safety, basic anatomy, terminology, basic taping, injury evaluation, and use of modalities. (S)

ATE 231 Personal Health (Nutrition) (2) A course designed to study the current state of health, typical health behavior and known risk factors related to disease. (F Odd)

ATE 271-472 Athletic Training Clinical Education Experiences I-VI (1) This series of six courses is intended to provide the athletic training student with opportunities to acquire and practice clinical skills. The student will be educated and evaluated according to the Athletic Training Clinical Proficiencies provided by the NATA Education Council. *Prerequisite:* Permission of Athletic Training Program Director. (S F)

ATE 321 Assessment of Athletic Injuries I (3) The course examines the correct procedures for the assessment of athletic injuries. Study will include comprehensive evaluation techniques and hands-on experience in the application of such techniques. Emphasis will be on the lower extremity. *Prerequisite:* BIO 271. (S)

ATE 322 Assessment of Athletic Injuries II (3) Continuation of ATE 321 emphasizing assessment of athletic injuries to the spine and upper extremities. *Prerequisite:* ATE 321. (F)

ATE 331 Therapeutic Modalities (3) A course designed to examine the therapeutic effects of modality application on the healing process. Study will include the physics of the application of various modalities and the physiological response to the modality. *Prerequisite:* BIO 272 and ATE 221. (F)

ATE 332 Therapeutic Exercise (3) The course examines the components that are the cornerstone for establishing progression and conclusion of therapeutic exercise protocols for common injuries. Study will include lecture and laboratory opportunities to develop and apply the protocols. *Prerequisite:* BIO 272 and ATE 221. (S)

ATE 341 Organization/Administration of Athletic Training Programs (3) Organization and administration in the sports medicine setting. Topics of discussion will include budgeting, facilities, and legal and medical issues. *Prerequisite:* ATE 221. (S)

ATE 411 Advanced Athletic Training (3) An advanced course in the prevention and care of injuries and illnesses commonly found in athletes and active individuals. Emphasis is on preparing the student to recognize, treat, and refer those with common general medical conditions or disabilities. *Prerequisite:* ATE 322. (ATE 331 is also recommended.) (F)

ATE 490 Field Experience in Athletic Training I (3) This course is designed to provide the student opportunities to develop hands on experience in an athletic training setting. The student is supervised by a Certified Athletic Trainer or other health care professional (physician, physical therapist, etc.). A formal report of the experience is required. Students must provide their own transportation to off-

campus sites. *Prerequisite:* senior status, final fall semester and permission of both the Athletic Training Program Director and the instructor. (F)

ATE 491 Field Exp. in Athletic Training II (3) Continuation of ATE 490. (S)

ATE 499 Senior Research (3) Current topics in the field of Athletic Training and related fields will be studied. Oral and written presentations will be required. *Prerequisite:* Senior status and permission of the instructor. (F S)

BIOLOGY (BIO)

BIO 101 Issues in Human Biology (3) Introduction to the major principles of human biology through the examination of selected current topics of interest and relevance to students' lives. Does not satisfy the Natural Science General Core requirement for Biology majors. (F S)

BIO 102 Environmental Biology (3) Introduction to environmental science and biological diversity, with examination of the relationship between human population growth, consumer life-style, resource depletion, and environmental degradation. Emphasis on development of environmental awareness. (F S)

BIO 113 Laboratory Investigations in Biology (3) Designed to introduce the student to laboratory techniques in biology. Emphasis on experimental design, analysis and presentation of results. An additional fee is required. (F S)

BIO 114 Introduction to Prehealth Sciences I (3) An introductory course for prehealth science majors that explores the structure and function of the human body and covers the major diseases of the several body systems. (F)

BIO 115 Introduction to Prehealth Sciences II (3) A continuation of the introduction to prehealth sciences for prehealth science majors that continues the exploration of the structure and function of the human body and emphasizes the major diseases of the several body systems. *Prerequisite:* BIO 114. (S)

BIO 116 Introduction to Ecology and Evolution (3) An introductory course for science majors and non-majors that introduces students to important concepts of ecology and evolution. (S)

BIO 117 Introduction to Wildlife Biology (3) An introductory field course in wildlife biology. Different aspects of wildlife biology are examined through field exercises and observations. An additional fee is required. (F)

BIO 181 Introduction to Wildlife Rehabilitation I (3) An introductory course for Wildlife Rehabilitation/Pre-Veterinary Science majors that emphasizes wildlife education. The course is designed to be experiential, and students will learn management and care of the permanent educational wildlife and will learn to use them in classroom educational programs. (F)

BIO 182 Introduction to Wildlife Rehabilitation II (3) This is an introductory course for Wildlife Rehabilitation/Pre-Veterinary Science majors that emphasizes basic wildlife care. The course will teach basic rehabilitation, and minimum standards for wildlife rehabilitation. (S)

BIO 211 General Zoology (4) Survey of the animal kingdom. Distinctive phyla characteristics and comparison of the various phyla are stressed. (Laboratory) *Prerequisite:* Either the BIO 114 and BIO 115 sequence or BIO 116. Co-requisite: BIO 113 or BIO 117. An additional fee is required. (S)

BIO 221 General Botany (4) Survey course that examines the plant kingdom. Emphasis on life cycles, physiology, anatomy, and ecology. (Laboratory) *Prerequisite:* Either the BIO 114 and BIO 115 sequence or BIO 116. Co-requisite: BIO 113 or BIO 117. An additional fee is required. (F)

BIO 271 Human Anatomy/Physiology I (4) Examination of the anatomical structure and physiological processes of the human organism. Some dissection required (non-cadaver). (Laboratory) *Prerequisite:* BIO 114 and BIO 115 or BIO 116. Co-requisite: BIO 113 or BIO 117. An additional fee is required. (F)

BIO 272 Human Anatomy/Physiology II (4) Continuation of BIO 271 Human Anatomy/Physiology I. (Laboratory) *Prerequisite:* BIO 271. An additional fee is required. (S)

BIO 311 Microbiology and Immunology (4) Introduction to principles and applications of microbiology including systematics, metabolism, pathogenic mechanisms, and industrial applications. Humoral and cell-mediated immune responses in vertebrates are emphasized. (Laboratory) *Prerequisite:* BIO 211 or BIO 221. Recommended: CHM 112. An additional fee is required.

BIO 321 Field Botany (4) A field course on plant identification and study of plant communities, with emphasis on flora and plant communities of the southern Appalachian region. (Laboratory) *Prerequisite:* BIO 221. An additional fee is required. (F Odd)

BIO 331 Principles of Ecology (4) A study of relationships between organisms and their biological, chemical, and physical environment. (Laboratory) *Prerequisite:* BIO 211 or BIO 221. An additional fee is required. (F Even)

BIO 341 Research Topics in Biology (1) Designed to allow junior and senior biology majors to initiate research projects in their respective fields of interest. (May be repeated for credit as topics vary.) *Prerequisite:* BIO 211 or BIO 221. (F S)

BIO 342 Research Topics in Biology (2) Designed to allow junior and senior biology majors to initiate research projects in their respective fields of interest. (May be repeated for credit as topics vary.) *Prerequisite:* BIO 211 or BIO 221. (F S)

BIO 343 Research Topics in Biology (3) Designed to allow junior and senior biology majors to initiate research projects in their respective fields of interest. (May be repeated for credit as topics vary.) *Prerequisite:* BIO 211 or BIO 221. (F S)

BIO 361 Genetics (4) Basic principles of classical and modern genetics. (Laboratory) *Prerequisite:* BIO 211 or BIO 221. An additional fee is required. (S Odd)

BIO 381 Field Biology (2) Introduction to ecological field methods, techniques, and ecosystem analysis. Taught in the field, firsthand experience in the study of natural communities emphasized. *Prerequisite:* BIO 211 or BIO 221 and permission of instructor. An additional fee is required. (S)

BIO 392 Clinical Wildlife Rehabilitation I (6) An intensive, hands-on course, offered only during the first semester of summer school, which will train students in the rehabilitation of injured and orphaned wildlife. Due to the heavy time demands, students should not take other summer courses while enrolled in this class. (Summer)

BIO 393 Clinical Wildlife Rehabilitation II (6) A continuation of BIO 492 through the second semester of summer school. (Summer)

BIO 401 Appalachian Ecology (4) Field study of the natural communities of the southern Appalachians, including deciduous forests, evergreen forests, balds, heath, and wetlands. Biological composition and structure of these communities examined through field exercises and projects. *Prerequisite:* BIO 211 or BIO 221. (Summer)

BIO 411 Evolution (3) Mechanisms of organic evolution with emphasis on environmental and genetic factors related to evolutionary change. *Prerequisite:* BIO 211 or BIO 221. (S Even)

BIO 421 Natural History of Vertebrates (4) Natural history of vertebrates, including zoogeography, ecology, behavior and identification of vertebrates, with emphasis on local vertebrates. (Laboratory) *Prerequisite:* BIO 211. An additional fee is required. (F Odd)

BIO 431 Conservation Biology (3) Introduces students to the field of wildlife/ecosystem conservation restoration. Students will be introduced to ecological, biogeographic, and genetic theory and how it relates to conservation of species and communities. *Prerequisite:* BIO 331 or BIO 421 or permission of instructor. (S Odd)

BIO 441 Ornithology (4) Study of avian biology, including evolution, zoogeography, anatomy, ecology and behavior of birds, with emphasis on North Carolina avifauna. (Laboratory) *Prerequisite:* BIO 211. An additional fee is required. (F Even)

BIO 445 Mammalogy (4) Biology of mammals, including their evolution, zoogeography, anatomy, ecology, and behavior, with emphasis on mammals of North Carolina. (Laboratory) *Prerequisite:* BIO 211. An additional fee is required. (S Even)

BIO 449 Comparative Vertebrate Anatomy (4) A comparative survey of the structure of vertebrates. Course will cover the major systems of all the vertebrate classes, including integumentary, skeletal and muscular, digestive, excretory, reproductive, circulatory and respiratory. Functional attributes will be stressed.

BIO 451 Animal Behavior (3) Introduction to animal behavior, with emphasis on social systems of animals in natural environments. *Prerequisite:* BIO 211. (S Odd)

BIO 461 Cell Biology (3) A study of structure and function of cells at the cellular and molecular level. The current status of major topics such as gene function, cellular recognition and communication, cell motility, metabolism, and cell differentiation are presented. *Prerequisite:* BIO 211 or BIO 221 and CHM 211. (S Odd)

BIO 465 Molecular Biology (4) Introduction to the fundamental molecular involvements in the growth, division, differentiation, movement, and interaction of biological organisms. (Laboratory) *Prerequisite:* BIO 361 and CHM 211. An additional fee is required. (S Even)

BIO 466 Human Heredity (3) Principles of human heredity and genetics covering the origin of genetic diversity in human populations and how this diversity was shaped by natural selection: The social, cultural, and ethical implications of genetic technology. *Prerequisite:* BIO 361 or permission of the instructor.

BIO 473 Physiology of Exercise (3) A study of physiological adaptations during exercise. Areas of study include: body composition, environmental stress, and medically related problems. *Prerequisite:* BIO 272. (F Even)

BIO 475 Anatomical Kinesiology (3) Study of the human body in motion. Areas of emphasis include effects of muscular activity, anatomic planes of motion, motions of major joints, and Basic analysis of motion. *Prerequisite:* BIO 272. (S Odd)

BIO 481 Desert Biology (4) Field study of the desert ecosystem, including identification of flora and fauna and investigations into ecosystem structure and function. Takes place within one of the desert ecosystems of the American southwest. *Prerequisite:* BIO 221 and permission of the instructor.

BIO 482 Tropical Biology (4) Field study of tropical ecosystems, including terrestrial and marine habitats. Taught in a variety of tropical locales, it investigates the complex relationships between organisms in tropical communities. *Prerequisite:* BIO 211 or BIO 221 and permission of the instructor.

BIO 484 Ecosystems of North America (4) Field study of selected National Parks and National Forests of North America. Different community types found within this broad geographic area are examined through field exercises and observations. *Prerequisite:* BIO 211 or BIO 221 and permission of the instructor.

BIO 485 Ecosystems of the World (4) Field study of selected ecosystems of the world, from arctic tundra to montane forests, to African savannas. The ecology of these communities is examined with emphasis on biogeography and plant and animal diversity. *Prerequisite:* BIO 211 or BIO 221 and permission of the instructor.

BIO 491 Internship in Biology (3-12) The course will give students academic credit for work experience in an area related to their majors. Formal report of the work experience or related research is required. *Prerequisite:* Junior status and permission of the instructor. (F S)

BIO 499 Senior Research for Biology Majors (3) Capstone research course involving data collection, analysis and presentation. Oral and written presentations will be required. *Prerequisite:* Senior status and permission of the instructor. (F S)

BUSINESS (BUS)

BUS 101: Introduction to Business (3) Primarily for students who are undecided about a major. (Business majors may NOT count this course toward their fifteen hours of required electives.) This course offers an overview of the issues — economic, global, regulatory and ecological — that face today's business firm. Other topics include: career paths in business, accounting and financial matters, ownership rights vs. managerial control, production operations, marketing and distribution, relationships with governments and special responsibilities of business. (F S)

BUS 103: Personal Finance (3) Offers study in the area of personal financial management and money management along with consumer decision making. Course topics include: preparing a personal budget, managing cash and savings, using credit wisely, types of insurance, home ownership, and developing an investment plan for the future. (S)

BUS 105: Personal Income Tax (3) This course provides an introduction to personal income tax preparation. Course topics include current income tax law, gross and adjusted gross income,

deductions and capital gains and losses. The preparation of individual income tax returns are emphasized. (F)

BUS 211: Principles of Management (3) Functions of management, organizational structures, leadership, motivation and styles of management are studied in this course. Formal papers are required. Students will learn group dynamics and team building skills. *Prerequisite:* BUS 101. (F S)

BUS 221: Principles of Microeconomics (3) A study of microeconomic principles including: supply and demand analysis, elasticity measures, the function of prices, cost analysis and output determination, product and resource markets, competitive market structures, imperfect competition, and the theory of comparative advantage. (S)

BUS 222: Principles of Macroeconomics (3) A study of macroeconomic principles including: the circular flow model; economic aggregates: inflation; unemployment and gross domestic product; the aggregate demand/aggregate supply model; fiscal policy; central banking and monetary policy; stabilization theory; international finance. (F)

BUS 241: Accounting I (3) Introduces the principles, concepts, and role of accounting in business. Students will gain an understanding of the accounting for, and reporting to, lenders, investors, regulators and other decision-makers who are outside of the firm. Double-entry bookkeeping, Generally Accepted Accounting Principles (GAAP), the accounting cycle, accounting systems and controls for different types of businesses (manufacturing, merchandising, and service), ethics, cash, receivables, balance sheets, income statements, and analyses of financial reports are studied. (F)

BUS 242: Accounting II (3) A continuation of BUS 241. Students will gain an understanding of the accounting for inventories, fixed assets, liabilities, different forms of organizations (corporations, partnerships, LLCs, sole proprietorships), income tax reporting, extraordinary items, bonds, time value of money, ethics, the statements of owners' equity and cash flows, and the analyses of financial reports. *Prerequisite:* BUS 241. (S)

BUS 265: Business Statistics (3) An introduction to the statistical tools required to analyze problems in business and the social sciences. Descriptive statistics, basic concepts of probability, statistical inference, confidence intervals, hypothesis testing, survey sampling methods, analysis of variance and linear regression are among the topics covered. Planning a statistical study, gathering the data, and interpreting/reporting the results will also be covered. *Prerequisite:* SSC 105 or higher math. (F)

BUS 301: Principles of Marketing (3) A survey course covering the process of creating, distributing, promoting and pricing of goods and services in a global, information-age economy. Psychological, sociological and economic determinants of consumer behavior are emphasized, as is the planning and evaluation of marketing efforts. Substantial writing projects are required. *Prerequisite:* BUS 211. (F)

BUS 302: Marketing Research (3) Deals with the theory and application of marketing research as a tool for the decision-making process. Special emphasis given to problem definition, research design, sampling procedure, data collection, statistical analysis, interpretation of data, and reporting of research findings. Techniques involved in the collection, tabulation and analysis of marketing information. *Prerequisites:* BUS 265 and BUS 301.

BUS 304: Advertising (3) Covers the many aspects of the modern practice of advertising. Social and economic aspects covered. Practical work included. *Prerequisite:* BUS 301.

BUS 306: Professional Selling (3) Focus is on the development of selling skills, from prospecting for new customers to making a sales presentation, closing the sale and following up, as well as the development of an understanding of the economic and psychological buying motivations affecting the sales of industrial and consumer goods and services. The course will also include the application of sales force of industrial and consumer goods and services. The course will also include the application of sales force automation software to facilitate the selling process, and to increase retention of existing customers. *Prerequisite:* BUS 301.

BUS 310: e-Business (3) Establishing and managing a business which primarily performs its transactions over networks, mostly the internet. This involves the process of buying and selling goods, services, and information through electronic media. The course covers learning how electronic business is conducted and managed, major opportunities, and limitations and risks. Applications of e-business include business to consumers, business to business, and intra-business. Topics include secured payment systems, communication standards, and legal issues. *Prerequisite:* BUS 301.

BUS 311: Operations Management (3) An introduction to practical quantitative techniques that can be successfully applied to production problems. The course uses decision models to solve production problems with emphasis on production operations, forecasting, scheduling and productivity. Significant written projects and basic applications of statistical analysis are required. *Prerequisites:* BUS 211 and BUS 265.

BUS 321: Business and Economics of Sports (3) A study of professional and collegiate athletics and business enterprises. Alternative strategies for earning profits, the functions of leagues, monopoly behaviors of sports franchises in product markets, and public financing of professional sports franchises are considered. Special attention is given to collegiate athletics and to the role of the NCAA. *Prerequisites:* BUS 221 and BUS 241. (S)

BUS 322: Human Resources (3) A study of the various aspects of management responsibilities in the human resources function: recruiting, selection, setting of wages and salaries, placement, government regulations, training, development, promotion, transfer and termination. Appraisal of performance, job evaluation and relations between management and a non-union or union labor force are also considered. *Prerequisite:* BUS 211.

BUS 323: Small Business Marketing (3) Marketing for the smaller business: identification of product or service potential; advertising plans; marketing strategy; sales motivation and direction; purchasing procedures and inventory control. *Prerequisite:* BUS 301

BUS 324: Retail Management (3) Organization of a single-unit and multi-unit retail institution. Operational issues: location, layout, merchandise handling; customer service, protection, and expense control. *Prerequisite:* BUS 211.

BUS 341: Managerial Accounting (3) Analysis of information about prices and costs within specific business entities for the purposes of planning, control and decision making. Major topics include cost behavior, cost-volume-profit relationships, job order costing, processing costing, cost allocations, activity based costing, budgeting, variance analysis, cash flow analysis, just-in-time, ethical responsibilities of managers, and solvency and profitability analyses. Includes a major written project analyzing the annual report and financial statements of a real corporation. *Prerequisite:* BUS 242.

BUS 342: Operating a Small Business (3) Emphasis is placed on writing a formal business plan. Course topics include: start-up costs, financing, market analysis, record keeping, location, competition, marketing strategy and franchising. *Prerequisites:* BUS 242 and BUS 301.

BUS 344: Small Business Accounting (3) Course introduces accounting concepts and procedures relating to small businesses. Content includes basic overview of accounting cycle, data entry using manual and computerized systems, analysis and use of financial statement data. Course introduces QuickBooks software. Content includes setting up companies, entering payables, writing checks, entering sales, processing discounts, tracking sales tax, collecting receivables, preparing journal entries, generating internal reports, and creating financial statements.

BUS 345: Intermediate Accounting I (3) An in-depth study of generally accepted accounting principles (GAAP) and their theoretical basis. Explores the contents of and interrelationships among the balance sheet, income statement, statement of cash flows, and statement of owners' equity, along with techniques for preparation, presentation, interpretation and use of such financial statements. Some of the more important accounting standards of the Financial Accounting Standards Board (FASB) are included. *Prerequisite:* BUS 242. (F)

BUS 346: Intermediate Accounting II (3) A continuation of BUS 345's in-depth study of financial accounting, examining the preparation, presentation, interpretation, and use of financial statements. Emphasizes intangible assets, acquisition of property, current and long-term liabilities and stockholders' equity. Current issues in accounting (including ethics) are also explored. *Prerequisite:* BUS 345. (S)

BUS 351: Organizational Behavior (3) A study of work values, attitudes and moods and their impact on the work environment. Designed to enable students to understand the behaviors of individuals, groups and leaders in organizations. Diverse issues related to how behaviors can be changed or maintained in the work environment are studied for practical applications. *Prerequisite:* BUS 211. (F)

BUS 355: Business Communications (3) This course is designed to address in-depth theories and practical applications of management and leadership in organizational settings. While focusing on building traditional managerial and leadership skills, the student will also be introduced to nontraditional approaches to understanding leaders and leadership. The responsibilities of leadership will be addressed through covered topics such as strategic vision, motivation and empowerment and leading diversity, teams and organizational change. *Prerequisite:* RHE 102. (S)

BUS 372: Principles of Finance (3) An introduction to investing and managing the assets of a business, to include such topics as the time value of money, capital budgeting, break-even analysis, cash management, valuation of stocks and bonds, and analysis of the financial position and performance of the firm. Includes a major case involving capital budgeting decisions and investment criteria. *Prerequisite:* BUS 241. (F)

BUS 375: Commercial Bank Management (3) This course is a study of decision-making involved in operating a commercial financial institution. A major emphasis is placed on managing traditional bank assets and liabilities to offer an understanding of how banks operate successfully. *Prerequisite:* BUS 372.

BUS 377: Financial Management (3) This course is an intermediate study of the financial functions of a business conducted from the standpoint of the financial manager's role of analysis, planning, and control. A major emphasis is placed on working capital management, capital structure optimization, capital budgeting, valuation, dividend policy, and required return. *Prerequisite:* BUS 372.

BUS 402: Integrated Marketing Communications (3) Intensive investigation of the field of advertising to include a review of the history and the economics of advertising, research, copy, layout,

production, budgeting, and advertising organization. Theory and application are stressed. *Prerequisite:* BUS: 301.

BUS 404: Consumer Behavior (3) An examination of the psychological, sociological, and economic theories of buyer behavior. This is followed by analysis of the major current and classical empirical research studies designed to test the different theories of buyer behavior. *Prerequisite:* BUS 301.

BUS 406: Sales Management (3) Management of sales force. Quantitative techniques and behavioral research applied to planning, organizing, directing, and controlling field sales effort. *Prerequisite:* BUS 306.

BUS 411: Business Law (3) An introduction to the legal process to demonstrate its effect on business. A philosophical and historical background of jurisprudence and of the American legal system is reviewed as well as a larger in-depth study of the federal and state court systems. Basic legal principles are explored and an intensive study of the law of contracts and selected aspects of business-related subjects including sales, negotiable instruments, business organization, consumer and antitrust law, business crimes and torts, government regulations, and ethical problems are emphasized. The course is designed to give students the skills necessary to recognize legal problems and to know when to seek legal counsel for such issues. *Prerequisite:* RHE 102. (S)

BUS 421: International Business (3) A study of global markets for American firms. We include the policies, institutions and practices of international trade, with emphasis upon: the global integration of national economies, international commercial and financial institutions and practices, international marketing and management techniques, diverse culture and customs in international business relationships and the roles of multi-national corporations. *Prerequisite:* RHE 102.

BUS 424: Building a Venture (3) How entrepreneurs and owners of small businesses can keep their businesses alive and vital as they grow sales and expand to new markets. *Prerequisites:* BUS 301 and BUS 372.

BUS 442: Advanced Accounting (3) Focuses on accounting issues that arise from business combinations (mergers and acquisitions), such as the consolidation process at the date of acquisition or merger, the results of operations in the year of transition, and the results of operations and the financial position of the consolidated entity in subsequent years. Other topics will include governmental accounting, non-profit accounting, partnerships, and foreign-currency transactions. *Prerequisite:* BUS 346.

BUS 444: Auditing (3) Focuses on the theory and practice of external financial statement auditing, with emphasis on the legal and ethical environment surrounding the audit process, application of GAAS (generally accepted auditing standards) to an audit, risk analysis, audit planning, internal control, compliance testing, substantive testing, and reporting. *Prerequisite:* BUS 345.

BUS 446: Corporate Taxation (3) Introduces federal income tax concepts applicable to corporations (both C-corps and S-corps), partnerships, sole proprietorships, and estates, with emphasis on differences between tax and financial accounting concepts. Other topics will include deferred compensation, tax planning, ethical practices, and tax research. *Prerequisite:* BUS 345.

BUS 451: Business Ethics (3) Analysis of business policies and practices with respect to their social impact, governmental regulations, political activities of special interest groups, the relationship between public policy and the growth of corporate enterprise, and the social responsibilities of business management. *Prerequisite:* BUS 241. (S)

BUS 471: Business Internship (3-6) A full-time work experience for business majors taken under the direction and supervision of the Internship Coordinator, who monitors the student's progress and experience. The student is supervised by an on-site manager of the organization who will verify the number of hours completed by the student and evaluate the student's work performance. A formal paper and oral presentation is required when the internship is completed. A student working 200 to 399 hours during the internship will receive 3 hours credit. If a student works over 400 hours during the internship, 6 hours of credit will be given. *Prerequisite:* Junior or senior status and permission of the Instructor.

BUS 472: Financial Decision Making (3) An application of the financial decision making strategies. A focus is placed on financial statement analysis, forecasting, and their uses in actual decision making involving risk and return. *Prerequisite:* BUS 372.

BUS 473 Teaching Internship (3) This course will be in conjunction to entry level courses, such as Introduction to Business, Accounting I, Business Statistics, Principles of Management and Principles of Marketing. The student will work closely with the professor to emphasize course material, provide additional resources, counsel students, evaluate students and maintain clear and complete records. The student will have an excellent opportunity to practice and enhance skills such as thinking on your feet, answering questions, organizing presentations and improvising. *Prerequisites:* *Permission of the Program Director.*

BUS 474: Investment Management (3) This course is an introduction to managing investments including security analysis. A major emphasis is placed on understanding the various types of investments as well as researching using a variety of resources and tools to determine economic, market, and investment conditions/trends. This information will be used to manage individual securities as well as a portfolio of investments. Additional emphasis will be given to stock valuation, risk, and return. *Prerequisite:* BUS 372.

BUS 476: International Finance (3) This course is a study of the financing functions of multinational companies. A major emphasis is placed on monetary exchange rates including its behavior and risk management. Additional emphasis is placed on international trade, international operations, and international capital budgeting. *Prerequisite:* BUS 372.

BUS 492: Management and Leadership (3) This course is designed to address in-depth theories and practical applications of management and leadership in organizational settings. While focusing on building traditional managerial and leadership skills, the student will also be introduced to nontraditional approaches to understanding leaders and leadership. The responsibilities of leadership will be address through covered topics such as strategic vision, motivation and empowerment and leading diversity, teams and organizational change. *Prerequisite:* BUS 351.

BUS 498: Business Policy and Strategy (3) This course emphasizes the importance of strategic management through the study of strategy inputs, formulation and implementation. A thorough study is conducted of opportunities, threats, strengths and weaknesses that allow businesses to access, process and make decisions at a business level approach. *Prerequisite:* RHE 102.

BUS 493: Corporate Social Responsibility (3) The purpose of this class is to explore current challenges and opportunities facing companies in the areas of corporate responsibility. It will examine and critically evaluate contemporary trends with respect to environmental protection, community development and employee welfare. Students will study the integration of social values into corporate objectives and the balancing of those objectives with responsibility to stakeholders. *Prerequisites:* BUS 211.

BUS 499: Senior Research Seminar (3) A capstone course integrating all the functional areas of business in the analysis and solution of business problems. Case studies and simulations are employed, as are related readings and research including development of external information from Internet resources, business publications, and other traditional sources. Oral and written presentations are required throughout the course, culminating in a more extensive research project. An experiential learning component of community service is also required. *Prerequisites:* Senior status and permission of the Instructor. (F S)

CHEMISTRY (CHM)

CHM 101 Descriptive Environmental Chemistry (3) Descriptive course designed to acquaint the student with the basic chemistry of the atmosphere, hydrosphere, and pedosphere along with mechanisms by which each may be polluted. (F Odd)

CHM 111 General Chemistry I (4) Fundamental principles, laws, and theories of chemistry are studied. (Laboratory) *Prerequisite:* MAT 112 or MAT 116 or MAT 117. An additional fee is required. (F)

CHM 112 General Chemistry II (4) A continuation of CHM 111 with emphasis on ionic equilibria. (Laboratory) *Prerequisite:* CHM 111. An additional fee is required. (S)

CHM 200 Introductory Biochemistry (3) A course providing athletic training and other interested students a basic background in the biochemistry of bioenergetics, oxidative phosphorylation, minerals, vitamins, carbohydrate metabolism, lipid metabolism, and amino acid metabolism, with special emphasis on their connection to exercise science. *Prerequisite:* BIO 114. (F Even)

CHM 211 Organic Chemistry I (4) A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Special topics include spectroscopy, stereochemistry, carbohydrates, amino acids, and proteins. (Laboratory) *Prerequisite:* CHM 112. An additional fee is required. (Fall, Odd)

CHM 212 Organic Chemistry II (4) Continuation of CHM 211. (Laboratory) *Prerequisite:* CHM 211. An additional fee is required. (S Even)

CORE LIBERAL ARTS (CLA)

CLA 198: First Year Seminar (2) A course designed to challenge students to explore the role of the individual in their environment within the context of global themes and concepts from discipline-specific and integrated perspectives. Required of all first-year students during their first semester of enrollment.

CLA 199: Major Decisions (1) A course designed to provide opportunities for students to develop career and life goals, to provide instruction and practice in self-exploration and decision-making skills, to assist in defining how the student's education choices relate to career and life goals, and to promote an environment that nurtures self-confidence, trust and personal responsibility. Required of all students during their second semester of enrollment.

CLA 298: Sophomore Seminar (3) A course designed to challenge students to explore United States history within the context of democracy and global themes and concepts from discipline-specific and integrated perspectives.

CLA 398: Junior Seminar (3) A course designed to challenge students to explore diversity and

cultural issues within the context of global themes and concepts from discipline-specific and integrated perspectives.

COMMUNICATION ARTS (COM)

COM 111: Communication Theory (3) Study of the role of verbal and nonverbal communication in human interaction and an inquiry into the nature and function of communication theory as a framework for the study of communicative behavior. (F)

COM 112: Theory of Mass Communication (3) Examination of the role of mass communication systems in our society, including their history, structure, processes and effects. (S)

COM 265: Introduction to Film (3) Examination of film as a popular medium and art form. The course includes some attention to the history of film as well as an overview of various film genres, through the in-depth analysis of the elements of filmmaking, (F, S)

COM 301: Digital Imaging (3) Introduction to the creative use of two dimensional image manipulation and the transformation of photographic and non-photographic imagery on the computer. (F)

COM 310: Electronic Publishing (3) This computer applications course will use microcomputer software such as Microsoft Publisher to create and publish traditional paper products (newsletters, brochures, etc.) Although not the primary focus of this course, some hypertext document creation will be covered. Students will learn to create professional quality documents. *Prerequisites:* CIS 104, ART 151, ART 210. (S)

COM 361: Graphic Design for Sequential Content and Principles of Storyboarding (3) Introduction to the components of sequential art and an exploration of story-telling theories and techniques in a variety of media. (F)

COM 361: Principles of Storyboarding (3) Introduction to the components of sequential images and type in art, film, and advertising through the exploration of story-telling. Emphasis for this course will be on integration of various techniques and artistic mediums. *Prerequisites:* ART 141 and COM 210 (F)

COM 371: Communication Arts Laboratory Assistant (2) The student will master skills in advanced software features and hardware technology, and will receive advanced individualized instruction in Macintosh lab management. The student will help the Communication Arts students troubleshoot their projects during the design, scanning, and printing stages of production. In addition to these responsibilities, the student will work 10 evening hours a week in the lab. The lab assistant will assist the lab supervisor. The student will submit original portfolio pieces demonstrating his or her design skills and technical knowledge at the end of the semester. *Prerequisite:* COM 210 and Permission of the Instructor.

COM 372: Communication Arts Laboratory Supervisor (2) The student will master skills in advanced software features and hardware technology, and will receive advanced individualized instruction in Macintosh lab management. The student will help the Communication Arts students troubleshoot their projects during the design, scanning, and printing stages of production. In addition to these responsibilities, the student will work 15 evening hours a week in the lab. The lab assistants and monitors will report to the lab supervisor. The student will submit original portfolio pieces

demonstrating his or her design skills and technical knowledge at the end of the semester.

Prerequisite: COM 210, COM 310 and/or COM 410, and Permission of the Instructor.

COM 401: Communications for Professions/Business (3) A course designed to give students the fundamentals of professional business communications: parliamentary procedure, interviews, group discussions, presentations, and advanced public speaking. **Prerequisite:** RHE 101. (S)

COM 403: Appalachian Documentary Production (3) A course designed to give students experience in researching, scripting, photographing, and editing documentary material on the Appalachian region. (Additional fee required) **Prerequisites:** COM 261 and COM 411.

COM 410: Application of Design Principles to the Worldwide Web (3) Application of the principles of design (including theories of composition, color and typography, as well as skills in digital imaging) to the creation of worldwide web pages. Emphasis will be on the web as a medium for effective visual communication. Includes an examination of the web's role in the larger graphic design community. Students will combine text, image and sound using HTML editing, animation, sound and video software. **Prerequisite:** COM 310. (F)

COM 410: Web Design (3) This advanced level digital course will focus on Web Design and the applications of the principles of design (including theories of composition, color and typography) through the creation of web pages. Emphasis will be on the use of digital media for effective visual communication. Includes an examination of the role of various digital media in the larger graphic design community. Students will combine text, image, sound and artistic creativity using various applications including Dreamweaver. **Prerequisites:** COM 210 and COM 310 or with permission from instructor. (F)

COM 411: Video Production I (3) Designed to introduce students to the fundamentals of electronic field production, the course includes the basics of scripting, storyboarding, video/audio recording, lighting, and cuts only editing. Lab fee required. **Prerequisite:** COM 361. (S)

COM 411: Video Production I (3) This course is designed to introduce students to the fundamentals of electronic field production, the course includes the basics of scripting, storyboarding, video/audio recording, lighting, and digital editing. Additional fee required. **Prerequisites:** COM 265 and COM 361 (S)

COM 412: Video Production II (3) Designed to further develop the skills acquired in Video Production I digital. Students will get practical experience in the production of short videos. Additional fee required. **Prerequisite:** COM 361 and COM 411(S)

COM 451: Multimedia Presentations (3) This advanced level course is designed to explore the development of inventive, innovative, and integrative approaches to a variety of media. The emphasis for this course will be on convergence of media through the skills learned within the major. Student will also begin preparation for Senior Studio / Omega projects and engage in individualized community service projects. This course should be taken the semester prior to COM 499. **Prerequisites:** Courses through 400-level (F)

COM 471: Communications Practicum/Internship (3) An on-the-job training experience utilizing the skills in one or more of the following areas: Professional Writing, Film/Video, Digital media (Web Design, Graphic Design, Digital Photography, Creative Layout and Design), or Photography. Emphasis on learning and practicing the fundamental skills of communications. A minimum of 200 hours of work is necessary for credit. Normally taken in the summer following the junior year. **Prerequisite:** ENG 421. (F)

COM 472: Laboratory Assistant in Video Production (2) The student will develop skills in all phases of video production, including producing, directing, post-production, and managing equipment. Student will assist in the video production labs, setting up equipment, capturing footage, supervising students, and cleaning the laboratory, as well as participate in various campus productions. The student will assist in the lab on video projects and assist the professor as needed. Student will submit a video project of his or her own work at the end of the semester. **Prerequisite:** COM 361, COM 411, Permission of the Instructor.

COM 499: Senior Research and Seminar (3) This course is designed to provide students with a personalized setting for the development of an integrated Omega project, as well as preparation for a career in the field of Communication Arts. An integrated Omega includes: a written research proposal, an research based studio project, an oral multimedia presentation, a fully developed career portfolio, and a comprehensive Communication Arts portfolio. Toward these goals the class will engage in individual and group discussions, present preliminary multimedia presentations, develop individualized portfolio material, and complete their research based studio project. Classes will incorporate outside professionals to assist students with career preparation within their chosen Omega project. Specific deadlines will be given for individual elements. This course also encompasses an overview of careers within the field of communications arts and the opportunities available for students graduating with a communication arts degree. **Prerequisite:** COM 451, senior status and permission of the Division Chair. (S)

CRIMINAL JUSTICE (CRI)

CRI 221: Introduction to Criminal Justice (3) A study of the Criminal Justice System in the United States including the police, the criminal and juvenile court systems, prisons, and correctional facilities. (F S)

CRI 265: Statistics for the Social Sciences (3) An introduction to the statistical tools required to analyze problems in business and the social sciences. Descriptive statistics, basic concepts of probability, statistical inference, confidence intervals, hypothesis testing, survey sampling methods, analysis of variance and linear regression are among the topics covered. **Prerequisite:** SSC 105 or higher math. (F)

CRI 301: Juvenile Delinquency (3) An examination of the causes of juvenile delinquency. Particular stress is on the influence of social institutions, peer groups, and the socialization process on the rates and kinds of delinquency found in different types of communities and social classes. **Prerequisite:** SOC 251. (F)

CRI 311: Principles of Law Enforcement (3) This course is an overview of the controlling factors influencing law enforcement strategies. Upon completion of this course, students will exhibit knowledge of the structure and function of the Criminal Justice Process and Police Operations; exhibit comprehension of the legacy, current interpretation, and application of law as the foundation of the criminal justice system; analyze the preservation of foundational concepts and citizen rights in the workings of the criminal justice system. **Prerequisite:** CRI 221. (S)

CRI 321: Deviant Behavior (3) A comparative and historical analysis of social disorganization, deviance, and social control in various cultural settings with particular attention given to the United States and other industrial societies. **Prerequisite:** SOC 251. (S)

CRI 325: Judicial Process (3) This course is an overview of the American court system. Upon completion of this course, students will exhibit knowledge of the structure and function of the criminal justice process; exhibit knowledge of the structure and function of the American court system; analyze

the legacy and current interpretation and application of the law as the foundation of the criminal justice system. *Prerequisite:* CRI 221. (TBA)

CRI 331: Criminology: Crime Theory and Criminal Behavior (3) A discussion and application of social science theories and explanations of the causes of crime, and evaluation of the role of social structure in the behavior of individuals. Upon completion of this course, students will be able to apply social science theories and explanations of the causes of crime; evaluate the role of social structure in the behavior of individuals; synthesize various sociological theories and explanations of the causes of crime; and evaluate issues relating to theories of crime in a multicultural, multiethnic, and socially stratified society. *Prerequisite:* CRI 221. (F)

CRI 341: Crisis Intervention (3) A course that introduces the student to theories and intervention strategies used with individuals experiencing emotional, psychological, and relational problems. Upon completion of this course, students will comprehend and analyze theories and intervention strategies used with individuals experiencing emotional, psychological, and relational stress. *Prerequisites:* SOC 251. (F)

CRI 380: Research Methods (3) An introduction to the techniques of social science research that includes an overview of the structure of scientific inquiry and the research methods used for analysis. *Prerequisite:* CRI 221, CRI 265. (F)

CRI 431: Corrections: Theory and Application (3) An in-depth analysis of the principles of punishment, the structure and function of the U.S. correctional system, historical development of the United States correctional process, classifications, programs, prisons, jails, probation, and parole systems. Students will evaluate problems and difficult issues in the U.S. correctional system, and synthesize logical and ethical principles and concepts through analysis of proposed solutions. *Prerequisite:* CRI 221. (S)

CRI 450: Criminal Law and Procedures (3) A study of the U.S. Constitution, codes, cases, statutes, and court decisions impacting the laws of arrest, search, seizure, admission of evidence, detention, interrogation, criminal court procedures, indictments and the criminal process. *Prerequisite:* CRI 221. (S)

CRI 451: Mediation (3) This course provides an integrated and comprehensive overview of the basic theory and skill used to practice conflict resolution in criminal justice agencies. *Prerequisite:* CRI 221. (S)

CRI 461: Comparative Criminal Justice (3) The purpose of this course is to offer students an expanded and updated look at how criminal justice is practiced around the world. The course compares and contrasts the criminal justice system in the United States with justice systems in selected countries, and introduces crime as a global problem through analysis of transnational and international crime issues. Students will apply comparative methods to analyze criminal justice systems of selected countries; evaluate major legal traditions of the world; explore an international perspective in policing, courts, and corrections; review modern dilemmas, contemporary influences, as well as possible future developments. *Prerequisite:* CRI 221. (F)

CRI 471: Criminal Justice Internship (3) A closely supervised internship to be initiated by the student and approved by the instructor. The internship may be in the area of probation, parole, correction, the courts, or enforcement. Familiarity with current related literature and written/oral presentations will be required. The supervisor will conduct periodic evaluations. *Prerequisite:* Senior status and permission of the instructor. (F Summer)

CRI 499: Senior Research Seminar (3) The capstone academic experience and a graduation requirement for all students in this discipline. Course components include a written thesis, oral presentation, and community service requirements. *Prerequisite:* CRI 380, senior status, and permission of the instructor. (S)

EDUCATION (EDU)

EDU 101: The Educated Individual (3) This course seeks to answer questions concerning philosophical, historical and contemporary definitions of the educated individual. It includes diverse perspectives from varied societal contexts, such as political, social, and economic factors. The study examines both traditional and non-traditional pathways to becoming educated. *Candidates seeking teacher licensure should begin with this course in the first year. Students who are interested in the topic are also encouraged to enroll.*

EDU 201: Foundations of Teaching/Public School (3) An introductory study of the emergence of the American school with emphasis on historical developments, organization, legal issues and social/cultural trends affecting the present goals of education, administration, structure, role of the teacher and the development of curricula. The course includes a study of school populations emphasizing cultural diversity and identification of exceptional children. School observations are required. Candidates seeking licensure should begin with this course in the sophomore year.

EDU 302: Introduction to Reading Theory and Instruction (3) A course designed to prepare teachers to teach reading and to understand the major theories of literacy. The focus is on the developmental nature of language and reading, beginning diagnosis of individual differences, evaluating reading behavior, setting goals and objectives, developing instructional strategies, and using resources for reading instruction. Competencies are based on state and national standards.

EDU 305: Strategies for Teaching Mathematics and Science K-6 (3) A study of the strategies for improving student learning in math and science based on state and national math and science standards and initiatives.

EDU 321: Educational Psychology (3) A study of the psychological principles and theories applied to teaching and learning in the educational setting. The course stresses learning theory, measurement, evaluation, student and teacher behavior, individual differences and motivation including identification and educational management of exceptional children and youth. Candidates will complete a field placement of ten hours in the public schools.

EDU 351: Literature for Children (3) Study of the literature and non-print media available for children, emphasizing genres, criteria for selection and evaluation, and appropriate classroom techniques. Special emphasis will be given to materials appropriate for integration into specialty areas as well as on materials appropriate for multicultural and exceptional education.

EDU 361: Education of Culturally Diverse/Exceptional Populations (3) A study of various multicultural and exceptional populations of schooling, their identifying characteristics, and educational implications including appropriate curriculum and instruction. The course will deal with class, ethnicity and race, gender, religion, language, age and exceptionality. Candidates will complete a field placement of ten hours in a public school with a diverse population.

EDU 371: Field Experience and Seminar (2) An individually planned and approved observational and participatory placement in the school setting. Students will spend a minimum of 30 hours in the

selected school setting and participate in a weekly seminar on topics of immediate professional interest. *Prerequisite:* Admission to the Teacher Education Program or permission of the Division Chair.

EDU 381: Computer/Media Applications in Education (3) Computer/media skills and applications essential for teaching in public schools. Students will critique and plan lessons using computer programs appropriate for their areas of licensure, master workings of audiovisual equipment, and create print and non-print media for classroom use. The technology portfolio, based on NCSDPI and ITSE competencies, is required. *Prerequisite:* CIS 104.

EDU 384: Art for the Elementary School (2) A study designed to provide the knowledge and skills of the basic media of visual art and to instill confidence and release the creative spirit necessary to integrate visual art across the curriculum.

EDU 385: Music for the Elementary School (2) A study of teaching the three major areas of music; the development of creativity; the knowledge and skills relating to music; and the appreciation and enjoyment of music.

EDU 401: Modes of Inquiry (3) A study of the various models of research related to the classroom. This course focuses on methods and utilization of research as well as critical evaluation of published studies. *Prerequisite:* Admission to the Teacher Education Program or permission of the Division Chair.

EDU 413: Content Area Reading (2) A study of the theories and strategies for developing improved reading and study skills for use in teaching all content areas. The course emphasizes selecting, developing and adapting appropriate reading materials and methods for classroom use. Lesson planning will stress techniques for individualization of learning. *Prerequisite:* Admission to the Teacher Education Program or permission of the Division Chair.

EDU 415: Integrating Movement Across the Curriculum, K-12 (2) A course focusing on the principles and philosophies of improvisation and creative movement as a tool for developing choreography, designing curricula, as well as teaching academic courses via movement education and expression. Emphasis will be placed on academic and arts integration.

EDU 421: Materials/Methods for Teaching Physical Education, K-6 (2) A study of the teaching of elementary games on the K-6 level. The study of cooperative games and play will be stressed. Candidates will complete a field placement in the public schools.

EDU 422: Materials/Methods for Teaching Physical Education 6-9 (2) A study of teaching physical education with an emphasis on games and age appropriate activities. Candidates will complete a field placement in the public schools.

EDU 423: Materials/Methods for Teaching Physical Education, 9-12 (2) A study of teaching individual and team sports with an emphasis on lifetime activities and cooperative teamwork skills. Candidates will complete a field placement in the public schools.

EDU 431: Materials/Methods for Teaching Theatre Arts, K-6 (2) A study of the teaching of drama and theatre on the K-6 grade levels. The study of growth and expression through creative dramatics will be stressed. Candidates will complete a field placement in the public schools.

EDU 432: Materials/Methods for Teaching Theatre Arts, 6-9 (2) A study of the teaching of drama and theatre on the 6-9 grade levels. The study of growth and expression through creative

dramatics, oral interpretation, and readers' theatre will be stressed. Candidates will complete a field placement in the public schools.

EDU 433: Materials/Methods for Teaching Theatre Arts, 9-12 (2) A study of the teaching of drama and theatre on the 9-12 grade levels. A study of the use of oral interpretation and readers theatre will continue, along with skills connected with production of one-act and full-length plays. Candidates complete a field placement in the public schools.

EDU 441: Materials/Methods for Teaching Language Arts, K-6 (2) A study of the content, resources, strategies, attitudes, and research methods of teaching English language arts in the elementary school. Emphasis is placed on integrating skills, themes, and content (reading, writing, speaking, listening, viewing) across the curriculum to enhance higher level thinking skills.

EDU 442: Materials/Methods for Teaching Reading, K-6 (2) A study of the content, resources, strategies, attitudes, and research methods of teaching reading in the elementary school. Emphasis is placed on an eclectic approach, integrating reading throughout the curriculum, authentic assessment, and strategies for meeting special needs. Competencies are based on state and national standards.

EDU 443: Materials/Methods for Teaching Social Studies, K-6 (2) A study of the content, resources, strategies, attitudes and research methods for teaching social studies in the elementary school. Emphasis is placed on teaching citizenship, roles in society and families, geographic concepts, and various world regions. Competencies are based on state and national standards.

EDU 444: Materials/Methods for Teaching Mathematics, K-6 (2) A study of the content, resources, strategies, attitudes and research methods for teaching mathematics in the elementary school. Emphasis is placed on use of manipulatives, calculators, and computers. Competencies are based on state and national standards.

EDU 445: Materials/Methods for Teaching Science, K-6 (2) A study of the content, resources, strategies, attitudes, and research methods for teaching science in the elementary school. Emphasis is placed on process and inquiry methodology. Competencies are based on state and national standards.

EDU 451: Foundations of American Education (3) A study of the historical, social, religious, and philosophical foundations of American education emphasizing major trends/issues. *Prerequisites:* Admission to the Teacher Education Program or permission of the Program Coordinator.

EDU 473: Field Experience in the Elementary School/Seminar (2) An individually planned and approved observational and participatory placement in the school setting. The candidate will spend approximately 150 hours in the public schools and participate in a weekly seminar on topics of immediate professional interest. *Prerequisite:* Admission to the Teacher Education Program or permission of the Program Coordinator.

EDU 491: Directed Teaching and Seminar (3-12) A cooperatively planned student teaching experience that allows candidates to gain practical experience in the classroom. Special subject area Teacher Licensure candidates pursuing K-12 Licensure in Theatre Arts Education will experience at least ten (10) weeks of student teaching at the appropriate grade level and in the appropriate discipline. Elementary Teacher K-6 Licensure candidates and K-12 Licensure candidates in Physical Education will experience at least fifteen (15) weeks of student teaching at the appropriate grade levels and in the appropriate disciplines. Weekly seminars encourage the developing professional in the final, formal integration of theoretical and practical knowledge gained through the Teacher Education Program. An additional abbreviated student teaching experience of at least 5 weeks will be required for each additional license sought. The initial ten (10) to fifteen (15) week student teaching

experience will carry six (6) to twelve (12) semester hours of credit while the additional five-week experience will carry three semester hours of credit. *Prerequisite:* Permission of the Division Chair and approval of the Teacher Education Committee. Student teaching placement is not guaranteed, but is contingent upon successful completion of all coursework and field experiences, as well as satisfactory progress on dispositions. The Director of Teacher Licensure makes the ultimate decision as to whether or not a candidate can student teach, based on coursework, dispositions, and field experiences.

EDU 495: Focused Studies in Education and Seminar (3-12) A cooperatively planned experience in an alternative setting, not a classroom. This experience will allow the student to gain practical experience in an alternative setting such as a daycare or YMCA program. Students will need to experience at least ten (10) weeks of a directed program. This alternative setting will be established by the Coordinator of Elementary Education, the Chair of the Division of Education and Physical Education, the College Supervisor and the student. The College Supervisor or alternate designee will continue to mentor the student by supervising the Focused Study in Education Program. The student will not be eligible for North Carolina Teacher Licensure or for a Teaching Certificate in any other state. The fifteen (15) weeks of experience will carry twelve (12) credit hours. *Prerequisite:* Permission of the Program Coordinator and approval of the Teacher Education Committee.

EDU 499: Senior Research Seminar for Education Majors (3) selected topics approved by education faculty and related to each student's chosen teaching field. Educational community service, oral presentation, and written thesis based on qualitative research methods required. *Prerequisite:* senior status or permission of the Program Coordinator.

ENGLISH (ENG)

ENG 213: Technical Writing (3) Communications skills for business and the professions. A workshop approach covering such topics as memoranda, abstracts, technical instructions, proposals, and reports. *Prerequisite:* Grade of C or better in RHE 102 or permission of the Division Chair. (F)

ENG 231 Advanced Research Techniques and Composition (3) Development of advanced research skills in a variety of disciplines and formats. Emphasis on the research, planning and execution of an extensive writing project. *Prerequisite:* RHE 102. (S)

ENG 241: Advanced Grammar/Linguistics (3) A study of the syntax of English as described by traditional grammarians, with some attention to linguistics and other grammars. *Prerequisite:* RHE 102.

ENG 301: Creative Writing (3) Techniques of short story writing with five major writing projects carefully written and revised by the student. Assigned readings serve as models for various techniques. *Prerequisite:* A grade of B or better in RHE 102 or permission of the Division Chair.

ENG 351: Peer Tutoring in Writing (1-3) A review of the fundamental principles of composition and revision, the issues and practices involved in tutoring undergraduates on various kinds of writing projects, and the nature and function of a college writing center. The course is designed to prepare the student for possible tutoring duties at the Lees-McRae College Writing Center, where the course culminates in practical training. *Prerequisite:* Permission of the instructor.

ENG 421: Journalism (3) A course designed to teach in a workshop atmosphere the fundamentals of journalism. Assessing and writing news stories, news features, interviews, and feature articles for

newspaper, radio, and television. Some attention to journalistic layout and design and to the ethics of journalism. *Prerequisite:* Any literature course at the 200 level. (S)

ENG 450: History of the English Language (3) Structure and development of English from its Indo-European beginnings to the present. Some emphasis on the study of dialects and American English as a unique language. *Prerequisite:* Any literature course at the 200 level.

ENG 499: Senior Seminar for English/Humanities Majors (1) Selected topics in literature and/or composition as determined by the English faculty. Oral presentation and written thesis required. *Prerequisite:* Senior status and permission of the Division Chair.

GREEK (GRK)

GRK 201: Introduction to Biblical Greek I (3) Knowledge of the Greek language is a necessary foundation for effective interpretation of the New Testament. This is the first of a two semester series of courses designed to introduce students to the study of biblical Greek. For a comprehensive introduction to biblical Greek, students are encouraged to take both courses. *Prerequisite:* RHE 102. (on demand)

GRK 202: Introduction to Biblical Greek II (3) This course builds on Introduction to Biblical Greek I by extending the student's knowledge of Greek grammar and syntax. During the semester, students continue to build their Greek vocabulary and to improve their ability to read and translate the Greek New Testament. *Prerequisite:* GRK 201 or Permission of Instructor. (on demand)

GRK 301: Intermediate Biblical Greek (3) This course builds on the first year of Introduction to Biblical Greek by extending the students knowledge of Greek grammar and syntax. During the semester, students continue to build their Greek vocabulary and to improve their reading ability in the Greek New Testament. *Prerequisite:* GRK 202 or Permission of the Instructor. (on demand)

HISTORY (HIS)

HIS 115: Foundations of World Civilizations (3) A survey of world civilizations with an emphasis on the events and thoughts that have brought about the contemporary world and the conflicts within it. (F S)

HIS 120: United States History (3) A survey of the major themes in American history from the settlement of the colonies to the development of the federal system and the emergence of the United States as a world power. (F S)

HIS 260: Problems in U.S. History I: American Revolution to Reconstruction (3) This course examines major problems in the history of the United States and in the writing of that history from the colonial period through reconstruction. Pre-requisite: HIS 120 and RHE 102. (F Even)

HIS 265: Problems in U.S. History II: Gilded Age to Present (3) This course examines major problems in the history of the United States and in the writing of that history from the 1870s to the present. Pre-requisite: HIS 120 and RHE 102. (S Odd)

HIS 271: Christianity in History and Tradition (3) A study of selected conflicts and movements within Christianity, with special focus on the critical early centuries of its development. *Prerequisite:* RHE 102. (F Odd)

HIS 275: Europe in Transition: Renaissance to the Enlightenment (3) A study of European political, intellectual, social and economic history from the late Medieval period to the Enlightenment. *Prerequisite:* RHE 102. (F Odd)

HIS 280: Modern Europe: French Revolution to the Present (3) A study of European political, intellectual, economic, and social history from the French Revolution to the present. (S Even)

HIS 291: Historiography and Historical Research (3) The course explores the foundations of history as an academic discipline and acquaints the student with the basic skills necessary for undertaking historical research. *Prerequisite:* RHE 102. (S)

HIS 310: History of the Southern Appalachian Region (3) A survey of the history of the southern Appalachian region from the period of exploration and settlement to the present.

HIS 315: History of the South (3) An examination of the development of America's major regional subculture, including significant trends in its social, intellectual, economic, and political evolution from the seventeenth century to the present. *Prerequisite:* RHE 102.

HIS 320: America at War: World War II (3) An examination of World War II, 1939-1945, with an emphasis on the causes, the conduct, the nature of global and total war, and the emergence of the post-war world. *Prerequisite:* RHE 102.

HIS 324: America at War: Korea and Vietnam (3) A course examining the Korean and Vietnam wars, concentrating on the United States and its adjustment to leadership of the western coalition in Cold War confrontations with the Soviet Union, Communist China, North Korea, and North Vietnam. *Prerequisite:* RHE 102.

HIS 350: Ancient History (3) A topical survey of the ancient world with emphasis on the civilizations of the Near East, Greece, and Rome. *Prerequisite:* RHE 102.

HIS 361: History of Asia (3) An introduction to South and East Asia with special emphasis on India, China and Japan. *Prerequisite:* RHE 102.

HIS 363: Medieval Europe (3) An examination of medieval Europe from the collapse of the Roman Empire to the Reformation. *Prerequisite:* RHE 102.

HIS 380: History of Russia and the Soviet Union (3) A survey of the history of Russia from the beginning of the Russian state through dissolution of the Soviet Union. *Prerequisite:* RHE 102.

HIS 385: History of Latin America (3) A survey of the history of Latin America from the pre-colonial period to the present. *Prerequisite:* RHE 102.

HIS 390: History of the Modern Middle East (3) A survey of the rise and spread of Islam, the influence and impact of the Ottoman Empire, European imperialism in the Middle East, and contemporary political developments. *Prerequisite:* RHE 102.

HIS 395: History of Globalization (3) An examination of the integration of the world economy and the benefits and challenges associated with it. *Prerequisite:* RHE 102.

HIS 410: History of England (3) A survey of the development of the Isles from the ancient period to the present. *Prerequisite:* RHE 102.

HIS 420: American Diplomacy (3) An advanced study of the history and historiography of American diplomacy, which includes a substantial research component. Pre-requisite: HIS 291 or approval of instructor.

HIS 499: Senior Research Seminar (3) Required for History majors; topics will be determined by the faculty and student during the senior year. An oral presentation and written thesis will be required. *Prerequisite:* RHE 102 and permission of Division Chair. (S)

HONORS (HON)

HON 291: Honors Seminar (3) An honors course for students of strong academic ability. A writing-intensive, interdisciplinary course designed to develop students' ability to read critically and to think, speak, and write analytically. Weekly papers and class discussions. Successful completion of HON 291 meets the RHE 101 Core Curriculum Requirement. *Prerequisite:* Open to freshmen who have been accepted into the honors program and to upper-class students with permission of the Provost. (F)

HON 292: Great Books (Honors) (3) A team-taught course involving studies of selected great books. Reading selections will be books from the liberal arts and sciences which yield an important understanding

INTERDISCIPLINARY STUDIES (IDS)

IDS 360: Study Abroad (3) This avenue provides opportunities for students to obtain academic credit through study in other countries.

IDS 499: Senior Research for Interdisciplinary Studies Majors (1) The capstone academic experience, and a graduation requirement for all students. Topics will be determined in consultation with the student's advisor. Required components include a written thesis, oral presentation, and service project. *Prerequisite:* Senior status and permission of the appropriate Division Chair.

LITERATURE (LIT)

LIT 220: British Literature: Major Authors (3) A careful study of selected works of major British authors from the middle ages to the modern era. *Prerequisite:* RHE 101. (F S)

LIT 230: American Literature: Major Authors (3) Students will become familiar with the major authors and works in American literature and will be able to critically discuss the works in spoken and written discourse. *Prerequisite:* RHE 101. (F S)

LIT 240: World Literature: Major Authors (3) Students will become familiar with the major authors and works in the literature of authors from outside the United States and Britain. *Prerequisite:* RHE 101. (F)

LIT 320: Shakespeare (3) A study of representative comedies, tragedies, histories, and sonnets by Shakespeare. *Prerequisite:* Any literature course at the 200 level. (S Even)

LIT 331: Appalachian Literature (3) A course designed to introduce students to the literature by and about the Southern mountaineer. Some attention to the region's unique culture, speech, and

music. Emphasis upon the works of Still, Arnow, Caudill, Wolfe, Fox, Dykeman, Kephart, Stuart and others. Written and oral reports required. *Prerequisite:* Any literature course at the 200 level.

LIT 335: African American Literature (3) Students will develop an understanding of the development of writing by African- Americans in the United States from the Colonial period to the present day. Students will be able to contextualize this writing historically, socially, and artistically and will be able to participate in the spoken and written critical discourse of literary studies surrounding these works. Assessment will include the evaluation of spoken and written discourse. *Prerequisite:* Any literature course at the 200 level.

LIT 340: Contemporary World Literature (3) Student will have an understanding and appreciation of contemporary non-western literatures in translation including canonical works, works emerging on the literary scene, and those considered non-canonical. Students will be able to participate in the spoken and written critical discourse of literary studies surrounding these works. Assessment will include the evaluation of spoken and written discourse. *Prerequisite:* Any literature course at the 200 level.

LIT 342: Introduction to Literary Theory (3) Students will gain an understanding of the major theoretical and critical schools of thought in the study of literature from the classical era through the present and will be able to apply these theoretical frameworks to a variety of literatures. *Prerequisite:* Any literature course at the 200 level.

LIT 343: Women in Literature (3) Students will have an understanding of the role gender plays in the creation and interpretation of texts from the classical era to the present and will become familiar with the works of canonical, non-canonical, and emerging women writers, western and non-western. Students will be able to participate in the spoken and written critical discourse of literary studies surrounding these works. *Prerequisite:* Any literature course at the 200 level. (F Even)

LIT 345: Comparative Mythology (3) A course designed to enable the student to recognize and understand literary allusions by learning about myths of major world cultures. Emphasis on Greek and Roman mythology and the classical epics: The Iliad, The Odyssey, and The Aeneid. *Prerequisite:* Any literature course at the 200 level.

LIT 420: Medieval British Literature (3) English literature of the Middle Ages and its background, studied partly in modern translation. Middle English forms such as the romance, satire, lyric, ballad, and drama. Particular emphasis on Chaucer and Malory. *Prerequisite:* Any literature course at the 200 level.

LIT 421: Renaissance British Literature (3) A study of the major works of the English Renaissance excluding Shakespeare. Works include the sonnet sequences The Faerie Queene and selected works of Spenser; Dr. Faustus; selected poems of John Donne; Volpone; Paradise Lost, Samson Agonistes and selected poems of Milton; and representative works of other authors. *Prerequisite:* Any literature course at the 200 level.

LIT 422: Restoration and 18th Century British Literature (3) The chief English writers from 1660 to 1800, with special emphasis on Dr. Johnson and his circle. Political, social, and intellectual background, including literary theory and criticism. Prose, poetry, and drama. *Prerequisite:* Any literature course at the 200 level.

LIT 423: Nineteenth Century British Literature (3) An in-depth study of the English Romantic and Victorian periods. Emphasis on Burns, Blake, Wordsworth, Coleridge, Byron, Shelley, Keats,

Tennyson, Browning, Arnold, and other selected authors. *Prerequisite:* Any literature course at the 200 level.

LIT 430: Colonial and Revolutionary American Literature (3) Students will develop and in-depth and sophisticated understanding of canonical and non-canonical American writing and its social, cultural, and historical contexts from the period of European colonization through the US revolutionary era. Students will be able to participate in the spoken and written critical discourse of literary studies surrounding these works. Assessment will include the evaluation of spoken and written discourse. *Prerequisite:* Any literature course at the 200 level.

LIT 435: 19th Century American Literature (3) Students will have a sophisticated and in-depth understanding of canonical and non-canonical Romantic and Realistic works and will be able to contextualize the works within a century of extreme social, political and economic change. Students will be able to participate in the spoken and written critical discourse of literary studies surrounding these works. Assessment will include the evaluation of spoken and written discourse. *Prerequisite:* Any literature course at the 200 level.

LIT 450: Modernist Literature (3) Students will have a sophisticated and in-depth understanding of representative works of British and American Literature from 1900 to 1940. Students will be able to participate in the spoken and written critical discourse of literary studies surrounding these works. Assessment will include the evaluation of spoken and written discourse. *Prerequisite:* Any literature course at the 200 level.

LIT 451: Postmodern Literature (3) Students will have a sophisticated and in-depth understanding of representative works of British and American Literature from World War II to the present day. Students will be able to participate in the spoken and written critical discourse of literary studies surrounding these works. Assessment will include the evaluation of spoken and written discourse. *Prerequisite:* Any literature course at the 200 level.

LIT 461: The Art of Biblical Narrative (3) The course focuses on an analysis of plot, characterization, and rhetorical strategies of select Biblical passages. *Prerequisites:* REL 114, *Prerequisite:* Any literature course at the 200 level.

MATHEMATICS (MAT)

MAT 111 College Mathematics with Applications (3) Fundamentals of algebra, systems of linear equations, mathematics of finance, combinatorics, set theory, probability, and statistics. *Prerequisite:* SSC 105 or placement as determined by high school mathematics background, SAT/ ACT scores, and a math placement test. (F S)

MAT 112 College Algebra (3) Algebraic expressions, performing algebraic operations, solving equations, formulas, and inequalities. The following topics are also covered: Linear and quadratic functions, their graphs and applications; exponential and logarithmic functions and their applications; and trigonometry and its applications. *Prerequisite:* SSC 105 or placement as determined by high school mathematics background, SAT/ACT scores, and a math placement test. (F S)

MAT 116 Precalculus (4) Scientific graphic calculators will be used to study concepts, properties, graphs, and applications of the following functions: Linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric. *Prerequisite:* Successful completion of SSC 105 or placement by the College. (S)

MAT 117 Calculus I (4) The first semester of a three-semester sequence in Calculus. Topics include limits, continuity and the derivative. The course will make extensive use of Maple software as a tool for problem solving of real world applications. *Prerequisite:* MAT 116 or placement by the College. (F)

MAT 130 Plane and Solid Analytic Geometry (3) Topics include lines, conic sections, polar coordinates, graphing, surfaces, and vectors. *Prerequisite:* MAT 116 or MAT 117.

MAT 150 Logic and Boolean Algebra (3) This course will provide students in the computer information major and other science majors with a basic introductory knowledge of these reasoning tools concerning formal systems, which are the structures underlying a language. The basic structures and concepts of a formal system include the formation of statements, a selected small set of beginning axioms, a set of deductive rules, and how to use these deductive rules to deduce valid conclusions, both syntactic and semantic aspects of a language, and how to test a given statement as being true or false. In order to understand the algebraic structures of a formal system, naive set theory with Venn diagrams, Boolean algebra, and elementary graph theory with applications will also be studied.

MAT 215 Statistics (3) An introductory study of descriptive and inferential statistics to include organization and presentation of data, probability, distributions, hypothesis testing, estimation, regression and analysis of variance. *Prerequisite:* MAT 112 or higher level math course. (F S)

MAT 220 Calculus II (5) The second semester of the Calculus sequence. Topics include the antiderivative, indefinite and definite integral, the Fundamental Theorem of Calculus. Applications, approximations and error will be thoroughly discussed. Maple software will be the software utilized. *Prerequisite:* MAT 117. (S)

MAT 227 Calculus III (5) The culminating course of the Calculus sequence. Topics will include methods of integration, an introduction to differential equations, sequences, series and functions of several variables. Short Maple software programs will be written to aid in computation. *Prerequisite:* MAT 220. (F)

MAT 241 Geometry (3) Study of Euclidean geometry emphasizing geometric ideas and proofs. Topics include finite geometries, geometric transformations, convexity, geometry of the polygon and circle, constructions, and the study of one non-Euclidean geometry.

MAT 250 Introduction to Proofs and Set Theory (3) An introduction to formal proof techniques and set theory, emphasizing mathematical reasoning and methods. *Prerequisite:* MAT 117.

MAT 301 Linear Algebra (3) Topics include systems of linear equations, matrices, determinants, Euclidean vector spaces and linear transformations. Problem solving utilizing programming of small routines using Matlab software. *Prerequisite:* MAT 227. *Co-requisite:* MAT 329.

MAT 311 Modern Algebra (3) Topics to be studied include equivalence relationships; groups, subgroups, normal subgroups, quotient groups; rings, subrings, ideals, quotient rings; rings of integers; fields of rational, real and complex numbers; and polynomial rings. *Prerequisite:* MAT 227. (F Odd)

MAT 329 Differential Equations (3) Introductory course in ordinary differential equations. Topics include classification and application of ODE's; systems of ODE's; numerical and exact solutions; series and convergence tests. Matlab and Maple will be used to facilitate interesting problem solving. *Prerequisite:* MAT 227. *Co-requisite:* MAT 301

MAT 342 Complex Variables (3) Topics include the complex number system, Cauchy-Riemann conditions, analytic functions including linear fractional transformations, roots, exponential, Log, trigonometric and hyperbolic functions of a complex variable; complex integration and line integrals, Cauchy's theorem, Cauchy representation, conformal mapping, Taylor and Laurent Series expansions; the calculus of residues and various applications. *Prerequisite:* MAT 227.

MAT 345 Logic and Complexity (3) Topics include mathematical foundations, Boolean algebras, propositional (formal) logic, and mathematics in bases other than ten, in particular binary and hexadecimal. A significant portion of this course should deal with the issues of programming complexity, perhaps in the context of Turing machines or something else relatively tractable. *Prerequisite:* MAT 227.

MAT 360 History of Mathematics (3) A study of the historical development of mathematics and those who made significant contributions. *Prerequisite:* MAT 220, or by permission of the instructor.

MAT 420 Numerical Methods (4) This is a follow-up to the Linear Algebra / Differential Equations pairing. Topics will include methods for finding numerical solutions of transcendental and differential equations, including finite methods, as well as matrix decomposition, sparse matrices, and the effects of these on matrix computations. Maple and Matlab software will be used in this course. *Prerequisite:* MAT 301, MAT 329.

MAT 450 Advanced Calculus (3) Advanced study of materials from the Calculus. Emphasis is on theorems and proofs. Topics include: the real numbering system; continuous, inverse and implicit functions; the Law of the Mean; functions of several variables and an introduction to partial differential equations. *Prerequisite:* MAT 227.

MAT 499 Senior Seminar (1) Mathematical topics of current interest will be studied. Oral and written presentations will be required. *Prerequisite:* Senior status and permission of the instructor.

PERFORMING ARTS STUDIES

PAS 100 Movement for the Stage (1) A basic movement course designed to introduce and explore the beginning techniques, styles and study of movement for the stage performer, in particular, the actor and vocalist. This course is also recommended for directors and choreographers who desire supplementary study in acquiring techniques for working with the stage performer. (F)

PAS 101, 201, 301, 401 Dance Technique: Tap and Jazz (1) A basic technique course designed to introduce and explore the beginning levels, styles, and study of tap and jazz dance needed for work in the performing arts field. Dancewear required. Open to non-majors(F)

PAS 102, 202, 302, 402 Dance Technique: Ballet and Modern (1) A basic technique course designed to introduce and explore the beginning levels, styles, and study of ballet and modern dance needed for work in the performing arts field. Dancewear required. Open to non-majors.(S)

PAS 103 Social Dance (1) The study of social, folk and ballroom styles of dance. Open to non-majors. (S)

PAS 105 Auditioning (2) The student will explore basic auditioning techniques, including appropriate monologue, song, and movement choices. Emphasis will be given to the 60-and/or 90-second audition package in preparation for future auditions for professional, educational, community, and/or theatre for youth companies. Stage movement and/or dance techniques, voice, diction, picture/resume, and appropriate dress for auditions will also be included. (F)

PAS 107, 108, 208, 208, 307, 308, 407, 408 Music Theatre and Church Performance [Highlanders] (1) Designed to teach dance, music, and vocal skills for performance venues, including churches, community events, schools, and tours New musical material and choreography is introduced each semester. Classes must be taken in numerical sequence. Audition and travel required. *Prerequisites:* Audition and permission of the instructor. (F S)

PAS 113 Fundamentals of Music (3) An introduction to the basic elements of music through a multi-key piano approach. Course of study will include rudimentary aspects of melody, harmony, and rhythm - written and realized - at the keyboard. (F S)

PAS 115 Basic Piano (1) The student will study specific piano techniques which apply to personal needs for growth. New musical literature will be introduced. *Prerequisite:* PAS 113 or permission of the instructor. Course fee required. (F S)

PAS 116, 117, 216, 217, 316, 317, 416, 417 Private Voice (1) (one half hour lesson) Individual instruction in the literature and techniques of vocal performance. Students will study specific vocal techniques which apply to personal needs for growth. *Prerequisite:* PAS 118/119 Class Voice/ permission of the instructor and audition. Course fee required (F S)

PAS 118, 119, 218, 219 Class Voice (1) Class instruction in the fundamentals of vocal training through solo and class singing of specific vocal exercises, art songs, musical theatre pieces, and folk songs. No previous vocal training is required, but students should be interested in singing and have pitch matching ability. Can be used to help students prepare for auditions into the Private Voice courses and the Performance Competency. (F S)

PAS 123 Theatre Practicum (1) Participation in a theatrical production with an emphasis on performance and/ or technical skills. The student will be challenged by different literature and specialized technical and production needs brought about by selected dramatic productions. (F S)

PAS 131, 231, 331, 431 Ballet Studies (1) A technique course designed to explore intermediate to advanced levels in the study of ballet. May be taken 4 times for credit. Dancewear required. *Prerequisite:* PAS 100, PAS 101, and permission of instructor. (F)

PAS 133 Principles of Acting (3) Designed to introduce the student to the skills of acting: improvisation, stage movement, vocal training, character analysis and scene work. Laboratory work required. (F)

PAS 141, 241, 341, 441 Tap Studies (1) A technique course designed to explore intermediate to advanced levels in the study of tap dance. May be taken 4 times for credit. Tap shoes required. *Prerequisite:* PAS100, PAS 101, and permission of instructor. (F)

PAS 143 Stagecraft (3) An introduction to basic skills in technical theatre, including scene design, props, construction, and lighting techniques. Laboratory hours required. (F S)

PAS 151, 251, 351, 451 Modern Studies (1) A technique course designed to explore intermediate to advanced levels in the study of modern dance. May be taken 4 times for credit. Dancewear required. *Prerequisite:* PAS 100, PAS 101, and permission of instructor. (S)

PAS 161, 261, 361, 461 Jazz Studies (1) A technique course designed to explore intermediate to advanced levels in the study of jazz dance. May be taken 4 times for credit. Dancewear required. *Prerequisite:* PAS 100, PAS 101, and permission of instructor. (S)

PAS 206 Appreciation of Modern Performing Arts (3) A course designed to help the student learn to appreciate the historical and theatrical aspects of modern Performing Arts. In addition, the student

will be exposed to a variety of live performances and learn to be a discerning consumer of Performing Arts. No stage performance required. Group activities may be required. (F S)

PAS 213 Music Analysis (3) The study of melody, harmony, rhythm, traditional, and popular. Focus of study is on the development of analytical, aural, sight-singing, and written skills. Learning to hear, analyze and interpret rhythm and meter will be explored for choreographic purposes. *Prerequisite:* PAS 113 or permission of the instructor. (S)

PAS 215 Piano (1) Individual or class instruction in the literature and techniques of piano performance. Students will study specific piano techniques which apply to personal needs for growth. New musical literature will be introduced. Course fee required. *Prerequisite:* PAS 115. (F S)

PAS 223 Theatre Practicum (1) A continuation of PAS 123. The student will be challenged by different literature and specialized technical and production needs brought about by selected dramatic productions. *Prerequisite:* PAS 123. (F S)

PAS 224 Sight Singing and Ear Training (2) An introduction to the basic elements of sight singing and music reading. Note reading, rhythm, key signatures, and melodic structure will be covered. The course is designed to prepare students to be able to sing songs in a variety of keys and rhythms with and without the aid of an accompanist. (S)

PAS 233 Intermediate Acting (3) Designed to further the student's knowledge of acting theory using character analysis, and scene work. Final scenes will be presented at the end of the course. Laboratory work required. *Prerequisite:* PAS 133. (S)

PAS 234 Diction for the Performing Artist (2) An introduction to diction for the singer and actor. Emphasis is on vocal expression, articulation, volume, dialect, and phonetics. (F Odd)

PAS 244 Principles of Design (3) This course will introduce students to the visual design process which could be used in theatre, architecture, film, and/or fashion design. Design elements will be explored including form, style, composition, line, shade, tone and quality. Students will discover multiple mediums (watercolors, gouache, chalk pastels, oil pastels, colored pencils, etc.) and their uses within the design process. Students will also learn the importance of visual research as it relates to a specific concept. Course fee required (F)

PAS 253 Career Management in Performing Arts (2) A course designed to study and explore various aspects of life and career management within the fields of Performing Arts and related disciplines. A personal portfolio will be realized. (S Even)

PAS 254 Make-up (2) An introduction to research, design, and execution of make-up, including materials, application of straight, character, age and special effects make-up. Laboratory work required. Course fee required (S)

PAS 272 Script Analysis (2) Script Analysis provides students with the tools to read and interpret scripts from a variety of perspectives with a focus upon implications for production. Students will read different types and styles of plays for character, plot, theme, action, and physical production requirements. Skills learned will also be applied to analyzing choreographic works and technical theatre components of performance from a variety of viewpoints. (S)

PAS 305 Creative and Critical Thinking (2) The course is designed to challenge and enhance creative and critical thinking skills across the disciplines. Emphasis will be placed on the creative development and critical analysis of both documented and original works. Theories in communication, psychology, education, sociology, spirituality and the arts will be explored as to gain insight into self as reflective and creative thinker. (S Odd)

PAS 320 Musical Theatre Repertoire I (2) The student will explore, research, and perform the musical theatre repertoire/literature beginning with early 1900s through the 1950s. Individual and group/ensemble performance is required. *Prerequisite:* Admission to BFA candidacy. (S)

PAS 332 Dialects & Accents (2) The student will explore and research the various dialects/accents most used in performing arts literature. These may include, but are not limited to, Standard British, Cockney, German, French, Irish, and New York Brooklyn, and American Southern. Dialect/accent exercises will be used as well as film, TV, DVDs, and CDs to better prepare the student for roles requiring dialect/accent. The IPA (International Phonetic Alphabet) will be used to aid the student with proper pronunciation of these as well. Performance and/group work will be required.

PAS 333 Acting in Musical Theatre (3) A study of the specialized skills of acting in the musical theatre. Scene work and laboratory work required. *Prerequisite:* PAS 133. (S Odd)

PAS 335 Performance of Literature (2) This course explores how performance can be used as a way of both understanding and communicating literature. Students will develop skills in critical reading, performing, writing, listening, and analysis of performance as they study the communicative power of literary texts. Laboratory work required. (F)

PAS 344 Costuming (3) An introduction to the mechanics of costume research, design and execution, including fabrics, sewing techniques, and resources. Laboratory work required. Course fee required (S)

PAS 345 Basic Lighting (3) An introduction to stage lighting, including an introduction to basic electricity, instrumentation, computer, control, color theory, and the beginnings of lighting design. This course includes practical applications of designing and lighting a produced piece. Laboratory work required. Course fee required (F)

PAS 353 Stage Management (3) Methods and techniques of stage management, from simple dramatic shows to complex multi-scene productions in a variety of venues. This course includes stage managing a production. *Prerequisite:* Performing Arts major declared and PAS 244. (S)

PAS 363 History/Theory of Drama/Theatre (3) The chief playwrights, plays, and stage developments from ancient Greece to the present. Analysis of selected representative plays. *Prerequisite:* Any course in British or American literature at the 200 level or LIT 240. (S Even)

PAS 364 History/Theory of Musical Drama/Theatre (3) The history of the musical theatre, which includes a representative reading and listening list. Film and live musical production attendance will be required. (S Odd)

PAS 372 Stage Combat (2) Students are instructed in Unarmed Combat, Single Sword, and Sword and Dagger techniques. Students have the opportunity to test for Basic Actor Combatant Certification with Fight Directors from Canada.

PAS 374 Directing I (3) An introduction to directing techniques for the theatre, including blocking, character development, and production. Scene work required. Laboratory work required. *Prerequisite:* PAS 233. (F)

PAS 381 Dance/Choreography for the Theatre (2) A study of basic dance and choreographic techniques used in theatrical works. Performance may be required. Dancewear required. *Prerequisite:* PAS 101, PAS 131, PAS 151, and PAS 161, or permission of the instructor. (F Even)

PAS 420 Musical Theatre Repertoire II (2) The student will explore, research, and perform the musical theatre repertoire/literature beginning with early 1960s until present. Individual and group/ensemble performance is required. *Prerequisite:* PAS 320. (F)

PAS 433 Period Acting (3) A course designed to introduce the student to skills of acting in period plays: stage movement, vocal training, character analysis, and scene work. *Prerequisite:* Must permission of the professor; PAS 133. (F Even)

PAS 443 Scene Design (3) An introduction to the craft and process of design for the stage, including script analysis, research, sketch concepts, drafting, floor plans, renderings, and scale model construction. *Prerequisite:* PAS 244 (S Odd)

PAS 457 Arts Management (3) An examination of the arts management field and how the arts are positioned in the multiple sectors of society. Emphasis will be placed on the operational and managerial aspects of theater, dance, music, literary and visual arts. (F Odd)

PAS 463 Performance Art (3) This course explores the history, theory, criticism, and practice of the multi-disciplinary medium loosely termed "performance art." Students will develop skills in critical reading, performing, writing, listening, and analysis of performance. (F Odd)

PAS 467 Performing Arts Management and Publicity (3) An exploration of management skills needed to envision and develop performing arts venues with a wide range of artistic and community environments. Examples of skills include box office, business management, oral and written proposals, employee management, fundraising and publicity. (S Odd)

PAS 471 World Culture and the Arts (3) An examination and analysis of historical and philosophical perspectives of world cultures and their respective art forms. Emphasis will be placed on the impact the arts have on cultural identity, community development and globalization. (F Even)

PAS 472 Dance History: Theory and Criticism (3) An examination and analysis of the historical and theoretical origins and perspectives of dance styles. Focus will be placed on the Renaissance period through the 21st Century dance forms. (S Even)

PAS 473 History/Theory of Modern World Drama/Theatre (3) The chief playwrights, plays, and stage developments since Ibsen will be studied with an emphasis on the comparison of contemporary North American theatre with contemporary world theatre. Representative plays are analyzed. Research required. *Prerequisite:* any course in British or American Literature at the 200 level or LIT 240. (F Even)

PAS 474 Directing II (3) A continuation of PAS 374 with an emphasis on the total production. The student will be required to direct a one-act play, period and musical scenes. Laboratory work required. *Prerequisite:* PAS 374. (S)

PAS 477 Arts Education and Outreach (3) An exploration of the principles and standards for arts education. The purpose of arts education within the scope of community, cultural, educational, and political frameworks will be examined. (S Even)

PAS 481 Dance Composition (3) A study of the critical issues, principles, and structures of dance composition/choreography. Students will engage in choreographic studies that examine the creative process, social responsibility of choreographer, and approaches to creating artistic works from multidisciplinary perspectives. (Spring-Odd)

PAS 483 TV and Film for the Actor (3) A course designed to introduce the student to the fundamental principles of television and film as they differ from live stage productions. The fundamentals of acting, directing, auditioning, cold reading, vocabulary, scripting, and editing professional possibilities, criticism and a general appreciation of the areas are addressed. Studio work is required. Course fee required *Prerequisite:* PAS 233. (S Even)

PAS 484 Play Writing and Program Scripting (2) A study of the rudiments of play writing and the basics of program scripting for organizations, churches and schools. A full program and a one-act play will result. *Prerequisite:* All 200 level courses in the major completed or permission of Instructor. (F Even)

PAS 493 Performing Arts Internship (3-12) An opportunity for students to supplement their academic knowledge with realistic work experience within the field of performing arts. Successful use of knowledge and application of skills is required. (F S Summer)

PAS 497 Senior Research and Independent Study (1) The student will begin to create a proposal for work to be completed in Senior Research and Seminar. This work will demonstrate creativity within artistic, educational and theatrical environments, with consideration given to creative development and process of self, motivation, innovation improvisation, problem-solving techniques, clarity, exploration, research, synthesis, and exploration form and format. The student will work individually with one professor chosen within the department. (F S)

PAS 499 Senior Research Seminar for Performing Arts (1) Senior students will assess their strengths and weaknesses in the Performing Arts. Career opportunities, professional organizations, graduate schools, and research will be discussed. The student will assess how Performing Arts will help to fulfill the hallmarks of a Lees-McRae College graduate. A major thesis, an oral presentation on that thesis, and a service project are required. *Prerequisite:* PAS 497 Senior status or permission of the Program Coordinator. (F S)

PERFORMING ARTS (PFA)

PFA 111-412 Production and Performance Laboratory (M/N) This course is designed to give an opportunity for student performance in the areas of dance, dramatic interpretation and singing. Additionally, it provides time for production and team meetings for the purpose of sharing work responsibilities and communication within the Division. Must be taken each semester you are a Performing Arts Major at Lees-McRae College and 4 times if you are a minor. Required course for all Performing Arts Studies majors and minors.

PFA 470 Competency One (0) *See section on Division of Performing Arts of this catalog.*

PFA 471 Competency Two (0) *See section on Division of Performing Arts of this catalog.*

PFA 472 Competency Three (0) *See section on Division of Performing Arts of this catalog.*

PFA 473 Competency Four (0) *See section on Division of Performing Arts of this catalog.*

PFA 474: Competency Five (0) *See section on Division of Performing Arts of this catalog.*

PFA 475: Competency Six (0) *See section on Division of Performing Arts of this catalog.*

PHILOSOPHY (PHI)

PHI 101: Logic (3) An introduction to the art of reasoning, this course surveys the nature of language and its use in both deductive and inductive arguments, with an emphasis on developing the ability to create and evaluate arguments in written and oral form. *This course may be used to satisfy the additional hours required for the Bachelor of Science degree.*

PHI 224: Introduction to Philosophy (3) An introduction to “the love of wisdom” through a variety of texts from the philosophical tradition. This course delves into the fundamental ideas and systems of valuation that characterize various human attempts to articulate the good, the beautiful, the true, and the just.

PHI 235: Introduction to Ethics (3) An introduction to moral philosophy and ethical decision-making. This course surveys various moral theories, including deontology, utilitarianism, virtue ethics, narrative ethics, and relational ethics, inquiring into their applicability for a range of contemporary ethical dilemmas.

PHI 236: Environmental Ethics (3) An inquiry into the questions of ethics that arise in the human interaction with the natural environment. This course both introduces ethical theory and considers the merit of relative ethical frameworks for contemporary environmental concerns.

PHI 288: Special Topics (1-3) Topics are determined by the Division faculty and are provided to enhance the student’s educational experience. *Prerequisite:* Permission of the Division Chair.

PHI 345: Environmental Philosophy (3) An inquiry into the way that situating human life within the natural world fundamentally reorients philosophical thinking. This course considers the implications of our technological modes of inhabiting the world, both in terms of their impact on nature and on our individual and collective human lives.

PHI 355: Social and Political Philosophy (3) A study of the philosophical principles implicit within various modes of societal organization. This course pursues the meaning of justice, the causes of war and violence, and possibilities for peace in a range of thinkers and texts from the philosophical tradition.

PHI 410: Philosophy of Religion (3) A senior level seminar on different visions of the “love of wisdom” that bind us together, both as individuals and a human community. This course pursues questions of human meaning and value in relation to the divine, with particular attention to issues such as the relationship between faith and reason, the foundation for value, and the existence of God. *Prerequisite:* Two previous Philosophy courses or Permission of Instructor.

PHI 488: Special Topics (1–3) Topics are determined by the Philosophy faculty and provide the student with an opportunity to do directed study and research. *Prerequisite:* Completion of the Core Curriculum and permission of the Division Chair.

PHYSICAL EDUCATION (PED)

PED 105: Rock Climbing (1) This course provides the opportunity for students to learn many of the skills necessary to enjoy the adventurous sport of rock climbing. The course will include instruction for bouldering, top rope climbing skills, rappelling, climbing site risk management, basic anchor construction, equipment use, and basic climbing technique. The course will take place on the Lees-McRae College indoor climbing wall and at area real rock sites during optional rock climbing trips. (F, S)

PED 107: Yoga I (1) This course is an introduction to the basics of yoga. The primary emphasis is on correct alignment in various asanas (poses). Time is also spent on learning how to develop a home practice which is a requirement for the class. The student must provide or purchase a yoga mat and strap. (F, S)

PED 108: Yoga II (1) This course is a more in-depth practice of yoga than a beginning course. Emphasis is placed on inversions, backbends and various pranayama techniques. The student must provide or purchase a yoga mat and strap. (F, S)

PED 113: Aerobics (1) An introductory course in the principles and activities of aerobic conditioning. (F S)

PED 114: Aerobics II (1) An advanced course in the principles and activities of aerobic conditioning. (S)

PED 115: Fitness for Life (2) This course prepares students for healthful living through a life-style of fitness as it relates to environmental, social, physical, intellectual, and spiritual wellness. (F S)

PED 118: Golf (1) A basic course with emphasis upon the skills needed to play and enjoy golf as a lifelong recreational activity. An additional fee is required. (F)

PED 121: Introduction to Physical Education and Sport Management (3) An overview of the fields of physical education and sport management, with emphasis placed on history, philosophy, current issues, and career opportunities. (F)

PED 154: Soccer/Volleyball (1) An introductory course in the fundamentals of soccer and volleyball. (F)

PED 156: Weight Training (1) A basic course in techniques of weight training with emphasis on strength and power development. (F S)

PED 206: Backpacking and Wilderness Adventure Skills (2) This course provides students with an exciting "hands-on" opportunity to learn about and experience a variety of outdoor adventure skills and activities related to backpacking, hiking and camping. These skills include map and compass use, backpacking equipment selection and use, assembling personal backcountry first aid kits, learning about environmental hazards, the 10 essentials to carry in the backcountry and outdoor leadership skills. (F S)

PED 207: Advanced Wilderness Skills: Winter Backpacking and Rock Climbing (2) This course offers students a balance of classroom instruction and extended time in the backcountry to practice the skills learned in class. The winter environment encourages the students to acquire an advanced level of skill mastery to fully enjoy the thrill of hiking and mountaineering beneath the winter shadow of Table Rock Mountain and onto the summit.. (J)

PED 212: Skiing (1) This is a course of instruction in the skills of snow skiing. Students are placed in classes appropriate to level of ability. An additional fee is required. (S)

PED 220: Motor Learning, Control and Development (3) A study of the basic concepts of motor skill acquisition, motor control, and motor development. Areas of emphasis include variable affecting the learner (e.g., perception, attention, memory) and the learning environment (e.g., knowledge of results, practice, transfer of learning). (S)

PED 230: Theories & Techniques of Teaching Individual & Dual Sports (3) Includes pedagogical content in various individual and dual sports. (F)

PED 272: Principles of Human Anatomy and Physiology (3) An introductory course in human anatomy and physiology geared toward students preparing for careers in the health professions, providing an opportunity to study the structure and functions of several important organ systems, from the molecular level up. The student will learn how the body functions, how normal functions can be maintained, and the consequences of injury and disease. Lifestyle and health-related issues will be stressed, providing students with information they can use when making choices about their own lifestyles. (S)

PED 281: Swimming (1) A course of instruction in swimming stressing the skills of the Red Cross swimming program. Students are grouped according to their level of ability. (F S)

PED 283: Red Cross Lifeguard Training (1) This course is designed to promote water safety through fulfilling the requirements of the Red Cross swimming program. Successful completion leads to Red Cross certification. (S)

PED 321: Adapted Physical Education (3) A study of the organization and administration of a physical education program for those with disabilities. (F)

PED 331: Theories of Coaching Intercollegiate Sports (3) Study of theories of coaching sports. Includes psychological and sociological issues. (S)

PED 332: Physical Education in the Elementary School (3) A study of program planning and methods of teaching physical education in the elementary school. Emphasis will be placed on materials and skill techniques. (F)

PED 342: Organization and Administration of Physical Education and Sports Programs (3) Analysis of policies, problems, and procedures dealing with organizing and administering physical education and sports programs. (F)

PED 362: Nutrition and Athletic Performance (3) The course focuses on the interrelationship between nutritional practices and human physical performance. Topics covered include the role of carbohydrates, fats, proteins, vitamins, minerals, and water on performance. In addition, factors affecting body composition and weight control are covered. (S)

PED 365: Health Education for Teachers (3) This course is designed to give students the opportunity to develop competencies in methods, application, teaching and evaluation in health. The course includes a review of methods and materials for classroom instruction in health education. (F)

PED 431: Tests & Measurement in Physical Education and Sport Management (3) A study of elementary statistical techniques as applied to the survey of tests and the application of measurement in physical education and sport management. Practical application of tests of knowledge, physical fitness, general motor skills, and sports areas. (S)

PED 471: Sport Management Internship (3-9) A closely supervised internship to be initiated by the student and approved by the instructor. The supervisor will conduct periodic evaluations. *Prerequisite:* Permission of the instructor. (F S)

PED 499: Senior Research Seminar for Physical Education (3) Selected topics approved by the physical education faculty and related to the student's chosen field. Community service, oral presentation, and written thesis based on qualitative research methods required. *Prerequisite:* Senior status and permission of the instructor. (F S)

PHYSICS (PHY)

PHY 101 Descriptive Biomechanics (3) A descriptive course which examines basic mechanisms of human body movement from a physics standpoint. Emphasis on the concepts of force, energy, torque, and momentum. Information on bone and muscle structure included where appropriate.

PHY 111 General Physics I (4) A course introducing the fundamental principles of natural phenomena designed to provide a basic knowledge of physics. Topics covered include mechanics, motion, force, and energy. (Laboratory) *Prerequisite:* MAT 116. An additional fee is required. (F Even)

PHY 112 General Physics II (4) A continuation of PHY 111. Topics include: heat, light, wave, motion, sound, electricity, and magnetism. (Laboratory) *Prerequisite:* PHY 111. An additional fee is required. (S Odd)

POLITICAL SCIENCE (POL)

POL 225: American Government (3) A survey of American government at the national, state, and local levels. Focus is on foundations of the American political system, institutions of American government and formulation of public policy. *Prerequisite:* RHE 102. (F Odd)

POL 301: Comparative Politics (3) A survey which is designed to examine the general concepts of political system structure and function and to provide an analysis of several types of political systems from all parts of the world. *Prerequisite:* RHE 102. (F Even)

POL 303: World and Regional Political Geography (3) A study designed to introduce the significance of the physical world while emphasizing world geography that includes contemporary global issues such as population problems, technological and cultural changes, international trade, political identities, and international conflict. *Prerequisite:* HIS 115 and HIS 120.

POL 331: International Relations (3) A survey of the contemporary international system, examining key areas such as issues affecting war and peace, international law, international economics, and international organization. *Prerequisite:* RHE 102.

POL 499: Senior Research Seminar (3) Required for International Studies majors, topics will be determined by the faculty and student during the senior year. An oral presentation and written thesis will be required. *Prerequisite:* RHE 102 and permission of the Instructor. (S)

PSYCHOLOGY (PSY)

PSY 133: General Psychology (3) An introduction to the field of psychology. Major theorists and sub-disciplines of psychology are covered. (F S)

PSY 202: Abnormal Psychology (3) A study of abnormal behavior and mental illness that includes origins, symptoms, and methods of treatment with case material. (F)

PSY 203: Social Psychology (3) A study of the principles of human interaction, including topics such as attitudes, prejudices, aggression, altruism, conformity, and group influence. (S)

PSY 204: Theories of Personality (3) Consideration of the whole spectrum of personality theories, including Freudian, humanistic, social learning, existential, and behaviorist models. (S)

PSY 211: Courtship and Relationships (3) An examination of the psychological aspects of courtship and relationships.

PSY 253: Child Development (3) Psychological aspects of human development from conception to adolescence, with emphasis on developmental principles, theoretical views, and recent research. (F)

PSY 265: Statistics for the Social Sciences (3) An introduction to the statistical tools required to analyze problems in psychology. Descriptive statistics, basic concepts of probability, statistical inference, confidence intervals, hypothesis testing, survey sampling methods, analysis of variance and linear regression are among the topics covered. *Prerequisite:* SSC 105 or higher math. (S)

PSY 310: Brain and Behavior (3) Scientific study of the relationship between brain and behavior. *Prerequisite:* PSY 133

PSY 323: Principles of Learning (3) A survey of the experimental study of human and animal learning with an introductory consideration of modern learning theory. *Prerequisite:* PSY 133. (S)

PSY 333: Cognitive Psychology (3) Scientific study of mental processes involved in acquisition, storage, retrieval, and use of knowledge. *Prerequisite:* PSY 133. (F)

PSY 343: History and Systems of Psychology (3) An analysis of the enduring themes in the history of psychology and contemporary issues within the discipline. *Prerequisite:* PSY 133. (F)

PSY 380: Research Methods (3) An introduction to the techniques of social science research that includes an overview of the structure of scientific inquiry and the research methods used for analysis. *Prerequisite:* PSY 133, PSY 265. (F)

PSY 455: Critical Perspectives on Religion (3) Religion is a fundamental part of the human experience. This course investigates the various ways scholars have tried to account for the phenomenon of religion in the modern period. The course will examine anthropological, sociological and psychological models that have been used to define and describe religious experience. (Fall, Even)

PSY 471: Psychology Internship (3) A closely supervised internship to be initiated by the student and approved by the instructor. Familiarity with current, related literature and a written and oral presentation will be required. The supervisor will conduct periodic evaluations. *Prerequisite:* Senior status, permission of the instructor, and a minimum 2.5 GPA in the major. (F S Summer)

PSY 499: Senior Research Seminar (3) The capstone academic experience and a graduation requirement for all students in the discipline. Course components include a written thesis, oral presentation, and experiential/service learning requirements. *Prerequisite:* PSY 380, senior status and permission of the instructor. (F S)

RELIGIOUS STUDIES (REL)

REL 110: Introduction to Religion (3) An investigation into the concept of "religion," with special attention to the importance of defining and exploring this term for understanding ourselves and our society, as well the values of other persons and cultures.

REL 114: Introduction to the Bible (3) A literary, historical, and theological introduction to the Bible. (F S)

REL 116: Sacred Texts and Popular Culture (3) Sacred Texts and Popular Culture is a course that explores the close relationship between the sacred texts of the Abrahamic faiths (Judaism, Christianity, and Islam) and popular culture with special emphasis on music, art, film, and politics. The material is presented from a number of perspectives that are critical and academic on the one hand and eclectic on the other.

REL 221: World Religions and Human Experience (3) The course is designed to study the phenomenon of religion as a fundamental element of human experience. Special attention is given to major religious traditions around the world. (F S)

REL 225: Issues in Ethics (3) An introductory study of contemporary issues in ethics, with special emphasis on topics such as universal rights, in vitro fertilizations, surrogacy, capital punishment, rights of animals, abortion, and ecology.

REL 226: Select Readings in Ethics (3) An examination of select ethical thought from the ancient, medieval, reformation, and contemporary periods. The course focuses on texts from Plato, Aquinas, Luther, Bonhoeffer, King, and others.

REL 265: Theology and Film (3) The course examines movies that have implicit theological and ethical dimensions. *Prerequisite:* REL 114 and any 200 level Literature course.

REL 271: Christianity in History and Tradition (3) A study of selected movements, conflicts, and doctrines within Christianity, with special focus on the critical early centuries of its development. (Cross-Reference: HIS 271)

REL 321: Life and Letters of Paul (3) The course provides an inquiry into the life and letter-writing activity of Paul, one of Christianity's earliest and greatest theologians. *Prerequisite:* REL 114.

REL 341: Prophetic Literature (3) The focus of the course is Old Testament prophetic literature, with emphasis on both the Former Prophets and the Latter Prophets. *Prerequisite:* REL 114.

REL 361: Life and Teachings of Jesus (3) The timeless teachings of Jesus are studied in the original setting as well as with contemporary applications. *Prerequisite:* REL 114.

REL 391: The Book of Genesis (3) The course is a study of the Book of Genesis from historical, literary, and theological perspectives. *Prerequisite:* REL 114.

REL 415: Modern Theology (3) A senior level seminar centered around the viability of various theological perspectives within the pluralistic context in which we find ourselves. This course is focused on, but not limited to, the concerns that emerge in the attempt to articulate a Christian theology that makes sense in light of other religions, science, technology, capitalism, etc. *Prerequisite:* Junior or Senior level Religious Studies Majors or Permission of Instructor.

REL 432: Gospel of John (3) A detailed study of the Fourth Gospel. *Prerequisite:* REL 114.

REL 441: Women and Redemption (3) This course offers a theological and historical overview of Christianity's deep ambivalence toward women. The overview is arranged by categories: biblical roots, early Christianity, the patristic period, the middle ages, and the modern era.

REL 455: Critical Perspectives on Religion (3) Religion is a fundamental part of the human experience. This course investigates the various ways scholars have tried to account for the phenomenon of religion in the modern period. The course will examine anthropological, sociological and psychological models that have been used to define and describe religious experience.

REL 461: The Art of Biblical Narrative (3) Focuses on an analysis of plot, characterization, and rhetorical strategies of select Biblical passages. *Prerequisite:* REL 114.

REL 499: Senior Research Seminar (3) The capstone academic experience, and a graduation requirement for all students in the discipline. Course requirements, credit hours, and grading criteria are established by area faculty. Course components include written thesis, oral presentation, and experiential/service learning requirements. *Prerequisite:* Senior status and permission of the instructor. (S)

RHETORIC (RHE)

RHE 101: Rhetoric I (3) An intensive introduction to college-level critical reading/listening, written composition, and public speaking that emphasizes thesis, support, reasoning, and organization. This course begins to establish a skills foundation required for further development in designated writing-intensive and speaking-intensive courses. Students will investigate various processes of rhetorical analysis and also apply learned principles in written and oral assignments. When linked with FYE, this course's activities and subject matter may draw upon readings and topics covered in that class. *Prerequisite:* SSC 103 or Placement by Registrar or Burton Center for Student Success. (F S)

RHE 102: Rhetoric II (3) An intensive continuation of RHE 101, this course enhances and extends the written and oral skills covered in the first semester through a thematic study of contemporary and/or historical disputation. This course completes the skills foundation required for further development in designated writing-intensive and speaking-intensive courses. Students will analyze rhetorical strategies, describe controversies from a variety of angles, and argue positions through written and oral assignments. Subject matter varies by instructor and section; possible topics include issues in Appalachia, race in America, sports culture, the Arthurian tradition, American myths, and identity in popular culture. *Prerequisite:* RHE 101 or Placement by Registrar or Burton Center for Student Success. (F S)

RHE 103: Honors Rhetoric (3) Limited by admission to the Honors Program, this class is an accelerated and intensive study of college-level critical reading/listening, written composition, and public speaking specifically designed for Honors students. To augment the Honors Seminar, this course will make explicit the communicative skills foundations necessary for further development in designated writing-intensive and speaking-intensive courses. Depending on the instructor, this course may also integrate a service-learning component. *Prerequisite:* Placement by Registrar or Director of Honors Program. (S)

SCIENCE (SCI)

SCI 211 Earth Science Concepts (4) This course will introduce students to the world of geology and earth science at the macro level. Students will gain an understanding of the major physical processes which shape the environment in which we live and explore how humans both utilize and affect natural resources on earth. *Prerequisite:* BIO 116 or permission of the instructor. An additional fee is required. (F Odd)

SCI 271 Laboratory Assistant in Science (2) Introduction to lab methods, lab safety, and responsibilities of a laboratory assistant. Includes laboratory preparation and assistance during weekly laboratories. *Prerequisite:* BIO 113 and permission of the instructor. (F S)

SCI 272 Laboratory Assistant in Science (2) A continuation of SCI 271. *Prerequisite:* SCI 271 and permission of the instructor. (F S)

SOCIOLOGY (SOC)

SOC 203: Social Psychology (3) A study of the principles of human interaction, including topics such as attitudes, prejudices, aggression, altruism, conformity, and group influence. (S)

SOC 236: Principles of Sociology (3) An introduction to the field of sociology and the sociological perspective. Topics include groups, family, culture, bureaucracy, deviance, social class, power, and social change. (F S)

SOC 238: Sociology of the Family (3) An overview of marriage and the family with a primary focus on American culture. Emphasis will be placed on the family as a social institution, singlehood, family dynamics, parenthood and child rearing, family crisis, conflict and change, and marital separation, divorce, and remarriage. Various trends impacting the family in the 2000's will be discussed. (S)

SOC 251: Social Problems (3) A sociological examination of the major social problems in the United States today, such as poverty, sexism, racism, environmental abuse, crime, drug abuse, aging and war. (F S)

SOC 265: Statistics for Business and Social Sciences (3) An introduction to the statistical tools required to analyze problems in business and the social sciences. Descriptive statistics, basic concepts of probability, statistical inference, confidence intervals, hypothesis testing, survey sampling methods, analysis of variance and linear regression are among the topics covered. *Prerequisite:* SSC 105 or higher math. (F)

SOC 301: Juvenile Delinquency (3) An examination of the causes of juvenile delinquency. Particular stress is on the influence of social institutions, peer groups, and socialization process on the rates and kinds of delinquency found in different types of communities and social classes. *Prerequisite:* SOC 251. (F)

SOC 321: Deviant Behavior (3) A comparative and historical analysis of social disorganization, deviance, and social control in various cultural settings with particular attention given to the United States and other industrial societies. *Prerequisite:* SOC 251. (S)

SOC 333: Rural Sociology (3) An analysis of the structure and function of rural communities, with particular emphasis on change and social organization in the Appalachian region. *Prerequisite:* SOC 236. (TBA)

SOC 335: Race and Ethnicity (3) An analysis of the historical development of the principal racial and ethnic groups in United States society. Emphasis will include Anglo-Americans, Native Americans, Italian-Americans, Jewish-Americans, African-Americans, Hispanic-Americans, and Asian-Americans. *Prerequisite:* SOC 236. (F)

SOC 360: Population and Society (3) The study of population is concerned with population size, distribution, age structure, and growth based on such demographic processes as fertility, mortality,

and migration. Social, economic, and political implications for society are examined. *Prerequisite:* SOC 236. (TBA)

SOC 380: Research Methods (3) An introduction to the techniques of social science research that includes an overview of the structure of scientific inquiry and the research methods used for analysis. *Prerequisite:* SOC 236, SOC 265. (F)

SOC 439: Urban Sociology (3) An introduction to the study of one of the most exciting and vital of all human creations, the city. The sociology of cities will provide an overview of urban society and its historical, social, economic, and political dimensions. *Prerequisite:* SOC 236. (Spring, Odd)

SOC 445: Sociology of Aging (3) This course examines the roles and statuses of older people within a social context. The emphasis is on normal aspects of aging, theories of aging, and the impact of an aging population on social institutions such as the family, the economy, the education system, religion, and the political system. *Prerequisite:* SOC 236. (TBA)

SOC 450: Sociological Theory (3) Involves a systematic analysis of major theories that have contributed to our understanding of social behavior and human relationships. Both early sociological thought and contemporary theories will be examined. *Prerequisite:* SOC 236. (Spring, Even)

SOC 455: Critical Perspectives on Religion (3) Religion is a fundamental part of the human experience. This course investigates the various ways scholars have tried to account for the phenomenon of religion in the modern period. The course will examine anthropological, sociological and psychological models that have been used to define and describe religious experience. (Fall, Even)

SOC 456: Women and Men in Society (3) A course that applies sociological thinking and research to the gender structure. The course examines how gender orders our everyday lives, especially our sense of self, our friendships, romances, conversations, clothing, body image, entertainment, work, sexuality and parenthood. *Prerequisite:* SOC 236. (F)

SOC 471: Sociology Internship (3) A closely supervised internship to be initiated by the student and approved by the instructor. Familiarity with current related literature and written/oral presentations will be required. The supervisor will conduct periodic evaluations. *Prerequisite:* Senior status and permission of the instructor. (F Summer)

SOC 499: Senior Research Seminar (3) The capstone academic experience and a graduation requirement for all students in the discipline. Course components include a written thesis, oral presentation, and community service requirements. *Prerequisite:* SOC 380, senior status, and permission of the instructor. (S)

STUDENT SUCCESS (SSC)

SSC 103: Introduction to College Writing (3) A foundational course designed to introduce students to the fundamentals of writing required of the Core Curriculum. The course is designed to develop and improve skills in writing, reading, and critical thinking. Through a series of essays and supplemental grammar instruction, students will gain an understanding of the writing process and the steps necessary to writing effective college essays. *This course does not count toward fulfillment of the required Core Curriculum. Placement is determined by high school English background, SAT/ACT scores, and a writing placement test.*

SSC 104: College Reading and Vocabulary (3) A course designed to improve active academic reading and critical thinking skills. Topics include extracting implied meaning; analyzing author's purpose, tone, and style; vocabulary enhancement; drawing conclusions; and responding to college discipline-specific reading assignments. Upon completion, students should be able to use various advanced reading strategies to improve comprehension and vocabulary development, identify and utilize various study-skill techniques as they relate to the reading process, and use creative and critical thinking skills to respond in writing to readings from wide-ranging college disciplines. *This course does not count toward fulfillment of the required Core Curriculum. Placement is determined by high school English background, SAT/ACT scores, and a reading placement test.*

SSC 105: Introduction to College Mathematics (3) A course preparing students for college level computational skills by focusing on basic algebraic operations. Concepts and skills covered include linear equations and inequalities; introduction to functions and graphs; system of equations; polynomials; rational expressions, equations, and exponents; radicals and an introduction to quadratic equations. *This course does not count toward fulfillment of the Quantitative Reasoning Requirement of the required Core Curriculum. Placement is determined by high school mathematics background, SAT/ACT scores, and a math placement test.*

SSC 106: English as a Second Language (3) This course is designed for students whose first language is not English, and offers individual practice in reading, composition, pronunciation, classroom listening and note-taking, conversation and communicative tasks, effective word choice, and offers insight into American idioms and culture. *This course does not count toward fulfillment of the required Core Curriculum. Placement is determined by the student's TOEFL scores, and an ESL placement test.*

SSC 107: English as Second Language II (3) This course is a continuation of SSC 106 with extensive exposure to reading, writing, and listening activities. This course also provides additional practice in oral communication skills in a variety of academic and social settings. *This course does not count toward fulfillment of the required Core Curriculum. Placement is determined by the student's TOEFL score and an ESL exit exam after successfully completing SSC 106.*

SSC 111: Residence Life Leadership (1) The course is designed for students selected as Residence Hall Assistants. This seminar course meets weekly and deals with areas such as student development theory, skills development, counseling skills, leadership development and residence hall management. Skills are to be used in the employment setting.

SSC 112: Residence Life Leadership (1) The course is a continuation of SSC 111 with added emphasis on communication and administrative skills. *Prerequisite:* SSC 111.

SSC 211: Life and Career Planning (3) Appropriate for first through fifth semester students deciding on a major and career plans. Course uses a variety of instruments to assess the student's interests, aptitudes, values, and personality in relation to job clusters. An introduction to the tools and techniques of self-assessment, career exploration, internship opportunities, resume writing, interviewing, job search, and research methods.

SSC 221: Academic Success Strategies (3) The study and practice of academic and personal strategies that are characteristic of academically successful students. Students will be required to reflect on past academic experiences, focus on their current coursework and plan for future academic opportunities. This course is required for all students who are in their first semester of academic difficulty.

SSC 271: Leadership Seminar (1) A course structured to assist students in developing leadership and communications skills.

SSC 351: Peer Tutoring in Writing (1-3) A review of the fundamental principles of composition and revision, the issues and practices involved in tutoring undergraduates on various kinds of writing projects, and the nature and function of a college writing center. The course is designed to prepare the student for possible tutoring duties at the Lees-McRae College Writing Center, where the course culminates in practical training. *Prerequisite:* Permission of the instructor.

SSC 411: Advanced Life and Career Planning (3) Appropriate for junior and senior level students. Emphasis on implementation of post graduation educational and career plans. Extensive use of role play and other experiential learning techniques to enable the upperclassman to compare opportunities and evaluate approaches and techniques that match goals. An in-depth analysis of various approaches to: writing the cover letter and resume, interviewing, job search, graduate school admissions process, and job market research methods. An understanding of: the transition from college student to working professional, financing life after graduation, work and living environments, first-year work decisions and benefit package choice, organizational culture, and long-term life and career transitions.

TECHNOLOGY (TEC)

TEC 105 Introduction to Computers and Applications (3) Study includes all curricular areas with a broad background of computing fundamentals and an awareness of how and where information technology is currently being implemented. Computing terminology, hardware and software concepts, computer security, modern digital computers, new computer applications, how information technology is changing our society, and ethical use of computer information systems will be covered. In addition to computing theory, students will acquire basic skills in operating systems, networking, word processing, spreadsheets, and bibliographic research. Introduction to a variety of applications and environments; these will change with the emergence of new technologies. Prior keyboarding skills would be helpful.

APPENDIX A: ENDOWED SCHOLARSHIPS

ALESIA ANN ALBRITTON MEMORIAL SCHOLARSHIP | Established by the students of Lees-McRae College in memory of their close friend, Alesia Ann Albritton. It is presented annually to a member of the Lady Bobcat Tennis Team and selected by the coach.

GEORGE I. ALDEN SCHOLARSHIP | Established by the Trustees of the George I. Alden Trust, this scholarship is limited to students attending Lees-McRae College from the southern Appalachian region, specifically northwestern North Carolina, east Tennessee and south-western Virginia. Recipients must be enrolled in the Developmental Studies Program, and demonstrate financial need and academic potential.

ALUMNI ARTS & CRAFTS SCHOLARSHIP | Awarded from moneys generated by the Alumni Arts & Crafts Show to upper-classmen who are in good academic standing, possess good citizenship and leadership talent that benefits the campus. Selection is made by the President of the College and awarded at the annual Homecoming ceremonies.

ALUMNI COUNCIL SCHOLARSHIP | Awarded to rising sophomores, juniors and seniors who have a financial need, a minimum GPA of 2.25, and a contributing member of the college community. Preference is given, but not limited, to descendants of Lees-McRae College alumni. Selection is made by the Alumni Council Scholarship Committee.

PAUL M. CALLAHAN SCHOLARSHIPS | These scholarships were established by Col. Paul & Fran Callahan in memory of five classmates from the Class of 1940. No criteria are set but the Financial Aid Office nominates students based on demonstrated leadership and strong scholastic aptitude.

W. K. ARMSTRONG FAMILY SCHOLARSHIP | Established in honor of the W.K. Armstrong family by the late Virginia Abrams, longtime benefactor of Lees-McRae College. Awarded annually to students who demonstrate financial need. Selection is made by the Director of Financial Aid.

GLENN AND CAROL ARTHUR SCHOLARSHIPS | Scholarship funds were established to be awarded to graduates of Avery County High School and graduates of western North Carolina high schools. At least one Arthur Scholarship shall be a student majoring in Performing Arts.

ASSOCIATES TRUST SCHOLARSHIP | This scholarship is awarded to new or returning students who meet all of the required guidelines of Lees-McRae College and who demonstrate financial need.

DOUG AND GRACE AVERY SCHOLARSHIP | Given in memory of Captain Robert Douglas Avery and his wife. Awarded annually to deserving students.

BACHMAN SCHOLARSHIP | Awarded annually to deserving students at Lees-McRae College, who are academically ambitious, of integrity and good character. Selection is made by the Financial Aid Scholarship Committee.

TERRY D. BARNES MEMORIAL SCHOLARSHIP | This scholarship, established by Gary Barnes, in honor of Terry D. Barnes, is awarded annually to family members and if none, members of Lees-McRae College Intercollegiate NCAA Sports teams. Priority given to female students. The Athletic Director and Director of Financial Aid are responsible for making this award.

BARR FAMILY SCHOLARSHIP | Established by the Barr Family and limited to students from Ashe Central, Beaver Creek, or Northwest Ashe High Schools in Ashe County, North Carolina. Incoming freshmen or current Lees-McRae College students may apply. Students must be in good academic standing. The scholarship is renewable and selection is made by the President of Lees-McRae College in consultation with the Director of Financial Aid.

BERNHARDT SCHOLARSHIP | This scholarship is awarded annually to a Lees-McRae College student who demonstrates financial need and is in good academic standing with an average GPA of 2.0 or more. Priority is given, but not limited, to students from Caldwell County, North Carolina.

JENNIE MARR BOWNESS SCHOLARSHIP | Established by Mr. and Mrs. Robert C. Bowness in memory of the mother of Mr. Bowness. The recipient shall be a student from a single-parent family who has a financial need. Selection is made by the Director of Financial Aid on submitted personal information.

KATE F. BRALLEY SCHOLARSHIP | Recipient must be a student from a Russell County (Virginia) high school and a bona fide resident of Russell County, Virginia, for at least five years, and be of good scholastic standing and moral character. Selection is made by the Kate F. Bralley Scholarship Committee upon the recommendation of the Superintendent of Russell County Schools.

BRANDON SCHOLARSHIP | This scholarship was established by the last will and testament of Miss Brandon, a school teacher from Gaston County, North Carolina

CAROL BRINKLEY SCHOLARSHIP | Awarded annually to needy students who otherwise would be unable to obtain a college education.

BROUGHMAN SCHOLARSHIP | Awarded annually to either an entering freshmen or an upperclassman who is in good academic standing. Selection is made by the Director of Financial Aid and the Provost and Dean of the Faculty with the approval of the President of the College.

CLARK-CORPENING SCHOLARSHIP | Established in Memory of Dr. and Mrs. E.S. Clark and Mr. Deward R. Corpening. To be awarded annually based on financial need.

CLASS OF 1940 SCHOLARSHIP | Awarded annually to students based on financial need. Selection is made by Scholarship Committee and the Director of Financial Aid.

CLASS OF 1955 SCHOLARSHIP | Awarded annually to students based on financial need. Selection is made by the Scholarship Committee and the Director of Financial Aid.

WINNIE COXE SCHOLARSHIP | This scholarship is awarded annually to students with financial need. First preference is given to students considering nursing as a profession; second to other students who demonstrate need. Selection is made by the Scholarship Committee and the Director of Financial Aid.

BRADFORD CRAIN SCHOLARSHIP | Awarded to a rising junior who has the highest GPA based on 30 credit hours taken at Lees-McRae College, who participates in one of the college's recognized intercollegiate athletic programs, and who is being teacher certified through Lees-McRae College's Teacher Education Program. The scholarship is renewable as long as the recipient remains in good academic standing.

CROUSE FAMILY SCHOLARSHIP | Awards will be made on the basis of financial need. Recipients must be residents of North Carolina and have a GPA of at least 2.0. Selection is made by the Director of Financial Aid.

BETSY DURLAND DAVIS PERFORMING ARTS SCHOLARSHIP | Established by Dr. Philip Davis in honor of his wife, Betsy Durland Davis. Awarded annually to students who have exhibited outstanding potential in the area of performing arts. Selection is made by the Chair of the Division of Performing Arts and the Director of Financial Aid.

ETTINGER SCHOLARSHIP | Awarded annually to students from the southern Appalachian region who demonstrate financial need and who otherwise would not be able to attend college.

H.C. EVANS SCHOLARSHIP | Awarded annually to deserving students in honor of Dr. H.C. Evans, Jr., former President of Lees-McRae College.

H. JACK FAW SCHOLARSHIP | Given in memory of H. Jack Faw, these awards are based on good academic standing, character and financial need. Priority is given to students from Catawba County, North Carolina.

REUBEN E. FAW SCHOLARSHIP | Given in memory of Reuben E. Faw and awarded annually on the basis of financial need, scholarship and exceptional character. Priority is given to students from Catawba County, North Carolina.

THOMAS W. FEREBEE MEMORIAL | Established in January 2001 to honor Thomas W. Ferebee, Lees-McRae College Class of 1940, this scholarship is awarded to varsity athletes who demonstrate high standards of athletic achievement and good citizenship.

WOODY FINLEY MEMORIAL SCHOLARSHIP | In deep appreciation of his life as a Presbyterian minister, friends of Woody Finley established this scholarship fund in his memory. Awards will be made to students majoring in Performing Arts and from the Holston Presbytery (East Tennessee) and the Presbytery of Western North Carolina. Awards are not based on need, but on talent, leadership qualities, and positive attitude toward the program. Awards will be made on the advice of the Chair of the Division of Performing Arts.

GIBBONEY EDUCATIONAL FUND SCHOLARSHIP | Awarded annually to students who intend to prepare for the Christian ministry, or who intend to prepare for full-time church work, or to students of outstanding ability and Christian character.

BARBARA TUTTLE HALE SCHOLARSHIP | Established by W.C. Hale in memory of his wife, Barbara Tuttle Hale. Awarded annually to a student who is a resident of East Tennessee.

FRANK HALE SCHOLARSHIP | Given in memory of Frank Hale. Awarded to deserving students who have a financial need and who would otherwise not be able to attend college.

EDWARD E. AND KAY T. HOOD SCHOLARSHIP | Hood Scholarships will be awarded annually to students based on financial need and academic merit. The scholarships are to be awarded for a minimum of \$5000 and are renewable if the recipient continues to meet academic and financial need requirements. The scholarships are to be awarded for a minimum of \$5000 and are renewable if the recipient continues to meet academic and financial need requirements.

B.W. AND BARBARA MILLER SCHOLARSHIP | Established in honor and memory of Grady R. Harmon by his daughter. Initial awards are to incoming freshmen with a financial need and desire to obtain a college education. Priority is given to students from Gaston County, North Carolina. Selection is made by the Director of Financial Aid, Vice President of Institutional Advancement, and Mrs. Barbara Miller.

BRUCE HATHAWAY, JR. MEMORIAL SCHOLARSHIP | Given in memory of Bruce E. Hathaway, Jr., this scholarship is available to a male who exemplifies leadership abilities or talent in areas of scholarship, sports, music, campus governmental affairs or other areas conducive to the well being of Lees-McRae College. The recipient is to be from the southeastern United States, with major emphasis on persons from North Carolina and Virginia. Selection is made by the President of the College, Director of Financial Aid, and Mr. and Mrs. Bruce Hathaway, Sr.

ZACHERY PALMER HAYES SCHOLARSHIP | A four-year scholarship based on financial need that shows good potential that may not be reflected in his/her academic record. Based on good academic standing, the scholarship will be renewed each year.

W.R. HEARST SCHOLARSHIP | Awarded to first-generation students from the southern Appalachian region whom demonstrate need and show promise for success in college.

ED HEPPART SCHOLARSHIP | Awarded annually to assist student tutors.

HERNDON MEMORIAL SCHOLARSHIP | Established by Charles T. Herndon, III in memory of his father Charles T. Herndon, II. Awarded annually to a North Carolina or Tennessee student who has lost one or both parents.

THAD HERNDON SCHOLARSHIP | Established by Charles T. Herndon, IV in honor of his father Charles T. Herndon, III. Scholarships are awarded to currently enrolled rising juniors with at least a 3.0 Lees-McRae College grade point average who demonstrate proven good citizenship and leadership abilities.

JOHN and ABBY SEALS HILDEBRAND SCHOLARSHIP | Awarded annually to one student based on scholastic achievement and financial need. Preference will be given to students entering the Teacher Education Program.

FRED REID JONES MEMORIAL SCHOLARSHIP | Given in memory of Fred Reid Jones who was the Student Body President at Lees-McRae College (1942-43) and was killed in action during World War II. Awarded annually to well-rounded individuals with a genuine interest in furthering their education who demonstrate financial need.

GEORGE JONES SCHOLARSHIP | Open to freshmen and sophomore students of Guilford, Randolph and Alamance Counties, North Carolina. Preferably, but not limited, to students pursuing programs of study in Business Administration and/or Religion. Based on need, moral character, leadership and citizenship. Renewable for a second year with a 3.0 GPA.

LINDA TROTTER JONES SCHOLARSHIP | Awarded annually to outstanding students with a GPA of 3.0 and continued exemplary conduct. Selection is made by the Scholarship Committee.

MARGARET AND RICHARD KEYES SCHOLARSHIP | Awarded annually to students from Greensboro or Guilford County, North Carolina who have maintained a 2.5 GPA and demonstrate financial need.

KUBOTA SCHOLARSHIP | Awarded annually based on financial need to students who practice and support personal integrity and demonstrate strong academic and leadership potential. Preference will be given to students who practice and support Christian ideals. Selection is made by the President of the College and the Director of Financial Aid.

E.L. PETE LAFFERTY SCHOLARSHIP | Awarded annually to a rising junior or senior majoring in one of the science fields who has contributed time and service to the betterment of Lees-McRae College. Established in honor of E.L. Pete Lafferty (1931-1969), former instructor and Administrative Dean of the College.

LEGETT FOUNDATION SCHOLARSHIP | Awarded annually to deserving students who are in good academic standing.

DAVID A. LONG, III SCHOLARSHIP | Awarded annually to students from the High Country area of North Carolina who demonstrate financial need. Preference is made, but not limited, to a son or daughter of a Presbyterian minister.

JOHN W. LUKE SCHOLARSHIP | Awarded to students based on financial need. Recipients must be a resident of the High Country area of North Carolina (Alleghany, Ashe, Avery, Mitchell, Watauga, and Yancey Counties), and a rising junior at Lees -McRae College with at least a 2.5 GPA, and in good standing with the College. The recipient must also be a proven good citizen and demonstrate leadership abilities. Preference will be given to those students who indicate an interest in pursuing a career in religious work.

JAMES H. McCOLLUM III SCHOLARSHIP | Given in memory of Trey McCollum with preference to students from the coastal areas of South Carolina. This scholarship is awarded to a first-year student at Lees-McRae College elected by an appropriate body of the College based on need and other considerations. The initial scholarship will be in the amount of \$500 and will be given on an annual basis.

SAMUEL SCOTT McCONNELL SCHOLARSHIP | Given in memory of Samuel Scott McConnell by his brother, John McConnell at Honors and Awards Day. Awarded to a student who demonstrates financial need, a strong academic background, and leadership.

PAUL McEWEN SCHOLARSHIP | Given in memory of Paul McEwen to a deserving student athlete who has a large financial need. Selection is made by the President of the College and the Director of Financial Aid.

MARTHA HARPER MCNEELY SCHOLARSHIP | In January 2000, John McNeely established this scholarship in honor of Martha McNeely. Recipients of this award shall be students in good academic standing, but who may not necessarily qualify for academic scholarships. The recipient(s) of the scholarship(s) will be selected by the Director of Financial Aid.

E.H. & JULIA E. MORRIS SCHOLARSHIP | A memorial scholarship for deserving students. Selection of the recipient is made by the Financial Aid Scholarship Committee.

MARGARET TUFTS NEAL SCHOLARSHIP | The recipient must be upperclassmen or rising upperclassmen in good academic standing, exhibit good citizenship and demonstrate talent and/or leadership ability, which would be of benefit to the campus and programs of Lees-McRae College. Preference will be given to students entering the Teacher Education Program and to students from southern Appalachia, especially the western North Carolina area. Upon the recommendation of the

Financial Aid Scholarship Committee, the President of the College shall name the recipient and award the scholarship each year.

ANN & SAM PETERS SCHOLARSHIP | Preference will be given to students from Avery County who exhibit leadership abilities and who have a demonstrated financial need. Recipients must be in good academic standing and remain in good academic standing in order to receive this scholarship.

PRESIDENT'S DAVID BATTEN CRAFT SCHOLARSHIP | Awarded annually to the two students (male and female) who have obtained the highest grade point averages at the end of their junior year. Selection is made by the President of the College.

EDITH ROBBINS SCHOLARSHIP | Awarded annually to assist a deserving student to attend Lees-McRae College.

GEORGE C. AND R.C. ROBBINS MEMORIAL SCHOLARSHIP | Awarded annually to deserving students whose character, attitude and financial need will be taken into consideration. Priority given to students from Watauga, Avery, Burke, and Caldwell Counties of North Carolina.

DURWOOD ROBERTS SCHOLARSHIP | Awarded annually to a student in good academic standing who demonstrates financial need.

ROOTS & WINGS SCHOLARSHIP | Provides merit scholarships to deserving students.

KATHERINE F. SHAPARD SCHOLARSHIP | Awarded annually to a deserving and promising junior or senior Performing Arts student who is in good academic standing. Priority is given to students from the High Country of North Carolina. Selection is made by the President of the College upon the recommendation of the Financial Aid Scholarship Committee.

NORMA SHIRING SCHOLARSHIP | Awarded to a deserving student and selected by the Financial Aid Scholarship Committee.

CLIFFORD HALSEY SHIRLEY SCHOLARSHIP | Awarded to students from the Appalachian region who show academic promise, interest in serving society and attend a summer in the HOPE Institute program.

O'DELL SMITH SCHOLARSHIP | The O'Dell Smith Residence Life Scholarship is awarded annually to an individual who has excelled in the position of Resident Assistant during the previous year and plans to continue in that position for the coming year. Established in 1990 by family and friends of O'Dell Smith, in recognition of his many years of service to Lees-McRae College as Vice President/Dean of Students.

ROBERT STREET MEMORIAL SCHOLARSHIP | Given in memory of Robert Street, this scholarship is available to any student regardless of geographic location. This award will be made to a gifted student with leadership ability or music or athletic talents.

ALGERNON SYDNEY SULLIVAN FOUNDATION SCHOLARSHIP | This fund was established by the Algernon Sydney Sullivan Foundation of Oxford, Mississippi. The recipients should possess demonstrated financial need, academic promise, high personal character and a commitment to public service.

WILLIAM J. AND REBECCA C. SWANN SCHOLARSHIP | Established in 1988 by Larry R. Howell in honor of his wife's parents, this scholarship is awarded annually to students who have demonstrated financial need, academic excellence, and leadership potential.

C. WOODROW TEAGUE, SR. AND JULIA BRENT BYRUM TEAGUE SCHOLARSHIP | Teague scholarships are to be awarded based on financial need and academic merit.

CLARA TOMPKINS SCHOLARSHIP | Awards will be for work-study scholarships to be disbursed by the Director of Financial Aid on the basis of individual student needs.

BETTY CASHION WILSON SCHOLARSHIP | Awarded to a North Carolina resident who has demonstrated academic merit and financial need. Selection is made by the President of Lees-McRae College.

ELIZABETH J. WISEMAN SCHOLARSHIP | Awarded to students who are in need of financial assistance.

MARGARET JONES WITHEROW MUSIC SCHOLARSHIP | Established by Dr. J. Fred Witherow, DDS, as a memorial to his wife Margaret Jones Witherow. Awarded to a student of Musical Theatre who has intentions of pursuing a career in music. Selection is made by the Scholarship Committee.

SOPHIA BANNER WITT SCHOLARSHIP | This scholarship is awarded annually in the memory of Sophia Banner Witt by her daughters. Selection is made by the Financial Aid Scholarship Committee.

JOHN YELTON MEMORIAL SCHOLARSHIP | Awarded annually to worthy and well-rounded students who show promise in academics. Financial need can be taken into consideration.

APPENDIX B: RESTRICTED SCHOLARSHIPS

The following is a brief list of non-endowed (externally-funded), restricted scholarships administered by the College:

ROBERT C. & SADIE G. ANDERSON FOUNDATION SCHOLARSHIP

Awarded to students based on financial need/academic training with preference given to female Presbyterian students.

CAIN FOUNDATION MATH SCHOLARSHIP | Available to a limited number of students with a 3.0 GPA and a special interest in teaching math. Selection is made by the Director of Financial Aid and the Program Coordinator of Mathematics.

COFFEY FOUNDATION SCHOLARSHIP | Awarded annually to assist students to attend Lees-McRae College. Award is based on scholastic achievement, character and financial need. Priority will be given to students from Caldwell County.

SHAWN ELDRED MEMORIAL SCHOLARSHIP | Awarded annually to a humanities student who has shown academic promise.

GLADE VALLEY SCHOLARSHIP | Awarded annually to North Carolina resident students from middle-income families. These students must be in good academic standing. Priority will be given to students from the mountains of western North Carolina.

LEWIS HALL SCHOLARSHIP | Established in honor of Lewis M. Hall by of The Order of the Tower. Awarded yearly to a deserving student who has shown exceptional service to the college.

HIGH COUNTRY SCHOLARSHIP | Awarded annually to students from Avery, Watauga, Mitchell, Ashe, Alleghany, and Yancey Counties - the High Country of North Carolina. Students will be selected on the basis of academics, leadership and citizenship.

MARANTZ PERFORMING ARTS SCHOLARSHIP | Awarding annually by the Director of the Performing Arts Program for students majoring in the program. These scholarships are to be awarded based on financial need and are renewable if the recipient continues to meet academic and financial need requirements.

McCLURE FOUNDATION SCHOLARSHIP | The McClure Foundation assists financially deserving and academically promising residents of western North Carolina. Rural residents will be given preference. Evidence of Christian character and the desire to be of service to humankind are of basic importance. Normally scholarships are awarded only to high school graduates enrolling at Lees-McRae College as first-time freshmen. Applications are available from the guidance offices in high schools of: Alleghany, Ashe, Avery, Buncombe, Burke, Caldwell, Clay, Graham, Haywood, Henderson, Hoke, Jackson, Macon, Madison, McDowell, Mitchell, Rutherford, Swain, Transylvania, Watauga, and Yancey Counties.

MISSIONARY EMERGENCY FUND SCHOLARSHIP | Available for sons and daughters of ministers or those involved in missionary work, or for students preparing to enter into Christian service. Selection is made by the Board of Directors of the Missionary Emergency Fund on recommendation of the Director of Financial Aid.

FRANK & ANNIE BELLE PERRY SCHOLARSHIP | Given in memory of Frank and Annie Belle Perry. Preference is given to students studying religion and/or intending to enter the Christian Ministry. Selection is made by the Perry Memorial Scholarship Committee. Applications may be obtained from the Financial Aid Office.

C.L. ROBBINS SCHOLARSHIP | Awarded to a student from Caldwell County, North Carolina, who demonstrates financial need and satisfactory scholastic standings.

SECOND CHANCE SCHOLARSHIP | Awarded annually to students from the southern Appalachian region who demonstrate financial need.

MARY MILDRED SULLIVAN SCHOLARSHIP | Annual scholarships are given by the Trustees of the Algernon Sydney Sullivan Foundation of New York in memory of Mary Mildred Sullivan. Selection is made by the Financial Aid Scholarship Committee based on student's character, ability and financial need.

GEORGE HAMMOND SULLIVAN SCHOLARSHIP | Is given annually in memory of George Hammond Sullivan, of New York, by the Mary Mildred Sullivan Chapter, United Daughters of the Confederacy.

UPS SCHOLARSHIP | Awarded annually based on academic merit and financial need.

LETTIE PATE WHITEHEAD SCHOLARSHIP | This award shall be used exclusively for the purpose of providing scholarship funds for the education of deserving Christian girls who are residents of the following states: Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee and Virginia.

APPENDIX C: ATHLETIC TRAINING EDUCATION PROGRAM POLICIES

Admission To the Program

Students may gain formal entry into the Athletic Training major after completing the following requirements:

Application to the program in the second semester of the freshman year (by April 15th)

Comply with the technical standards listed below

Have and maintain an overall GPA of 2.5 or better

Have a "C" or better in the following courses: BIO 114 & 115 Introduction to Pre-Health Sciences; ATE 221 Introduction to Athletic Training

Proof of current First Aid & CPR certification

Observation hours in the clinical setting: 75 hours under a Lees-McRae College ATC

Blood borne pathogen training, provided at LMC, must be completed prior to starting observations

A 1-2 page essay stating the applicant's desire to pursue a degree in the Athletic Training Education Program

Interview with the Program Director of Athletic Training Education, a Lees-McRae College ATC and a rising senior student in the program

Students will be notified of their acceptance by May 31 after completion of all admission requirements. Due to space limitations in the program, meeting the minimum requirements does not guarantee admission to the program. Objective values have been assigned to each admission criteria. Those students with the highest score will be accepted first.

As an Athletic Training Major, students are required to gain a minimum of 1000 hours of field/clinical experience under the supervision of an ATC. These experiences provide students the opportunity to develop competence and confidence in the knowledge and skills learned in the formal education setting.

Participation in Athletics

Many prospective students interested in Lees-McRae College are athletes. The Athletic Training Education Program does allow athletes to be accepted into the program. The Athletic Training faculty will work with the students to help them succeed in the program. However, these students must realize and accept the demands of the clinical education experience required for the ATEP. Student-athletes majoring in Athletic Training may need to spend an extra semester or year in order to fulfill the requirements. Specific guidelines for student-athletes in the program are available in the Athletic Training Student Handbook and on the Athletic Training Education Program web page.

Technical Standards for Admission

The Athletic Training Education Program at Lees-McRae College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Education Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Allied Health Education Programs [CAAHEP]). The following abilities and expectations must be met by all students admitted to the Athletic Training Education Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam. Candidates for selection to the Athletic Training Education Program must demonstrate:

The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;

Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients;

The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;

The ability to record the physical examination results and a treatment plan clearly and accurately;

The capacity to maintain composure and continue to function well during periods of high stress;

The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced;

Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;

Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Education Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. The Lees-McRae College Coordinator of Disability Services will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he/she can meet the technical standards with accommodation, then the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/ patient safety, or the

educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Students who can not subscribe to the standards as listed above must certify that they have read and understand the technical standards of selection listed and attest to the best of their knowledge that they can meet each of these standards with certain accommodations. Students are responsible for contacting the Lees-McRae College Coordinator of Disability Services to determine what accommodations may be available. It must be understood that if the student is unable to meet these standards with or without accommodations, they will not be admitted into the program.

Associated Costs

The Athletic Training Education Program makes every effort to keep additional costs to the students to a minimum. However, there are certain costs that students should expect. These may include:

Liability Insurance

Hepatitis B Vaccination series or declination

NATA Membership

Automobile for transportation to off campus clinical education sites (required in the final 2 semesters)

Professional attire for observation hours and events (NO jeans, t-shirts, sandals, etc.)

All ATS's accepted into the ATEP should have Khaki shorts and slacks for events. Shirts will be issued from the program.

Transfer Student Policy

A transfer student with sufficient collegiate athletic training experience may be admitted to the Lees-McRae College Athletic Training Education Program on a case-by-case basis. If a transfer student has no prior athletic training experience, he/she will be required to follow the entrance requirements for traditional students listed in the catalog.

Applicants with prior experience will be required to provide a recommendation from a supervising Certified Athletic Trainer and documentation from the transfer institution indicating proficiency of clinical skills at the time of application. A transfer student with sufficient collegiate athletic training credits or experience, will be allowed to challenge freshman competencies, and may be admitted to the ATEP on a probationary basis. Transfer students desiring advanced placement status within the ATEP will be required to demonstrate satisfactory completion of ATEP courses with a grade of "C" or better and Program Director approval. Once accepted into the program, the student will spend a minimum of two years of study in the major. Transfer students must meet the 1000-hour clinical requirement. Documented clinical experience from the previous institution may be applied to the 1000-hour requirement. Acceptance is not guaranteed but is based on availability of space in the program and meeting the minimum requirements.

Probationary Admittance

If a student does not meet one the requirements for admission, the student may be granted probationary admittance. Probation allows a student to continue with their ATEP experience/courses

while working to satisfy any deficiencies in the minimum requirements. The probationary contract must be completed and signed by the student and ATEP Director. Any requirement listed in the contract must be satisfied in one semester.

Any change in status will result in a written letter/contract, a copy of which must be signed and placed in the student's file. Failure to fulfill the minimal requirements in the time specified will result in loss of program status, requiring the student to re-apply to the program.

Retention Policy

Once a student is formally accepted into the Athletic Training Education Program, they must maintain the following requirements:

Minimum GPA of 2.5 on a 4.0 scale.

A grade of 'C' or better in all major related coursework.

Current First Aid/CPR certification. A current copy of CPR/First Aid card must be in ATS file in the Program Director's office each year.

Adequate progress toward the 1000 hour clinical experience requirement (meeting clinical assignments)

Abide by published ATEP policies

Any change in status will result in a written letter/contract, a copy of which must be signed and placed in the student's file. Any requirements spelled out in the contract must be satisfied in one semester.

Failure to satisfy or maintain these requirements will result in probationary standing until the deficiencies are satisfied within one semester after being placed on probationary status. Failure to fulfill this requirement will result in loss of program standing, requiring the student to re-apply to the program.

National Athletic Trainer's Association (NATA) membership is strongly encouraged for all athletic training students. Benefits of membership include the Journal of Athletic Training and NATA News subscription, eligibility for scholarships and discounts for professional meetings, including the national convention. Membership forms are available on line at www.nata.org.

APPENDIX D: PERSONNEL DIRECTORY

BOARD OF TRUSTEES

Mr. Tommy Brigham, Board Chair, Birmingham, Alabama

Mr. Joseph J. Stahl, II, Vice Chair, Bluffton, South Carolina

Mrs. Jane B. Stephenson, Immediate Past Chair, Lexington, Kentucky

Mr. Edward Bauman, Greensboro, North Carolina

Dr. John S. Blalock, Martinez, Georgia

Mr. John B. Cates, Southern Pines, North Carolina

Mrs. DeLois A. Dietrich, Kingsport, Tennessee

Mr. Alvin J. Dickens, Charlotte, North Carolina

Mr. Cary Green, Jonesborough, Tennessee

Mr. Parker Grubbs, Winston-Salem, North Carolina

Mrs. Anna Tufts Hayes, San Diego, California

Mr. Archibald Hoxton, Shepherdstown, West Virginia

Mrs. Sherry Latimer, Naples, Florida

Mr. Steven Lineberger, Winston-Salem, North Carolina

Mr. Harvey Lowd, High Point, North Carolina

Dr. J. Thomas Ratchford, Davidson, North Carolina

Dr. David G. Robinson, Fort Myers, Florida

Mr. Don Rorke, Pittsboro, North Carolina

Mrs. Doris Rosen, Miami Beach, Florida

Mr. R. Edwin Shelton, Dobson, North Carolina

Rev. O'dell Smith, Banner Elk, North Carolina

Mr. Paul Stephenson, Cary, North Carolina

Mr. William B. Snow, Dothan, Alabama

Mr. Murray M. White, Jr., High Point, North Carolina

SENIOR STAFF

Scott Colley, *President* | B.A. Randolph-Macon College | M.A., Ph.D, University of Chicago | Honorary Doctorate, Randolph-Macon College

Leslie Carter, *Director for Major Gifts, Alumni Relations, and Church Relations* | B.A., Elon College

John F. Keener, *Associate Provost* | B.A., M.A., University of North Carolina at Chapel Hill | Ph.D., University of Kentucky

Scott McKinney, *Vice President for Business Affairs and Treasurer* | B.S., Mars Hill College | M.B.A., Appalachian State University

Thomas Craig McPhail, *Interim Athletic Director*

Debra Thatcher, *Provost and Dean of the Faculty and Professor of Education* | B.A., University of Wyoming | M.Ed., University of South Carolina | Ph.D., University South Carolina

Merritt Yackey, *Director of Development*

TEACHING FACULTY

Carol Almond (1995), *Instructor of Physical Education* | B.S., Appalachian State University | M.S.Ed., James Madison University

Danielle Baisden, (2005), *Co-Technical Director of Performing Arts/Assistant Professor of Performing Arts* | B.A., Muskingum College | M.F.A., Michigan State University

Melissa Ball-Martin (2005), *Assistant Professor of Art and Communication Arts* | B.S., Appalachian State University | M.F.A., University of North Carolina at Greensboro

Carol Blassingame (2005), *Professor of Physical Education* | B.A., Southern Methodist University | M.A., Appalachian State University | Ph.D., Texas A&M University

Robin Buchanan (2007), *Assistant Professor of Education /Director of Teacher Licensure* | B.A., Meredith College | M.A., Appalachian State University | Ed.S., Ed.D., Western Carolina University

Christopher Carr ((2002), *Assistant Professor of Art and Design* | B.S., Lees-McRae College | M.F.A., University of Texas at Austin

Tessa Carr (2002), *Assistant Professor of Performing Arts* | B.A., Lees-McRae College | M.A., Louisiana State University | Ph.D., University of Texas at Austin

James Carson (2001), *Associate Professor of Psychology* | B.A., University of Denver | M.A., Ph.D., University of Illinois at Urbana-Champaign

Rachel Chrane (2000), *Instructor of Spanish and English as a Second Language* | B.S., Abilene Christian University | M.A., University of North Texas

Fiona Chrystall (2001), *Director of Student Success / Associate Professor* | B.Sc., Ph.D., University of Stirling

Kacy E. Crabtree (1990), *Associate Provost* | B.A., Lenoir-Rhyne College | M.F.A., University of North Carolina at Greensboro | M.A.A.A., Goucher College

Kenneth M. Craig (1995), *Professor of Religious Studies* | B.A., Wake Forest University | M.Div., Ph.D., Southern Seminary

Sabrina A. Crawford (2009), *Instructor of Instructional Technology* | B.A., Boston College | M.A., St. Michael's College

Randy J. Cromwell (2008), *Director of Teacher Education / Associate Professor* | B.S., Virginia Tech | M.Z.Y., Ph.D., Auburn University

Kenneth Davis (1989), *Associate Professor of Chemistry* | B.S. Presbyterian College | Ph.D., Texas A & M University

Melinda Davis (2008), *Assistant Professor of Education* | B.S., Vanderbilt University | M.S., Ph.D., The University of Tennessee-Knoxville

Michael DePew (2006), *Lecturer of History* | B.S., M.A., East Tennessee State University

Warren Doyle (2004), *Assistant Professor of Education* | B.S., Southern Connecticut State College | M.A., Ph.D., University of Connecticut

Karen Fritz (2008), *Associate Professor of Business Administration* | B.S., The University of North Carolina-Chapel Hill | M.B.A., The University of Georgia | Ed.D., East Tennessee State University

Susan Gilbert (2004), *Assistant Professor of Education* | B.S., Illinois State University | M.F.A., California Institute of the Arts | Ed.D., Appalachian State University

Michael Hannah (1997), *Assistant Professor of Performing Arts* | B.A., Lees-McRae College | B.S., M.A., Appalachian State University | Ph.D., Texas Tech University

Margaret Hart (2006), *Assistant Professor of Psychology* | B.S., Bridgewater College | M.S., Old Dominion University | Ph.D., Ohio State University

Martha Hartley (2000), *Assistant Professor of Community Nursing / Director, RN-BSN Completion Program* | B.S.N., East Tennessee State University | M.S.N., University of New Mexico

Tracy Hoilman (2006), *Instructor of Criminal Justice and Off-Campus Coordinator* | B.S., Appalachian State University | M.P.A., Appalachian State University

Carl Bradley Huff (2000), *Instructor of Athletic Training* | A.S., Andrew Junior College | B.S., Appalachian State University | M.S., Indiana State University | ATC

Michael E. Joslin (1989), *Professor of English* | B.A., Ph.D., University of South Carolina at Columbia

Jesse Knight (2008), *Visiting Assistant Professor of Communication Arts* | B.F.A., The University of North Carolina at Greensboro | M.F.A., The University of North Carolina at Asheville

Katherine Logan (1995), *Professor of Criminal Justice* | B.A., Eckerd College | M.A., University of Kentucky | Ph.D., State University of New York at Buffalo

Trudy Morlino (2009), *Assistant Professor of Business* | B.S., Mississippi State University | M. S., Louisiana State University | Ph. D., Capella University

Kathy Olson (2009), *Instructor of Rhetoric* | B.S., University of Tennessee Knoxville | M.A., East Tennessee State University | TEFL Certification

Laura Padgett (2000), *Instructor of Developmental Education / Learning Assistance Specialist* | B.S., Lees-McRae College | M.A., Appalachian State University

Elaine Poole (2006), *Instructor of Education* | B.A., University of North Carolina at Greensboro | M.A., Ed.S. Appalachian State University

Nicole M. Prior (2008), *Instructor of Criminal Justice* | B.S., University of Georgia | M.A., Appalachian State University

John Forrest Pulley (2005), *Instructor of Business* | B.A., Elon College | M.A., Central Michigan University

Claude Pyatte (1987), *Associate Professor of Biological Sciences* | B.S., North Carolina State University | D.V.M., University of Georgia

Lynne Quigley (2009), *Instructor of Business* | B.B.A., University of Central Oklahoma | M.B.A The Wharton School, University of Central Oklahoma

Wesley Saylor (2008), *Instructor of Rhetoric* | B.A., Appalachian State University | M.F.A., Vermont College

Lella Shaffner (2007), *Instructor of Developmental Education* | B.S., Lees-McRae College | M.A., Appalachian State University

Stewart Skeate (1985), *Professor of Biological Sciences* | B.S., Rutgers University | M.A., California State University | Ph.D., University of Florida at Gainesville

Linda Smedburg (2001), *Assistant Professor of Nursing* | A.A.S., Buck County Community College | B.S.N., Winston-Salem State University | M.S.N., University of North Carolina at Greensboro

Rita Smith (1984), *Assistant Professor of Athletic Training / Director, Athletic Training Education Program* | B.S., University of North Carolina at Greensboro | M.A., Appalachian State University | ATC

Graham Spann (2000), *Associate Professor of Sociology* | B.S., M.A., Appalachian State University | Ph.D., North Carolina State University

Edwin E. (Gene) Spears (1991), *Professor of Biological Sciences* | B.A., University of North Carolina at Asheville | M.S., Ph.D., University of Florida at Gainesville

Allen Speer (1977), *Distinguished Professor of Humanities* | B.S., M.A., Appalachian State University | Ed.D., University of North Carolina at Greensboro

Janet Barton Speer (1978), *Distinguished Professor of Performing Arts /Summer Theatre Artistic Director* | B.S., M.A., Southwest Texas State University | Ph.D., Louisiana State University

Christine Spencer (2008), *Assistant Professor of Biological Sciences* | B.A., Earlham College | M.S., University of Louisiana-Lafayette | Ph.D., The University of Georgia at Athens

James Taylor (1984), *Assistant Professor of Music /Campus Ministries* | B.A., M.M., Appalachian State University

Robert Taylor (2008), *Instructor of Business Administration* | B.B.A., B.S., M.Acct., East Tennessee State University

Lizette Thompson (2001), *Instructor of Developmental Education* | B.S., Florida Atlantic University | M.A., Appalachian State University

Tamara Tressler-Blewitt (2003), *Instructor of Developmental Education* | B.S., Lock Haven University | M.A., Appalachian State University

Michael Vines (2001), *Director of Faculty Support Services /Associate Professor of Religious Studies* | B.A., Willamette University | M.A., Fuller Theological Seminary | Ph.D., Union Theological Seminary

Joseph Walsh (2006), *Instructor of Business* | B.S., Gardner-Webb University | M.B.A., Appalachian State University

Scott Woodward (1997), *Associate Professor of Mathematics* | B.S., M.S., Ph.D., University of Florida

EMERITUS FACULTY

Jack Coffey, (1969-1998), *Professor Emeritus of Business* | B.S., M.A., Appalachian State University | Ed.D., Highland University

Bradford L. Crain, (1985-1993), *President Emeritus* | B.A., Berea College | M.A., Ph.D., Harvard University | (Honorary) Ed.D., Lees-McRae College

Lewis Hall, (1954-1992), *Professor Emeritus of Mathematics* | B.S., College of William and Mary | M.A., East Tennessee State University | (Honorary) Ed.D., Lees-McRae College

Richard Jackson, (1962-2000), *Librarian Emeritus* | B.A., Western Carolina University | M.S., University of North Carolina at Chapel Hill

Glen Johnson, (1969-1990), *Professor Emeritus of Biology* | B.A., M.A., East Tennessee State University

Ted Ledford, (1963-1999), *Professor Emeritus of English* | B.S., M.A., Appalachian State University | Ph.D., Ohio University

Archie Smith, (1973-1997), *Associate Professor Emeritus of History* | B.S., M.A., Appalachian State University

O'dell Smith, (1968-1995), *Professor Emeritus of Religion* | A.B., Emory & Henry College | M.Div., Union Theological Seminary

Pat Smith, (1968-1994), *Professor Emeritus for Academic Advancement* | B.A., Emory & Henry College

Carolyn Travis, (1962-1995), *Associate Professor Emeritus of English* | B.S., M.A., Appalachian State University

Samuel Travis, (1965-1995), *Associate Professor Emeritus of Mathematics* | B.S., M.A., Appalachian State University

Joan Watts, (1970-1998), *Assistant Professor Emeritus of Humanities*, | B.S., M.A., Appalachian State University

John Wilson, (1969-1996), *Professor Emeritus of Sociology* | B.S.N., State Univ. of New York at Albany | B.S., M.S., Iowa State University | M.Div., Th.M., D.Min., Union Theological Seminary

ADMINISTRATIVE STAFF

Paul Adamson , *Staff Accompanist* | B.M., Baldwin Wallace College | M.M., Memphis State University

Shaquera Alls, *Admissions Specialist* |B.A., Lees-McRae College

Frederick Bauer, *Controller* | A.A.S., Atlantic Community College |B.S., Rowan University | M.B.A., Winthrop University

Carrie Bays-Guy, *Director of the New Opportunity School for Women/Administrative Services* |B.S., East Tennessee State University

Joshua Brown, *Web Developer* |A.S., Full Sail University

Scott Crawford, *Global Community Center Director* | B.S., Cornell University | M.A., Ohio State University

Sharon Cropper, *Educational Talent Search Project Assistant / Financial Aid & Scholarship Coordinator* | A.A.S. Mayland Community College | B.B.S., Lees-McRae College

Nina Fischesser, *Director, Blue Ridge Wildlife Institute* | B.S., Southern Illinois University at Carbondale

Rebecca Garland, *Project Specialist - Talent Search* | A.G.E., Mayland Community College | B.A., University of North Carolina at Asheville

Carl Griewisch, R.N., *Davis Health Services Nurse* | A.A.S., Caldwell Community College | B.A., Concordia College

Selena Hilemon, *Director of Community Outreach* | B.A., Mars Hill College | M.A. Vanderbilt University
Divinity School

Sandra Lynn Hinshaw, *Director of Extended Campus Programs* | A.S., Lees-McRae College | B.S.,
Appalachian State University

Laura Horton, *Coordinator, Surry Elementary Education Program* | B.A., Guilford College | M.A.,
Radford University

Vivien Howard, *Payroll /Payroll and Accounts Payable Manager*

Teddy Hughes, *Technology Support Specialist* | B.S., Appalachian State University | M.A., Appalachian
State University

Michael Hughett, *Director of Technology*

Emily Johnson, *Project Specialist, Educational Talent Search* | B.S., Appalachian State University

Meika Jones, *Admissions Specialist* | B.S., Lees-McRae College

Rebecca Keesler, *Supervisor of Clinical Faculty and Field Experience, Surry Elementary Education
Program / Adjunct Instructor of Education* | B.A., Duke University | M.A., Appalachian State University

Abigail Lord, *Director of Donor Relations and Special Events* | B.A., Lees-McRae College

Frankie Needham, *Director of Prospect Research*

Lori Allison Norris, *Dean of Students* | B.S., Lees-McRae College

Craig Norris, *Director - Talent Search* | B.S., M.Ed., East Tennessee State University

Franklin O'Hagan, *Interim Director of Admissions* | B.S., Auburn University

Stephen Parrish (1986), *Senior Admissions Specialist* | B.M., M.M. Appalachian State University

Susan Pollpeter, *Site Coordinator, Western Piedmont Education Program* | B.A., Lenoir- Rhyne College
| M.H.D. L., University of North Carolina at Charlotte | Ed.S., Ed., Appalachian State University

Charlotte Donese Preswood, *Assistant Librarian* | B.S., M.S., Appalachian State University

Sandra Ramsey, *Director of Alumni Relations*

Rebekah Graham Saylor, *Senior Admissions Specialist* | B.A., Lees-McRae College | M.A., Appalachian
State University

Michelle Scott, *Director of the Lees-McRae College Fund* | A.A., B.A., Lees-McRae College

Cathy Shell, *Director of Financial Aid*

Kristoffer Stewart, *Director of Residence Life* | B.A., Lees-McRae College | M.A., Southeastern Oklahoma State University

Ruby Stewart, *Co-Site Coordinator, Mayland Elementary Education Program* | B.S., M.A., Ed.S., Appalachian State University

Russell Taylor, *Director of Libraries* | B.A., Warren Wilson College | M.L.I.S., University of North Carolina at Greensboro

Diana Thomas, *Director Outdoor Programs* | B.A., North Carolina State University

Danielle Usedom, *Director of Campus Recreation* | B.S., Lees-McRae College

Megan Walters, *Director of Campus Life* | B.S., M.A., Appalachian State University

Carolyn Ward, *Director of Human Resources and Telecommunications*

Faye Williams, *Library Access Services Coordinator / College Archivist* | A.A.S., Caldwell Community College

Rebecca Witt, *Admissions Specialist* | B.A., Lees-McRae College

Meghan Wright, *Associate Director of Communications* | B.A., Lees-McRae College

Kathryn Yates, *Educational Talent Search Project Specialist* | B.A., University of North Carolina at Chapel Hill

ATHLETICS STAFF

Brendan Arthur, *Assistant Men's Lacrosse Coach*

Jay Benfield, *Assistant Men's Soccer Coach*

William Thomas Cason, *Head Cross Country Coach/Assistant Track & Field Coach*

Amanda Chase, *Head Women's Lacrosse Coach*

Laura Comeau, *Assistant Women's Soccer Coach*

Julian Earnhardt, *Head Golf Coach*

Mathew Edmunds, *Head Men's Lacrosse Coach*

George Fletcher, *Head Men & Women's Track and Field Coach*

Paul Goode, *Head Men and Women's Tennis Coach*

Joseph Hawkins, *Head Athletic Trainer*

Robert Jameson, *Assistant Cycling Coach*

Renee Lopez, *Head Women's Soccer Coach*

Michael Nyquist, *Assistant Athletic Trainer*

James Petrik, *Head Volleyball Coach*

Scott Polsgrove, *Head Men's Basketball & Assistant Golf Coach*

Casey Smallwood, *Assistant Men's Basketball Coach*

Christopher Whalley, *Head Men's Soccer Coach*

Sebastian Wild, *Head Women's Basketball Coach*

Luke Winger, *Head Cycling Coach*

Merritt Yackey, *Head Softball Coach*

Kevin Young, *Sports Information Director*

PROFESSIONAL STAFF

Donna Ballard, *Administrative Assistant for Admissions*

Amy Crumley, *Student Financial Services Technician*

Denise Dyer, *Student Development Administrative Assistant*

Tammy Franklin, *Administrative Assistant to the Provost and Dean of the Faculty*

Tonia Hall, *Academic Affairs Office Assistant*

Ramona Hayes, *Library Technician*

Kathy Henson, *Assistant to the Registrar*

Susan Hurley, *Part-Time Secretary, Western Piedmont Elementary Education Program*

Sherry Johnson, *Library Technician*

Pamela Joslin, *Administrative Assistant to Performing Arts*

Justin Kitts, *Resident Director*

Kay Mauchin, *Administrative Assistant to the Athletic Director*

Virginia McKinney, *Co-Assistant Site Coordinator – Mayland Elementary Education Program*

Mary Mitchell, *Co-Assistant Site Coordinator-Mayland Elementary Education Program*

Jason Pickering, *PA Shop Foreman*

Nedra Shelton, *Part-Time Secretary, Surry Elementary Education Program*

Teri Shoemake, *Administrative Assistant, Admissions*

Holly Stewart, *Cashier*

Sherry Willis, *Administrative Assistant for Teacher Education*

FACILITY SERVICES STAFF

Roger Bailey, *Grounds Crew / Garage*

Scott Bailey, *Maintenance Crew*

Samuel Bartlett, *Maintenance Crew*

Charles Birchfield, *Grounds Crew*

Stephen Greene, *Maintenance Crew*

Terry Hicks, *Maintenance Crew*

Christopher Hughes, *Grounds Crew*

Edward Moser, *Maintenance Crew*

David Shoemake, *Maintenance Crew*

Todd Sluder, *Grounds Crew*

Bradley Sudderth, *Grounds Supervisor*

Bruce Townsend, *Maintenance Crew*

CUSTODIAL STAFF

Linda Bailey

Regina Hicks

Karen Denise McKinney

Barbara Norwood

Elaine Norwood

Wendell Phillips

Sharon Sword

Michael Trivette