

Brevard education class connects theory to practice at Franklin School of Innovation

Autumn Jones
Editor in Chief

One of the most notable aspects of Brevard College is the experiential learning that is utilized across campus, which has been recognized through various awards, including being named a College of Distinction and named by Best Colleges for the South Region, best value, and social mobility. This is especially stressed in the teacher licensure program, where future educators tie hands-on learning into their lessons.

On Thursday, Nov. 13, students in EDU 305, Facilitation of Learning, took a trip to Asheville, N.C., to observe teachers within their desired content and grade levels at Franklin School of Innovation, a public charter school. The school is both a middle school and a high school, and even integrates fifth graders as well.

"We have visited FSoI [Franklin School of Innovation] for several years now, as they offer unique perspectives on the possibilities of project-based learning," Professor Jessie Tucker, Co-director of Teacher Education and Teacher Education Coordinator, said. "Many students and Teacher Education faculty have also remarked on the school culture and climate over the years, particularly the positive and engaging atmosphere. We want students to experience a variety of school types to be encouraged that there are diverse options for observations, student teaching, and eventually their careers."

Professor Tucker's optimism about the school's atmosphere was quickly validated by the students, many of whom admitted they arrived with lower expectations for middle school life. "I tend to assume that middle schools are filled with a lot more dread than this one was," said Julia Lusk, a post-baccalaureate art major. "I was expecting to go in and see a lot of unhappy students or potentially teachers who were not so happy with their jobs, and I was pleasantly



From back left: Henry Tarte, Isaiah Brown, Julia Lusk, Angie Martino, Autumn Jones. From front left: Jack Spotz, Emillee Long, Sofia Hardin, and Elizabeth Auciello.

surprised to see they all enjoyed life."

Several students noted how deeply internalized the classroom expectations were, allowing lessons to flow smoothly without constant correction. "The fifth and sixth graders did really well at coming in and knowing what the expectations were, and knowing they needed to sit down and get started on their work immediately," said Sofia Hardin, a junior elementary education major. "The teacher didn't even have to really say much, just to sit down and take out the work they had been working on." This effective management freed up teachers to use dynamic instructional methods that boosted student participation.

Elizabeth Auciello, a senior elementary education major, highlighted one interactive method that successfully drew out every student's opinion: "I observed them do the turn and talk, and it engages all the students and has them participating in what they were doing, and also allows them to get up and talk instead of just sitting there being quiet. They were able to give their opinions." Beyond the planned lessons, students witnessed the unique, collaborative culture of the school firsthand, which sometimes included staff from outside the classroom.

For junior history major Isaiah Brown, a memorable moment occurred when leadership

Winter formal: December 6

Addison Smith
Contributor

SGA met on Nov. 19 to discuss the winter formal that will take place on Saturday, December 6, between 7 and 10:30.

The annual winter formal is a great way to relax and decompress with friends before finals, and this year it just so happens that the first day of finals is the next, Dec. 7. It will be held at DFR Lounge, which is just down the road from campus.

This year, the theme is “A Night Under the Paris Stars,” so dress your best and get ready to enjoy a night not like any other.

Like every year, there will be a DJ, and a photobooth will be set up. At the location of the formal, there is a bar that will be open for those who are 21 and over who wish to purchase drinks. The drinks are not included with the formal and must be purchased on site. There will be wristbands for those that can drink, and without a wristband, nobody is able to pur-

chase alcohol of any sort.

Students may go for free, but they can bring a guest for a small fee of \$10. Since the location is off campus, there will be shuttles offered throughout the night, bringing people there as well as back, but parking can also be found, so you can drive if provided. Just remember not to drink and drive, and to be safe on the roads.

SGA will be setting up and breaking down all in the same day in order to make this happen. Imani Singleton, the SGA president, said, “Formal is a very exciting time, and we have been working so hard, so we hope to see everyone there.”

SGA is having Publix cater for this event, so food and drinks will be available for those who want refreshments while they’re there, but remember this isn’t an all-you-can-eat buffet; others need to eat as well.

This is the final SGA event of the year, and they look forward to planning many more events in the spring, but as for the winter formal, don’t forget to study for your finals the next day.

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Brevard students visit Franklin School of Innovation

THE CLARION

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participated directly in the daily lesson: “In the World History class I observed, the Dean of Students came in and just started participating in the lesson. The teacher would say the name of the ancient civilization, and then the students would repeat it.” In another instance, the students’ enthusiasm was contagious, bridging the gap between observer and participant. Jack Spatz, a senior exercise science major, was drawn right into the action. “I observed the gym teacher, and all the students wanted me to play the games they were playing, and wanted to include me, so I played all the games that they did,” Spatz said.

That sense of genuine connection and strong teacher-student loyalty was a recurring highlight for many. For Henry Tarte, a senior art major, the students’ enthusiasm for their current teacher offered a high, but inspiring bar for the future. “One of the students in one of the classes came up to Jules and me, and they said, “Oh, y’all want to be art teachers?” And we said, “Yeah,” And the student said, “Well, you’ll never be as good as ours,” Henry Tarte, a senior art major, said. “You can tell the students really love the teacher and love the atmosphere that he presented, and that really stuck out to me.”

While positive interactions with students highlighted the effective school environment, the professional advice from school leadership proved equally valuable. “I really enjoyed Mr. Freeman [the middle school principal] because it felt like he knew a lot,” Auciello said. “A lot of

teachers don’t talk about the struggles of being a teacher, but he was talking about it head-on with us and telling us that we were gonna struggle sometimes, but then he gave us ideas on how to stay motivated, and he gave us input on what he’s been through in classrooms.”

Ultimately, the visit reinforced the importance of experiential learning over purely theoretical training, offering the students an essential perspective. Auciello summarized the field trip’s overall value to future educators: “I think a reason to go visit these schools is to know what to expect. We do learn a lot in classes, but it’s not the same as going to observe students. So, you can’t always expect the same thing every day. Going into observation, you can see all the different personalities and how the teacher handles them. It prepares you.”

Professor Tucker echoed this sentiment, confirming that the visit achieved its goal of encouraging a more personal connection to the course material. “We all learn differently, but hopefully, these school visits encourage creativity and generate enthusiasm for the classrooms and students behind all the writing,” Tucker said. “The lesson plans and teaching portfolios are crucial for preservice teacher success, and it’s inspiring to visual students’ faces and cool classrooms as you learn and write.”

BC adds AI management and engineering science as newest majors

Two new majors that will prepare graduates for dynamic, in-demand careers are coming soon to Brevard College. The College's Board of Trustees recently approved the addition of artificial intelligence management (AIM) and engineering science as BC's newest majors. The two new undergraduate programs will begin as early as the fall of 2026.

"As we continue to move forward and grow as a college, it is important for us to constantly adapt to a rapidly changing world in order to best serve our students," said Dr. Bradley J Andrews, President of Brevard College. "The addition of these two exciting new majors will provide a myriad of opportunities for Brevard College students, while furthering our commitment to academic excellence."

The addition of artificial intelligence management and engineering science provides Brevard College students with 25 academic majors and 58 total undergraduate programs to choose from.

Over the past three years, Brevard College has added five new undergraduate and three new graduate programs. BC debuted undergraduate majors in chemistry, communication and computer science in 2023. The college has also added a Master of Business Administration (MBA) degree and MBA programs in business analytics and sports management.

"These two new majors are unique, while fitting our mission here at Brevard College," said Dr. Jennifer Frick-Ruppert, Vice President of Academic Affairs and Dean of Faculty. "The addition of AIM and engineering science will certainly increase our academic quality and strengthen our growing academic portfolio."

Brevard College's new artificial intelligence management major will provide students with the training, tools and skills needed to become leaders, managers and innovators in AI businesses and technology. With no such programs currently offered in the state of North Carolina, BC is positioned to emerge as a leader in the accelerating field of AI management.

"The artificial intelligence management program at BC will be distinctive in that our graduates will not only understand AI, but will have the skills of communication, teamwork, and



Photo via Brevard College on Instagram.

global awareness that come from a liberal arts education," said Frick-Ruppert. "This blending of liberal arts with AI will make graduates highly marketable within a rapidly growing industry."

The engineering science program at Brevard College will emphasize the application of core engineering principles to solve real-world problems within a liberal arts context. Rather than a traditional, highly specialized engineering degree, the major will integrate foundational engineering with science, mathematics and the humanities to prepare students for diverse, cross-disciplinary careers. With the engineering science major, Brevard joins Emory & Henry University, Roanoke College and Washington & Lee University as regional institutions offering the degree.

Like AIM, the engineering science degree will produce in-demand graduates, considering the current and projected job market. According to a recent study by the Georgetown University Center of Education and Workforce (CEW),

there is an engineering skills shortage with a deficit of 210,000 workers in the United States. Moreover, the center also projects a shortage of 2.9 million workers in management positions through 2032.

"Our engineering science students will learn the skills needed to manage teams of engineers in a variety of settings," Frick-Ruppert said. "Graduates with a degree in engineering science from Brevard College will be sought after and equipped to immediately join the workforce."

The addition of the two majors represents the latest example of academic excellence and growth at BC, which has been named one of the Best Colleges in 2026 by U.S. News & World Report, as well as being recognized as a College of Distinction both nationally and in the state of North Carolina. Additionally, a national teacher of the year award was recently presented to Brevard College professor Dr. Mel Bringle by the Association for General and Liberal Studies.

Tis the season

Starbucks Mania

Abigail Callahan
Staff Writer

Starbucks recently released its holiday merch, causing quite a stir, and now the coffee chain is speaking out in response. On Nov. 6, Starbucks announced its 2025 holiday collection, and among the collection, they released a 20-ounce glass cup shaped like a teddy bear called the 'Bearista Cold Cup.'

Within hours of Starbucks opening, the 'Bearista Cold Cup,' selling for \$29.95, sold out at stores across the country, triggering long lines, viral TikToks, and a surge in resale prices on Etsy, eBay, and the TikTok shop



The Bearista cup.



selling for approximately \$250 to \$400.

ABC's Good Morning America released a statement Thursday from a Starbucks spokesperson saying, "The excitement for our merchandise exceeded even our biggest expectations, and despite shipping more Bearista cups to coffeehouses than almost any other merchandise item this holiday season, the Bearista cup and some other items sold out fast. We understand many customers were excited about the Bearista cup and apologize for the disappointment this may have caused," adding, "We have more exciting merchandise coming this holiday season."

The Bearista cups are in demand, and they overwhelmed Starbucks employees who found themselves in the middle of angry interactions with customers in some locations. The sales strategy, known as a limited-time offer and was sparked by social media influencers who drove the demand.

"I waited an hour before opening to get the bearista cup, and we witnessed an employee pulling both off the shelf and buying both two minutes before the store opened right in front of us, waiting outside. I knew this was a possibility, but I'm definitely disappointed," one user on Reddit said. "I asked a few stores around my area yesterday. They told me they will have none when stores open since employees get first dibs," another person responded to the post.

As for other holiday merchandise, a Hello Kitty collaboration was released the same day as the Bearista Cup. "The exclusive collection features an array of items and collectibles, including a Hello Kitty plush dressed in the iconic Starbucks green apron (and her signature red bow!), alongside her cuddly teddy bear, Tiny Chum. The theme was 'Together in Fun Forever,' stated in an article from the Starbucks website.

No matter if you're going after the viral cup, hunting for Hello Kitty collectibles, or stopping in for a Gingerbread latte, Starbucks' holiday spirit is officially in full swing. With that, more merchandise is on the way, and people and fans of the corporation still have plenty to look forward to this season.

Conspiracy theory exhibition in Jones Library

Zoe Hughes
Managing Editor

Dr. Mel Bringle's class, PHI 199, Good Thinking, is presenting its conspiracy theory projects in Jones Library today, Nov. 21, at 12:30 p.m..

The students were tasked with researching and presenting a conspiracy theory of their choosing. They are required to use "good thinking" skills to deduce when the theory came about and why.

Students must explain the anatomy of the conspiracy and then describe and critically analyze its real-world effects and consequences, specifically using popular media and culture makes these topics engaging and easier to digest.

"Since conspiracy theory is fueled by bad thinking, students can flex their good thinking skills by dissecting how these conspiracies present themselves in society, whether seriously or entertainingly," Bringle said. "It also allows students to get creative with their analyses and presentations."

Here is a preview of some of the conspiracy theories that students will present on later today:

Phineas and Ferb

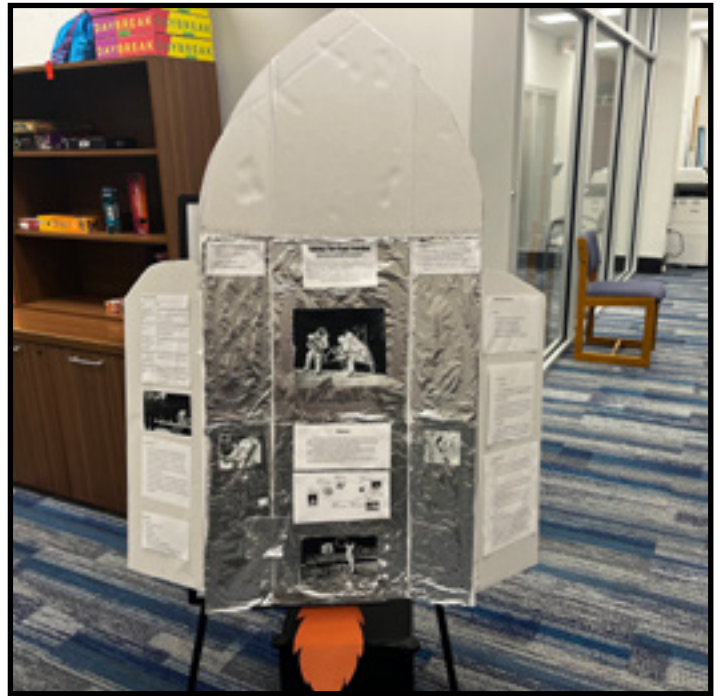


Phineas and Ferb project by Regina Drouse, Zoe Herber, Emma Campbell, Isabella Boulay, and Brennan Howell. Photo by Zoe Hughes.

centers on two stepbrothers, Phineas and Ferb, who create outrageous inventions during their summer break. All the while, their older sister Candace seeks to bust them by telling their mom what they are up to, but she is never able to.

There is a theory among fans that Candace is severely mentally ill, and the whole show is merely a schizophrenic hallucination. The idea is that Phineas passed away, and she is coping with that grief by concocting images of her brothers.

Faking the Final Frontier



Faking the Final Frontier by Garret Cardwell, Chase Dorsey, and Seth Robinson. Photo by Zoe Hughes.

The moon landing is one of the most infamous conspiracy theories in American discourse. In July of 1969, the Apollo 11 mission successfully landed American astronauts on the moon, the first ever humans to walk its surface. This completed the goal set by President John F. Kennedy and won America the international space race.

Some have theorized that the U.S. government faked the moon landing so it could further its agenda during the Cold War. Winning the space race against the Soviet Union was incredibly important to American politics at the time, providing a motive for manufacturing the proof of the landing.

Bigfoot

Bigfoot is arguably the most famous cryptid in the country, spanning multiple states and obtaining multiple monikers: sasquatch, yeti, etc.. The students behind this project created a timeline to look at the origins of Bigfoot and to see how the theory has spread. They even got in contact with a representative from the SC Bigfoot festival committee for their project.

The Disney Channel animated comedy show "Phineas and Ferb (2007)"

Little Tree Games: education meets fun for all

Olivia Tiner
Staff Writer

Beth Banks, Laboratory Coordinator and Administrative Assistant for Science and Math, has worked at Brevard College for over 20 years after graduating from Brevard in 1996. She is the founder of Little Tree Games, which is a game company where every game is designed and created by her.

Each game is handmade by Banks and carefully crafted and planned to help educate children.

These games were inspired by her summer camp counseling here at Brevard, where she “wanted something for the kids to play when they couldn’t go outside,” said Banks. Her favorite part of Little Tree Games is doing booths

where people come by and say nice things, for example, “I love your energy.” The first game she sold was Beans and Dice, which she first sold in July 2022. Since then, she has sold 486 games and continues to sell more.

“The fact that I am a crafter means I have lots of things lying around, and sometimes what I have on hand really inspires me when creating games,” Banks said.

Beth has a webpage that lists all her crafts, games, and ambassadors, as well as more about her. Her games are very educational, from one called Quatro that addresses the order of operations to beans and dice, which helps with other facets of math, and all her games are aimed to be incredibly fun.

Little Tree Games has been a working booth

for a long time, but they also book parties and events where Banks will come and bring all the games, give a talk about the rules and some tidbits about the creation process, and then you can play the games.

Recently, Banks held one of these events in the Jones Library for free. It was held on Monday, Nov. 17th. “24 people attended the event, 10 community members, 8 students, and 6 faculty and staff members,” Banks said. “The event was very successful.”

It’s important to her that the games are crafted by her in-house; she never wants to sell her business. Little Tree Games is an educational, fun way to spend quality time with your family and friends, and for your next party, think of Little Tree Games.

Behind the WLEE name change to OLEE

Madeleine Pollock
Copy Editor

At the beginning of the fall semester, Brevard College’s Wilderness Leadership and Experiential Education program, or WLEE, shifted to become the Outdoor Leadership and Experiential Education program, or OLEE.

The change came after extensive research on the development of the outdoor industry. “The name is more clearly representative of the wide set of professional career opportunities, while wilderness was only a small niche,” said OLEE director Dr. Jennifer Kafsky. “We conferred with current faculty, students, as well as alumni, and we realized it was the best thing to do for the sustainability of our program.”

In addition to the name change, there has been some restructuring of the program. There are now three concentrations: Wilderness Leadership, Outdoor Industry Leadership, and Public Land Leadership.

The Wilderness leadership track will remain almost the same as the old WLEE program, with students completing a mandatory immer-

sion semester and a 21-day trip. Those in other concentrations can choose to attend immersion and declare a minor in Wilderness Leadership.

“The Outdoor Industry Leadership concentration is designed for students who wish to prepare themselves for the administrative realm of our field, such as summer camp administration, entrepreneurship, and the outdoor industry,” said Kafsky. “This track includes specialty courses in Business, Organizational Leadership, and Communications.”

The third and final concentration is Public Land Leadership, which will be specifically geared towards students who hope to work on public lands. This specialization will give students the skills they need to work in National Parks, National Forests, City Parks and Recreation, State Parks, and includes courses in criminal justice, according to Kafsky.

The changes will not affect students already in the program. “Students using the academic catalog before 2025-26 will graduate with a degree in Wilderness Leadership and Experiential Education,” said Kafsky. “Students starting in 25-26 and beyond will graduate with a

degree in Outdoor Leadership and Experiential Education.”

In the spring, there are opportunities to take classes in Outdoor Experiences, Whitewater Canoeing, Outdoor Rock Climbing, Whitewater Kayaking, Backpacking, Mountain Biking, and Outdoor Living Skills.

“It’s safe to say that we have nostalgia for the WLEE name, as it is connected to decades of deep and meaningful connections with our alumni and students and so many transformative learning experiences,” Kafsky said. “Because we care so deeply about our program and believe in the work that we do, we know that this change is important to open the doors of opportunity for more people.”

“If you have a passion for the outdoors, and for working with people and developing a sense of community, we’d love to talk to you about the possibilities,” Kafsky continued. More information can be found by emailing kafskyjl@brevard.edu or stopping by the OLEE Barn and speaking with any OLEE faculty.

Brevard College should display more art!

Danniel Huestis
Staff Writer

Brevard College is an amazing liberal arts school, stretching around 130 acres. It is noted and recognized for its emphasis on experimental learning, fostering critical thinking, creativity, and problem-solving skills, with an expansive Fine Arts department covering practically any medium/media you want to work with. The art department also has a gallery for student and non-student exhibitions.

You can see the vast options an art student has just by walking through the Sims Art Building. With a wood shop, a 3D construction room, a metal construction room, and the Spiers Art Gallery all on the first floor. The upstairs consists of the photography/ digital art rooms, the painting and drawing studios, and the 2D construction area.

So it is without a doubt that Brevard College cares for and enjoys the fine arts. So why is there hardly any art on display around the campus? Of course, I'm sure everyone has seen the art on display in Bill's as well as in the library or in various buildings. But since I have been here (I'm completing my third semester now), I have not seen art displayed all over campus.

Wouldn't it be fantastic for art to be on display all over the BC campus? Whether it is sculptures or paintings, or drawings, art could be placed in



Photo by Alecia Janerio via flickr.

the courtyards, in front of or around buildings, on various walkways or paths; truly anywhere and everywhere!

The art for all of this could even be produced by the very art students at BC. It could be an advantageous opportunity for students. The chance to create art that would be on public display for a period of time, and also to create art that would fit within that public place. This would provide crucial experience for aspiring art students.

The art required for doing all of this could also be obtained from other sources: professors, students, and faculty could all contribute. All the displays could also be on a rotation, so it's not always the same art. Also, Brevard College could offer commissions for art to be made for the school. These commissions could be offered to students and faculty.

I think that if art were to be displayed more across the campus, then it could improve

the overall well-being of everyone. It is well known that art can be beneficial to a person's emotional and mental state. An article by Mayo Clinic titled "The intersection of art and health: How art can help promote well-being" even details all the positive benefits of art and art therapy.



Photo by Isabella Zambuto via flickr.



Photo by Karis King via flickr.

Brevard football wraps up season with senior day



Photo by Chris Fortman via flickr.

Stephon Miller
Staff Writer

Brevard College football closed out its 2025 season in emphatic fashion with a 45-6 victory over North Carolina Wesleyan on Saturday at Ives-Lemel Family Field.

On Senior and Alumni Day, the Tornados honored their 14 graduating players and several returning alumni before turning in a dominant performance.

Senior Quarterback Ethan Beamish levitated in his final collegiate game, completing 19 of 29 passes for 320 yards and five touchdowns. He connected with multiple targets, including Jeremyah Lane, Adam Douglas, and Reggie Taylor II, in the first half to build a 31-0 lead.

On defense, Brevard put together a swarming effort. Marvin Pulley recovered a fumble, Reggie Grimes forced another, and Jaden Deaton and Stevenson each came up with interceptions.

In the second half, the offense kept rolling. Beamish threw a 75-yard touchdown to Messiah Ramseur and later found Josh Quinn for another score.

By the final whistle, Wesleyan managed only a fourth-quarter touchdown.

Reflecting on the Season

This win gave Brevard 6 victories on the season, matching its win total from the previous year. Notably, the Tornados went 3-0 against in-state opponents in 2025, beating Greensboro, Methodist, and NC Wesleyan.

From a program standpoint, finishing strong like this—especially on Senior Day—speaks volumes. The defense stepped up big time, the offense showed incredible explosiveness, and underclassmen had a chance to shine in big moments.

Looking Ahead

As the school reflects on its 2025 season, the Tornados have shown they can finish strong, protect their home turf, and execute down the stretch. With several key seniors graduating, the challenge will be replacing production, which I'm confident the underclassmen will step up to. With talent returning and lessons learned from a strong finish, Brevard College Football looks ready to build toward even greater heights in the seasons to come.