Lees-McRae College

2026–27 Catalog

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Lees-McRae College

Founded

1900

President

Dr. Herbert L. King Jr.

Overview

Lees-McRae is a four-year, coeducational residential college offering diverse baccalaureate degrees, strong athletic programs, and an outstanding faculty. The college offers online programs and degree completion opportunities in surrounding communities to nontraditional learners. All academic programs incorporate a broad general education curriculum and field-specific career preparation and experiential learning with an emphasis in leadership and service.

Location

The main campus is located in Banner Elk, North Carolina.

Accreditation

Lees-McRae College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. Lees-McRae College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Lees-McRae College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

National/Regional Memberships and Certifications

Appalachian College Association; Association of Presbyterian Colleges and Universities; Conference Carolinas; Holston Presbytery; National Collegiate Athletic Association—Division II; North Carolina Association of Independent Colleges and Universities; North Carolina Department of Public Instruction; North Carolina State Approving Agency; Office of Emergency Medical Services in the State of North Carolina; Presbyterian Church U.S.A.; Presbytery of Charlotte; Presbytery of Western North Carolina; Salem Presbytery; and Synod of the Mid-Atlantic.

Degrees

Bachelor of Arts, Bachelor of Applied Arts and Sciences, Bachelor of Fine Arts, Bachelor of Science, Master of Arts in Teaching in Secondary Education, Master of Science in Criminal Justice or Human Services, Master of Healthcare Administration

Mission Statement

Lees-McRae College educates and inspires students to approach life and work from a creative, collaborative, and critical perspective in preparation for diverse careers and environments.

Hallmarks of a Lees-McRae College Education

The Lees-McRae graduate will be known for academic achievement, professional skills, and concern for humanity. Through a variety of curricular and co-curricular experiences, Lees-McRae students will have opportunities which prepare them to:

- Communicate effectively through writing and speaking
- Think independently and critically when solving problems
- Appreciate diversity and actively strive to collaborate with others
- Develop informed career plans that include experiential learning
- Exercise leadership and positive self-esteem
- Express consideration of others and address concerns of humanity through service
- Achieve physical, spiritual, and emotional well-being in harmony with intellectual accomplishment
- Embrace technology when learning and communicating professionally
- Experience Lees-McRae fully through year-round curricular, co-curricular, and/or work experiences
- Demonstrate a lifelong interest in learning

History of Lees-McRae

“Banner’s Elk,” as the village was once called, is said to have been settled around 1850. By the end of the century, the Presbyterian Church was becoming established in the area. In the summer of 1895, Concord Presbytery sent a young student from Union Theological Seminary in Virginia to organize a church at Banner Elk. In 1897, the newly ordained Rev. Edgar Tufts returned as pastor of the church.

In the winter of 1899, concerned with the limited offerings of the district school which was supplemented only by summer school work conducted by the church, 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.

Tufts saw that this effort was not enough and that there was a need for a boarding school, especially for the girls of the mountain region. In 1900, a frame dormitory for 14 girls and one teacher opened after a small amount of money was raised and labor and lumber was promised. One of the summer school teachers was Mrs. Elizabeth A. McRae. Knowing the devoted character of her work, Tufts named the school for her. When a department for boys opened at Plumtree, he added the name of Mrs. Susanna P. Lees, who had been a generous benefactor. The Lees-McRae Institute was chartered by the state in 1907, and Tufts remained to serve the community until his death in 1923.

In 1927, a fire consumed the Plumtree buildings, and the unit moved to Banner Elk. 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 of 1990, the Commission on Colleges of the Southern Association of Colleges and Schools granted Lees-McRae status as a senior (four-year) college.

To complement its four-year academic programs, Lees-McRae began offering degree completion programs in the early 2000s. The 2+2 programs enable students with existing associate degrees to complete their education at the baccalaureate level. The institution serves these non-traditional learners at off-campus sites and through online learning. In 2018, the college added its first graduate program.

Non-Discrimination Policy

Lees-McRae College prohibits discrimination and harassment on the basis of race, sex, sexual orientation, gender identity, color, age, religion, national and ethnic origin, disability, genetic information, protected veteran status or other individual distinctions in its programs and activities (collectively, "protected status"). This prohibition includes discrimination or harassment based upon the perception of an individual's protected status, even if the perception is mistaken. Relatedly, this Policy prohibits related misconduct, such as sexual assault, relationship violence, and stalking. The College will take affirmative action to ensure this Policy is enforced. This Policy should be read consistently with all applicable federal and state laws addressing discrimination, harassment, and related misconduct. This Policy also prohibits retaliation against any individual: who complains of or reports discrimination, harassment, or related misconduct; against whom a complaint is filed; who participates in reporting, investigation, or adjudication of possible violations of this Policy or exercises any right provided under this Policy; or engages in good-faith opposition to what the individual reasonably believes to be discrimination under this Policy.

Any member of the Lees-McRae campus community who encounters or observes such discrimination and/or harassment should immediately contact the college's Assistant Vice President of Operations and Risk Management, HD Stewart at stewarth@lmc.edu or 828.898.8823 (office located in the Cannon Administration Building on South Campus).

Students may also lodge concerns with the U.S. Department of Education concerning alleged failures by Lees-McRae College to comply with the requirements of Title IX or other applicable federal non-discrimination laws. Such complaints may be addressed to:

Office of Civil Rights
Electronic Filing: https://ocras.ed.gov
Email: OCR@ed.gov
Surface Mail: U.S. Department of Education; Office of Civil Rights; Lyndon Baines Johnson Department of Education Bldg; 400 Maryland Avenue, SW; Washington, DC 20202-1100

Use of the College Catalog

The Lees-McRae College Catalog outlines all academic programs of study for main and extended campus, as well as online, including complete listings of all required courses. The catalog also outlines admission, financial aid, and academic policies for all academic programs regardless of location. Use this publication as a resource manual and refer questions to the Office of the Registrar located in the Chaffee Center on the main campus in Banner Elk, North Carolina.

It is the responsibility of the student to read and understand all information, including academic policies, published in the College Catalog. This catalog does not include all college policies and procedures. The Student Handbook is also an important resource.

Academic Code of Honor

Lees-McRae College fosters a spirit of complete honesty and a high standard of integrity. All students are expected to act in a manner that does not infringe upon the rights and responsibilities of others, including the right to learn and prosper in a campus community free of fraudulence and dishonesty. Learn more about the Academic Code of Honor in the Academic Policies section.

Student Code of Conduct

Each student at Lees-McRae College is expected to reflect a seriousness of purpose, a desire to acquire an education, and a desire to assist the college in fulfilling its purpose. Respect and honesty should be shown to all students and college employees. Students are also expected to demonstrate an ability to take care of their own welfare and to behave in a way that supports their own growth and academic advancement, while not impeding the growth of others.

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Main Campus Academic Calendar

Fall 2026

Date(s)	Day(s) of Week	Details
August 17	Monday	First Day of Classes
August 20 at 3:30 p.m.	Thursday	Convocation
August 21 at 5 p.m.	Friday	End of Schedule Adjustments
September 7	Monday	Labor Day; No Classes
September 16	Wednesday	Last Day to Withdraw from First Eight-week Courses
October 5–November 6	Monday–Friday	Advising and Registration for Spring 2027
October 9 at 5 p.m.	Friday	Midterm Grades Due
October 15	Thursday	End of Schedule Adjustments for Second Eight-week Courses
October 19–20	Monday–Tuesday	Fall Break; No Classes
October 23	Friday	Last Day to Withdraw from Full-semester Courses
November 11	Wednesday	Last Day to Withdraw from Second Eight-week Courses
November 25–27	Wednesday–Friday	Thanksgiving Break
December 4	Friday	Last Day of Classes
December 5	Saturday	Reading Day
December 7–9	Monday–Wednesday	Final Exams
December 10	Thursday	Fall Semester Ends
December 14 at noon	Monday	Final Grades Due

Spring 2027

Date(s)	Day(s) of Week	Details
January 11	Monday	First Day of Classes
January 15	Friday	End of Schedule Adjustments
January 18	Monday	MLK, Jr. Holiday; No Classes
February 10	Wednesday	Last Day to Withdraw from First Eight-week Courses
February 15–March 19	Monday–Friday	Advising and Registration for Fall 2027
March 5 at 5 p.m.	Friday	Midterm Grades Due
March 8–12	Monday–Friday	Spring Break; No Classes
March 18	Thursday	End of Schedule Adjustments for Second Eight-week Courses
March 19	Friday	Last Day to Withdraw from Full-semester Courses
March 25–26	Thursday–Friday	Easter Holiday; No Classes
April 7	Wednesday	Last Day to Withdraw from Second Eight-week Courses
April 29	Thursday	Last Day of Classes
April 30	Friday	Reading Day
May 1, 3–4	Saturday, Monday–Tuesday	Final Exams
May 5	Wednesday	End of Spring Semester
May 6 at 11 a.m.	Thursday	Final Grades Due for Graduating Seniors
May 7	Friday	Baccalaureate
May 8	Saturday	Commencement
May 10 at noon	Monday	Final Grades Due

Summer 2027

Date(s)	Day(s) of Week	Details
May 17	Monday	PEAK Experience Begins First Day of Classes
May 31	Monday	Memorial Day; No Classes
July 30	Friday	Last Day of Summer Session

Inclement Weather Policy

The practice of Lees-McRae College is to continue operations, both instructional and otherwise, even when facing snow, ice, or other harsh weather.

When Operations Continue

In the event that the Banner Elk area experiences inclement weather conditions, and that classes or other operations are not delayed or cancelled, students and employees should exercise all due care, caution, and prudent judgment in their determination of whether travel to campus is safe and warranted. The same applies to students and employees whose responsibilities lie at extended campus sites. (See Inclement Weather Policy for distance learning sites.)

The college appreciates the efforts of both students and employees to meet their obligations when operations continue uninterrupted. However, unnecessary risk of life, limb, and property is to be avoided. If students decide not to attempt travel, they should make every effort to inform their instructors by email. If employees decide not to attempt travel, they should make every effort to inform the appropriate supervisor of that decision. If contact with the immediate supervisor is not possible, college employees should relay their decision through the office of the appropriate Cabinet member. Note that when the college is open and employees make the decision not to attempt travel, employees must claim their missed work time as a personal day, vacation time or unpaid leave if personal or vacation time is not available but not as sick leave.

When Operations Are Delayed or Cancelled

If extraordinarily severe conditions warrant, the President, in consultation with pertinent senior leadership members and Campus Safety and Security, may delay classes, cancel classes, delay opening of the college, or close the college. These distinctions being important, the following definitions become significant:

- **Classes Will Begin At…**: Classes begin at the stated time; other college operations begin as usual.
- **Classes Are Cancelled**: Classes throughout the day are cancelled; other college operations continue as usual. (Administrators, administrative staff, professional staff, custodial staff, and other non-instructional staff are expected to continue operations within the parameters of the above remarks.)
- **The College Will Open At…**: Both classes and administrative operations begin at the stated time.
- **The College Is Closed**: Both classes and administrative operations are cancelled for the day. Only essential staff members (e.g., food services, physical plant, and security) are expected to report to campus, under the parameters of the policies and direction of their supervisors.

These decisions will be communicated through the following channels. Note that the official decision for delay or cancellation is the one broadcast through campus communications.

- Campus-wide text message, email and/or voice mail through the emergency alert system
- Lees-McRae College website
- Campus-wide email
- Social media sites (@leesmcrae, facebook.com/lmc.edu)
- Lees-McRae College switchboard (828.898.5241)
- Various media outlets, including:
  - Boone: MTN – 24
  - Charlotte: WBTV – 3 (CBS)
  - Asheville: WLOS – 13 (ABC)
  - Johnson City: WJHL – 11 (CBS)
  - Bristol: WCYB – 5 (NBC)

  Please note: We will be alerting these stations in the event of a delay or full-day closure. We will not alert these stations in the event of an early closure.

Undergraduate Admission

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

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

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

Please address all admission information requests to the following address:

Office of Admission
Lees-McRae College
PO Box 128
Banner Elk, NC 28604-0128

Email: admissions@lmc.edu or visit our website at lmc.edu/admissions

Lees-McRae College reserves the right to revoke or deny admission or enrollment from students who knowingly mislead or present false information on the application. The college reserves the right to deny admission to any student if, in its judgement, the presence of that student on campus poses an undue risk to the safety or security of the college community. That judgment will be based on an individualized determination taking into account any information the college has about the student. A disciplinary matter or criminal conviction, whether occurring prior to the time of application, while the application is under review, or after the admission decision has been made, may affect the institution's decisions regarding admission, enrollment, or course of study.

Admission 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)
- one unit of history (US History preferred)

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.

Application Deadlines

Application and all required documents must be received by the Office of Admission by the dates listed below to receive notification of the admission decision.

Early Action (non-binding)

If Lees-McRae is your top choice or one of your top choices, you should plan on applying for Early Action. Early Action is not binding and there is no commitment to enroll until May 1 each year, although you can certainly choose to make your decision earlier than that. Early Action simply means that you will receive a decision on your application much earlier in the process and have plenty of time to make a good decision. Students who apply for Early Action are eligible for the highest level of academic scholarships available.

Application and all application documents due: December 15
Admission decision notification: January 15
Enrollment commitment fee due by: May 1

Regular Decision (rolling basis)

Applications are accepted throughout the year on a rolling basis; however, the priority date to apply for fall admission is before April 1. This means that you will receive a decision on your application within 2-3 weeks of when your completed application materials are received.

Application and all application documents due: April 1 (encouraged date)
Admission decision notification: within 2 weeks of completing file
Enrollment commitment fee due: By May 1

All applications received after April 1 will be reviewed upon completion within two weeks. The $300 enrollment commitment fee will be due by the deadline on the financial aid award notification, if after May 1.

To receive a Financial Aid Award Notification, the student must file FAFSA with the Lees-McRae school code (002939) at www.FAFSA.gov.

First-Year Admission

First-year applicants must complete the following steps for admission:

1. Submit a completed application online through our website or the Common Application at commonapp.org.
2. Pay $25 application fee (waived if submitted through Lees-McRae website)
3. Submit a 250–650 word essay/personal statement OR personal interview with an admissions staff member
4. Submit official high school transcripts
5. Submit official college transcripts from dual-enrollment or early college programs (if applicable)

Lees-McRae approaches admission holistically, taking into consideration many factors when reviewing applicants. Students are required to submit official transcripts and engage with admission counselors throughout the enrollment process. SAT/ACT scores and letters of recommendation are not required. Prospective NCAA Division II student-athletes may be required to submit official SAT/ACT scores. Prospective Honors Program students may choose to submit strong SAT/ACT scores along with their application to the Honors Program.

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

Once the application file is complete, the Office of Admission will notify the applicant of a decision within two weeks. Students are automatically reviewed for academic merit scholarships as part of the admission process.

If first-year applicants have taken college courses through dual-enrollment or early college programs and would like academic credit at Lees-McRae, the applicant should submit all official college transcripts. If first-year applicants have taken AP, CLEP, or IB exams and would like academic credit, the applicant should submit all exam results.

Transfer Admission

Students who have graduated high school and enrolled full time at a two or four-year institution are classified as transfer students. Please note: students who enroll part time and complete 12 credits or more will also be considered transfer students. If a student has earned 12 or fewer credit hours (or 36 quarter hours) at their previous institution(s), the freshman admission procedures outlined above should be followed in addition to submitting college transcripts.

Transfer students should complete the following steps for admission:

1. Submit a completed application online including the $25 application fee. This can be done through our website or through the Common Application at commonapp.org.
2. Submit official high school transcript or recognized equivalent showing proof of graduation.
3. Submit official transcripts from all colleges attended.

Each transcript is evaluated individually to help determine the number of transferable credit hours. Transcript evaluations are pending until confirmation of receiving official transcript showing final transfer credit or degree earned. Students who have attended an institution accredited by a U.S. Department of Education recognized accrediting agency or comparable international counterpart and who have satisfied the Independent Comprehensive Articulation Agreement will be considered as having met the college's general education requirements. Students who have earned an Associate of Applied Science or Arts degree will still have general education requirements to complete.

Collegiate transcripts must indicate a cumulative 2.0 GPA on work completed prior to entering Lees-McRae College. Only grades of "D+" and above from 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. Up to 12 credit hours of "D"s may be accepted for students who transfer to Lees-McRae College with an earned associate degree. These 12 credit hours will count toward the maximum number of credit hours of coursework in which a grade of "D" can apply towards graduation (12 credit hours total). Transfer students must be eligible to return to the last school attended and may not be under suspension or probation.

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

In order to receive a baccalaureate degree from Lees-McRae College, the transfer student must fulfill all requirements outlined 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 GPA. For details on the transfer of academic credit, see the Transfer of Academic Credit section.

Guaranteed Admission Program

Students wishing to transfer to Lees-McRae from one of our partner schools and earn their bachelor's degree may be eligible to take advantage of our Guaranteed Admission Programs, which include both main campus and online degree options.

As part of these partnerships, students transferring to Lees-McRae will have access to increased academic scholarships. Qualifying students can receive up to 60 percent off of their tuition at Lees-McRae. To view the list of our partner schools, please visit www.lmc.edu/guaranteed.

International Students

Lees-McRae College encourages applications from international students and welcomes their presence as a vital part of the campus community. The Office of Admission considers international applicants based on citizenship or permanent residence (green card holder for more than twelve months).

International students must complete the following steps in order to be considered for admission:

1. Submit a completed application online. This can be done through our website or through the Common Application at commonapp.org.
2. Send official and certified secondary school transcripts of all academic work completed (Transcripts must be translated into English and document the last four years of secondary school)
3. Applicants whose native language is not English are required to submit language proficiency exam scores. TOEFL IBT, DUOLINGO, and IELTS are all accepted. Minimum required scores are: TOEFL IBT–80; DUOLINGO–110; IELTS–6.5

The deadline for international student admission is June 1 for fall enrollment and November 1 for spring enrollment. A completed international student application includes all 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.

International Transfer Students: International students must submit official and certified transcripts from all post-secondary schools attended within the United States and outside the United States. If an international student is seeking credit for any prior university-level work from a foreign university, they must provide a course-by-course evaluation of their postsecondary academic documents compiled by Spantran or World Education Services (WES). Students wishing to use other credential evaluations should first check with Lees-McRae Admissions to see if these evaluations will be accepted.

After Acceptance

First-Year and Transfer Students

The Office of Admission will send an acceptance package with next steps and will welcome you to the Bobcat family. You will receive additional information on completing the steps listed below.

1. Submit a $300 non-refundable enrollment commitment fee, after acceptance, to the Office of Admission by May 1 for fall admission and prior to January 5 for spring admission
2. Submit final official high school and college transcripts from all schools attended electronically or by mail
3. Submit necessary financial aid paperwork. Students who plan to file FAFSA (Free Application for Federal Student Aid) are encouraged to do so at this time by visiting www.FAFSA.gov.

International Students

1. Send a $300 non-refundable enrollment commitment fee, after acceptance, to the Office of Admission.
2. Provide Certification of Finances (the student must prove they have the financial resources available to pay the cost of a college education in order for an I-20 to be issued)
3. Submit confirmation that you have signed up for international health insurance (must be before your arrival at Lees-McRae College)

After Deposit

1. Submit Proof of Immunization (required by the State of North Carolina)
2. Submit completed Resident Information Form

Early College and Dual-Enrollment

Lees-McRae College encourages applicants from early college and dual-enrollment programs. Students are required to submit both high school and community college transcripts for evaluation. The amount of credit transferring will vary. Please contact the Office of Admission for more details.

Re-admission

Any student seeking to return to Lees-McRae College after being absent for more than one semester, or attending another institution, must submit the following information:

- An application for re-admission
- Transcripts from all institutions attended since leaving Lees-McRae College
- A $300 non-refundable enrollment commitment fee, after acceptance, to the Office of Admission by May 1 for fall admission and by January 5 for spring admission

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. Students should submit a completed application form and a Statement of Permission from the applicant's home institution. This permission statement must indicate that the applicant is in good academic and social standing.

Non-Degree Seeking Students

Students may earn up to 16 credit hours without completing the formal application process. Non-degree seeking students are not eligible to receive financial aid. A completed application must be submitted to the Office of Admission. 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 Admission. 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 letter of good standing and official transcript(s) to the Office of Admission.

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. Please refer to the Early Admission section.

Transfer of Academic Credit

Courses can be transferred into Lees-McRae College—and fulfill general education, degree or major program requirements—if they contain a grade of "D+" or higher earned at an institution accredited by a U.S. Department of Education recognized accrediting agency or comparable international counterpart. A grade of "D" is accepted in the transfer process only if the student holds an Associate of Arts or Associate of Science degree. 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.

Consideration is given to accepting applied science and technical courses, depending on the student's major at Lees-McRae College.

Credits from non-degree granting education providers must be pre-approved by the Office of the Registrar in collaboration with the Program Coordinator for the degree being considered for academic credit. Examples include, but are not limited to, Straighterline, Study.com, Sophia Learning, etc. Please consult the Registrar for more information.

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, life experience, internal testing, or any other process outside the parameters described below.

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. Any student considering taking the AP or CLEP tests should first determine eligibility and score requirements for transfer of courses through 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 hours of college credit may be awarded for the equivalent Lees-McRae College course.

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

CLEP (College Level Examination Program)

Score of 50 | Three to four 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 hours of college credit may be awarded for the equivalent Lees-McRae College course.

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

Program-Specific Admissions Requirements

The Education program has additional admissions requirements, following acceptance of general admission to the college and completion of prerequisites. Please refer to each individual program's section of this catalog and the Lees-McRae website for more information.

Financial Aid

A college education provides an opportunity for success, and an education at a private school like Lees-McRae College provides the most for your educational investment. Lees-McRae College's annual cost for tuition, housing, food, and fees is well below the national average for private colleges.

Financial Aid at Lees-McRae College is offered based on demonstrated need as determined by your completed FAFSA. The U.S. Department of Education calculates your Student Aid Index (SAI) to determine demonstrated financial need using information that you (and other contributors, if required) provide on the Free Application for Federal Student Aid (FAFSA) form. The FAFSA is available at studentaid.gov and should be filed each academic year.

Types of Scholarships and Financial Aid

Financial aid includes federal, state, institutional and private funds used to assist eligible students in funding their education. Financial aid can be a combination of scholarships, grants, loans and work study. Scholarships and grants are considered gift aid and require no repayment; loans and work study are considered self-help aid. Most loans require repayment when a student becomes enrolled less than half time or graduates. Work study is need based and includes part-time employment on campus.

The College reserves the right to review, adjust or cancel financial aid awards at any time due to changes in financial need, new aid received after you have been initially awarded, state residency, dependency, marital or academic status, or failure to comply with state, federal and institutional regulations. The College may prorate, adjust, or revise your award in accordance with federal, state or institutional policy.

To be considered for any federal, state, or institutional need-based financial aid, you must file a FAFSA for the 2026–27 school year.

- You may file your Renewal FAFSA for 2026–27 beginning October 2025. Complete it at studentaid.gov and include the Lees-McRae College code 002939.
- After completing the FAFSA, sign electronically and SUBMIT your data. Don't forget to print a copy for your records.
- If you have questions about your Renewal FAFSA, help is available online at studentaid.gov or by calling 1-800-4-FED-AID.

For more information or with questions, contact the Lees-McRae College Financial Aid Office at 828.898.8793.

Federal Grants

Several grants are available from the federal government to defray the costs of college education. Unlike a loan, a grant is aid you do not have to repay.

Federal Pell Grants

Pell grants provide awards from $740 to $7,395 per year. The actual amount you receive depends on your Student Aid Index (which is determined by completing the FAFSA form at studentaid.gov), your enrollment status as a student, and the availability of funds allocated by Congress. To learn more about Pell Grants, visit the Federal Student Aid website.

Federal Supplemental Educational Opportunity Grants

This is for students showing exceptional financial need. Students receiving Federal Pell Grants are given priority. Awards vary from $200 to a maximum of $4,000 per year, depending upon funds available and the need of students concerned.

North Carolina Aid Programs

North Carolina Need-Based Scholarship Program

The N.C. General Assembly funds the North Carolina Need-based Scholarship Program (NBS). The NBS assists needy undergraduate North Carolinians with need based on the Federal Methodology calculation of Student Aid Index (SAI). To apply, file the 2026–27 FAFSA and include the Lees-McRae school code of 002939. Annual awards vary depending on your SAI and available funding. For additional information on North Carolina grants and scholarships, please follow this link: https://www.cfnc.org/pay-for-college/scholarship-search/

North Carolina Forgivable Education Loans for Service (NCFELS)

The Forgivable Education Loan for Service was established by the North Carolina General Assembly in 2011. The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical shortage areas. Detailed information regarding the NCFELS programs can be found at www.cfnc.org/FELS.

Residency Determination for the NC Need Based Scholarship

The State of North Carolina has changed its method of determining residency for purposes of state financial aid. In the past, residency has been determined by each campus. Effective December 5, 2016, that determination will no longer be made by the campus but instead will be made by the State through its Residency Determination Service (RDS) website (https://www.ncresidency.org).

You must complete the determination at that website as soon as possible. You must be determined to be a resident of North Carolina via RDS before we can certify and disburse your NC Need Based Scholarship offer.

Below you will find general information about RDS that may prove helpful to you. You will also find more detailed information on the RDS website.

What is the North Carolina Residency Determination Service (RDS)?

RDS provides residency determinations in accordance with North Carolina residency laws and applicable federal statutes for the purposes of in-state tuition and state financial aid.

- RDS provides you a convenient and intuitive process to claim and document NC residency.
- RDS allows you to use one residency determination for admissions applications to multiple NC colleges and universities and to demonstrate residency eligibility for state grant purposes.

What should I expect when using RDS?

For many students, the residency classification process is simple. If you were born in North Carolina and have lived in the State all your life, you will probably be one of many students who are classified as North Carolina residents. If you now live in, recently lived in, or still have strong ties to another state, RDS may require more in-depth information or documentation. Any information you provide will be validated against federal and North Carolina state agency databases.

- You must complete the RDS online interview (created to simplify your request and enhance the consistency and accuracy of residency determination).
- You must provide identification information (have your information easily available to quickly complete the RDS interview):
    - Social Security Number (SSN) for you, your parent(s) or spouse (same as the FAFSA)
    - Without an SSN, RDS cannot validate your information with federal and state agencies and RDS must classify you as a non-resident (you will be ineligible for any state grant)

How do I use RDS?

1. You can access RDS in two ways:
    - On the RDS homepage at www.NCresidency.org select “Complete Residency Determination”
    - From CFNC.org (you must be logged in) select the “Residency” button in the CFNC Applications Hub

2. Use your CFNC login to access RDS; if you do not have a CFNC login, create a new account at www.NCresidency.org and login. This account login will be the same as a CFNC login. There is no separate login for RDS.

3. Start the RDS Interview (select "Complete Residency Determination" button):

- Answer the questions
- You may start, stop, and come back to the online interview as needed
- You have 25 days after starting to finish the interview; incomplete interviews are canceled and you must start again

Remember that you must complete this process as soon as possible!!

Lees-McRae College Institutional Scholarships/Grants

Academic Merit Scholarships

Each year Lees-McRae College recognizes the scholarly preparation of entering freshmen and transfer students by awarding scholarships and grants based on academic performance. These awards reflect our commitment to helping students set ambitious goals and achieve them. All students are automatically considered for academic scholarships once they are granted admission to the college. Scholarship awards are based only on official transcripts and test scores. No additional scholarship application is required. Academic merit scholarships range from $6,000 to $16,000 annually and are renewable as long as the student maintains the required academic standard.

Athletic Scholarships

As an NCAA Division II college, Lees-McRae awards athletic scholarships. These scholarships are awarded at the coaches' discretion based upon athletic performance and ability.

Theatre Arts Scholarships

A limited number of Theatre Arts Scholarships are awarded by the Theatre Arts Department and require an audition. A limited number of Highlander Scholarships are awarded to our Highlander Chorus participants and require an audition.

Phi Theta Kappa Transfer Scholarship

This scholarship is awarded to any Phi Theta Kappa transfer student in good standing who has an overall 3.25 GPA and enrolls in a program of study on the main campus. To receive the PTK scholarship students must have their PTK Honor Society listed on their transcript or submit a letter from the PTK chapter advisor verifying that the student is a member in good standing. PTK scholarships are $2,000 annually and are renewable as long as the student maintains certain academic requirements at Lees-McRae College.

Shelton Scholars Program

Named in honor of Ed and Dotti Shelton for their generous and humble leadership, guidance and support of Lees-McRae College, the Shelton Scholars Program is the highest honor bestowed upon entering freshmen. Awarded every four years, this prestigious award will provide full tuition, room and board to one student selected during Scholar's Day.

Qualified students must have at least a 3.75 GPA at the time of admission to the College and agree to be an active member of the Honors Program. The Shelton Scholars recipient will be chosen through an interview and essay competition. The Shelton Scholars Award is valued at more than $220,000 over the course of four years.

Elizabeth McRae Scholarship

This scholarship is awarded by Lees-McRae College and covers full tuition for a full-time student. Two scholarships are available for freshmen entering the College in the fall semester. Recipients are chosen from all students invited to attend Scholar's Day. Scholar's Day includes an interview and essay competition with the top two performers selected as recipients. The scholarship covers tuition and is renewable for four years as long as the recipient(s) maintains a minimum 3.25 GPA. Qualified students must have at least a 3.75 GPA at the time of admission to the College and agree to be an active member of the Honors Program.

Institutional Need-Based Grant

Need-based aid is offered to students based on financial need and varies in amount. In order to be eligible for need-based aid, the student must show demonstrated financial need by filing the FAFSA annually. Depending upon your calculated need in subsequent years, your aid offer may vary. Certain federal, state and institutional offers are taken into consideration when determining need-based grant levels.

Local Scholarships

In celebration of opportunities for Appalachian students, seniors who graduate from a high school in one of the following counties: Alleghany, Ashe, Burke, Caldwell, Carter (TN), McDowell, and Wilkes apply and are admitted to Lees-McRae and enroll in a program of study on the main campus will receive a $1,000 grant that is stackable with other academic merit, performance or need-based scholarships. Scholarships may be renewable for up to four years as long as the student maintains the required academic standard.

Graduates of Avery County High School, Mitchell County High School, Mountain Heritage High School, and Watauga High School who enroll full-time at Lees-McRae main campus immediately upon graduating from high school will receive a minimum of a half tuition scholarship.

Private Outside Scholarships

Foundations, service clubs, churches and corporations award millions of dollars in scholarships each year to worthy students. Many Lees-McRae students receive this type of scholarship help in addition to other types of aid. Students generally seek these scholarships on their own. A good place to start is by asking your high school guidance office about community and other scholarships with which they may be familiar. Then ask about the availability of scholarships at places where family members are employed, through your church and through any organizations to which family members belong. Finally, go to the public library for guidebooks to scholarships from foundations, corporations and government agencies, or search the Internet for similar information. Additionally, links to outside scholarships may be found on the Lees-McRae website at www.lmc.edu/admissions/financial-aid/resources/index.htm.

Per federal regulations, the receipt of private scholarships may affect a financial aid package. It is the student's responsibility to notify the Lees-McRae Office of Financial Aid of all private scholarships received so that it may be determined if these funds have an effect on other resources awarded.

William D. Ford Direct Loans

Direct Loans are low-interest loans for students and parents to help pay for the cost of a student's education after high school. The lender is the U.S. Department of Education (the Department), though the entity you deal with, your loan servicer, can be a private business. The William D. Ford Direct Loan Program includes the following types of loans:

- **Subsidized**: for students with demonstrated financial need, as determined by federal regulations. No interest is charged while a student is in school at least half-time, during the grace period, and during deferment periods.
- **Unsubsidized**: not based on financial need; interest is charged during all periods, even during the time a student is in school and during grace and deferment periods.

- **PLUS**: unsubsidized loans for the parents of dependent students and for graduate/professional students. PLUS loans help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest is charged during all periods. PLUS loans are based on credit worthiness and require a credit check.

ALL students borrowing from the Federal Direct Loan Program are required to sign a Master Promissory Note (MPN) and complete Entrance Counseling for their Direct Loan at www.studentaid.gov. Loan funds will not be credited to your student account until these items are completed.

ALL parent borrowers must complete the PLUS application and MPN at www.studentaid.gov.

Loan Limits

The maximum amount you can borrow each year in Direct Subsidized and Unsubsidized Loans depends on your grade level and on whether you are a dependent student or an independent student. The following table shows the maximum amount of money you may borrow each academic year in Direct Subsidized and Unsubsidized Loans:

	Dependent Student	Independent Student
1st-year undergraduate	$5,500 (maximum $3,500 subsidized)	$9,500 ($3,500)
2nd-year undergraduate	$6,500 ($4,500)	$10,500 ($4,500)
3rd- and 4th-year undergraduate	$7,500 ($5,500)	$12,500 ($5,500)

The actual loan amount you are eligible to receive for an academic year is determined by your school and may be less than the maximum annual amounts shown in the chart above.

Below are the aggregate (total) limits for Direct Subsidized and Unsubsidized Loans:

- $31,000 for dependent undergraduate students excluding those whose parents are unable to borrow a PLUS Loan (no more than $23,000 may be subsidized)
- $57,500 for independent undergraduate students and dependent undergraduates whose parents are unable to borrow a PLUS loan (no more than $23,000 may be subsidized)

Work Study

The federal work study program provides jobs for undergraduates who have demonstrated financial need as determined from the results of the Federal Application for Federal Student Aid (FAFSA) and availability of funding. Federal work study offers will be listed as a separate item on the financial aid offer. The work study program is designed to help eligible students meet the costs of obtaining a higher education. Students must re-apply for work study positions each academic year.

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 educational assistance benefits from the U.S. Department of Veteran Affairs (DVA). Qualified veterans, spouses, dependents, and participants in the Montgomery GI Bill® contributory program, active-duty military in voluntary education programs, drilling National Guardsmen, drilling Reservists are eligible to use their earned benefits at Lees-McRae College.

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 their training objective. (Details regarding satisfactory academic progress can be found under the Academic Policies section of the College Catalog under Academic Standing.) 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 their 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 Policies 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.

Tuition Exchange Program

Lees-McRae College participates in The Tuition Exchange Program. 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 NC Independent Colleges tuition exchange program. For more information, go to www.tuitionexchange.org or contact the Financial Aid Office.

Satisfactory Academic Progress (SAP) Policy for Financial Aid

The Office of Financial Aid is required by federal regulations to determine whether a student is enrolled in a degree-seeking program and is meeting satisfactory academic progress requirements. The student's official academic record maintained by the Office of the Registrar is reviewed to determine student compliance with this policy. SAP is reviewed annually, at the end of the spring semester.

Satisfactory Academic Progress is measured by three standards:

Qualitative Standard - Grade Point Average (GPA): Students must maintain the following minimum cumulative grade point average on all attempted hours:

Hours Attempted (including any transfer hours attempted)	Minimum GPA Required
1-29	1.8
30-59	1.9
60-89	2.0
90 and above	2.0

Quantitative Standard-PACE: To remain in good academic standing and retain eligibility for financial aid, students must also be making satisfactory academic progress toward the completion of a degree. Students must successfully complete 67% of the total credit hours attempted.

To earn credit hours at Lees-McRae College, students must receive a grade of A, B, C, D, or M. All other grades, including F, XF, I, W, or N, do not earn credit. These grades are included in the total hours attempted calculation.

Accepted transfer credits count as both attempted and earned hours.

All repeated courses affect financial aid satisfactory academic progress calculations. A repeated course along with the original attempt must be counted as attempted hours.

Maximum Time Frame: Students must complete their program of study in a time frame not to exceed 150% of the published length of the program. The length of an undergraduate program at Lees-McRae College is 120 credit hours; therefore, students are allowed 180 attempted hours to be considered for federal financial aid. All attempted hours are counted, including transfer hours, whether or not financial aid was received or the course work was successfully completed.

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

Students will be allowed to receive institutional financial aid for a maximum of five (5) years.

Academic Progress Evaluation Procedures

Satisfactory academic progress is reviewed annually, at the end of each Spring semester. Students not making Satisfactory Academic Progress for financial aid will receive a letter from the Office of Financial Aid stating that they are no longer eligible to receive aid from any federal, state, or institutional program. At this point, students have the following three options:

1. Attend Lees-McRae College with no financial aid at their own expense until they have met the minimum SAP requirements.
2. 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 Academic Affairs 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).
3. Submit a Lees-McRae College Satisfactory Academic Progress Appeal form and all required supporting documentation. Additional information on the Appeal Process is provided below.

Appeal Process

Students may appeal for one additional semester of financial assistance if they feel there are special circumstances that prevented them from meeting the minimum standards for Satisfactory Academic Progress. Students must complete and submit the Satisfactory Academic Progress Appeal Form along with a typed statement describing the reasons and circumstances that caused them to fail to meet the minimum required standards. Students must also provide a statement outlining the specific steps that they intend to take in the next semester to improve their academic performance.

The completed form, two written statements, and any supporting documentation must be submitted to the Office of Financial Aid and will be reviewed by the Scholarship and Financial Aid Committee. Circumstances may include, but are not limited to serious illness or injury, death of a family member, or an emotional or mental health issue (for student) that required professional care. SAP appeals must be submitted by August 1.

Submitted appeals will be reviewed by the Committee within two weeks of receipt of the appeal. Students will be notified in writing of the Committee's decision. If the appeal is approved, the decision notification will outline the conditions of your financial aid reinstatement. Students who have an academic progress appeal approved will be placed on financial aid probation status for the subsequent semester. Academic progress will be reviewed at the end of the enrollment period specified. If the appeal is denied, the notification will specify the conditions and recommendations for future consideration for financial aid eligibility. The decision of the Scholarship and Financial Aid Committee is final and cannot be appealed.

The above Standards of Satisfactory Academic Progress are not designed to replace the standards that the College uses for Academic Dismissal/Probation. It is possible for a student to lose financial aid eligibility without losing status as a degree candidate. However, once a student loses status as a degree candidate, they will also lose eligibility for financial aid.

Expenses

Residential Student Expenses

The following is a breakdown of residential student expenses for the 2026–27 academic year. This estimate does not include miscellaneous expenses such as travel, clothing, amusements and other personal expenses. The college reserves the right to alter any of these charges at any time.

A residential student is one who lives in the residence halls and attends class on main campus.

Tuition, Room and Board for 2026–27 Academic Year

The room fee includes SpectrumU television streaming service and high-speed broadband Internet access. Residential students are required to take meals in the dining hall.

Item	Single Semester	Academic Year
Tuition	$16,500	$33,000
Standard Room	$3,790	$7,580
All Access Meal Plan (includes sales tax)	$4,500	$9,000
Comprehensive Fee	$1,880	$3,760
Parking Permit Fee	$260	$520
TOTAL	**$26,930**	**$53,860**

The comprehensive fee includes all required textbooks and course material rentals and full access to all student life resources. Non-standard housing and miscellaneous fees may apply.

Summer Sessions | Tuition & Fees

Per Credit Hour: $430

Wildlife Biology Summer Clinicals: $5,160 for 12 credit hours (plus $175 specialized course fee)

Housing and Meals: $225 per week

Fees for Summer Session(s) are payable in full on the day of registration. Rates subject to change prior to Summer 2027 registration.

Part-Time Students

Part-time students take 12 or fewer credit hours per semester.

Item	Cost
Tuition	$870 per credit hour
Comprehensive Fee	$195 per credit hour

Graduate Students

Graduate student tuition: $570 per credit hour (plus $40 per credit hour flat-rate textbook rental fee and $230 per semester technology fee)

Non-Standard Housing Fees

Non-standard housing fees vary by residence location and room type. The pet registration fee is $500. Please contact the Office of Student Affairs for more information about non-standard housing fees.

Miscellaneous Fees

Item	Fee
Enrollment Commitment Fee	$300
Resident Parking Permit	$500 Per Year
Commuter Parking Permit	$200 Per Year
Graduation	$190 undergraduate/$210 graduate
ID Card Replacement	$15
Transcripts	$15

Overload Course Fee

$800 per credit hour
Applies to credit hours above 18 per semester for non-honors students and above 21 hours per semester for honors students.

Specialized Course Fees

Some courses incur additional course fees to cover lab fees, materials, supplies, etc.

Course Number	Course Name	Fee
ART 121	Foundations of Design	$120
ART 130	Land and Environmental Art	$120
ART 135	Renaissance through Impressionism	$60
ART 141	Foundations of Drawing	$140
ART 151	Lens	$150
ART 211	Sketchbooks: Research & Creation	$110
ART 222	3D Studio: Ceramics	$120
ART 231	Art and Craft Design	$120
ART 252	Lens Studio II	$130
ART 261	2D Studio II	$160
ART 331	3D Studio II	$160
ART 431	2D Studio III	$160
ART 441	Advanced Graphic Design	$125
ART 461	Interdisciplinary Art Studio IV	$150
BIO 114	Introduction to Biology I	$50
BIO 115	Introduction to Biology II	$50
BIO 211	General Zoology	$50
BIO 221	General Botany	$50
BIO 231	Introduction to Field Biology (EL)	$50
BIO 241	GIS for Ecology	$25
BIO 271	Human Anatomy and Physiology I	$50
BIO 272	Human Anatomy and Physiology II	$50
BIO 281	Introduction to Wildlife Rehab I	$50

Course Number	Course Name	Fee
BIO 282	Wildlife as Partners in Education	$100
BIO 292	Advanced Clinical Rehabilitation (EL)	$25
BIO 311	Microbiology and Immunology	$100
BIO 321	Field Botany (EL)	$50
BIO 351	Comparative Vertebrate Anatomy	$25
BIO 361	Genetics	$100
BIO 375	Leadership in Wildlife Rehabilitation	$50
BIO 392	Clinical Wildlife Rehabilitation I	$175
BIO 433/633	Principles of Ecology	$50
BIO 441	Ornithology	$50
BIO 443	Herpetology	$50
BIO 445	Mammalogy	$50
BIO 461/561	Cell Biology	$100
BIO 465	Molecular Biology	$100
BIO 467/511	Biochemistry	$100
BIO 486	Freshwater Systems	$25
BIO 499	Senior Research	$100
BIO 561	Cell Biology	$100
BUS 102	Introduction to Microsoft Office (EL)	$125
BUS 299	Career Expedition	$25
BUS 303	Social Media Marketing	$100
CHM 111	General Chem. I	$50
CHM 112	General Chem. II	$50
CHM 211	Organic I	$50
CHM 212	Organic II	$50
COM 110	Digital Imaging	$115
COM 111	Communication Art & Design Theory	$70
COM 310	Digital Studio II	$150
COM 311	Lens Studio III	$130
CRI 471	Criminal Justice Internship	$40
CYC 233	Cycling Infrastructure and Course Design	$50
CYC 335	Applications of Cycling Infrastructure	$500
EDU 330	Foundations of Reading Methods I	$200
EDU 332-01	Math Foundations I	$100
EDU 417	Math/Science Methods	$50
EDU 473	Elementary Field Experience (EL)	$300
EDU 491/591	Directed Student Teaching and Seminar	$200
EDU 525	Classroom Management	$50
EDU 591	Student Teaching and Seminar	$200
EXS 260	Injury Care and Prevention	$25
EXSL 350-01	Essentials Strength and Conditioning Lab	$25
EXSL 450	Exercise Testing and Prescription Lab	$50

Course Number	Course Name	Fee
NTR 230	Food Science	$25
ORM 102	Outdoor Living Skills	$75
ORM 104	Skateboarding	$50
ORM 120	Introduction to Ski/Bike Patrolling	$50
ORM 220	Canoeing	$60
ORM 225	Rafting	$90
ORM 231	Rock Climbing	$60
ORM 232	Challenge Course/Canopy Tour/Zipline Skills	$150
ORM 233	Hiking and Backpacking	$75
ORM 235	Mountain Biking	$60
ORM 237	Skiing and Snowboarding	$310
ORM 241	Advanced Rock Climbing	$60
ORM 242	Mountain Host Operations	$60
ORM 250	Trail Building	$60
ORM 310	League of American Bicyclists Smart Cycling Cert.	$25
ORM 320	Ski Industry Trip	$2,300
ORM 321	Leave No Trace/Level 2 Instructor Certification	$675
ORM 337-01	PSIA Ski Instructor Level 1 Certification	$415
ORM 337-02	AASI Snowboard Instructor Level 1 Certification	$415
ORM 345	NC Environmental Education Certification Prep	$75
ORM 355-01	Open Water Scuba Diving Certification	$500
ORM 388	Global Syndicate of Mountain Bike Coaches Level 1 Cert.	$695
ORM 399	Expeditions	$2,500–$4,500
ORM 437	PSIA-AASI Adaptive Level I Certification Prep	$445
ORM 488	US Ski/Snowboard Coaching Level 1 Certification	$350
PCOM 222	Environmental Communications	$30
PHY 111	Physics I	$50
PHY 112	Physics II	$50
SPE 404	Teaching K-6 Students w/Learning Differences	$50
SPT 101	Introduction to Sport Management	$70
SPT 271	Practicum I	$45
SPT 301	Sport Marketing	$50
SPT 371	Practicum II	$45
SPT 471	Sport Management Internship	$45
THEA 116-417	Private Voice	$40
THEA 209	SETC Experience	$475
THEA 244	Principles of Design	$35
THEA 254	Make-up	$30
THEA 344	Costuming	$30
THEA 345	Basic Lighting	$25
THEA 353	Stage Management	$35
THEA 443	Scene Design	$35

Course Number	Course Name	Fee
THEA 474	Directing II	$25
WMR 200	CPR, AED, First Aid, and Epi Certifications	$80
WMR 230	Wilderness Lifeguard	$150
WMR 303	Wilderness First Aid	$275
WMR 304	High-Angle Rock Rescue	$75
WMR 305	Wilderness First Responder	$675
WMR 307	Wildland Firefighting Certifications	$75
WMR 339	Outdoor Emergency Care for Ski/Bike Patrol Challenge	$230
WMR 350	American Canoe Association Swiftwater Rescue	$350
WMR 400	Emergency Medical Technician	$950

Additional expenses that Elementary Education majors will incur as part of the program completion requirements include:

- $25–30 dues for membership in a professional organization.
- Enrollment in the Taskstream ePortfolio system. Students will have the option to purchase a 1–year subscription for both their junior and senior year at $50 per year (total $100), or to choose a 7–year subscription for $139 which will allow them to continue using the tool as a personal assessment portfolio once they graduate and begin teaching.
- Registration fee for Praxis CORE, currently $150 for all three sections (or $90 per test section). Students with a bachelor's degree, or qualifying ACT or SAT scores, may be exempt from these charges.
- EdTPA Teacher Performance Assessment for a fee of $300.
- NC State required teacher licensure exams at an approximate cost of $390 depending on test needed for licensing area (Elementary Education, Special Education, Secondary Education).

Student Accounts Policy

Payments for tuition and fees must be received by the published payment deadline, prior to the start of each semester.

Students are permitted to attend classes with any of the following:

- Zero balance on their student account
- Pending financial aid (as shown on the student account) in excess of the amount due
- Successful enrollment in a payment plan with PayMyTuition
- Written verification from a third party (such as Veterans Benefits, Vocational Rehabilitation, prepaid plans, tuition exchange, etc.) of payment in full

Failure to pay by the stated deadline will result in:

- Withdrawal from classes by the Office of the Registrar
- Cancellation of assigned housing
- Ineligibility to receive college services, including official student transcripts
- Ineligibility to participate in college activities (including athetics)

Payment Deadlines

- Fall Term: July 1
- Spring Term: December 1
- Summer Term: First day of classes for each session

For classes that do not begin at the start of the semester, the payment deadline is the first day the class meets.

If additional charges are incurred after the payment deadline that result in a balance due, payment is required immediately.

Charges incurred after the completion of the semester (residence hall damage fee, unreturned books, parking fines, etc.) are due by the payment deadline of the next semester.

Methods of Payment

The college makes use of paperless billing for student accounts. Billing and account information is available via Self-Service.

Online - Secure online payments can be made by e-Check, MasterCard, Visa, Discover, or American Express through Self-Service. A 2.7% convenience fee applies to payments made using a credit card. There is no fee applied to payments made by e-Check/ACH. Credit card and e-Check payments are only accepted online and cannot be accepted in person, by phone, or by mail. International payments in local currency can be made via PayMyTuition at competitive conversion rates.

Payment Plan - For convenience, students and families can pay their semester expenses on a monthly basis as an alternative to traditional lump-sum payments. This service is provided through PayMyTuition.

In Person - Tuition and fee payments can be made in person using cash, check, or money order at the Student Accounts Office, located in Business Affairs during business hours.

By Mail - Payments by check or money order can be mailed to:

Lees-McRae College
Attn: Student Accounts
PO Box 128
Banner Elk, NC 28604

Payments mailed are not considered received until posted to your account. Please see our Check Acceptance Policy to ensure proper credit to your account. To protect your financial security, we cannot accept credit card payments by mail.

Payment Plan Information

Lees-McRae College has partnered with PayMyTuition to offer an interest free Payment Plan to enable students or their families to make monthly installments on their student account towards tuition, fees and room and board. The payment plan is not a loan and is available for the fall and winter semesters for up to five automatic installments per semester.

PayMyTuition charges a $50 nonrefundable enrollment fee per semester for access to their service. Students may pay tuition, fees, and room and board expenses using either a credit card or Automatic Bank Payments (ACH). Payments are processed on the 5th of each month and will continue until the balance is paid in full.

To enroll in the monthly payment plan, log in to Self-Service, select "Financial Information," then "Student Finance," and then "PayMyTuition Payments and Payment Plans" under the "Student Finance" menu.

International Payments

Lees-McRae College partners with PayMyTuition for international tuition payments. With PayMyTuition, you can pay your tuition payments from any bank, in any country in any currency at better than bank exchange rates. PayMyTuition is fast, simple, and cost-effective.

Refund Policies

Enrollment in the College constitutes a contract binding the students for the stated charges for the semester. A refund policy has been adopted to partially reimburse students for unexpected withdrawals and also permit the College to maintain its contractual commitments to faculty and supporting services. Students receiving Federal (Title IV) financial assistance will have refunds processed according to federal regulations governing student aid programs.

Tuition Refund Policy

- A 100% tuition refund shall be made if the student officially withdraws prior to the published start date of the class.
- An 80% tuition refund shall be made if the student withdraws on or before the last day to add/drop classes.
- A 50% tuition refund shall be made if the student withdraws on or before the published last day to withdraw for a refund.
- No tuition refund shall be made if the student withdraws from a class after the published last day to withdraw for a refund.

Room and meal fees are refunded according to the tuition refund policy.

Required student fees and some student specific fees, are not refundable unless the student officially withdraws prior to the start date of their classes, a student's class is canceled, or the College determines an institutional error has occurred.

Credit Balance Refund Policies

Refunds of Student Account credit balances will be issued using electronic funds transfer. All new and returning students shall provide and maintain bank account information using Self-Service for direct deposit of any student account credit balance.

If the student chooses to receive a refund via paper check and the check has to be reissued, for any reason, the student will be responsible for a $35 stop payment fee. This stop payment fee will be deducted from the reissued check.

Return Check Policy

If a check is returned by your financial institution for any reason, a $35 charge will be added to your student account. Lees-McRae College will not accept a check from anyone who has previously presented two or more checks that were returned for any reason.

Collection Policy

Any account over ninety (90) days past due may be turned over to a collection agency where credit may be adversely affected. Once an account has been submitted to a collection agency, payment should be remitted directly to the agency. Payment plans and/or other payment arrangements are not available to past due accounts.

Honors Program

To facilitate the development of a strong learning community, Lees-McRae College offers an honors program for students committed to academic excellence and rewards them with scholarships and other financial benefits (i.e., honor students are allowed to take one course overload per semester without an additional fee). A variety of courses are offered as part of the program as students are encouraged to work and think critically, and merits of the program accrue beyond graduation. The HON course prefix on students' transcripts is a clear signal to prospective employers and graduate school admissions officers that the applicant has strong academic ability and self-motivation.

First-year students are selected into the honors program on the basis of their grade point averages, classroom performance, and professor recommendations. Honor students take special courses that stimulate their imaginations and demand their best efforts in the liberal arts general education curriculum and have opportunities to engage in study under the close supervision of faculty who are committed to academic excellence. Honors courses tend to be qualitatively, rather than quantitatively, different from classes that do not carry the honors designation. Instead of more papers, tests and projects, honor students can expect to explore subjects in greater depth. Professors expect better analysis and a higher order of thinking from students enrolled in honors classes. Students may be called upon to collaborate with peers and faculty in classes that carry the honors designation more frequently than in other classes. Lectures, colloquia, travel, and service projects complete the Honors experience.

Honor students live together in environments hospitable to a friendly exchange of ideas. First-year students may live in the Cannon Honors Cottage on the North Campus. Upper-class honor students may choose to live in Neale Cottage on South Campus. Both locations are living-learning, cottage-style residences. The combination of classroom and residence hall life enables academically gifted students to work closely together in a mutually supportive environment.

Any student with a GPA below 3.25 at the end of an academic year will forfeit honors status, and any honor student who violates the colleges honor code will be removed from the honors program.

For additional information, contact Dr. Robert Turpin, director of the honors program, at turpinr@lmc.edu or 828.898.8793.

The following courses are required of honors students:

Year	Courses
Freshman	HON 100 (EL), CLA 199 (H), three credits hours from honors electives
Sophomore	Six credit hours from honors electives
Junior	Three credit hours from honors elective courses and an immersive summer experience*
Senior	Honors 400-level Major Course and participation in the Honors Symposium

*Honors students with 60+ credit hours of transfer credit will take HON 301 instead of CLA 199 (H) and HON 291 in their first year.

Honors Elective Courses:

- ART 130 Land and Environment Art
- CHEM 101 Environmental Chemistry
- CRI 303 – Juries and Bigfoot
- Econ 222 – Principles of Macro Economics
- HIS 210 – The History of Southern Appalachia
- HIS 319 – Wilderness and the American Mind
- LIT 251 – Wilderness Literature
- LIT 288 – Special Topics (Haunted houses in American Lit)
- Lit 331 – Appalachian Literature
- MUS 231 – Music Appreciation
- NTR 312 Environmental and Global Health
- BUS 351 – Organizational Behavior
- ORM 101- Introduction to Outdoor Recreation
- PCOMM 103 – Interpersonal Communications
- PHY 105 – Introduction to Astronomy
- PSY 201 – Human Growth and Development
- REL 225 – Issues and Ethics

Requirements for Graduation

Overview

The following must be met for graduation eligibility:

- A minimum of 120 credit hours
- A minimum 2.0 GPA
- Completion of general education requirements
- Completion of 15 hours of Writing Intensive (WI) courses
- Completion of 15 hours of Experiential Learning (EL) courses *(Note: Transfer students with an Associate Degree must only complete 7 credit hours.)*
- 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 majors must receive a minimum grade of "C" in required major courses and a minimum 2.7 cumulative GPA)*
- Completion at Lees-McRae College of at least one half of the credit hours required for the major program of study. In extreme cases of student schedule conflict, the Vice President for Academic Affairs (in consultation with the appropriate Dean) may amend this policy on a case-by-case basis.
- Completion at Lees-McRae College of at least 32 of the last 40 credit hours. In extreme cases of student schedule conflict, the Vice President for Academic Affairs (in consultation with the appropriate Dean) may amend this policy on a case-by-case basis (Students who participate in a study abroad program are exempt).
- Completion of at least one-fourth of the credit hours toward the degree must originate from Lees-McRae College.
- 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" or lower has been received may apply toward graduation
- No more than four credit hours of lifetime health and fitness activity courses may count toward graduation
- If applicable: completion at Lees-McRae College of at least one half of the credit hours required for the minor program of study.

Students may choose to meet the graduation requirements listed in the College Catalog that was in effect the year they 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. Each student's graduation timeline will vary depending on academic program(s) and academic progress, and may take less or more than four years. Students should work with their academic advisor to create a clear timeline.

Graduation and the receipt of a diploma from Lees-McRae College is an honor bestowed by the Faculty, Administration and Board of Trustees. 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.

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 extended campus programs); in those cases, students who successfully complete the requirements for the program will be eligible for graduation honors. Transfer students must complete 32 credit hours at Lees-McRae College in order to be eligible for graduation honors.

Lees-McRae College recognizes the following academic honor societies:

- Alpha Chi (Academic Honor Society)
- Alpha Psi Omega (Theatre Honor Fraternity)
- Alpha Phi Sigma (Criminal Justice Honor Society)
- Chi Alpha Sigma (National Athletics Honor Society)
- Omicron Delta Kappa (Leadership Honor Society)
- Pi Lambda Theta (Education Honor Society)

Commencement Exercises

With approval from the Registrar, a student may participate in commencement if they lack two courses or less to complete the degree requirements. However, a diploma will not be awarded until the degree requirements and a minimum of 120 credit hours have been earned. **Candidates for Graduation must also have all accounts paid in full and have completed an Application for Graduation and an Official Exit Form.** Diplomas may be withheld if the pending graduate is a Respondent in an open Title IX Formal Complaint process.

A student who has met the requirements and completed a Graduation Application may not postpone their graduation.

Once a student's degree is conferred, transcripts supporting the degree earned cannot be changed in any way.

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

General Education

Mission Statement

General education is the cornerstone of the academic experience at Lees-McRae College designed to foster a 21st Century approach to critical, creative, and collaborative inquiry. We prepare students with the knowledge and skills to pursue diverse careers or graduate study, and to engage in cross-disciplinary discourse.

Student Learning Outcomes

- **Written Communication** is the development and expression of ideas in writing using varying styles as well as different technologies. Students develop written communication abilities through iterative experiences across the curriculum.
- **Oral Communication** focuses on the delivery of prepared and purposeful presentations designed to share knowledge that informs, persuades, or entertains listeners.
- **Empirical Investigation** affords students the opportunity to explore issues/objects/works through the collection and analysis of evidence and to make informed conclusions/judgments about the evidence collected.
- **Quantitative Literacy** is the ability to understand and comfortably work with numerical data.
- **Ethical Reasoning** is the ability to determine appropriate vs. inappropriate human conduct. It requires students to assess their own ethical values, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions.
- **Awareness of Cultural Diversity** guides students to recognize the origins and influences of their own cultural heritage. This includes our curiosity to respectfully learn about the cultural and intellectual diversity of other people, and on an individual level to traverse boundaries, to bridge differences, and collaboratively reach common goals. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.
- **Awareness of the Environment** helps students make informed decisions about how we interact with the environment on both personal and community levels. By understanding current threats to the environment, students can enact positive change for the well-being of our world and its inhabitants.
- **Human and Social Issues** offers students an opportunity to understand human behavior, belief systems, and the connections all of us have with one another.
- **Understanding History** provides the opportunity to evaluate the human experience. By engaging with history, students improve their ability to assess (sometimes conflicting) interpretations of information and to make informed decisions about their present and future.
- **Engaging the Arts** allows for a deeper appreciation and understanding of the creative process, the pleasures and challenges of artistic expression, and the role and value of the arts in society and culture. Studying art affords students the opportunity to explore and value aesthetic creation and form as an essential means of conceiving and expressing the human experience.
- **Literary Analysis** provides the opportunity for intellectual and imaginative participation in various perspectives and values. Literature offers the opportunity for growth in self-knowledge, reflection on relationship to others, and the world around us.
- **Personal Development** affords students the ability to reflect on their experiences holistically, assess, and ultimately determine our own personal and educational values
- **Health and Wellness** helps students live more meaningful lives by providing opportunities to engage in and develop various aspects of mental, physical, emotional, spiritual, and social health
- **Professional Preparation** allows students to explore their abilities and the options available to them to meet their personal and professional goals.

Total General Education Hours Required: 41

General education courses allow students to explore a variety of major and minor degree options and corresponding career opportunities. Students should work with their academic advisor to ensure that selected courses meet the general education requirements.

Foundational Knowledge

Written Communications (6 credit hours)

- RHE 101 Rhetoric I (3)
- RHE 102 Rhetoric II (3)*
- HON 291 Honors Seminar (3)

Oral Communication (3 credit hours)
Choose at least one of the following.

- THEA 150 Presence, Presentation, and Performance (3)
- THEA 236 Voice for the Actor (3)
- PCOM 101 Speech and Oral Communication (EL) (3)
- PCOM 103 Interpersonal Communication (EL) (3)
- PCOM 202 Intercultural Communication (EL) (3)
- PCOM 222 Environmental Communications (3)

Quantitative Literacy (3 credit hours)
Choose at least one of the following.

- MAT 111 Math with Applications (3)
- MAT 112 College Algebra (3)
- MAT 215 Statistics (3)*
- MAT 216 Intro to Statistical Computing (3)

*Course has prerequisites

Exploration of Self

Personal Development (3 credit hours)

- CLA 199 First Year Seminar (3)

Professional Preparation (0 credit hours–met/not met)
One professional preparation course or professional preparation workshop sequence

- BIO 375 Leadership in Wildlife Biology (3) *Recommended for Wildlife Biology majors*
- BIO 388 Special Topics: Natural Sciences Seminar (1)
- BIO 388 Special Topics: Careers in Vet Med (2)
- BUS 299 Business Communications (3) *Required for Business Administration majors/appropriate for any major*
- CRI 231 Careers in Criminal Justice (3) *Required for Criminal Justice majors*
- EXS 280 Transition to Professional Practice (1) *Required for Exercise Science majors; recommended for Pre-Physical Therapy majors*
- ORM 299 Outdoor Leadership (3) *Required for Outdoor Recreation Management majors*
- SPA 103 Spanish for the Professions (3)
- THEA 253 Career Management for the Performing Artist (3) *Required for Theatre Arts majors*

Health and Wellness (2 credit hours)
Choose at least two credit hours of the following.

- EXS 210 Introduction to Health and Wellness Science (2)
- NTR 255 Nutrition, Health, and Wellness (3)
- ORM 103 Trail Running (2)
- ORM 104 Skateboarding
- ORM 110 Disc Golf (2)
- ORM 208 Hiking Yoga (2)
- ORM 220 Canoeing (2)
- ORM 223 Fly Fishing (2)
- ORM 225 Rafting (2)
- ORM 231 Rock Climbing (2)
- ORM 235 Mountain Biking (2)
- ORM 237 Skiing and Snowboarding (2)
- ORM 239 Adaptive Adventure Recreation (2)
- ORM 241 Advanced Rock Climbing (2)
- ORM 288 Stand-up Paddleboarding Yoga (2)
- THEA 101 Dance Technique (1)
- THEA 103 Social Dance (1)
- THEA 131 Ballet (1)

Responsible and Informed Citizenship and Appreciation/Exploration of Cultural Contexts

Each course can only be used in one category.

Empirical Investigation
Choose at least one of the following.

- ANTH 102 Intro to Archaeology (3)
- BIO 101 Issues in Human Biology (3)
- BIO 102 Environmental Biology (3)
- BIO 114 Intro to Biology I w/lab (4)
- BIO 115 Intro to Biology II w/lab (4)*
- BIO 121 Intro to Ecology (3)
- BIO 122 Intro to Evolution (3)
- CRI 270 Forensics (3)
- MAT 216 Intro to Statistical Computing (3)
- PHY 288 Astronomy (3)

Ethical Reasoning
Choose at least one of the following.

- CRI 102 Crime in America (3)
- HIS 375 United States Legal History (3)
- REL 225 Issues in Ethics (3)
- SPA 320 Spanish for Social Justice (3)*
- SPE 210 Exceptional Child (EL) (3) *Required for Special Education majors*

Environmental Awareness
Choose at least one of the following.

- APP 230 Introduction to Appalachian Studies (3)
- ART 130 Land and Environment Art (3)
- HIS 210 History of the Southern Appalachian Region (3)
- HIS 319 Wilderness and the American Mind (3)
- LIT 251 Wilderness Literature (3)*
- PCOM 222 Environmental Communications (3)
- REL 225 Issues in Ethics (3)

Awareness of Cultural Diversity
Choose at least one of the following.

- ART 231 Art and Craft Design (3)
- ART 335 Contemporary Art History (3)
- CRI 303 The Bigfoot Effect: Evidence and Jury Preconceptions (3)
- HIS 328 History of Gender and Sexuality (3)*
- HIS 333 Sport History (3)
- LIT 333 Diverse Voices in Appalachian Literature (3)*
- PCOM 103 Interpersonal Communications (EL) (3)
- PCOM 202 Intercultural Communications (EL) (3)
- PHI 224 Introduction to Philosophy (3)
- REL 110 Introduction to Religion (3)
- REL 116 Sacred Texts and Pop Culture (3)
- SOC 236 Principles of Sociology (3)
- SPA 101 Beginning Spanish (3)
- SPA 201 Intermediate Spanish I (3)* *SPA 102 of equivalent score on the Spanish placement assessment*
- HIS/SPA 288 Cultural History of Spanish Civil War (3)
- SPT 298 Sport Sociology (3)
- THEA 207 The Artistic Response (3)

Understanding History
Choose at least one of the following.

- ANTH 210 Archaeology of the Southeastern US (3)
- ART 135 Renaissance through Impressionism (3)
- HIS 115 Foundations of World Civilizations (3)
- HIS 120 U.S. and the World (3)
- HIS 210 History of the Southern Appalachian Region (3)
- HIS 215 World History Since 1500 (3)
- HIS 225 American Government (3)
- HIS 260 Problems in U.S. History I (3)*
- HIS 265 Problems in U.S. History II (3)*
- HIS/REL 271 Christianity in History and Tradition (3)
- HIS/SPA 220 Cultural History of the Spanish Civil War (3)
- HIS 353 African American History (3)
- HIS 375 United States Legal History (3)*
- REL 243 Mythology and Religious Traditions of Ancient Greece (3)
- SOC 238 Sociology of the Family (3)
- SPA 288 Spanish Encounters and Conflicts (3)

Engaging the Arts
Choose at least one of the following.

- ART 130 Land and Environmental Art (3)
- ART 135 Renaissance through Impressionism (3)
- ART 151 Lens (3)
- ART 211 Sketchbooks, Research and Creation (3)
- ART 222 3D Studio Ceramics (3)
- ART 235 Women Artists (3)
- COM 110 Digital Imaging (3)
- COM 111 Communication Art and Design Theory (3)
- COM 188 Typography (3)
- COM 265 Introduction to Film Studies (3)*
- ENG 201 Introduction to Creative Writing (2)
- MUS 231 Music Appreciation (3)
- THEA 207 The Artistic Response (3)

Literary Analysis
Choose at least one of the following.

- LIT 220 British Literature (3)*
- LIT 230 American Literature (3)*
- LIT 240 World Literature (3)*
- LIT 251 Wilderness Literature (3)*
- LIT 288 Special Topics in Literature (3)
- LIT 331 Appalachian Literature (3)*
- LIT 333 Diverse Voices in Appalachian Literature (3)
- LIT 335 African American Literature (3)

Human and Social Issues
Choose at least one of the following.

- CRI 221 Intro to Criminal Justice (3) *Required for Criminal Justice majors*
- EDU 102 The Educated Individual (3) *Recommended for Elementary Education and Special Education majors*
- HIS 334 Global History of Disease (3)
- PSY 133 General Psychology (3) *Required for Psychology majors*
- PSY 201 Human Growth & Development (3) *Required for Psychology majors*
- SOC 251 Social Problems (3) *Required for Criminal Justice majors*
- SPT 298 Sport Sociology (3) *Required for Sport Management majors*

*Course has prerequisites

Students must complete at least one course from each of the following academic disciplines.
Course options for BIO are listed under Empirical Investigation. Course options for all other disciplines are listed under the Responsible and Informed Citizenship & Appreciation/Exploration of Cultural Contexts categories.

- Social/Behavioral Sciences (CRI/PSY/SOC)
- Literature (LIT)
- History (HIS)
- Religious Studies (PHI/REL)
- Fine/Performing Arts (ART/COM/MUS/THEA)
  In addition to the Oral Communications and Health and Wellness outcomes
- Science (BIO/CHM/ PHY/SCI)
  Will be met with the Empirical Investigation outcome

Transfer Students and General Education

Students who have received an Associate in Arts or Science degree from any community college in the state of North Carolina will have satisfied the Lees-McRae general education requirements.

Students who have attended a regionally-accredited institution and who have satisfied the Independent Comprehensive Articulation Agreement will have satisfied the college's general education requirements.

The Independent Comprehensive Articulation Agreement consists of the following coursework:	
Composition	6 credit hours
Communications	3 credit hours
Humanities and Fine Arts	6 credit hours
Social and Behavioral Science	9 credit hours
Math	3–4 credit hours
Natural Sciences	4 credit hours
Additional General Electives	13–14 credit hours
TOTAL	**45 Credit Hours**

Students transferring from a regionally-accredited institution who have not satisfied the Independent Comprehensive Articulation Agreement will be required to complete the general education requirements. Transcripts will be evaluated on a course-by-course basis. Transfer students who need information about transfer of credit should contact the Registrar. Students who have received the Associate of Applied Science degree from a regionally-accredited institution will be required to complete the Lees-McRae College general education requirements.

Credits from non-degree granting education providers must be pre-approved by the Office of the Registrar in collaboration with the Program Coordinator for the degree being considered for academic credit. Examples include, but are not limited to, Straighterline, Study.com, Sophia Learning, etc.

Writing Across the Curriculum (WAC)

The Writing Across the Curriculum program at Lees-McRae College provides opportunities for cross-curricular exploration and skill transfer through the writing courses offered across all disciplines. In addition to providing ongoing support for faculty who are teaching Writing Intensive classes, the WAC committee encourages writing across disciplines by offering campus-wide faculty development workshops and partnerships. Writing intensive courses are offered across all disciplines.

Writing Intensive Courses

Students are required to complete 15 hours of Writing Intensive (WI) courses to graduate. These courses must include 6 hours at the 100 level, 6 hours at the 300-400 level and 3 additional hours at any level. Courses will be approved as WI by the Writing Across the Curriculum Committee of the Faculty Senate and will be designated by (WI) next to their description in the College Catalog.

Experiential Learning (EL)

Experiential learning is a pedagogical approach that supplements traditional instruction with the application of research, concepts, processes, or skills to authentic scenarios, accompanied by guided reflection that encourages exploration of student values and their potential impact on communities within and beyond the Lees-McRae campus.

Experiential Learning classes are those that focus student assessment on each stage of David Kolb's experiential learning cycle: concrete experience, reflection, abstract conceptualization, and active experimentation. Additionally, at least 50% of a student's grade is determined by assessment of participation in activities which meet the Lees-McRae definition of experiential learning (above).

Students are required to complete 15 hours of Experiential Learning (EL) courses to graduate (or 7 hours for transfer students with an Associate Degree). Courses will be designated by (EL) next to their description in the College Catalog.

Degree Requirements

Depending on the major degree program, certain degree requirements also apply:

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;
- Completion of one of the College's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 3-hour SPA course.

Bachelor of Science Requirements

6-8 additional hours in Math or Science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 105, 111, 112
SCI	288

Programs of Study

Every student is required to enroll in an academic 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 Registrar.

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), **M** (Major), **MI** (Minor), **S** (Specialization), **L** (Licensure), and **MAT** (Masters of Art in Teaching).

Main Campus Undergraduate Programs	Degree Type	Major/Minor/Licensure/ Specialization
Appalachian Studies		MI
Athletic Coaching		MI
Biology	BS	M, MI
Biomedical Sciences		S
Forensic Science		S
Pre-Medical Sciences		S
Business Administration	BA, BS	M, MI
Accounting		S
Finance		S
Marketing		S, MI
Communication Arts & Design	BA, BS	M, MI
Communication Arts*		S
Creative Marketing*		S
Studio Arts*		S
Creative Writing		MI
Criminal Justice	BA, BS	M, MI
Forensic Psychology		S
Forensic Science		S
Cycling Studies		MI
Data Applications in Mathematics		MI
Education		MI
Elementary Education	BA, BS	M, L
English	BA	M, MI
Exercise Science	BS	M
Hispanic Studies		MI
History	BA, BS	M, MI
Pre-Law		S
Marketing		MI
Nutrition Science		MI
Outdoor Recreation Management	BA, BS	M, MI
Pre-Physical Therapy	BS	M
Pre-Veterinary Medicine	BS	M
Psychology	BA, BS	M, MI

Main Campus Undergraduate Programs	Degree Type	Major/Minor/Licensure/ Specialization
Religious Studies	BA, BS	M, MI
Ski Industry Business and Instruction		MI
Special Education	BA, BS	M, L
Sport Management	BA, BS	M, MI
Technical Theatre		MI
Theatre Arts	BA, BS	M, MI
Tourism and Resort Management	BS	M
Wilderness Medicine and Rescue	BA, BS	M, MI
Wildlife Biology	BS	M, MI
Field Biology*		S
Wildlife Rehabilitation*		S
Wildlife Rehabiliation		MI

**Students must select one of the required specializations for their major.*

Academic Program Nomenclature

Major: A coherent program of study that addresses identifiable learning outcomes. A major requires a minimum of 36 distinct credit hours, with no more than 18-20 overlapping credit hours.

> **Double Major:** In cases where students are seeking a dual major from disciplines which both require either a senior capstone experience (omega project), an internship or both, students may elect to conduct a single omega project and/or single internship to meet the requirements for both majors. In such cases, it is the responsibility of the student to meet with Senior Research and Internship faculty from both majors to propose research and internship projects which will fulfill the requirements of both majors. Internship faculty from both majors must approve written research and internship projects in advance.

Specialization: An area of specialization under an appropriate major. A major with areas of specialization requires a minimum of 12 credit hours of specialized coursework and a minimum of 36 credit hours of total coursework.

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 with a maximum of 9 overlapping hours from a major. A note to transfer students: when completing a minor, a transfer student must earn at least half of the hours for the minor at Lees-McRae College.

Earning a Second Degree

Students in main campus programs who hold a baccalaureate degree from Lees-McRae College or another 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 section titled Requirements for Graduation. 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). Policies concerning a double-major apply to the second degree as if it were one half of a double-major.

School of Arts and Humanities

Appalachian Studies *(minor only)*

Communication Arts & Design

- Communication Arts Specialization
- Creative Marketing Specialization
- Studio Arts Specialization

Creative Writing *(minor only)*

English

Hispanic Studies *(minor only)*

History

- Pre-Law Specialization

Religious Studies

Technical Theatre *(minor only)*

Theatre Arts

Appalachian Studies

Minor

The Appalachian Studies minor gives students the chance to understand Appalachia from a multi-disciplinary perspective. Professors from fields as diverse as history, sociology, biology, literature, religion, and art provide meaningful insight into the unique, rich life of the region. The minor is valuable for anyone seeking employment in Appalachia or for those who simply want to understand the people, places, and ways of the mountains.

The Appalachian Studies minor requires 18 credit hours beyond the general education and degree requirements.

Required Courses | 9 Credit Hours

Class Name	Credit Hours
HIS 210 History of the Southern Appalachian Region	3 credit hours
LIT 331 Appalachian Literature	3 credit hours
APP 230 Introduction to Appalachian Studies	3 credit hours

Elective Courses | Select 9 Credit Hours

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

Class Name	Credit Hours
ART 130 Land and Environmental Art	3 credit hours
APP 235 Appalachian Women	3 credit hours
APP 288 Special Topics in Appalachian Studies	3 credit hours
APP 315 The History of Appalachian Music	3 credit hours
APP 471 Internship in Appalachia	3 credit hours
APP 488 Special Topics in Appalachian Studies	3 credit hours
ANTH 210 Archaeology of the Southeastern US	3 credit hours
BIO 321 Field Botany (EL)	4 credit hours
BIO 401 Appalachian Ecology (EL)	4 credit hours
LIT 333 Diverse Voices in Appalachian Literature	3 credit hours
ORM 231 Rock Climbing	2 credit hours
ORM 233 Hiking and Backpacking	2 credit hours
ORM 235 Mountain Biking	2 credit hours
PCOM 202 Intercultural Communication (EL)	3 credit hours
Summer Stephenson Center Courses	

Communication Arts & Design

Bachelor of Arts or Bachelor of Science

The mission of the Communication Arts and Design program is to produce versatile and socially aware creative practitioners. Our curriculum equips all students with foundational skillsets in communication, fine art, design, and digital media. These skillsets are then developed and focused through concentration specific coursework in Communication Arts, Studio Arts, or Creative Marketing. Capstone experiences, including internships and thesis exhibitions, allow students to apply their skills in real-world settings.

We offer:

- A strong student-faculty relationship
- An environment that encourages exploration and experimentation
- Opportunities for students to create, construct, produce, and invent innovative ways of communication
- Practical experience outside the classroom through Internship opportunities
- Access to current software, applications, and equipment to keep our students competitive

Our goal is to empower students to become influential creators and communicators in a diverse and interconnected world.

Communication Arts & Design Requirements:

- General Education Requirements
- Bachelor of Arts or Bachelor of Science Requirements
- Major Requirements
- Specialization (required)
- Electives

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;
- Completion of one of the College's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 3-hour SPA course.

OR

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 18 Credit Hours

Class Name	Credit Hours
Foundations	
ART 141 Foundations of Drawing and Design	3 credit hours
ART 151 Lens	3 credit hours
COM 110 Digital Imaging	3 credit hours
Capstone	
COM 471 Communication Arts and Design Internship	3 credit hours
COM 451 CMAD Thesis Exhibition I	3 credit hours
COM 499 CMAD Thesis Exhibition II	3 credit hours

Specializations

Specialization	Required Credit Hours
Communication Arts	27
Creative Marketing	27
Studio Arts	27

Communication Arts & Design

Specialization in Communication Arts

The communication arts specialization focuses on creative media at the forefront of artistic and technological innovation.

Required Courses | 27 Credit Hours

Class Name	Credit Hours
ART 230 Graphic Design History	3 credit hours
ART 252 Lens Studio II	3 credit hours
ART 335 Contemporary Art History	3 credit hours
ART 461 Interdisciplinary Studio IV	3 credit hours
ART 261 2D Studio II OR ART 222 3D Studio II	3 credit hours 3 credit hours
COM 220 Typography	3 credit hours
COM 310 Digital Studio II	3 credit hours
COM 311 Lens Studio III	3 credit hours
COM 420 Digital Studio III	3 credit hours

Communication Arts & Design

Specialization in Creative Marketing

The creative marketing specialization equips students with the skills, knowledge, and entrepreneurial mindset that bridges business and creative media.

Required Courses | 27 Credit Hours

Class Name	Credit Hours
ART 252 Lens Studio II and COM 311 Lens Studio III OR COM 310 Digital Studio II and COM 420 Digital Studio III	6 credit hours
BUS 101 Introduction to Business	3 credit hours
BUS 299 Career Expedition	3 credit hours
BUS 301 Principles of Marketing	3 credit hours
BUS 303 Social Media Marketing	3 credit hours
BUS 306 Professional Selling	3 credit hours
BUS 494 Integrated Marketing Communications	3 credit hours
COM 265 Introduction to Film	3 credit hours

Communication Arts & Design

Specialization in Studio Arts

The studio arts specialization blends traditional studio techniques with new media, creating an intersection between the past and the future. Students specializing in Studio Arts will master a wide array of skills and techniques from drawing to digital design, providing them with the tools and expertise to thrive in the ever-evolving creative landscape.

Required Courses | 27 Credit Hours

Class Name	Credit Hours
ART 135 Renaissance Through Impressionism	3 credit hours
ART 222 3D Studio II: Ceramics	3 credit hours
ART 235 Women Artists	3 credit hours
ART 261 2D Studio II	3 credit hours
ART 331 3D Studio III	3 credit hours
ART 335 Contemporary Art History	3 credit hours
ART 431 2D Studio III	3 credit hours
ART 461 Interdisciplinary Art Studio IV	3 credit hours
ART 252 Lens Studio II OR COM 310 Digital Studio II	3 credit hours 3 credit hours

Communication Arts & Design

Minor

The communication arts and design minor requires 18 credit hours beyond general education and degree requirements. Students will choose areas of interest in consultation with their advisor. For more information contact the coordinator for the communication arts and design program.

Creative Writing

Minor

The Creative Writing minor prepares students to engage in a diverse world of thought and culture by exposing students to the work of writers in the long tradition of literary arts and positioning these students to contribute to that tradition. Each student will develop their individual voice, craft, and vision while also cultivating creative community, both on campus and beyond.

Required Courses | 15 Credit Hours

Class Name	Credit Hours
ENG 201 Introduction to Creative Writing	3 credit hours
ENG 301 Creative Writing: Fiction OR ENG 303 Creative Writing: Poetry	3 credit hours 3 credit hours
ENG 323 The Art of Narrative and New Media	3 credit hours
ENG 421 Editing and Publishing	3 credit hours
ENG 401 Advanced Fiction Workshop OR ENG 403 Advanced Poetry Workshop	3 credit hours 3 credit hours

Elective Courses | 3 Credit Hours

Select 3 hours from the electives below.

Class Name	Credit Hours
COM 265 Introduction to Film Studies	3 credit hours
ENG 201 Introduction to Creative Writing	3 credit hours
ENG 301 Creative Writing: Fiction	3 credit hours
ENG 303 Creative Writing: Poetry	3 credit hours
ENG 318 America's National Parks	3 credit hours
ENG 351 Peer Tutoring in Writing	3 credit hours
ENG 388 Special Topics: Creative Writing	3 credit hours
ENG 401 Advanced Fiction Workshop	3 credit hours
ENG 403 Advanced Poetry Workshop	3 credit hours
ENG 471 Internship	3 credit hours
LIT 220 British Literature	3 credit hours
LIT 230 American Literature	3 credit hours
LIT 240 Survey of World Literature	3 credit hours
LIT 251 Wilderness Literature	3 credit hours
LIT 288 Special Topics: Literature	3 credit hours
LIT 331 Appalachian Literature	3 credit hours
LIT 333 Diverse Voices in Appalachian Literature	3 credit hours
LIT 335 African American Literature	3 credit hours
LIT 340 Contemporary World Literature	3 credit hours

Class Name	Credit Hours
LIT 342 Introduction to Literary Theory	3 credit hours
LIT 343 Gender Studies in Literature	3 credit hours
LIT 423 Romantic and Victorian Literature	3 credit hours
LIT 424 Contemporary Literature	3 credit hours
LIT 425 Modernism and Postmodernism	3 credit hours
LIT 432 Virtue and Vice in Early American Literature	3 credit hours
LIT 440 Studies in World Literature	3 credit hours
LIT 461 The Art of the Biblical Narrative	3 credit hours
LIT 488 Special Topic	3 credit hours
LIT 600 Studies in Genre	3 credit hours
THEA 363 History of Theatre I	3 credit hours
THEA 427 History of Theatre II	3 credit hours

English

Bachelor of Arts

The mission of the English program at Lees-McRae College is to inspire and to prepare students to pursue a versatile professional life and/or graduate school by refining skills in communication, critical thinking, comprehension, creativity, and analysis through a curriculum that emphasizes reading, writing, and speaking skills and by encouraging familiarity with world, British, and American literature.

Student learning outcomes include:

- Identify and discuss the main genres of literature using the basic terminology of literary analysis
- Research, synthesize, and interpret information from a variety of sources in multiple genres
- Make persuasive arguments about the aesthetic, cultural, historical, and/or philosophical significance of works of literature, both formally and informally.
- Demonstrate a mastery of the English language through written projects reflecting sophistication in content, organization, style, and research

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.

A Lees-McRae College graduate with a degree in English not only has prepared himself or herself for lifelong learning and continued enjoyment of literature but is also 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 PhD program in English or other humanities field, but English majors are particularly successful in law school or medical school.

English Requirements:

- General Education Requirements
- Bachelor of Arts Requirements
- Major Requirements
- Electives

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;

- Completion of one of the College's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 3-hour SPA course.

Major Requirements | 12 Credit Hours

Class Name	Credit Hours
HUM 231 Advanced Research and Composition	3 credit hours
ENG 323 The Art of Narrative and New Media	3 credit hours
ENG 421 Editing and Publishing	3 credit hours
ENG 499 Senior Seminar for English Majors	3 credit hours

Major Electives | 30 Credit Hours (15 must be LIT prefixes)

Class Name	Credit Hours
COM 265 Introduction to Film Studies	3 credit hours
ENG 241 Advanced Grammar/Linguistics	3 credit hours
ENG 288 Independent Study	3 credit hours
ENG 301 Creative Writing: Fiction	3 credit hours
ENG 303 Creative Writing: Poetry	3 credit hours
ENG 401 Advanced Fiction Workshop	3 credit hours
ENG 471 Internship	3 credit hours
ENG 488 Special Topics	3 credit hours
LIT 220 British Literature	3 credit hours
LIT 230 American Literature	3 credit hours
LIT 240 Survey of World Literature	3 credit hours
LIT 251 Wilderness Literature	3 credit hours
LIT 288 Special Topics: Literature	3 credit hours
LIT 318 America's National Parks	3 credit hours
LIT 320 Shakespeare	3 credit hours
LIT 330 Business Ethics and Literature	3 credit hours
LIT 331 Appalachian Literature	3 credit hours
LIT 333 Diverse Voices in Appalachian Literature	3 credit hours
LIT 335 African American Literature	3 credit hours
LIT 340 Contemporary World Literature	3 credit hours
LIT 342 Introduction to Literary Theory	3 credit hours
LIT 343 Gender Studies in Literature	3 credit hours
LIT 425 Modernism and Postmodernism	3 credit hours
LIT 423 Nineteenth Century British Literature	3 credit hours
LIT 424 Contemporary Literature	3 credit hours
LIT 432 Virtue and Vice in Early American Literature	3 credit hours
LIT 461 The Art of Biblical Narrative	3 credit hours
LIT 488 Independent Study	3 credit hours
Additional Elective Courses (enough to reach the 120 hour level)	

English

Minor

The English minor requires 21 credit hours beyond the general education and degree requirements.

Required Courses | 9 Credit Hours

Class Name	Credit Hours
HUM 231 Advanced Research and Composition	3 credit hours
ENG 323 The Art of Narrative and New Media	3 credit hours
ENG 421 Editing and Publishing	3 credit hours

Elective Courses | Select 12 Credit Hours

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

Hispanic Studies

Minor

The Hispanic Studies minor is meant to bring students to a fluent level of Spanish so they can function in a native-speaking environment. This involves learning basic information about the histories and cultures of the Spanish-speaking world, familiarity with the various Spanish dialects, and learning vocabulary and grammar up to an intermediate level. More specifically, every person graduating with a minor in Spanish should be able to speak, read, and understand written and spoken Spanish at a level between the B1 and B2 levels according to the Common European Framework of Reference.

Prerequisites

As a prerequisite for the Hispanic Studies minor, students must attain a basic knowledge of Spanish, which can be demonstrated in a variety of ways:

- Spanish AP Exam, CLEP Test, or a Spanish proficiency test
- SPA 101 and SPA 102

Required Classes | 18 Credit Hours

The Hispanic Studies minor requires 18 hours of Spanish at the 200 level or higher. As part of the 18 hours, students are required to take:

Class Name	Credit Hours
SPA 201 Intermediate Spanish I	3 credit hours
SPA 202 Intermediate Spanish II	3 credit hours
SPA 471 Spanish Internship or Study Abroad	4 credit hours

Students will complete the remaining 8 hours by selecting Spanish courses offered on the Banner Elk campus at the 200 level or higher. Students wanting to fulfill 6 of these hours abroad must complete a Student Abroad Approval form and precure approval in writing from the following:

- Spanish Program Coordinator
- Faculty Advisor
- Dean of your School
- Registrar
- Director of Financial Aid

All approvals are required prior to study abroad.

History

Bachelor of Arts or Bachelor of Science

The history program inspires students to investigate and explore the past in order to critically approach the present. Students gain valuable critical thinking, writing, speaking, and research skills, and they will develop a body of historical knowledge and form critical perspectives on the diversity of the human experience. These skills prepare students for a life of engaged American and global citizenship as well as careers in history and a wide range of other fields.

Its goals are to:

- provide a study of the diverse institutions and cultures that comprise United States and World history.
- foster an environment in which students can, independently and collaboratively, form critical perspectives on the past.
- provide instruction in research, analysis, writing, and communication skills essential for many professions.
- prepare students for a life of engaged citizenship, creative thinking, and lifelong learning.

The study of history is a time-honored tradition of a liberal arts education. Its usefulness to persons involved in public affairs, education, law, business, criminal justice, and government policy planning has long been recognized. History continues to be a pertinent major in the twenty-first century for professional minded students who seek a broad understanding of the political, economic, social, and intellectual environment in which they will operate. In learning to conduct careful research, apply critical analysis, and develop a clear and concise writing style, history majors at Lees-McRae develop skills that make them marketable candidates for a wide range of employment opportunities.

Students who graduate with a degree in history pursue a wide range of graduate programs and careers, History majors often go on to pursue graduate studies in law and history, among other fields. Work environments include education institutions, law firms, communications and media, theatre, research, museums, libraries, governmental agencies, humanities-based organizations, and more. The study of history at Lees-McRae also serves as a foundation of knowledge for various other disciplines.

History Requirements:

- General Education Requirements
- Bachelor of Arts or Bachelor of Science Requirements
- Major Requirements
- Electives

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;
- Completion of one of the College's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 3-hour SPA course.

OR

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 12 Credit Hours

Students must take 6 credit hours of these 200-level "Foundations" courses

Class Name	Credit Hours
Students must take 6 credit hours of these 200-level "Foundations" courses:	
HIS 210 History of the Southern Appalachian Region	3 credit hours
HIS 215 World History Since 1500	3 credit hours
HIS 260 Problems in U.S. History I	3 credit hours
HIS 265 Problems in U.S. History II	3 credit hours
Students must take BOTH:	
HUM 231 Advanced Research and Composition	3 credit hours
HIS 499 Senior Research Seminar	3 credit hours

Electives | 24 Credit Hours

15 credit hours must be taken at the 300 or 400 level

Class Name	Credit Hours
*HIS 120 U.S. and the World	3 credit hours
HIS 210 History of the Southern Appalachian Region	3 credit hours
HIS 215 World History Since 1500	3 credit hours
HIS 241 History of Medicine	3 credit hours
**HIS 260 Problems in U.S. I	3 credit hours
**HIS 265 Problems in U.S. II	3 credit hours
***HIS 271 Christianity in History and Tradition	3 credit hours
HIS 315 History of the South	3 credit hours
HIS 318 America's National Parks	3 credit hours
HIS 319 Wilderness and the American Mind	3 credit hours
HIS 328 History of Gender and Sexuality	3 credit hours
HIS 332 America at War	3 credit hours

Class Name	Credit Hours
HIS 333 Sports History	3 credit hours
HIS 334 Global History of Disease	3 credit hours
HIS 335 Autobiography as History	3 credit hours
HIS 350 Ancient History	3 credit hours
HIS 353 African-American History	3 credit hours
HIS 355 History of Cycling	3 credit hours
HIS 357 American Legal History	3 credit hours
HIS 405 History of Capitalism	3 credit hours
HIS 421 American Civil War History	3 credit hours
HIS 431 World War II	3 credit hours
HIS 471 History Internship	3 credit hours

*If not taken as general education Understanding History requirement

**If not taken as a major requirement

***If not taken as REL 271 Religious Studies requirement

History

Specialization in Pre-Law

The Pre-Law specialization provides a track for History students who have an interest in law school and other legal professions. Students in this specialization complete History courses while also choosing from a variety of law-focused electives from other programs. The flexibility of the elective requirements allows students to focus on certain aspects of the law while the History major coursework provides students with a solid grounding in research, writing, and critical thinking skills that are essential to legal careers.

Required Courses | 6 Credit Hours

Class Name	Credit Hours
HIS 225 American Government	3 credit hours
HIS 375 United States Legal History	3 credit hours

Elective Courses | 9 Credit Hours

Select 9 hours from the electives below.

Class Name	Credit Hours
BIO 336 Biomedical Ethics	3 credit hours
BUS 221 Principles of Microeconomics	3 credit hours
BUS 222 Principles of Macroeconomics	3 credit hours
BUS 411 Business Law	3 credit hours
BUS 446 Corporate Taxation	3 credit hours
BUS 451 Business Ethics	3 credit hours
CRI 325 Judicial Process and Courth Ethics	3 credit hours
CRI 450 Criminal Law	3 credit hours
ENG 213 Technical Writing	3 credit hours
ENG 421 Journalism	3 credit hours
LIT 330 Business Ethics and Literature	3 credit hours
MAT 215 Statistics	3 credit hours
PSY 265 Statistics for Social Sciences	3 credit hours
PSY 273 Forensic Psychology	3 credit hours
REL 225 Issues and Ethics	3 credit hours
SPT 411 Sport Law	3 credit hours
SPT 444 NCAA Compliance	3 credit hours
THEA 150 Presence, Presentation, and Performance	3 credit hours

History

Minor

The history minor requires 18 credit hours of history courses beyond general education and degree requirements, with 9 credit hours at the 300 or 400 level.

Class Name	Credit Hours
HIS 120 U.S. and the World	3 credit hours
HIS 210 History of the Southern Appalachian Region	3 credit hours
HIS 215 World History Since 1500	3 credit hours
HIS 241 History of Medicine	3 credit hours
HIS 260 Problems in U.S. I	3 credit hours
HIS 265 Problems in U.S. II	3 credit hours
HIS 271 Christianity in History and Tradition	3 credit hours
HIS 315 History of the South	3 credit hours
HIS 318 America's National Parks	3 credit hours
HIS 319 Wilderness and the American Mind	3 credit hours
HIS 328 History of Gender and Sexuality	3 credit hours
HIS 332 America at War	3 credit hours
HIS 333 Sports History	3 credit hours
HIS 334 Global History of Disease	3 credit hours
HIS 335 Autobiography as History	3 credit hours
HIS 350 Ancient History	3 credit hours
HIS 353 African-American History	3 credit hours
HIS 355 History of Cycling	3 credit hours
HIS 357 American Legal History	3 credit hours
HIS 405 History of Capitalism	3 credit hours
HIS 421 American Civil War History	3 credit hours
HIS 431 World War II	3 credit hours
HIS 471 History Internship	3 credit hours

Religious Studies

Bachelor of Arts or Bachelor of Science

The religious studies program promotes 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;
- 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 our intellectual tradition. Religions 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 their own religious experiences and lay the groundwork for further exploration of the Bible, religion, and theology. They 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 lifestyle 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.

Religious Studies Requirements:

- General Education Requirements
- Bachelor of Arts or Bachelor of Science Requirements
- Major Requirements
- Electives
- Internship (optional, but encouraged)

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;

- Completion of one of the College's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 3-hour SPA course.

OR

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 36 Credit Hours

Including a total of 15 hours of 300 and 400 level courses.

Class Name	Credit Hours
Foundation and Capstone | 12 Credit Hours	
REL 110 Introduction to Religion	3 credit hours
HUM 231 Advanced Research and Composition	3 credit hours
REL 381 Religious Traditions of India, China, and Japan	3 credit hours
REL 499 Senior Research Seminar	3 credit hours
Culture, Tradition and Biblical Studies | 24 Credit Hours	
REL 225 Issues in Ethics	3 credit hours
REL 241 Religion and Ultimate Questions	3 credit hours
REL 243 Mythology and the Religion of Ancient Greece	3 credit hours
REL 271 Christianity in History and Tradition	3 credit hours
REL 311 Monotheistic Religious Traditions	3 credit hours
REL 321 Life and Letters of Paul	3 credit hours
REL 361 Life and Teachings of Jesus	3 credit hours
REL 366 Jesus in Hollywood	3 credit hours
REL 432 The Gospel of John	3 credit hours
REL 455 Critical Perspectives on Religion	3 credit hours
REL 461 The Art of Biblical Narrative	3 credit hours
REL 471 Religious Studies Internship	3 credit hours

Electives | 9 Credit Hours

Students interested in careers in counseling, youth ministry or camp environments, or integrating the arts into sacred or secular experiences, may also fulfill up to 9 hours of elective credit by taking any of the following courses:

Class Name	Credit Hours
ORM 101 Introduction to Outdoor Recreation	3 credit hours
PSY 204 Theories of Personality	3 credit hours
PSY 202 Abnormal Psychology	3 credit hours
SOC 251 Social Problems	3 credit hours
Any 200 level ORM skills course or certification	3 credit hours

Internship | 3 Credit Hours

Students are encouraged to complete an internship (REL 471) for up to 3 hours of course credit.

Religious Studies

Minor

The religious studies minor requires 18 credit hours of credit beyond general education and degree requirements, 9 of which must come from the foundation and capstone category.

Required Classes | 18 Credit Hours

Class Name	Credit Hours
Foundation and Capstone | Choose 9 Credit Hours	
REL 110 Introduction to Religion	3 credit hours
REL 381 Religious Traditions of India, China, and Japan	3 credit hours
Culture, Tradition and Biblical Studies | Select 9 Credit Hours	
REL 225 Issues in Ethics	3 credit hours
REL 241 Religion and Ultimate Questions	3 credit hours
REL 243 Mythology and the Religion of Ancient Greece	3 credit hours
REL 271 Christianity in History and Tradition	3 credit hours
REL 311 Monotheistic Religious Traditions	3 credit hours
REL 321 Life and Letters of Paul	3 credit hours
REL 361 Life and Teachings of Jesus	3 credit hours
REL 366 Jesus in Hollywood	3 credit hours
REL 432 The Gospel of John	3 credit hours
REL 455 Critical Perspectives on Religion	3 credit hours
REL 461 The Art of Biblical Narrative	3 credit hours
REL 471 Religious Studies Internship	3 credit hours

Technical Theatre

Minor

The technical theatre minor requires a minimum of 25 hours of coursework beyond general education and degree requirements. Students cannot have more than 9 hours of overlapping course work between the student's major and minor. Theatre arts scholarship holders will need to adhere to all theatre arts scholarship requirements.

Requirements | 10 Credit Hours

Class Name	Credit Hours
ART 141 Foundations of Drawing and Design	3 credit hours
THEA 143 Stagecraft	3 credit hours
THEA 272 Script Analysis	3 credit hours
THEA 493 Theatre Internship	1 credit hour

Electives | 9 Credit Hours

Select three courses from the list below (two must be at 300 level or higher).

Class Name	Credit Hours
COM 110 Digital Imaging	3 credit hours
ART 151 Lens	3 credit hours
ART 191 Color Theory	3 credit hours
THEA 244 Principles of Design	3 credit hours
THEA 254 Make-Up	3 credit hours
COM 310 Digital Studio II	3 credit hours
THEA 344 Costuming	3 credit hours
THEA 345 Basic Lighting	3 credit hours
THEA 353 Stage Management	3 credit hours
THEA 443 Scene Design	3 credit hours

Practicums | 6 Credit Hours

Students cannot repeat any area except for THEA 450, which should be taken any time the student accepts a role. Only 3 credit hours of THEA 450 will be applied towards graduation.

Class Name	Credit Hours
THEA 450 Performance Practicum	1-4 credit hours
THEA 451 Technical Practicum I (set construction/props/run crew)	1-3 credit hours
THEA 452 Technical Practicum II (sound)	1-3 credit hours

THEA 453 Technical Practicum III (lighting)	1-3 credit hours
THEA 454 Technical Practicum IV (scenic artistry)	1-2 credit hours
THEA 455 Technical Practicum V (wardrobe)	1-3 credit hours
THEA 456 FOH Practicum	1-2 credit hours
THEA 457 Advanced Projects Practicum	1-3 credit hours

Theatre Arts

Bachelor of Arts or Bachelor of Science

Through an integrated curriculum, the theatre arts program prepares artists and leaders for a diverse and challenging job market, and trains practitioners in the field to impact the development and welfare of their community through viable arts experiences.

Theatre Arts Requirements:

- General Education Requirements
- Bachelor of Arts or Bachelor of Science Requirements
- Major Requirements
- Competencies
- Electives

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;
- Completion of one of the College's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 4-hour SPA course.

OR

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 42 Credit Hours

Class Name	Credit Hours
THEA 100 Movement for the Stage	1 credit hour
THEA 113 Fundamentals of Music I	2 credit hours
THEA 133 Acting I: Principles	3 credit hours
THEA 143 Stagecraft	3 credit hours
THEA 236 Voice for the Actor	3 credit hours
THEA 238 Principles in Theatre Marketing/Management	3 credit hours
THEA 244 Principles of Design	3 credit hours
THEA 253 Career Management	3 credit hours
THEA 272 Script Analysis	3 credit hours
THEA 353 Stage Management	3 credit hours
THEA 363 History of Theatre I	3 credit hours
THEA 374 Directing I	3 credit hours
THEA 473 History of Theatre II	3 credit hours
THEA 474 Directing II	3 credit hours
THEA 497 Senior Research and Independent Research	2 credit hours
THEA 499 Senior Research Seminar for Performing Arts	1 credit hours

Electives | Select 14–18 Credit Hours

Class Name	Credit Hours
Creative and Artistic Direction | Choose 2–3 Credit Hours	
THEA 381 Dance/Choreography for the Theatre	2 credit hours
THEA 335 Performance of Literature	3 credit hours
Performance | Select 6 Credit Hours (Choose two areas)	
Acting	
THEA 105 Auditioning	3 credit hours
THEA 233 Acting II: Scene Study	3 credit hours
THEA 256 Theatre for Young Audiences	3 credit hours
THEA 333 Acting III: Period Styles	3 credit hours
THEA 433 Acting IV: Musical Theatre Acting	3 credit hours
Movement and Dance	
THEA 101 Dance Technique: Jazz, Tap, and Ballet	1 credit hours
THEA 103 Social Dance	1 credit hours
THEA 131 Ballet Studies	1 credit hours
THEA 275 Musical Theatre Dance I	2 credit hours
THEA 375 Musical Theatre Dance II	2 credit hours
THEA 372 Stage Combat	2 credit hours

Class Name	Credit Hours
Music and Voice	
THEA 115 Basic Piano	1 credit hours
THEA 173 Fundamentals of Music II	2 credit hours
THEA 213 Music Analysis	3 credit hours
THEA 215 Piano	1 credit hours
THEA 224 Sight Singing and Ear Training	2 credit hours
Personal and Brand Marketing | Choose 1 or 3 Credit Hours	
THEA 209 SETC Experience	1 credit hours
THEA 379 Theatre in Community and Outreach	3 credit hours
THEA 467 Theatre Management and Publicity	3 credit hours
Technical | Choose 6 Credit Hours	
THEA 254 Makeup	3 credit hours
THEA 345 Basic Lighting	3 credit hours
THEA 344 Costuming	3 credit hours
THEA 443 Scene Design	3 credit hours

Practicums | 12 Credit Hours

Students cannot repeat any area except for THEA 450, which should be taken any time the student accepts a role. THEA 450 can only be repeated twice for credit towards graduation.

Class Name	Credit Hours
THEA 450 Performance Practicum	1-4 credit hours
THEA 451 Technical Practicum I (set construction/props/run crew)	1-3 credit hours
THEA 452 Technical Practicum II (sound)	1-3 credit hours
THEA 453 Technical Practicum III (lighting)	1-3 credit hours
THEA 454 Technical Practicum IV (scenic artistry)	1-2 credit hours
THEA 455 Technical Practicum V (wardrobe)	1-2 credit hours
THEA 456 FOH Practicum	1-2 credit hours
THEA 457 Advanced Projects Practicum	1-3 credit hours

Theatre Arts Scholarship Expectations for Renewal

Application for Scholarship:

All students will undergo an audition to be adjudicated by members of the program faculty.

Criteria for scholarship will include:

- Ability/Talent in a theatre arts area of study
- Previous experience in theatre
- Potential for improvement and willingness to improve

The audition itself consists of the following elements:

- A 90-second monologue OR a 90-second package of a song and monologue OR a review of a technical theatre or management portfolio
- A dance/movement combination designed to demonstrate the student's skill level
- A resume of theatrical experiences
- Two letters of reference from previous directors or teachers, attesting to the student's talent

Standards for Theatre Arts Scholarship Students

Scholarship students are expected to audition or interview for all LMC productions. They are required to be involved with at least one show each semester. (The faculty may excuse a student from participating in an LMC production only as a result of extraordinary circumstances. These will be decided on a case-by-case basis.)

To maintain the scholarship students are expected to:

- Show continued growth and progression in skills and aptitude
- Maintain a professional attitude and work ethic as demonstrated through their participation in both LMC productions and any professional work experiences outside of the college.
- Demonstrate an ability to work as part of a team and to demonstrate respect toward faculty, guest artists and their fellow student performers and production staff.
- Participate in all LMC productions as assigned.
- Participate in all workshops and masterclasses scheduled by the faculty and designed to augment classroom experiences, including field trips, weekend classes, mock auditions, guest artists' visits, alumni discussions, etc.

Renewal of Scholarship

Students will submit a renewal application each year to be considered for a scholarship

Students must document their experiences via a current resume and by completing the renewal form.

During the renewal process faculty may decide to either:

- Continue the student's scholarship
- Increase or decrease the scholarship amount
- Terminate the scholarship

Students may reapply the following spring for scholarship consideration.

Theatre Arts

Minor

The minor in theatre arts requires a student to complete the foundational knowledge courses and one competency area in order to demonstrate a breadth of knowledge. Competencies are Creative and Artistic Direction, Performance, Technical Theatre, and Arts Management and Leadership. Minors focus on one competency area in theatre arts. Theatre arts minors are not required to take all of the electives in the competency, but they must choose the appropriate upper level designator course in order to be prepared to pass the competency project. The theatre arts minor requires a minimum of 36 hours beyond general education and degree requirements. Students will complete 6 hours of practicum in any area they would like to choose, on top of the 30 hours of in-class learning. Theatre arts minors who also receive a theatre arts scholarship will need to adhere to all theatre arts scholarship requirements.

Major Requirements | 24 Credit Hours

Class Name	Credit Hours
THEA 100 Movement for the Stage	1 credit hour
THEA 113 Fundamentals of Music I	2 credit hours
THEA 133 Acting Principles I	3 credit hours
THEA 143 Stagecraft	3 credit hours
THEA 236 Voice for the Actor	3 credit hours
THEA 238 Principles in Theatre Marketing and Management	3 credit hours
THEA 244 Principles of Design	3 credit hours
THEA 272 Script Analysis	3 credit hours
THEA 363 History of Theatre I	3 credit hours

Electives | Select 6 Credit Hours

Class Name	Credit Hours
THEA 101 Dance Technique: Jazz, Tap, and Ballet	1 credit hour
THEA 103 Social Dance	1 credit hours
THEA 105 Auditioning	2 credit hours
THEA 115 Basic Piano	1 credit hour
THEA 131 Ballet Studies	1 credit hour
THEA 173 Fundamentals of Music II	2 credit hours
THEA 209 SETC Experience	1 credit hour
THEA 213 Music Analysis	3 credit hours
THEA 215 Piano	1 credit hour
THEA 224 Sight Singing and Ear Training	2 credit hours
THEA 233 Acting II: Scene Study	3 credit hours
THEA 240 Scenic Painting	3 credit hours
THEA 254 Makeup	3 credit hours
THEA 256 Theatre for Young Audiences	3 credit hours
THEA 275 Musical Theatre Dance I	2 credit hours

Class Name	Credit Hours
THEA 333 Acting III: Period Styles	3 credit hours
THEA 335 Performance of Literature	3 credit hours
THEA 344 Costuming	3 credit hours
THEA 345 Basic Lighting	3 credit hours
THEA 372 Stage Combat	2 credit hours
THEA 375 Muscial Theatre Dance II	2 credit hours
THEA 379 Theatre in Community and Outreach	3 credit hours
THEA 381 Dance/Choreography for the Theatre	2 credit hours
THEA 433 Acting IV: Musical Theatre Acting	3 credit hours
THEA 443 Scene Design	3 credit hours
THEA 467 Theatre Management and Publicity	3 credit hours

Practicums | 6 Credit Hours

Students cannot repeat any area except for THEA 450, which should be taken any time the student accepts a role. Only one THEA 450 course will be counted towards graduation.

Class Name	Credit Hours
THEA 450 Performance Practicum	1-4 credit hours
THEA 451 Technical Practicum I (set construction/props/run crew)	1-3 credit hours
THEA 452 Technical Practicum II (sound)	1-3 credit hours
THEA 453 Technical Practicum III (lighting)	1-3 credit hours
THEA 454 Technical Practicum IV (scenic artistry)	1-2 credit hours
THEA 455 Technical Practicum V (wardrobe)	1-3 credit hours
THEA 456 FOH Practicum	1-2 credit hours
THEA 457 Advanced Projects Practicum	1-3 credit hours

School of Business and Management

Athletic Coaching *(minor only)*

Business Administration

- Accounting Specialization
- Finance Specialization
- Marketing Specialization

Cycling Studies *(minor only)*

Marketing *(minor only)*

Outdoor Recreation Management

Ski Industry Business and Instruction *(minor only)*

Sport Management

Tourism and Resort Management

Athletic Coaching

Minor

The Athletic Coaching minor will give future coaches the foundation to work with both individuals and athletic teams at a variety of ages and levels, from youth to collegiate to adult sport and from interscholastic to intercollegiate to recreational sport. Students will:

- Receive an integrated series of coaching-related courses focused on the critical skills and knowledge regard to succeed in coaching
- Complete a practical, hands-on coaching field experience
- Master the development of specific, measurable, attainable, relative, and time-framed (SMART) goals
- Gain leadership experience within a coaching setting that allows for the development of vision and mission statements
- Draft a personal coaching philosophy for use in job-seeking
- Strengthen personal and professional communication skills within a diverse community of athletes, coaches, parents, and others.

No one course or program can make an individual an effective sport coach, but we believe that leadership is learned not a born, and our program emphasizes the skillset necessary to develop a professional coaching mindset.

The athletic coaching minor requires 18 credit hours beyond general education and degree requirements and includes the following:

Required Courses | 12 Credit Hours

Class Name	Credit Hours
SPT 101 Introduction to Sport Management	3 credit hours
SPT 331 Leadership and Athletic Coaching	3 credit hours
SPT 334 Athletic Coaching Administration	3 credit hours
SPT 351 Intercollegiate Athletic Administration	3 credit hours

Elective Courses | Select 6 Credit Hours

Class Name	Credit Hours
SPT 251 Sport Communications	3 credit hours
SPT 298 Sport Sociology	3 credit hours
SPT 411 Sport Law	3 credit hours
SPT 444 NCAA Compliance	3 credit hours
SPT 445 Athletic Revenue and Fundraising	3 credit hours
SPT 471 Internship	3 credit hours
SPT 498 Event and Venue Management	3 credit hours

Business Administration

Bachelor of Arts or Bachelor of Science

The business administration program educates and inspires students to approach life and work from creative, collaborative, and critical perspectives by helping students gain the knowledge, skills and experiences to achieve their highest potentials in preparation for business careers in a dynamic global environment.

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

- **Ethics** Students will apply ethical understanding and perspective to business situations
- **Collaboration and Professionalism** Students will promote effective individual and group interpersonal relationships
- **Communication** Students will demonstrate communication skills by conveying business concepts, strategies, ideas, and opinions
- **Critical Thought** Students will conceive—through creative and critical analysis—independent and original concepts and affect change in the global business environment.
- **Business Concepts** Students will be able to use logic and reasoning to integrate the various business disciplines into a comprehensive understanding of the business profession.

Graduates of the business administration program are prepared for careers and advanced degrees in finance, accounting, international business, general and operations management, advertising, marketing, sales, public relations, administrative services, industrial and production management, purchasing, transportation, not-for-profit management, and government service.

The business administration program prepares students to become responsible, productive business leaders. The program prepares students to meet strategic and competitive challenges required in a fast-changing, global business environment. 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.

Business Administration Requirements:

- General Education
- Bachelor of Arts or Bachelor of Science Requirements
- Major Requirements
- Specialization (optional)
- Electives (12 hours required)

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;

- Completion of one of the College's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 3-hour SPA course.

OR

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 60 Credit Hours

Class Name	Credit Hours
BUS 101 Introduction to Business	3 credit hours
BUS 102 Introduction to Microsoft Office (EL)	3 credit hours
BUS 221 Principles of Microeconomics	3 credit hours
BUS 222 Principles of Macroeconomics	3 credit hours
BUS 241 Accounting I	3 credit hours
BUS 299 Career Expedition	3 credit hours
BUS 301 Principles of Marketing	3 credit hours
BUS 311 Operations Management	3 credit hours
BUS 351 Organizational Behavior	3 credit hours
BUS 372 Principles of Finance	3 credit hours
BUS 385 Data Analytics	3 credit hours
BUS 411 Business Law	3 credit hours
BUS 421 International Business I	3 credit hours
BUS 498 Strategic Management	3 credit hours
BUS 499 Senior Capstone Experience	3 credit hours
MAT 215 Statistics	3 credit hours

Specializations | Select 12 Credit Hours per Specialization

Specialization	Required Credit Hours
Accounting	12 credit hours
Finance	12 credit hours
Marketing	12 credit hours

Electives | Select 12 Credit Hours

Students are encouraged to complete a specialization as fulfillment of the 12 hours of the business electives. Selection of a specialization is not a requirement for graduation. Students may also choose to obtain a general business administration degree without a specialization.

A general degree without a specialization requires a minimum of 12 credit hours from the following elective business administration courses. This requirement is above the general education requirements and the required courses for a business administration degree.

Class Name	Credit Hours
BUS 288 Special Topics	1-3 credit hours
BUS 303 Social Media Marketing	3 credit hours
BUS 306 Professional Selling	3 credit hours
BUS 322 Human Resources	3 credit hours
BUS 323 Small Business Marketing	3 credit hours
BUS 333 Personal Finance	3 credit hours
BUS 340 Forensic Accounting	3 credit hours
BUS 341 Managerial Accounting	3 credit hours
BUS 343 Individual Taxation	3 credit hours
BUS 345 Intermediate Accounting I	3 credit hours
BUS 346 Intermediate Accounting II	3 credit hours
BUS 375 Commercial Bank Management	3 credit hours
BUS 377 Financial Management	3 credit hours
BUS 388 Special Topics in Business	1-3 credit hours
BUS 402 Marketing Research	3 credit hours
BUS 404 Consumer Behavior	3 credit hours
BUS 422 Entrepreneurship	3 credit hours
BUS 444 Auditing	3 credit hours
BUS 446 Corporate Taxation	3 credit hours
BUS 471 Business Internship (EL)	3-6 credit hours
BUS 472 Financial Decision Making	3 credit hours
BUS 474 Investment Management	3 credit hours
BUS 476 International Finance	3 credit hours
BUS 488 Special Topics	1-3 credit hours
BUS 492 Management & Leadership	3 credit hours
BUS 494 Integrated Marketing Communication	3 credit hours
Additional Elective Courses (enough to reach the 120 hour level)	

Business Administration

Specialization in Accounting

The specialization in accounting develops a strong base of business knowledge while building the accounting skills that can be of value in many industries. The coursework prepares the student for entry to graduate school in accounting and provides 120 credit hours of the 150 credit hours required to sit for the C.P.A. exam. Coursework includes the study of financial accounting, managerial accounting, taxation, auditing, and accounting software along with a general business and general education requirements.

Required Courses | Choose 12 Credit Hours

Class Name	Credit Hours
BUS 340 Forensic Accounting	3 credit hours
BUS 341 Managerial Accounting	3 credit hours
BUS 343 Individual Taxation	3 credit hours
BUS 345 Intermediate Accounting I	3 credit hours
BUS 346 Intermediate Accounting II	3 credit hours
BUS 444 Auditing	3 credit hours
BUS 446 Corporate Taxation	3 credit hours

Business Administration

Specialization in Finance

The specialization in finance allows students to focus on how individuals and businesses make financial decisions and manage money. Students acquire knowledge about how firms make financial decisions, acquire and allocate funds, and how markets operate. A strong emphasis is placed on spreadsheet utilization and design. Careers in finance demand analysis and attention to detail and include positions in corporate finance, banking, and investments.

Required Courses | Choose 12 Credit Hours

Class Name	Credit Hours
BUS 375 Commercial Bank Management	3 credit hours
BUS 377 Financial Management	3 credit hours
BUS 472 Financial Decision Making	3 credit hours
BUS 474 Investment Management	3 credit hours
BUS 476 International Finance	3 credit hours

Business Administration

Specialization in Marketing

The specialization in marketing develops a competitive advantage through courses that offer firsthand, practical experience shaping the advertising, promotion, and sales strategy of real-world products while developing a solid understanding of business concepts. Many students who concentrate in marketing go on to work in brand management, sales, marketing research, consulting, and entrepreneurial ventures.

Required Courses | Choose 12 Credit Hours

Class Name	Credit Hours
BUS 303 Social Media Marketing	3 credit hours
BUS 306 Professional Selling	3 credit hours
BUS 323 Small Business Marketing	3 credit hours
BUS 402 Marketing Research	3 credit hours
BUS 404 Consumer Behavior	3 credit hours
BUS 494 Integrated Marketing Communication	3 credit hours

Business Administration

Minor

The business administration minor requires 21 credit hours beyond general education and degree requirements and includes the following:

Minor Requirements | 21 Credit Hours

Class Name	Credit Hours
BUS 101 Intro to Business	3 credit hours
BUS 102 Introduction to Microsoft Office (EL)	3 credit hours
BUS 221 Principles of Microeconomics **OR** BUS 222 Principles of Macroeconomics	3 credit hours 3 credit hours
BUS 241 Accounting I	3 credit hours
BUS 301 Principles of Marketing	3 credit hours
BUS 351 Organizational Behavior	3 credit hours
BUS 372 Principles of Finance	3 credit hours

Cycling Studies

Minor

The cycling studies minor provides students the opportunity to enhance and supplement their chosen academic program of study with their interest in cycling. Students will acquire skills and knowledge pertaining to advocacy, design, and infrastructure, in addition to experiences to enhance their current skills and knowledge of cycling. Participation in the cycling studies minor supports the education of competitive cyclists and enthusiasts, thus contributing to the promotion and preservation of cycling as a sport and leisure pursuit.

Program Requirements

- Students are required to conduct research and complete course assignments and projects on cycling and related topics in as many general education and major program courses as possible.
- Students are required to integrate a cycling topic into their Senior Research Seminar project if possible.
- Students are required to take BIO 102 Environmental Biology as a general education requirement

Minor Requirements | 18 Credit Hours

The cycling studies minor requires 18 credit hours beyond general education and degree requirements and includes the following:

Class Name	Credit Hours
CYC 131 Principles of Cycling	3 credit hours
CYC 233 Cycling Infrastructure and Course Design	3 credit hours
CYC 335 Applications of Cycling Infrastructure	3 credit hours
CYC 455 Bicycling Business	3 credit hours
CYC 472 Cycling Internship I	3 credit hours

Electives | Choose 3 Credit Hours

Class Name	Credit Hours
BIO 271 Human Anatomy and Physiology or comparable course	4 credit hours
BIO 473 Physiology of Exercise	3 credit hours
BIO 475 Anatomical Kinesiology	3 credit hours
BUS 221 Microeconomics	3 credit hours
BUS 301 Principles of Marketing	3 credit hours
BUS 494 Integrated Marketing Communication	3 credit hours
CHM 200 Introductory Biochemistry	3 credit hours
PHY 101 Biomechanics	3 credit hours
ORM 235 Mountain Biking	2 credit hours
ORM 310 League of American Bicyclists Smart Cycling Certification	1 credit hour

Marketing

Minor

Marketing is a field that provides you with the ability understand our consumer society. Marketing is a component of every industry. A marketing minor will provide you with the tools you need to understand your customer as well as your competitors. You will learn how to gather data and turn it into decision-making information, use social media as a marketing platform, and learn how to use the tools and methods that best fit the marketing needs and budgets of businesses. In addition, you will also gain the skills to understand the tendencies of your customers and perfect the art of closing the deal.

Minor Requirements | 18 Credit Hours

The marketing minor requires 18 credit hours beyond general education and degree requirements and includes the following:

Class Name	Credit Hours
Required:	
BUS 301 Principles of Marketing	3 credit hours
Choose 15 hours from the following options:	
BUS 303 Social Media Marketing	3 credit hours
BUS 306 Professional Selling	3 credit hours
BUS 323 Small Business Marketing	3 credit hours
BUS 402 Marketing Research	3 credit hours
BUS 404 Consumer Behavior	3 credit hours
BUS 471 Business Internship (EL)	3 credit hours
BUS 494 Integrated Marketing Communication	3 credit hours

Outdoor Recreation Management

Bachelor of Arts or Bachelor of Science

Outdoor Recreation Management is designed for students with a career interest in outdoor, environmental, and experiential education. The program focuses heavily on leadership and program management with an emphasis on environmental stewardship.

Outdoor Recreation Management Requirements:

- General Education Requirements
- Bachelor of Arts or Bachelor of Science Requirements
- Major Requirements

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;
- Completion of one of the College's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 3-hour SPA course.

OR

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 60 Credit Hours

Outdoor Fundamentals | 30 Credit Hours

Students must take all 30 credit hours in the list below.

Class Name	Credit Hours
ORM 101 Introduction to Outdoor Recreation	3 credit hours
ORM 102 Outdoor Living Skills	3 credit hours
ORM 201 Group Dynamics and Facilitation	3 credit hours
ORM 299 Outdoor Leadership Skills	3 credit hours
ORM 315 Outdoor Recreation Administration	3 credit hours
ORM 410 Risk Management in Outdoor Recreation	3 credit hours
ORM 471 Outdoor Recreation Internship	3 credit hours
ORM 498 Contemporary Issues in Outdoor Recreation	3 credit hours
BUS 499 Senior Capstone Experience	3 credit hours
WMR 305 Wilderness First Responder	3 credit hours

Business Fundamentals | 9 Credit Hours

Students must choose 9 credit hours from the list below.

Class Name	Credit Hours
ORM 245 Outdoor Economies	3 credit hours
BUS 101 Introduction to Business	3 credit hours
BUS 102 Introduction to Microsoft Office (EL)	3 credit hours
BUS 211 Principles of Management	3 credit hours
BUS 301 Principles of Marketing	3 credit hours
BUS 306 Professional Selling	3 credit hours
BUS 333 Personal Finance	3 credit hours
BUS 351 Organizational Behavior	3 credit hours

Environmental Fundamentals | 9 Credit Hours

Students must take all 9 credit hours from the list below.

Class Name	Credit Hours
BIO 102 Environmental Biology	3 credit hours
LIT 251 Wilderness Literature	3 credit hours
HIS 319 Wilderness and the American Mind	3 credit hours

Skill Fundamentals | 12 Credit Hours

Students must choose 12 credit hours from the list below.

Class Name	Credit Hours
ORM 103 Trail Running	2 credit hours
ORM 104 Skateboarding	2 credit hours
ORM 110 Disc Golf	2 credit hours
ORM 205 Waterfront Recreation and Outdoor Rental Management	3 credit hours

Class Name	Credit Hours
ORM 208 Hiking Yoga	2 credit hours
ORM 220 Canoeing	2 credit hours
ORM 223 Fly Fishing	2 credit hours
ORM 225 Rafting	2 credit hours
ORM 231 Rock Climbing	2 credit hours
ORM 233 Hiking and Backpacking	2 credit hours
ORM 235 Mountain Biking	2 credit hours
ORM 237 Skiing and Snowboarding	2 credit hours
ORM 239 Adaptive Adventure Recreation	2 credit hours
ORM 241 Advanced Rock Climbing	2 credit hours
ORM 249 Winter Adaptive Recreation and Event Planning	2 credit hours
ORM 250 Trail Building	2 credit hours
ORM 288 Stand-Up Paddleboard Yoga	2 credit hours
ORM 301 Outdoor Skill Pedagogy	2 credit hours
ORM 320 Ski Industry Trip	3 credit hours
ORM 399 Expedition	3 credit hours
ORM 488 Outdoor Adventure Film and Event Management	3 credit hours
WMR 240 Introduction to Search and Rescue	3 credit hours
WMR 304 High-Angle Rock Rescue	2 credit hours

Certification Requirements | 6 Credit Hours

Students must choose 6 credit hours from the list below.

Class Name	Credit Hours
ORM 232 Association of Challenge Course Technology (ACCT) Level 1 Practicioner Certification	2 credit hours
ORM 310 League of American Bicyclists Smart Cycling	1 credit hour
ORM 321 Leave No Trace/Level 2 Instructor Certification	2 credit hours
ORM 337-01 Professional Ski Instructors of America (PSIA) Level 1 Instructor Certification	3 credit hours
ORM 337-02 American Association of Snowboard Instructors (AASI) Level 1 Instructor Certification	3 credit hours
ORM 345 North Carolina Environmental Education Certification Prep.	3 credit hours
ORM 355-01 Open Water Scuba Diving Certification	3 credit hours
ORM 355-02 Advanced Open Water Scuba Diving Certification	3 credit hours
ORM 388 Global Syndicate of Mountain Bike Coaches Level I Certification	3 credit hours
ORM 437 PSIA-AASI Ski & Snowboard Adaptive Level I Instructor Certification Prep	3 credit hours
ORM 488 US Ski/Snowboard Coaching Level 1 Certification	3 credit hours
WMR 200 CPR, AED, First Aid, and Epi Certifications	1 credit hours
WMR 230 Wilderness Lifeguard	1 credit hour
WMR 303 Wilderness First Aid	1 credit hour
WMR 307 Wildland Firefighting Certifications	3 credit hours
WMR 339 Outdoor Emergencies Care for Ski/Bike Patrol Challenge	1 credit hour
WMR 350 American Canoe Association Swiftwater Rescue	1 credit hour

Outdoor Recreation Management

Minor

The outdoor recreation management minor requires 21 credit hours beyond general education and degree requirements and includes the following:

Minor Requirements | 21 Credit Hours

Outdoor Fundamentals

Students must choose 9 credit hours from the list below.

Class Name	Credit Hours
ORM 101 Introduction to Outdoor Recreation	3 credit hours
ORM 102 Outdoor Living Skills	3 credit hours
ORM 201 Group Dynamics and Facilitation	3 credit hours
ORM 245 Outdoor Economies	3 credit hours
ORM 299 Outdoor Leadership Skills	3 credit hours
ORM 315 Outdoor Recreation Administration	3 credit hours
ORM 410 Risk Management in Outdoor Recreation	3 credit hours
ORM 498 Contemporary Issues in Outdoor Recreation	3 credit hours

Skill Fundamentals

Students must choose 6 credit hours from the list below.

Class Name	Credit Hours
ORM 103 Trail Running	2 credit hours
ORM 104 Skateboarding	2 credit hours
ORM 110 Disc Golf	2 credit hours
ORM 205 Waterfront Reacreation and Outdoor Retail Management	3 credit hours
ORM 208 Hiking Yoga	2 credit hours
ORM 220 Canoeing	2 credit hours
ORM 223 Fly Fishing	2 credit hours
ORM 225 Rafting	2 credit hours
ORM 231 Rock Climbing	2 credit hours
ORM 233 Hiking and Backpacking	2 credit hours
ORM 235 Mountain Biking	2 credit hours
ORM 237 Skiing and Snowboarding	2 credit hours
ORM 239 Adaptive Adventure Recreation	2 credit hours
ORM 241 Advanced Rock Climbing	2 credit hours
ORM 249 Winter Adaptive Recreation and Event Planning	2 credit hours
ORM 250 Trail Building	2 credit hours
ORM 288 Stand-Up Paddleboard Yoga	2 credit hours

Class Name	Credit Hours
ORM 301 Outdoor Skill Pedagogy	2 credit hours
ORM 320 Ski Industry Trip	3 credit hours
ORM 399 Expedition	3 credit hours
ORM 488 Outdoor Adventure Film and Event Management	3 credit hours
WMR 240 Introduction to Search and Rescue	3 credit hours
WMR 304 High-Angle Rock Rescue	2 credit hours

Certification Requirements | 6 Credit Hours

Students must choose 6 credit hours from the list below.

Class Name	Credit Hours
ORM 232 Association of Challenge Course Technology (ACCT) Level 1 Practicioner Certification	2 credit hours
ORM 310 League of American Bicyclists Smart Cycling	1 credit hour
ORM 321 Leave No Trace/Level 2 Instructor Certification	2 credit hours
ORM 337-01 Professional Ski Instructors of America (PSIA) Level 1 Instructor Certification	3 credit hours
ORM 337-02 American Association of Snowboard Instructors (AASI) Level 1 Instructor Certification	3 credit hours
ORM 345 North Carolina Environmental Education Certification Prep.	3 credit hours
ORM 355-01 Open Water Scuba Diving Certification	3 credit hours
ORM 355-02 Advanced Open Water Scuba Diving Certification	3 credit hours
ORM 388 Global Syndicate of Mountain Bike Coaches Level I Certification	3 credit hours
ORM 437 PSIA-AASI Ski & Snowboard Adaptive Level I Instructor Certification Prep	3 credit hours
ORM 488 US Ski/Snowboard Coaching Level 1 Certification	3 credit hours
WMR 200 CPR, AED, First Aid, and Epi Certifications	1 credit hours
WMR 230 Wilderness Lifeguard	1 credit hour
WMR 240 Introduction to Search and Rescue	3 credit hours
WMR 303 Wilderness First Aid	1 credit hour
WMR 305 Wilderness First Responder	3 credit hours
WMR 307 Wildland Firefighting Certifications	3 credit hours
WMR 339 Outdoor Emergencies Care for Ski/Bike Patrol Challenge	1 credit hour
WMR 350 American Canoe Association Swiftwater Rescue	1 credit hour

Ski Industry Business and Instruction

Minor

The Ski Industry Business and Instruction minor's curriculum is designed to give students the diverse skills needed for employment and success in the ski industry. Students are provided a true hands-on learning experience and environment through strategic partnership with Beech Mountain Ski Resort. The program incorporates an outdoor recreation management foundation with professional business practices and industry certifications, within a liberal arts education.

Minor Requirements | 20–33 Credit Hours

Ski Industry Fundamentals | Choose 6–9 Credit Hours

Class Name	Credit Hours
ORM 120 Introduction to Ski/Bike Patrolling	1 credit hour
ORM 242 Mountain Host Operations	3 credit hours
ORM 320 Ski Industry Trip	3 credit hours
ORM 410 Risk Management in Outdoor Recreation	3 credit hours
ORM 471 Outdoor Internship—Ski Industry Specific	3 credit hours
ORM 497 Contemporary Issues in the Ski Industry	3 credit hours

Outdoor Recreation Management Elective Courses | Choose 2–6 Credit Hours

Class Name	Credit Hours
ORM 201 Group Dynamics and Facilitation	3 credit hours
ORM 235 Mountain Biking	2 credit hours
ORM 237 Skiing/Snowboarding	2 credit hours
ORM 250 Trail Building	2 credit hours
ORM 315 Outdoor Recreation Administration	3 credit hours
WMR 305 Wilderness First Responder	3 credit hours

Ski Industry Certification Courses | Choose 6–9 Credit Hours

Class Name	Credit Hours
ORM 337-01 Professional Ski Instructors of America (PSIA) Level 1 Instructor Certification	3 credit hours
ORM 337-02 American Association of Snowboard Instructors (AASI) Level 1 Instructor Certification	3 credit hours
ORM 388 Global Syndicate of Mountain Bike Coaches Level 1 Certification	3 credit hours
ORM 437 PSIA-AASI Adaptive Level 1 Certification Prep	3 credit hours
ORM 488 US Ski/Snowboard Coaching Level 1 Certification	3 credit hours

Class Name	Credit Hours
WMR 339 Outdoor Emergencies Care for Ski/Bike Patrol Challenge	1 credit hours
WMR 400 Emergency Medical Technician	9 credit hours

Business Courses | Choose 6–9 Credit Hours

Class Name	Credit Hours
BUS 241 Accounting	3 credit hours
BUS 301 Principles of Marketing	3 credit hours
BUS 311 Operations Management	3 credit hours
BUS 322 Human Resources	3 credit hours
BUS 351 Organizational Behavior	3 credit hours
BUS 411 Business Law	3 credit hours
BUS 422 Entrepreneurship	3 credit hours
ORM 245 Outdoor Economies	3 credit hours

Sport Management

Bachelor of Arts or Bachelor of Science

The Bachelor of Arts or Bachelor of Science in sport management is designed for those students with a career interest in the sport industry. The business of sports is the emphasis of this program, with career paths in college athletics, professional and minor league sports, parks and recreation, and private sport organization entrepreneurship.

Sport Management Student Learning Outcomes
Upon completion of the Sport Management Program at Lees-McRae College, students are able to:

1. Effectively market sport, its products and services, for consumer consumption (marketing)
2. Limit liability in sport organizations through application of best legal, risk management, and ethical practices in sport (law and ethics)
3. Manage communication, both written and oral, within and between sport organizations and stakeholders (communication)
4. Design, implement, and manage sport events (event management)
5. Assess current issues in sport management and their likely impact on varying sport organizations (critical thinking)
6. Manage the day-to-day business aspects of sport organizations for increased performance and effectiveness in meeting organization objectives, mission and market demands (leadership and field experience)

Sport Management Requirements:

- General Education Requirements
- Bachelor of Arts or Bachelor of Science Requirements
- Major Requirements
- Electives

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;
- Completion of one of the College's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 3-hour SPA course.

OR

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Sport Management Fundamentals | 27 Credit Hours

The following courses must be taken.

Class Name	Credit Hours
SPT 101 Introduction to Sport Management	3 credit hours
SPT 251 Sport Communications	3 credit hours
SPT 271 Practicum I	3 credit hours
SPT 298 Sport Sociology	3 credit hours
SPT 301 Sport Marketing OR BUS 301 Principles of Marketing	3 credit hours
SPT 371 Practicum II	3 credit hours
SPT 471 Sport Management Internship	3 credit hours
SPT 498 Event and Venue Management	3 credit hours
SPT 499 Senior Research	3 credit hours

Business Fundamentals | 9 Credit Hours

The following courses must be taken.

Class Name	Credit Hours
BUS 101 Introduction to Business	3 credit hours
BUS 306 Professional Selling	3 credit hours
Any 200–400 level BUS course from the following BUS 221 Principles of Microeconomics BUS 299 Career Expedition BUS 303 Social Media Marketing BUS 304 Integrated Marketing Communication BUS 422 Entrepreneurship BUS 492 Management and Leadership	3 credit hours

Electives | 15 Credit Hours

Select five courses (15 credit hours) to take from the electives below.

Class Name	Credit Hours
SPT 288 Special Topics	3 credit hours
SPT 331 Leadership and Athletic Coaching	3 credit hours
SPT 334 Athletic Coaching Administration	3 credit hours

Class Name	Credit Hours
SPT 351 Intercollegiate Athletic Administration	3 credit hours
SPT 388 Special Topics	3 credit hours
SPT 411 Sport Law	3 credit hours
SPT 444 NCAA Compliance	3 credit hours
SPT 445 Athletic Revenue and Fundraising	3 credit hours
SPT 474 Intership II	3 credit hours

Sport Management

Minor

The sport management minor requires 18 credit hours beyond general education and degree requirements and includes the following:

Required Courses | 6 Credit Hours

Class Name	Credit Hours
SPT 101 Introduction to Sport Management	3 credit hours
SPT 271 Practicum I	3 credit hours

Elective Courses | 12 Credit Hours

Class Name	Credit Hours
SPT 251 Sport Communications	3 credit hours
SPT 288 Special Topics	3 credit hours
SPT 298 Sport Sociology	3 credit hours
SPT 301 Sport Marketing OR BUS 301 Principles of Marketing	3 credit hours
SPT 331 Leadership and Athletic Coaching	3 credit hours
SPT 334 Athletic Coaching Administration	3 credit hours
SPT 351 Intercollegiate Athletic Administration	3 credit hours
SPT 388 Special Topics	3 credit hours
SPT 411 Sport Law	3 credit hours
SPT 444 NCAA Compliance	3 credit hours
SPT 445 Athletic Revenue and Fundraising	3 credit hours
SPT 471 Internship	3 credit hours
SPT 498 Event and Venue Management	3 credit hours

Tourism and Resort Management

Bachelor of Science

Students within the Tourism and Resort Management program can work and learn creatively in a service industry that is consistently evolving. The program offers collaborative opportunities through existing partnerships with area resorts and private communities. The Tourism and Resort Management program will allow students to study the discipline and become experienced in the mountains. Upon graduation, students will be prepared for growth in tourism and resort management while working as ambassadors for the mountains.

Tourisma and Resort Management Requirements:

- General Education Requirements
- Bachelor of Science Requirements
- Major Requirements
- Electives

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 51 Credit Hours

Class Name	Credit Hours
BUS 102 Introduction to Microsoft Office (EL)	3 credit hours
TRM 201 Introduction to the Tourism, Resort, and Hospitality Industry	3 credit hours
TRM 230 Foundations of Tourism	3 credit hours
TRM 235 Marketing Destinations and Tourism Business	3 credit hours
TRM 240 Management of Tourism and Service Businesses	3 credit hours
TRM 271 Tourism and Resort Practicum	3 credit hours
TRM 322 Human Resources	3 credit hours

Class Name	Credit Hours
TRM 340 Global Club Management	3 credit hours
TRM 350 Event and Venue Management	3 credit hours
TRM 360 Food and Beverage Operations Management	3 credit hours
TRM 372 Finance	3 credit hours
TRM 411 Legal Environment in the Tourism, Resort, and Hospitality Industry	3 credit hours
TRM 450 Lodging and Resort Leadership	3 credit hours
TRM 460 Sustainable Tourism Operations	3 credit hours
TRM 471 Tourism and Resort Leadership	3 credit hours
TRM 498 Strategic Management	3 credit hours
TRM 499 Senior Research	3 credit hours

Electives | Select 9 Credit Hours

Class Name	Credit Hours
MAT 215 Statistics	3 credit hours
BUS 221 Principles of Microeconomics	3 credit hours
BUS 222 Principles of Macroeconomics	3 credit hours
BUS 241 Accounting I	3 credit hours
BUS 299 Business Communications	3 credit hours
TRM 371 Tourism and Resort Practicum II	3 credit hours

School of Education and Social Sciences

Criminal Justice

- Forensic Psychology Specialization
- Forensic Science Specialization

Education *(minor only)*

Elementary Education

Psychology

Special Education

Criminal Justice

Bachelor of Arts or Bachelor of Science

The criminal justice program uses 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 a theoretical perspective within 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 their interest, presents results and gets involved with community service.

Graduates of the program work in law enforcement and investigative agencies at the local, state, and federal levels, and/or attend graduate school or law school. Examples include adult and juvenile probation and parole, victims' services, homeland security, private security, state court systems, correctional facilities, wildlife resource commission, and other related fields.

Criminal Justice Requirements:

- General Education Requirements
- Bachelor of Arts or Bachelor of Science Requirements
- Major Requirements
- Electives

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;
- Completion of one of the college's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 3-hour SPA course.

OR

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111

MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 42 Credit Hours

Class Name	Credit Hours
SOC 251 Social Problems	3 credit hours
CRI 221 Introduction to Criminal Justice	3 credit hours
CRI 265 Statistics for the Social Sciences	3 credit hours
CRI 311 Perspectives on Policing	3 credit hours
CRI 321 Deviance and Delinquency	3 credit hours
CRI 325 Judicial Process and Court Ethics	3 credit hours
CRI 331 Criminology: Crime Theory and Criminal Behavior	3 credit hours
CRI 343 The Forgotten Victim	3 credit hours
CRI 380 Research Methods	3 credit hours
CRI 450 Criminal Law	3 credit hours
CRI 461 Global Justice Systems	3 credit hours
CRI 471 Criminal Justice Internship	3 credit hours
CRI 499 Senior Research Seminar	3 credit hours
Choose one of the following (one of these courses is required, the other may count as an elective)	
CRI 351 Prison Culture and Custody	3 credit hours
CRI 352 Probation, Parole and Community Corrections	3 credit hours

Electives | Select 12 Credit Hours

Class Name	Credit Hours
CRI 231 Careers in Criminal Justice	3 credit hours
CRI 270 Forensics	3 credit hours
CRI 272 Criminal Investigation and Interrogation	3 credit hours
CRI 275 Women and Crime	3 credit hours
CRI 343 The Forgotten Victim	3 credit hours
CRI 351 Prison Culture and Custody *(if not taken as a major requirement)*	3 credit hours
CRI 352 Probation, Parole and Community Corrections *(if not taken as a major requirement)*	3 credit hours
CRI 341 Crisis Intervention and Mediation	3 credit hours
CRI 404 White Collar Crime	3 credit hours
CRI 466 Serial Killers	3 credit hours
CRI 288–488 Special Topics	3 credit hours
Additional Elective Courses (enough to reach the 120 hour level)	

Criminal Justice

Specialization in Forensic Psychology

The Forensic Psychology specialization is designed to supplement the study of criminal justice, psychology, and other justice-related areas with an overview of the intersection of the criminal justice system and psychology.

Specialization in Forensic Psychology | 12 Credit Hours

Required Courses

Class Name	Credit Hours
CRI 466 Serial Killers	3 credit hours
PSY 273 Introduction to Forensic Psychology	3 credit hours
PSY 202 Abnormal Psychology	3 credit hours
PSY 203 Social Psychology	3 credit hours

Criminal Justice

Specialization in Forensic Science

Specialization in Forensic Science | 15 Credit Hours

Required Courses

Class Name	Credit Hours
BIO 250 and BIOL 250 Forensic Genetics	4 credit hours
BIO 271 and BIOL 271 Human Anatomy and Physiology I/Lab	4 credit hours
CHM 111 and CHML 111 General Chemistry I/Lab	4 credit hours
CRI 270 Forensics	3 credit hours

Criminal Justice

Minor

The criminal justice minor requires 18 credit hours beyond general education and degree requirements.

Required Courses | 12 Credit Hours

Class Name	Credit Hours
CRI 221 Introduction to Criminal Justice	3 credit hours
CRI 311 Perspectives on Policing	3 credit hours
CRI 325 Judicial Process and Court Ethics	3 credit hours
Choose one of the following:	
CRI 351 Prison Culture and Custody*	3 credit hours
CRI 352 Probation, Parole and Community Corrections*	3 credit hours

*One of these courses is required, the other may be taken as an elective.

Elective Courses | 6 Credit Hours

Class Name	Credit Hours
CRI 231 Careers in Criminal Justice	3 credit hours
CRI 272 Criminal Investigation and Interrogation	3 credit hours
CRI 275 Women and Crime	3 credit hours
CRI 321 Deviance and Delinquency	3 credit hours
CRI 331 Criminology: Crime Theory and Criminal Behavior	3 credit hours
CRI 341 Crisis Intervention and Mediation	3 credit hours
CRI 343 The Forgotten Victim	3 credit hours
CRI 351 Prison Culture and Custody*	3 credit hours
CRI 352 Probation, Parole, and Community Corrections*	3 credit hours
CRI 404 White Collar Crime	3 credit hours
CRI 450 Criminal Law	3 credit hours
CRI 461 Global Justice Systems	3 credit hours
CRI 466 Serial Killers	3 credit hours
CRI 488 Special Topics	3 credit hours
SOC 251 Social Problems	3 credit hours

*If not taken as minor requirement.

Education

Minor

The education minor requires 21 credit hours beyond general education and degree requirements.

Class Name	Credit Hours
PSY 253 Child Development OR PSY 201 Human Growth and Development	3 credit hours
EDU 201 Foundations of Education	3 credit hours
EDU 321 Educational Psychology	3 credit hours
EDU 324 Supporting Learners with Unique Needs	3 credit hours
EDU 351 Literature for Children OR EDU 340 Adolescent Literacies	3 credit hours
EDU 381 Teaching and Learning with Technology	3 credit hours
EDU 387 Connecting Education with Professional Disciplines	3 credit hours

Elementary Education

Bachelor of Arts or Bachelor of Science

The elementary education program at Lees-McRae College provides teacher candidates the knowledge, skills, and dispositions needed for successful employment as schoolteachers in the 21st century classroom. Specific areas of emphasis include the integration of a reflective practitioner framework, assessment and technology applications.

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 must gain admission to the teacher education program. As soon as a student develops an interest in an education program of study, they should contact the program coordinator or dean, file an interest form, and learn about the specialized requirements and timing for beginning the program. This procedure ensures receipt of all information.

Elementary Education Requirements:

- General Education Requirements
- Specific Prerequisites
- Bachelor of Arts or Bachelor of Science Requirements
- Major Requirements

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;
- Completion of one of the College's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 3-hour SPA course.

OR

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111

MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 69-72 Credit Hours

Required Course Sequence

All EDU courses are sequential and must be taken in the order listed.

Class Name	Credit Hours	Semester
Freshman Year		
EDU 102 Introduction to Education (Recommended)	3 credit hours	Spring
Sophomore Year		
EDU 201 Foundations of American Education	3 credit hours	Fall
PSY 253 Child Development OR PSY 201 Human Growth and Development	3 credit hours 3 credit hours	Fall Fall
HUM 231 Advanced Research and Composition	3 credit hours	Spring
Junior Year		
EDU 324 Supporting Learners with Unique Needs	3 credit hours	Fall
EDU 325 Reflective Teaching/Classroom Management	3 credit hours	Fall
EDU 330 Foundations of Reading Methods I	3 credit hours	Fall
EDU 332 Math Foundations I	3 credit hours	Fall
EDU 351 Literature for Children	3 credit hours	Fall
EDU 323 Assessment of Student Learning	3 credit hours	Spring
EDU 333 Math Foundations II	3 credit hours	Spring
EDU 321 Educational Psychology	3 credit hours	Spring
EDU 331 Foundations of Reading Methods II	3 credit hours	Spring
EDU 381 Teaching and Learning with Technology	3 credit hours	Spring
Senior Year		
All EDU 300 level courses must be completed before taking EDU 400 level courses		
EDU 417 Math and Science Methods for Elementary School	4 credit hours	Fall
EDU 418 English Language Arts and Social Studies Methods for Elementary School	4 credit hours	Fall
EDU 419 Creative Methods and Materials	3 credit hours	Fall
EDU 473 Elementary Field Experience and Seminar (EL)	4 credit hours	Fall
EDU 491 Directed Student Teaching and Seminar	12 credit hours	Spring
EDU 499 Senior Research/Impact on Student Learning Project	4 credit hours	Spring

Psychology

Bachelor of Arts or Bachelor of Science

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 and perception) psychology.

The psychology program is designed to provide students 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.

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 Requirements:

- General Education Requirements
- Bachelor of Arts or Bachelor of Science Requirements
- Major Requirements
- Electives

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;
- Completion of one of the College's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 3-hour SPA course.

OR

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 36 Credit Hours

Class Name	Credit Hours
Empirical I Required 12 Credit Hours	
PSY 133 General Psychology	3 credit hours
PSY 265 Statistics for the Social Sciences **OR** MAT 215 Statistics	3 credit hours 3 credit hours
PSY 380 Research Methods	3 credit hours
PSY 499 Senior Research Seminar	3 credit hours
Foundations I Select at least 15 hours	
PSY 202 Abnormal Psychology	3 credit hours
PSY 353 Child Psychopathology	3 credit hours
PSY 203 Social Psychology	3 credit hours
PSY 204 Theories of Personality	3 credit hours
PSY 253 Child Development OR PSY 201 Human Growth and Development	3 credit hours 3 credit hours
PSY 310 Brain and Behavior	3 credit hours
PSY 323 Principles of Learning	3 credit hours
PSY 333 Cognitive Psychology	3 credit hours
PSY 373 Psychological Testing	3 credit hours
Electives I Select up to 12 hours	
PSY 210 Helping Skills	3 credit hours
PSY 211 Intimate Relationships	3 credit hours
PSY 230 Industrial/Organizational Psychology	3 credit hours
PSY 255 Death, Dying and Bereavement	3 credit hours
PSY 273 Introduction to Forensic Psychology	3 credit hours
PSY 363 Drugs and Human Behavior	3 credit hours
PSY 471 Psychology Internship	3 credit hours

Psychology

Minor

The psychology minor requires 21 credit hours beyond general education and degree requirements.

Required Courses | 3 Credit Hours

Class Name	Credit Hours
PSY 133 General Psychology	3 credit hours

Elective Courses | 18 Credit 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). Students may count either PSY 201 or PSY 253 toward requirements, but not both.

Special Education

Bachelor of Arts or Bachelor of Science

The special education program at Lees-McRae College provides teacher candidates the knowledge, skills, and dispositions needed for successful employment as teachers of students with special learning needs in the 21st century classroom. Specific areas of emphasis include the integration of a reflective practitioner framework, assessment, and technology applications.

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 must gain admission to the teacher education program. As soon as a student develops an interest in an education program of study, they should contact the program coordinator or dean, file an interest form, and learn about the specialized requirements and timing for beginning the program. This procedure ensures receipt of all information.

Special Education Requirements:

- General Education Requirements
- Specific Prerequisites
- Bachelor of Arts or Bachelor of Science Requirements
- Major Requirements

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;
- Completion of one of the College's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 3-hour SPA course.

OR

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111

MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 69–72 Credit Hours

Required Course Sequence

All EDU courses are sequential and must be taken in the order listed.

Class Name	Credit Hours	Semester
Freshman Year		
EDU 102 Introduction to Education (Recommended)	3 credit hours	Spring
Sophomore Year		
PSY 253 Child Development OR PSY 201 Human Growth and Development	3 credit hours 3 credit hours	Fall Fall
HUM 231 Advanced Research and Composition	3 credit hours	Spring
Junior Year		
EDU 332 Math Foundations I	3 credit hours	Fall
EDU 324 Supporting Learners with Unique Needs	3 credit hours	Fall
EDU 325 Reflective Teaching/Classroom Management	3 credit hours	Fall
EDU 330 Foundations of Reading Methods I	3 credit hours	Fall
SPE 210 The Exceptional Child (EL)	3 credit hours	Fall
EDU 381 Teaching and Learning with Technology	3 credit hours	Spring
EDU 321 Educational Psychology (WI)	3 credit hours	Spring
EDU 333 Math Foundations II	3 credit hours	Spring
EDU 331 Foundations of Reading Methods II	3 credit hours	Spring
SPE 313 Assessment and Collaboration for Exceptional Children	3 credit hours	Spring
Senior Year		
All EDU/SPE 300 level courses must be completed before taking EDU 400 level courses		
SPE 404 Teaching K-6 Students with Learning Differences	3 credit hours	Fall
SPE 405 Teaching 7-12 Students with Learning Differences	3 credit hours	Fall
SPE 402 Diagnosis and Remediation for Students with Reading Difficulties	3 credit hours	Fall
SPE 414 Behaviors in the General Curriculum	3 credit hours	Fall
EDU 473 Field Experience and Seminar (EL)	4 credit hours	Fall
EDU 491 Directed Student Teaching and Seminar	12 credit hours	Spring
EDU 499 Senior Research/Impact on Student Learning Project	4 credit hours	Spring

May School of Natural and Health Sciences

Biology

- Biomedical Sciences Specialization
- Forensic Science Specialization
- Pre-Medical Sciences Specialization

Data Applications in Mathematics *(minor only)*

Exercise Science

Nutrition Science *(minor only)*

Pre-Physical Therapy

Pre-Veterinary Medicine

Wilderness Medicine and Rescue

Wildlife Biology

- Field Biology Specialization
- Wildlife Rehabilitation Specialization

Wildlife Rehabilitation *(minor only)*

Biology

Bachelor of Science

The biology program enables students 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 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 Requirements:

- General Education Requirements
- Bachelor of Science Requirements
- Major Requirements
- Electives
- Specialization (optional)

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 48–50 Credit Hours

Additional Requirements | 6–8 Credit Hours

If not taken as part of the general education courses or the BS Degree Requirements, students are required to take the following courses:

Program Requirements | 6-8 Credit Hours

Class Name	Credit Hours
BIO 114 and BIOL 114 Introduction to Biology I/Lab BIO 115 and BIOL 115 Introduction to Biology II/Lab *(Students earning a specialization in biomedical sciences must take this set of courses)*	4 credit hours 4 credit hours
OR	
BIO 121 Introduction to Ecology BIO 122 Introduction to Evolution	3 credit hours 3 credit hours

Program Requirements | 22 Credit Hours

Class Name	Credit Hours
BIO 271 and BIOL 271 Human Anatomy and Physiology I/Lab (*BIO 114 and BIO 115 are prerequisites for this course)* *–OR–* BIO 351 and BIOL 351 Comparative Vertebrate Anatomy/Lab	4 credit hours
BIO 311 and BIOL 311 Microbiology and Immunology/Lab	4 credit hours
BIO 499 Senior Research for Biology Majors	3 credit hours
CHM 111 and CHML 111 General Chemistry I/Lab	4 credit hours
CHM 112 and CHML 112 General Chemistry II/Lab	4 credit hours
MAT 215 Statistics	3 credit hours

Electives | Select 20 Credit Hours
For students not choosing a specialization:

Class Name	Credit Hours
Any 300 level BIO course	
Any 400 level BIO course	
CHM 211 and CHML 211 Organic Chemistry I/Lab	4 credit hours
CHM 212 and CHML 212 Organic Chemistry II/Lab	4 credit hours
BIO 467 and BIOL 467 Biochemistry/Lab	4 credit hours
PHY 111 and PHYL 111 General Physics/Lab	4 credit hours
PHY 112 and PHYL 112 General Physics/Lab	4 credit hours
SCI 271-272 Laboratory Assistant in Science	1-2 credit hours
Additional Elective Courses (enough to reach the 120 hour level)	

Specializations

Specialization	Required Credit Hours
Biomedical Sciences	32 credit hours
Forensic Science	13 credit hours
Pre-Medical Sciences	38-40 credit hours

Biology

Specialization in Biomedical Sciences

The biomedical sciences specialization 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 as well as the medical field including pharmacy, dentistry, optometry, and physical and occupational therapy and health care administration.

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 biomedical sciences program is dedicated to instilling the basic biological foundations required for any health-related field. The biomedical sciences specialization 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 to incorporate and assimilate knowledge from the classroom into practical use in preparation for their chosen careers.

Specialization in Biomedical Sciences | 32 Credit Hours

Required Courses

Class Name	Credit Hours
CHM 211 and CHML 211 Organic Chemistry I/Lab	4 credit hours
CHM 212 and CHML 212 Organic Chemistry II/Lab	4 credit hours
PHY 111 and PHYL 111 General Physics I/Lab	4 credit hours
PHY 112 and PHYL 112 General Physics II/Lab	4 credit hours
MAT 117 Calculus I	4 credit hours

In addition to the classes listed above, 12 hours of any 300 or 400 level biology course must be taken.

Biology

Specialization in Forensic Science

The forensic science specialization provides students in the hard sciences with an interdisciplinary focus on the application of scientific principles in criminal investigations, forensic analysis, and legal proceedings. This specialization is designed for students majoring in biology or related disciplines who seek exposure to forensic methodologies, crime scene investigation techniques, and the role of science in the legal system. By completing this specialization, students will develop expertise in evidence analysis, forensic toxicology, criminalistics, and legal frameworks while gaining hands-on experience in laboratory and case-based forensic applications.

The forensic science specialization in biology provides a strong foundation in the biological sciences that prepares students for graduate and professional school programs in forensic biology. Careers in these areas include forensic biologist, forensic scientist, and (with a medical degree) forensic pathologist or medical examiner. Students receive assistance in developing research projects and finding internships or volunteer work that provide opportunities to incorporate and assimilate knowledge from the classroom into practical use in preparation for their chosen careers.

Students who wish to pursue a forensic career that requires a medical degree, such as forensic pathology or medical examiner, should follow the guidelines for the Pre-Medical Sciences specialization in addiition to the requirements listed below. Students who wish to pursue a graduate program in forensic biology should also follow the guidelines for the Biomedical Sciences specialization in addition to the requirements listed below.

Specialization in Forensic Science | 13 Credit Hours

Required Courses

Class Name	Credit Hours
CRI 270 Forensics	3 credit hours
CRI 272 Criminal Investigation and Interrogation	3 credit hours
CRI 303 The Bigfoot Effect: Trial Evidence and Juror Pre-Conceptions	3 credit hours
CRI 325 Judicial Process and Court Ethics	4 credit hours

NOTE: Students will also need CRI 221 Introduction to Criminal Justice as a prerequisite.

Biology

Specialization in Pre-Medical Sciences

The Pre-Medical Sciences specialization in biology provides a strong foundation in the biological sciences that prepares students for professional programs in the medical field—specifically, medical school and physician's assistant school.

Although careers in healthcare are in increasingly high demand, these careers remain extremely competitive. The Pre-Medical Sciences specialization combines the rigor of our biomedical sciences curriculum, which provides a comprehensive program of study of biological systems at the chemical, molecular, and cellular level, including human anatomy and physiology, with the clinical components of patient care through the WMR 400 course. Laboratory and lecture classes within our program 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 completing the WMR 400 course will become certified EMT's in the state of North Carolina where they can subsequently work and obtain the direct patient hours required by PA and medical schools alike.

Additionally, through the Pre-Medical Sciences curriculum, students will also have the opportunity to engage in undergraduate research through a 300 level independent study course as well as BIO 499. Collectively, these unique tenants of our curriculum will produce competitive applicants of PA and medical schools.

Specialization in Pre-Medical Sciences | 35–37 Credit Hours

Required Courses

Class Name	Credit Hours
BIO 105 Medical Terminology	1 credit hours
BIO 272 and BIOL 272 Anatomy and Physiology II/Lab	4 credit hours
BIO 467 and BIOL 467 Biochemistry I/Lab	4 credit hours
CHM 211 and CHML 211 Organic Chemistry I/Lab	4 credit hours
CHM 212 and CHML 212 Organic Chemistry II/Lab	4 credit hours
PHY 111 and PHYL 111 General Physics I/Lab	4 credit hours
PHY 112 and PHYL 112 General Physics II/Lab	4 credit hours
MAT 117 Calculus I	4 credit hours

In addition to the classes listed above, 6–8 hours of any 300 or 400 level biology course must be taken.

Biology

Minor

The biology minor requires at least 21 credit hours beyond general education and degree requirements.

Required Courses | 23 Credit Hours

The following courses must be taken.

Class Name	Credit Hours
BIO 114 and BIOL 114 Introduction to Biology I/Lab	4 credit hours
BIO 115 and BIOL 115 Introduction to Biology II/Lab	4 credit hours
BIO 311 and BIOL 311 Microbiology and Immunology/Lab	4 credit hours
BIO 361 and BIOL 361 Genetics/Lab	4 credit hours
BIO 461 and BIOL 461 Cell Biology/Lab	4 credit hours

Elective Courses | At least 3 Credit Hours

At least one more 300 or 400 level biology class must be taken from the following courses.

Class Name	Credit Hours
BIO 465 and BIOL 465 Molecular Biology/Lab	3 credit hours
BIO 467 and BIOL 467 Biochemistry/Lab	4 credit hours
BIO 388/488 Special Topics in Biology	3 credit hours

Data Applications in Mathematics

Minor

In the Data Applications in Mathematics minor, you will study the applications of calculus and statistics. You will learn to work with R, a statistical programming language, work with large data sets, model with data, and answer research questions with data.

The mathematics minor requires 18 credit hours beyond the general education and degree requirements.

Required Courses | 18 Credit Hours

Class Name	Credit Hours
MAT 215 Statistics	3 credit hours
MAT 216 Introduction to Statistical Computing	4 credit hours
MAT 117 Calculus I	4 credit hours
MAT 335 Introduction to Mathematical Modeling	4 credit hours
MAT 345 Statistical Methods and Applications	3 credit hours

Exercise Science

Bachelor of Science

The Exercise Science program prepares students to obtain the knowledge, skills, and methodology necessary to conduct and evaluate health and fitness assessments, design, and implement exercise programs, and monitor health and fitness changes/progression over time. Exercise Science majors complete one 200-hour internship during their junior or senior year of study. You can expect to possess leadership qualities essential for the advancement in your chosen profession. Internship/externship hours will help you become competitive in the application process for entry level jobs and graduate admissions.

Exercise Science Requirements:

- General Education Requirements
- Bachelor of Science Requirements
- Major Requirements
- Electives or Minor

Total Credit Hours | 120+

General Education Requirements: 41 Credit Hours

See details in the General Education section of the catalog.

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 60 Credit Hours

Additional Requirements | 16 Credit Hours

If not taken as part of the general education or the BS Degree Requirements, students are required to take the following courses:

Class Name	Credit Hours
BIO 114 and BIOL 114 Introduction to Biology I/Lab	4 credit hours
BIO 115 and BIOL 115 Introduction to Biology II/Lab	4 credit hours
BIO 271 and BIOL 271 Anatomy and Physiology I/Lab	4 credit hours
BIO 272 and BIOL 272 Anatomy and Physiology II/Lab	4 credit hours

Program Requirements | 48 Credit Hours

Class Name	Credit Hours
BIO 105 Medical Terminology	1 credit hours
PHY 101 Descriptive Biomechanics	3 credit hours
PSY 133 General Psychology	3 credit hours
NTR 255 Nutrition	3 credit hours
MAT 215 Statistics	3 credit hours
EXS 200 First Aid and CPR	1 credit hour
EXS 210 Introduction to Health and Wellness Science	2 credit hours
EXS 260 Injury Care and Prevention	3 credit hours
EXS 280 Transition to Professional Practice	1 credit hour
EXS 300 Pathophysiology	3 credit hours
EXS 320 Exercise Physiology	3 credit hours
EXS 350 Essentials of Strength and Conditioning	3 credit hours
EXS 360 Evidence Based Practice/Research	3 credit hours
EXS 380 Therapeutic Exercise	3 credit hours
EXS 400 Health and Wellness Internship	3 credit hours
EXS 420 Structural Kinesiology	3 credit hours
EXS 450 and EXSL 450 Exercise Testing and Prescription/Lab	4 credit hours
EXS 499 Health and Wellness Capstone	3 credit hours

Electives | 11 Credit Hours

Select 11 credit hours from the following courses

Class Name	Credit Hours
BIO 311 and BIOL 311 Microbiology and Immunology/Lab	4 credit hours
BIO 336 Biomedical Ethics	3 credit hours
BIO 361 and BIOL 361 Genetics/Lab	4 credit hours
BIO 461 and BIOL Cell Biology/Lab	4 credit hours
BIO 465 Molecular Biology	3 credit hours
BIO 467 and BIOL 467 Biochemistry/Lab	4 credit hours
EXSL 350 Essentials of Strength Training and Conditioning Lab	1 credit hour
EXS 340 Optimizing Female Athletic Performance	3 credit hours
EXS 388 Special Topics in Exercise Science	1-3 credit hours
EXS 399 Expedition	3 credit hours
CHM 111 and CHML 111 General Chemistry I/Lab	4 credit hours
CHM 112 and CHML 112 General Chemistry II/Lab	4 credit hours
CHM 211 and CHML 211 Organic Chemistry I/Lab	4 credit hours
MAT 116 Precalculus	3 credit hours
MAT 117 Calculus I	4 credit hours
NTR 312 Environmental and Global Health	3 credit hours

Class Name	Credit Hours
NTR 330 Sports Nutrition	3 credit hours
NTR 350 Healthcare Informatics	3 credit hours
NTR 305 Population Health	3 credit hours
NTR 460 Program Planning and Education Models	3 credit hours
NTR 455 Epidemiology	3 credit hours
ORM 299 Outdoor Leadership Skills	3 credit hours
PHY 111 and PHYL 111 General Physics I/Lab	4 credit hours
PHY 112 and PHYL 112 General Physics II/Lab	4 credit hours
PHY 201 Human Growth and Development	3 credit hours
PHY 202 Abnormal Psychology	3 credit hours

Nutrition Science

Minor

The nutrition science minor requires 20 credit hours beyond general education and degree requirements.

Required Courses | 5 Credit Hours

Class Name	Credit Hours
NTR 255 Nutrition, Health, and Wellness	3 credit hours
EXS 210 Introduction to Health and Wellness Science	2 credit hours

Elective Courses | 15 Credit Hours

Class Name	Credit Hours
NTR 230 Food Science	3 credit hours
NTR 305 Population Health	3 credit hours
NTR 308 Health Promotions and Aging	3 credit hours
NTR 312 Environmental and Global Health	3 credit hours
NTR 330 Sports Nutrition	3 credit hours
NTR 361 Lifecycle Nutrition	3 credit hours
NTR 461 Medical Nutrition Therapy	3 credit hours

Pre-Physical Therapy

Bachelor of Science

The Pre-Physical Therapy program prepares students for the Physical Therapist Centralized Application Service (PTCAS) graduate admissions process to become a Physical Therapist. The Pre-Physical Therapy program boasts a unique curriculum that includes both the foundational science pre-requisite courses with applicable courses in exercise science. Students will learn how to deliver patient centered care through evidence based curriculum and approach patient care through a holistic lens.

Exercise Science Requirements:

- General Education Requirements
- Bachelor of Science Requirements
- Major Requirements
- Electives or Minor

Total Credit Hours | 120+

General Education Requirements: 41 Credit Hours

See details in the General Education section of the catalog.

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 79 Credit Hours

Additional Requirements | 16 Credit Hours

If not taken as part of the general education or the BS Degree Requirements, students are required to take the following courses:

Class Name	Credit Hours
BIO 114 and BIOL 114 Introduction to Biology I/Lab	4 credit hours
BIO 115 and BIOL 115 Introduction to Biology II/Lab	4 credit hours
BIO 271 and BIOL 271 Human Anatomy and Physiology I/Lab	4 credit hours
BIO 272 and BIOL 272 Human Anatomy and Physiology II/Lab	4 credit hours

Program Requirements | 52 Credit Hours

Class Name	Credit Hours
BIO 105 Medical Terminology	1 credit hours
BIO 336 Biomedical Ethics	3 credit hours
CHM 111 and CHM 111 General Chemistry I/Lab	4 credit hours
CHM 112 and CHML 112 General Chemistry II/Lab	4 credit hours
CHM 211 and CHML 211 Organic Chemistry I/Lab	4 credit hours
PHY 101 Descriptive Biomechanics	3 credit hours
PHY 111 and PHYL 111 General Physics I/Lab	4 credit hours
PHY 112 and PHYL 112 General Physics II/Lab	4 credit hours
PSY 133 General Psychology	3 credit hours
MAT 215 Statistics	3 credit hours
EXS 300 Pathophysiology	3 credit hours
EXS 320 Exercise Physiology	3 credit hours
EXS 380 Theraputic Modalities	3 credit hours
EXS 420 Structural Kinesiology	3 credit hours
BIO 499 Capstone	3 credit hours
Choose one of the following:	
BIO 311 and BIOL 311Microbiology and Immunology/Lab	4 credit hours
BIO 361 and BIOL 361 Genetics /Lab	4 credit hours
BIO 461 and BIOL 461 Cell Biology/Lab	4 credit hours

Electives | 11 Credit Hours

For students not choosing a minor.

Class Name	Credit Hours
CHM 212 and CHML 212 Organic Chemistry II/Lab	4 credit hours
MAT 116 Precalculus	3 credit hours
MAT 117 Calculus I	4 credit hours
Any 300 or 400 level BIO course	
Any 300 or 400 level of EXS course	

Pre-Veterinary Medicine

Bachelor of Science

The pre-veterinary medicine major combines coursework from the biomedical sciences, wildlife biology, and work in wildlife rehabilitation to prepare our students to pursue a professional degree in veterinary medicine. This emphasis on holistic approaches to animal care allows our students to understand animal well-being from a variety of perspectives, from the molecular mechanisms that govern disease to best practices for treating those diseases. The major especially stresses the importance of experiential learning through laboratories, field work, animal care, internships, and independent study to allow our students to develop a repertoire of valuable skills and knowledge. This program is meant to fulfill the prerequisites for most Doctor of Veterinary Medicine (DVM) programs.

Pre-veterinary medicine includes coursework in biology, microbiology, chemistry, organic chemistry, animal sciences, and animal care practices. Students who complete their veterinary medicine degree are qualified to seek veterinarian jobs in animal hospitals, clinics, rehabilitation centers, zoos, aquaria, at agricultural and research centers, and in public health.

Pre-veterinary Medicine Requirements:

- General Education Requirements
- Bachelor of Science Requirements
- Major Requirements
- Program Entrance Requirements

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Program Requirements | 76–77 Credit Hours

Class Name	Credit Hours
BIO 105 Medical Terminology	1 credit hours
BIO 114 and BIOL 114 Introduction to Biology I/Lab	4 credit hours

Class Name	Credit Hours
BIO 115 and BIOL 115 Introduction to Biology II/Lab	4 credit hours
BIO 211 and BIOL 211 Zoology/Lab	4 credit hours
BIO 311 and BIOL 311 Microbiology and Immunology/Lab	4 credit hours
BIO 351 and BIOL 351 Comparative Vertebrate Anatomy/Lab	4 credit hours
BIO 353 Human and Animal Nutrition	3 credit hours
BIO 361 and BIOL 361 Genetics/Lab	4 credit hours
BIO 461 and BIOL 461 Cell Biology/Lab	4 credit hours
BIO 467 and BIOL 467 Biochemistry/Lab	4 credit hours
BIO 499 Senior Research for Biology Majors	3 credit hours
CHM 111 and CHML 111 General Chemistry I/Lab	4 credit hours
CHM 112 and CHML 112 General Chemistry II/Lab	4 credit hours
CHM 211 and CHML 211 Organic Chemistry I/Lab	4 credit hours
CHM 212 and CHML 212 Organic Chemistry II/Lab	4 credit hours
MAT 215 Statistics	3 credit hours
PHY 111 and PHYL 111 Physics I/ Lab	4 credit hours
PHY 112 and PHYL 112 Physics II/Lab	4 credit hours

Clinical Experience Requirements | 7 Credit Hours

Class Name	Credit Hours
BIO 281 Introduction to Wildlife Rehabilitation	3 credit hours
BIO 292 and BIOL 292 Advanced Clinical Rehabilitation/Lab (EL)	4 credit hours

Organismal Sciences Requirements | Choose one: 3–4 credit hours

Class Name	Credit Hours
BIO 441 and BIOL 441 Ornithology/Lab	4 credit hours
BIO 443 and BIOL 443 Herpetology/Lab	4 credit hours
BIO 445 and BIOL 445 Mammalogy/Lab	
BIO 451 Animal Behavior	3 credit hours

Program Entrance Requirements

- Students who declare pre-veterinary medicine as their major will meet with their assigned advisors to discuss their academic progress during their first semester at Lees-McRae College.
- A student must maintain a cumulative GPA of 3.0 to be considered for admission into the pre-veterinary medicine program.
- At the conclusion of their sophomore year, students will apply for admission into the pre-veterinary medicine program. Students will need to submit the following materials:
  1. A personal statement explaining why they are pursuing veterinary school.
  2. A list of veterinary schools to which the student would like to apply, and the corresponding prerequisites for those programs.
  3. Evidence of logged clinical observation hours (beyond experience at the May Wildlife Rehabilitation Center).

4. An academic plan detailing the courses that will be taken during the remaining years in order to complete the pre-veterinary medicine degree at Lees-McRae.

- Each student will interview with the pre-veterinary program professors and will be notified of their admission status into the program thereafter.
- Students who are denied admission into the pre-veterinary medicine program will have an in-depth meeting with their academic advisor in order to determine how those students can be successful in their future academic endeavors.

Wilderness Medicine and Rescue

Bachelor of Arts or Bachelor of Science

The Wilderness Medicine and Rescue program is designed for students with a medical, emergency management, and rescue in a wilderness, backcountry setting career interest in the outdoors. This program seeks to train students for practice in low-resource environments such as backcountry guiding, search and rescue, ski/bike patrol, park ranger, government work, and more. This program can also assist students in transitioning into paramedic or medical school.

Wilderness Medicine and Resue Requirements:

- General Education Requirements
- Bachelor of Arts or Bachelor of Science Requirements
- Major Requirements

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Arts Requirements

Proficiency in a foreign language, demonstrated through:

- Graduation from a high school where all instruction was conducted in a language other than English;
- Passing a CLEP or other designated examination at the intermediate level;
- Completion of one of the College's language sequences through the intermediate level (non-Spanish). Intermediate level proficiency (for students enrolled in Spanish) will be demonstrated by the successful completion of SPA 202 or a higher level 3-hour SPA course.

OR

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 51 Credit Hours

Outdoor Receation Fundamentals | 18 Credit Hours

Students must choose 18 credit hours from the list below.

Class Name	Credit Hours
ORM 101 Introduction to Outdoor Recreation	3 credit hours
ORM 102 Outdoor Living Skills (includes Leave No Trace Trainer)	3 credit hours
ORM 299 Outdoor Leadership	3 credit hours
ORM 410 Risk Management in Outdoor Recreation	3 credit hours
ORM 471 Wilderness Medicine and Rescue Internship	3 credit hours
ORM 498 Contemporary Issues in Outdoor Recreation	3 credit hours

Skill Fundamentals | 10 Credit Hours

Students must choose 10 credit hours from the list below.

Class Name	Credit Hours
ORM 220 Canoeing	2 credit hours
ORM 225 Rafting	2 credit hours
ORM 233 Hiking and Backpacking	2 credit hours
ORM 235 Mountain Biking	2 credit hours
ORM 237 Skiing and Snowboarding	2 credit hours
ORM 239 Adaptive Adventure Recreation	2 credit hours
ORM 250 Trail Building	2 credit hours
ORM 320 Ski Industry Trip	3 credit hours
ORM 399 Expedition	3 credit hours

Certification Requirements | 13 Credit Hours

Students must choose 13 credit hours from the list below.

Class Name	Credit Hours
WMR 305 Wilderness First Responder (WFR)	3 credit hours
WMR 339 Outdoor Emergency Care for Ski/Bike Patrol Challenge	1 credit hours
WMR 400 Emergency Medical Technician	9 credit hours

Rescue Fundamentals | 10 Credit Hours

Students must choose 10 credit hours from the list below.

Class Name	Credit Hours
WMR 230 Wilderness Lifeguard	1 credit hour
WMR 240 Introduction to Search and Rescue	3 credit hours
WMR 304 High-Angle Rock Rescue	2 credit hours
WMR 307 Wildland Firefighting Certifications	3 credit hours
WMR 350 American Canoe Association Swiftwater Rescue	1 credit hour

Wilderness Medicine and Rescue

Minor

The Wilderness Medicine and Rescue minor is designed for students with a medical or emergency management career interest in the outdoors. The only Wilderness Medicine and Rescue minor in the country, this program seeks to train students for practice in low-resource environments such as backcountry guiding, ski patrol, search and rescue, etc. This interdisciplinary program combines courses in Emergency Medical Services and Management and Outdoor Recreation Management with an emphasis on risk management and wilderness medicine. Students completing this minor and passing all national exams will obtain their Wilderness Emergency Medical Technical (WEMT) and Outdoor Emergency Care (OEC) certifications.

Minor Requirements | 21 Credit Hours

Outdoor Recreation Management Fundamentals | 9 Credit Hours

Students must choose 9 credit hours from the list below.

Class Name	Credit Hours
ORM 101 Introduction to Outdoor Recreation	3 credit hours
ORM 102 Outdoor Living Skills (includes Leave No Trace Trainer)	3 credit hours
ORM 299 Outdoor Leadership	3 credit hours
ORM 410 Risk Management in Outdoor Recreation	3 credit hours
ORM 471 Wilderness Medicine and Rescue Internship	3 credit hours
ORM 498 Contemporary Issues in Outdoor Recreation	3 credit hours

Wilderness Medicine Fundamentals | Minimum 6 Credit Hours

Students must take a minimum of 6 credit hours from the list below.

Class Name	Credit Hours
WMR 200 CPR, AED, First Aid, and Epi Certifications	1 credit hours
WMR 305 Wilderness First Responder	3 credit hours
WMR 339 Outdoor Emergency Care for Ski/Bike Patrol Challenge	1 credit hours
WMR 400 Emergency Medical Technician	9 credit hours

Rescue Fundamentals | Minimum 6 Credit Hours

Students must take a minimum of 6 credit hours from the list below.

Class Name	Credit Hours
WMR 230 Wilderness Lifeguard	1 credit hour
WMR 240 Introduction to Search and Rescue	3 credit hours
WMR 304 High-Angle Rock Rescue	2 credit hours
WMR 307 Wildland Firefighting Certifications	3 credit hours
WMR 350 American Canoe Association Swiftwater Rescue	1 credit hour

Wildlife Biology

Bachelor of Science

The understanding of our natural environment has never been more important than the present. The pressures of a growing population, increased development, altered communities, and changing climate present serious problems to ecosystems locally, nationally, and globally. 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 degree 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. Much of the field experience takes place at the Elk Valley Preserve, a 70-acre preserve located on the Elk River. This area includes a variety of terrestrial and aquatic habitats typical of the Southern Appalachians. The field station is a fully operational ecology lab equipped with field and lab gear for student projects and research. The preserve and field station presents students with the opportunity for ecological field studies in a natural setting.

Upon graduation, 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.

Wildlife Biology Requirements:

- General Education Requirements
- Bachelor of Science Requirements
- Major Requirements
- Electives
- Specialization (optional)

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	111

MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Additional Requirements | 9–10 Credit Hours

If not taken as part of the general education courses or the BS Degree Requirements, students in the wildlife biology major are required to take the following courses:

Class Name	Credit Hours
BIO 121 Introduction to Ecology	3 credit hours
BIO 122 Introduction to Evolution	3 credit hours
Choose One:	
MAT 112 College Algebra	3 credit hours
MAT 116 Precalculus	3 credit hours
MAT 117 Calculus I	4 credit hours

Major Requirements | 18 Credit Hours

Class Name	Credit Hours
BIO 211 and BIOL 211 General Zoology/Lab	4 credit hours
BIO 433 and BIOL 433 Principles of Ecology/Lab	4 credit hours
BIO 499 Senior Research for Biology Majors	3 credit hours
CHM 111 and CHML 111 General Chemistry/Lab	4 credit hours
MAT 215 Statistics	3 credit hours

Specializations

Specialization	Required Credit Hours
Field Biology	39
Wildlife Rehabilitation	33

Wildlife Biology

Specialization in Field Biology

Program Requirements | 19 Credit Hours

The following courses must be taken for the Field Biology specialization.

Class Name	Credit Hours
BIO 221 and BIOL 221 General Botany/Lab	4 credit hours
BIO 231 and BIOL 231 Introduction to Field Biology/Lab (EL)	4 credit hours
BIO 321 and BIOL 321 Field Botany/Lab (EL)	4 credit hours
BIO 431 Conservation Biology	3 credit hours
Choose one of the following:	
BIO 441 Ornithology	4 credit hours
BIO 443 Herpetology	4 credit hours
BIO 445 Mammalogy	4 credit hours

Elective Courses | Select 20 Credit Hours

Class Name	Credit Hours
Any 200 level BIO course	
Any 300 level BIO course	
Any 400 level BIO course	
Any 200 level CHM course	
Any 300 level CHM course	
PHY 111 and PHYL 111 General Physics I/Lab	4 credit hours
PHY 112 and PHYL 112 General Physics II/Lab	4 credit hours
SCI 240 Introduction to Geographic Information Systems	3 credit hours
SCI 271 Laboratory Assistant in Science	1 credit hours
SCI 272 Laboratory Assistant in Science	1 credit hours

Wildlife Biology

Specialization in Wildlife Rehabilitation

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 May Wildlife Rehabilitation Center. 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. The May Wildlife Rehabilitation Center follows the most up-to-date policies and procedures set by the National Wildlife Rehabilitators Association.

The wildlife rehabilitation specialization is designed for those students with a career interest in providing healthcare to wildlife or domesticated animals. The specialization 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 Health Science curriculum in order to fulfill the requirements for most veterinary schools, attend veterinary school, and complete a Doctor of Veterinary Medicine degree.

Program Requirements | 33 Credit Hours

The following courses must be taken for the Wildlife Rehabilitation specialization.

Class Name	Credit Hours
BIO 155 Fundamentals of Human and Animal Relationships	3 credit hours
BIO 281 Introduction to Wildlife Rehabilitation I	3 credit hours
BIO 282 Wildlife as Partners in Education	3 credit hours
BIO 292 and BIOL 292 Advanced Clinical Rehabilitation/Lab (EL)	4 credit hours
BIO 351 and BIOL 351 Comparative Vertebrate Anatomy/Lab	4 credit hours
BIO 392 Clinical Wildlife Rehabilitation I	6 credit hours
BIO 393 Clinical Wildlife Rehabilitation II	6 credit hours
Choose one of the following:	
BIO 441 and BIOL 441 Ornithology/Lab	4 credit hours
BIO 443 and BIOL 443 Herpetology/Lab	4 credit hours
BIO 445 and BIOL 445 Mammalogy/Lab	4 credit hours

Wildlife Rehabilitation

Minor

The wildlife rehabilitation minor requires 21 credit hours beyond general education and degree requirements and includes the following:

Required Classes | 21 Credit Hours

Class Name	Credit Hours
BIO 102 Environmental Biology	3 credit hours
BIO 281 Introduction to Wildlife Rehabilitation I	3 credit hours
BIO 282 Wildlife as Partners in Education	3 credit hours
BIO 392 Clinical Wildlife Rehabilitation I	6 credit hours
BIO 393 Clinical Wildlife Rehabilitation II	6 credit hours

Please note: a student majoring in wildlife biology cannot minor in wildlife rehabilitation. However, the student can choose wildlife rehabilitation as a specialization (see previous page).

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Distance Learning Academic Calendar

Fall 2026

Date(s)	Day(s) of Week	Details
Fall I		
August 17	Monday	First Day of Classes
August 18 at 5 p.m.	Tuesday	End of Schedule Adjustments for First Eight-week Courses
September 16	Wednesday	Last Day to Withdraw from First Eight-week Courses
October 11	Sunday	Last Day of Classes
October 16 at 5 p.m.	Friday	Final Grades Due
Fall II		
October 12	Monday	First Day of Classes
October 13	Tuesday	End of Schedule Adjustments for Second Eight-week Courses
November 11	Wednesday	Last Day to Withdraw from Second Eight-week Courses
December 6	Sunday	Last Day of Classes
December 10	Thursday	Fall Semester Ends
December 14 at noon	Monday	Final Grades Due

Spring 2027

Date(s)	Day(s) of Week	Details
Spring I		
January 11	Monday	First Day of Classes
January 12 at 5 p.m.	Tuesday	End of Schedule Adjustments for First Eight-week Courses
February 10	Wednesday	Last Day to Withdraw from First Eight-week Courses
March 7	Sunday	Last Day of Classes
March 12 at 5 p.m.	Friday	Final Grades Due
Spring II		
March 8	Monday	First Day of Classes
March 9	Tuesday	End of Schedule Adjustments for Second Eight-week Courses
April 7	Wednesday	Last Day to Withdraw from Second Eight-week Courses
May 2	Sunday	Last Day of Classes
May 5	Wednesday	Spring Semester Ends
May 6 at 11 a.m.	Thursday	Final Grades Due for Graduating Seniors
May 7	Friday	Baccalaureate
May 8	Saturday	Commencement
May 10 at noon	Monday	Final Grades Due

Summer 2027

Date(s)	Day(s) of Week	Details
May 17	Monday	First Day of Classes
July 30	Friday	Last Day of Summer Session

Online/Distance Learning Admission

Applicants for a online/distance learning program should demonstrate the following:

- Associate degree or equivalent from an institution accredited by a U.S. Department of Education recognized accrediting agency or comparable international counterpart, OR 60 semester/90 quarter hours or better of transfer credit with a grade of "C" or better in all transferred coursework. A grade of "D" will only be transferable if it is part of an earned associate degree.
- Completion of specific prerequisite coursework as outlined by a specific program of study.
- Personal characteristics, motivation, and integrity.
- Leadership ability as demonstrated by participation in work, community, or religious organizations.

Please contact the respective program coordinator for information on submitting a Life Experience application. The deadline for submitting a Life Experience application is March 1 of the student's junior year at Lees-McRae College.

Admissions Procedures

The following guidelines address admissions procedures to all Lees-McRae distance learning programs.

To be considered for admission to online programs:

1. Submit a completed application online (undergraduate or graduate)
2. Send official transcripts from ALL colleges attended
3. Review program-specific requirements (see below for more details)

If there are special circumstances to consider regarding your academic and/or personal background, please submit a brief essay with an explanation. In addition, academic recommendations or an interview may be required.

Once your file is complete, you will be notified of your admission decision within two weeks. Undergraduate students are automatically reviewed for academic merit scholarships as part of the admission process.

Transfer of Academic Credit

Credits from non-degree granting education providers must be pre-approved by the Office of the Registrar in collaboration with the Program Coordinator for the degree being considered for academic credit. Examples include, but are not limited to, Straighterline, Study.com, Sophia Learning, etc.

Life Experience Credit Policy

Students in any major who have relevant work experience in their field of study may be eligible for life experience credit (LEC) for certain transfer courses. Eligibility is determined by the position held, the duties performed, and the number of years of service. A student requesting LEC must provide evidence from their work that demonstrates they have met the course learning outcomes for the course where credit is being requested.

Documentation of experience must be provided at the time of the request. All documentation and the application/request should be sent to the Program Coordinator for the student's major. The Program Coordinator, the School Dean, the Chief Academic Officer, and the Registrar must sign in agreement for the credit to be awarded. Students may be awarded up to 9 hours of transfer credit. The Registrar's office will notify students of the approval or denial of their request.

Each major may have additional specific guidelines and requirements for Life Experience Credit. Please refer to the Catalog section for your Major for additional guidelines and requirements.

Program Specific Requirements

Each distance learning program has specific requirements for admission. Please read over each program carefully to review what is specifically needed for admission into that particular program.

Deadlines

Applicants will apply and provide the program coordinator with official transcripts from all post-secondary institutions attended. Students may be fully accepted or accepted with stated conditions.

The deadline for fall semester admission is August 1. The deadline for spring semester admission is January 3. All application materials, including transcripts and other required documents (vary by program) must be submitted to the Admissions Counselor for Online, Transfer, and Graduate Programs.

Guaranteed Admission Program

For students entering into a Lees-McRae degree completion program online from one of our partner community colleges, the college will offer a tuition discount of $30 per credit hour. Further discounts of up to $20 per credit hour are also available to law enforcement personnel, sworn police officers, registered nurses, healthcare personnel, and Phi Theta Kappa Honor Society members. To view the list of our partner schools, please visit www.lmc.edu/guaranteed.

After Acceptance

Students who have been accepted into a distance learning program must submit a deposit of $100 by August 1 for fall applicants and January 3 for spring applicants. This is not an additional fee; it is counted toward the student's tuition payment. Students are not eligible for enrollment until this deposit is made. This deposit is refundable upon written request prior to July 15.

Students should submit final official high school and college transcripts from all schools attended electronically or by mail.

All financial aid and loan applications must be completed by August 1 for fall applicants, and January 3 for spring applicants. Students whose financial aid packages are not complete by this deadline will be expected to provide full payment on the evening of orientation/registration.

Re-admission

Any student who fails to enroll for any given term must apply for readmission to be reinstated to a distance learning program. An application for readmission should be filed with the program coordinator at least two weeks prior to the opening of the term in which a student wishes to resume studies. There is no fee for application for readmission.

Academic Policies

Conduct Policy

Extended Campus

All students have the right to learn without interference from others. Faculty members have the authority to protect this right by creating and maintaining an environment that is conducive to learning. Towards this end, Lees-McRae College has developed the following Code of Classroom Conduct for Distance Learning students.

Classroom misconduct is any behavior which disrupts or interferes with the learning experience. Students are required and expected to conduct themselves in a mature and considerate manner. Students should conduct and express themselves in a way that is respectful to all individuals. This includes respecting the rights of others to comment and participate fully in class.

It is important that students are respectful towards instructors and fellow classmates, and that their behaviors not interfere with nor disrupt class activities. Therefore, students are expected to adhere to the following rules when attending class through Lees-McRae College Extended Campus sites:

1. **Absences** Inform the instructor in advance if you know you are going to miss class. Also, take responsibility for getting missed assignments from other students. Do not expect that you will be allowed to make up work, quizzes or tests (announced or unannounced), after an absence. Instructors are not responsible for re-teaching the material you missed because of absence.
2. **Attendance** You are expected to be in class the entire class time. Do not enter late or leave early. Rare exceptions may be excused, particularly under emergency circumstances, but you should be prepared to explain your tardiness to the instructor after class. Likewise, the need to leave early should be explained to the instructor before class.
3. **Attitude** You are expected to maintain a civil attitude in class. You may not use inappropriate or offensive commentary or body language to show your attitude regarding the course, the instructor, assignments, or fellow students.
4. **Cell phones, pagers, and two-way radios** You may not receive or send telephone calls, text messages, or pages during class. You are responsible for turning off cell phones, pagers, two-way radios, and other personal communications devices upon entering class.
5. **Laptop and tablet computers** are allowed for (quiet) note taking only: i.e., other activities such as checking personal e-mail or browsing the Internet are prohibited.
6. **Conversation** Do not carry on side conversations in class.
7. **Food, Drink, and Tobacco** Coffee and water in closed containers are permitted in classrooms except when the classroom policy prohibits food and beverages. You may not use tobacco of any form on campus.
8. **Guests** You may not bring unregistered friends or children to class.
9. **Internet** In classes where internet access is provided, you may use the internet for valid, academic purposes only. You may not use it for open access to other non-academic sites, which are unrelated to the course.
10. **Other Activities** You may not work on other activities while in class. This includes homework for other courses or other personal activities.
11. **Personal Business** You may need to transact personal business with the instructor, asking him or her to sign forms. Plan to do this before instruction begins or after class.
12. **Sleep** Do not sleep in class.
13. **Courtesy** Students should address faculty as “Professor” or “Dr.” Calling faculty by their first names is not appropriate.

NOTE: Individual instructors may have additional requests regarding classroom behavior. Please adhere to those as well.

Online

All students have the right to learn without interference from others. Faculty members have the authority to protect this right by creating and maintaining an environment that is conducive to learning. Towards this end, Lees-McRae College has developed the following Code of Classroom Conduct for Extended Campus and Online Learning students.

Classroom misconduct is any behavior which disrupts or interferes with the learning experience. Students are required and expected to conduct themselves in a mature and considerate manner. Students should conduct and express themselves in a way that is respectful to all individuals. This includes respecting the rights of others to comment and participate fully in class.

Examples of Classroom Misconduct

Includes, but is not limited to, the following:

Engaging in behavior that disrupts or interferes with the learning experience such as: using offensive language, creating distractions or disturbances, posts unrelated to topics that are disruptive or defamatory to the College or peers are all considered disruptive behavior to the learning process.

Students have the right to express themselves and participate freely in an online class. However, they are expected to treat each other and the instructor with courtesy and respect. Offensive or inappropriate language is not to be used in any form of communication e.g., emails, discussion postings, chat rooms, group projects, submitted assignments, etc. Students are allowed to disagree with each other or the instructor but must do so in a civil manner.

The discussion area of the course is reserved for postings related to course work only. Postings of a personal or nonacademic nature are not permitted and may be removed by the instructor should they appear. Grades and personal issues should be handled by private email to the instructor or appropriate entity.

Emails to the instructor that are considered offensive or inappropriate will be sent back to the writer with a request to rewrite and resubmit. If the emails continue to be unacceptable, the student will be referred to the Vice President for Academic Affairs. If students receive inappropriate emails from others in the class they should notify the instructor and appropriate action will be taken.

Incomplete Grade Policy

The grade of "Incomplete" ("I") is entered only when legitimate circumstances warrant, (such as injury requiring hospitalization, a death in the student's immediate family, or an inability to complete course work due to military service), and only for grades not given for a "final paper," a final course project, or a final exam. **In all instances timely documentation verifying the need for the request must be submitted prior to the "I" grade being entered.** The grade of "I" will be recorded on the student's transcript and will remain until the faculty member awarding this grade makes the appropriate grade change or until the time specified on the "I" contract expires. **The length of time an "I" grade may remain "open" is the end of the bi-term immediately following the student's current bi-term, unless an exemption is granted by the Vice President for Academic Affairs or designee extending this time, with the maximum allowable time for conversion from an "I" grade being one calendar year from the date the "Incomplete" contract is signed by the student.** Each submitted "Incomplete" grade request must be accompanied by a valid contract. This contract will indicate all of the necessary steps to be taken by the student for the instructor to be able to satisfactorily change the grade of "I" to a standard quality grade. At the end of the described time period the grade of "I" will change to the grade of "F" if the student has not completed the specifically designated remaining course requirement(s) as specified by the instructor.

Module Course Withdrawal Policy

A module is any class that does not span the full length of the semester or term. Module programs are designed to allow for degree completion in two years. In some programs, summer session is also required. It is imperative that students successfully complete all classes each semester in order to graduate on time.

In the module setting, students enroll in two three credit hour classes for each of the eight weeks within a 16 week semester. Financial aid is awarded for the entire 16 week payment period. For all programs or classes offered in modules, a student will be considered to have withdrawn if they did not complete all of the days in which they were scheduled for

the payment period. Students may be considered to have withdrawn, even if a module course is completed. Financial aid will be adjusted accordingly. Grades will be determined according to withdrawal guidelines of the College.

Administrative Withdrawal of Online Students

Students who fail to participate in class activities (discussion boards, assignments, and quizzes) for two consecutive weeks may be administratively withdrawn from the class. It is important to note that the online classroom environment calculates attendance by accessing and using course materials, completing class assignments, participating in course discussions, or providing other evidence of participation, such as:

1. Student submission of an academic assignment or exam.
2. Documented student participation in an interactive tutorial or computer-assisted instruction.
3. A posting by the student showing active participation in an online study group assigned by the college/professor.
4. Demonstrated substantial participation by the student in an online discussion related to academic matters.
5. An email from the student (or other documentation) showing that the student initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Technology Policy

Technological standards are constantly changing. As a result, students must take responsibility for ensuring they have the hardware and software they need to interact with the Brightspace website and to complete course assignments. This will include, but is not limited to: computer access, internet connectivity, up-to-date web browsing software and Microsoft Office Suite software.

Financial Information

Fees and Expenses

Enrollment at Lees-McRae College constitutes a contract binding the student for the stated charges for the semester. This arrangement is necessary since 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. Non-refundable fees include a $35 Application Fee and a $190 Graduation Fee.

Listed below are the tuition costs for distance learning programs:

Item	Cost
Tuition	$400 per credit hour
Technology Fee	$70 per course
Flat-rate Textbook Rental Fee	$40 per credit hour and $20 shipping per semester

Additional Course Fees

BUS 299: $25
EDU 491/591 = $155
EDU 417 = $40
EDU 499 = $300
CRI 471 = $40

Course fees will be billed during the semester that you are registered for the course. Elementary Education majors will also need to pay $25-30 dues for membership in a professional organization and $69 for a two-year enrollment in Taskstream. An additional cost is the registration fee for Praxis CORE, currently $150 for all three sections (or $90 per test section), and Pearson, currently $278 for all three sections (which covers the Elementary Education license for K-6 EDU graduates). Any additional special licensures required for a specific major degree (i.e. Special Education) will require additional test fees.

Student Accounts Policy

Payments for tuition and fees are due at registration and must be received by the published financial clearance deadline, prior to the start of each semester.

You are considered officially registered if you have:

- Zero balance on their student account
- Pending financial aid (as shown on the student account) in excess of the amount due
- Successful enrollment in a payment plan with PayMyTuition
- Written verification from a third party (such as Veterans Benefits, Vocational Rehabilitation, prepaid plans, tuition exchange, etc.) of payment in full

Failure to pay by the stated deadline will result in you being:

- Withdrawal from classes by the Office of the Registrar
- Cancellation of assigned housing
- Ineligibility to receive college services, including official student transcripts
- Ineligibility to participate in college activities (including athetics)

The Financial Clearance Deadlines

- Fall Term: July 1
- Spring Term: December 1
- Summer Term: First day of classes for each session

For classes that do not begin at the beginning of the semester, the financial clearance deadline is the first day the class meets. Changes are made to registration or housing status after the semester due date and these changes result in a balance due, payment is due at the time the change occurs.

Charges incurred after the completion of the semester (residence hall damage fee, unreturned books, parking fines, etc.) are due by the financial clearance deadline of the next semester.

Methods of Payment

The College makes use of paperless billing for student accounts. Billing and account information is available via Self-Service.

Online - Secure online payments can be made by e-Check, MasterCard, Visa, Discover, or American Express through Self-Service. A 2.7% convenience fee applies to payments made using MasterCard, Visa, Discover, or American Express. There is no fee applied to payments made by e-Check/ACH. International payments in local currency can be made via PayMyTuition at competitive conversion rates.

In Person - Tuition and Fee payments can be made in person using cash, check, or money order at the Student Accounts Office, located in Business Affairs during business hours.

By Mail - Payments by check or money order can be mailed to:

Lees-McRae College
Attn: Student Accounts
PO Box 128
Banner Elk, NC 28604

Payments mailed are not considered received until posted to your account. Please see our Check Acceptance Policy to ensure proper credit to your account. To protect your financial security, we cannot accept credit card payments by mail or phone.

Payment Plan Information

Lees McRae College has partnered with PayMyTuition to offer an interest free Payment Plan to enable students or their families to make monthly installments on their student account towards tuition, fees and room and board. The payment plan is not a loan and is available for the fall and winter semesters for up to five automatic installments per semester.For enrollment information, please visit the Payment Plan webpage at www.lmc.edu/paymentplan.

Refund Policies

Enrollment in the College constitutes a contract binding the students for the stated charges for the semester. A refund policy has been adopted to partially reimburse students for unexpected withdrawals and also permit the College to maintain its contractual commitments to faculty and supporting services. Students receiving Federal (Title IV) financial assistance will have refunds processed according to federal regulations governing student aid programs.

Tuition Refund Policy

- A 100% tuition refund shall be made if the student officially withdraws prior to the published start date of the class.
- An 80% tuition refund shall be made if the student withdraws on or before the last day to add/drop classes.

- A 50% tuition refund shall be made if the student withdraws on or before the published last day to withdraw for a refund.
- No tuition refund shall be made if the student withdraws from a class after the published last day to withdraw for a refund.

Room and meal fees are refunded according to the tuition refund policy.

Technology, student activity, heath services, safety initiatives, flat-rate textbook fees, and some student specific fees, are not refundable unless the student officially withdraws prior to the start date of their classes, a student's class is canceled, or the College determines an institutional error has occurred.

Credit Balance Refund Policies

Refunds of Student Account credit balances will be issued using electronic funds transfer. All new and returning students shall provide and maintain bank account information using Self-Service for direct deposit of any student account credit balance.

If the student chooses to receive a refund via paper check and the check has to be reissued, for any reason, the student will be responsible for a $35 stop payment fee. This stop payment fee will be deducted from the reissued check.

Return Check Policy

If a check is returned by your financial institution for any reason, a $35 charge will be added to your student account. Lees-McRae College will not accept a check from anyone who has previously presented two or more checks that were returned for any reason.

Satisfactory Academic Progress (SAP) Policy for Financial Aid

The Office of Financial Aid is required by federal regulations to determine whether a student is enrolled in a degree-seeking program and is meeting satisfactory academic progress requirements. The student's official academic record maintained by the Office of the Registrar is reviewed to determine student compliance with this policy. Satisfactory academic progress for ECOL students is reviewed at the end of the each semester.

Satisfactory Academic Progress is measured by three standards:

Qualitative Standard - Grade Point Average (GPA)

Students must maintain the following minimum cumulative grade point average on all attempted hours:

Hours Attempted (including any transfer hours attempted)	Minimum GPA Required
60-89 (includes all transfer hours)	2.0
90 and above	2.0

Quantitative Standard-PACE

To remain in good academic standing and retain eligibility for financial aid, students must also be making satisfactory academic progress toward the completion of a degree. Students must successfully complete 85% of the total credit hours attempted. In order to complete the program of study in the prescribed timeframe, students must successfully complete all courses each semester.

To earn credit hours at Lees-McRae College, students must receive a grade of A, B, C, D, or M. All other grades, including F, XF, I, W, or N, do not earn credit. These grades are included in the total hours attempted calculation.

Accepted transfer credits count as both attempted and earned hours.

All repeated courses effect financial aid satisfactory academic progress calculations. A repeated course along with the original attempt must be counted as attempted hours.

Maximum Time Frame

A student must complete the declared academic program within 150% of the published length of the program to maintain aid eligibility.

Academic Progress Evaluation Procedures:

Satisfactory academic progress for distance learning students is reviewed at the end of each semester. Students not making Satisfactory Academic Progress for financial aid will receive a letter from the Office of Financial Aid stating that they are no longer eligible to receive aid from any federal, state, or institutional program. At this point, students have the following three options:

1. Attend Lees-McRae College with no financial aid at their own expense until they have met the minimum SAP requirements.
2. Submit a Lees-McRae College Satisfactory Academic Progress Appeal form and all required supporting documentation. Additional information on the Appeal Process is provided below.

Appeal Process

Students may appeal for one additional semester of financial assistance if they feel there are special circumstances that prevented them from meeting the minimum standards for Satisfactory Academic Progress. Students must complete and submit the LMC Satisfactory Academic Progress Appeal Form along with a typed statement describing the reasons and circumstances that caused them to fail to meet the minimum required standards. Students must also provide a statement outlining the specific steps that they intend to take in the next semester to improve their academic performance.

The completed form, two written statements, along with any supporting documentation must be submitted to the LMC Office of Financial Aid and will be reviewed by the LMC Scholarship and Financial Aid Committee. Circumstances may include, but are not limited to serious illness or injury, death of a family member, or an emotional or mental health issue (for student) that required professional care. SAP appeals must be submitted to the LMC Office of Financial Aid within 3 weeks after the end of each respective semester.

Submitted appeals will be reviewed by the Committee within two weeks of receipt of the appeal. Students will be notified in writing of the Committee's decision. If the appeal is approved, the decision notification will outline the conditions of your financial aid reinstatement. Students who have an academic progress appeal approved will be placed on financial aid probation status for the subsequent semester. Academic progress will be reviewed at the end of the enrollment period specified. If the appeal is denied, the notification will specify the conditions and recommendations for future consideration for financial aid eligibility. The decision of the LMC Scholarship and Financial Aid Committee is final and cannot be appealed.

The above Standards of Satisfactory Academic Progress are not designed to replace the standards that the College uses for Academic Dismissal/Probation. It is possible for a student to lose financial aid eligibility without losing status as a degree candidate. However, once a student loses status as a degree candidate, they will also lose eligibility for financial aid.

Academic Advising

The program coordinators serve as academic advisors for all distance learning students. The advisor works closely with the student in advising and assisting in arranging the student's academic schedule or answering procedural questions about registration, drop/add, and withdrawal from classes. However, the student is responsible for hours carried, courses selected, and meeting all program, curriculum, and graduation requirements.

Inclement Weather Policy

The practice of Lees-McRae College is to continue operations, both instructional and administrative, even during inclement weather conditions.

In the event the Banner Elk area experiences inclement weather conditions, and classes or other operations are not delayed or cancelled, employees should exercise all due care, caution, and prudent judgment in their determination of whether travel to campus is safe and warranted. The same applies to employees whose responsibilities lie at other operational sites.

If employees decide not to attempt travel, they should make every effort to inform the appropriate supervisor of that decision prior to the start of the workday. When the college is open and employees make the decision not to attempt travel, employees must report missed work time as a personal day or vacation time. Sick leave may not be used.

If extraordinarily severe conditions warrant, the president or their designee, in consultation with the Office of Campus Safety and Security and Campus Facilities, may delay classes, cancel classes, delay opening of the college, or close the college. These distinctions being important, the following definitions become significant:

- Classes Will Begin At…: Classes begin at the stated time; other college operations begin as usual.
- Classes Are Cancelled: Classes throughout the day are cancelled; other college operations continue as usual.
- The College Will Open At…: Both classes and administrative operations begin at the stated time.
- The College Is Closed: Both classes and administrative operations are cancelled for the day. Only essential employees are expected to report to campus. Additional employees may be required on campus at the discretion of the supervising Cabinet member.

Inclement weather decisions will be communicated through official college email, website, social media accounts, and the emergency alert system.

Online/Distance Learning Requirements For Graduation

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

- A minimum of 120 credit hours
- A minimum 2.0 GPA (2.7 GPA for Elementary Education)
- Completion of the Online/Distance Learning general education or fulfillment of the Independent Comprehensive Articulation Agreement upon admission
- Completion of the Degree Requirements for the appropriate degree
- Completion of 15 hours of Writing Intensive (WI) courses
- Completion of an approved major program of study
- Completion at Lees-McRae College of at least 40% or more of the credit hours required for the major program of study. In extreme cases of student schedule conflict, the Vice President for Academic Affairs (in consultation with the appropriate Dean) may amend this policy on a case-by-case basis.
- Completion at Lees-McRae College of at least 32 of the last 40 credit hours. In extreme cases of student schedule conflict, the Vice President for Academic Affairs (in consultation with the appropriate Dean) may amend this policy on a case-by-case basis.
- Completion of the last 30 credit hours at the 300- or 400-level

Online/Distance Learning General Education Requirements | 30–45 Credit Hours

Area of Study	Credit Hours
English Composition	6 credit hours
Humanities	6–9 credit hours
Social Sciences	6–9 credit hours
Science/Math/Computers	6–9 credit hours
Additional General Education Electives	6–12 credit hours

General Education Requirements

Online students may need to take additional general education courses in order to fulfill the Online/Distance Learning general education requirements for a BAAS degree. Online general education courses offered at Lees-McRae are, but not limited to, the following:

Class Name	Credit Hours
ART 250 Art and Life	3 credit hours
BIO 102 Environmental Biology	3 credit hours
CHM 200 Introductory Biochemistry	3 credit hours
HIS 210 History of the Southern Appalachian Region	3 credit hours
PSY 230 Industrial/Organizational Psychology	3 credit hours
SCI 214 Science Applications	3 credit hours
SCI 241 Math and Science Concepts	3 credit hours
SOC 251 Social Problems	3 credit hours
THEA 206 Appreciation of Modern Performing Arts	3 credit hours

*This list is not comprehensive and may vary as new online courses are developed.

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 Registrar.

Lees-McRae College offers a variety of distance learning programs. The programs listed below are categorized according to the following codes: **BAAS** (Bachelor of Applied Arts and Sciences), **BS** (Bachelor of Science), **M** (Major), **L** (Licensure), and **S** (Specialization).

Distance Learning Programs	Degree Type	Major/Minor/ Licensure
Business Administration	BAAS, BS	M
Marketing	(BS only)	S
Tourism and Resort Management		S
Criminal Justice	BAAS	M
Elementary Education	BS	M, L
Human Services	BAAS	M
Special Education	BS	M, L
Residency Licensure		L

Academic Program Nomenclature

Major | A coherent program of study that addresses identifiable learning outcomes. A major requires a minimum of 36 distinct credit hours, with no more than 18-20 overlapping credit hours.

Specialization: An area of specialization under an appropriate major. A major with areas of specialization requires a minimum of 12 credit hours of specialized coursework and a minimum of 36 credit hours of total coursework.

Earning a Second Degree

Students who hold a baccalaureate degree from Lees-McRae College or another 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 section titled Requirements for Graduation. The student must complete at least 30 hours of additional coursework with 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). Policies concerning a double-major apply to the second degree as if it were one half of a double-major.

Online/Distance Learning Programs

Business Administration (BAAS online)

Tourism and Resort Management Specialization

Business Administration (BS online)

Marketing Specialization
Tourism and Resort Management Specialization

Criminal Justice (online)

Elementary Education (online)

Elementary Education (distance learning)

Human Services (online)

Residency Licensure (online)

Special Education (online)

Business Administration

Bachelor of Applied Arts and Sciences (ONLINE)

The Business Administration Program educates and inspires students to approach life and work from creative, collaborative, and critical perspectives by helping students gain the knowledge, skills, and experiences to achieve their highest potentials in preparation for business careers in a dynamic global environment.

Ethics: Students will apply ethical understanding and perspective to business situations.

Collaboration and Professionalism: Students will to promote effective individual and group interpersonal relationships, for the purpose of professional business success at the individual, group and organizational levels.

Communication: Students will demonstrate communication skills by conveying business concepts, strategies, ideas and opinions.

Critical Thought: Students will conceive—through creative and critical analysis—independent and original concepts and affect change in the global business environment.

Business Concepts: Students will be able to use logic and reasoning to integrate the various business disciplines into a comprehensive understanding of the business profession.

Business Administration Requirements:

- General Education Requirements
- Completion of an associate degree in business (or a related discipline)
- Major Requirements

Total Credit Hours | 120

Program Specific Requirements

Students will be admitted into the Business Administration degree completion program upon meeting all admission requirements for acceptance to Lees-McRae College. Students must successfully complete an associate degree with a minimum GPA of 2.0 prior to admission. Community college coursework should include six specific Business Administration courses: Introduction to Business, Introduction to Business Computing, Principles of Management, Accounting I, Statistics, Macroeconomics, and Microeconomics. These courses are equivalent to Lees-McRae College courses BUS 101, BUS 102, BUS 241, MAT 215, BUS 221, and BUS 222.

Should a student not have earned credit for these courses in their associate degree or separately, they may enter the Business Administration BAAS program lacking up to 12 credit hours of these courses on a provisional basis. Work on the missing courses must be completed during the first and second semester in the program and completed no later than one year after starting the program. Once the requirements have been met the student will be fully admitted.

Students must take BUS 471 or and approved business elective course.

Sample Two Year Plan

Class Name	Credit Hours	Semester
First Year		
BUS 299 Career Expedition	3 credit hours	Fall; first 8 weeks
BIO 102 Environmental Biology	3 credit hours	Fall; first 8 weeks
BUS 301 Principles of Marketing	3 credit hours	Fall; second 8 weeks
ART 250 Art & Life	3 credit hours	Fall; second 8 weeks
BUS 311 Operations Management	3 credit hours	Spring; first 8 weeks
SCI 214 Science Applications	3 credit hours	Spring; first 8 weeks
BUS 322 Human Resources	3 credit hours	Spring; second 8 weeks
BUS 372 Principles of Finance	3 credit hours	Spring; second 8 weeks
SCI 241 Math & Science Concepts	3 credit hours	Spring; second 8 weeks
Summer (as needed)		
BUS 471 Business Internship (EL)	3 credit hours	Summer
Second Year		
BUS 351 Organizational Behavior	3 credit hours	Fall; first 8 weeks
BUS 422 Entrepreneurship	3 credit hours	Fall; first 8 weeks
BUS 471 Business Internship (EL) *(if not already completed)*	3 credit hours	Fall; first 8 weeks
BUS 385 Data Analytics	3 credit hours	Fall; second 8 weeks
BUS 498 Strategic Management	3 credit hours	Fall; second 8 weeks
THEA 206 Appreciation of Modern Performing Arts	3 credit hours	Fall; second 8 weeks
BUS 411 Business Law	3 credit hours	Spring; first 8 weeks
BUS 421 International Business	3 credit hours	Spring; first 8 weeks
BUS 499 Senior Capstone Experience	3 credit hours	Spring; second 8 weeks
HIS 210 History of the Southern Appalachian Region	3 credit hours	Spring; second 8 weeks
SOC 251 Social Problems	3 credit hours	Spring; second 8 weeks

Business Administration

Specialization in Tourism and Resort Management (ONLINE)

Required Courses | 12 Credit Hours

Class Name	Credit Hours
TRM 201 Introduction to the Tourism, Resort, and Hospitality Industry	3 credit hours
TRM 350 Event and Venue Management	3 credit hours
Choose one: TRM 360 Food and Beverage Operations Management TRM 450 Lodging and Resort Leadership	3 credit hours
TRM 460 Sustainable Tourism Operations	3 credit hours

Business Administration

Bachelor of Science (ONLINE)

The business administration program educates and inspires students to approach life and work from creative, collaborative, and critical perspectives by helping students gain the knowledge, skills and experiences to achieve their highest potentials in preparation for business careers in a dynamic global environment.

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

- **Ethics** Students will apply ethical understanding and perspective to business situations
- **Collaboration and Professionalism** Students will promote effective individual and group interpersonal relationships
- **Communication** Students will demonstrate communication skills by conveying business concepts, strategies, ideas, and opinions
- **Critical Thought** Students will conceive—through creative and critical analysis—independent and original concepts and affect change in the global business environment.
- **Business Concepts** Students will be able to use logic and reasoning to integrate the various business disciplines into a comprehensive understanding of the business profession.

Graduates of the business administration program are prepared for careers and advanced degrees in finance, accounting, international business, general and operations management, advertising, marketing, sales, public relations, administrative services, industrial and production management, purchasing, transportation, not-for-profit management, and government service.

The business administration program prepares students to become responsible, productive business leaders. The program prepares students to meet strategic and competitive challenges required in a fast-changing, global business environment. 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.

Business Administration Requirements:

- General Education
- Bachelor of Science Requirements
- Major Requirements
- Specialization (optional)
- Electives (12 hours required)

Total Credit Hours | 120

General Education Requirements

See details in the General Education section of the catalog.

Bachelor of Science Requirements

6-8 additional hours in math or science, not duplicating coursework, taken from:

Prefix	Course Number
BIO	101, 102, 105, 114, 115, 121, 122
CHM	101, 111
MAT	111, 112, 116, 117, 215, 220, 227
PHY	101, 111, 112, 288
SCI	288

Major Requirements | 60 Credit Hours

Class Name	Credit Hours
BUS 101 Introduction to Business	3 credit hours
BUS 102 Introduction to Microsoft Office (EL)	3 credit hours
BUS 221 Principles of Microeconomics	3 credit hours
BUS 222 Principles of Macroeconomics	3 credit hours
BUS 241 Accounting I	3 credit hours
BUS 299 Career Expedition	3 credit hours
BUS 301 Principles of Marketing	3 credit hours
BUS 311 Operations Management	3 credit hours
BUS 351 Organizational Behavior	3 credit hours
BUS 372 Principles of Finance	3 credit hours
BUS 385 Data Analytics	3 credit hours
BUS 411 Business Law	3 credit hours
BUS 421 International Business I	3 credit hours
BUS 498 Strategic Management	3 credit hours
BUS 499 Senior Capstone Experience	3 credit hours
MAT 215 Statistics	3 credit hours

Specializations | Select 12 Credit Hours per Specialization

Specialization	Required Credit Hours
Marketing	12 credit hours

Business Administration

Specialization in Marketing (ONLINE)

The specialization in marketing develops a competitive advantage through courses that offer firsthand, practical experience shaping the advertising, promotion, and sales strategy of real-world products while developing a solid understanding of business concepts. Many students who concentrate in marketing go on to work in brand management, sales, marketing research, consulting, and entrepreneurial ventures.

Required Courses | Choose 12 Credit Hours

Class Name	Credit Hours
BUS 303 Social Media Marketing	3 credit hours
BUS 306 Professional Selling	3 credit hours
BUS 323 Small Business Marketing	3 credit hours
BUS 402 Marketing Research	3 credit hours
BUS 404 Consumer Behavior	3 credit hours
BUS 494 Integrated Marketing Communication	3 credit hours

Business Administration

Specialization in Tourism and Resort Management (ONLINE)

Required Courses | 12 Credit Hours

Class Name	Credit Hours
TRM 201 Introduction to the Tourism, Resort, and Hospitality Industry	3 credit hours
TRM 350 Event and Venue Management	3 credit hours
Choose one: TRM 360 Food and Beverage Operations Management TRM 450 Lodging and Resort Leadership	3 credit hours
TRM 460 Sustainable Tourism Operations	3 credit hours

Criminal Justice

Bachelor of Applied Arts and Sciences (ONLINE)

The Bachelor of Applied Arts and Sciences in criminal justice enables community college graduates with an Associate of Applied Science in criminal justice, or a related field, to continue their education and advance their career. Students who pursue this degree are required to complete the general education requirements, as well as advanced coursework in the major that is complementary to the vocational, technical, or professional area of the associate degree.

A Bachelor of Applied Arts and Sciences degree in criminal justice prepares the student for leadership in positions in the criminal, investigative, and juvenile justice systems. Graduates of the program work in law enforcement and government agencies at the local, state, and federal levels.

Many criminal justice professionals with an associate degree find that they have sufficient experience for career advancement, but lack the education requirements for promotion to management positions. However, adult students with career experience have unique needs that make pursuing a traditional baccalaureate degree an unsatisfactory experience that offers little personal enrichment. The online BAAS is designed for adult learners who already exhibit responsibility and professionalism, and want to advance their career options and enrich their personal lives through the completion of a baccalaureate degree.

Criminal Justice Requirements:

- General Education Requirements
- Completion of an associate degree in Criminal Justice (or a related discipline)
- Liberal Arts Requirements
- Major Requirements

Life Experience Credit within the Criminal Justice Major

Students in a Criminal Justice program who have worked in a criminal justice field may be eligible for life experience credit for the following transfer courses: CRI 221 Introduction to Criminal Justice, CRI 311 Perspectives in Policing, CRI 325 Judicial Process and Ethics, and CRI 335 Corrections. Eligibility is determined by the positions/duties the student has held and the number of years of service in each position. A student must have worked at least three years in the area of the course title for which they are applying for credit. For example, to be eligible for credit for CRI 311, a student must have worked at least five years in law enforcement. However, the CRI 221 course varies from this standard. To be eligible for credit for CRI 221, a student must have worked for at least one year in each of the three areas of the criminal justice system (i.e., policing, courts, and corrections), for a combined total experience of at least three years.

Documentation describing the knowledge, skills, and abilities (KSAs) obtained through the life experience and how they meet the student learning outcomes for the applicable course must be provided. Students are notified of approval or denial by the Criminal Justice program coordinator.

Total Credit Hours | 120

Program Specific Requirements

Completion of the Associate of Applied Science in Criminal Justice degree or a related field. Community college coursework must include four specific Criminal Justice courses, CJC 111, CJC 121, CJC 132 and CJC 141. These courses are equivalent to Lees-McRae College courses CRI 221, CRI 311, CRI 325 and CRI 335.

All courses are taken online through the Brightspace Learning Management System.

Major Requirements | 36 Credit Hours

Class Name	Credit Hours
CRI 221 Introduction to Criminal Justice (Met with transfer of CJC 111)	3 credit hours
CRI 311 Perspectives in Policing (Met with transfer of CJC 121)	3 credit hours
CRI 325 Judicial Process and Court Ethics (Met with transfer of CJC 132)	3 credit hours
CRI 302 Advanced Juvenile Justice	3 credit hours
CRI 332 Criminological Theory	3 credit hours
CRI 335 Corrections (Met with transfer of CJC 141)	3 credit hours
CRI 343 The Forgotten Victim	3 credit hours
CRI 354 Drug Addiction and Crime	3 credit hours
CRI 362 Statistics and Research Methods	3 credit hours
CRI 352 Probation, Parole and Community Corrections	3 credit hours
CRI 404 White Collar Crime	3 credit hours
CRI 450 Criminal Law	3 credit hours
CRI 461 Global Justice Systems	3 credit hours
CRI 463 Terrorism	3 credit hours
Choose one of the following	
CRI 471 Criminal Justice Internship CRI 472 Criminal Justice Work Experience*	3 credit hours 3 credit hours
CRI 499 Senior Research Seminar	3 credit hours

*Open only to students who are currently employed in the CJ field, or have worked in the field in the last five years.

Sample Two-Year Plan

Class Name	Credit Hours	Semester
First Year		
CRI 354 Drug Addiction & Crime	3 credit hours	Fall; first 8 weeks
BIO 102 Environmental Biology	3 credit hours	Fall; first 8 weeks
CRI 302 Juvenile Justice	3 credit hours	Fall; second 8 weeks
HIS 210 History of the Southern Appalachian Region	3 credit hours	Fall; second 8 weeks
SOC 251 Social Problems	3 credit hours	Spring; first 8 weeks
CRI 352 Probation, Parole and Community Based Corrections	3 credit hours	Spring; first 8 weeks
THEA 206 Appreciation of Modern Performing Arts	3 credit hours	Spring; first 8 weeks
CRI 463 Terrorism	3 credit hours	Spring; second 8 weeks
CRI 343 The Forgotten Victim	3 credit hours	Spring; second 8 weeks

Class Name	Credit Hours	Semester
Second Year		
CRI 450 Criminal Law	3 credit hours	Fall; first 8 weeks
SCI 214 Science Applications	3 credit hours	Fall; first 8 weeks
CRI 362 Statistics & Research Methods	3 credit hours	Fall; second 8 weeks
CRI 461 Global Justice Systems	3 credit hours	Fall; second 8 weeks
CRI 471 Internship OR CRI 472 Work Experience	3 credit hours	Fall; all 16 weeks
CRI 332 Criminological Theory	3 credit hours	Spring; first 8 weeks
CRI 499 Senior Research Seminar	3 credit hours	Spring; first 8 weeks
CRI 404 White Collar Crime	3 credit hours	Spring; second 8 weeks
SCI 241 Math and Science Concepts	3 credit hours	Spring; second 8 weeks

*Must be completed in the senior year

Elementary Education

Bachelor of Science (ONLINE)

Elementary educators—those teachers who specialize in the early academic years of children—provide the care, nurturing, and leadership young people need to develop into young students. The elementary education program provides teacher candidates with the knowledge, skills, and dispositions to be outstanding teachers. The program also provides a strong course of study that promotes positive and holistic development of teachers within the framework of teacher as reflective practitioner. This framework, which serves as the philosophy of the program, guides students and faculty alike to incorporate the best practices in elementary education and make personal reflections into their motivations and effectiveness in the classroom. It is expected that students who complete the Elementary Education program and become licensed teachers will be individuals who have a distinct knowledge about the practice and theory of teaching as well as a balanced sense of personal values, integrity, and moral worth. It is also expected that students who complete the program will become teachers who reflect on all aspects of the teaching/learning process, and will mentor their own students. They will possess professional dedication to working with students, parents, public school faculty and administration, and their local community.

The Lees-McRae Elementary Education program online is designed for traditional, non-traditional, and adult students alike who wish to become licensed elementary classroom teachers (K-6) in the state of North Carolina. Lees-McRae offers the junior and senior years of a 4-year teacher education in an online format. This arrangement allows students to complete their 4-year degree, and at the same time offers students with transfer coursework from other institutions (including a Bachelor's degree) the opportunity to complete their teacher education coursework for state licensure.

Courses in the elementary education major are designed to meet the learning outcomes identified as being crucial for the preparation of elementary school teachers. They form an appropriate balance of knowledge, philosophy, and theory with methods and practice. The courses are based on North Carolina Department of Public Instruction (NCDPI) competencies and the teaching of the North Carolina Standard Course of Study (NCSCS). The Elementary Education program is accredited by NCDPI, and therefore, affords graduates opportunities for licensure and employment.

Special Requirements for Online Teacher Education Cohorts

Due to the experiential nature of classroom teaching, online cohort members will be required to do the following:

- The online model is delivered primarily through online instruction. Candidates should have consistent access to reliable high-speed internet services. A web-cam (either external or built-in) is required, as well as video recording capabilities.
- All candidates are required to participate in one advising session per semester (fall/spring). These may take place face-to-face, via the internet, or by phone.
- All candidates will be expected to attend a function on the Banner Elk campus one Saturday in their Junior year and in their Senior year. Candidates will receive these dates well in advance to plan accordingly.
- All field experiences must be completed during the day in a public school in the current Lees-McRae service area. The student teaching semester is a full-time internship requiring student teachers to report and remain for the entire teacher workday every day for the full 16-week semester.
- All field placements are facilitated by the Director of Education. You will be asked to request a school system and a public school in the Lees-McRae service area closest to your home where you would like to be placed for your field work. School district personnel determine policies for placing interns and student teachers.

Elementary Education Requirements:

- General Education Requirements OR completion of an associate degree from an accredited institution
- Admission to the Lees-McRae Teacher Education Program (first semester)
- Major Requirements
- Licensure Only
- Additional Information

Total Credit Hours | 120

General Education Requirements

For online learning students, this requirement can be met with:

1. The transfer of an Associate in Arts degree from an accredited institution, OR
2. The transfer of 60 semester credit hours from [an] accredited school(s) that meet the North Carolina Transfer Module.

Admission to the Lees-McRae Teacher Education Program

Admission to the Teacher Education Program is separate from the Lees-McRae College admission process. Acceptance into the Teacher Education Program at Lees-McRae is a process that occurs over your first semester beginning with instruction and evaluation on the knowledge, skills, and dispositions necessary for effective early childhood classroom teaching.

Students will be asked to formally make an application to the Teacher Education Program by:

1. Completing the Application for the Lees-McRae College Teacher Education Program
2. Submitting two supportive Lees-McRae College education faculty recommendations
3. Submitting a personal statement on their professional dispositions for teaching.
4. Have a minimum cumulative GPA of 2.7 and no grade below a "C" in any EDU coursework
5. Submit documentation of PRAXIS Core Academic Skills for Educators exams with scores that meet the North Carolina Department of Public Instruction's minimum requirements.

Applications will be approved by the Admission's Subcommittee of the Lees-McRae College Teacher Education Committee.

Pursuant to State Board of Education policy, students who have not been formally admitted into the Teacher Education Program may not continue taking classes in the Teacher Education Program.

Required Major Courses | 61 Credit Hours

Class Name	Credit Hours
EDU 321 Educational Psychology	3 credit hours
EDU 330 Foundations of Reading I	3 credit hours
EDU 323 Assessment of Student Learning	3 credit hours
EDU 324 Supporting Learners with Unique Needs	3 credit hours
EDU 325 Reflective Teaching	3 credit hours
EDU 331 Foundations of Reading II	3 credit hours
EDU 332 Math Foundations I	3 credit hours
EDU 333 Math Foundations II	3 credit hours
EDU 351 Literature for Children	3 credit hours
EDU 381 Teaching and Learning with Technology	3 credit hours
EDU 417 Math and Science Methods for Elementary School	4 credit hours
EDU 418 English Language Arts and Social Studies Methods for Elementary School	4 credit hours
EDU 419 Creative Methods and Materials	3 credit hours

Class Name	Credit Hours
EDU 473 Field Experience and Seminar (EL)	4 credit hours
EDU 491 Directed Student Teaching and Seminar	12 credit hours
EDU 499 Senior Research Seminar	4 credit hours

Sample Two-Year Plan

Class Name	Credit Hours	Semester
First Year		
EDU 324 Supporting Learners with Unique Needs	3 credit hours	Fall
EDU 325 Reflective Teaching/Classroom Mgt.	3 credit hours	Fall
EDU 330 Foundations of Reading Methods I	3 credit hours	Fall
EDU 332 Math Foundations I	3 credit hours	Fall
EDU 321 Educational Psychology	3 credit hours	Spring
EDU 323 Assessment of Student Learning	3 credit hours	Spring
EDU 333 Math Foundations II	3 credit hours	Spring
EDU 331 Foundations of Reading II	3 credit hours	Spring
Summer		
EDU 351 Literature for Children	3 credit hours	Summer
EDU 381 Teaching and Learning with Technology	3 credit hours	Summer
Second Year		
EDU 417 Math and Science Methods for Elementary School	4 credit hours	Fall
EDU 418 English Language Arts and Soc. Studies Method	4 credit hours	Fall
EDU 419 Creative Methods and Materials	3 credit hours	Fall
EDU 473 Elementary Field Experience (EL)	4 credit hours	Fall
EDU 491 Directed Student Teaching and Seminar	12 credit hours	Spring
EDU 499 Senior Research Seminar	4 credit hours	Spring

Licensure Only Policy

Transfer and/or non-traditional students seeking teacher licensure will have their transcripts and field experiences evaluated by the dean or designee. Those candidates found to be lacking competencies for licensure will be required to complete General Education requirements and/or education major as deemed necessary to meet state and national accreditations.

Additional Information

Considerations For Students Transferring To Lees-McRae

Since the Lees-McRae College elementary education program online serves as the last two years of a four-year degree in elementary education, there are certain pre-admissions requirements. These requirements are equivalent to the achievements of the first two years of a traditional four-year degree program. These requirements also ensure that

students can successfully meet their academic goals and all licensure requirements as developed by the State Board of Education, State Legislature, the North Carolina Department of Public Instruction, and the Lees-McRae College Teacher Education Program.

Each person who is interested in the program will be given a transcript analysis to determine if there are any prerequisite courses they need to take prior to starting the program. If a student already has an accredited AA, AS, BA or BS degree, or has 60 semester credit hours that meet the Lees-McRae College General Education requirements or the North Carolina Transfer Module, they will not have to take additional courses prior to starting the program However, it is expected that all students will have completed MAT 111 or higher, and PSY 201 or comparable courses as prerequisites to entering the program. Students without one of these degrees will be given a detailed listing of the courses they need to take, and advice on efficient ways to meet those prerequisites course requirements.

Since the Elementary Education Program is a sequenced two-year program of study (four full-time [12-15 hour] semesters and one [6 hour] summer session), entry students must begin their program with a new cohort (group), and continue full-time through the two-year course of study. New cohorts will begin each August and January.

Elementary Education

Bachelor of Science (DISTANCE LEARNING)

Elementary educators—those teachers who specialize in the early academic years of children—provide the care, nurturing, and leadership young people need to develop into young students. The elementary education program provides teacher candidates with the knowledge, skills, and dispositions to be outstanding teachers. The program also provides a strong course of study that promotes positive and holistic development of teachers within the framework of teacher as reflective practitioner. This framework, which serves as the philosophy of the program, guides students and faculty alike to incorporate the best practices in elementary education and make personal reflections into their motivations and effectiveness in the classroom. It is expected that students who complete the Elementary Education program and become licensed teachers will be individuals who have a distinct knowledge about the practice and theory of teaching as well as a balanced sense of personal values, integrity, and moral worth. It is also expected that students who complete the program will become teachers who reflect on all aspects of the teaching/learning process, and will mentor their own students. They will possess professional dedication to working with students, parents, public school faculty and administration, and their local community.

The Lees-McRae Elementary Education program at distance learning sites is designed for traditional, non-traditional, and adult students alike who wish to become licensed elementary classroom teachers (K-6) in the state of North Carolina. Lees-McRae offers the junior and senior years of a 4-year teacher education program on the campus of Surry Community College. This arrangement allows students to complete their 4-year degree close to home, and at the same time offers students with transfer coursework from other institutions (including a Bachelor's degree) the opportunity to complete their teacher education coursework for state licensure.

Courses in the elementary education major are designed to meet the learning outcomes identified as being crucial for the preparation of elementary school teachers. They form an appropriate balance of knowledge, philosophy, and theory with methods and practice. The courses are based on North Carolina Department of Public Instruction (NCDPI) competencies and the teaching of the North Carolina Standard Course of Study (NCSCS). The elementary education program is accredited by NCDPI, and therefore, affords graduates opportunities for licensure and employment.

Special Requirements for Online Teacher Education Cohorts

Due to the experiential nature of classroom teaching, online cohort members will be required to do the following:

- All candidates are required to participate in one advising session per semester (fall/spring). These may take place face-to-face, via the internet, or by phone.
- All candidates will be expected to attend a function on the Banner Elk campus one Satruday in their Junior year and in their Senior year. Candidates will receive these dates well in advance to plan accordingly.
- All field experiences must be completed during the day in a public school in the current Lees-McRae service area. The stuent teaching semester is a full-time internship requiring student teachers to report and remain for the entire teacher workday every day for the full 16-week semester.
- All field placements are facilitated by the Director of Education. You will be asked to request a school system and a public school in the Lees-McRae service area closest to your home where you would like to be placed for your field work. School district personnel determine policies for placing interns and student teachers.

Elementary Education Requirements:

- General Education Requirements OR completion of an associate degree from an accedited institution
- Admission to the Lees-McRae Teacher Education Program (first semester)
- Major Requirements
- Licensure Only
- Additional Information

Total Credit Hours | 120

General Education Requirements

For extended campus students, this requirement can be met with:

1. The transfer of an Associate in Arts degree from an accredited institution
2. The transfer of 60 semester credit hours from [an] accredited school(s) that meet the Independent Comprehensive Articulation Agreement.

Admission to the Lees-McRae Teacher Education Program

Admission to the Teacher Education Program is separate from the Lees-McRae College admission process. Acceptance into the Teacher Education Program at Lees-McRae is a process that occurs over your first semester beginning with instruction and evaluation on the knowledge, skills, and dispositions necessary for effective early childhood classroom teaching.

Students will be asked to formally make an application to the Teacher Education Program by:

1. Completing the Application for the Lees-McRae College Teacher Education Program
2. Submitting two supportive Lees-McRae College education faculty recommendations
3. Submitting a personal statement on their professional dispositions for teaching.
4. Have a minimum cumulative GPA of 2.7 and no grade below a "C" in any EDU coursework
5. Submit documentation of PRAXIS Core Academic Skills for Educators exams with scores that meet the North Carolina Department of Public Instruction's minimum requirements.

Applications will be approved by the Admission's Subcommittee of the Lees-McRae College Teacher Education Committee.

Pursuant to State Board of Education policy, students who have not been formally admitted into the Teacher Education Program may not continue taking classes in the Teacher Education Program.

Required Major Courses | 61 Credit Hours

Class Name	Credit Hours
EDU 321 Educational Psychology	3 credit hours
EDU 330 Foundations of Reading I	3 credit hours
EDU 323 Assessment of Student Learning	3 credit hours
EDU 324 Supporting Learners with Unique Needs	3 credit hours
EDU 325 Reflective Teaching	3 credit hours
EDU 331 Foundations of Reading II	3 credit hours
EDU 332 Math Foundations I	3 credit hours
EDU 333 Math Foundations II	3 credit hours
EDU 351 Literature for Children	3 credit hours
EDU 381 Teaching and Learning with Technology	3 credit hours
EDU 417 Math and Science Methods for Elementary School	4 credit hours
EDU 418 English Language Arts and Social Studies Methods for Elementary School	4 credit hours

Class Name	Credit Hours
EDU 419 Creative Methods and Materials	3 credit hours
EDU 473 Field Experience and Seminar (EL)	4 credit hours
EDU 491 Directed Student Teaching and Seminar	12 credit hours
EDU 499 Senior Research Seminar	4 credit hours

Sample Two-Year Plan

The following is the two-year course of study plan for students beginning their college careers at Surry Community College and completing their degree in elementary education through the Lees-McRae College program located at that site:

Class Name	Credit Hours	Semester
First Year		
EDU 324 Supporting Learners with Unique Needs	3 credit hours	Fall
EDU 325 Reflective Teaching/Classroom Mgt.	3 credit hours	Fall
EDU 330 Foundations of Reading Methods I	3 credit hours	Fall
EDU 332 Math Foundations I	3 credit hours	Fall
EDU 321 Educational Psychology	3 credit hours	Spring
EDU 323 Assessment of Student Learning	3 credit hours	Spring
EDU 333 Math Foundations II	3 credit hours	Spring
EDU 331 Foundations of Reading II	3 credit hours	Spring
Summer		
EDU 351 Literature for Children	3 credit hours	Summer
EDU 381 Teaching and Learning with Technology	3 credit hours	Summer
Second Year		
EDU 417 Math and Science Methods for Elementary School	4 credit hours	Fall
EDU 418 English Language Arts and Soc. Studies Method	4 credit hours	Fall
EDU 419 Creative Methods and Materials	3 credit hours	Fall
EDU 473 Elementary Field Experience (EL)	4 credit hours	Fall
EDU 491 Directed Student Teaching and Seminar	12 credit hours	Spring
EDU 499 Senior Research Seminar	4 credit hours	Spring

Licensure Only Policy

Transfer and/or non-traditional students seeking teacher licensure will have their transcripts and field experiences evaluated by the dean or designee. Those candidates found to be lacking competencies for licensure will be required to complete those components of the general education requirements and/or education major as deemed necessary to meet state and national accreditations.

Additional Information

Considerations For Students Transferring To Lees-McRae

Since the Lees-McRae College elementary education program at distance learning sites serves as the last two years of a four-year degree in elementary education, there are certain pre-admissions requirements. These requirements are equivalent to the achievements of the first two years of a traditional four-year degree program. These requirements also ensure that students can successfully meet their academic goals and all licensure requirements as developed by the State Board of Education, State Legislature, the North Carolina Department of Public Instruction, and the Lees-McRae College Teacher Education Program.

Content area courses from a student's Associate of Arts Degree graded below "C" will not fulfill a Lees-McRae requirement.

Lees-McRae College reserves the right to require a recommendation from the Vice President of Student Development Services or the Vice President for Instruction at SCC for admission into Lees-McRae.

Each person who is interested in the program will be given a transcript analysis to determine if there are any prerequisite courses they need to take prior to starting the program. If a student already has an accredited AA, AS, BA or BS degree, or has 60 semester credit hours that meet the Lees-McRae College general education requirements or the North Carolina Transfer Module, they will not have to take additional courses prior to starting the program However, it is expected that all students will have completed MAT 111 or higher and PSY 201 or comparable courses as prerequisites to entering the program. Students without one of these degrees will be given a detailed listing of the courses they need to take, and advice on efficient ways to meet those prerequisites course requirements.

Since the Elementary Education Program at SCC is a sequenced two-year program of study (four full-time [12-15 hour] semesters and one [6 hour] summer session), entry students must begin their program with a new cohort (group), and continue full-time through the two-year course of study. New cohorts will begin each August.

Human Services

Bachelor of Applied Arts and Sciences (ONLINE)

This full-time online degree completion program prepares students for careers in various agencies and programs providing direct services to individuals, families, or communities. It builds upon associate's level course work that can be transferred to Lees-McRae College. This 60 credit hour program can be completed over two years and leads to a BAAS in human services.

The human services field is a broadly defined one, uniquely approaching the objective of meeting human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems and maintaining a commitment to improving the overall quality of life of service populations. The human services profession is one which promotes improved service delivery systems by addressing not only the quality of direct services, but by also seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery.

The primary purpose of the human service professional is to assist individual and communities to function as effectively as possible in the major domains of living. A strong desire to help others is an important consideration for a job as a human services professional. Individuals who show patience, understanding, and caring in their dealings with others are highly valued by employers. Other important personal traits include communication skills, a strong sense of responsibility, and the ability to manage time effectively.

Human Services Requirements:

- General Education Requirements
- Completion of an associate degree in human services (or a related discipline)
- Liberal Arts Requirements
- Major Requirements

Total Credit Hours | 120

Program Specific Requirements

Completion of the Associate of Applied Science in Human Services degree or related field. Community college coursework must include HSE 110.

All courses are taken online and through the Brightspace Learning Management System.

Major Requirements | 60 Credit Hours

Class Name	Credit Hours
ART 250 Art & Life*	3 credit hours
BIO 102 Environmental Biology*	3 credit hours
HIS 210 History of the Southern Appalachian Region*	3 credit hours
HMS 311 Essential Skills in Human Services	3 credit hours
HMS 321 Culture & Diversity	3 credit hours
HMS 323 Personal & Professional Identity	3 credit hours
HMS 331 Social Barriers & Public Policy	3 credit hours

Class Name	Credit Hours
HMS 333 Psychopathology & Maladaptive Behavior	3 credit hours
HMS 335 Community Resources & Intra-Professional Networks	3 credit hours
HMS 380 Statistics & Research Methods	3 credit hours
HMS 411 Human Services Administration & Non-Profit Management	3 credit hours
HMS 421 Navigating Relationships	3 credit hours
HMS 423 Human Services for Special Populations	3 credit hours
HMS 471/472 Human Services Internship/Work Experience	3 credit hours
HMS 431 Aging, Ageism & End of Life	3 credit hours
HMS 441 Leadership & Advocacy	3 credit hours
HMS 499 Senior Research	3 credit hours
PSY 201 Human Growth & Development	3 credit hours
SCI 241 Math & Science Concepts*	3 credit hours
SCI 214 Science with Applications*	3 credit hours

*Required Liberal Arts Courses

Residency Licensure

The Residency License is a one-year pathway, renewable up to two times, for a total of three years. The residency pathway is bulit for those candidates that have strong content knowledge, but whose background is not education.

Lees-McRae College offers several couse requirement options for those candidates who currently hold a Bachelor of Arts or Science degree. For complete details, carefully read the Lees-McRae Teacher Education admission requirements for residency licensure or contact the Licensure Officer in the Department of Teacher Education at Lees-McRae College.

Admission Requirements:

- Candidates must have a minimum 2.7 GPA in undergraduate coursework with a bachelor's degree from a regionally accredited college or university.
- Candidates must have one of the following to meet eligibility 'content' criteria:
  - A 'relevant' degree in subject area, or
  - 24 credit hours in subject area, or
  - Passed appropriate Praxis II scores in the subject area
- Be employed as a teacher of record with a public school system.

How to Qualify for Licensure:

- Complete a state-approved educator preparation program.
- Pass the Praxis: Core Academic Skills for Educators, if required.
- Pass one or more Praxis Subject Assessments as required by the state for their certification area(s)—see www.ets.or for detailed information on subject area tests and minimum scores required.
- Pass the Pearson Foundations of Reading Test (890), if required.
- Pass the edTPA Assessment.

Elementary Education Required Courses for Residency Licensure

Each residency licensure applicant will have their transcripts evaluated to outline the specific courses that must be taken from the following courses:

Class Name	Credit Hours
EDU 325 Classroom Management	3 credit hours
EDU 381 Teaching and Learning with Technology	3 credit hours
EDU 417 Math/Science Methods for Elementary School	4 credit hours
EDU 418 ELA/Social Studies Methods for Elementary School	3 credit hours
EDU 488 Special Topics Course: Independent Study for edTPA	3 credit hours
EDU 492 Directed Student Teaching and Seminar	3 credit hours

Secondary Education Required Courses for Residency Licensure

Each residency licensure applicant will have their transcripts evaluated to outline the specific courses that must be taken from the following courses:

Class Name	Credit Hours
EDU 517 Content Methodology: Instructional Design and Lesson Development	3 credit hours
EDU 523 Developing and Interpreting Assessments	3 credit hours
EDU 524 Social Justice, Divesity, and Global Issues in Education	3 credit hours
EDU 525 Classroom Management for Inclusive Learning	3 credit hours
EDU 540 Adolescent Literacies or EDU 581 Digital Skills for Teaching	3 credit hours
EDU 573 Portfolio Seminar	3 credit hours
EDU 591 Student Teaching and Seminar	6 credit hours

Special Education Required Courses for Residency Licensure

Each residency licensure applicant will have their transcripts evaluated to outline the specific courses that must be taken from the following courses:

Class Name	Credit Hours
EDU 381 Teaching and Learning with Technology	3 credit hours
SPE 402 Diagnosis and Remediation for Students with Reading Difficulties	3 credit hours
SPE 404 Teaching K-6 Students with Learning Differences	3 credit hours
SPE 405 Teaching 7-12 Students with Learning Differences	3 credit hours
SPE 414 Behavior in the General Curriculum	3 credit hours
EDU 488 Special Topics Course: Independent Study for edTPA	3 credit hours
EDU 492 Directed Student Teaching and Seminar	3 credit hours

Special Education

Bachelor of Arts or Bachelor of Science (ONLINE)

The special education program at Lees-McRae College provides teacher candidates the knowledge, skills, and dispositions needed for successful employment as teachers of students with special learning needs in the 21st century classroom. Specific areas of emphasis include the integration of a reflective practitioner framework, assessment, and technology applications.

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 Lees-McRae Special Education program online is designed for traditional, non-traditional, and adult students who wish to become licensed special education classroom teachers. Our special education program will prepare you to be licensed in Special Education: General Curriculum (K-12) in the state of North Carolina. Lees-McRae offers the junior and senior years of a 4-year teacher education degree in an online format. This arrangement allows students to complete their 4-year degree, and at the same time offers students with transfer coursework from other institutions (including a Bachelor's degree) the opportunity to complete their teacher education coursework for state licensure.

Courses in the special education general curriculum major are designed to meet the learning outcomes identified as being crucial for the preparation of special education teachers. Coursework forms an appropriate balance between knowledge, philosophy, theory, methods, and real-world applications in public schools. Coursework is based on North Carolina Department of Public Instruction (NCDPI) competencies and the teaching of the North Carolina Standard Course of Study (NCSCS). The Special Education General Curriculum program is accredited by NCDPI and approved by SACSCOC.

Special Requirements for Online Teacher Education Cohorts
Due to the experiential nature of classroom teaching, online cohort members have the following requirements as part of their program:

- The online model is delivered primarily through online instruction. Candidates should have consistent access to reliable high-speed internet services. A webcam (either external or built-in) is required, as well as video recording capabilities.
- All candidates are required to participate in one advising session per semester (fall/spring). These may take place face-to-face, via the internet, or by phone.
- All candidates will be expected to attend a function on the Banner Elk campus one Saturday in their Junior year and in their Senior year. Candidates will receive these dates well in advance to plan accordingly.
- All field experiences must be completed during the day in a public school in the current Lees-McRae service area. The student teaching semester is a full-time internship requiring student teachers to report and remain for the entire teachre workday every day for the full 16-week semester.
- All field placements are facilitated by the Director of Education. You will be asked to request a school system and a public school in the Lees-McRae service area closest to your home where you would like to be placed for your field work. School district personnel determine policies for placing interns and student teachers

Special Education Requirements:

- General Education Requirements OR completion of an associate degree from an accredited institution
- Admission to Lees-McRae College and the Teacher Education Program (first semester)
- Major Requirements
- Licensure Only
- Additional Information

Total Credit Hours | 120

General Education Requirements

For online learning students, this requirement can be met with:

1. The transfer of an Associate in Arts degree from an accredited institution, OR
2. The transfer of 60 semester credit hours from [an] accredited school(s) that meet the North Carolina Transfer Module.

Admission to the Teacher Education Program

Admission to the Teacher Education Program is separate from the Lees-McRae College admission process. Acceptance into the Teacher Education Program at Lees-McRae is a process that occurs over your first semester beginning with instruction and evaluation on the knowledge, skills, and dispositions necessary for effective classroom teaching.

Students will be asked to formally make an application to the Teacher Education Program by:

1. Completing the Application for the Lees-McRae College Teacher Education Program
2. Submitting two supportive Lees-McRae College education faculty recommendations
3. Submitting a pesonal statement on their professional dispositions for teaching
4. Have a minimum cumulative GPA of 2.7 and no grade below a "C" in any EDU coursework
5. Submit documentation of PRAXIS Core Academic Skills for Educators exams with scores that meet the North Carolina Department of Public Instruction's minimum requirements.

Applications will be approved by the Admissions Subcommittee of the Lees-McRae College Teacher Education Committee.

Pursuant to State Board of Education policy, students who have not been formally admitted into the Teacher Education Program may not continue taking classes in the Teacher Education Program.

Major Requirements | 62 Credit Hours

Class Name	Credit Hours
EDU 321 Educational Psychology	3 credit hours
EDU 324 Supporting Learners with Unique Needs	3 credit hours
EDU 325 Reflective Teaching	3 credit hours
EDU 330 Foundations of Reading I	3 credit hours
EDU 331 Foundations of Reading II	3 credit hours
EDU 332 Math Foundations I	3 credit hours
EDU 333 Math Foundations II	3 credit hours
EDU 381 Teaching and Learning with Technology	3 credit hours
SPE 210 The Exceptional Child (EL)	3 credit hours
SPE 313 Assessment and Collaboration	3 credit hours
SPE 402 Diagnosis and Remediation for Students with Learning Differences	3 credit hours
SPE 404 Teaching K–6 Students with Learning Differences	3 credit hours
SPE 405 Teaching 7–12 Students with Leraning Differences	3 credit hours
SPE 414 Behaviors in the General Curriculum	3 credit hours
EDU 473 Senior Seminar and Field Experience (EL)	4 credit hours
EDU 491 Directed Student Teaching and Seminar	12 credit hours
EDU 499 Senior Research: Creating a Positive Impact on Student Learning	4 credit hours

Sample Two-Year Plan

Class Name	Credit Hours	Semester
First Year		
EDU 324 Supporting Learners with Unique Needs	3 credit hours	Fall
EDU 325 Reflective Teaching/Classroom Management	3 credit hours	Fall
EDU 330 Foundations of Reading Methods I	3 credit hours	Fall
EDU 332 Math Foundations I	3 credit hours	Fall
EDU 323 Assessment of Student Learning	3 credit hours	Spring
EDU 333 Math Foundations II	3 credit hours	Spring
EDU 331 Foundations of Reading Methods II	3 credit hours	Spring
SPE 313 Assessment and Collaboration	3 credit hours	Spring
Summer		
EDU 381 Teaching and Learning with Technology	3 credit hours	Summer
SPE 210 The Exceptional Child (EL)	3 credit hours	Summer
SPE 414 Behaviors in the General Curriculum	3 credit hours	Summer
Second Year		
SPE 402 Diagnosis and Remediation for Students with Reading Difficulties	3 credit hours	Fall
SPE 404 Teaching K-6 Students with Learning Differences	3 credit hours	Fall
SPE 405 Teaching 7-12 Students with Learning Differences	3 credit hours	Fall
SPE 414 Behavior in the General Curriculum	3 credit hours	Fall
EDU 473 Field Experience and Seminar (EL)	4 credit hours	Fall
EDU 491 Directed Student Teaching and Seminar	12 credit hours	Spring
EDU 499 Senior Research Seminar	4 credit hours	Spring

Licensure Only Policy

Transfer and/or non-traditional students seeking teachre licensure will have their transcripts and field experiences evaluated by the dean or designee. Those candidates found to be lacking competencies for licensure will be required to complete General Education requirements and/or education major requirements as deemed necessary to meet state and national accreditations.

Additional Information

Considerations for Students Transferring to Lees-McRae

Since the Lees-McRae College elementary education program online serves as the last two years of a four-year degree in special education, there are certain pre-admission requirements. These requirements are equivalent to the achievements of the first two years of a traditional four-year degree program. These requirements also ensure that students can successfully meet their academic goals and all licensure requirements as developed by the State Board of Education, State Legislature, the North Carolina Department of Public Instruction, and the Lees-McRae College Teacher Education Program.

Each person who is interested in the program will be given a transcript analysis to determine if there are any prerequisite courses they need to take prior to starting the program. If a student already has an accredited AA, AS, BA or BS degree, or has 60 semester credit hours that meet the Lees-McRae College General Education requirements of the North Carolina Transfer Module, they will no have to take additional courses prior to starting the program. However, it is expected that all students will have completed MAT 111 or higher, and PSY 201 or comparable courses as prerequisites to entering the program. Students without one of these degrees will be given a detailed listing of courses they need to take, and advice on efficient ways to meet those prerequsite course requirements.

Since the Special Education program is a sequenced two-year program of study (four full-time 12–15 hour semesters and one 6 hour summer session), entry students must begin their program with a new cohort, and continue full-time through the two-year course of study. New cohorts will begin each August and January.

Graduate

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Graduate Admission

To be considered for a graduate program, an online application for admission must be submitted. Additional documents and admission requirements are detailed under the respective programs.

Admissions Standards

Graduation with a BA or BS from an institution accredited by a U.S. Department of Education recognized accrediting agency with a cumulative GPA of 2.5 or higher (on a 4.0 scale) is required. A transcript denoting a conferred BA or BS degree is required. Unofficial transcripts are not considered acceptable for enrollment.

Admission Requirements

Masters applicants shoudl complete the following steps for admission:

1. Submit a completed application to Lees-McRae
2. Submit official transcript of all undergraduate colleges or universities attended
3. Submit a one-page written statement of purpose describing the applicant's career goals and how the Master's degree will help the applicant achieve those goals. Applicants may choose to schedule a personal interview with a member of the Graduate Admissions staff in lieu of a written statement.

Applicants are not required to submit GRE or MAT score. The completed application file will be reviewed for an admission decision within two weeks.

Transfer Credits

Graduate coursework may be transferred into the institution to fulfill degree program requirements if a grade of “C” or higher was earned at an institution accredited by a U.S. Department of Education recognized accrediting agency or comparable international counterpart. Such courses are listed on the Lees-McRae College transcript with hours attempted, hours earned, and a grade of “Pass” (P). No quality points are transferred; therefore, the student’s GPA is calculated only on work done at Lees-McRae College.

After Acceptance

The Office of Admission will send an acceptance package with more information including the next steps outlined below and will welcome you to the Bobcat Family.

1. Submit a $100 non-refundable enrollment deposit
2. Submit all final transcripts listing completion of a BA of BS degree from an accredited undergraduate institution
3. Submit necessary financial aid paperwork

Program-Specific Admissions Requirements

Some of our master's programs have additional pre-requisite admissions standards or additional steps following acceptance of general admission to the college. Please refer to each individual program's section of the catalog and the Lees-McRae website for more information.

Academic Policies

Grading

The following reflects the college's grading classification policy for graduate programs on the main campus and online. 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+	3.3
B (Above Average)	3.0
B-	2.7
C+	2.3
C (Average)	2.0
F Failure	0.0

Probation, Dismissal, and Appeal Process

Once fully admitted to a degree program, a student will be placed on probation for:

1. earning a grade of C or lower in two graduate courses since enrollment; or
2. earning a cumulative grade point average that falls below a 3.0, or
3. earning a grade of F in a graduate course.

The Lees-McRae School Dean and Program Coordinator will review the record of each student on probation at the end of the term. The outcome of the review by the Dean and the Program Coordinator may be one of the following: (1) removal from probation, (2) continuation of probation, or (3) dismissal from the Graduate School.

A student will be removed from probation by:

1. earning a cumulative GPA of 3.0 or above, and
2. repeating any graduate course work with a grade of C- or lower and earning a grade in that course of C or higher.

A student will continue on probation if satisfactory academic progress is made in all additional coursework with grades of C or higher, thereby progressing toward a cumulative GPA of 3.0. A student will be dismissed following probation if a grade of C- or below is received in any additional course work.

A student is subject to dismissal without probation for the following:

1. Receiving a C- or below in 3 or more courses in the same semester;
2. Receiving a grade of F in 2 or more courses in the same semester;
3. Violating the Academic Code of Honor policy and receiving a grade of XF
4. Lees-McRae College reserves the right to exclude from further enrollment any graduate student whose conduct is deemed improper or prejudicial to the best interests of the College. The LMC School Dean, together with the Graduate School Student Affairs Council, will handle such cases.

A student wishing to appeal a decision regarding probation or dismissal should refer to the section of the Student Handbook on appeals. A student who has been dismissed who desires readmission to the graduate school should follow the procedures outlined in the section on readmission.

Non-academic Dismissal

Faculty must consult with the School Dean and the Vice President for Academic Affairs prior to discussing dismissal with the student. Upon approval, the student will be notified of the dismissal by the School Dean and instructed regarding the appeal process. The appeal must be completed within 3 days and submitted to the School Dean.

The Graduate School Student Affairs Council will have 2 weeks to meet and review the case. During this time, the student can attend didactic courses but may not participate in any community based coursework such as fieldwork, internships, clinicals, etc.

If the decision of the Graduate School Student Affairs Council is that the dismissal is upheld, a letter is drafted and financial aid and the registrar will be notified. If the decision of the Graduate School Student Affairs Council is that the dismissal is overturned, a letter is drafted, and the Vice President for Academic Affairs is consulted for approval.

Appeals Process for Grades or Course Issues

Students who are experiencing academic problems either with a grade or other conditions of a course should first discuss the matter with the professor of that course. It is the professor's responsibility to explain fully all grades and requirements of the course. If the problem is not resolved, the student or professor should consult the Program Coordinator. Students experiencing problems with program requirements or conditions of the program should first speak with their academic advisor. The Dean of the School will be notified of any such matters.

Should the problem still remain unresolved, the student may elect to file a formal appeal. The student must appeal a grade within eight (8) weeks of receiving the grade or initially experiencing the problem. Grades may be appealed on the basis of a question concerning (1) clerical or numerical error, or (2) personal bias or arbitrary grading. The student should prepare a written statement outlining the issue and submit the statement to the Program Coordinator. The Program Coordinator will convene an Academic Progress Committee composed of faculty who teach in the graduate program offering the course concerned. The student will be notified in writing within five (5) working days of the committee's decision. Final appeal may be made in writing to the Vice President for Academic Affairs within fourteen (14) days of receiving the Academic Progress Committee's decision.

Administrative Procedures for Academic Violations

When a faculty member has reasonable grounds to suspect a student has violated the Academic Code of Honor, the faculty member will:

1. Immediately notify the student of the nature of the violation and arrange a meeting – in person or virtual, depending on circumstances – to present the evidence for the suspicion and to give the student an opportunity to respond;
2. After the meeting (or if the student has not responded within three days), decide whether a violation of the Academic Code of Honor has occurred, determine the appropriate sanction and notify the student;
3. Inform the Vice President for Academic Affairs, providing all documentation and evidence of the finding as well as the sanction;
4. Keep a complete record of the violation and action taken.

Once this process begins, the student may not withdraw from the course until the process has completed, up to and including any appeal (see below).

When a student observes a violation of the Academic Code of Honor, they should promptly notify the professor of the course in which the infraction took place so that the faculty member may take action. If anyone in the college community is made aware of a violation or if a violation is not connected to a specific or current course, the Vice President for Academic Affairs should be notified immediately.

Sanctions for Academic Code of Honor Violations

Sanctions may range from repetition of the assignment to immediate failure of the course and the assignment of an "XF" grade. It is up to the individual faculty member to determine the appropriate sanction with respect to the circumstances. Consideration should be given to the severity of the infraction, its impact on the course grade and its effect upon other students in the course.

Intentional plagiarism, stealing and/or cheating should result in a grade of "XF" and subsequent dismissal from the College. The Vice President for Academic Affairs, upon notification of such sanction, will authorize a change to the student's transcript to reflect a grade of "XF" for the course, which is listed on the transcript as "Failure Due to Violation of College Academic Integrity Policy."

Appeals

If the student believes the charge of academic dishonesty is unwarranted, the finding of the faculty member is subject to written appeal to the Vice President for Academic Affairs within fourteen calendar days from the time of notification. After meeting with both the faculty member and the student and after reviewing the evidence presented, the Vice President for Academic Affairs will determine whether or not to uphold the finding and sanction. The Vice President for Academic Affairs will communicate this decision in writing to all parties, and the decision of the Vice President for Academic Affairs will be final.

In certain circumstances, the Vice President for Academic Affairs may elect to constitute an appeal committee, whose membership will include one faculty member from a different school than the faculty member in question, one student from a different academic program than that of the student and one staff/administrator who will serve as chair. After meeting with both the faculty member and the student and after reviewing the evidence presented, the committee will determine whether or not to uphold the finding and sanction. The committee chair will communicate this decision in writing to all parties, including the Vice President for Academic Affairs, and the decision of the committee will be final.

Financial Information

See below for the cost of graduate programs.

Item	Cost
Tuition	$570 per credit hour
Technology Fee	$230 per semester
Flat-rate Textbook Rental Fee	$40 per credit hour

The minimum course load for a regular full-time graduate student is 9 credit hours.

The fees above apply to the 2026–27 academic year for online graduate students only. A $1,880 comprehensive fee will apply to those residing on campus. Students should refer to Self-Service to view their individual charges and account balance.

Satisfactory Academic Progress (SAP) Policy for Financial Aid

The Office of Financial Aid is required by federal regulations to determine whether a student is enrolled in a degree-seeking program and is meeting satisfactory academic progress requirements. The student's official academic record maintained by the Office of the Registrar is reviewed to determine student compliance with this policy. Satisfactory academic progress for distance learning students is reviewed at the end of each semester.

Satisfactory Academic Progress is measured by three standards:

Qualitative Standard—Grade Point Average (GPA): Students must maintain the following minimum cumulative grade point average on all attempted hours:

Hours Attempted	Minimum GPA Required
60–89 (includes all transfer hours)	3.0
90 and above	3.0

Quantitative Standard—PACE: To remain in good academic standing and retain eligibility for financial aid, students must also be making satisfactory academic progress toward the completion of a degree. Students must successfully complete 85% of the total credit hours attempted. In order to complete the program of study in the prescribed timeframe, students must successfully complete all courses each semester.

To earn credit hours at Lees-McRae College, students must receive a grade of A, B, C, D, or M. All other grades, including F, XF, I W, or N, do not earn credit. These grades are included in the total hours attempted calculation.

Accepted transfer credits count as both attempted and earned hours.

All repeated courses effect financial aid satisfactory academic progress calculations. A repeated course along with the original attempt must be counted as attempted hours.

Maximum Time Frame: A student must complete the declared academic progarm within 150% of the published length of hte program to maintain aid eligibility.

Academic Progress Evaluation Procedures

Satisfactory academic progress for distance learning students is reviewed at the end of each semester. Students not making Satisfactory Academic Progress for financial aid will receive a letter from the Lees-McRae Office of Financial Aid stating that they are no longer eligible to receive aid from any federal, state, or institutional program. At this point, students have the following options.

1. Attend Lees-McRae College with no financial aid at their own expense until they have met the minimum SAP requirements.
2. Submit a Lees-McRae College Satisfactory Academic Progress Appeal form and all required supporting documentation. Additional information on the Appeal Process is provided below.

Appeal Process

Students may appeak for one additional semester of financial assistance if thye feel there are special circumstances that prevented them from meeting the minimum standards for Satisfactory Academic Progress. Students must complete and submit the Satisfactory Academic Progress Appeal form along with a typed statement describing the reasion and circumstances that caused them to fail to meet the minimum required standards. Students must also provide a statement outlining the specific steps that they intend to take in the next semester to improve their academic performance.

The completed form, two written statements, along with any supporting documentation must be submitted to the Lees-McRae Office of Financial Aid and will be reviewed by the Scholarship and Financial Aid Committee. Circumstances may include, but are not limited to serious illness or injury, death of a family member, or an emotional or mental health issue (for student) that required professional care. SAP appeals must be submitted to the Lees-McRae Office of Financial Aid within three weeks after the end of each respective semester.

Submitted appeals will be reviewed by the Committee within two weeks of receipt of the appeal. Students will be notified in writing of the Committee's decision. If the appeal is approved, the decision notification will outline the condition of your financial aid reinstatement. Students who have an academic progress appeal approved will eb placed on financial aid probation status for the subsequent semester. Academic progress will be reviewed at the end of the enrollment period specified. If the appeal is denied, the notification will specify th econditions and recommendations for future consideration for financial aid eligibility. The decision of the Scholarship and Financial Aid Committee is final and cannot be appealed.

The above Standards of Satisfactory Academic Progress are not designed to replace the standards that the college uses for Academic Dismissal/Probation. It is possible for a student to lose financial aid eligibility without losing status as a degree candidate. However, once a student loses status as a degree candidate, they will also lose eligibility for financial aid.

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 masters degree. No deviation from the program of study will be permitted without written permission prior to course registration from the Registrar.

Lees-McRae College offers a variety of graduate programs. The programs listed below are categorized according to the following codes: **MAT** (Master of Arts in Teaching), **MS** (Master of Science), **MHA** (Master of Healthcare Administration), and **C** (Concentration).

Distance Learning Programs	Degree Type	Concentration
Criminal Justice	MS	
Healthcare Administration	MHA	
Human Services	MS	
Substance Abuse Treatment		C
Teaching in Secondary Education[+]	MAT	
Biology		C
English		C
History		C
Business Marketing		C

[+]*This program are no longer admitting students. Students who were admitted to the program prior to Fall 2026 will follow a teach-out plan through graduation.*

Graduate Programs

Master of Arts in Teaching in Secondary Education

Master of Healthcare Administration

Master of Science in Criminal Justice

Master of Science in Human Services

Master of Arts in Teaching

Master of Arts in Teaching in Secondary Education (ONLINE/SEATED)

NOTE: This program is no longer accepting new students.

The Master of Arts in Teaching (MAT) in Secondary Education is for individuals who have a bachelor's degree in history, biology, English, or business marketing and who wish to become teachers.

Additionally, a five-year combination degree program meets the needs of current Lees-McRae baccalaureate students majoring in Biology, English, History, or Business Marketing, who want to teach at the high school level. These students, referred to as "bridge students," complete their current undergraduate degree while they are also eligible to enroll in up to 6-8 hours of graduate-level credit through double-counted courses. Students with double-counted coursework must satisfy the required 150 total semester hours needed for the combined degree.

Double-counted courses allow current undergraduate students to complete the requirements for their bachelor's degree while beginning the course sequence leading to teaching licensure in North Carolina. Courses that are eligible for dual enlistment are 500 and 600-level content courses in Biology, English, History, or Business Marketing.

The MAT program at Lees-McRae College allows some students to apply for an NC Standard Professional 1 teaching license after the completion of their 500-level coursework and passage of the Praxis subject area test. Teacher candidates would then continue with the remainder of the 600-level coursework to obtain their master's degree in secondary education.

Teacher candidates enrolled in the program may take their courses on the campus of Lees-McRae in Banner Elk NC, online, or a combination of seated and online. Candidates may choose a concentration in History, Biology, English, or Business Marketing. Please note that the Biology concentration is only offered on campus so that students may satisfy advanced-level lab safety requirements. Teacher candidates may enroll full-time or part-time.

Note: At least one-third of the credit hours toward the MAT degree must originate from Lees-McRae College.

Admission

Steps to Admission

The MAT program is designed for individuals who have a bachelor's degree in a field other than education. Applicants are not required to submit GRE scores or have previous undergraduate training in teacher education. To be considered for admission to the MAT program, applicants must submit an online application. Additional document requirements are listed below. Once your file is complete, you will be notified of your admission decision within two weeks.

General applicants already holding a bachelor's degree must have:

- BA or BS from an institution accredited by a U.S. Department of Education recognized accrediting agency with a cumulative GPA of 2.75 (and a commensurate minimum GPA in content-area undergraduate coursework)
- Statement of purpose describing your teaching philosophy, career goals, and any special circumstances regarding your academic and/or personal background
- Praxis Subject Assessments passed by the end of the first semester with Content Knowledge minimum scores of 150 in Biology (Science), 167 in English Language Arts, 158 in Social Studies (History), 154 in Business, or 169 in Marketing.
- Official transcript for all undergraduate and graduate level coursework
- Successful background check before observational work begins

"Bridge student" applicants must have:

- Completed a minimum of 75 hours of undergraduate coursework with a minimum cumulative GPA of 3.0
- A completed "Letter of Intent" submitted to the Director of Teacher Education and the Program Coordinator for the MAT. The letter of intent should describe the candidate's career goals and teaching philosophy.
- A recommendation letter from her/his academic advisor submitted to the Director of Teacher Education and the Program Coordinator for the MAT
- Praxis Subject Assessments passed by the end of the first semester with Content Knowledge minimum scores of 150 in Biology (Science), 167 in English Language Arts, 158 in Social Studies (History), 154 in Business, or 169 in Marketing.
- Successful background check before observational work begins

Conditional Admission

The Office of Admission and the teacher education faculty may accept an applicant with pending prerequisites on the condition that they complete and pass those courses with a grade of C or better in the semester they are admitted. Once all conditions have been met, the applicant will be reevaluated for full admission into the MAT program.

Master of Arts in Teaching | 33–35 Credit Hours

Leading to NC Standard Professional I Teaching License in Secondary Education

Class Name	Credit Hours
Required Courses (regardless of concentration)	
EDU 517 Content Methodology: Instructional Design and Lesson Development	3 credit hours
EDU 523 Developing and Interpreting Assessments	3 credit hours
EDU 525 Classroom Management for Inclusive Learning and Issues in Education	3 credit hours
EDU 540 Adolescent Literacies	3 credit hours
EDU 581 Digital Skills for Teaching	3 credit hours
EDU 591 Student Teaching and Seminar (EdTPA)	6 credit hours
EDU 619 Advanced Secondary Education Content Methods	3 credit hours
EDU 629 Teacher Leadership and Research Graduate Program	3 credit hours
Biology Concentration (must take 2 courses from the following)	
BIO 511 Biochemistry and Lab	4 credit hours
BIO 531 Advanced Conservation Biology	3 credit hours
BIO 561 Cell Biology and Lab	4 credit hours
BIO 562 Advanced Principles of Genetics and Lab	4 credit hours
BIO 633 Principles of Ecology and Lab	4 credit hours
English Concentration (must take 2 courses from the following)	
LIT 523 Romantic and Victorian Literature	3 credit hours
LIT 524 Contemporary Literature	3 credit hours
LIT 525 Modernism and Postmodernism	3 credit hours
LIT 532 18th and 19th Century American Literature	3 credit hours
LIT 600 Studies in the Novel	3 credit hours
LIT 601 Studies in Poetry	3 credit hours

Class Name	Credit Hours
History Concentration (must take 2 courses from the following)	
HIS 505 History of Capitalism	3 credit hours
HIS 515 Readings in World History	3 credit hours
HIS 521 American Civil War and Reconstruction	3 credit hours
HIS 528 Advanced Readings in Gender History	3 credit hours
HIS 560 Readings in Early American History	3 credit hours
HIS 565 Readings in Modern American History	3 credit hours
HIS 615 Advanced Readings in Southern History	3 credit hours
HIS 640 Bodies in Motion: Advanced Readings in Transportation and Mobility	3 credit hours
Business Marketing Concentration (must take 2 courses from the following)	
BUS 502 Advanced Marketing Research	3 credit hours
BUS 521 Advanced International Business	3 credit hours
BUS 551 Advanced Organizational Behavior	3 credit hours
BUS 698 Advanced Strategic Management	3 credit hours

Master of Healthcare Administration

(ONLINE)

Prospective students of the program will work in diverse healthcare-related settings, including hospitals, clinics, and public health organizations, among others. They will undertake various roles, such as healthcare administrators, practitioners, researchers, and policy makers, to name a few.

The degree program is designed to equip students with the necessary skills and knowledge to excel in their chosen healthcare fields. Students will have the opportunity to learn from experienced faculty members, engage in hands-on learning, and collaborate with healthcare professionals. The curriculum is up-to-date, evidence-based, and aligned with current industry trends and best practices.

The program's goal is to advance the careers of students, expand their knowledge base, and build a stronger and more diverse workforce in healthcare. The expected learning outcomes of the program include the following:

- Analyze data that emcompasses leading causes of mortality, morbidity, and health disparities among local, regional, and global populations that impact population health and associated healthcare organizations.
- Create evidence-based solutions aimed at improving cost, access, and quality of care.
- Evaluate the internal and external environmental factors (social, cultural, economic, and political) impacting the strategic management of healthcare organizations through an ethical and legal framework.
- Assess the impact of legal, ethical, economic, and regulatory dimensions of healthcare and public health policy.
- Demonstrate competencies in communication, interpersonal relations, management, and leadership.
- Design strategic planning initiatives that incorporate financial analysis, human capital management, operational improvement, marketing, and legal/regulatory compliance based upon knowledge of current literature and industry best practices.

Graduation Requirements

- Students must succssfully complete 36 credit hours in Healthcare Administration at the graduate level.
- A cumulative GPA of 3.0 is required for successful completion of the degree. No more than two grades of "C" are allowed.
- Students must complete the program within six years.

Master of Healthcare Administration | 36 Credit Hours

Class Name	Credit Hours
HCA 500 Introduction to the U.S. Healthcare System	3 credit hours
HCA 501 Management of Healthcare Organizations	3 credit hours
HCA 502 Financial Management of Healthcare Organizations	3 credit hours
HCA 503 Statistics for Healthcare Managers	3 credit hours
HCA 504 Strategy and Innovation in Healthcare Organizations	3 credit hours
HCA 505 Healthcare Leadership	3 credit hours
HCA 520 Population Health Management	3 credit hours
HCA 521 Health Analytics	3 credit hours
HCA 522 Human Resources Planning in Healthcare	3 credit hours
HCA 523 Alternative Healthcare Delivery Systems	3 credit hours
HCA 524 Healthcare Policy, Law, and Ethics	3 credit hours
HCA 571 Healthcare Administration Capstone	3 credit hours

Master of Science in Criminal Justice

(ONLINE)

The Master of Science in Criminal Justice (MSCRI) is an online program for individuals who have a bachelor's degree that would like to continue their studies on the graduate level by entering the criminal justice arena, and who wish to become or already are criminal justice practitioners in their respective field. The MSCRI program is tailored for the working student with a rolling application submission that provides applicants the option to start their program in either the Fall or Spring semesters each year. Additionally, candidates enrolled in the program will complete a total of 30 credit hours, or 10 classes and can successfully complete the program within one academic school year if they are full-time students requiring them to complete five classes each semester which is a total of 15 credit hours.

Courses within the program are approximately eight weeks long and the course experience is dynamic in nature, providing students with an engaging and experiential learning experience overall. At the completion of their program, students will be able to compose a thesis research proposal within their Capstone CRI 599 course experience in addition to finalizing their portfolio; this provides the opportunity for students to appraise the synergy between empirical investigation and field experience dynamics alike. Instructors in the MSCRI program are either current or retired criminal justice professionals and practitioners that bring field experience to the classroom arena and provides students within an enriching learning experience.

Completing a master's degree in criminal justice is an investment that provides the opportunity for students to strive for excellence in this highly competitive industry; ultimately, this achievement distinguishes them from fellow peers, coworkers, or applicants in the field while illustrating their desire to supersede in higher education.

Master of Science in Criminal Justice | 30 Credit Hours

Class Name	Credit Hours
CRI 500 Foundations of Criminal Justice	3 credit hours
CRI 501 Advanced Criminological Theory	3 credit hours
CRI 502 Advanced Research Methods in Criminal Justice	3 credit hours
CRI 520 Leadership in Criminal Justice	3 credit hours
CRI 521 Organizational Management and Administration for Criminal Justice	3 credit hours
CRI 522 Budgeting in Criminal Justice Administration	3 credit hours
CRI 523 Criminal Justice Policy, Planning, and Program Evaluation	3 credit hours
CRI 524 Perspectives on Race, Class, Gender, and Crime in America	3 credit hours
CRI 526 Human Resource Management in Criminal Justice	3 credit hours
CRI 599 Capstone	3 credit hours

Master of Science in Human Services

(ONLINE)

The objective of the online Master of Science in Human Services is to empower future human service professionals in becoming agents of change through service, leadership, research, and advocacy for clients and communities of all backgrounds, and in their work with multidisciplinary partners to collectively address individual, family, community, and organizational issues.

Students will apply cultural intelligence, ethical practices, and professional behaviors in all aspects of the Human Services field, including the specific areas of concentration in substance abuse treatment.

Graduation Requirements

- Students must succssfully complete 36 credit hours in Human Services at the graduate level.
- A cumulative GPA of 3.0 is required for successful completion of the degree. No more than two grades of "C" are allowed.
- Students must complete the program within six years.

Master of Science in Human Services | 30 Credit Hours

Class Name	Credit Hours
HMS 500 Foundations of Human Development, Behavior, and Systems	3 credit hours
HMS 501 Professional Ethics in Human Services	3 credit hours
HMS 502 Diversity, Equity, and Inclusion in Human Services Practice	3 credit hours
HMS 503 Social Change and Public Policy in Human Services	3 credit hours
HMS 504 Organizational Leadership in Human Services	3 credit hours
HMS 599 Capstone	3 credit hours
Concentration in Substance Abuse Treatment	
HMS 520 Foundations of SA Treatment in Human Services	3 credit hours
HMS 521 Psychopathology and Diagnosis in SA Treatment	3 credit hours
HMS 522 Treatment Planning and Relapse Prevention	3 credit hours
HMS 523 Impact of SA on Family and Community Systems	3 credit hours

Course Descriptions

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Anthropology (ANTH)

ANTH 102: Introduction to Archaeology (3) Archaeology is the study of past human cultures and societies through their material remains. Students will be provided with a broad exposure to the prevalent theories, methods, and goals of archaeological inquiry to learn how archaeologists form research questions, collect data, and test hypotheses to answer questions about the past and reconstruct narratives of past lifeways.

ANTH 210: Archaeology of the Southeastern US (3) This course will introduce students to the Indigenous Native American societies of the southeastern United States. We will explore major long-term development of cultural histories of native societies from early settlement to European colonization. While this course draws upon archaeological sites from across the Southeast, particular emphasis will be placed on case studies from the Lower Mississippi Valley as well as the Southern Appalaichian Region.

Appalachian Studies (APP)

APP 230: Introduction to Appalachian Studies (3) This interdisciplinary course offers an in-depth exploration of the Appalachian region, focusing on the intersection of its natural environment, cultural heritage, and historical development. Drawing from history, sociology, literature, and environmental studies, students will examine how the land and its people have shaped one another over time.

APP 235: Appalachian Women (3) Women in Appalachia have drawn from traditional cultural values and generated innovative ideas in their roles within the home, the community and the world. Taking a multi-media approach, students will actively explore women's roles as artists, activists, and purveyors of cultural traditions. Literature, music and film serve as the foundation for providing students with a range of interpretations of women's historical and socio-economic impact on the Appalachian region.

APP 288: Special Topics (3) Topics determined by the program faculty and provided to enhance the student's educational experience. Permission of Dean required.

APP 315: The History of Appalachian Music (3) This course traces the history of musical forms in the Southern Appalachian region, from the transatlantic journey of Scotch-Irish ballads through the folk revival of the twentieth century. It will also examine the use of Appalachian music in religious and labor contexts, interrogate the meanings of individual ballads and folk heroes, and cover the origins and impacts of major genres like country, bluegrass, and folk.

APP 471: Internship in Appalachia (3) This course will be 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.

APP 488: Special Topics (3) Topics determined by the program faculty and provided to enhance the student's educational experience. Permission of Dean required.

Art and Design (ART)

ART 121: Foundations of Design (3) This studio course focuses on the foundations of 2-d and 3-d design. This course will lay the groundwork to prepare students for intermediate courses in the program. The emphasis will be on basic skills and techniques, craftsmanship, elements and principles of design, and creative processes. Additional fee required.

ART 130: Land and Environmental Art (3) In this studio-based course students create individual artworks based on direct experiences in the mountain landscape surrounding Banner Elk. We will get dirty drawing and sculpting with mud, charcoal, and rocks as well as creating works in video and performance. Studio projects will be combined with readings and the study of contemporary art to examine how themes of politics, spirituality, and history intertwine with the natural world.

ART 135: Renaissance through Impressionism (3) This course is designed to explore art forms from the Renaissance period through Impressionism. Discussion will focus on distinctive styles, works of major artists, historical context and diversity. Information will be presented thematically based upon time period, specific art styles, and major achievements. Additional fee required. (WI)

ART 141: Foundations of Drawing and Design (3) In this course, students will develop the skill and discipline of seeing through the practice of observational drawing. Assignments address specific techniques and approaches to the medium, both historical and contemporary. Additional fee required. (F, S)

ART 151: Lens (3) This course is an introduction to photography and video as artistic media. Students learn to understand and manipulate the basic controls of the digital SLR camera as well as to process digital photographs and edit video using the Adobe Creative Suite. Technical skills will be applied to communicate one's own ideas. Additional fee required (F, S)

ART 211: Sketchbooks: Research, Composition, and Creation (3) This course focuses 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. This studio is conducted as a collaborative workshop. To reach our final outcome, we will have an ongoing exchange of ideas, questions, concerns and images to assist us in our goal. Additional fee required. (WI)

ART 222: 3D Studio: Ceramics (3) Three-dimensional design concepts are introduced in this course through a range of materials including but not limited to clay. Concepts are explored in an increasingly complex manner, building upon one another and culminating in a comprehensive final project that utilizes a full range of art elements and design principles in three dimensions. Additional fee required.

ART 230: Graphic Design History (3) Graphic Design History is a survey of the inventions, movements, designs, and individuals that have international historical significance and influence in the development of visual communications. Concentration is on the late 19th and into the 21st centuries.

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. Additional fee required. (F)

ART 235: Women Artists (3) This course is designed to explore western and non-western art forms made by women in various societies. Discussion will focus on gender in society, works of women artists, historical context and cultural diversity. Emphasis for the course will be on diversity, aesthetic sensitivity, gender and tolerance. (WI)

ART 250: Arts and Life (3) Arts and Life is a course designed to demonstrate the healing capabilities of various art forms as a direct process in healing the whole person or a community of people.

ART 252: Lens Studio II (3) This course provides students an opportunity to engage in an in-depth investigation of photography and video as artistic media. Assignments, readings, and critiques will focus students on the production of a personally relevant, cohesive final body of work. Curriculum will span a diversity of strategies and approaches used by contemporary practitioners.

ART 261: 2D Studio II (3) This course approaches drawing and painting from multiple perspectives including representation, abstraction, and conceptual strategies. Assignments will span traditional and non-traditional media and processes. Research skills and strategies will culminate in the production of a final series. Prerequisite: ART 141. Additional fee required. (S)

ART 288: Special Topics (2-4) In these courses, topics are determined by the Communication Arts and Design faculty and provide the student with an opportunity to study and research in various subject areas.

ART 311: Lens Studio III (3) This course is designed to practice digital photography and video production strategies introduced in Lens Studio I and II. Students will produce a semester long cohesive body of work. Prerequisites: ART 151 and ART 250. Additional fee required (S)

ART 331: 3D Studio II (3) This is an intermediate/advanced course focusing on the use of multiple three-dimensional media and techniques. 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: ART 141. Additional fee required. (S)

ART 335: Contemporary Art History (3) This course is designed to explore contemporary western and non-western art forms from the 20th and 21st Centuries. Discussion will focus on distinctive styles, works of major artists, historical context, society and cultural diversity. Information will be presented thematically. Emphasis for the course will be on major movements, historical achievements and connections in society.

ART 388: Special Topics (2-4)

ART 431: 2D Studio III (3) This advanced studio course is designed to explore the full range of two-dimensional art practices including drawing, painting, and printmaking strategies. Emphasis for this course will be on exploration of mediums, craftsmanship, critical perspectives, and advanced problem solving. Prerequisite: Permission of instructor. Additional fee required. (F)

ART 441: Advanced Graphic Design (3) This is an advanced 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 various themes. Prerequisites: COM 310. Additional fee required. (S)

ART 461: Interdisciplinary Art Studio IV (3) This advanced studio course is designed to explore the multiplicity of art creation. 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: Permission of instructor. Additional fee required. (S)

ART 488: Special Topics (2-4)

Biology (BIO)

BIO 101: Issues in Human Biology (3) This course is an 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 education requirement for Biology majors. (F, S)

BIO 102: Environmental Biology (3) This course is an 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 105: Medical Terminology (1) This course will systematically introduce common words and phrases in health sciences, their meanings and their etymology. This course is particularly useful for students seeking careers in the health sciences. (F)

BIO 114: Introduction to Biology I (4) This course introduces students wishing to major in the sciences or healthcare to important concepts governing cellular behaviors. Topics covered include biochemistry, cell biology and metabolism. An additional fee is required. (F)

BIO 115: Introduction to Biology II (4) A continuation of BIO 114, this course continues to explore how cells pass on their genetic material during growth and reproduction. Particular emphasis is placed on Mendelian genetics, heredity and the biochemistry of nucleic acids. Prerequisites: BIO 114. An additional fee is required. (S)

BIO 121: Introduction to Ecology (3) This course increases understanding of the natural world by introducing students to important concepts of ecology. (F)

BIO 122: Introduction to Evolution (3) This course increases understanding of the natural world by introducing students to important concepts of evolution. (S).

BIO 155 Fundamentals of Human and Animal Relationships (3) This course is designed to introduce students to an overview of issues related to human and animals in relationship to each other, historically and in present day societies. (F, S)

BIO 211: General Zoology (4) This course is a 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 121). An additional fee is required. (F, S)

BIO 221: General Botany (4) This is a survey course of the plant kingdom. Emphasis on life cycles, physiology, anatomy and ecology. (Laboratory) Prerequisite: Either the BIO 114 and BIO 115 sequence or BIO 121. An additional fee is required. (S)

BIO 231: Introduction to Field Biology (EL) (4) This is an introductory field course in wildlife biology. Different aspects of wildlife biology are examined through field exercises and observations. Prerequisites: BIO 121 and BIO 122. An additional fee is required. (F) (WI)

BIO 241: GIS for Ecology (3) In this course, students will learn the basics of collecting and analyzing spatial data in GIS software to address ecological questions and produce informative maps. Prerequisites: BIO 121 or BIO 102. An additional fee is required. (F, S)

BIO 250: Forensic Genetics (3) This course is designed to introduce students to the fundamentals of DNA and genetic analysis as used in forensics and law enforcement. This course will cover the basic science of DNA and genetics, the techniques used in current forensic science, and the handling and biological safety of genetic material. Prerequisites: BIO 114 and CHM 111. BIOL 250 is required to take concurrently with BIO 250. (F)

BIO 271: Human Anatomy/Physiology I (4) In this course students will examine the anatomical structure and physiological processes of the human organism. Some dissection required (non-cadaver). (Laboratory) Prerequisite: BIO 114. An additional fee is required. (F)

BIO 272: Human Anatomy/Physiology II (4) This course is a continuation of BIO 271 Human Anatomy/Physiology I. (Laboratory) Prerequisite: BIO 271. An additional fee is required. (S)

BIO 281: Introduction to Wildlife Rehabilitation I (3) This is an introductory course, for students concentrating in Wildlife Rehabilitation, 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. Prerequisite: BIO 155. An additional fee is required. (F)

BIO 282: Wildlife as Partners in Education (3) This course emphasizes the use of wildlife in environmental and wilderness education. Prerequisite: BIO 281. (S)

BIO 288: Special Topics in Biology (1–3) In these courses, topics are determined by the biology faculty and provide the student with an opportunity to study and research in various subject areas. Prerequisite: Permission of the instructor and BIO 114 and BIO 115 or BIO 121 and BIO 122.

BIO 292: Advanced Clinical Rehabilitation (EL) (4) This course is designed to introduce students to the fundamentals of wildlife rehabilitation from a clinical standpoint, including assessments, diagnostics, and treatments for injured or orphaned animals. Prerequisite: BIO 282. An additional fee is required. (S)

BIO 311: Microbiology and Immunology (4) This course is an 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 114 or BIO 115 or BIO 121. An additional fee is required. (F) (WI)

BIO 321: Field Botany (EL) (4) This is 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)

BIO 325: Professional Development (2) This course is designed to prepare students for a successful and fulfilling career in the diverse and evolving field of biology. Through a combination of lectures, interactive workshops, guest speakers, and practical assignments, students will explore a wide range of career paths available to biology graduates. Students will develop essential professional skills such as resume and cover letter writing, interview preparation, networking strategies, and effective communication tailored to scientific careers. The course will also cover graduate school preparation, funding opportunities, and strategies for building a competitive application. Emphasis will be placed on self-assessment, goal setting, and aligning personal values and strengths with career choices. (F, S)

BIO 336: Biomedical Ethics (3) This course will be an exploration of ethical issues that arise involving delivery of health care, the dynamic between individual rights and institutional health care, and specific issues such as cloning and euthanasia. Based on case studies. Prerequisite: RHE 101. (S)

BIO 338: Environmental Ethics (3) This course inquires about 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.

BIO 341: Research Topics in Biology (1) This course is designed to allow junior and senior Biology majors the opportunity to initiate research projects in their respective fields of interest. (May be repeated for credit as topics vary.) Prerequisite: Junior status or permission from the instructor. (F, S)

BIO 342: Research Topics in Biology (2) This course is designed to allow junior and senior Biology majors the opportunity to initiate research projects in their respective fields of interest. (May be repeated for credit as topics vary.) Prerequisite: Junior status or permission from the instructor. (F, S)

BIO 343: Research Topics in Biology (3) This course is designed to allow junior and senior Biology majors the opportunity to initiate research projects in their respective fields of interest. (May be repeated for credit as topics vary.) Prerequisite: Junior status or permission from the instructor. (F, S)

BIO 351: Comparative Vertebrate Anatomy (4) This course will introduce students to the comparative anatomical study of various vertebrate systems, including musculoskeletal, cardiovascular, integumentary, respiratory, digestive, and urinary systems, with emphasis on evolutionary bases for these differences. Prerequisite: BIO 211. Must take BIOL-351 concurrently with BIO 351. (F)

BIO 353: Principles of Human and Animal Nutrition (3) This course explores the relationship of nutrition to animal and human physiology. Prerequisites: BIO 114 or BIO 121, CHM 111. (S)

BIO 361: Genetics (4) In this course, students will study the basic principles of classical and modern genetics. (Laboratory) Prerequisite: BIO 114, BIO 115, CHM 111. An additional fee is required. (S)

BIO 371: Internship in Biology (1) This course will give students academic credit for work experience in an area related to their major. Formal report of the work experience or related research is required. Prerequisite: Junior status and permission of the instructor. (F, S)

BIO 372: Internship in Biology (2) This course will give students academic credit for work experience in an area related to their major. Formal report of the work experience or related research is required. Prerequisite: Junior status and permission of the instructor. (F, S)

BIO 373: Internship in Biology (3) This course will give students academic credit for work experience in an area related to their major. Formal report of the work experience or related research is required. Prerequisite: Junior status and permission of the instructor. (F, S)

BIO 375: Leadership in Wildlife Rehabilitation (3) This course will provide academic credit for work carried out at the May Wildlife Rehabilitation Center. Specific project goals aside from shift work must be established before enrolling in this course. Prerequisite: BIO 392, BIO 393, and permission of the instructor.

BIO 388: Special Topics in Biology (1–3) In these courses, topics are determined by the biology faculty and provide the student with an opportunity to study and research in various subject areas. Prerequisite: Permission of the instructor.

BIO 389: Special Topics in Biology (4) In these courses, topics are determined by the biology faculty and provide the student with an opportunity to study and research in various subject areas. Prerequisite: Permission of the instructor.

BIO 392: Clinical Wildlife Rehabilitation I (6) This intensive, hands-on course offered only during the first semester of summer school, is designed to 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. Prerequisite: BIO 282 and 292. (Summer) (WI)

BIO 393: Clinical Wildlife Rehabilitation II (6) This course is a continuation of BIO 392 through the second semester of summer school. (Summer) (WI)

BIO 401: Appalachian Ecology (EL) (4) This course is a 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 are examined through field exercises and projects. Prerequisite: BIO 211 or BIO 221. (Summer)

BIO 411: Evolution (3) This course focuses on the mechanisms of organic evolution with an emphasis on environmental and genetic factors related to evolutionary change. Prerequisite: BIO 211 or BIO 221. (S Even)

BIO 431: Conservation Biology (3) This course 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: Take either BIO 114 and BIO 115 or BIO 121. (S)

BIO 433: Principles of Ecology (4) This course is a study of relationships between organisms and their biological, chemical and physical environment. (Laboratory required to be taken concurrently) Prerequisite: CHM 111 and BIO 211 or 221. An additional fee is required. (F, S)

BIO 441: Ornithology (4) In this course, students will study avian biology, including evolution, anatomy, ecology and behavior, with emphasis on North Carolina avifauna. (Laboratory) Prerequisite: BIO 211. An additional fee is required. (S)

BIO 443: Herpetology (4) Biology of amphibians and reptiles, including their evolution, zoogeography, anatomy, ecology, and behavior, with emphasis on North Carolina herpetofauna (Laboratory) Prerequisite: BIO 211 (F)

BIO 445: Mammalogy (4) In this course, students will study the 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)

BIO 451: Animal Behavior (3) This course is an introduction to animal behavior, with emphasis on social systems of animals in natural environments. Prerequisite: BIO 211. (S) (WI)

BIO 461: Cell Biology (4) This course is a study of the 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. Prerequisites: BIO 114, BIO 115, CHM 111, CHM 112. BIO 311 recommended. (S) (WI)

BIO 465: Molecular Biology (3) BIO 465 focuses on molecular mechanisms that underlie important biological processes of the human body including immunology, metabolism and gene expression. This course also introduces techniques used to elucidate those processes. Prerequisites: BIO 114 and BIO 115. BIO 311 recommended. (S Even) (WI)

BIO 467: Biochemistry (4) Biochemistry investigates how the structure of biological macromolecules function in important cellular outputs of human biological processes. Prerequisites: BIO 114, BIO 115, CHM 111, CHM 112, CHM 211 (may be concurrent). BIOL 467 must be taken concurrently. (F)

BIO 486: Freshwater Systems (3) In this course, students will study the fundamentals of freshwater systems including streams and rivers, lakes, and wetlands. Physical, chemical, and ecological concepts will be addressed with a special focus on lotic systems. Prerequisite: BIO 121 and BIO 122. (F)

BIO 488: Special Topics in Biology (1–3) In these courses, topics are determined by the biology faculty and provide the student with an opportunity to study and research in various subject areas. Prerequisite: Permission of the instructor.

BIO 489: Special Topics in Biology (4) In these courses, topics are determined by the biology faculty and provide the student

with an opportunity to study and research in various subject areas. Prerequisite: Permission of the instructor.

BIO 499: Senior Research for Biology Majors (3) This capstone research course involves data collection, analysis and presentation. Oral and written presentations will be required. Prerequisite: Senior status. An additional fee is required. (F, S) (WI)

BIO/CHM 511: Biochemistry (4) Biochemistry investigates how the structure of proteins, nucleic acids, lipids, and carbohydrates function in important metabolic pathways and cellular outputs of human biological processes. The lab component of this course explores scientific techniques that are used to characterize the roles of proteins nucleic acids, lipids, and carbohydrates in metabolic processes. Major emphasis is placed on safe and effective experiential learning components of coursework in the biological sciences. (Laboratory) Prerequisites: BIO 114, BIO 115, and CHM 111.

BIO 531 Advanced Conservation Biology (3) In this course, students will study the field of wildlife/ecosystem conservation-restoration. Students will examine ecological, biogeographic, and genetic theory and how it relates to the conservation of species and communities. Prerequisites: BIO 433

BIO 561: Cell Biology (4) This course is a study of the structure and function of cells at the cellular and molecular level. The current states of major topics such as gene function, cellular recognition and communication, cell motility, metabolism, and cell differentiation are presented. Major emphasis is placed on safe and effective experiential learning components of coursework in the biological sciences. (Laboratory) Prerequisite: BIO 114, BIO 115, CHM 111, CHM 112. BIO 311 is recommended. Matriculation in MAT required.

BIO 562 Advanced Principles of Genetics (4) In this course, students will study the basic principles of classical and modern genetics. (Laboratory) Prerequisites: BIO 114, BIO 115 or CHM 111. Matriculation in MAT required. An additional fee is required.

BIO 633: Principles of Ecology (4) This course is a study of relationships between organisms and their biological, chemical, and physical environment. Major emphasis is placed on safe and effective experiential learning components of coursework in the biological sciences. (Laboratory) Prerequisite: BIO 211 or BIO 221.Ectiur? Mi, omnihiciam num quidem quam quam voluptas debisto quiatet que nimaxim usdam, sed quis sit aut volorem ime et ut laccae dolorro toreptatum es atur moluptibea dundaectus, sant ipienda ndest, as eos excest la digent.

Business (BUS)

BUS 101: Introduction to Business (3) 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) (WI)

BUS 102: Introduction to Microsoft Office (EL) (3) This course provides training in Microsoft Office Suite applications—Word, Excel, Powerpoint, Access, and Outlook—to equip students with essential skills for professional roles post-college. Emphasis is placed on mastering these applications to meet industry demands. The course relies on students becoming certified in above stated programs. The course runs in a hybrid model, with testing conducted in a designated computer lab setting. Test Out available. (F, S)

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. (WI)

BUS 221: Principles of Microeconomics (3) This course is a study of both theory and practical application of microeconomic principles including: supply and demand analysis, elasticity measures, the function of prices, cost analysis and output determination, product and resource markets, and market structures. (F)

BUS 222: Principles of Macroeconomics (3) This course is a study of theory and practical application of macroeconomic principles including: the circulat flow model, economic aggregates, inflation, unemployment and gross domestic product, the aggregate demand/aggregate supply model, fiscal and monetary policy, and virtual currencies. (S)

BUS 241: Financial Accounting (3) This course introduces the principles, concepts and role of accounting in business. Students will gain an understanding of 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, S)

BUS 299: Career Expedition (3) This course is designed to guide students through the exploration and preparation of their career paths. Through focused study, students will develop proficiency in modern business communication, emphasizing the creation of professional documents and navigating interpersonal dynamics. Additionally, students will cultivate essential teamwork skills, facilitating connections and alliances crucial for success in the professional sphere. Prerequisite: RHE 102. (F, S) (WI)

BUS 301: Principles of Marketing (3) Explore the dynamic world of modern marketing in this comprehensive course. Delve into the creation, distribution, promotion, and pricing strategies of goods and services within today's global informaiton-driven economy. Emphasis is placed on understanding the psychological, sociological, and economic factors influencing consumer behavior. Learn to craft and evaluate effective marketing plans tailored to contemporary markets. Engage in substantial writing projects to enhance analytical and communication skills. Prerequisite: BUS 101 and BUS 221. (F, S) (WI)

BUS 303: Social Media Marketing (3) The course explores the role of social media in public relations, marketing, and related fields. It helps students develop knowledge, skills, and abilities relevant to careers in strategic communication. Students will investigate professional, theoretical, cultural, and societal aspects of social media and will gain a better understanding of its impact on the relationships between society, organizations, and commerce. A minimum of one industry certification will be offered in the course. The course is delivered in a hybrid modality. Prerequisite: BUS 301 (S Odd)

BUS 306: Professional Selling (3) This course focuses on the development of selling skills, from prospecting for new customers to making a sales presentation, closing the sale and following up. Through quantitative techniques and behavioral research applied to planning, organizing, directing, and controlling field sales effort, students will understand sales management and forecasting. Presentations and public speaking skills are emphasized. Prerequisite: BUS 301. (F)

BUS 311: Operations Management (3) This course is an introduction to practical quantitative techniques that can be successfully applied to production and service problems. The course uses decision models to solve production, service, and supply chain problems with emphasis on production operations, forecasting, scheduling and productivity. Significant written projects and basic applications of statistical analysis are required. Prerequisites: BUS 101 and MAT 215. (F, S)

BUS 322: Human Resources (3) This course is 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 101. (F)

BUS 323: Small Business Marketing (3) This course focuses on marketing for the smaller business. Topics will include identification of product or service potential, advertising plans, marketing strategies, sales motivation and direction, and purchasing procedures and inventory control. Prerequisite: BUS 301

BUS 333: Personal Finance (3) This course 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, and developing an investment plan for the future. (F)

BUS 340: Forensic Accounting (3) This course covers the evolving discipline of forensic accounting. Students will develop increased mindfulness of fraud in business organizations, the conditions in which it arises, approaches for determining and avoiding fraud, and skills needed to help in the resolution of fraud. Special emphasis to financial statement fraud. (F)

BUS 341: Managerial Accounting (3) This course focuses on the 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 systems, 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. (Offered as needed)

BUS 343: Individual Taxation (3) This course provides individual income tax preparation, the theory of taxation, and tax administration and planning. Course topics include current income tax law, gross and adjusted gross income, deductions and credits, and capital gains and losses. The processes within the audit and appeal process will be emphasized, as well as the preparation of individual income tax returns. Prerequisites: BUS 241. Prerequisite or co-requisite: BUS 242. (Offered as needed)

BUS 345: Intermediate Accounting I (3) This course is 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. (Offered as needed)

BUS 346: Intermediate Accounting II (3) This course is 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. (Offered as needed)

BUS 351: Organizational Behavior (3) This course studies work values, motivational attributes, attitudes, leadership characteristics and their impact on performance in the work environment. Designed to enable students to understand the behaviors of individuals, groups and leaders in organizations. Diverse issues relate4d to how behaviors can be changed or maintained in the work environment are studied for practical application. Prerequisite: BUS 101, BUS 222, and BUS 241. (F, S)

BUS 352: Small Business Learning Lab (3) This course is a real-life learning lab. The class will include, but not be limited to, small business operations, small business marketing and small business accounting. The student will have the opportunity to practice many of the concepts associated with a small business: marketing strategy, record keeping, accounting concepts and procedures, advertising, sales, purchasing and inventory control. The class will operate a small business located on the Lees-McRae College campus. (Special Semester)

BUS 360: Study Abroad (3) This course provides opportunities for students to obtain academic credit through study in other countries. (3)

BUS 372: Principles of Finance (3) This course is 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. Prerequisite: BUS 241 and BUS 102. (F, S)

BUS 375: Commercial Bank Management (3) This course is a study of decision making involved in operating a commercial financial institution. Topics will include an overview of the banking and financial services industry, the structure and analysis of banking financial statements, and the management of banking risks. Students will be required to research and analyze a real operating Bank Holding Company and present their findings to the class. Prerequisite: BUS 241. (F)

BUS 377: Financial Management (3) This course is an intermediate study of finance and is a continuation of the Principles of Finance course. Capital budgeting will be explored more in depth including scenario and sensitivity analysis. The Risk and Return relationship, cost of capital, capital structure, options contracts and working capital management are among the topics covered. Prerequisite: BUS 372. (F)

BUS 385: Data Analytics (3) This course focuses on the analysis of data from determining metrics, questions, data items to keep, and the analysis through presentation of compiled and synthesized information. With goals of more efficiently and effectively managing

an organization, the course will utilize tools currently employed in business to learn and practice the processes involved in data analytics to generate strategic information. Prerequisites: BUS 102, MAT 215, and BUS 241. (F, S)

BUS 402: Marketing Research (3) This course deals with the theory and application of marketing research as a tool for the decision-making process. Special emphasis is 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: MAT 215 and BUS 301. (Teach as needed)

BUS 404: Consumer Behavior (3) This course will examine 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. (F Even)

BUS 411: Business Law (3) This course is an introduction to the legal process to demonstrate its effect on business. A philosophical and historical background of jurisprudence and 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 contract law 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 know when to seek legal counsel for such issues. Prerequisite: RHE 102 and junior or senior status. (S) (WI)

BUS 421: International Business I (3) This course is 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 and BUS 351. (F, S)

BUS 422: Entrepreneurship (3) This is a seminar course that covers the entrepreneurial process from recognition of an idea to the successful launch of a business. Topics covered will be the decision to become an entrepreneur, developing ideas, and managing and growing a firm. Students will originate a business idea and develop a business plan. Prerequisites: BUS 301 and BUS 372.

BUS 444: Auditing (3) This course 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 346. (S Even)

BUS 446: Corporate Taxation (3) This course introduces federal income tax concepts applicable to corporations (both C-corps and S-corps), partnerships, sole proprietorships and estates and trusts, 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 343. Prerequisite or co-requisite: BUS 345. (F)

BUS 451: Business Ethics (3) This course is an 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.

BUS 471: Business Internship (EL) (3-6) This course is 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 more than 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) This course is an application of strategies used to make financial decisions. A major emphasis is placed on designing spreadsheets to aid in the planning and decision making process. Students will complete a series of applied problems in Microsoft Excel covering various areas of financial decision making including financial statement analysis, forecasting, budgeting, leverage analysis, valuation, capital budgeting, and portfolio analysis. Students will become familiar with Excel tools such as graphs, charts and pivot tables to aid in the analysis. Students will also create their on Macro using Visual Basic and present it to the class. Prerequisite: BUS 377. (S Even)

BUS 473: Teaching Internship (3) This course will be in conjunction with 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 Coordinator.

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 research 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 multi-national 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. (Offered as needed)

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. (F Odd)

BUS 494: Integrated Marketing Communication (3) This course will teach students how to develop and implement integrated marketing communications strategies including advertising, sales promotion, public relations, sponsorship marketing, and personal selling. Find out how to coordinate these communication elements so that they convey a message with a single voice, thus being more cost effective. Use your analytical and creative skills to communicate effectively with target customers, making you a prized member of your employer's team. Practical work included . Prerequisite: BUS 301 and BUS 303. (Senior Level Spring)

BUS 498: Strategic Management (3) This course will engage the student in the task of learning what every aspiring manager needs to know about the theory and practice of strategic management. The course study will introduce students to the primary approaches to building competitive advantage and the key elements of business-level strategy. Contemporaneous business case study/analysis and evaluation techniques will be utilized to develop skills in decision-making and problem-solving. Prerequisite: BUS 372 and senior status. (F, S) (WI)

BUS 499: Senior Capstone Experience (3)

Section 01: This capstone course offers students the opportunity to engage in original academic research. Under the guidance of faculty mentors, students will develop research proposals, conduct literature reviews, design research methodologies, collect and analyze data, and present their findings in a scholarly paper. Emphasizing critical thinking, analytical skills, and academic writing, this course prepares students for graduate-level research and contributes to the advancement of knowledge in their chose field. Senior standing and permission from instructor. (WI)

Section 02: Entrepreneurial Creation–In this capstone course, students will demonstrate the process of entrepreneurship and business planning. Through experiential learning and hands-on activities, students will develop business ideas, conduct market research, create business plans, and explore strategies for launching and managing entrepreneurial ventures. Emphasizing innovation, creativity, and strategic thinking, this course equips students with the knowledge and skills needed to succeed as entrepreneurs or business leaders in their chose fields. Senior standing and permission of instructor. (WI)

Section 03: In this capstone course, students will collaborate with local organizations, businesses, or communities to address real-world challenges or opportunities. Through experiential learning and community-based projects, students will apply their knowledge and skills to make meaningful contributions to society while gaining practical experience in project management, teamwork, and leadership. Emphasizing social responsibility, civic engagement, and interdisciplinary collaboration, this course prepares students to become responsible leaders and change agents in their communities. Senior standing and permission of instructor. (WI)

BUS 502 Advanced Marketing Research (3) This course deals with the theory and application of marketing research as a tool for the decision-making process. Special emphasis is given to problem definition, research design, sampling procedure, data collection, statistical analysis, interpretation of data, and reporting of research findings. Prerequisites: BUS 265 or MAT 215 and BUS 301

BUS 521 Advanced International Business (3) The course will explore international trade, focusing on global economic integration, international institutions, commercial and financial practices, marketing and management in a global context, cultural aspects in international business relationships, and the roles of multinational corporations. Prerequisites: RHE 101, RHE 102, BUS 351

BUS 551 Advanced Organizational Behavior (3) This course studies work values, attitudes, and moods and their impact on the work environment. It is designed to enable students to understand the behaviors of individuals, groups, and leaders in organizations. Prerequisites: BUS 101, BUS 222, BUS 241

BUS 698 Advanced Strategic Management (3) The course aims to teach the essentials of strategic management theory and practice. It covers primary approaches to building competitive advantage, and key elements of business-level strategy, and emphasizes decision-making and problem-solving skills through business case analysis and evaluation techniques. Prerequisites: BUS 372 and at least senior status.

Chemistry (CHM)

CHM 111: General Chemistry I (4) Fundamental principles, laws, and theories of chemistry are studied. (Laboratory) Prerequisite: MAT 112, 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) This course studies basic principles of inorganic chemistry, organic chemistry and biochemistry necessary for the study of human physiology. This course emphasizes physiological applications of the chemical processes of cellular transport, communication and metabolism.

CHM 211: Organic Chemistry I (4) This course is a mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Special topics include spectroscopy, stereochemistry, carbohydrates, amino acids and proteins. (Laboratory) Prerequisite: C- or better in CHM 112. An additional fee is required. (F)

CHM 212: Organic Chemistry II (4) This course is a continuation of CHM 211. (Laboratory) Prerequisite: C- or better in CHM 112. An additional fee is required. (S)

Communication Arts (COM)

COM 110: Digital Imaging (3) This is an introductory course exploring basic applications in digital design. Information will be presented thematically based upon a variety of topics. Emphasis for this course will be based on elements and principles of design, color theory and artistic creativity through the applications Adobe Photoshop and Illustrator. Additional fee required. (F)

COM 111: Communication Art & Design Theory (3) This course studies the role of verbal and nonverbal communication in human interaction and the examination of the role of communication systems in our society. Emphasis for this course will be on speech and visual communication. Additional fee required. (F, S) (WI)

COM 220: Typography (3) This is a graphic design course which provides a close esamination o fhte basic principles of typography and its theory, practice, technology, and history through the study of letterforms, page composition, proportion, hierarchy, contrast, type identification and the cultural implications of type and image. The course includes specific projects to build the students' knowledge of typographic terminology and correct type setting.

COM 265: Introduction to Film Studies (3) In this course, students will be introduced to the history, select theories and production processes of filmmaking. Each week we will watch films and/or clips from different time periods and countries upon which, before/after viewing we will discuss various aspects of the films and write about them using an ever-increasing body of film terminology introduced throughout the semester. (S) (WI)

COM 310: Digital Studio II (3) This is an intermediate level course designed to explore digital graphic and print design. Information will be presented thematically based upon a variety of topics. Emphasis for this course will be based upon graphic layout, design legibility, consistent design quality and artistic creativity through various applications including intermediate level Photoshop and Illustrator techniques. Prerequisite: COM 110. Additional fee required.

COM 311: Lens Studio III (3) This course is designed to introduce students to the fundamentals of electronic field production. The course includes the basics of scripting, video/audio recording, lighting and digital editing. Prerequisites: COM 110 and ART 151 Additional fee required. (S)

COM 371: CMAD Studio Assistant (3) In this course students will provide assistance to Communication Arts and Design majors in the North Carolina Digital Studio and/or Whitesell Art Studio. Responsibilities include assist and troubleshoot issues students may have, assist with equipment and tools, work with the lab supervisor to maintain areas to provide a safe space for students. In addition, the student will work a minimum 10 hours per week. Prerequisite: Permission of Instructor

COM 420: Digital Studio III (3) This is an advanced level course that fully integrates design principles with conceptual concern. Students will gain advanced level Photoshop and Illustrator proficiency. Prerequisite: COM 310. Additional fee required.

COM 451: CMAD Thesis Exhibition I (3) This advanced level course is designed to assist students in the production of a body of work that will comprise the thesis exhibition. This course should be taken the fall before planned graduation. Prerequisite: Permission of instructor. (F) (WI)

COM 471: Communication Arts and Design Internship (3) This course provides 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: Permission of instructor.

COM 499: CMAD Thesis Exhibition II (3) This is a final course for the completion of the body of work that will comprise the thesis exhibition. Students will engage in individual and group discussions, present preliminary presentations, and plan for next steps post-graduation. The course concludes with thesis presentations in an open forum alongside with a solo/group exhibition. Prerequisite: COM 451 (S)

Core Liberal Arts (CLA)

CLA 199: First Year Seminar (3) A course designed to help students successfully transition to Lees-McRae by developing learning strategies for success in and outside of the classroom. Students are challenged to explore the role of the individual in an academic environment and build personal responsibility to achieve academic and professional success. Required of all first-year students during their first semester of enrollment.

CLA 199-90: First Year Seminar (3) A course designed to challenge students and introduce them to the rigor of academic life in college through engagement with a broad topic or question chosen by the instructor. This course invites students to explore new ideas, engage with complex issues, and become active listeners. As part of this course requirements, students will attend events throughout the semester, hosted by Online and Distance Learning. Required of all first-year students during their first semester of enrollment. (This section is only available to students in the online Business Administration Bachelor of Science program.

CLA 299: Sophomore Seminar - Career and Life Planning (3) A course designed to introduce students to the principles and strategies used in career and life planning. Topics of discussion include self-interest inventory and assessment, decision-making skills, resume writing, internship and employment opportunities, goal setting, interview skills, personal and professional wellness, graduate school preparation, personal finance management, domestic and international work environments, and life beyond college planning.

Criminal Justice (CRI)

CRI 102: Crime in America (3) This course focuses on critical issues in criminal justice and the relationship between mass media and crime. This will include an exploration of the ways in which media images affect our daily lives, our perceptions/attitudes about crime and our criminal policies (F, S).

CRI 188–488: Special Topics in Criminal Justice (3) In these courses, topics are determined by the criminal justice faculty and provide the student with an opportunity to study and research in various subject areas. Prerequisite: Permission of the instructor.

CRI 221: Introduction to Criminal Justice (3) This course focuses on the criminal justice system in the United States including the police, the criminal and juvenile court systems, prisons and correctional facilities. (F, S)

CRI 231: Careers in Criminal Justice (3) A course designed to introduce students to the principles and strategies used to engage in career and life planning. Topics of discussion include self-interest inventory and assessment, decision-making skills, resume writing, internships and employment opportunities, goal setting, interview skills, personal and professional wellness, preparing for graduate school, and work environments. This course is open to any student who has an interest in the course, but is very criminal justice focused. (S)

CRI 265: Statistics for the Social Sciences (3) This course is an introduction to the statistical tools required to analyze problems in 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: MAT 111 or higher. (S)

CRI 270: Forensics (3) Forensics analyzes the role of forensic science within the criminal justice system. This course explores the scientific analysis of physical evidence, learning proper techniques for evidence collection, preservation, and examination. (S)

CRI 272: Criminal Investigation and Interrogation (3) This course is an introduction to interviews and essential communication skills used by criminal justice personnel. Students will learn fundamental techniques for interviewing criminal suspects, witnesses, victims and children involved in crime. Emphasis is placed on conducting these interviews in a legal, efficient and professional manner while securing the truth from those involved in the crime. Prerequisite: CRI 221. (F even)

CRI 275: Women and Crime (3) This course considers the role of women as victims, perpetrators, and professionals in the criminal justice system. Topics covered include unique characteristics of women's prisions, theories about women and crime, women as victims of crimes such as child abuse, rape, prostitution, and sex trafficking. In addition, professional women within the field of criminal justice will be discussed.

CRI 302: Advanced Juvenile Justice (3) This course studies traditional and contemporary views on Juvenile delinquency. Covers the historical development of the juvenile justice system within the context of the criminal justice system. Future trends in juvenile justice are examined.

CRI 303 The Bigfoot Effect: Trial Evidence and Juror Pre-Conceptions (3) This course examines the role evidence plays in the outcome of cases decided by juries by measuring the impact confirmation bias has on the jurors. Using an experiential learning format, students will apply evidence of "Bigfoot" in order to learn about jury selections, the role of the juror, and the obstacles associated with collection/presentation of evidence in criminal trails.

CRI 311: Perspectives on Policing (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; the legacy, current interpretation, and application of law as the foundation of the criminal justice system; and the analysis of the preservation of foundational concepts and citizen rights in the workings of the criminal justice system. Prerequisite: CRI 221. (S)

CRI 321: Deviance and Delinquency (3) This course will compare various sociological theories in an attempt to explain behaviors deemed deviant and/or delinquent in the United States. An emphasis will be placed on how society defines these behaviors and the individuals/groups that engage them. Prerequisite: SOC 251. (S)

CRI 325: Judicial Process and Court Ethics (3) This course gives an overview of the court system of the United States. Upon completion of this course, students will exhibit knowledge of the structure and function of both the criminal justice process and the U.S. court system. Ethical court procedures will also be discussed. Prerequisite: CRI 221. (F)

CRI 331: Criminology: Crime Theory and Criminal Behavior (3) This course is a discussion and application of social science theories and explanations of the causes of crime, and the 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 332: Criminological Theory (3) This course is an advanced survey of criminological theory, covering sources of data about crime, the characteristics of both offenders and victims, and the nature and theorized causes of criminal offenses. Emphasis will be placed on the application of these theories to current criminal issues.

CRI 333: Emotional Support for Professionals (3) In an experiential learning format, this course will examine the emotional and physiological impact that public service professions have on the professionals. These professions include (and are not limited to) police, fire/EMS, and even teachers. The focus of the course will be on understanding these impacts, as well as strategies to mitigate these impacts. Students must be Junior status or higher.

CRI 335: Corrections (3) This course is an introduction to the role of corrections in the criminal justice system: history, guiding philosophies and theories, treatment approaches, custody issues, and supervision of offenders on probation and parole.

CRI 341: Crisis Intervention and Mediation (3) This course focuses on theories and intervention strategies used with individuals and groups experiencing various critical problems. In addition, basic theory and skills used to deal with conflict resolution in the field of criminal justice will be analyzed. Prerequisite: SOC 251 (S odd)

CRI 343: The Forgotten Victim (3) This course is designed to introduce students to the topic of victimology. Students will examine how victimization is impacted by the media, law enforcement, the public, and unique characteristics such as celebrity status and conspiracy theories. The concepts of victim blaming and victim defending will also be heavily applied.

CRI 351: Prison Culture and Custody (3) This course is an exploration of imprisonment in the United States. The student will examine subcultures within prison settings, prison programs, classification of prisoners, security threat groups, prison administration and capital punishment. Prerequisite: CRI 221. (S)

CRI 352: Probation, Parole, and Community Corrections (3) This course focuses upon offender alternatives to incarceration along with viable post-release options and mandates for criminal offenders. Topics may include electronic house arrest, offender boot camps, court diversion programs, community service, halfway houses, GPS monitoring and victim/community compensation. Prerequisite: CRI 221. (F)

CRI 354: Drug Addiction and Crime (3) This course explores the relationship between drugs and crime. Topics covered include various types of drugs and their effects, drug abuse and addition, the origin of drug laws, and how the criminal justice system handles drug offenders.

CRI 362: Statistics and Research Methods (3) This course serves as an introduction to social scientific inquiry and the research design process, as well as some of the most common quantitative and qualitative research methodologies. Although key statistical concepts are covered, the focus of the course is helping students gain a conceptual understanding of the components of research procedures.

CRI 380: Research Methods (3) This course is 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 404: White-Collar Crime (3) This course studies white-collar crime. Focus is on theories behind white-collar crime, the different types of white-collar crime and what can be done to prevent it from happening

CRI 450: Criminal Law (3) This course is 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 461: Global Justice Systems (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; and review modern dilemmas, contemporary influences, as well as possible future developments. Prerequisite: CRI 221. (S)

CRI 463: Terrorism (3) This course defines and conceptualizes terrorism. Topics include homeland security and the origins, dimensions, and impacts of both domestic and international terrorism.

CRI 466: Serial Killers (3) This course is a scholarly examination of the dynamics of serial murder. Also covered will be the ways in which both serial and mass murders have been dealt with by the media, law enforcement and the public. (F Even)

CRI 471: Criminal Justice Internship (3) This course is a supervised internship to be initiated by the student and approved by the instructor. The internship may be in the area of probation, parole, corrections, the courts or law enforcement. Familiarity with current related literature, a term paper and an oral presentation will be required. The supervisor will conduct periodic evaluations. Prerequisite: Senior status and permission of the instructor. Course fee required. (F, Summer)

CRI 472: Criminal Justice Work Experience (3) This course is designed for extended campus students who are currently working in the criminal justice field, or have worked in the field during the last five years. Course requirements include a portfolio to verify their employment and evidence to demonstrate how programmatic goals apply to the individual's work experience. Students who meet this professional work experience criteria enroll in CRI 472 instead of CRI 471 Criminal Justice Internship. Prerequisites: Current Work Experience, Senior Status and permission of the Dean.

CRI 488: Special Topics (1-3) In these courses, topics are determined by the Criminal Justice Faculty and provide the student with an opportunity to study and research in various subject areas. Prerequisite: Permission of the instructor.

CRI 499: Senior Research Seminar (3) This course is 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) (WI)

CRI 500: Foundations of Criminal Justice (3) This course takes a critical and analytical approach in exploring criminal justice system in the United States. Students will examine the impact of policing and public policy on crime prevention and control.

CRI 501: Advanced Criminological Theory (3) This course is an advanced survey of social science and criminological theories. Students will analyze and critique data sources about crime, the characteristics of both offenders and victims, and the nature and theorized causes of criminal offenses. Emphasis will be placed on the application of these theories to current criminal issues. Upon completion of this course, students will be able to articulate the relationship between theory, research, and policy; evaluate the role of social structure in the behavior of individuals; synthesize various sociological theories and explanations of the crime causation and prevention; and evaluate issues relating to theories of crime in a diverse society.

CRI 502: Advanced Research Methods in Criminal Justice (3) This course advances both quantitative and qualitative methods and techniques of social science research that include design and implementation to explore and inform current practices and issues in criminal justice.

CRI 599: Capstone (3) This course is the capstone academic experience, and a graduation requirement for all students in the program. This intensive experience in critical analysis will be tailored for individual students to integrate content from the program to demonstrate and apply their understanding of theory, research methods, and policy. Students will present an issue related to criminal justice and propose a solution via a written thesis, oral presentation, problem-based learning, and/or community project.

CRI 520: Leadership in Criminal Justice (3) This course is designed to examine leadership theories from classic to contemporary. The concepts of leadership, power, authority, and management will be contrasted. The leader-follower dynamic will be explored. Students will build the confidence and skills needed to lead through the development and defense of a model of leadership.

CRI 521: Organizational Management and Administration for Criminal Justice (3) This course examines contemporary management theory. Students will explore functions of management, organizational structures, leadership, motivation, and styles of management as applied to criminal justice organizations. Students will learn group dynamics and team building skills.

CRI 522: Budgeting in Criminal Justice Administration (3) In this course, students will gain an understanding of the various types of budget systems and how to plan and develop, monitor and manage, and present a budget within a criminal justice organization.

CRI 523: Criminal Justice Policy, Planning, and Program Evaluation (3) This course examines public policy, planning and program evaluation in criminal justice. Using a theoretical framework, students will analyze the contexts in which policymaking, planning and program evaluation occur and then apply program development skills through the lens of evaluation designs, procedures, and techniques for studying public policy.

CRI 524: Perspectives on Race, Class, Gender, and Crime in America (3) This course examines the impact of internal and external factors (social, cultural, sexual, economic, and political) on crime and criminal justice policy through an ethical, democratic, and legal framework.

CRI 526: Human Resource Management in Criminal Justice (3) This course examines human resource management in criminal justice organization. The role of criminal justice leaders in personnel manamgene tis emphasized through the course. Topics covered include: recruitment, hiring, retention, legal and administrative aspects, employee motication and development, performance evaluation, and collective bargaining.

Cycling Studies (CYC)

CYC 131: Principles of Cycling (3) This course is an introductory overview in these areas of study: the history of bicycling, development of the bike and its components, industry, cycling law, the arts and the bike. (F)

CYC 233: Cycling Infrastructure and Course Design (3) This course is a course designed to inform the students of the infrastructure of cycling and course designs in urban and rural areas. (F)

CYC 335: Applications of Cycling Infrastructure (3) This course is designed to implement the principles obtained through previous coursework featuring cycling equipment, retail and manufacturing businesses, governing agencies, organizations, advocacy, and competitive venues. Additional fee required. (S)

CYC 455: Bicycling Business (3) This introductory course gives an overview of the kinds and forms of business entities and opportunities in the bicycling industry. This course is designed to increase a student's ability to critically analyze and discuss and explore trends and issues associated with bicycling, including but not limited to public policy, manufacturing, recreation, retail, wholesale, government, and tourism.

CYC 472: Cycling Internship I (3) This course is designed to engage students in the professional field of cycling by working as an intern (paid or unpaid). Internships may be domestic or international and require a minimal 200 hours of work.

Education (EDU)

EDU 102: Introduction to Education (3) This course seeks to answer questions concerning 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. Teacher candidates seeking teacher licensure should begin with this course in the freshman year. Students who are interested in the topic are also encouraged to enroll. (S)

EDU 201: Foundations of American Education (3) This course includes a study of the historical, social, religious, and philosophical foundations of American education and its relationships with the global community. The course will concentrate on current political, economic, legal, and curricular issues in American schools. (F)

EDU 321: Educational Psychology (3) This course involves 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 children and youth with exceptionalities. (F) (WI)

EDU 323: Assessment of Student Learning (3) This course is designed to help teacher candidates acquire assessment skills needed to make sound instructional decisions, monitor progress, and allow the teacher candidate to plan instruction based on assessment. The course includes an overview of the basic concepts used in developing and using classroom assessments. Students are introduced to strategies used to set objectives and assess student learning including traditional, authentic and performance techniques. Effective assessment strategies are modeled and applied to educational settings in North Carolina. This course links quality assessment to effective teaching and schools. (F, S)

EDU 324: Supporting Learners with Unique Needs (3) This course provides teacher candidates with an overview of the competencies, skills, and dispositions needed to provide a classroom environment that promotes academic and social development of students with unique learning needs including, but not limited to, giftedness, disabilities and limited English language. Teacher candidates will explore resources related to meeting the needs of these students in varied contexts, such as family, school and community settings. (F,S)

EDU 325: Reflective Teaching & Classroom Management (3) Through the study of varied models of human motivation and organization, this course assists teacher candidates, as they analyze, create and nurture positive learning communities to promote enduring academic and social growth. (F, S)

EDU 330: Foundations of Reading Methods I (3) This course is constructed to introduce teacher candidates to strategies for enhancing foundational literacy skills for student learning. The focus is on the developmental nature of foundational reading decoding skills, beginning assessment of student phonological and phonics skill development, developing instructional strategies, and using diverse resources for instruction in the content areas based on assessment data. Competencies are based on NCSCS and the Science of Reading Development. *Course fee required. (F, S)

EDU 331: Foundations of Reading Methods II (3) This course serves to develop teacher candidates' skillfulness in instructional methods and understanding of the developmental nature of vocabulary development, fluency development, and reading comprehension, evaluation methods and instructional design based on assessment data. Competencies are based on NCSCS and the Science of Reading Development. Prerequisite: Admission to Teacher Education or permission of the Director of Teacher Education. (F, S)

EDU 332: Math Foundations I (3) This course will develop the necessary foundations in mathematics for prospective elementary teachers. The course emphasizes the developmental nature of learning in mathematics and a conceptual understanding of elementary mathematical methods and ideas through an inquiry-based approach. Candidates will focus on topics including Numbers and Operations, Algebraic Thinking and Reasoning, and Mathematics Pedagogy. *Course fee required. (F)

EDU 333: Math Foundations II (3) This course will develop the necessary foundations in mathematics for prospective elementary teachers. The course emphasizes the developmental nature of learning in mathematics and a conceptual understanding of elementary mathematical methods and ideas through an inquiry-based approach. In this course, candidates will focus on topics including Numbers and Operations of Fractions and Decimals, Algebraic Thinking, Geometry and Measurement, Concepts of Data Analysis, and Mathematics Pedagogy. Prerequisites: EDU 332 Math Foundations I or permission from the Director of Teacher Education. (S)

EDU 340: Adolescent Literacies (3) This course is constructed to offer students an understanding of how to address the literacy needs of students in middle and high school. The course focuses on adolescent literacy through literature and modes likely to be encountered in secondary school settings. In this course, students read salient examples of Young Adult (YA) Literature across a variety of forms and genres. Students learn about the history and palce of YA literature and associated means of analyzing it, critiquing it, and integrating it into secondary (middle and high school) classrooms. (F, S)

EDU 351: Literature for Children (3) This course provides a survey of literature and non-print media for children, using historical and contemporary resources which represent critically-acclaimed writing and illustrations for K-6 students. It emphasizes the study of different genres of literature, criteria for selection and evaluation, integration into different subject areas, and the application of appropriate instructional strategies for students with multicultural, language and other exceptional learning characteristics. (F, S, Su)

EDU 381: Teaching and Learning with Technology (3) This course introduces students to foundationla technology and multimedia applications essential for effective teaching in today's digital classrooms. Students will gain hands-on experience with multimedia platforms, digital tools, and emerging technologies such as AI, and design technology-rich lession appropriate for their areas of licensure. Emphasis is placed on meaningful technology integration, digital citizenship, media literacy, and the creation of instructional materials to support all learners. The NCDPI Digital Learning Competencies and ISTE Standards for Educators and Students provide students with guiding frameworks for planning, instruction, and professional practice. (S, Su)

EDU 387: Connecting Education with Professional Disciplines (3) This course offers an in-depth exploration of essential educational concepts and practices, with a particular focus on classroom management, instructional strategies, methodology, and the integration of reading across curricula. The course will prepare students from different fields for how to engage with children and learners in a variety of settings. While participating in interactive activities and assignments tailored to their specific discipline, students will learn how to effectively implement contemporary educational practices and foster positive learning environments for all students. (F, S)

EDU 417: Math and Science Methods for Elementary School (4) In this course, teacher candidates investigate, evaluate and select content, methods and materials used in organizing and teaching mathematics and science in elementary school. They develop appropriate curricula and examine personal beliefs and dispositions. Teacher candidates design and implement an integrated, technology-enhanced, problem-based, thematic unit based on current mathematics and science pedagogy. Emphasis is placed on integrating skills, themes and content across the curriculum to enhance higher level thinking skills. An eclectic approach is stressed, utilizing authentic assessment and strategies for meeting special needs. Competencies are aligned with NCSCS. Prerequisite: Admission to the Teacher Education Program. *Course fee required. (F, S) (WI)

EDU 418: English Language Arts and Social Studies Methods (4) In this course, teacher candidates investigate, evaluate, and select content, methods, and materials used in organizing and teaching reading, writing, language arts and social studies in the elementary school. They develop appropriate curricula and examine personal beliefs and dispositions. Teacher candidates design and implement an integrated, technology-enhanced, problem-based, thematic unit. Emphasis is placed on integrating skills, themes, and content (reading, writing, speaking, listening, viewing) across the curriculum to enhance higher level thinking skills. An eclectic approach is stressed, utilizing authentic assessment and strategies for meeting special needs. The importance of citizenship, roles in families and societies, geographic concepts and various world regions are also emphasized. Competencies are aligned with NCSCS Prerequisites: Admission to the Teacher Education Program. (F, S)

EDU 419: Creative Methods and Materials (3) In this course, teacher candidates will understand the basic learning principles and the importance of multi-sensory instruction. This course will prepare teacher candidates to assess individuals and design highly creative instructional methods and strategies tailored to individual needs, abilities and learning styles. Students will be introduced to methods of teaching content areas through the multi-sensory processes, including visual arts, theatre, music, creative movement and the NC Healthful Living curriculum. Using an integrated thematic approach to instruction, teacher candidates will build a knowledge base for each of the content areas. Competencies are aligned with NCSCS and national standards. Prerequisites: Admission to the Teacher Education Program. (F, S)

EDU 473: Field Experience and Seminar (EL) (4) This course includes an individually planned and approved observational and participatory placement in the school setting. The teacher candidate will spend approximately 150 hours in the public schools and participate in a weekly seminar on topics of immediate professional interest. The teacher candidate will develop, implement and evaluate the research component of their thematic units. Prerequisite: Concurrently scheduled with methods block. *Course fee required. (F, S) (WI)

EDU 488: Special Topics in Education (3)

EDU 491: Directed Student Teaching and Seminar (12) This experience is designed as a cooperatively planned student teaching experience that allows candidates to gain practical experience in the classroom. Teacher licensure candidates will experience at least sixteen (16) weeks of student teaching. Weekly seminars encourage the developing professional in the final, formal integration of theoretical and practical knowledge gained through the Teacher Education Program. Prerequisite: Completion of all other EDU coursework except EDU 499. Co-requisite: EDU 499. *Course fee required. (F, S)

EDU 492: Student Teaching Seminar Residency Licensure (3) This experience is a cooperatively planned student teaching experience for candidates seeking Residency Licensure in either Elementary Education or Special Education to gain practical experience in the classroom with moderate support. Teacher licensure candidates will experience at least sixteen (16) weeks of student teaching. Weekly seminars encourage the developing professional in the final, formal integration of theoretical and practical knowledge gained through the Residency Licensure in Elementary or Special Education.

EDU 495: Focused Studies in Education and Seminar (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 of YMCA

program. Students will need to experience at least 10 weeks of a directed program. This alternative setting will be established by the Coordinator of Elementary Education, the Director of Teacher 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 no be eligible for North Carolina Teacher LIcensure or for a Teaching Certificate in an y other state. The 15 weeks of experience will carry 12 credit hours. (F, S)

EDU 499: Senior Research: Creating a Positive Impact on Student Learning (4) The Impact on Student Learning Project is designed to document a teacher candidate's ability to develop a project and demonstrate the impact of the teacher candidate's teaching on the learning of P-12 students. In a period of high accountability, it is critical that teacher candidates document the impact of their work with students. The project is also a means to provide evidence of a teacher candidate's accomplishment of the North Carolina 21st Century Teacher Standards. Prerequisite: Completion of all other EDU coursework except EDU 491. Co-requisite: EDU 491 (F, S) (WI)

EDU 517: Content Methodology: Instructional Design and Lesson Development (3) In this course, teacher candidates investigate, evaluate, and select content, methods, and materials used in organizing and teaching in their area of licensure. They develop appropriate curricula and examine personal beliefs and dispositions. Teacher candidates design and implement an integrated, technology-enhanced, problem-based, thematic unit. Emphasis is placed on integrating skills, themes, and content (reading, writing, speaking, listening, viewing) across the curriculum to enhance higher-level thinking skills. An eclectic approach is stressed, utilizing authentic assessment and strategies for meeting special needs. Competencies are aligned with NCSCS (including Common Core State Standards) and national standards. *Clinical experience required (F, S)

EDU 523: Developing and Interpreting Assessments (3) This course is designed to help teacher candidates acquire assessment skills needed to make sound instructional decisions, monitor progress, and allow the teacher candidate to plan instruction based on assessment results. The course includes an overview of the basic concepts used in developing and using classroom assessments. Students are introduced to strategies used to set objectives and assess student learning including traditional, authentic, and performance techniques. Effective assessment strategies are modeled and applied to educational settings in North Carolina. This course links quality assessment to effective teaching and schools. *Clinical experience required (F, S)

EDU 525: Classroom Management for Inclusive Learning and Issues in Education (3) This course is designed to examine issues of global awareness and diversity (e.g., race, economic, ethnic, cultural, political, physical, and cognitive diversities) and their impact on classroom and school practices, policies, and procedures. Through the study of varied models of human motivation and organization, this course assists teacher candidates, as they analyze, create, and nurture positive learning communities to promote enduring academic and social growth. Teacher candidates will explore resources related to meeting the needs of students with exceptionalities in varied contexts, such as family, school, and community settings. Teacher candidates will learn to create culturally relevant classrooms in which students from all backgrounds may succeed. *Clinical experience and observation hours required *Course fee required (F, S)

EDU 540 Adolescent Literacies (3) This course is constructed to offer students an understanding of how to address the literacy needs of students in middle and high school. The course focuses on adolescent literacy through literature and modes likely to be encountered in secondary school settings. In this course, students read salient examples of Young Adult (YA) Literature across a variety of forms and genres. Students learn about the history and place of YA lit and associated means of analyzing it, critiquing it, and integrating it into secondary (middle and high school) classrooms. (F, S)

EDU 581: Digital Skills for Teaching (3) This course provides an in-depth examination of digital literacies and technology inetgration through the lens of instructional design, professional practice, and innovation in 21st-century classrooms. Graduate students will critically evaluate current and emerging technologies—including artificial intelligence—for their pedagogical potential, ethical implications, and impact on curriculum and student engagement. Students will design and assess technology-rich instructional materials and learning environments that align with standards and support instructional leadership. The course emphasizes advanced applications of technology integration, digital citizenship, and media literacy, grounded in to the NCDPI Digital Learning Competencies and ISTE Standards for Educators and Students as guiding frameworks for planning, instruction, and professional growth. (S, Su)

EDU 591: Student Teaching & Seminar (6) This experience is designed as a cooperatively planned student teaching experience that allows candidates to gain practical experience in the classroom. Teacher licensure candidates will experience at least sixteen (16) weeks of student teaching with at least 40 full-time teaching days. Weekly seminars encourage the developing professional in the final, formal integration of theoretical and practical knowledge gained through the Teacher Education Program. An initial license portfolio will be completed as part of the student teaching and seminar course. The EdTPA portfolio is designed to document a teacher candidate's ability to develop a comprehensive project and demonstrate the impact of the teacher candidate's teaching on the learning of P-12 students. In a period of high accountability, teacher candidates must document the impact of their work with students. The project is also a means to provide evidence of a teacher candidate's accomplishment of the North Carolina 21st Century Teacher Standards. Prerequisite: Completion of all other initial licensure EDU coursework *Course fee required (F, S)

EDU 619: Advanced Secondary Education Content Methods (3) Students in this course will examine current research and scholarship on teaching in secondary schools. Particular emphasis will focus on the development of advanced instructional expertise and leadership in the Teacher Candidate's area of desired licensure, including strategies for teaching critical and creative thinking skills and advanced literacy skills through the content area subject matter. Prerequisite: EDU 517 (F, S)

EDU 629: Research and Graduate Practicum (3) This course stresses the scientific aspects of educational research that center on hypothesis formulation and hypothesis testing. Students are encouraged to design studies that address important and current educational issues, gather data to shed light on these issues, analyze these data, and derive conclusions based on their analyses. The strengths and limitations of various educational research designs, and the types of instruments used to measure educational outcomes, will be emphasized. This course provides an understanding of research methods, statistical analysis, needs assessments, and program evaluation. The significance of research to advance the field of education, to inform evidence-based practice, and the use of findings to affect program motivation will be covered. The course is designed to prepare practitioners to conduct high-quality research using various approaches, including, qualitative, quantitative, single-case design, mixed methods, action research, and outcome-based research. (F, S)

English (ENG)

ENG 201: Introduction to Creative Writing (3) This course introduces the student to the art and craft of writing poetry, fiction, and nonfiction. Students will read a variety of published works and learn how to apply techniques to their own writing, and they will hone their editorial skills by reviewing each other's writing.

ENG 213: Technical Writing (3) This course focuses on communications skills for business and the professions. The course features 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 Dean. (F) (WI)

ENG 241: Advanced Grammar/Linguistics (3) This course studies the phonetic, morphological, and syntactic systems of the English language and the distinctive features of the major world language groups. Prerequisite: RHE 102.

ENG 288–488: Special Topics (3) Topics determined by the program faculty and provided to enhance the student's educational experience. Permission of Dean required.

ENG 301: Creative Writing: Fiction (3) This course focuses on 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, ENG 201, or permission of the Dean. (WI)

ENG 303 Creative Writing: Poetry (3) This class will offer individual practice and exploration in writing poetry where an ancillary goal will be the development of critical awareness. Students will engage with a wide range of poetic texts and generate their own work throughout the semester. Prerequisite: ENG 201

ENG 323: The Art of Narrative and New Media (3) This course focuses on the composition of narrative as it relates to new and emerging forms of media, including writing for internet publications, podcasting and digital storytelling. Prerequisite: ENG 201 or permission of instructor. (WI)

ENG 351: Peer Tutoring in Writing (1) A review of the fundamental principles of composition and revision, the issues and practices involved in tutoring various kinds of writing projects, and the nature and function of a college writing center. The course is designed to prepare students for concurrent or future tutoring duties at the tutoring center. Prerequisite: Instructor approval.

ENG 401: Advanced Fiction Workshop (3) A course designed to further develop the skills learned in ENG 301. Students will create polished short stories and/or longer fiction. Students will also serve as mentors for students in ENG 301. Prerequisite: ENG 301 or permission of instructor.

ENG 403: Advanced Poetry Workshop (3) A course designed to further develop the skills learned in ENG 303. Students will write in various styles of poetry in the long tradition of the craft. Students will engage with contemporary voices in poetry and create portfolios of original works of poetry. Prerequisite: ENG 303 or permission of instructor.

ENG 421: Editing and Publishing (3) This course is 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. The course pays some attention to journalistic layout and design and to the ethics of journalism. Prerequisite: ENG 201 (S) (WI)

ENG 471: Internship (3) The internship is an on-the-job training experience utilizing the skills developed in the English major. Emphasis is on learning and practicing the fundamental skills of reading, writing, editing, communicating and researching. A minimum of 200 hours of work is necessary for credit. This course is normally taken in the summer following the junior year.

ENG 499: Senior Seminar for English Majors (3) This course focuses on 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 Dean. (WI)

Exercise Science (EXS)

EXS 210: Introduction to Health and Wellness Science (2) Students will be introduced to health and wellness science concepts from a Health at Every Size perspective. Emphasis will be placed on intuitive eating, stress management, emotional health, overall well-being, health related attitudes and individual health behaviors. (F, S)

EXS 260: Injury Care and Prevention (3) This course is designed as a general survey of injuries affecting athletic and non-athletic populations. Students will explore injury mechanisms, prevention, and treatment. Prerequisite BIO 271, BIO 272, and EXS 200. *Course fee required. (F even)

EXS 280: Transition into Professional Practice (1) This course will review contemporary issues in professional practice, including social, political, organizational, legal, and ethical factors. The politics of healthcare are discussed and current issues are critically analyzed. The course will also prepare students for graduate school entry examinations and professional interviewing. (WI) (F)

EXS 300: Pathophysiology (3) This course focuses on the altered processes of human physiology. An emphasis is placed on exploring changes of biological processes of the body and the effects on homeostasis. Objective and subjective manifestations of common health problems resulting from the environmental, genetic, and stress-related maladaptation's are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Prerequisite BIO 271 and BIO 272. (F odd)

EXS 320: Exercise Physiology (3) This course is an exploration of the acute and chronic effects exercise places upon the body. Prerequisites BIO 271, BIO 272. (F odd)

EXS 340: Optimizing Female Athletic Performance (3) This course explores key anatomical, physiological, and hormonal factors influencing female athletic performance. Topics include sex-based differences in sport research, hormonal influences on training and competition, relative energy deficiency in sport, performance considerations across the lifespan, and injury risk and prevention. Emphasis is placed on critical evaluation of research and application of evidence-based strategies to optimize performance in female athletes. (S even)

EXS 350: Essentials of Strength Training and Conditioning (3) A comprehensive study of training theory and methods with an emphasis on the development of maximal strength, power, and anaerobic capacity. Also included is a brief review of neuromuscular, musculoskeletal, endocrine, and bioenergetic aspects of exercise and training, as well as hands-on experience in lifts, drills, and testing procedures.

EXSL 350: Essentials of Strength Training and Conditioning (1)

EXS 360: Evidence-Based Practice and Research (3) This course is designed to promote evidence-based, clinical decision-making through the exploration and integration of current scientific evidence. Focus is placed on the analysis and synthesis of evidence to answer clinical questions relevant to health and wellness science. (WI) (F even)

EXS 380: Therapeutic Exercise (3) This course will facilitate students understanding of scientific and applied principles of training with an emphasis therapeutic exercise and rehabilitation. Areas of study will include foundational concepts of therapeutic exercise, stretching for impaired mobility, and exercise for impaired balance, peripheral nerve disorders, surgical interventions, and postoperative management. Prerequisites BIO 271, BIO 272. (S even)

EXS 388: Special Topics in Exercise Science (1–3) In these courses, topics are determined by the biology faculty or student and provide the student with an opportunity to study and research in various subject areas: Prerequisite: Permission by the instructor. (F, S)

EXS 399: Expedition Italy: Adventure and Ancient Medicine (3 EXS/3 ORM) The purpose of this course is to provide students with the skills and knowledge that pertain to the principles and practices of actively participating in an extended group expedition domestically or internationally. This will be achieved through an examination of expeditioning theory and practice in the classroom followed by an extended expedition. An expeditionary/experiential learning model will serve as the foundation for this travel course. Field-trip required. An additional fee is required.

EXS 400: Health and Wellness Internship (3) This course provides an educational experience in which the student acquires observation hours in an occupation directly related to their career interest in exercise science, health, and wellness. Potential areas to obtain hours include physical therapy, occupational therapy, athletic training, chiropractic clinics, medical centers, or fitness facilities. The internship provides an opportunity to apply knowledge from the classroom into a more practical atmosphere. (F, S)

EXS 420: Structural Kinesiology (3) This course is the study of movement-specific musculoskeletal anatomical structures and the respective neuromuscular fundamentals associated with movement analysis and their application to performance-based human movement. Prerequisites BIO 271 and BIO 272. (S even)

EXS 450: Exercise Testing and Prescription (3) This course content will help students to facilitate and evaluate an individual's level of fitness based on theories of best-practice. Students will engage in the principles of safe and effective training programs for both healthy and unhealthy populations. Prerequisite EXS 320, EXS 420. *Course fee required. (S odd)

EXSL 450: Exercise Testing and Prescription Lab (1) This lab course will provide students with practical experience in exercise testing and prescription. Students will learn to administer and interpret various fitness assessments, including body composition, cardiorespiratory fitness, muscular fitness, and flexibility.

EXS 499: Health and Wellness Capstone (3) The purpose of this course is to provide the student the opportunity to function as a contributing member of the interprofessional team and collectively apply the knowledge and practice the skills acquired in previous courses. Emphasis is placed on demonstration of professional behaviors, communication that supports information exchange, collaboration and conflict mediation, ethical comportment and the ability to effectively use leadership skills. (WI) (F)

Greek (GRK)

GRK 201: Intro 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: Intro 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)

Healthcare Administration (HCA)

HCA 500: Introduction to U.S. Healthcare System (3) This course provides an overview of the factors leading to how the US healthcare system currently functions and consideration for how it is most likely to evolve over the next few years. Students will explore the use of analytics, new policies and trends and emerging innovations. Organizations, services, and finances are key areas of focus as essentials to the healthcare system.

HCA 501: Management of Healthcare Organizations (3) This course provides students with examination of current management theory and models to apply to healthcare organizations. Organizational behavior is reviewed and compared with best practice for resilient organizations. Evidence-based practice is analyzed in the framework of application to high performing organizations. Transformational cultures are explored that include staff empowerment and interprofessional team development. Students use benchmarking metrics to foster an environment of continuous improvement.

HCA 502: Financial Management of Healthcare Organizations (3) Principles, theory, and analytics of accounting and finance will be evaluated and applied in the context of the healthcare sector. Students will analyze new reimbursement models, apply healthcare accounting techniques, utilize cost accounting in decision making, prepare and analyze financial statements, and create budgets with emphasis on performance improvement.

HCA 503: Statistics for Healthcare Managers (3) This course engages students to apply statistics within the context of health care. This hands-on course utilizes Excel with emphasis on quantitative statistical methods such as ANOVA, linear regression, and chi-squares. Students acquire, assemble, display, and analyze data sets. Test results are applied to turn reports into actionable data for use in solving practical health services administration problems.

HCA 504: Strategy and Innovation in Healthcare Organizations (3) Throughout this course, students will examine the principles and processes of strategic planning and thinking in order to evaluate the current healthcare industry, appraise the data, question the current order, and develop innovative change that achieves performance excellence. Students will develop a comprehensive strategic plan with recommended actions for organizations.

HCA 505: Healthcare Leadership (3) This course explores the comprehensive nature of leadership as it applies to a rapidly changing healthcare system. Students explore and apply leadership theory identifying models that most successfully enhance the organization's ability to engage teams and provide for positive patient outcomes. Topics surveyed are change management and healthy work environments.

HCA 520: Population Health Management (3) This course prepares students to integrate management skills that promote the delivery of quality health care to diverse populations. Core topics are addressed such as community needs assessments, social determinants of health, health equity, the use of data analytics, administrative epidemiology, value-based care reimbursement models, and new population health delivery models.

HCA 521: Health Analytics (3) This course provides students with an understanding of the critical role analytics and decision support has in assisting healthcare administrators to develop strategic direction and resilient organizations in the current, complex environment. Topics include predictive analytics, workforce productivity, scheduling, six sigma processes, patient flow, and project management. Students will engage in case studies to stimulate further learning and application.

HCA 522: Human Resource Planning in Healthcare (3) This course assists students in understanding human resources as a fundamental aspect of healthcare administration. Students will survey specific topics related to workforce management such as recruitment and retention strategies, union organization and membership, the regulatory and legal environment, physician employment and compensation, and disciplinary practices involving innovative approaches. Students analyze conflict management models and problem-solving techniques. The growing use of technology in human resource management is examined. Students consider diversity and inclusion initiatives that address current emphasis in the workplace.

HCA 523: Alternative Healthcare Delivery Systems (3) Current and emerging alternative healthcare delivery systems are examined with respect to value provided from financial, provisional, and outcomes perspectives. Students are challenged to analyze the pros and cons of various models as well as evaluate the rise of telehealth and virtual healthcare during the COVID pandemic. Concepts of health equity and access to care are applied.

HCA 524: Healthcare Policy, Law, and Ethics (3) This course surveys the current landscape of healthcare policy that includes the e Evolution of the Patient Protection Affordable Care Act (PPPACA) and its impact on the delivery of health care in the US. Students evaluate the influence of policy on vulnerable populations as concepts of health disparities, health equity, and social determinants of health are analyzed. The application of ethical principles to interactive case studies provides students with opportunities to explore various decision-making models.

HCA 571: Healthcare Administration Capstone (3) The healthcare administration capstone provides students with opportunities to apply knowledge mastery and creative thinking skills from coursework to a culminating project. Students are mentored by faculty in the HCA program, and an individualized plan for the capstone is developed to achieve student personal and professional goals. The capstone is research-based and aligns with the program's discipline.

History (HIS)

HIS 115: Foundations of World Civilization (3) This is a survey of world civilization with an emphasis on the events and thoughts that have brought about the contemporary world and the conflicts within it.

HIS 120: U.S. and the World (3) This is a survey of selected themes in US and World history. Emphasis is on the competition of values and world views in the global marketplace of ideas and how these values and world views define identity.

HIS 210: History of the Southern Appalachian Region (3) This is a survey course of the history of the southern Appalachian region from the period of exploration and settlement to the present.

HIS 215: World History Since 1500 (3) A global survey of the history of the World since 1500. The course covers major political, cultural and intellectual developments and introduces students to historical research and methods in global history.

HIS 225: American Government (3) This is a survey of American government at the national, state and local levels. Focus is on the foundation and history of the American political system, institutions of American government and formulation of public policy.

HIS 241: History of Medicine (3) A survey of major themes in the history of medicine. Topics include the history of the medical profession, the advance of medical science and knowledge, and the historical origins of fields such as nursing, epidemiology, and public health.

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. (WI)

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. (WI)

HIS 271: Christianity in History and Tradition (3) This is a study of selected conflicts and movements within Christianity, with special focus on the critical early centuries of its development. Prerequisite: RHE 102

HIS 291: Historiography and Historical Research (3) This course explores the foundations of history as an academic discipline and aquatints the student with the basic skills necessary for undertaking historical research. Prerequisite: RHE 102. (S)

HIS 315: History of the South (3) This is 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 318: America's National Parks (3) A course that explores the history and literature of America's National Park system. Topics include motivations for preservation, legislative and legal foundations, writings on and inspired by the parks, and political and economic issues.

HIS 319: Wilderness and the American Mind (3) An intellectual history course that examines the symbolic nature of the natural world and the various manifestations of these symbols in American life and thought. Appalachian historians, poets, philosophers and novelists offer their perspectives and insights. (WI)

HIS 328: History of Gender and Sexuality (3) This course is designed to introduce students to the study of gender and sexuality. This includes, but is not limited to, readings and discussions on the topics of women's history, gay history, the history of sexual behavior, masculinity, femininity, transgender identities, medicalization of sexuality, and abortion. Operating from a global and often comparative framework, the course will examine these issues in a broad range of geographical locations and over a 400-year period from the 1600s to the present day.

HIS 332: America at War (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 333: Sports History (3) Sports History uses sport, leisure and exercise to examine power relations and cultural ideologies from the nineteenth century to the present era. Students will discuss the relationship between sport and society, through such topics as class, gender, race, politics and nationalism.

HIS 334: Global History of Disease (3) A survey of the major epidemics in world history and their social, cultural, political and economic impacts. The course also traces the evolution of efforts to combat disease.

HIS 335: Autobiography as History (3) This course explores how memoir and autobiography relate to historical and literary genres, comparative world cultures and regional and universal themes.

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 353: African-American History (3) This course traces African-American history from Africa through the Middle Passage, emancipation, and the long Civil Rights Movement. We will conclude with discussions of contemporary topics such as hip-hop culture, the Obama presidency and #blacklivesmatter.

HIS 355: History of Cycling (3) This course will examine all aspects of the bicycle. It will begin with the bicycle as a designed object and then consider how it has been marketing as a consumer item before moving on to the social and cultural history of cycling as sport, mobility, and leisure.

HIS 375: United States Legal History (3) This course will explore the legal history of the United States through a close reading of some of the most influential legal cases in U.S. history spanning from the colonial period to the present era. U.S. Legal History will examine the private and public laws in American history and how legal ideas have been shaped by historical events.

HIS 405: History of Capitalism (3) A global survey of the history of capitalism from its origins through the 2008 financial crisis. The course focuses on the historical narrative of the expansion of capitalism as an economic and cultural system, the works of major theorists of capitalism, and recent historical scholarship on capitalism.

HIS 421: American Civil War and Reconstruction (3) A study of the sectional differences of the 1850s that led to secession and the Civil War. The course includes selected themes and battles and analyzes reconstruction through Grant's administration. Prerequisite: RHE 102. (WI)

HIS 431: History of 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 471: History Internship (3) This course is an opportunity for history students to apply skills learned in the program to an internship at a historic site, museum or other workplace in the field of history. Students will become familiar with the relevant academic literature and they will be required to complete an oral and written presentation upon completion of the internship.

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. (S) (WI)

HIS 505: History of Capitalism (3) A global survey of the history of capitalism from its origins through the 2008 financial crisis. The course focuses on the historical narrative of the expansion of capitalism as an economic and cultural system, the works of major theorists of capitalism, and recent historical scholarship on capitalism.

HIS 515: Readings in World History (3) A course that covers major themes in world history such as gender, revolutions and wars, social and cultural movements, and more. Introduces students to transnational and comparative approaches to writing and teaching history.

HIS 521: American Civil War and Reconstruction (3) A study of the sectional differences of the 1850s that led to secession and the Civil War. The course includes selected themes and battles and analyzes reconstruction through Grant's administration.

HIS 528: Advanced Readings in Gender History (3) An introduction into the field of gender history with readings on the study of women's history, masculinity, and the history of sexuality.

HIS 560: Readings in Early American History (3) A course that covers major historiographical themes and debates in the history of Colonial and Early Republic America. Major topics include Native American History, the colonization of the New World, life in the American colonies, the American Revolution, and the Early Republic.

HIS 565: Readings in Modern American History (3) This course surveys modern American history by examining social, political, and cultural developments. The assigned readings will cover topics such as the Gilded Age, Progressive Era, Roaring Twenties, Great Depression, World War II, Vietnam, the rise of conservatism, and issues in the present era.

HIS 615: Advanced Readings in Southern History (3) An overview of both landmark classic works and recent scholarship in the History of the U.S. South and an introduction into pedagogical strategies for teaching the history of the region.

HIS 640: Bodies in Motion: Advanced Readings in Transportation and Mobility (3) An overview of theoretical works and primary sources on the history of human mobility. The course touches on histories of technology, sport, consumerism, race, and gender.

Honors (HON)

HON 100: Honors Lived Experience (EL) (2) This is a two-credit hour course for first year students entering the Honors Program. In this course, students will have an immersive experience with assignments and projects that are hands-on encounters with our campus environment. Through a focus on placed-based experiential learning, students will employ practical skills for projects that emphasize teamwork and leadership while also fostering a sense of self-sufficiency, resilience, and community.

HON 301: Honors Acculturation for Incoming Juniors (2) This is a two-credit hour course for transfer students with an associate degree or at least 60 hours of transferable credit. In this course, students will learn the expectations of an Honors level capstone project and begin the early stages of preparing for the Honors Symposium. Assignments will help assimilate students into the Lees-McRae College community as well as the broader community, environment, and culture of our region.

Human Services (HMS)

HMS 311: Essential Skills of Human Services (3) In this course students explore the historical development of the human services field, human services theories, the systems approach to human services, and the role of the human service professional to include: Cognitive Behavioral Therapy, Motivational Interviewing, Interviewing and Assessment, and Interprofessional Networks.

HMS 321: Culture & Diversity (3) This course provides students with a framework to understand, respect, and value diversity through real-life experiences and reflections. Course topics will address prejudice, cultural bias, and discrimination; religious freedom; and diversity.

HMS 323: Personal & Professional Identity (3) In this course students examine how self-perception is created by personal, societal, and educational influences. Topics studied will include family, community, work, education, communication, and other related topics.

HMS 331: Social Barriers & Public Policy (3) In this course, students assess theories and principles of conflict management and resolution. The course emphasizes how people's feelings, thoughts, and behaviors can produce interpersonal conflict, and how individual differences and diversity of cultural and familial backgrounds impact individuals' approaches to conflict. Students learn how issues become important, how groups exercise power, and how government policies are evaluated and modified.

HMS 333: Psychopathology & Maladaptive Behavior (3) In this course, students are provided with the basic knowledge necessary to evaluate and subsequently support and refer the various forensic populations to include: sex offenders, substance abusers, juveniles, and victims of crime.

HMS 335: Community Resources & Intra-Professional Networks (3) This course is an introductory course exploring human services in the well-being of a population. Topics include: Financing options and fiscal resources, health and mental health care promotion, prevention strategies, and the roles of public and private institutions.

HMS 380: Statistics & Research Methods (3) This course serves as an introduction to social scientific inquiry and the research design process, as well as some of the most common quantitative and qualitative research methodologies. Although key statistical concepts are covered, the focus of the course is helping students gain a conceptual understanding of the components of research procedures.

HMS 411: Human Services Administration & Non-Profit Management (3) Students discuss a broad range of skills and innovative approaches, including cross-agency collaboration, stakeholder communication, supervision of people and processes, creation and implementation of policies, and strategic planning and management.

HMS 421: Navigating Relationships (3) In this course students study the basic theories of interpersonal relations, group dynamics, and group leadership as they relate to the field of human services. Topics will include conflict management, personality types, leadership styles, and effective communication with individuals and groups.

HMS 423: Human Services for Special Populations (3) Special Populations is a topics course exploring health care services for special populations. The populations include clients/patients in the following groups: those with mental health issues, substance addiction, in rehabilitation, geriatric populations, and clients/patients utilizing selected specialty services.

HMS 431: Aging, Ageism & End of Life (3) This course is designed to aid students' understanding of the many dimensions of aging and end of life, in order to become empathic communicators and effective human services providers. Students examine the personal and social attitudes and responses to aging in society, in particular the challenges faced as a result of ageism (caregiving, employment, chronic illness and pain management, self-image, healthcare, self-care, media, housing, influence, and economic resources).

HMS 441: Leadership & Advocacy (3) This course is designed to enhance students' understanding of the responsibility of human services professionals to foster social change; provide leadership and services; and advocate for their community, clients, colleagues, and profession.

HMS 471: Human Services Internship (3) This course is a closely supervised internship to be initiated by the student and approved by the instructor. The internship may be in various areas that fall under the human services umbrella. Familiarity with current related literature, a term paper and an oral presentation will be required. The internship supervisor will conduct periodic evaluations.

HMS 472: Human Services Work Experience (3) This course is designed for students who are currently working in the human services field, or have worked in the field during the last five years. Course requirements include a portfolio to verify their employment and evidence to demonstrate how programmatic goals apply to the individual's work experience. Students who meet this professional work experience criteria enroll in HMS 472 instead of HMS 471 Human Services Internship.

HMS 499: Human Services Senior Research Seminar (3) This course synthesizes information and experiences gathered over the course of the Bachelor of Science in Human Services program. Students will identify a human service gap in their local area and develop a detailed proposal for addressing the needs of the client population who are affected. This will include a background literature review, description of the problem area and the history of the community's response, and a detailed plan for addressing the gap with attention given to multicultural considerations.

HMS 500: Foundations of Human Development, Behavior, and Systems (3) In this course, students receive a broad overview of theories useful in the Human Sevices profession. Special emphasis is placed on the value of theories of behavior in Human Services to include social cognition, social learning, motivation, conflict, and systems theory. Students have an opportunity to apply theory to Human Services in a variety of settings.

HMS 501: Professional Ethics in Human Services (3) In this course, students examine professional ethical issues in the discipline of Human Services. The course introduces analyzing various moral and ethical dilemmas, and legal and ethical responsibilities for Human Services professionals. Students will also explore topics related to informed consent, confidentiality, and client rights.

HMS 502: Diversity, Equity, and Inclusion in Human Services Practice (3) This course is a survey of theories, research, and concepts that highlight the importance of race, culture, socioeconomic status, and ethnicity in individual and group experience. Students consider the effects of gender, social class, religion, and disability on experience and evaluate the role of the human services and educational professional in addressing the multicultural needs of clients and colleagues in the workforce. Students also examine community cultural competency and practice applying a variety of theoretical approaches and methodologies to real-live scenarios.

HMA 503: Social Change and Public Policy in Human Services (3) In this course, students examine the concepts, principles, and stages of public policy development and analysis in the Human Services field. Students gain an understanding of the approaches used by policymakers and policy analysts to evaluate the effects of programs and projects on societal problems in for-profit, nonprofit, and government settings. Other course topics include the policy process, agenda setting, advocacy, analysis, political process management, policy implementation, and public policy evaluation feedback based on information gained from the field.

HMS 504: Organizational Leadership in Human Services (3) This course familiarizes students with the unique expressions of leadership in for-profit, nonprofit, and government organizations. Students differentiate among the capacities of various types of leaders and stakeholders to ensure continuous leadership and organizational development.

HMS 520: Foundations of SA Treatment in Human Services (3) Introduction to the theoretical, philosophical, and historical premises upon which addiction is explained and treatment and prevention are based. Biological, psychological, and sociological etiologies of substance use, and related addictive disorders are studied.

HMS 521: Psychopathology and Diagnosis in SA Treatment (3) A course focused on developing knowledge, attitudes, and skills essential to effective DSM-V diagnosis, client conceptualization, assessment, and clinical treatment planning. Emphasis on the use of client conceptualization models as a basis for treatment planning.

HMS 522: Treatment Planning and Relapse Prevention (3) An introduction to the principles and practices upon which addiction treatment and relapse prevention are based. Students gain practical experience in assessment, diagnosis, treatment planning, and relapse prevention planning with addicted clients.

HMS 523: Impact of SA On Family and Community Systems (3) This course examines the etiology, risk factors, assessment, counseling approaches, and treatment of alcoholism and other addictions. Dynamics of addictive behaviors are explored including abuse of substances and process addictions. Special attention is given to psychological factors, personal traits, family dynamics, treatment methods, and implications for schools and communities.

HMS 599: Capstone (3) The capstone is intended to demonstrate the student's ability to integrate all facets of human services by developing a capstone assignment that applies what has been learned to a real-world scenarios.

Humanities (HUM)

HUM 231: Advanced Research and Composition (3) This course further develops research and composition skills learned in Rhetoric 101 and 102, with emphasis on research, planning and execution of an extensive writing project. Prerequisite: RHE 102. (WI)

Literature (LIT)

LIT 220: British Literature (3) This is 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 (3) In this course, 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: Survey of World Literature (3) In this course, 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 251: Wilderness Literature (3) Students will read and develop understanding of canonical and non-canonical works in which wilderness plays an integral part. Students will be able to engage in spoken and written discourse about these works. Prerequisite: RHE 101 and 102.

LIT 288: Special Topics: Literature (3) Topics determined by the program faculty and provided to enhance the student's educational experience. Permission of Dean required.

LIT 318: America's National Parks (3) A course that explores the history and literature of America's National Park system. Topics include motivations for preservation, legislative and legal foundations, writings on and inspired by the parks, and political and economic issues.

LIT 320: Shakespeare (3) This is a study of representative comedies, tragedies, histories and sonnets by Shakespeare. Prerequisite: Any literature course at the 200 level. (S Even)

LIT 330: Business Ethics and Literature (3) This course is an examination of selected works of (mostly) American literature, mainly in the twentieth century, set in the business world and containing themes rising from ethical situations inherent in that setting. Prerequisite: RHE 101.

LIT 331: Appalachian Literature (3) This course examines literature of the Appalachian region and the ways writers have represented, challenged, and complicated cultural stereotypes of Appalachia and its people. Through the study of travel writing, local color, poetry, novels, short fiction, and nonfiction prose, students explore themes of place, identity, community, history, culture, and regional representation. Written and oral reports required. Prerequisite: RHE 101.

LIT 333: Diverse Voices in Appalachian Literature (3) This course examines the work of underrepresented Appalachian writers, including women, Native Americans, Affrilachian, LGBTQ+ and Latinx populations. Students will consider literacy perspectives on the relationships between self, family, and community; place and displacement; and humans and the natural world, and will analyze stereotypes that have perpetuated inequity and displacement of power, as well as regional efforts to reclaim equity, power, place, and identity.

LIT 335: African American Literature (3) In this course, 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: RHE 101.

LIT 340: Contemporary World Literature (3) In this course, students 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: RHE 101.

LIT 342: Introduction to Literary Theory (3) In this course, 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: Gender Studies in Literature (3) Students will participate in the discourse and understanding of the role gender plays in the creation and interpretation of works of canonical, non-canonical and emerging writers, western and non-western. Prerequisite: Any literature course at the 200 level.

LIT 423: Romantic and Victorian Literature (3) An in-depth study of British literature from the Romantic and Victorian eras of the 19th century, a dynamic period of increasing urbanization, scientific advancement, and world travel. Prerequisite: Any literature course at the 200 or 300 level.

LIT 424: Contemporary Literature (3) This course explores American, British, and other western literatures during the twentieth and twenty-first century, concentrating on the ideal of a uniquely "modern" identity as being shaped against the realities of the natural world, evolving social and economic systems, technological advancements, war and social unrest, and struggles over the increasingly important questions of gender and race. Prerequisite: Any literature course at the 200 or 300 level.

LIT 425: Modernism and Postmodernism (3) This course examines how the idea of a "modern" perspective developed in British and American philosophy and literature and became a crutial movement for making meaning within a rapidly changing world. Students will also think critically about the transition to "postmodern" perspectives that emerged in literature after World War II, which call into question the nature of meaning-making. Prerequisite: Any literature course at the 200 or 300 level.

LIT 432: Virtue and Vice in Early American Literature (3) Writers in early America frequently grappled with the tension betweek the idealistic promises of "life, liberty, and the pursuit of happiness" and the often brutal realities of nation-building. In this course, students will analyze early American literacy works that challenged readers to reflect on the moral, ethical, and humanitarian implications of what it means to be an American. Prerequisite: Any literature course at the 200 or 300 level.

LIT 461: The Art of Biblical Narrative (3) This course focuses on an analysis of plot, characterization and rhetorical strategies of select Biblical passages. Prerequisites: REL 114, any literature course at the 200 level.

LIT 488 Special Topics (3) Selected topics as determined by the English faculty. Prerequisite: Any course in LIT and permission of the Dean.

LIT 523: Romantic and Victorian Literature (3) An in-depth study of British literature from the Romantic and Victorian eras of the 19th century, a dynamic period of increasing urbanization, scientific advancement, and world travel. This course is for students in the Masters of Arts in Teaching program.

LIT 524: Contemporary Literature (3) This course explores American, British, and other western literatures during the twentieth and twenty-first century, concentrating on the ideal of a uniquely "modern" identity as being shaped against the realities of the natural world, evolving social and economic systems, technological advancements, war and social unrest, and struggles over the increasingly important questions of gender and race. This course is for students in the Masters of Arts in Teaching program.

LIT 525: Modernism and Postmodernism (3) This course examines how the idea of a "modern" perspectives developed in British and American philosophy and literature and became a crucial movement for making meaning within a rapidly changing world. Students will also think critically about the transition to "postmodern" perspectives that emerged in literature after World War II, which call into question the nature of meaning-making. This course is for students in the Masters of Arts in Teaching program.

LIT 532: Virtue and Vice in Early American Literature (3) Writers in early America frequently grappled with the tension between the idealistic promises of "life, liberty, and the pursuit of happiness" and the often brual realities of nation-building. In this course, students will analyze early American literary works that challenged readers to reflect on the moral, ethical, and humanitarian implications of what it means to be American. This course is for students in the Masters of Arts in Teaching program.

LIT 600: Studies in Genre (3) This course explores the novel, focusing on special topics in the genre with attention to the theory of fiction.

Mathematics (MAT)

MAT 111: College Mathematics with Applications (3) This course will focus on the fundamentals of algebra, systems of linear equations, mathematics of finance, set theory, probability and statistics. Prerequisite: SSC 113 or placement as determined by high school mathematics background, SAT/ ACT scores, or a math placement assessment. (F, S)

MAT 112: College Algebra (3) This course will focus on 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 other functions and their applications. Prerequisite: placement as determined by high school mathematics background, SAT/ACT scores, a math placement assessment, SSC 113, or MAT 111. (F, S)

MAT 116: Precalculus (3) In this course, 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: MAT 112 or placement by the College. (F Odd)

MAT 117: Calculus I (4) This course is the first semester of a three-semester sequence in calculus. Topics include limits, continuity, derivatives, antiderivatives and the Fundamental Theorem of Calculus. Prerequisite: MAT 116 or placement by the College. (S Even)

MAT 215: Statistics (3) This is 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 111 or higher level math course. (F, S)

MAT 216: Introduction to Statistical Computing (4) This course will focus on implementing a statistical software (R) on both descriptive and inferential statistic topics. These topics include organization of data, sampling of data, presentation of data, descriptive statistics, probability distributions, confidence intervals, hypothesis testing, simulations, and linear regressions. As well as the applications of these topics in other fields of study. Prerequisite: MAT 215 (F Odd)

MAT 335: Introduction to Mathematical Modeling (4) This is an introduction to the modeling process. Topics include the modeling process, discrete and continuous models, theoretical and empirical models, deterministic and probabilistic models, and simulation models.

MAT 345: Statistical Methods and Applications (3) This course will focus on the design and application of research studies. This includes significance tests including t-tests, simulations, permutations, correlation, ANOVA, ANCOVA, Chi-Squared and bootstrapping. As well as modeling with linear regressions and other models as time allows. This course will also have a component on writing scientific research. Prerequisite: MAT 216 (S Odd)

Music (MUS)

MUS 231: Music Appreciation (3) This course is designed to develop students' listening and critical thinking skills by introducing them to a range of music from around the world, with a concentration on the Western art music tradition from the Middle Ages to the present. Students will examine how music has transformed and functioned throughout history in response to cultural shifts, and investigate how music conveys different meanings.

Nutrition (NTR)

NTR 230: Food Science (3) This course will explore food, food preparation, food service, and food science. Integrating these key topics with relevant information about nutrition and the food industry, this course provides students with a thorough overview of the different dimensions of food principles and insight into the variety of career options available in the food industry. (F Even) Prerequisite: EXS 255

NTR 255: Nutrition Health and Wellness (3) Students will study the impact of nutrition on wellness from a Health at Every Size perspective by learning nutrients, their functions in the human body, food sources and appropriate intake levels. Controversies surrounding use of various nutrients for improvement of health and well-being will be discussed. (F, S)

NTR 305: Population Health (3) This course focuses on the impact of population health on the individual. Topics covered include determinants of health and disease, care of special populations and public health interventions. (F)

NTR 308: Health Promotion and Aging (3) This course will explore the health and well-being of individuals across the lifespan. Students will have an introduction to aging and health concerns of older individuals, and to broader issues of aging, health, and society. (S Even)

NTR 312: Environmental and Global Health (3) This course will explore the impact health events from a global, national, local, and community-based perspective. Students will learn what environmental and workplace conditions provoke hazards, identify which threats pose a risk to health and look at how health is affected. Students will assess the impact of social and behavioral influences and explore how disparities affect communities. (S Odd)

NTR 330: Sports Nutrition (3) This course will explore concepts of nutrition related specifically to the athletic population. Students will develop comprehensive nutritional plans to ensure optimal performance outcomes for varying athletic populations. Athletic performance variability will also be discussed. (F Even) Prerequisite: EXS 220

NTR 350: Healthcare Informatics (3) This course provides an overview of healthcare informatics as it relates to the provision of safe, quality, client-centered care. Emphasis is placed on locating, accessing, appraising, and using information to inform evidence-based, professional decisions. The use of information management systems in the collection, management, and communication of client data as well as the maintenance of client privacy and confidentiality is highly stressed. (F Odd)

NTR 361: Lifecycle Nutrition (3) This course will explore an individual's needs for nutrients and energy over the life span. Beginning with conception, pregnancy, early childhood feeding, adolescence, adulthood and the elderly, each lifecycle is discussed with an understanding of the physiological changes and their implications for nutritional factors. Students will also review the social, psychological, economic and leisure changes that affect individual's food choices across the life span. (S Even) Prerequisite: EXS 255

NTR 410: Food Service Management Systems (3) Introduction to the use of food quality management skills in food service systems, including the application of quantity food production principles, with an emphasis on quality food production, menu planning, food service equipment use, and facilty design.

NTR 420: Community Nutrition (3) Current community nutrition trends with emphasis on community services, government projects, and grant proposal writing. Students will engage in community service work to gain experience with important community issues.

NTR 455: Epidemiology (3) This course introduces the basic principles and methods of epidemiology, with an emphasis on critical thinking, analytic skills, and application to clinical practice and research. Topics include outcome measures, methods of adjustment, surveillance, quantitative study designs, and sources of data. Designed for those with a clinical background, the course will provide tools for critically evaluating the literature and skills to practice evidence-based medicine. (S Even)

NTR 460: Program Planning and Education Models (3) This course will build on the theories/models for health promotion program planning discussed in NTR 305 Population Health. Provides students with the necessary skills for the development, delivery, and evaluation of health programs to targeted populations. Students will work with community agencies to plan and implement a public health intervention. (S Even) (WI)

NTR 461: Medical Nutrition Therapy (3) Medical Nutrition Therapy, often abbreviated as MNT, is an evidence-based medical approach to treating certain chronic conditions through the use of an individually-tailored nutrition plan. This nutrition plan is ordered and approved by a primary care physician and implemented by a Registered Dietitian. This course will explore diverse chronic conditions and the recommended nutrition plans outlined by the Academy of Nutrition and Dietetics' Evidence-Based Nutrition Practice Guidelines. (F Odd) Prerequisite: EXS 255

NTR 499: Capstone (3) This capstone research course involves data collection, analysis and presentation. Oral and written presentations will be required. (WI) Prerequisite: Senior Status (S)

Outdoor Recreation Management (ORM)

ORM 101: Introduction to Outdoor Recreation (3) This introductory level course is designed as an overview of the historical background, theoretic underpinnings, and philosophical perspectives of outdoor recreation. Students will research, explore, and discover professional competencies and vast career opportunities within the field of outdoor recreation including outdoor education schools, higher education administration, outdoor-related businesses, environmental education, experiential education, outdoor adventure/guiding services, non-profit, camping industry, adaptive sports, therapeutic recreation, and municipal parks and recreation. (F)

ORM 102: Outdoor Living Skills (3) Outdoor Living Skills (3) Students will learn the technical skills of outdoor living, develop curriculum plans, teach lessons, and practice skill progression. Topics will include living skills such as: Gear packing, camping skills, stove usage, cooking and nutrition, sanitation and hygiene, and fire building. Field safety skills will include: Bear precautions, backcountry lightening procedures, and search and rescues techniques. Backcountry travel curriculum will include: Trail technique, navigation, route planning, river crossings, weather, and astronomy. Environmental ethics will be discussed and the course offers a Leave No Trace certification; participation in the course does not guarantee certification. Field-trip required. An additional fee is required. Prerequisite: ORM 101 (F, S)

ORM 103: Trail Running (2) The beginner course is designed to introduce students to trail running, its terminology, techniques, form, and safety. Classes will take place at the Lees-McRae College trails system. (F)

ORM 104: Skateboarding (2) The course is designed to introduce students to skateboarding terminology, equipment, safety, and skills. An additional fee is required. Field trips required and course location is off-campus.

ORM 105: Paddleboarding (2) The course is designed to introduce students to stand-up paddleboarding, its terminology, equipment, skills, and safety. The local lakes and rivers will be utilized. An additional fee and field trips are required. (F)

ORM 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)

ORM 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 students must provide or purchase a yoga mat and strap. (F, S)

ORM 120: Introduction to Ski/Bike Patrolling (1) This course is designed to introduce ski and bike patrol candidates to the National Ski Patrol (NSP). Candidates are considered individuals that are seeking job opportunities within the patrolling industry and are working towards completing their medical certifications. Presented as a modular approach, this course will be supplemented by area-specific training in policy, procedure, practice, and equipment. This basic course includes any or all of the following: the history and organization of the NSP, risk management, ski area management, the role of the patroller, scene management, introduction to rope and belay skills, instroduction to lift evacuation, introduction to outdoor emergency transporation, and introduction to the incident command system. Course fee required and includes an associate membership to the NSP. (F)

ORM 201: Group Dynamics and Facilitation (3) This course will study theories and principles of experiential education including: group dynamics, problem solving, decision making, communication skills, and conflict resolution. Students will develop facilitation skills, explore teaching techniques, approaches, and strategies specific to an outdoor setting. (F)

ORM 205: Waterfront Recreation and Outdoor Rental Management (3) This course utilizes the student-run business Wildcat Rentals as a learning lab for understanding waterfront recreation and outdoor rental managment. Students will work at Wildcat Rentals, managing the rental and retail sales and overseeing the waterfront recreation. The course explores the management of resources, discussing topics such as human resources and legal issues and risks. Students will gain the skills necessary for preparing, presenting, and managing budgets; and revenues for capital development and day-to-day operations. (Summer)

ORM 208: Hiking Yoga (2) The course will combine components of hiking and yoga exercise. Taking guided hikes on trails surrounding the LMC campus, students will learn about local flora and fauna, basic map reading and outdoor survival skills. Upon reaching the destination, students will practice an hour session of yoga to stretch, strengthen and cleanse their bodies of tension. Meditation and breathing techniques will be practiced to deepen their experience of the natural world around them. (S)

ORM 220: Canoeing (2) An introduction to flatwater canoeing. Course topics include: canoe technical skills; equipment management; trip planning; hazard recognition; and rescue skills. Field trips and additional fees are required. (F)

ORM 223: Fly Fishing (2) In the course the student will acquire the knowledge, skills, and tactics that they will use to problem solve in the constantly changing natural environment. Instruction /participation will include, but is not limited to, the following topics:

conditioning, basic fly tying, tying local patterns, conservation techniques, equipment use/care/selection, fly casting, aquatic entomology, stream hydrology, interpretation of fly fishing opportunities, fly fishing-tactics, basic knots, and field trips to local streams. There are several unique features surrounding the fly fishing course that should be noted. Because of the geologic location of Lees-McRae College, we are located near many of the premiere fly fishing streams. We use these streams for our weekly field trips to apply what is learned and enhance the basic understanding of the sport. Field trips and additional fees are required. (F)

ORM 225: Rafting (2) This course will provide students with an understanding of whitewater travel by rafting. Topics will include: Boat control and efficient rowing, raft maneuvers, equipment, loading, expedition planning and behavior, and rescues techniques. Field trips and additional fees are required. (Summer)

ORM 231: Rock Climbing (2) 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. Field trips and additional fees are required. (F)

ORM 232: Association of Challenge Course Technology (ACCT) Level 1 Practicioner Certification (2) The major focus of this course is to provide students with the opportunity to gain the skills and knowledge that help them become more effective, confident, competent, and sage challenge course leaders. Course topics include: challenge course procedures; safety systems and standards; maintenance and inspections, and facilitation of both low and high ropes programs. Practicitioner Certification available to students that have successfully completed the class requirements. Field trips and additional fees are required. (F)

ORM 235: Mountain Biking (2) The course will combine a series of indoor lectures with practical outdoor riding experiences on trails located on the Lees-McRae College campus. Course topics include: riding techniques, clothing, equipment, safety, on-trail bike maintenance, and environmental concerns. Field trips and additional fees are required if the following equipment is needed: mountain bike, helmet, and tire repair kit. (F)

ORM 237: Skiing and Snowboarding (2) This is a course of instruction in the skills of snow skiing and snowboarding. Students are placed in classes appropriate to level of ability. Students must provide their own transportation to the ski site. Field trips and additional course fees are required. (S)

ORM 239: Adaptive Adventure Recreation (2) This course provides students with an understanding of inclusion and its application to the design and delivery of outdoor programs and services. This is accomplished through modifications in equipment and programming. The areas of paddling, climbing, cycling and skiing will be covered. Students will have the opportunity to utilize specialized equipment, as well as learn techniques for teaching and leading activities for specialized populations. There are several unique features surrounding this course that should be noted. Through local partnerships students will be able to access the areas of Camp Holston, Beech Mountain and more utilizing specialized equipment provided by Catalyst Sports—Boone Chapter. Field trips and additional fees are required. (F)

ORM 241: Advanced Rock Climbing (2) This course is designed for individuals who have prior skills in rock climbing and are looking to further increase their skill level. The course will cover advanced rock climbing techniques and topics including: Lead climbing, anchor building, advanced knot tying, and rescue skills. Advanced safety and management of climbing sites will be included. Field trips and additional fees are required. Prerequisite: ORM 231 Rock Climbing or permission of instructor. (S)

ORM 242: Mountain Host Operations (3) Mountain Hosts have become a vital addition to ski area staff and are common at resorts across America. These individuals interact with guests to promote safety and provide customer service. In addition, this course will allow students a preview of a wide variety of operational departments at Beech Mountain Resort. You'll learn and work in administration, ticket sales, retail sales, tubing, lift, and various other on-mountain operations departments. Topics are determined by the ORM faculty and provide the student with an opportunity to study and research in various subject areas. Course fee is $70 and includes uniform. (S)

ORM 245: Outdoor Economies: Balancing Sustainability, Commerce, and Residential (3) The outdoor recreation economy accounted for more than 2% of the U.S. gross domestic product (GDP) in 2019, and more people are taking advantage of outdoor recreation than ever before. But are e loving our natural spaces—and the communities around them—to death? Through discussion, guest lectures, field trips, hands-on experiences, and analysis, students will examine the concept of gateway communities, strategies for these towns to build and maintain outdoor recreation-based economies, and whether reaching sustainable balance among users, residents, natural assets, commerce, and infrastructure is even possible. Oral and written presentations are required throughout the course.

ORM 249: Winter Adaptive Recreation and Event Planning (2) This course provides students with an understanding of inclusion and it's application to the design and delivery of outdoor programs and services specific to adaptive winter sports. Specifically, students will assist in the coordination of the Adaptive Ski Week at Beech Mountain and gain firsthand experience in the implementation of this multi-day program. Students will gain experience in all aspects of the event including marketing, promotion, scheduling, logistics, budgets, coordinating adaptive ski instructors, working with adaptive athletes, program coordination and evaluation, and working closely with adaptive recreation non-profits.

ORM 250: Trail Building (2) The course is designed to introduce students to trail building, its terminology, techniques, form, and

safety. Equipment provided. Field trips and an additional fee are required. (F)

ORM 299: Outdoor Leadership Skills (3) Introduces the development, acquisition, and application of leadership skills and knowledge to the outdoor setting. Focus on outdoor leadership theory, tolerance for adversity and uncertainty, and valuing diversity. Examines principles and strategies used for outdoor recreation career planning including: resume writing, interview and presentation skills; internship, employment, and graduate school opportunities. Field trip required. Prerequisite: ORM 101 (WI) (S)

ORM 301: Outdoor Skills Pedagogy (2) This course will function similar to a Teaching Assistant position for an Outdoor Recreation Management Skill Fundamentals course. This course is for students who have intermediate or advanced outdoor technical skills in a specific skill set, who are seeking experience in teaching technical skills. Only one student per Outdoor Skill Fundamental course is allowed. This course will provide students the opportunity to lesson plan, teach, and evaluate under the leadership of an ORM faculty member. Prerequisite: ORM 201. Instructor and Program Coordinator permission required. An additional fee is required. (F, S)

ORM 310: League of American Bicyclists Smart Cycling Certification (1) Part I of this course is the League of American Bicyclists, Smart Cycling COMPLETE program. This program is designed to develop the craft and science of bicycling—the ability to use a bicycle with confidence and competence for pleasure, utility or sport under various highway, climate, terrain and traffic conditions. During this course you will learn traffic law, bicycle handling, how to conduct bicycle safety checks, on-bike skills and crash avoidance techniques. For beginning or novice riders, this course combines classroom discussion/activities and on-road practice to instruct students in the practice of vehicular-style bicycling and overcoming the fear of riding in traffic. Learning the techniques in this class will allow you to ride more confidently and more often while having more fun. Smart Cycling COMPLETE (formerly called Traffic Skills 101) is a prerequisite for becoming a League Certified Instructor (LCI) candidate. Part II of this course will take place after Part I and will comprise of 7 hours. During this segment we will CRANK it up with a focus on camaraderie, riding, advocacy, nature, and bicycling knowledge specific to Lees-McRae College. (S)

ORM 315: Outdoor Recreation Administration (3) Examines the principles and practices of supervision and management of outdoor recreation programs. Introduces fundamental principles and techniques for planning, supervising, staffing, and budgeting 250 for outdoor recreation programs. Topics include program design, facility management, fiscal management, access to public lands and permitting. Program logistics, staff recruiting, supervision and training will also be covered. Students prepare to design and implement outdoor recreation programs at appropriate outdoor sites for various agencies, organizations, and audiences. Field-trip required. (S)

ORM 320: Ski Industry Trip (3) Travel west with the Ski Industry Business and Instruction program and attend an industry conference, tour various industry facilities/programs, and visit multiple ski resorts for behind the scenes tours with leaders and managers in various departments. An additional fee is required. Field trip required. Instructor permission required. (S)

ORM 321: Leave No Trace/Level 2 Instructor Certification (2) This course provides students with a comprehensive overview of Leave No Trace skills and ethics through practical application in a field-based setting. It is run as a combination of a one-day classroom component, three-day/two-night field component and one-day community outreach opportunity. Students will practice Leave No Trace teaching strategies by delivering lesson plans and activities. The Level 2 Instructor course prepares students to deliver two-day Leave No Trace Trainer courses and one-day or shorter Awareness Workshops. Course completion results in Level 2 Instructor certification with the Leave No Trace Center for Outdoor Ethics. (F)

ORM 337-01: Professional Ski Instructors of America (PSIA) Level 1 Instructor Certification (3) This course will cover teaching, learning, riding and children's teaching concepts preparing you to become a ski instructor. This course combines riding, teaching, and training. Training comes in the form of reading, participation, clinics, teaching students, and video analysis. This course requires additional teaching requirements at Beech Mountain's Ski School throughout the season. Intermediate ski skills required. Additional fees are required and include a PSIA-AASI membership and PSIA-AASI exam. (S)

ORM 337-02: American Association of Snowboard Instructors (AASI) Level 1 Instructor Certification (3) This course will cover teaching, learning, riding and children's teaching concepts preparing you to become a snowboard instructor. This course combines riding, teaching, and training. Training comes in the form of reading, participation, clinics, teaching students, and video analysis. This course requires additional teaching requirements at Beech Mountain's Ski School throughout the season. Intermediate snowboard skills required. Additional fees are required and include a PSIA-AASI membership and PSIA-AASI exam. (S)

ORM 345: North Carolina Environmental Education Certification Prep (3) Through readings, site visits, practice and discussion, students will learn about the theoretical and historical background of the fields of interpretation and environmental education. Students will gain practical experience evaluating interpretive displays and presentations, and environmental education programs. Students will ultimately design and implement effective interpretive messages and environmental education programs. Through these experiences, students will also gain knowledge of a variety of careers within the fields of environmental education and interpretation.

Students will begin the NC Environmental Education Certification processes as a part of the course work. Upon completion of this class, students should have completed between 35–40 hours towards the NC Environmental Education Certification, with opportunities to complete additional hours before the end of the semester. This certification is required, or highly recommended by many employers in formal and non-formal education settings. Course field trips are required. Additional course fee is required. (S)

ORM 355: Open Water Scuba Diving Certification (3) This course follows the Professional Association of Diving Instructors' (PADI) certification curriculum, objectives, and requirements. Lecture includes physiology, water environment, equipment, and techniques for fundamental SCUBA diving. Practical includes practice in techniques, skills, and equipment usage. Sessions held in pool and open water. Successful completion leads to PADI Open Water Diver Certification. Physical requirements: 200 yard swim, 10 minute survival skills and good health. Field trip and additional fees are required. NOTE: Section 02 of this course is Advanced Scuba Diver Certification. (F)

ORM 399: Expedition Travel (3) The purpose of this course is to provide students with the skills and knowledge that pertain to the principles and practices of actively participating in an extended group expedition domestically or internationally. This will be achieved through an examination of expeditioning theory and practice in the classroom followed by an extended expedition. An expeditionary/ experiential learning model will serve as the foundation for this travel course. Field-trip required. An additional fee is required. (F, S)

ORM 410: Risk Management in Outdoor Recreation (3) Introduces risk management in the outdoor environment. Risk identification, assessment, and minimization will be addressed. Students will learn how to establish emergency protocols, write risk management plans, and respond to backcountry emergency situations. The course will also cover current law and liability issues for outdoor recreation administrators of facilities and programs. (F)

ORM 437: PSIA-AASI Adaptive Level 1 Certification Prep (3) This course will cover teaching, learning, and riding for people with disabilities. The following adaptive disability classifications will be covered: Visually impaired/cognitive, three track/four track, sit down – mono-ski and bi-ski. This course combines riding, teaching, and training. Training comes in the form of reading, participation, clinics, teaching students, and video analysis. This course preps students to take their PSIA or AASI Adaptive Level 1 Exam. This course required additional teaching requirements at Beech Mountain's Ski School throughout the ski season. Intermediate ski or snowboarding skills and additional fees are required. (S)

ORM 471: Outdoor Recreation Internship (3) This course is a full-time work experience for outdoor recreation 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 directly evaluate the student's work performance. Emphasis on administrative, supervisory, teaching, and program leadership in an outdoor recreation setting. 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. Prerequisite: Junior or senior status and permission of the instructor. (F, S, Summer)

ORM 497: Contemporary Issues in the Ski Industry (3) This course is designed to increase a student's ability to critically analyze and discuss trends and issues in the ski industry. Students examine their own ethical perspectives while building skills to become competent, ethical leaders in the ski industry. Social justice topics in outdoor recreation will include: Race, ethnicity, gender, age, disability, and spirituality with special attention given to equality and inclusion skills for leaders. Oral and written presentations are required throughout the course. (F)

ORM 498: Contemporary Issues in Outdoor Recreation (3) This course is designed to increase a student's ability to critically analyze and discuss trends and issues in outdoor recreation. Students examine their own ethical perspectives while building skills to become competent, ethical outdoor leaders. Social justice topics in outdoor recreation will include: Race, ethnicity, gender, age, disability, and spirituality with special attention given to equality and inclusion skills for leaders. Oral and written presentations are required throughout the course. (WI)

ORM 499: Senior Research (3) This capstone course integrates all the functional areas of outdoor recreation in the analysis and solution of industry problems. Case studies and simulations are employed, as are related readings and outdoor research. 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: ORM 498, senior status, and permission of the instructor. (WI) (S)

Professional Communication (PCOM)

PCOM 101: Survey of Human Communication (EL) (3) The theory and practice of communication in interpersonal, small groups, and public speaking contexts, emphasizing proficiency in message organization, delivery, and critical thinking. Managing and preventing nervousness/anxiety as it relates to speaking in public.

PCOM 103: Interpersonal Communication (EL) (3) This course is designed to help students develop communication confidence and competence in personal and professional settings. The course will cover conflict, self-awareness, relational and emotional intelligence, public speaking, self-disclosure, and the ethics of relationships.

PCOM 202: Intercultural Communication (EL) (3) This class explores issues of communication across/between/within cultures, with a special emphasis on cultivating greater awareness of the myriad subtle ways that our own intersectional cultures shape how we approach and communicate with others.

PCOM 222: Environmental Communication (3) How should we dwell upon the earth? In an age of human-caused climate change, no challenge is more pressing. This course seeks to interrogate this question by exploring the relationship between human communication and the natural world. We will experiment with thinking ecologically about communication and communicatively about ecology, and together we will consider the impacts human communication may have on ecological systems.

Physics (PHY)

PHY 101: Descriptive Biomechanics (3) This is 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 105: Introduction to Astronomy (3) This course will introduce students to the process of scientific observation and analysis through the study of our universe. Topics will include the 8 planets and associated bodies; the Sun, other stars, and their production of energy; the Milky Way and further galaxies; and the large scale structure and evolution of the universe. Emphasis is placed on scientific reasoning, observational evidence, and the historical development of our understanding. No prerequisites are required.

PHY 111: General Physics I (4) This course introduces 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 112 or MAT 116 or MAT 117. Additional fee required. (F)

PHY 112: General Physics II (4) This course is a continuation of PHY 111. Topics include: heat, light, wave, motion, sound, electricity and magnetism. (Laboratory) Prerequisite: PHY 111. Additional fee required. (S)

Psychology (PSY)

PSY 133: General Psychology (3) This course is an introduction to the field of psychology. Major theorists and sub-disciplines of psychology are covered. (F, S)

PSY 201: Human Growth and Development (3) This course examines the relationship of the physical, emotional, social and cognitive factors of growth and development from the prenatal period through death. (S)

PSY 202: Abnormal Psychology (3) This course is 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) This course is 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) This course gives consideration to the whole spectrum of personality theories, including Freudian, humanistic, social learning, existential and behaviorist models. (S Even)

PSY 210: Helping Skills (3) This course is an introduction to counseling and clinical psychology. (F Odd)

PSY 211: Intimate Relationships (3) This course presents the social scientific view of intimate human relationships. It will consider research on both societal level issues such as gender roles and expectations as well as personal characteristics like personality and attachment styles. Topics covered range from physical attraction, love, commitment/marriage, communication skills, power, and separation/divorce. (S)

PSY 230: Industrial/Organizational Psychology (3) This course is an examination of psychological techniques used to improve organization effectiveness and employee well-being. Topics include hiring practices, performance valuation, leadership in the workplace and effective work environments. (F Even)

PSY 253: Child Development (3) This course studies the psychological aspects of human development from conception to adolescence, with emphasis on developmental principles, theoretical views and recent research. (F)

PSY 255: Death, Dying and Bereavement (3) This course is a survey of the psychological issues associated with death, dying and bereavement. Topics to be discussed include death rituals and customs, hospice and end-of-life care, physician-assisted suicide, and the processes of grief and bereavement. Students will gain an appreciation of death and the process of dying as natural components of the lifespan, and understand how an awareness of mortality contributes to the construction of meaning in one's life. (S Odd)

PSY 265: Statistics for the Social Sciences (3) This course is an introduction to the statistical tools required to analyze problems in 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: MAT 111 or higher. (S)

PSY 273: Introduction to Forensic Psychology (3) This course is designed to introduce students to the field of forensic psychology. Some of the topics covered in this course will include psychological profiling, the mental state of offenders, the insanity plea, eye-witness testimony, and the psychology of juries. Many areas of psychology, including social, developmental, and abnormal psychology will be incorporated as they intersect with the law and criminal justice systems. (F Odd)

PSY 310: Brain and Behavior (3) This course focuses on the scientific study of the relationship between brain and behavior. Prerequisite: PSY 133. (S Odd)

PSY 323: Principles of Learning (3) This course is a survey of the experimental study of human and animal learning with an introductory consideration of modern learning theory. Prerequisite: PSY 133. (S Even)

PSY 333: Cognitive Psychology (3) This course focuses on the scientific study of mental processes involved in acquisition, storage, retrieval and use of knowledge. Prerequisite: PSY 133. (F)

PSY 353: Child Psychopathology (3) This course is an examination of the causes, diagnosis and treatment of psychological and developmental disorders in children and adolescents. Topics include disruptive behavior, attention-deficit disorders, attachment and separation anxiety disorders, pervasive developmental disorders such as autism, and eating disorders. Prerequisite: PSY 133. (S Odd)

PSY 363: Drugs and Human Behavior (3) This course is an examination of psychoactive drugs, including both drugs used in the treatment of psychological disorders as well as recreational substances such as marijuana, methamphetamine and alcohol. Course topics will include classification of psychotropic agents, drug metabolism, side effects and toxicity. Personal and societal consequences of addition and treatment will be discussed. Prerequisite: PSY 133. (F Odd)

PSY 373: Psychological Testing (3) This course is an examination of the principles and theories related to psychological testing. Course topics will include the evaluation, selection and construction of measures of various psychological constructs (e.g. intelligence, attitudes, personality). Prerequisite: PSY 133. (F Even)

PSY 380: Research Methods (3) This course is 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. Prerequisites: PSY 133, PSY 265. (F) (WI)

PSY 471: Psychology Internship (3-6) This course is 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 and a minimum 2.5 GPA in the major. (S)

PSY 499: Senior Research Seminar (3) This course is 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. Prerequisites: PSY 380 and senior status. (S) (WI)

Religious Studies (REL)

REL 110: Introduction to Religion (3) This course investigates 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 225: Issues in Ethics (3) This course is an introductory study of contemporary approaches to ethics and ethical problems.

REL 241: Religion and Ultimate Questions (3) 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 from the standpoint of the Judeo-Christian religious tradition. (WI)

REL 243: Mythology and the Religion of Ancient Greece (3) This course investigates the religion of ancient Greece as reflected in its mythology, literature and ritual practices.

REL 271: Christianity in History and Tradition (3) This course studies selected movements, conflicts and doctrines within Christianity, with special focus on the critical early centuries of its development. (Cross-Reference: HIS 271)

REL 311: Monotheistic Religious Traditions (3) This course surveys the major monotheistic religious traditions. The goal is to achieve an appreciation for the ways in which people live out their religious convictions. For each religion, we will explore its historical development, fundamental beliefs and current practices. (WI)

REL 321: Life and Letters of Paul (3) This course is an inquiry into the life and letter-writing activity of Paul, one of Christianity's earliest and greatest theologians. (WI)

REL 361: Life and Teachings of Jesus (3) This course investigates the timeless teachings of Jesus in the original setting as well as its contemporary applications. (WI)

REL 366: Jesus in Hollywood (3) This course examines Hollywood's 20th and 21st Century silver-screen portrayals of Jesus, which are imaginative representations of 1st Century gospel narratives.

REL 381: Religious Traditions of India, China, and Japan (3) This course surveys the major religious traditions of India, China and Japan. The goal is to achieve an appreciation for the ways in which people live out their religious convictions. For each religion, we will explore its historical development, fundamental beliefs and current practices. (WI)

REL 432: Gospel of John (3) This course is a detailed study of the Fourth Gospel in its historical, social and theological context. (WI)

REL 455: Critical Perspectives on Religion (3) 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) This course focuses on an analysis of plot, characterization and rhetorical strategies of select Biblical passages. (WI)

REL 471: Religious Studies Internship (3) This course is a closely supervised internship to be initiated by the student and approved by the instructor. Familiarity with contemporary, academic literature and an oral and written presentation are required. The supervisors must approve and conduct periodic evaluations of the internship. Prerequisite: Permission of instructor.

REL 499: Senior Research Seminar (3) This course is 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) (WI)

Rhetoric (RHE)

RHE 101: Rhetoric and Composition I (3) This course is 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 foundation of skills 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. Prerequisite: SSC 108. (F, S) (WI)

RHE-L 101: Writing Lab (1) This course reviews key concepts in academic writing, enabling students to strengthen the skills they need to succeed in writing-intensive college courses. Students will learn strategies for understanding assignments, pre-writing, drafting, revising, citing sources, proofreading, and more.

RHE 102: Rhetoric and Composition II (3) An intensive continuation of RHE 101, this research-based course enhances and extends the written and oral skills covered in the first semester, possibly through a thematic study of contemporary and/or historical disputation or through analysis of writings from various genres. This course completes the skills foundation required for further development in designated writing-intensive and speaking-intensive courses. Students will analyze rhetorical strategies, use specific citation formats, describe controversies from a variety of angles and argue positions through written and oral assignments. Prerequisite: C- or higher in RHE 101. (F, S) (WI)

Science (SCI)

SCI 214: Science Applications (3) This course applies the principles of the physical sciences, chemistry, and biology that are important to understanding a subject with which the student is familiar on a practical level. It is designed to foster an understanding of scientific concepts and methods by relating that knowledge to applications in the world in which the student lives and works.

SCI 240: Introduction to Geographic Information Systems (3) In this course, students will learn how to visualize and apply spatial data to address social and environmental issues. This includes understanding coordinate systems and spatial data structure, learning practices for making informative maps and figures, and gaining familiarity with multiple widely used GIS programs.

SCI 241: Math and Science Concepts (3) This course introduces the student to the philosophical foundations, and nature of scientific study, and links scientific research to applications in the work place and the world in which the student lives. Mathematical and calculator skills needed for scientific applications are covered in depth. Topics include: philosophical foundations of science, vocabulary of science, logic, statistical concepts, mathematical principles needed for statistical analysis, academic journals, parts of a research report (literature review, methods, discussion, etc.), and the nature of primary vs. secondary research.

SCI 271: Laboratory Assistant in Science (1) This course is an introduction to lab methods, lab safety and responsibilities of a laboratory assistant. Includes laboratory preparation and assistance during weekly laboratories. Prerequisite: permission of the instructor. (F, S)

SCI 272: Laboratory Assistant in Science (1) This course is a continuation of SCI 271. Prerequisite: SCI 271 and permission of the instructor. (F, S)

Sociology (SOC)

SOC 203: Social Psychology (3) This course is 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) This course is 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) This course is 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 2000s will be discussed. (S)

SOC 251: Social Problems (3) This course is 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)

Spanish (SPA)

SPA 101: Elementary Spanish I (3) This course introduces students to the basics of the Spanish language and Latino culture through total immersion activities. Reading, writing, listening, and speaking activities help students reach the Novice mid-level of Spanish proficiency by the end of the semester. NOTE: This course is required for a BA degree.

SPA 102: Elementary Spanish II (3) This course helps Novice mid-level Spanish speakers reach the Novice high-level of proficiency through total immersion activities that develop skills in reading, writing, listening, and speaking. Interwoven throughout the course is an emphasis on Latino culture. Note: This course is required for a BA degree. Prerequisite: SPA 101 or equivalent score on the Spanish Placement Test.

SPA 103: Spanish for the Professions (3) This course is designed for beginning Spanish students who plan to work in fields where they may intract with Spanish-speaking communities, either locally or internationally. Students will develop basic conversational skills and cultural understanding through class activities. This class can substitute SPA 101.

SPA 188: Special Topics (1) There are course fees for this course to cover travel costs. All students wishing to participate in this course will need the permission of the instructor.

SPA 201: Intermediate Spanish I (3) This course helps Novice high-level Spanish speakers reach Intermediate low-level of proficiency through total immersion activities that develop skills in reading, writing, listening, and speaking. Interwoven throughout the course is an emphasis on Latino culture. Note: This course is required for a BA degree and for a Hispanic Studies minor. Prerequisite: SPA 102 or equivalent score on the Spanish Placement Test.

SPA 202: Intermediate Spanish II (3) This course helps Intermediate low-level Spanish speakers reach Intermediate mid-level of proficiency through total immersion activities that develop skills in reading, writing, listening, and speaking. Interwoven throughout the course is an emphasis on Latino culture. Note: This course is required for a BA degree and for a Hispanic Studies minor. Prerequisite: SPA 201 or equivalent score on the Spanish Placement Test.

SPA 220: Cultural History of the Spanish Civil War (3) Introduces students to the Spanish Civil War (SCW) through cultural artifacts produced as a result of this conflict (1936 to 1939). Students acquire a solid understanding of the SCW, related political philosophies, and cultural production. Students connect figures from the SCW to WWII.

SPA 225: Spanish Encounters and Conflicts (3) Over twenty countries across four continents use Spanish as an official language, their similarities beyond this fact are regional and often difficult to define. Their shared language reflects a common history of colonization that overlays what we can experience in these areas today. As we look at history through art, literature, and architecture found in the Spanish-speaking world, we will find similarities and differences between many of these countries and regions. Central historical figures and the events protagonized will be analyzed to deepen students' understanding of important developments in the Hispanosphere.

SPA 310: Spanish and Latin American Film (3) In this course, the student watches authentic literature-based films from Spain and Latin America and then engages in comprehension, literary element identification and related activities. The student gains a greater understanding of the Spanish language and of Latino culture through cultural and literary readings. Prerequisite: SPA 202 or permission from the instructor.

SPA 320: Spanish for Social Justice (4) Students learn vocabulary for social justice issues, practice Spanish grammar and syntax for improving self-expression, read and discuss articles about current events that warrant the public's attention, research the underlying causes of these issues, and then go out into the community to raise awareness. Prerequisite: SPA 201 or Spanish placement test.

SPA 411: Advanced Spanish Grammar & Composition (3) In this course, the student watches six authentic Hispanic short films, writes guided compositions and comments on important literary works. Online grammar activities help the students to improve usage of the subjunctive and indicative in the present, past and future tenses. Prerequisite: SPA 201. Access to high-speed internet required.

SPA 471: Spanish Internship (4) The Spanish internship is an on-the-job or community-based training experience utilizing the skills developed in the Hispanic Studies minor. Emphasis is on learning and practicing the fundamental skills of reading, writing, editing, speaking, and communicating in spoken and written Spanish. A minimum of 200 hours of work is necessary for credit. This course is normally taken following the junior year. The internship experienc is designed as a cooperative planned student internship in a community of international setting. Hispanic Studies minor candidates will keep an ongoing log of internship activities and meet regularly with their college internship instructor.

Special Education (SPE)

SPE 210 The Exceptional Child (EL) (3) This course describes the areas and characteristics of exceptionalities, problems in learning, and personal-social adjustment of exceptional children and adults. The course describes the services available to persons with disabilities through special education in public schools and through other institutions, agencies, and professionals—including employment, housing, and education opportunities. Ethical issues surrounding individuals with disabilities and handicapping conditions are investigated. (F, S)

SPE 313 Assessment and Collaboration for Exceptional Children (3) This course focuses on the assessment of students with learning differences and the effective use of data to guide instruction, learning goals, and behavioral supports. Students will examine assessment tools, interpretation methods, and the design of individualized intervention strategies that align with students' unique learning needs. They will begin the IEP process by completing the required documentation, establishing timelines, and applying legal mandates under the Individuals with Disabilities Education Act (IDEA). Students will gain an understanding of assessment protocols, eligibility criteria, and expectations for multidisciplinary evaluations. Emphasis is placed on collaboration with families, educators, and service providers to ensure student success and legal compliance. (S, Su)

SPE 402 Diagnosis and Remediation for Students with Reading Difficulties (3) Teacher candidates will take a deep dive into the world of comprehensive literacy instruction. Candidates will learn to use formal and informal assessements to identify specifics areas of need in each component of literacy and collect, analyze, and utilize data through progress monitoring techniques. A major focus of the course is on evidence-based strategies for teaching students with dyslexia, including the use of systematic, explicit, and multi-sensory methods of instruction. Students will contribute to the development of an IEP. (F, S)

SPE 404 Teaching K-6 Students with Learning Differences (3) This course prepares teacher candidates to effectively teach mathematics and science to elementary students with learning differences, including those served under the North Carolina Extended Content Standards as well as the NCSCS for elementary students. Candidates will investigate and apply current content, instructional methods, and materials designed to meet the diverse needs of exceptional learners. Emphasis is placed on using differentiated instruction, authentic assessment, and inclusive teaching strategies. Candidates will design and implement an integrated, technology-enhanced, problem-based thematic unit grounded in best practices and aligned with the Extended Content Standards when appropriate for the individual student. *Couse fee required (F, S) (WI)

SPE 405 Teaching 7-12 Students with Learning Differences (3) This course prepares teacher candidates to support secondary students with learning differences through evidence-based instructional strategies and personalized transition planning. Candidates will explore research-based cognitive approaches and apply the principles of Universal Design for Learning (UDL) to meet the diverse needs of learners in middle and high school settings. Emphasis is placed on the development of effective Transition Plans that guide students from high school to adult living and through day-to-day transitions within the educational environment. Candidates will learn to create supportive, inclusive learning experiences that foster independence, engagement, and postsecondary success. (F, S)

SPE 414 Behaviors in the General Curriculum (3) This course focuses on understanding and addressing behavioral challenges and disorders in the classroom. Emphasis is placed on a collaborative problem-solving approach to support learning by effectively managing and improving student behavior. Students will explore the foundations of Positive Behavior Interventions and Supports (PBIS) as a proactive framework for promoting positive student outcomes. The course highlights the critical role of well-established classroom routines, clear procedures, and effective classroom management strategies in preventing and responding to disruptive behaviors. Special attention is given to understanding the characteristics and needs of students with emotional and behavioral disorders (EBD), and evidence-based practices for supporting their success. Through case studies, practical applications, and reflective practice, students will develop the skills necessary to create structured, inclusive environments that foster engagement, self-regulation, and academic achievement for all learners. (F, S)

Sport Management (SPT)

SPT 101: Introduction to Sport Management (3) This course provides an overview of the theory and sectors in the sport industry. Topics include: management, leadership, marketing, law, communication, economics, finance, governance, professional development, and professionalism. (F)

SPT 102: Current Issues in Sport Management (3) This course addresses current issues in the field of Sport Management. Topics include: marketing and advertising in sport, labor relations and legal issues, the job market, facility construction, marketing and promotional events, industry leadership, and economical and financial issues currently affecting the industry. (S)

SPT 251: Sport Communication (3) This course explores the forms and purposes of communication in sport, including: sport journalism, media conferences, publicity, websites, game operations, social media management, and sport broadcasting. Additionally, this course addresses strategic sport communication planning, branding, and crisis management. Finally, the course serves as preparation for a field experience in this segment of the industry. (WI)

SPT 271: Practicum I (3) This practicum provides students with experiential learning opportunities while working Lees-McRae athletic events to provide operational support and learn various roles within sport event and facility management. (F, S, Summer)

SPT 285: Officiating (3) Studies officiating as a career, offering it as another career pathway, along with coaching, for those students who wish to stay actively involved in the sporting profession. It also develops the common ground, and a better understanding, between officials and coaches, allowing them to create a stronger and better working relationship for our students' future careers no matter whether they choose to become coaches or officials. An officiating certificate will be earned at the conclusion of the course.

SPT 288: Special Topics in Sport Management (3) Special topics courses are determined by the Sport Management faculty and provide the student with an opportunity to study and research in various subject areas.

SPT 298: Sport Sociology (3) This course examines the social significance of sport in life and culture. Topics include mobility, stratification, deviance, violence, ethics, and racial and gender inequalities in sport. (F) (WI)

SPT 301: Sport Marketing (3) This course examines the role of sponsorship and the broader role of marketing in sport management. Emphasis is placed on event-related, promotional sponsorship, research, marketing, and activation. Topics include prospecting for sponsors, identifying sponsor needs, developing sponsorship proposals and packages, sales strategies and methods, and managing sport sponsorships. (S)

SPT 321: Sport Economics (3) This course applies basic economic theory to the analysis of several problems and issues in sport business. Topics include: demand and sports revenue, team cost, profit and winning, the value of sports talent, the history of player pay, subsidies and economic impact analysis, and the economics of stadium financing. (S)

SPT 331: Leadership and Athletic Coaching (3) This course is designed to provide a foundation in the theoretical framework of athletic coaching with an emphasis on approaches within competition. Topics may include coaching philosophies, target outcomes, great coaches, coaching strategy, decision-making, and training. (F)

SPT 334: Athletic Coaching Administration (3) This course is designed to provide a foundation in the administration of athletic coaching with an emphasis on administrative duties and obligations outside of competition. Topics may include scouting, recruiting, evaluating, hiring, firing, compensation, and working as a coach within an athletic organization. (S)

SPT 351: Intercollegiate Athletic Administration (3) This course introduces students to the management of intercollegiate athletics, including skills and theory, as well as regulations and governance of it. Rules and policy of athletic conferences, state athletic associations, the National Collegiate Athletic Association (NCAA), and state and federal law are addressed. Additional topics include: the marketing, financing, economics, and staffing of intercollegiate athletics, as well as the recruitment and retention of student-athletes. (F)

SPT 371: Practicum II (3) This practicum provides students with experiential learning within the sport industry and places them in leadership positions due to their prior working experience and internship completion. This can be completed on- or off-campus, but most students will work with Lees-McRae athletics staff and the sport events. This class requires an academic component with assignments. (F, S, Summer)

SPT 372: Sport Finance (3) This course examines current practices in the financial management of sport business. Topics covered include: basic financial concepts, budgeting, revenue projection and forecasting, obtaining funding, inventory and production management, exit strategy, and trends in the financing of sport business enterprises.

SPT 388: Special Topics in Sport Management (3) Special topics courses are determined by the Sport Management faculty and provide the student with an opportunity to study and research in various subject areas.

SPT 401: Coaching Field Experience (3) This internship provides students experiential learning in coaching. This can be completed on- or off-campus. This requires an academic component and has a set weekly course meeting time. Students will apply coaching theory, concepts and skills while working with specialized materials, procedures, regulations, and laws within the political, economic, social, and legal systems associated with coaching. (F, S, Summer)

SPT 411: Sport Law (3) This course analyzes the legal concepts and issues central to the sport industry. Topics include: negligence, risk management, contracts, standards of practice, alternative dispute resolution, intentional torts, product liability, and ethics. (F)

SPT 444: NCAA Compliance (3) This course provides functional knowledge of NCAA rules and regulations. Topics include: initial, continuing, and transfer eligibility; financial aid; awards and benefits; playing and practice seasons; recruiting; amateurism; and reporting. The role of an NCAA compliance officer at an NCAA institution will also be examined. (S)

SPT 445: Athletic Revenue and Fundraising (3) This course examines the fundamental tools and strategies necessary to increase revenues and raise funds within community, college, and not-for-profit sport organizations. Topics include: selling and sales management, ticket sales, pitching presentations, major gift and capital campaigns, soliciting donors, and sales/donor database management.

SPT 471: Sport Management Internship (3) This internship provides students experiential learning within the sport industry. This work may be completed on- or off-campus and requires an academic component. (F, S, Summer)

SPT 474: Internship II (3) This internship provides students with experiential learning within the sport industry and places them in leadership positions due to their prior working experience and internship completion. This can be completed on- or off-campus and requires an academic component. (F, S, Summer)

SPT 488: Special Topics in Sport Management (3) Special topics courses are determined by the Sport Management faculty and provide the student with an opportunity to study and research in various subject areas.

SPT 492: Sport Leadership (3) This course examines leadership theory and the skills, competencies, and behaviors required of sport leaders. Topics include: self-awareness, creative problem solving, effective communication, detailed planning and preparation, negotiation and persuasion, motivation, managing conflict, delegation, and vision. (S) (WI)

SPT 498: Event and Venue Management (3) This course prepares students to develop, implement, and manage (D.I.M.) sport facilities and events. It also serves as a precursor to SPT 499: Senior Research. As such, students will begin the development of an entrepreneurial business plan for a sport business of their choosing. Thus, this course requires an extensive writing component culminating, typically, in a 50+ page business plan for a sport organization or sport event. (F) (WI)

SPT 499: Senior Research (3) This capstone course involves the development of an entrepreneurial business plan by the student for a sport business of their choosing. As such, this course requires an extensive writing component culminating, typically, in a 50+ page business plan for a sport organization or sport event. (S) (WI)

Student Success (SSC)

SSC 108: Foundations of College Reading and Writing (3) This course is designed as an academic and reflective experience of reading, creative and critical thinking, and academic writing. Students engage in the development of advanced reading strategies through exposure to varied text genres and will generate ideas from those readings as a basis for composing college-level written assignments. Instruction includes a focus on organization, the development of content, proper documentation and the application of Edited Standard Written English. This course establishes a foundation for success in subsequent reading and writing intensive courses. Placement is determined by a writing placement assessment administered by the college, and/or transfer college English credit (high school English background/grades, SAT/ACT scores when available and necessary). This course must be passed with a C- or higher.

SSC 109: Academic Focus Lab (0) This course prepares experience academic success in a discipline-specific, co-requisite course such as MAT 111, MAT 112, BIO 114, BIO 115, CHM 111, CHM 112 or RHE 101. Each Focus Lab is facilitated by a learning specialist who works with students to master the content of the co-requisite course through the development of the best study and learning strategies for the specific subject being studied.

SSC 111: Residence Life Leadership (1) This 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) This course is a continuation of SSC 111 with added emphasis on communication and administrative skills. Prerequisite: SSC 111.

SSC 113: Foundations in College Mathematics (3) This course is designed to prepare students for success when enrolling in subsequent college-level math courses and focuses on quantitative reasoning skills as well as basic algebraic operations. Placement is determined by a math placement assessment administered by the college, and/or transfer college math credit.

SSC 351: Peer Tutoring Seminar (2) This course prepares students to become tutors in the Burton Center for Student Success. Students must have permission from the Director of First-Year Experience or the Coordinator of Academic Support Services to enroll. Students will be introduced to current theory and best practices in learning assistance and tutoring in higher education with an emphasis on active learning and fostering student independence.

Theatre Arts (THEA)

All courses open to non-majors unless indicated.

THEA 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)

THEA 101: Dance Technique: Jazz, Tap and Ballet (1) A basic technique course designed to introduce and explore the beginning levels, styles and study of tap, jazz and ballet dance needed for work in the theatre field. Dancewear required. Open to non-majors. (F)

THEA 103: Social Dance (1) A course studying social, folk and ballroom styles of dance. Open to non-majors. (S)

THEA 105: Auditioning (3) In this course, 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 Even)

THEA 111, 112, 211, 212, 311, 312, 411, 412: Clogging (1) A course to learn the basic steps and develop team routines of this traditional mountain dance. Performance may be required. Open to non-majors. Prerequisite: audition and permission of the instructor. These courses must be completed in sequential order.

THEA 113: Fundamentals of Music (2) This is 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)

THEA 115: Basic Piano (1) In this course, the student will study specific piano techniques which apply to personal needs for growth. New musical literature will be introduced. Additional fee required. (F)

THEA 116, 117, 216, 217, 316, 317, 416, 417: Private Voice (1) (50-minute lesson) These are individual instruction courses in the literature and techniques of vocal performance. Students will study specific vocal techniques which apply to personal needs for growth. Prerequisite: permission of the instructor and audition. Additional fee required. These courses must be completed in sequential order. (F, S)

THEA 131: Ballet Studies (1) A technique course designed to explore intermediate to advanced levels in the study of ballet. Dancewear required. (F)

THEA 133: Acting I: Principles (3) This course is designed to introduce the student to the skills of acting: improvisation, stage movement, vocal training, character analysis and scene work. Laboratory work required. Open to non-majors. (F)

THEA 143: Stagecraft (3) An introduction to basic skills/safety in technical theatre, including a wide variety of tools, parts of a theater, sound and lighting equipment, set construction, and the many different off/backstage jobs. Open to non-majors (F, S)

THEA 150: Presence, Presentation, and Performance (3) This course will implement principles and techniques from theatrical performance and improvisation in order to hone students' oral communication skills. Students will analyze and perform texts; explore physical and vocal performance techniques; and craft formal and informal presentations. (F, S)

THEA 173: Fundamentals of Music II (2) This course is a further study of basic music concepts, including minor scales and their individual key signatures in relation to the circle of fifths and the relative major. Other concepts to be covered include intervals, basic triads and seventh chords. Melody harmonization and cadences, as well as basic song form will be explored. (S)

THEA 194-495: Highlanders (1) This course is designed to introduce the student to the skills of singing in an ensemble. The course will concentrate on parts singing. Outside performances will be required. Audition and professor's permission required for class admission. (F, S)

THEA 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)

THEA 207: The Artistic Response: How Artists See Our World (3) A course designed to help students appreciate artistic perspectives on cultural and historical events from the past 60 years by looking at various movements and events from the artist's point of view. The course will examine various art forms (music, theatre, dance, film, performance art, visual art) with the goal of experiencing historical events through the artist's eyes. Individual and group activities and presentations will be required. (F, S)

THEA 209: SETC Experience (1) A course established to aid students attending the Southeastern Theatre Conference. The class will prepare students for the conference and aid them during the conference to gain as much practical knowledge as possible. Additional fee required. (S)

THEA 213: Music Analysis (3) A course in 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: THEA 113 or permission of the instructor. (F)

THEA 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: THEA 115. (S)

THEA 224: Sight Singing and Ear Training (2) This is 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. Permission of the Instructor. (S Odd)

THEA 233: Acting II: Scene Study (3) This course is 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: THEA 133. (S Even)

THEA 236: Voice for the Actor (3) This is an introduction to appropriate vocal and speaking technique for the actor and singer. Emphasis is on vocal expression, articulation, volume, dialect, accents and phonetics. (F Even)

THEA 238: Principles of Theatre Marketing and Management (3) This course serves as an introduction to skills in arts management and marketing, including exploring business models of commercial and not-for-profit theatre companies and the day-to-day operation of major theatre companies. The course will also explore business management skills, oral and written proposals, fundraising and the role of marketing within the arts, both in print, electronic and social media forms. (F Odd)

THEA 240: Scenic Painting (3) A practical, hands-on, studio-style course in drawing, layout, and painting as they pertain to scenic art for the theatre. The course will cover the techniques and skills needed in scenic painitng. Topics include terminology, tools, faux finishes, abstract techniques, realistic reproduction, washes, and glazes.

THEA 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. Additional fee required. (F)

THEA 253: Career Management in Theatre (3) This course is designed to study and explore various aspects of life and career management within the field of Theatre and related disciplines. A personal portfolio will be realized. This course fulfills the professional preparation general education requirement. (S)

THEA 254: Make-Up (3) An introduction course to research, design and execution of make-up, including materials, application of straight, character, age and special effects make-up. Laboratory work required. Additional fee required. Prerequisite: THEA 244. (S Even)

THEA 256: Theatre for Young Audiences (3) This course prepares participants for creating characters, adapting stories and presenting theatre for children. In addition to these skills, an introduction to puppeteering will be included. Laboratory performance required. Prerequisite: THEA 133. (S Even)

THEA 272: Script Analysis (3) 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) (WI)

THEA 275: Musical Theatre Dance I (2) This course explores intermediate dance styles, with a focus on the development of musical theatre production numbers. Emphasis is placed on the historical context of individual styles and the work of major theatre choreographers. Dancewear required. Prerequisite: THEA 101 or permission from instructor. (F)

THEA 324: Musical Theatre History and Repertoire I (3) In this course, the student will explore, research, analyze and perform (if BFA candidate) musical theatre repertoire/literature beginning with the early 1900s through the 1950s. Film and live musical attendance will be required. Prerequisite: THEA 272. (F Even)

THEA 325: Musical Theatre History and Repertoire II (3) In this course, the student will explore, research, analyze and perform (if BFA candidate) musical theatre repertoire/literature from the 1960s through to the present day. Film and live musical attendance will be required. Prerequisite: THEA 272. (S Odd)

THEA 333: Acting III: Period Acting (3) This course is designed to introduce the student to skills of acting in period plays: stage movement, vocal training, character analysis and scene work. Prerequisite: Permission of the instructor and THEA 133. (F Even)

THEA 335: Performance of Literature (3) 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 Odd)

THEA 344: Costuming (3) This course is an introduction to the mechanics of costume research, design and execution, including fabrics, sewing techniques and resources. Laboratory work required. Additional fee required. (S)

THEA 345: Basic Lighting (3) This course is 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. Additional fee required. Prerequisite: THEA 244. (F)

THEA 353: Stage Management (3) This course focuses on the 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: THEA 244. (S)

THEA 363: History of Theatre I (3) This course focuses on the chief playwrights, plays and stage developments from the Greeks to 1700. Analysis of selected representative plays. Prerequisite: THEA 272. (F Odd)

THEA 372: Stage Combat (2) This course is designed for 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.

THEA 374: Directing I (3) This is an introduction to directing techniques for the theatre, including blocking, character development and production. Scene work required. Laboratory work required. Prerequisite: THEA 233. (F)

THEA 375: Musical Theatre Dance II (2) This course explores the most advance styles used in the theatre, with a focus on the development of musical theatre production numbers. Emphasis is placed on the historical context of individual styles and the work of major theatre choreographers. Dancewear required. Prerequisite: THEA 275 or permission from instructor. (S)

THEA 379: Theatre in Community and Outreach (3) This course explores the roles theatre and the arts serve within the communities they exist. Emphasis is placed on community engagement, exploring the community-based and supported theatre model, theatre formed by minority groups and advocacy for the arts. This course uses service learning and may include local travel. (S Odd)

THEA 381: Dance/Choreography for the Theatre (2) This is a study of basic dance and choreographic techniques used in theatrical works. Performance may be required. Dancewear required. Prerequisite: THEA 101, THEA 131, THEA 151 and THEA 161, or permission of the instructor. (S Odd)

THEA 401: Competency One: Creative & Artistic Direction (0) See section on School of Arts and Humanities.

THEA 402: Competency Two: Performance (0) See section on School of Arts and Humanities.

THEA 403: Competency Three: Arts Management & Leadership (0) See section on School of Arts and Humanities.

THEA 404: Competency Four: Technical Theatre (0) See section on School of Arts and Humanities.

THEA 405: Competency Five: Critical & Cultural Perspectives (0) See section on School of Arts and Humanities.

THEA 433: Acting IV: Musical Theatre Acting (3) This is a study of the specialized skills of acting in the musical theatre. Scene work and laboratory work required. Prerequisite: THEA 133. (S Odd)

THEA 443: Scene Design (3) This is 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: THEA 244 (S Odd)

THEA 450: Performance Practicum (3-4) This course is for the performer, stage manager, assistant stage manager, assistant director, dramaturg, or dance captain for a play which is performed on the mainstage. Evening rehearsals are required; students will meet professional theatre standards. Can be retaken for repeat credit. (F, S)

THEA 451: Technical Practicum I–Carpentry, Props, Stage Crew (3) This course is for the student involved in set construction, props, and/or stage crew for any mainstage performance. Evening may be required, additional times can be scheduled outside of class time; students are held to professional theatre standard. Can be retaken for repeat credit. (F, S)

THEA 452: Technical Practicum II–Sound (3) This course if for the student interested in assisting with the running and setup of sound for a mainstage performance. Evening rehearsals may be required; students are expected to meet professional theatre standards. Can be retaken for repeat credit. (F, S)

THEA 453: Technical Practicum III (3) This course is for the student involved in Theatrical Lighting setup and/or operation for any mainstage performance. Evenings may be required, additional times can be scheduled outside of class time; students are held to professional theatre standards. Can be retaken for repeat credit. (F, S)

THEA 454: Technical Practicum IV–Scenic Artistry (3) This course is for the student interested in scenic artistry for the theatre. Weekend or late night work may be required. Students are expected to meet professional theatre standards. Can be retaken for repeat credit. (F, S)

THEA 455: Technical Practicum V (3) This course is for the student involved in wardrobe or costume construction for any mainstage performance. Evenings may be required, additional times can be scheduled outside of class time; students are held to professional theatre standards. Can be retaken for repeat credit. (F, S)

THEA 456: FOH Practicum (3) This course is for the student involved in FOH operations for any mainstage performance, which may include assisting with publicity. Evenings required; students are held to professional theatre standards. Can be retaken for repeat credit. (F, S)

THEA 457: Advanced Projects Practicum (3) This course is for the student desiring the opportunity to serve in a creative role for the mainstage performance (i.e. Designer or Director). Evenings and weekends will be required; students are held to professional theatre standards. Can be retaken for repeat credit. (F, S)

THEA 467: Theatre Management and Publicity (3) This course is an exploration of management skills needed to envision and develop theatre 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. Prerequisite: THEA 238 (S Odd)

THEA 473: History of Theatre II (3) This course focuses on the chief playwrights, plays and stage developments from 1700 to the contemporary era. Analysis of selected representative plays. Prerequisite: THEA 272 (S Even)

THEA 474: Directing II (3) This course is a continuation of THEA 374 with an emphasis on the total production. The student will be required to direct a variety of scenes with one realized production. Laboratory work required. Prerequisite: THEA 374. (S)

THEA 493: Theatre Internship (3) This course is an opportunity for students to supplement their academic knowledge with realistic work experience within the field of theatre. Successful use of knowledge and application of skills is required. (F, S, Summer)

THEA 497: Senior Research and Independent Study (2) In this course, 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) (WI)

THEA 499: Senior Research Seminar for Theatre Arts (1) In this course, senior students will assess their strengths and weaknesses in the Theatre Arts. Career opportunities, professional organizations, graduate schools and research will be discussed. The student will assess how Theatre Arts will help 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: THEA 497, senior status or permission of the Director of Theatre. (S) (WI)

Tourism and Resort Management (TRM)

TRM 201: Introduction to the Tourism, Resort, and Hospitality Industry (3) This course offers an overview of the past, present, and future of the tourism, resort, and hospitality industry. Students will learn about the different industry segments and career opportunities.

TRM 230: Foundations of Tourism (3) This course offers an overview of tourism theory to include the tourism product and life cycle, economic and social relationships, travel motivators, demand factors, government support, and international analysis.

TRM 235: Marketing Destinations and Tourism Business (3) This is a survey course covering the principles of marketing and application to tourism destinations. Topics include the role of destination marketing organizations, convention and visitor bureaus, and public and private funding sources.

TRM 240: Management of Tourism and Service Businesses (3) This course is an overview of functions of management, organizational structures, leadership, motivation, and styles of management in tourism and service businesses.

TRM 271: Practicum in Tourism, Resort, and Hospitality (3) This course is a supervised part- or full-time entry-level work experience in an area of the students' career interest. This course offers students the opportunity to begin to fine tune their career path. These courses are taken as a sophomore or junior allowing students to select electives that align with their career interests. This course is the first of two required experiential learning courses and encompasses 200 hours of work. The internship course is the second required course.

TRM 322: Human Resources (3) This course is 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: TRM 201

TRM 340: Global Club Management (3) This course is a study of the unique operations of private clubs. This course will prepare students for leadership roles in private clubs, focusing on country club communities, golf, athletic, and city clubs.

TRM 350: Event and Venue Management (3) This course prepares students to develop and manage public and private events and venues. Topics include production, marketing, budgeting, staffing, sponsoring, sustainability, economic impact, promotion, and community relations.

TRM 360: Food and Beverage Operations Management (3) This course introduces students to the fundamentals of managing food and beverage operations in various settings. Topics include market segments, menu development, food safety, production, purchasing, financial controls and analysis, staffing, service techniques, quality, facilities, and equipment.

TRM 372: Finance (3) This course is 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 and bonds, and analysis of the financial position and performance of the firm. Coursework may include a major case involving capital budgeting decision and investment criteria. Prerequisite: BUS 241 and BUS 102.

TRM 411: Legal Environmen in the Tourism, Resort, and Hospitality Industry (3) This course is an introduction to the laws impacting the lodging, food service, travel and tourism industries. A philosophical and historical background of jurisprudence and 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 in contract law and selected aspects of business-related subjects including business organization, consumer and antitrust law, business crimes and torts, government regulations, hotel law, negilgence, and ethical problems are emphasized. The course is designed to give students the skills necessary to recognize legal problems and know when to seek legal counsel for such issues.

TRM 450: Lodging and Resort Leadership (3) This course analyzes the structure, departments, and business units in the accomodation, resort, and private club industries. The course will focus on preparing students to become leaders in these areas. Topics include entrepreneurship, the sharing economy, capitalism, profitability, quality management, sustainability, human resources, governmental relations, product development, and customer service.

TRM 460: Sustainable Tourism Operations (3) This course introduces students to concepts relating to sustainability in business operations. Emphasis will be on evaluating business operations and making recommendations on sustainability in business operations. Topics include environmental, societal, and governance (ESG), destination management, environmental and cultural protection, carrying capacity, and benchmarking.

TRM 471: Tourism and Resort Internship (3) This course is a full-time work experience for tourism and resort management

majors taken under the direction and supervision of the internship coordinator, who monitors the students' progress and experience. This internship should be in the career interest of the student. The goal is to select an internship that offers the chance for supervisory experience and will prepare students for a full-time position within the industry after graduation. This course is the second of two required experiential learning course and should prepare students for their career and requires a minimum of 400 hours of work and should be taken the summer prior or after senior year.

TRM 498: Strategic Management (3) This course will engage the student in the task of learning what every aspiring manager needs to know about the theory and practice of strategic management. The course will introduce students to the primary approaches to building competitive advantage and the key elements of business-level strategy. Business case analysis and evaluation techniques will be utilized to develop skills in decision making and problem solving. Prerequisite: BUS 372 and senior status.

TRM 499: Senior Research Seminar (3) This course integrates all the functional areas of the business of tourism and hospitality in the analysis and solution of business problems. This course will also focus on entrepreneurship. Oral and written presentations are required throughout the course, culminating in a more extensive research project. Prerequisite: BUS 498.

Wilderness Medicine and Rescue (WMR)

WMR 200 CPR, AED, First Aid, and Epi Certifications (1) This course introduces basic emergency medical care and covers many aspects of pre-hospital emergencies. Topics include preparatory, patient assessment, airway, medical, trauma, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT Certification.

WMR 230: Wilderness Lifeguard (1) The Wilderness Lifeguard program is a cutting edge course designed to meet the needs of wilderness trip leaders with a focus on prevention. This remote application to aquatic rescue courses can be taken alone as a primary training, as an add-on module to the course, or as a module for current lifeguards. Site assessment, swimmer assessment, and improvising lifeguarding equipment are key components that differentiate this course from traditional waterfront courses. The Hybrid course combines online education and testing prior to the skills dates. The skills portion of this course is physical. We'll start in the classroom for a course orientation and then travel to Wildcat Lake to conduct a basic swim skills screening (100 yard swim, and a three minute water tread without hands) and then continue our water skill practice and skills assessments. We will end the skills day with a series of practical exams. An additional fee is required. (F)

WMR 240: Introduction to Search and Rescue (3) Upon completion of this course, students will have the skills and knowledge to contribute to search and rescue (SAR) events in a wilderness setting as a support level member. Information and techniques presented in this course align with acceptable practices from local, regional, and national SAR agencies and other Authorities Having Jurisdiction (AHJ), This course will be a combination of classroom/lecture and hands-on/practical field application in terrain commonly encountered in SAR events. All field exercises will be conducted in the present weather conditions unless deemed unsafe by the instructors.

WMR 303: Wilderness First Aid (1) The Wilderness First Aid (WFA) course will help students prepare for the unexpected. This fast paced, hands-on training is designed to meet the needs of trip leaders, camp staff, outdoor enthusiasts and individuals working in remote locations. It will introduce students to caring for people who become ill or injured far from definitive medical care. Classroom lectures and demonstrations are combined with realistic scenarios where mock patients will challenge you to integrate your learning. Taught by NOLS Wilderness Medicine Instructors in a two-day format, held on a weekend in April.

WMR 304: High-Angle Rock Rescue (2) The High-Angle Rock Rescue course addresses the needs of first responders in low-angle and high-angle terrain while also providing the baseline skills required to assist in technical descents, lowers and raises systems. The course will cover: Site Control (preventing anyone else from becoming a victim through scene management), Incident Identification (able to identify whether an accident site will require an operations level or a technician level response), Basic Patient Rescue (on low and high-angle terrain), and Litter Operation (able to perform operations that require the lowering and raising of a litter and/or a litter attendant). Prerequisite ORM 231 Rock Climbing and ORM 241 Advanced Rock Climbing, or instructor permission. An additional fee is required. Field trips required. (S)

WMR 305: Wilderness First Responder (3) This is a nationally recognized program that trains participants to respond to emergencies in remote settings. The 80-hour curriculum, taught in a 9-day format, includes standards for urban and extended care situations. Special topics include but are not limited to: wound management and infection, realigning fractures and dislocations, improvised splinting techniques, patient monitoring and long term management problems, up-to-date information on all environmental emergencies, plus advice on drug therapies. Emphasis is placed on prevention and decision-making, not the memorization of lists. This course is designed specifically to provide you with the tools to make critical medical and evacuation decisions in remote locations. Half of your time will be spent completing practical skills, case studies and scenarios designed to challenge your decision making abilities. Adult CPR is included in this course. (F)

WMR 307: Wildland Firefighting Certifications (3) This is the first and foundational wildland fire behavior course with the National Wildfire Coordination Group (NWCG) curriculum and includes: 130 Firefighter Training, S-190 Wildland Fire Behavior, L-180 Human Factors on the Fireline, & ICS-100 Introduction to the Incident Command System. It introduces students to the basic concepts of wildland fire behavior, including: wildland fire environment components, characteristics and interactions of fuels, weather, and topography affect fire behavior; and fire behavior affects risk to firefighters. The Incident Qualifications Card (Red Card) certification is necessary to become qualified for wildland fire operations. Obtaining a Red Card involves a combination of classroom training, a field exercise, and in some cases, physical fitness testing. Wildland fire operations offer a variety of positions and necessitate a diverse skill set. Once complete, the Red Card certification must be renewed every year by taking the Annual Fireline Safety Refresher course (RT-130). An additional fee is required. Field trips required. (F)

WMR 339: Outdoor Emergency Care for Ski/Bike Patrol Challenge (1) The Outdoor Emergency Care for Bike/Ski Patrol Challenge Course is part of the National Ski Patrol. The course allows students that have successfully completed their EMT (State and/or National Registry) to bridge their emergency medicine skills with the specific needs of the year-round resort including: area operations and risk management; emergency care; lift evacuation and rope knowledge; skiiing/snowboarding; and toboggan handling. Utilizing strong ski and/or snowboarding skills to gain and assist in gaining employment opportunities at commercial

resorts. Prerequisite: WMR 200 CPR, AED, First Aid, and Epi Certifications and successful EMT certification. Additional fees are required. (S)

WMR 350: American Canoe Association Swiftwater Rescue (1) The Swiftwater Rescue workshop teaches recognition and avoidance of common river hazards, execution of self-rescue techniques, and rescue techniques for paddlers in distress. Emphasis is placed both on personal safety and on simple, commonly used skills. Fundamental and more advanced techniques for dealing with hazards that carry greater risks for both victim and rescuer, such as strainers, rescue vest applications, entrapments, and pins, also are practiced. Scenarios will provide an opportunity for participants to practice their skills both individually and within a team/group context. A portion of the equipment will be provided. Field trip and an additional fee of $325 is required.

WMR 400: Emergency Medical Technician (9) This course introduces basic emergency medical care and covers many aspects of prehospital emergencies. Topics include preparatory, patient assessment, airway, medical, trauma, and operations. Upon completion, students should be able to demonstrate the knowledge and skills necessary to achieve North Carolina State or National Registry EMT certification.

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General Policies

Non-Discrimination Policy

Lees-McRae College prohibits discrimination and harassment on the basis of race, sex, sexual orientation, gender identity, color, age, religion, national and ethnic origin, disability, genetic information, protected veteran status or other individual distinctions in its programs and activities (collectively, "protected status"). This prohibition includes discrimination or harassment based upon the perception of an individual's protected status, even if the perception is mistaken. Relatedly, this Policy prohibits related misconduct, such as sexual assault, relationship violence, and stalking. The College will take affirmative action to ensure this Policy is enforced. This Policy should be read consistently with all applicable federal and state laws addressing discrimination, harassment, and related misconduct. This Policy also prohibits retaliation against any individual: who complains of or reports discrimination, harassment, or related misconduct; against whom a complaint is filed; who participates in reporting, investigation, or adjudication of possible violations of this Policy or exercises any right provided under this Policy; or engages in good-faith opposition to what the individual reasonably believes to be discrimination under this Policy.

Any member of the Lees-McRae campus community who encounters or observes such discrimination and/or harassment should immediately contact the college's Director of Student Conduct/Engagement and Title IX Coordinator, Elizabeth Cope at copee@lmc.edu or 828.898.8744 (office located in lower level of Virginia Hall).

Students may also lodge concerns with the U.S. Department of Education concerning alleged failures by Lees-McRae College to comply with the requirements of Title IX or other applicable federal non-discrimination laws. Such complaints may be addressed to:

Office of Civil Rights
Electronic Filing: https://ocras.ed.gov
Email: OCR@ed.gov
Surface Mail: U.S. Department of Education; Office of Civil Rights; Lyndon Baines Johnson Department of Education Bldg; 400 Maryland Avenue, SW; Washington, DC 20202-1100

Academic Policies

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 Vice President for Academic Affairs, can make an exception to the college's academic policies.

Credit Hours

Successful completion of any course offered for academic credit, whether undergraduate or graduate, earns a student a specified number of hours of credit. The institution adheres to the federal definition of the credit hour as an amount of work towards achieving learning outcomes. The credit hour is approximated by not less than one hour (50 minutes) of direct faculty instruction and a minimum of two hours of outside preparation and/or assignments by the student. For example, a student who complete RHE 101-Rhetoric and Composition I, which meets three hours a week and has six or more hours of out-of-class work, earns three (3) hours of credit. Laboratory, studio, and clinical courses require an equivalent amount of work. All courses listed in the Course Descriptions section of this catalog indicate the number of hours of credit per course.

The following definitions and practices apply in controlling the relationship between contact and credit hours. These definitions were developed with faculty input in order to ensure consistency throughout the College. Courses may be composed of any combination of elements described, such as a) lecture course which also has required laboratory

periods or b) a lecture course having an additional requirement for supervised independent study, tutorial activity or other out-of-class academic activity as assigned by the instructor or dictated by academic discipline.

The basic measure of one credit hour awarded for fifty minutes of instruction may be adjusted proportionately to reflect modified academic calendars and formats of study. Semester credit hours are granted for various types of instruction as follows:

1. **Lecture, Discussion, or Seminar:** 1:1 One contact hour constitutes one credit hour.
2. **Laboratory/Problem/Exercise Period:** (preparation for the associated course is the only required preparation for the lab or practice period) 2:1.
3. **Advanced Laboratory:** (requires preparation by the student before lab at a level beyond the preparation required for the associated class) 2:1 In field laboratories (sciences), the standard of practice in the discipline may require more hours per one credit hour than indicated here.
4. **Studios:** 1.5:1
5. **Experiential Learning:** In some disciplines, the standard of practice may require more hours per credit than indicated here. 1.5:1
6. **Field Placement/Internships/Practicums:** (experiential learning at on-campus or off-campus sites) 40:1 – Minimum 40 hours constitutes one credit hour. In some disciplines, the standards of practice in the discipline may require more hours per credit than indicated here.
7. **Online Classroom:** 3:1 Students earning credit hours for online coursework are expected to log in and engage in online activities three hours per credit hour per week. Online activities include communication, homework submissions, participation in discussion and forums, taking quizzes and tests, and other active learning activities. Online learning modules must be equivalent in quality and variety to a traditional seated (traditional classroom) course in the discipline and at the same educational level. Learning can occur as synchronous, asynchronous, or hybrid forms. Instructional engagement between faculty and students can include multiple modalities such as; bidirectional communication via forums; live or recorded lectures and tutorials; review of articles and resources that have been posted, and student feedback mechanisms such as discussions, forum responses, quizzes, assignments and papers.

Definitions:

Laboratory: Laboratory describes a class in which all students are practicing an application of a scientific or technical nature that has already been delivered in the lecture class. Content in lab is based on theory or content from an associated course. All the students in the room are following a similar set of instructions.

Studio: Studio describes a class in which all students are engaged in creative or artistic activities, which are new and unique. Every student in the room is performing a creative activity to obtain a specific outcome. These activities may help to build upon a set of skills or reinforce a set of skills through repetition. Limited whole-class instruction by lecture and demonstration occurs. Individual guidance of students is required.

Experiential Learning: Experiential learning includes opportunities for practice as laboratory assistants, engagement in undergraduate research and performance of service learning.

Field Placements, Internships and Practica: professional, experiential learning opportunities that allow students to apply knowledge and skills they have learned in their discipline. Such experiences are required for entry in some disciplines.

Online Learning:

Asynchronous classes are taught via materials and assignments made available through an internet accessible site and do not require students to attend at a specific time.

Hybrid Classes are those that are taught partially online and partially in a classroom setting. These classes meet at least once during the semester, with the remainder of the instruction taking place through an online program.

Online Classes are those that are taught in their entirety via the internet.

Brightspace is the web-based course management system that is in use at Lees-McRae College; all classes are taught using this system.

Synchronous classes are those that are taught online at specific times, for example, via an online meeting every Thursday at 7 p.m.

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.

Communication with Students

Lees-McRae sends official communication to students through their student email address. Every student is assigned an lmc.edu email address. This is the only email address recognized by the college. Students that prefer to use an outside email provider are responsible for forwarding email from the other provider to their lmc.edu address. Faculty and staff have been instructed to only accept and use college email addresses for messages with students (e.g. az0123456@lmc.edu).

The college may send correspondence to main-campus students through their assigned post office box in the Cannon Welcome Center. Students are responsible for checking both their student email address and campus post office box regularly to receive official communication and other notices.

Access to Lees-McRae Accounts

Upon acceptance, all students are given a college email account and network profile which allows them access to Lees-McRae computers. All access is immediately terminated if a student withdraws from the college or is expelled. Lees-McRae graduates will maintain access to their email account and network profile for one year after graduation. Graduates are encouraged to use the one year grace period wisely and back-up all important information stored in their email account or network profile. Once access has been terminated, it cannot be reinstated.

Course Evaluations

The primary purpose for the student evaluation of courses is to improve the teaching and learning at Lees-McRae College. Operational procedures in the administration of course evaluations are designed to be fair and effective. All course evaluations will be administered through the Office of Institutional Research via SmartEvals online course evaluation suite. All correspondence regarding course evaluations are received from evaluations@smartevals.com. Open course evaluations may also be accessed via single sign on through a Brightspace widget.

Midterm course evaluations are administered to all sections of each 16-week course taught by each professor during any academic year, regardless of modality. The Office of Institutional Research, along with approval of the Vice President for Academic Affairs, create a semester appropriate evaluation schedule, with midterm course evaluations going out around the seventh week of the 16-week course.

Final course evaluations for main campus students are administered to all sections of each course taught by each professor during any given academic year. The Office of Institutional Research, along with the approval of the Vice President for Academic Affairs, create a semester appropriate evaluation schedule, with final course evaluations going out around the final two weeks of regular class and prior to the end of each term.

Final course evaluations for online and extended site students are administered to all sections of each course taught by each professor during any given academic year. The Office of Institutional Research, along with the approval of the Vice President for Academic Affairs, create a semester appropriate evaluation schedule, with final course evaluations going out around the final two weeks of each term.

For questions or assistance with course evaluations, please contact research@lmc.edu.

Student Placement

Research shows that students sometimes need additional academic preparation in order to develop the background necessary to succeed in the general education courses.

It is the goal of Lees-McRae College to place students at a level where they have the greatest opportunity for 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 placement at the appropriate level in each subject is made. Once a student is placed at an appropriate academic level, they must follow the prescribed course sequence.

The college defines the following as Foundation courses:

SSC 108: Foundations of College Reading and Writing (3 credit hours) and SSC 113: Foundations of College Mathematics (non-algebra) (3 credit hours). Students who place in a Foundations course are required to pass the course with a C- or higher 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 120 credit hours required for graduation 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.

Class	Hours Earned
Freshman	1–29
Sophomore	30–59
Junior	60–89
Senior	90 and above

Declaring a Major or Minor

All students are encouraged to choose a major program at the end of their first year by completing the Declaration of Major form. This form can be obtained from the Office of the Registrar, the FYS instructor, or from the Lees-McRae website. Declaring the major by the end of the sophomore year is highly recommended to ensure that the student stays 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 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.

Class Attendance

Class attendance is a necessary component of a successful college experience and is tracked through the Brightspace learning management system. Instructors are responsible for adopting class attendance policies specific to their courses and students should meet those expectations. Frequent absence from class will impact a student's academic progress. Individual faculty members and/or schools have the option of a stricter attendance policy in order to align with discipline standards.

Students who fail to attend or stop attending a class for four consecutive class meetings may be administratively withdrawn from all classes.

Student Code of Conduct

Each student at Lees-McRae College is expected to reflect a seriousness of purpose and a desire to acquire an education. Respect and honesty should be shown to all students and college employees. Students are also expected to demonstrate an ability to take care of his/ her own welfare and to behave in a way that supports their own growth

and academic advancement, while not impeding growth of others.

Conduct on and off campus should reflect these standards. Lees-McRae College reserves the right to dismiss any student who proves to be a detriment to the welfare of the College and surrounding community.

For more information about the Student Code of Conduct, please view the Lees-McRae College Student Handbook found on the Lees-McRae website at www.lmc.edu/studenthandbook.

Academic Code of Honor

Lees-McRae College fosters a spirit of complete honesty and a high standard of integrity. All students are expected to act in a manner that does not infringe upon the rights and responsibilities of others, including the right to learn and prosper in a campus community free of fraudulence and dishonesty.

- Every student will refrain from cheating.
- Every student will refrain from plagiarizing.
- Every student will refrain from lying.
- Every student will refrain from stealing.
- Every student will refrain from misusing library, laboratory or computer equipment and materials.
- Every student will refrain from disruptive classroom behavior.
- Every student will comply with examination and testing procedures.
- Every student will report Academic Code of Honor violations.

Lees-McRae College reserves the right to dismiss any student who does not uphold this policy. Please reference the Academic Catalog for all academic policies including class attendance, class cancellations, satisfactory academic progress, grade concerns, and withdrawal policies.

Administrative Procedures for Academic Violations

When a faculty member has reasonable grounds to suspect a student has violated the Academic Code of Honor, the faculty member will:

1. Immediately notify the student of the nature of the violation and arrange a meeting to present the evidence for the suspicion and to give the student an opportunity to respond;
2. After the meeting (or if the student has not responded within three days), decide whether the violation of the Academic Code of Honor has occurred, determine the appropriate sanction and notify the student;
3. Inform the Vice President for Academic Affairs, providing all documentation and evidence of the finding as well as the sanction;
4. Keep a complete record of the violation and action taken.

Once this process begins, the student may not withdraw from the course until the process has completed, up to and including any appeal (see below). Should a sanction of “XF” be imposed, the student may not subsequently withdraw from the course for any reason.

When a student observes a violation of the Academic Code of Honor, they should promptly notify the professor of the course in which the infraction took place so that the faculty member may take action. If anyone in the college community is made aware of a violation or if a violation is not connected to a specific or current course, the Vice President for Academic Affairs should be notified immediately. Faculty will report academic integrity violations to the Vice President for Academic Affairs. The Vice President for Academic Affairs will maintain a record of all student violations.

Sanctions for Academic Code of Honor Violations

Faculty should outline policy related to sanctions for Academic Code of Honor violations in the course syllabus. Sanctions may range from repetition of the assignment to immediate failure of the course and the assignment of an “XF” grade. It is up to the individual faculty member to determine the appropriate sanction with respect to the

circumstances. Consideration should be given to the severity of the infraction, its impact on the course grade, and its effect upon other students in the course.

Plagiarism, stealing, and/or cheating may result in immediate failure of the course. The Vice President for Academic Affairs, upon notification of such sanction, will authorize a change to the student's transcript to reflect a grade of "XF" for the course, which is listed on the transcript as "Failure Due to Violation of College Academic Integrity Policy." If a student who has committed one offense resulting in an XF fulfills the requirements for graduation without committing a second offense, the grade of "XF" will be changed to "F" on the student's official transcript.

A second violation of the Academic Code of Honor during the same or any subsequent semester will result in immediate failure for the course and the imposing of the "XF" grade. That assigned grade, along with the "XF" grade for the first offense, will remain on the student's official transcript permanently.

Following a second offense, the student must meet with the Vice President for Academic Affairs within seven calendar days where additional sanctions may be imposed, up to and including dismissal from Lees-McRae.

Appeal

If the student believes the charge of academic dishonesty is unwarranted or the penalty is too severe, the student may appeal the finding of the faculty member by submitting a written appeal to the Vice President for Academic Affairs within 14 calendar days from the time of notification. The student's appeal should clearly state the reason for their appeal and provide evidence in support of their claim. After meeting with both the faculty member and the student and after reviewing the evidence presented, the Vice President for Academic Affairs will determine whether to uphold the finding and sanction, or to forward the appeal to an appeals committee. The Vice President for Academic Affairs will communicate this decision in writing to all parties, and the decision of the Vice President for Academic Affairs will be final.

The appeals committee will include two faculty members from a different school than the faculty member in question and one staff/administrator. The Vice President for Academic Affairs will appoint a chair who will convene the committee. The appeals committee will review evidence and meet with the faculty member and student. The committee will determine whether or not to uphold the finding and sanction. The committee chair will communicate this decision in writing to all parties, including the Vice President for Academic Affairs, and the decision of the committee will be final.

Use of Artificial Intelligence

The faculty of Lees-McRae College recognize the increasing role of Artificial Intelligence (AI) in education and the workplace. We are committed to preparing students for a technology-driven world while upholding the intellectual traditions of a liberal arts education, emphasizing critical thinking, creative thought, ethical reasoning, cognitive agility, and interpersonal collaboration.

AI can be a valuable tool for enhancing learning, but its responsible and ethical use is essential. This policy establishes clear guidelines for AI use in academic work while allowing flexibility for faculty to adapt AI integration based on course learning objectives (CLOs), disciplinary expectations, and individual assignments.

Students are responsible for ensuring their work aligns with the stated AI expectations for each course and assignment and may be asked o provide evidence of their process or authorship if questions arise.

AI Usage Levels and Guidelines

AI usage in academic work at Lees-McRae College falls under a structured framework that allows faculty to determine appropriate levels of AI use in their courses. Faculty will clearly communicate AI expectations in syllabi and assignment descriptions, using the following scale:

Level	Possible Permitted Use	Prohibited Uses
(0) No AI Use AI tools are prohibited in this course/ assignment, as their use conflicts with the learning objectives. Students must complete all work independently without AI assistance.	N/A	• Using AI to generate, revise, or structure written content • Using AI-generated code, formulas, or solutions in assignments • AI-assisted research or brainstorming

Level	Possible Permitted Use	Prohibited Uses
(1) AI-Assisted Editing AI may be used only for proofreading, revision, and style suggestions in written assignments. Students must disclose their AI use (including AI chat links or a written statement). The content must be student-generated, with AI acting as an editing tool.	• Grammar and style correction • Refining sentence structure • Suggestions for clarity and coherence	• AI-generated content replacing student writing • AI drafting significant portions of assignments
(2) AI-Assisted Idea Generation and Structuring AI may be used only for idea generation and outlining. Students must disclose their AI use (including AI chat links or a written statement). AI cannot generate full sentences, paragraphs, or drafts.	• Brainstorming and refining ideas • Generating outlines to organize thoughts • Finding preliminary research topics	• AI-assisted editing or rewriting of student work • Using AI to draft sentences or paragraphs
(3) AI-Use for Specific Task Completion AI may be used for specific academic tasks as designated by the instructor. Students must cite AI use according to discipline-specific guidelines and include an AI chat link or disclosure statement. AI should function as a collaborator, not a content generator that replaces student effort.	• Data analysis and visualization • Generating code (when approved by the instructor) • AI-assisted translation (when appropriate)	• Submitting AI-generated work as original a student's work • Using AI in ways that bypass learning objectives

Academic Integrity and Policy Enforcement

Violations of AI usage expectations fall under Lees-McRae College's academic integrity policies. Faculty have discretion in determining appropriate penalties, which should be clearly communicated and consistent across a course.

Instructor Discretion in Penalites

- First-time violations (especially for freshmen) may result in educational interventions, such as a required meeting with the instructor, grading reductions, or assignment revision.
- Repeated or intentional violations may result in penalties ranging from assignment failure to formal academic plagiarism charges.

Ongoing Review and Faculty Training

This policy will be reviewed annually to ensure it reflects best practices in AI-assisted learning. Faculty will have access to professional development opportunities on AI literacy, ethical considerations, and effective AI integration in pedagogy.

Accommodation for Students with Special Learning Needs

We are committed as a faculty to supporting students who have documented learning disabilities, neurodivergent traits, or other special learning needs by ensuring that instructional materials and assessments remain accessible, inclusive, and compliant with institutional and legal accommodation policies. Faculty will work in collaboration with the Office of Compliance and Academic Affairs to provide appropriate modifications, such as alternative formats and assistive technology tools to ensure equitable learning experiences for all students.

Complaints

The following policies have a separate waiver, appeal or complaint process. The complaint policy cannot be used in lieu of these established policies:

- Admission or Readmission Policies
- Code of Conduct Policies
- Non-Discrimination Policy and/or Anti-Harassment Policies, such as Title IX
- Grade Appeal
- Off-Campus Housing Policy
- Parking/Traffic Policies
- Pet Policy
- Satisfactory Academic Progress (SAP) Policy for Financial Aid

If the student has a complaint or problem, they are encouraged to follow this procedure:

1. The student should discuss complaints with the individual(s) within the appropriate office, department or program. Initial discussion should be with the person most knowledgeable of the issues involved, or with immediate decision-making responsibility.
2. If they feel that the complaint has not been fully addressed, a written account should be submitted to the Vice President for Academic Affairs for academic issues and the Vice President for Student Affairs for non-academic issues. The written account should indicate the student's name, ID number, phone number, date of specific occurrence (where applicable) and Lees-McRae email address. The written account should indicate the names of the individuals consulted and the date(s) of the consultation. It should describe the situation and discuss the steps the student has taken to remedy the situation. The Student Complaint Form, which will help ensure all necessary information is included, is available on the student resources section of the Lees-McRae website.
3. The appropriate department or staff member will be notified of the complaint. A meeting with the student and the Vice President for Academic Affairs or the Vice President for Student Affairs or their designee will be held within ten school days of the date of the written complaint.

If a student is unable to resolve a complaint through the institution’s grievance procedures, please submit a complaint to:

North Carolina Department of Justice
Consumer Protection Division
9001 Mail Service Center
Raleigh, NC 27699-9001

Phone number: 1-877-566-7226

An online complaint form is available at: www.ncdoj.gov/complaint

Students may also submit a complaint to SARA North Carolina (SARA NC), a program of the North Carolina State Education Assistance Authority, to:

Terrence R. Scarborough, M.P.A.
Director of SARA North Carolina
North Carolina State Education Assistance Authority
c/o SARA North Carolina
PO Box 41349
Raleigh, NC 27629
919.248.4667
terrence@saranc.org

All grievance and complaint procedures can be found at lmc.edu/SARA.

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Grades and Grading

Grading in individual courses is the prerogative and responsibility of the respective faculty member. Directors of programs and divisions may issue specific grading requirements. Records and reports of academic progress are kept in the Office of Academic Affairs. Progress grades are made available to students via individual professors and Brightspace. Midterm grades and final grades are made available to students through Self-Service.

The following reflects the college's grading classification policy for baccalaureate programs on the main campus, distance sites, and online. 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+	3.3
B (Above Average)	3.0
B-	2.7
C+	2.3
C (Average)	2.0
C-	1.7
D+	1.3
D (Below Average)	1.0
D-	0.7
F Failure	0.0
XF (Failure Due to Violation of College Academic Integrity Policy)	
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.

Incomplete Grades

The grade of Incomplete ("I") is entered only when legitimate circumstances warrant (such as injury requiring hospitalization, a death in the student's immediate family, or an inability to complete course work due to military service), and only for grades not given for a "final paper," a final course project, or a final exam. The length of time an "I" grade may remain "open" is the end of the bi-term immediately following the student's bi-term, unless an exemption is granted by the Vice President for Academic Affairs. At the end of the described time period, the grade of "I" will change to the grade of "F" if the student had not completed the course requirements.

To initiate the process, the instructor completes the "Request for Incomplete Grade" form and returns it to student and dean for their signature. The dean will review and make a final decision.

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

Students who receive an incomplete grade may not register for the same course in the following 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 following semester. If work is not submitted by the deadline, the grade will be

converted to an “F” and affect both the student’s prior semester and cumulative GPA accordingly. If a student leaves or withdraws from the College with a grade of incomplete on their transcript or a grade of “F” as a result of an incomplete converting to an “F,” the grade will remain on the student's transcript.

Repeated Courses

Lees-McRae College encourages students to strive for high academic achievement. Therefore, a student may repeat any course to improve their GPA. 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 appear on the transcript.

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 “Transfer of Academic Credit” policy. For example, the grade earned must be a “C” or better, it can appear on the Lees-McRae 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 Change

In the event of error, grades can be modified by the instructor. All grades reported to the Registrar are considered final and complete if the instructor does not contact the Registrar within **90 days from the release of grade reports**. The faculty member will complete a Grade Change Form and submit it to 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.

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 within 30 days of the release of grade reports**. Copies of all relevant information must accompany this written appeal: papers, tests, syllabi, etc. The Registrar will consult the Vice President for Academic Affairs and, at their discretion, may 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 Vice President for Academic Affairs, at which time they will make a final ruling concerning the grade in question. The decision of the Vice President for Academic Affairs will be considered final.

Final Exams

Final exams may not be given prior to the exam period.

A student who is scheduled for three or more exams in one day is eligible to reschedule one exam. The student must contact the Office of the Registrar no later than 14 calendar days prior to the last day of classes for rescheduling of the exam.

A student who needs to reschedule an exam at a time that is earlier than the original exam time should submit the request in writing to the instructor. Only in extreme circumstances such as a death in the family or other emergency will the request be considered.

All makeup exams must be completed during the final exam period.

Withdrawing from a Course

Withdrawing from a course(s) may have an impact on a four-year plan for graduation. If done so before the designated deadline (see Academic Calendar), withdrawal from a course is possible without explanation, a grade of “W” and 0 quality points are assigned. 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 and the Vice President for Academic Affairs. (Please see the Academic Calendar for specific date.)

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 the “Refund Policies” section of this catalog for a refund timetable.

Withdrawing from the College

Students initiate the process to withdraw from Lees-McRae College by completing an Official Exit Form. For purposes of this policy, the college defines a student’s last date of attendance as the date which the student signs the Official Exit Form. If the student is physically unable to sign the form, the last date of attendance shall be when the Registrar’s Office officially completes the exit form on behalf of the student.

Grades of “W” are awarded to each class in which the student was enrolled, if the withdrawal process takes place prior to the established withdrawal date (See Academic Calendar for specific date.). If the withdrawal is after the last day to withdraw, grades of “F” are awarded to each course in which the student is enrolled. The Vice President for Academic Affairs must approve all withdrawals indicated for medical or psychological reasons, or extenuating circumstances. If approved, grades of “W” are awarded.

Administrative Withdrawal

Students who fail to attend or stop attending class for four consecutive class meetings may be administratively withdrawn from all classes. In addition, the college reserves the right to require at any time the withdrawal of a student whose social conduct or academic progress is considered unsatisfactory as outlined in the Student Handbook or Code of Conduct. Grades will be determined according to withdrawal guidelines. The last date of attendance will be determined by the Registrar and/or Vice President for Academic Affairs for a student who discontinues their attendance without completing the “Official Exit Form.” This is considered an unofficial withdrawal from the college.

Withdrawal After Deadline

A student who withdraws after the deadline should complete the following steps:

1. Complete an Official Exit Form
2. Complete the Course Withdrawal After Deadline Form
3. Provide written documentation

Once all documentation has been completed and submitted to the Registrar, the Vice President for Academic Affairs will review and make a final decision. Grades will be determined according to withdrawal guidelines. If a withdrawal is approved, the student will receive a grade of “W” in each course for which they are enrolled. Please note that a student who has withdrawn must follow campus guest policies (see student handbook for specific guidelines).

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 acceptable by the Registrar.

Determination of whether such courses satisfy general education 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.

Credit Earned During the Summer

Credit hours earned at another institution during a summer term are transferred according to the above policies, provided that the student is actively enrolled at the college and an official transcript has been received by the Registrar's Office. Questions and requests for information concerning transfer of courses should be addressed to the Registrar.

Internship Credit

Internship opportunities are available to students during fall, spring and summer semesters. Student should work with their academic advisor to determine the appropriate internship that meet their academic and career plan. Students are expected to pay for and complete their internship requirements during the semester in which they are enrolled. Documentation of the student's internship must be kept on file in the office of their academic advisor.

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.

A student who is not maintaining Satisfactory Academic Progress (SAP) may not be eligible for financial aid, but may still be in Good Standing.

A student with a term GPA below 0.5 is ineligible for Good Standing.

President's List

A full-time student who achieves a 4.0 GPA for the semester will qualify for the highest academic honor of the President's List.

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
- No grades lower than a "C" during the semester

Minimum Academic Standards

Hours Attempted (including any transfer hours attempted)	Cumulative GPA	Class Standing
1–29	1.8	Freshman
30–59	1.9	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 to meet with a faculty member in the Burton Center for Student Success to develop an academic 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 their cumulative GPA to the minimum standard (see above). If the student fails to bring their 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.

Academic Suspension

If, at any time while on academic probation, the student fails to show "satisfactory academic progress," the student may be academically suspended. If a student fails to come off academic probation after two consecutive semesters, they may be suspended. And, if a student's semester GPA is less than .50—even if it is the first semester enrolled—that student may be suspended.

A student who has been academically suspended may not enroll at Lees-McRae for the duration of the suspension, typically one semester. It is expected that a student will return after that suspension is over, and the college will work with each suspended student on that process. Students who have been academically suspended and return to the college will be placed on academic probation and follow the guidelines above.

However, a student has the right to appeal the academic suspension. To do so, a letter must be sent to the Vice President for Academic Affairs within two weeks after the end of the academic term (fall or spring). For specific requirements pertaining to the letter of appeal, please contact the Registrar's Office.

Reinstatement as a degree candidate does not guarantee reinstatement of financial aid eligibility. Please see the section on Appeals and Reinstatement Eligibility in the Financial Aid section of the catalog for more information.

Please note that a student who has been academically suspended must follow campus guest policies (see student handbook for specific guidelines).

Academic Dismissal

Any student who has returned from suspension but fails to achieve a minimum semester GPA of 2.0 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 apply for readmission 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.

A student who has been dismissed from the college for violation(s) of the Academic Code of Honor may apply for readmission to the college after one year. The appeal letter should be addressed to the Vice President for Academic Affairs. Should a student then be readmitted to the college, they will be placed on academic probation and follow the guidelines as indicated above.

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. Toward 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, they 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 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. Individualized studies require approval of the faculty advisor, chair and Vice President for Academic Affairs. Exceptions to this policy must be approved by the Vice President for Academic Affairs in consultation with program faculty.

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 study are available from the Registrar.

Independent Study

Occasionally, due to schedule conflicts, a student is unable to take a required course. In this case, a student may take a course as an independent study. The independent study request must be initiated by a faculty member. The student, with the guidance of the instructor and their advisor, will apply to take the course as an independent study.

A course taken through independent study may not be taken during the semester it is offered on a regular basis (unless there is a specific class schedule conflict and the course is required for graduation). A student may take only one independent study course during a semester. Only 6 (six) hours of independent study may count toward graduation.

If a student failed a course, they may not re-take the course as an independent study.

The student must submit the application for an Independent Study, with all pertinent signatures, to the Registrar for approval prior to the student registering for the independent study.

Independent 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 course syllabus/schedule.

Students who wish to apply for an independent study must have achieved a minimum cumulative GPA of 2.5 and hold junior or senior class status. Application forms for independent study are available from the Registrar.

Independent study requires approval of the faculty advisor, chair and Vice President for Academic Affairs. Exceptions to this policy must be approved by the Vice President for Academic Affairs in consultation with program faculty.

Experiential Education: Study Abroad and Off-Campus Domestic Programs

One of the most important and life-changing experiences that students can have as undergraduates is study abroad, or participation in some other kind of off-campus experiential program. Lees-McRae is committed to helping students participate in off-campus programs, including both study abroad and domestic programs that enhance their majors and interests and expand their worldview.

Study abroad programs vary in length from one week to as long as an academic year. Lees-McRae faculty often lead short-term programs with a specific focus, such as tropical biology in Belize and wildlife rehabilitation in New Zealand. Students may also participate in programs through other institutions or study abroad organizations like CIEE, CISabroad, SOL Education Abroad, SAI, School for Field Studies, and others.

Students interested in participating in experiential study away programs, either international or domestic, should confer with their academic advisors and meet with the Vice President for Academic Affairs to discuss options and procedures for program approval and transfer of credit and financial aid. It is never too early in a student's career to discuss these interests and start making plans. Participation in study abroad or off-campus domestic programs often requires long-range planning, so students should ideally meet with their academic advisors and the Vice President for Academic Affairs when they are freshmen to talk about the best way to incorporate these all-important opportunities into their college careers.

Academic Support Services

The mission of the Burton Center for Student Success is to provide a comprehensive suite of academic support programs and services to facilitate the academic development of Lees-McRae College students.

Academic Advising

Lees-McRae College is dedicated to offering students quality academic advising. Throughout the advising process new students have the opportunity to work with a faculty advisor from the Burton Center for Student Success to receive assistance regarding academic 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. During the time students are "undeclared" they will work with the Director of Career and Life Planning to explore options for majors. Once declared, the major advisor will assist the student with academic planning for the remainder of their time at Lees-McRae College.

Academic advisors work closely with students in developing plans for completion of a major program of study, assist in scheduling courses for each semester to meet the goal(s) of the plan and provide assistance with procedural questions such as registration, add/drop, and withdrawal.

Student are ultimately responsible for their successful and timely completion of graduation requirements, including selecting the number of credit hours carried each term; meeting all requirements for a major program of study; and satisfying all curriculum, degree, college, and other graduation requirements prior to the expected graduation date.

Academic Courses

The Burton Center for Student Success offers a variety of courses designed to support students in achieving their academic goals. Coursework offerings range from foundations courses in mathematics, writing, and reading to courses in academic skill development and leadership seminars. Please see the course descriptions for a complete listing of Student Success Courses (SSC).

Accessibility Compliance

Lees-McRae College is committed to serving all students, and the Burton Center for Student Success works very closely with Accessibility Compliance. After students request accommodations, they collaborate with Vice President for Academic Affairs Pam Vesely to develop an Accommodations Plan that will be translated into an appropriate Letter of Accommodation provided directly to the student. To learn more about accommodations, contact accessibility@lmc.edu or visit Chaffee Center, Room 115.

Counseling Services

The Lees-McRae College Counseling Center provides free, confidential services for enrolled students, including individual and group counseling; walk-in consultations; emergency psychological services; and psycho-educational outreach programming. The Counseling Center also offers consultation for students, faculty, staff, or parents (who have received permission from a student that has completed the FERPA and HIPPA Release of Information forms). The Counseling Center is located in the Office of Student Affairs in the lower level of Virginia Hall.

First-Year Seminar

All First-Year, First-Semester students are required to take CLA 199 First Year Seminar during their first fall semester. This three (3) hour course is designed to facilitate students' successful academic and social transition from high school to college. Students who transfer from an accredited institution after one year of attendance and transfer 25 hours or more of college credit (not related to dual enrollment or Early College credits) or who have completed a similar course at a previous institution may be enrolled in the FYS for Transfers, a 1-credit course that provides information unique to Lees-McRae College. Students who do not pass FYS must retake it in the next semester, but they have only one opportunity repeat the course for a higher grade.

First-Year Student Advising

Lees-McRae College is dedicated to offering students quality academic advising. The First-Year Seminar instructors provide advising for all first-year students. At the end of fall semester, students declare their alignment with an academic school or declare a major. They may continue to rely on their First-Year advisor through completion of the General Education Curriculum, but as they move deeper into the major, students will increasingly connect with their Program Coordinators through their major advisor role.

Peer Tutoring

All subject-area tutoring services are housed in the Burton Center for Student Success, located on the ground floor of the Shelton Learning Commons (temporarily located in the Bowman Building). The center utilizes trained peer tutors who are knowledgable in their content areas and are able to implement various teaching strategies to meet student needs. Services include one on one and group tutoring.

Writing Center

The Writing Center is located on the ground floor of the Shelton Learning Commons (temporarily located in the Bowman Building) and is the foundation of writing support for the Lees-McRae campus. The center utilizes trained peer tutors who are available to help with writing assignments across all disciplines. Individuals, small groups and classes use the center for tutoring, instruction and conferencing. Our mission is to create a culture of writing excellence by guiding students to become critical, creative and collaborative thinkers who communicate effectively and professionally.

Dotti M. Shelton Learning Commons

The Dotti M. Shelton Learning Commons is dedicated to the mission of the college through its support of academic, professional and personal growth of students, faculty, and staff at Lees-McRae College. The library welcomes and encourages the entire academic community to use the library space and resources as best suits their needs, be they a gathering place for group work, or a quiet space for individual study. Additionally, the highly qualified professional and support staff are ready and eager to ensure all community needs are met.

The Dotti M. Shelton Learning Commons provides innovative and engaging learning opportunities. Improved facilities provide space for individual study, group collaboration, as well as active learning classrooms with appropriate learning technology available.

A café located on the main floor allows patrons to nourish their bodies as they feed their minds, offering a variety of food and beverages. Students may use their meal card for purchases.

The Learning Commons contains over 70,000 books and periodical volumes and maintains current subscriptions to many magazines and academic journals. Additionally, the Shelton Learning Commons collection includes more than 500,000 electronic books, more than 27,000 electronic journals, and collections of streaming video and audio resources. Access to most of the library's electronic reference resources and databases and the online catalog is available through the library webpage. These resources are password-protected and are available 24/7 to on-campus and extended campus faculty, staff, and students. You may access these resources using your Lees-McRae email credentials.

In addition to information services, the Learning Commons also houses the Appalachian Made Makerspace. Students, faculty, and staff have access to equipment for weaving, sewing, spinning, robotics, and audio and video recording. Information on reserving the equipment can be found on the Learning Commons webpage.

Interlibrary loan services are available to students, faculty, and staff who wish to access books not in the library collection. The library also provides a collection of online library research guides and video tutorials to support the academic needs of students. This collection is regularly evaluated and will grow over time. Research assistance for individual students and faculty members is available during posted hours and by appointment.

The Shelton Learning Commons is a member of The Bowen Central Library of Appalachia (Appalachian College Association), North Carolina Independent Colleges and Universities, North Carolina Libraries in Virtual Education (NC Live), and the Carolina Consortium. Through these affiliations the library has subscription access, or in some cases permanent access, to more than 100 electronic resources, either through our paid membership or through consortia purchasing.

With state-of-the-art technology and expanded learning and research programs, the Shelton Learning Commons is the center for student interaction on campus, and provides students access to advanced learning, technology, and research tools they need to assist in their studies.

The Alison B. Stirling Collection

The Stirling Collection was established to preserve materials related to the Southern Appalachian mountain region. In 1929, Alison B. Stirling joined Lees-McRae College as the college's first full-time librarian. During her tenure as librarian, she began collecting materials related to the local area which became the basis of the current Stirling Collection. The goal of the collection continues to be to collect materials related to North Carolina and the Appalachia in accord with the College motto: In the mountains, of the mountains, and for the mountains. Topics covered in the collection include religion, education, folklore, literature, music and genealogy of the Southern Appalachians. Information and clippings from local and regional newspapers and periodicals are also available and categorized by subject.

The Jones/Pritchett Archives of Lees-McRae College

The Jones/Pritchett archives is the repository of papers, books, photographs and other items that tell the story of Lees-

McRae College. Among the many items found in the collection are correspondence from past presidents, letters and papers from Lees-McRae founder, the Reverend Edgar Tufts, memoranda, letters and other documents from many campus departments and a complete collection of campus yearbooks.

Students, faculty, staff and other researchers are welcome to use materials from the college archives. The archives are generally available when the library is open and a staff member is available to assist in inquiries. 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 library director.

Anyone using material from the Jones/Pritchett archives in any type of publication, print media or with any type of electronic media, including web use, must receive permission from the library director prior to use of the materials. The college and the archives must be publicly acknowledged in whatever form the material is used. The college retains the copyright rights to all materials in the archives, regardless of format or use. Permission to use archival materials may be withdrawn if it is judged that such use is not favorable to the college.

Career Services

Career Services is housed on the lower level of the Shelton Learning Commons in the Burton Center for Student Success. This program provides individual career counseling, career workshops, resume and cover letter preparation assistance, interview preparation assistance, major and career exploration, maintains a listing of internships and job postings in many different fields, and hosts networking events on campus. In keeping with the college mission, students are educated and inspired to approach life and their career from a creative, collaborative, and critical perspective in preparation for diverse careers and environments.

The Director of Career Services works closely with the instructors of the CLA 299 course, which introduces students to career and life planning topics including career exploration, personal and professional goal setting, self-promotion, and lifelong professional skills.

Sponsored events include:

- Job and Internship Fair
- Formal Networking Dinner
- Alumni Panels
- Professional Preparation Workshops (variety of career topics)
- College Mentor Program

Technology Services

Technology Services strives to provide professional computing support and services to enhance student learning at Lees-McRae College and is constantly striving to leverage IT best practices, using an approach that is both creative and pragmatic.

Technology Services is continually evaluating and working to improve network access, reliability, bandwidth and security to meet our student, faculty, classroom, and administrative technology needs.

Technology Services provides support for access and utilization for students, faculty and staff for:

- Self-Service
- Brightspace
- Ellucian Colleague (ERP)
- Microsoft Office 365
- Microsoft Office Suite
  Lees-McRae College provides every student with a complimentary copy of Microsoft Office for Windows and/or Macs. For information or to download your copy, visit lmc.edu/techservices.

In addition, Technology Services provides support for:

- Wired and wireless network and internet access
- Computer labs in Chaffee Center Classrooms, Barnhardt Building, and the Shelton Learning Commons

Help and Assistance

Helpdesk

For assistance with all IT issues, please submit a helpdesk request at: helpdesk.lmc.edu.

This system allows students, faculty and staff the ability to submit a ticket, on which they can check updated statuses throughout the course of the technology issue. Helpdesk also contains a knowledge base with answers to frequently asked questions, available 24/7.

The Technology Services office is located in Room 223 of Bowman Building and is open from 8 a.m.–5 p.m. Monday through Friday.

Educational Rights and Privacy

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 form from the college, (FERPA release) then an academic advisor, student affairs 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, with 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

The college has the right to release the following information without consent from the student.

Directory information is defined as the student's:

- name
- address
- date of birth
- major program of study
- ethnicity
- race

Students may request that directory information not be disclosed and may do so by filling out the appropriate paperwork and returning it to 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 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. The transcript fee is $15. 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.

Lees McRae COLLEGE

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