



Warren Wilson
COLLEGE



College Catalog
2026 – 2027



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Warren Wilson College

Disclaimer: Information is Subject to Revision

This publication is not a contract or an offer to contract. Information in this catalog is current through May 2027. Warren Wilson College reserves the right to change programs of study, academic requirements, fees, and College policies at any time, in accordance with established procedures, without prior notice. An effort will be made to notify persons who may be affected. The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the College. This catalog has attempted to present current information regarding admissions requirements, courses and degree requirements, and the general rules and regulations of the College as accurately as possible. This does not, however, preclude the possibility of changes taking place during the academic year covered. If such changes occur, they will be publicized through normal channels and will be included in the catalog of the following printing.

Nondiscrimination Policy

Warren Wilson College does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, gender or gender identity, age, marital status, disability, or sexual orientation, in the administration of its educational policies, recruitment or admission of students, scholarship, grant or loan programs, athletic or other College administered programs, employment procedures, training programs, promotion policies or other related personnel practices.

The College prohibits taking any retaliatory action against any employee for opposing a practice that he or she believes to be discriminatory, including the filing of an internal grievance or a charge with a state or federal civil rights enforcement agency. (Approved by the President, June 26, 2012)

Title IX

The following has been designated to handle inquiries regarding Title IX:

Title IX Coordinator
Dodge House
701 Warren Wilson College Road
Swannanoa, NC 28778
(828) 771-3768

For more information, please go to:

my.warren-wilson.edu/ICS/Campus_Life/Title_IX.jnz.

If you want to learn more about your rights, or if you believe that the college is violating Federal law, you may contact the U.S. Department of Education, Office for Civil Rights, at (800) 421-3481 or ocr@ed.gov.

If you wish to fill out a complaint form online, you may do so at:

www2.ed.gov/about/offices/list/ocr/complaintintro.html.

From the President

You will love Warren Wilson College. Thousands of students have found their purpose, voice, and place in the world thanks to the education in action they experienced here. As the College's 10th President, I am as proud of our history as I am excited about our future. Founded in 1894 as the Asheville Farm School to provide Appalachian boys not only an education, but also practical skills for careers and life, over time it evolved into a distinctive four-year co-educational institution. Today Warren Wilson stands as a national leader in experiential learning and in three broad areas of studies– the environment; arts, crafts, and creative expression; and, human and social dynamics.

No question about it: we are different. One of only 10 federally recognized work colleges in the nation, our students help run the institution, gaining valuable professional and problem-solving skills in the process. Our approach to teaching and learning distinguishes us from other colleges and universities by integrating hands-on education with work and community engagement in every major and for every student–the first and only institution of higher education in the U.S. to do so. Our focus on problem-solving education is evidenced in our new initiative across the campus: Democracy in Action. At Warren Wilson, we will provide you the tools you need to advance change.

Our stellar faculty and staff are dedicated educators and mentors who believe that learning-by-doing engages, empowers, and prepares you for life after college. Their focus is the success of each individual student. Our commitment to affordability, access, and excellence is as robust today as it was at our founding. Our campus is a living laboratory for developing hearts and minds within a community of caring and inclusive excellence.

Our location is special. Our campus and community help define who we are. Located on 1,132 acres with a working farm and forest in the southern Appalachian Mountains, just minutes from the creative and thriving city of Asheville, N.C., Warren Wilson College has a profound sense of place and purpose. Our land and the surrounding region are an extension of our classrooms. Our place grounds our mission to educate individuals who will advance the common good. We share an unwavering commitment to environmental stewardship, as well as to the arts, entrepreneurship, and human services. We are a beautiful, vibrant, innovative, and diverse space.

My hope is that you too find meaning in being part of this community of learners and doers where we strive to live each day with purpose, open hearts, open minds, and joy, ready to make a difference in the world.

Damián J. Fernández, Ph.D.

Accreditation and Licensure

Accreditation

Warren Wilson College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's and master's degrees. Warren Wilson College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Warren Wilson 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).

The Social Work Baccalaureate Degree Program is accredited by the Council on Social Work Education. Visit www.cswe.org for further information.

Licensure

Warren Wilson College is authorized by the State of North Carolina to offer postsecondary degrees and, in accordance with state law, is exempt from state licensure.

Religious Legacy

Warren Wilson College is in covenant relationship with the Charlotte, New Hope, Salem, and Western North Carolina presbyteries of the Presbyterian Church (U.S.A.) and the Synod of the Mid-Atlantic of the Presbyterian Church (U.S.A.).

Contact Information

Website: www.warren-wilson.edu

Switchboard (General): (828) 771-2000

Weather & Emergency Info: (828) 771-4357

[View the Campus Directory](#)

Mailing Address:

PO Box 9000

Asheville, NC 28815-9000

College Calendar

Month	Date	Year	Event
June	14	2026	MACS: Fall Semester, Term 1, and Residency Begin
June	19	2026	Holiday - Juneteenth - College Closed
June	26	2026	MACS: Residency Ends
June	28	2026	Swannanoa Gathering Begins
July	1	2026	Student Account Billing Due - New Students
July	1	2026	MFA: Summer Residency Begins
July	2	2026	MFA: Fall Semester Begins
July	3	2026	Holiday - Fourth of July (observed) - College Closed
July	10	2026	MFA: Graduation Ceremony
July	11	2026	MFA: Summer Residency Ends
July	15	2026	Student Account Billing Due - Returning Students
August	1	2026	Swannanoa Gathering Ends
August	13	2026	Student Leaders Move-In
August	15-19	2026	Pre-Orientation
August	19	2026	MACS: Term 1 Ends
August	20	2026	New Student Move-In
August	21-23	2026	New Student Orientation
August	23	2026	Returning Student Check-In & Residence Halls Open (1:00-5:00pm)
August	24-25	2026	Center for Experiential Learning and Careers Orientation - All Students
August	26	2026	<i>Undergraduate</i> : Classes Begin - Semester 1 / Term 1 MACS: Term 2 Begins
September	1	2026	<i>Undergraduate</i> : Add/Drop Deadline for Semester 1 and Term 1 Courses (11:59pm)
September	7	2026	Holiday - Labor Day - College Closed (No Classes)
September	18-19	2026	Family Weekend
September	20	2026	<i>Undergraduate</i> : Withdraw (non-punitive) Deadline for Term 1 Courses (11:59pm)
October	2-4	2026	Homecoming
October	9	2026	<i>Undergraduate</i> : Last Day of Classes for Term 1
October	10-18	2026	Fall Break
October	19	2026	<i>Undergraduate</i> : Semester 1 Classes Resume / Term 2 Begins
October	23	2026	<i>Undergraduate</i> : Add/Drop Deadline for Term 2 Courses (11:59pm)
October	25	2026	<i>Undergraduate</i> : Withdraw (non-punitive) Deadline for Semester 1 Courses (11:59pm) MACS: Withdraw (non-punitive) Deadline for Term 2 Courses (11:59pm)

Month	Date	Year	Event
November	5-12	2026	Registration
November	11	2026	Holiday - Veterans Day - College Closed (No Classes)
November	15	2026	<i>Undergraduate</i> : Withdraw (non-punitive) Deadline for Term 2 Courses (11:59pm)
November	18	2026	<i>MFA</i> : Fall Semester Ends
November	25-27	2026	Holiday - Thanksgiving Break - College Closed (No Classes)
December	9	2026	<i>Undergraduate</i> : Last Day of Regular Classes for Semester 1 / Term 2
December	10	2026	Winter Capstone Showcase (Undergraduate student attendance required)
December	11-12	2026	Exam Days
December	13	2026	Reading Day
December	14-15	2026	Exam Days
December	15	2026	Student Account Billing Due - New & Returning Students
December	15	2026	<i>Undergraduate & MACS</i> : Last Day of Semester and Work for Semester 1 / Term 2
December	16	2026	Residence Halls Close at 1:00pm
December/ January	21-1	2026/ 2027	College Closed
January	3	2027	<i>MFA</i> : Winter Residency Begins
January	4	2027	<i>MFA</i> : Spring Semester Begins
January	10	2027	Student Leaders Move-In
January	12	2027	<i>MFA</i> : Graduation Ceremony
January	13	2027	<i>MFA</i> : Winter Residency Ends
January	14	2027	New Student Move-In
January	15-17	2027	New Student Orientation
January	17	2027	Returning Student Check-In & Residence Halls Open (1:00-5:00pm)
January	18	2027	Holiday - Martin Luther King Jr. Day - College Closed (No Classes)
January	19	2027	<i>Undergraduate & MACS</i> : Classes Begin - Semester 2 / Term 3
January	25	2027	<i>Undergraduate</i> : Add/Drop Deadline for Semester 2 and Term 3 Courses (11:59pm)
February	14	2027	<i>Undergraduate</i> : Withdraw (non-punitive) Deadline for Term 3 Courses (11:59pm)
March	5	2027	<i>Undergraduate</i> : Last Day of Classes for Term 3
March	6-14	2027	Spring Break
March	15	2027	<i>Undergraduate</i> : Semester 2 Classes Resume / Term 4 Begins
March	19	2027	<i>Undergraduate</i> : Add/Drop Deadline for Term 4 Courses (11:59pm)
March	21	2027	<i>Undergraduate & MACS</i> : Withdraw (non-punitive) Deadline for Semester 2 Courses (11:59pm)
April	8	2027	Work Day - No Classes
April	11	2027	<i>Undergraduate</i> : Withdraw (non-punitive) Deadline for Term 4 Courses (11:59pm)

Month	Date	Year	Event
April	12-16	2027	Registration
April	28	2027	<i>Undergraduate</i> : Last Day of Regular Classes for Semester 2 / Term 4
April	29-30	2027	Spring Capstone Showcase (Undergraduate student attendance required)
May	1	2027	Exam Day
May	2	2027	Reading Day
May	3-5	2027	Exam Days
May	5	2027	<i>Undergraduate & MACS</i> : Last Day of Semester and Work for Semester 2 / Term 4
May	6	2027	Residence Halls Close for Non-Graduating Students at 1:00pm
May	7	2027	<i>Undergraduate</i> : Honors & Awards Event
May	8	2027	<i>Undergraduate</i> : Commencement Ceremony
May	19	2027	<i>MFA</i> : Spring Semester Ends
May	31	2027	Holiday - Memorial Day - College Closed
June	18	2027	Holiday - Juneteenth (observed) - College Closed
July	1	2027	Student Account Billing Due - New Students
July	5	2027	Holiday - Fourth of July (observed) - College Closed
July	15	2027	Student Account Billing Due - Returning Students

Board of Trustees, Alumni Board, and Named Scholarships

Information about the Board of Trustees can be found at:

www.warren-wilson.edu/about/leadership/board-of-trustees/

Information about the Alumni Board can be found at:

<https://www.warren-wilson.edu/after-wwc/alumni/alumni-board/>

Information about Named Scholarships can be found at:

www.warren-wilson.edu/giving/scholarships

Mission and History

Introduction

Warren Wilson College is an independent, accredited, four-year liberal arts college dedicated to being a national leader for learning in action. True to the progressive principles on which the College was founded, its experiential education model amplifies academics by integrating hands-on work and community engagement experiences throughout the learning journey. Through learning by doing — in the classroom, in the work program, and in the wider community — Warren Wilson students gain the skills, tools, and confidence required to advance individual purpose in service to the common good. The College is dedicated to inclusion and access for all.

Warren Wilson College awards the Bachelor of Arts and Bachelor of Science degrees in a variety of disciplines, a Master of Fine Arts degree in Creative Writing, and a Master of Science program in Applied Climate Studies.

Mission Statement

Warren Wilson College's distinctive approach to education intentionally integrates academics, work, and community engagement to cultivate curiosity, empathy, and integrity. We empower graduates to pursue meaningful careers and lead purposeful lives dedicated to a just, equitable, and sustainable world.

History

Warren Wilson College began as the Asheville Farm School in 1894. The school was founded by the women's home missions board of the Presbyterian Church, in order to give mountain boys vocational training and classroom study. Initially the school enrolled 25 students in grades one through three. Higher grades were added as enrollment increased, and in 1923 the first high school class graduated.

A 1933 Asheville Farm School report entitled *A New Progressive Educational Program* announced a bold vision — one that rejected the “standard educational procedures,” embraced “the changing conditions” of the students at that time, and promised education that gives “the student the first and last consideration.” The school promoted access and innovation to cultivate the minds and hearts of students who, empowered, would live lives of purpose.

In 1942 the Asheville Farm School, Asheville Normal Teachers College, Dorland-Bell School of Hot Springs, NC, and Mossop School of Harriman, TN, merged to become the coeducational Warren H. Wilson Vocational Junior College and Associated Schools. The expanded institution in the Swannanoa Valley was named for the late superintendent of the Presbyterian Church's Department of Church and Country Life.

After graduating its final high school class in 1957, Warren Wilson remained a junior college until 1967, when it became a senior liberal arts college offering a bachelor's degree. The first seniors in the four-year program graduated in 1969.

The College officially separated from the Presbyterian Board of National Missions in 1973 and became an independent college guided by a board of trustees, welcoming those from all religious faiths and secular perspectives. The roots of this historic relationship with the Presbyterian Church continued to nurture the College's dedication to community, and the College today remains a member of the Association of Presbyterian Colleges and Universities.

An international and cross-cultural emphasis is a major part of the history and heritage of the College. Faculty, staff, and administrators have sought to advance intercultural understanding since the 1920s, when Cuban students enrolled in the Asheville Farm School. The College admitted a boy in 1939 whose parents had fled Nazi Germany, and perhaps even more remarkably, enrolled two Japanese-American students in 1942, after the Pearl Harbor attack. In 1952 — two years before the landmark *Brown v. Board of Education* decision began to slowly integrate schools in the old South — the College admitted its first African American student, Alma Shipley of Swannanoa. Today the College enrolls students from many nations and offers all students study, internship, and community engagement opportunities around the world through its Center for Experiential Learning and Careers.

Although the College has remained primarily an undergraduate institution, in 1981 it added a graduate program, the MFA Program for Writers, that has become nationally acclaimed with many award-winning faculty and alumni.

The College has forged numerous partnerships with the broader community in recent years, including Buncombe County Schools; the City of Asheville, toward climate goals; and, on the edge of campus, North Carolina Outward Bound School and Verner Center for Early Learning. In 1996, the College and the Eastern Band of Cherokee Indians became official partners in the Cherokee Archaeology Field School on campus near the Swannanoa River, where a Native American town, which reached a peak size between 1000 and 1450 C.E., had been located across several millennia.

Set within the most biodiverse non-tropical region in the Western Hemisphere, Warren Wilson College has long honored an environmental ethic that is anchored in its land and promised in its mission. For example, in the 1970s Warren Wilson was one of the first institutions in the nation to pioneer an environmental studies major. This commitment to sustainability continues today. In 2024, the College announced a new initiative for climate action, launched a new Master of Science program in Applied Climate Studies, and the Board of Trustees endorsed a 600-acre land conservation easement in partnership with the Southern Appalachian Highlands Conservancy. Once approved and funded, the easement will preserve 600 acres of the College's forest and farm lands in perpetuity.

Since 1967, Warren Wilson College has come far as a four-year college. The curriculum has greatly expanded as enrollment has increased. Students can now choose from a wide variety of majors, concentrations, and minors, plus honors and pre-professional programs. All programs integrate experiential learning throughout and guarantee project-based courses, work-integrated courses, community-engagement courses, internships or practicums, and research or creative project capstones—for every student in every major.

Student Engagement and Campus Life

At Warren Wilson College, student engagement is grounded in active participation, experiential learning, and a strong sense of community responsibility. Students are encouraged to connect their academic studies with meaningful work, leadership opportunities, service, and participation in community life. Through close collaboration with faculty and peers, participation in student organizations, community-based learning, outdoor programs, the arts, athletics, and the College's distinctive Work Program, students develop the skills, confidence, and civic awareness necessary to contribute thoughtfully to local and global communities. The College fosters an inclusive and engaged environment where students are empowered to take initiative, explore diverse perspectives, and shape their educational experience both inside and outside the classroom.

For Student Engagement and additional information about campus life regulations, and resources, please see the Student Engagement website at my.warren-wilson.edu/ICS/Campus_Life/ and the Student Handbook at www.warren-wilson.edu/student/handbook.

Admission

Undergraduate Admission to Warren Wilson College represents a selection based on both the personal and the academic qualifications of the applicant. All available information is considered, including previous school record, evidence of academic and social maturity, extracurricular activities, community service, scores on the SAT or ACT (if submitted), interview, references, recent grade trends, and general contributions to school and community. The criteria are designed to build a balanced student body with high standards of scholarship, personal integrity, serious educational and personal goals, and a willingness to support the mission of the College.

The First-Year Student Admission Process

All students must possess either a high school diploma, a GED, or an associate's degree upon matriculation. Each candidate for admission should be enrolled in a college preparatory curriculum showing competency in the following as a recommended minimum admission standard:

- four years of English
- two years of Algebra
- one year of Geometry
- two years of laboratory sciences
- three years of Social Sciences
- two years of a foreign language strongly recommended

The deadline for Fall semester First-Year applications is November 1 for Early Decision, November 15 for Early Action, and Regular Decision applicants are reviewed on a rolling admissions basis starting in January, with a priority application date of February 15 (see "Application Plans"). A decision may be made at any time once the application has been submitted. Other materials requested for the evaluation process may include the following:

1. the Warren Wilson College application through the Common Application
2. an official high school transcript
3. a recommendation from the student's college counselor

4. other recommendations
5. demonstrated English proficiency (see the English Proficiency policy)

On-campus meetings with an admission counselor are strongly encouraged.

For First-Year students with college credit, see "College Credit While in High School (Dual-Enrollment)."

Prior to matriculation, all students must provide the College with their final, official high school transcript that includes their graduation date.

Please note that students who are accepted to Warren Wilson College will need to meet additional standards once enrolled in order to declare select majors. See program requirements for more information.

The Transfer Student Admission Process

The deadline for Spring semester transfer applications is December 16 and applicants are reviewed on a rolling basis (see "Application Plans"). The deadline for Fall semester transfer applications is July 15. A decision may be made at any time once the application has been submitted. Other materials requested for the evaluation process may include the following:

1. the Warren Wilson College application through the Common Application
2. proof of high school graduation: the final, official high school transcript including the graduation date
3. official transcripts from all colleges or universities attended
4. Transfer College Registrar's Report
5. demonstrated English proficiency (see the English Proficiency policy below)

In addition, for transfer students to be competitive applicants, they should meet the following conditions:

1. students must be eligible to return to their most recently attended college
2. students must be in good standing at colleges previously attended

On-campus meetings with an admission counselor are strongly encouraged.

Please note that students who are accepted to Warren Wilson College will need to meet additional standards once enrolled in order to declare select majors. See program requirements for more information.

The International Student Admission Process

Deadlines for international students are the same as outlined in the First-Year and Transfer Admission sections. The deadline for Spring semester applications is November 1. The deposit deadline for enrolling international students for a Spring semester is November 15. The deposit deadline for enrolling international students for a Fall semester is May 1. Other materials required for admission include the following:

1. The Common Application
2. Original (or certified copies) of all secondary (high school) transcripts, university transcripts (if applicable) and examination certificates (if applicable).
3. Results of external examinations (GCE-O, GCE-A, West African Examinations, CAPE)
4. Demonstrated English proficiency (see the English Proficiency policy below)
5. International Student Financial Aid Application (ISFAA).

All documents submitted must be in English.

Please be prepared for a virtual interview with the international admission counselor. A final high school transcript with the graduation date must be provided before matriculation. Transfer students should have an official, final college transcript submitted prior to matriculation.

The Home School Student Application Process

Applicants who have been homeschooled should follow the same guidelines indicated in the First-Year and Transfer Admission sections. In addition, applicants must submit the following:

1. a homeschool transcript listing course titles, content, and grades
2. a letter of recommendation (not from a parent)
3. a document that serves as the "diploma" including a copy of the rules under which the home school was formed (state requirements, for example)

On-campus meetings with an admission counselor are strongly encouraged.

Graduate Equivalency Degrees (G.E.D.)

Applicants may submit a General Educational Development (GED) credential in place of a traditional high school diploma. Applicants presenting a GED will receive a holistic review to assess academic preparation and readiness for success at Warren Wilson College. GED credentials are most commonly presented by adult learners, home-schooled students, or students pursuing early college admission.

Applicants submitting a GED must provide:

1. the Warren Wilson College application through the Common Application
2. official GED scores or HiSET scores/transcript
3. official transcripts from any high schools attended, if available. Submission of prior high school transcripts may strengthen an applicant's file and provide additional context for admission review; however, admission decisions may still be made based on the GED or HiSET credential alone.

On-campus meetings with an admission counselor are strongly encouraged.

Pre-enrollment Earned Credit

College Credit from Other Institutions

Warren Wilson College accepts credit from accredited colleges and universities where the accrediting body is recognized by the Council for Higher Education Accreditation (CHEA) and the US Department of Education (DOE). To search CHEA and DOE approved accrediting organizations visit <https://www.chea.org/chea-and-usde-recognized-accrediting-organizations>.

Credits from International Institutions: Credits from foreign or professional schools will be evaluated on a case-by-case basis by the Office of the Registrar in consultation with the Associate Provost and/or the department chair responsible for the student's declared program of study.

All transcripts are subject to final evaluation by the College Registrar's Office. Transfer credit is granted for comparable college-level courses in which a "C-" or better was earned. Warren Wilson College accepts grades of Pass if the transcript clearly articulates that Passing grades are equivalent to a C- or better. Warren Wilson College accepts a maximum of 64 credits from a two-year college program and Warren Wilson College will accept a maximum of 90 transfer credits from accredited institutions. For courses transferred, grades/quality points are not included in the

computation of a student's grade point average.

Some courses in areas not offered at Warren Wilson, such as certain applied technical courses, are not accepted for transfer, but most liberal arts courses are. The Registrar evaluates a transfer course to determine if it is comparable to a Warren Wilson College course. To make this determination, the Registrar may ask the student to submit a course description and, in some instances, a syllabus of the transfer course. If the course is not clearly comparable to a Warren Wilson course, the Registrar consults with the chair of the appropriate academic program to determine whether the course may transfer. Students who wish to appeal an initial transfer credit decision or who wish to have transfer credit evaluations reviewed for a General Education or major requirement may complete the Transfer Credit/Degree Audit Review form, available through the Registrar's Office. The Registrar consults with the appropriate academic program chair and the Associate Provost to address the appeal. The program chair's decision shall be final with respect to courses clearly within the discipline. The Associate Provost's decision shall be final with respect to courses that lie beyond clear disciplinary boundaries of programs offered at Warren Wilson College.

In order to earn a degree from the institution, students must complete at least 30 semester hours at the junior or senior level at Warren Wilson College.

Please see the section on [Baccalaureate Degree Requirements](#) for information on credit totals required, the residency requirement, and other requirements to graduate.

College Credit While in High School (Dual-Enrollment)

Dual-enrollment students are those who completed high school while earning college credit (AP, IB, early college, middle college) before coming to Warren Wilson. First-year students who have taken college courses prior to entering Warren Wilson College must report such work on their application and to their admission counselor. A copy of the college transcript may be reviewed for admission and to assess transferable credit. Should the student choose to matriculate, the final, official college transcript must be provided in order for the Registrar to evaluate the credits earned and then correlate these to the General Education fulfillments or relegate them to elective credit. Please note that a high school transcript that includes the college courses may not substitute for the official transcript from the college that awarded the dual-enrollment credits.

Students who arrive at Warren Wilson with dual-enrollment college credits that they completed while in high school will have exemptions from certain first-year requirements, depending on how many credits they transfer in. Please see the ranges of dual-enrollment transfer credits below for guidance:

- **Transfer in 0-23 credits:** Must complete all expectations for first-year students, including enrollment in First-Year Seminar.
- **Transfer in 24-59 credits:** Students may be exempt from First-Year Seminar after consultation with their advisor. Students who wish to be exempt must complete a Petition for Exception.
- **Transfer in 60 or more credits:**
 - Students are automatically exempt from First-Year Seminar.
 - Students who enter with 60 or more transferred credits are considered juniors. They must formally declare a major by the end of Week 5 in their first term at Warren Wilson. Students in this category are strongly encouraged to plan ahead with their advisors during the orientation period before the first semester, in order

to ensure a timely graduation. See subsection on “The Major” under [Academic Requirements](#) in this Catalog.

Credit for Prior-Learning

Warren Wilson College awards a maximum of 32 credit hours for prior learning toward the completion of an undergraduate bachelor’s degree. Prior learning must be documented, evaluated, and appropriate to the level of degree awarded. Students may earn prior learning credit at Warren Wilson College through the following options:

- 1) **Advanced Placement (AP) Credit** - Warren Wilson College awards credit for College Board Advanced Placement exams. Refer to the AP Examination Recommendations on the Office of the Registrar’s webpage to determine for each exam the score required for credit, the amount of credit awarded, General Education fulfillment, and/or course equivalency. To receive credit for examinations taken, request that the testing service send official scores directly to Warren Wilson College.
- 2) **International Baccalaureate (IB) Credit** - Warren Wilson College awards credit for Standard Level (SL) and Higher Level (HL) International Baccalaureate (IB) exams. Refer to the IB Examination Recommendations on the Office of the Registrar’s webpage to determine for each exam the score required for credit, the amount of credit awarded, General Education fulfillment, and/or course equivalency. To receive credit for examinations taken, request that the testing service send official scores directly to Warren Wilson College.
- 3) **College Level Examination Program (CLEP)** - Warren Wilson College awards credit for the College Level Examination Program (CLEP). Refer to the CLEP recommendations on the Office of the Registrar’s webpage to determine for each exam the score required for credit, the amount of credit awarded, General Education fulfillment, and/or course equivalency. To receive credit for any examination taken, request that the testing service send official scores directly to Warren Wilson College.
- 4) **Cambridge Examinations or Cambridge International Examinations** - Students who have taken the Cambridge Examinations or Cambridge International Examinations at the A-level and have earned a grade of A*, A, or B+ may be awarded credit if approved by the department. Scores of B and below will not be awarded credit. The specific amount of credit and course equivalencies awarded for each grade are determined through evaluation by the appropriate academic department. Students should visit the Cambridge Website and arrange to have official scores sent directly from Cambridge Assessment to the Office of the Registrar at Warren Wilson College for Evaluation.

Falsification of Records

Entering the College using falsified or misleading documents or intentionally omitting documents can lead to a revocation of admission status, dismissal, or degree revocation if matriculated.

Day Students

Warren Wilson College is primarily a residential community. Most students are expected to live on campus throughout their enrollment. Students can be approved to be day or non-residential students before completing 90 credits or turning 22 years old, only when one of the following is true for the student:

- Living with parents or guardians in the area
- Living with spouse or domestic partner prior to enrollment
- Living with a dependent child
- "Financially Independent Status" based on your current FAFSA. (If you have not completed a FAFSA the Financial Aid office can help you determine your dependency status.)

Students who have lived on campus for one full year may petition the Director of Residential Life for day-student status. Considerations may include space on campus, the Work Program, and residential aspects of the community. Day students will not qualify for the NC Free Tuition or Milepost One programs.

There is a Day Student fee of \$500 per semester.

Notes: All students that enter the college with 59 or fewer academic credit hours must complete one year in the Work Program. All students that enter the college with 60+ must complete one semester in the Work Program. Day students are eligible to complete this requirement in any semester they choose prior to graduation. In order to participate in the Work Program they must submit an application to a work crew position during the designated hiring periods. Full-time interns are automatically approved for day student status if they seek it.

Application Plans

There are three application types.

Early Decision

Students who are highly interested in Warren Wilson College and, if accepted, are prepared to make a commitment in the form of a non-refundable deposit, may apply as Early Decision candidates. Applications must be received by November 1. Decisions will be made no later than December 1. Early Decision is binding for accepted students, with the deposit due February 15. At that time, accepted students must agree to withdraw applications made to other schools. If a student chooses not to deposit at that time, the offer of admission will be withdrawn. Any student not granted admission under Early Decision will automatically be put into the Regular Decision pool of applicants.

Early Action

Students who are highly interested in Warren Wilson College and have strong academic records may apply as Early Action candidates. Applications must be received by November 15. A commitment is not required until May 1, as this is a non-binding process. Applications submitted for Early Action will receive admission decisions in December.

Regular Decision

Applications received after the November 1 or November 15 deadlines will automatically be rolled into the Regular Decision applicant pool with a priority application date of February 15. Regular Decision is non-binding, and a commitment in the form of a deposit is not due until May 1.

Spring Admission

Applications for the spring admission (domestic first-year and transfer) must be received by December 16 with a commitment in the form of a non-refundable deposit due by January 1. Exceptions to deadlines may be made only by the Vice-President for Enrollment.

(See sections regarding the application process for First-Year and for Transfer applicants.)

Waitlist

The College may assign some applicants to a waitlist. Students assigned to the waitlist may be offered admission later in the year if space becomes available or may be offered admission to a future semester. Students who are assigned to the waitlist may contact the Office of Admissions to determine their positions on the list.

Deferring Enrollment

Accepted students who have committed or intend to commit to Warren Wilson may have the opportunity to defer their enrollment for one semester or one year. This request is typically completed by May 1 of the year of acceptance. In order to defer enrollment, a Deferral of Enrollment Request form must be submitted to the Office of Admission. Each request is reviewed on its individual merits and deferments are not automatically granted. The Director of Admission, in consultation with the Vice President for Enrollment and the student's Admission Counselor, makes the final deferral decision. Students deferring enrollment must remit the non-refundable deposit of \$300.00. Students who have deferred may have their acceptance revoked if they are contacted by the Office of Admission three times over the course of a year with no response.

Readmission

Applications for readmission (after a period of non-enrollment) are available through the Warren Wilson College website at www.warren-wilson.edu/admission/readmission/. An abbreviated application, which includes an essay outlining the desire to return and the student's academic goals, is required. A student who was suspended or on any form of probation when last enrolled must address the reason(s) as to why reinstatement should be granted. A student who exits the college on academic probation or academic suspension will be on academic probation if readmitted. If another college or university has been attended during the period of non-enrollment, a transcript must be presented with the request for readmission.

Appealing an Admission Decision

If applicants feel that circumstances exist that warrant a reconsideration of a previous admissions decision, they are invited to complete the Undergraduate Admissions Appeal Form, available from the Office of Admission, and return it, along with the appropriate supporting documents, to the Vice President for Enrollment.

Appeals are reviewed by the Vice President of Enrollment, in conjunction with the Director of Admission, the admission review committee, and the applicants' admission counselor. A final decision, that cannot be appealed, is made within two weeks of receiving the completed appeal.

English Language Proficiency Policy

A satisfactory command of the English language is required for admission to Warren Wilson College. Please note that this requirement applies to all applicants, including resident aliens and citizens. Requiring valid proof of English language proficiency is a mandate of the College. Thus, only the College can approve any exceptions.

Valid Proof of English Language Proficiency

The following criteria represent different ways to prove English proficiency. Please note, only *one* of these criteria needs to be met:

- Achieving the minimum required official score on any of the following tests:
 - the International Test of English as a Foreign Language (TOEFL)
 - The International English Language Testing System (IELTS) exam
 - The GTECCBT English test
 - The Sakae English Placement Test (SEPT)
 - Duolingo
 - PTE Academic (Pearson)

Test scores are valid for two years after the test date but are still considered valid if the score exceeded the minimum requirement and the applicant has maintained continuous

- residency in the United States since the exam date
- Completion of three consecutive years, and graduation from, an accredited school where English is the language of instruction
- Completion of an associate's, bachelor's, master's, doctorate, or professional degree at an accredited college or university where English is the language of instruction
- Obtaining an SAT reading and writing section score of 480 or better
- Obtaining an ACT reading section score of 18 or better
- Obtaining an official score of four or higher on either the International Baccalaureate Higher Level Language A examination in English, or the College Board Advanced Placement Program (AP) examination in English Language and Composition
- Being selected by one of our approved exchange program partners to attend Warren Wilson College through an approved exchange relationship

Minimum Test Score Requirements:

TOEFL: 79 overall

IELTS: 6.5 overall

GTEC CBT: 1180

Duolingo: 100

Graduate Admission

MFA in Creative Writing

Information on admission to the Master of Fine Arts in Creative Writing can be found in the Graduate Programs MFA section of this Catalog and on the MFA for Writers website: www.wwcma.org. This program does not accept transfer credits.

MS in Applied Climate Studies

The Warren Wilson College Master of Science (MS) in Applied Climate Studies program considers the entire student, their experiences in both work and academia, and their goals regarding program enrollment. Students are expected to have completed a Bachelor's degree with a minimum of a 3.0 cumulative GPA. Applicants are asked to submit letters of recommendation and a CV/resume that outlines their personal, professional, and volunteer experiences. Applicants need to write three essays to share what has prepared them for enrollment in the program, and how the program will be a strong fit to help them achieve their personal and professional goals.

Financial Aid

Warren Wilson College provides an educational opportunity for many students who might otherwise not be able to attend college. The College endeavors to keep expenses at a minimum by offering substantial and comprehensive financial aid to those who are eligible.

The basis for determining eligibility is the Free Application for Federal Student Aid (FAFSA). The FAFSA must be filed each year for students to be considered for aid. The amount of assistance from the College may increase or decrease from one year to the next depending on the financial circumstances of the family. Aid for evaluated need is offered to students as long as funds remain available, and students make Satisfactory Academic Progress toward completion of their courses of study. Financial aid offers are based on the terms and conditions set forth by the financial aid office and the institution. The terms and conditions may be found online and in a student's Financial Aid Portal.

Federal and State Programs Available

The College complies with all federal and state educational assistance agencies, including Vocational Rehabilitation and other agencies that aid students in obtaining a post-secondary education. Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal WorkStudy, Federal Work College, William D. Ford Federal Direct Loan Program, and all state programs are directed through the College to the students by the Financial Aid Office. Additional information may be obtained from the Financial Aid Office website: www.warren-wilson.edu/finaid.

Veterans Administration Benefits

Warren Wilson College is an approved institution for veterans to attend and receive VA educational benefits through Chapters 30, 31, 33 (Post 9/11 GI Bill), 35, 1606, and 1607 in all of the offered undergraduate programs. The Master of Fine Arts and MACS degrees are approved programs.. The College does not participate in “Yellow Ribbon.”

Veterans who have never received VA educational benefits may begin the application process online at www.va.gov/education/how-to-apply/ or call +1 (888) 442-4551. A copy of that application should be retained and a copy submitted to the Financial Aid Office at Warren Wilson College. Once eligibility for benefits is approved, the veteran receives a Certificate of Eligibility (COE). The recipient must send a copy of the COE to the Financial Aid Office.

If VA educational benefits have been received at a previous college, the student should complete a Request for Change of Program or Place of Training online at www.va.gov. A copy of that form should be retained and a copy submitted to the Financial Aid Office at Warren Wilson College. A new Certificate of Eligibility (COE) confirming remaining eligibility for the benefits will be generated. A copy of the new COE must be submitted to the Financial Aid Office. Warren Wilson College will not impose any penalty, including the assessment of late fees; the denial of access to classes, libraries, or any other institutional facilities; or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the College due to the delayed disbursement funding from VA under chapter 31 or 33. Veterans' eligibility for VA educational benefits will not affect their eligibility for Title IV aid (Pell Grant, Federal Direct Loans, Federal Work Study, Federal SEOG, etc.). Eligibility for College need-based grants and tuition based programs will be reviewed by the Financial Aid Office. Veterans are encouraged to complete the FAFSA: www.fafsa.gov. VA benefits might affect their eligibility for state aid depending upon the policies of their state of residency.

For questions regarding eligibility for education benefits, veterans may contact their nearest Veterans' Administration Office, go online or call +1 (888) 442-4551.

To assist students in determining eligibility and making school choices, the Department of Veterans Affairs offers the GI Bill Comparison Tool at www.va.gov/gi-bill-comparison-tool. This tool provides information about the percentage of Tuition and Fees payable at the school selected, calculates the Basic Allowance for Housing (BAH), and provides the maximum book stipend based on eligibility percentage. Information about the number of VA students, graduation rates, loan default rates, and median borrowing at the selected school may also be found using this tool. Students who have questions about benefits or need further information should contact the Financial Aid Office at Warren Wilson College by email at finaid@warren-wilson.edu or by phone at (828) 771-2082.

Financial Aid Deadline

The FAFSA becomes available each fall semester for the following academic year, and the priority date for students to apply for financial aid for the fall semester is typically around April 15th. Applications completed

prior to April 15th will be given priority in the award process for grants and scholarships. *Applications received after April 15th will be handled on a date-priority basis.* The availability of need-based grants is limited, so students should plan to file early and complete all documents as soon as possible.

Campus Work Program

All resident students, regardless of their financial resources, are required to participate in the Campus Work Program during the academic year. The College also offers work contracts during the summer and other break periods, but these are limited. Students may apply to the Work Program Office for break employment. The College's Work Program is supported by Federal Work Study, Federal Work College, and/or Institutional Work Study funds.

Scholarships

Merit Scholarships: Warren Wilson College offers merit scholarships to newly admitted students based on academic achievement and promise, not on financial need. To be considered, new students should contact the Admission Office. Merit scholarships are available for renewal for four years or eight consecutive semesters as long as the student is making Satisfactory Academic Progress. Students may appeal with the Financial Aid Office to be considered for merit scholarships beyond eight semesters.

North Carolina Need-Based Scholarship (NC NBS) established by the 2011 NC General Assembly to provide need-based funding for students attending eligible private institutions. Eligible students must be NC residents enrolled in one of the eligible private institutions and demonstrate eligibility based on a calculation of need, using income data from the Free Application for Federal Student Aid (FAFSA). The value of the award varies, based on legislative appropriations. Consideration for the grant is automatic once the FAFSA is filed and will have a requirement to complete residency determination on the state residency website (ncresidency.org). Late applicants may be denied if sufficient funds are not available. North Carolina students are required to file a FAFSA to be considered for the North Carolina Need-Based Grant. Students are encouraged to file their FAFSA early and complete the residency determination process early to be considered, as funds are limited. New/incoming students who do not complete residency determinations within the first 30 days of the semester are no longer eligible for the North Carolina Need-Based Scholarship. Eligibility cannot be established until the next academic year. Twelve or more hours is considered a full-time enrollment status for the NC Need-Based scholarship. Students are encouraged to enroll in 15 credits per semester to show pace toward degree completion. Students eligibility can change based on add/drop of term classes. It is strongly encouraged to contact the Financial Aid Office if enrollment falls below 12 credit hours per semester for any term enrollment.

Required Financial Aid Forms

Students begin the financial aid process by completing the Free Application for Federal Student Aid (FAFSA) online at www.studentaid.gov. Please add our school code so that Warren Wilson College will receive FAFSA results electronically. Our school code is 002979, and we are listed as located in Asheville, NC. Both students and parents must apply for a FSA ID (electronic signature) to submit the FAFSA. Please note students and parents must safeguard their FSA ID as they are electronic signatures for subsequent FAFSA filings and loan application materials. Students and parents should visit www.studentaid.gov to create an FSA ID.

Requests for financial aid will be considered after applicants have been officially accepted for admission to the College and their aid files are complete.

Satisfactory Academic Progress Policy for Financial Aid

Students are required to maintain Satisfactory Academic Progress (SAP) and remain in academic good standing to continue to be eligible for financial assistance. Students who are applying for financial assistance are expected to be enrolled full time each semester during the academic year. *Students enrolled less than full time must notify the WWC Financial Aid Office.* Students enrolled less than full time are subject to reductions in financial assistance. Full-time enrollment is defined as enrollment in 12 credit hours or more. **Please note that all institutional aid programs require students to be enrolled full time.**

Federal Regulations require the College's Satisfactory Academic Progress to include the following:

Quantitative Measure: To remain in good academic standing and retain eligibility for financial aid, students must successfully earn at least **67% of all hours attempted**, including Pass/Fail courses, repeated courses, incompletes, and courses dropped after the last day to drop a course without penalty (as published in the academic calendar).

(Example: 36 Attempted hours x 67% = 24 Earned hours)

Qualitative Measure: Students must maintain the following minimum cumulative grade point average (GPA) on *all attempted hours*:

For hours attempted of:	A minimum GPA must be maintained of:
fewer than 28	1.60
at least 28 but fewer than 60	1.70
at least 60 but fewer than 90	1.80
90 or more	1.96

Maximum Time Frame: *Institutional Aid Programs:* Warren Wilson College programs are structured to be completed in four years; therefore, our *non-transfer* students are allowed eight semesters (or until degree requirements are met, whichever is earlier) of eligibility for institutional programs. *Transfer* students have four semesters (or until degree requirements are met, whichever is earlier) of eligibility for institutional aid programs. All aid programs are subject to the financial aid terms and conditions of the award.

Students who enrolled at Warren Wilson prior to the 2022-2023 academic year: Federal regulations allow up to 150% of the normal time required to complete a degree program. At Warren Wilson College, it takes 128 credit hours to receive a degree; therefore, students are allowed up to 192 attempted hours (to include all transfer hours attempted) to be considered for federal financial aid. The maximum time frame restrictions include all hours attempted regardless of whether financial aid was received or not.

Effective for the 2022-2023 academic year and after: Beginning in 2022-2023, Warren Wilson requires 120 credit hours to earn a degree. Therefore, the maximum time frame (150%) for receiving federal financial aid is 180 attempted hours.

It is imperative for students who receive federal direct student loans to recognize that there is a maximum aggregate amount that students may borrow over their undergraduate career. Students who have received federal loans and who have been enrolled for more than four years/eight semesters (the time normally associated with finishing degree requirements) may be ineligible for further student loans.

Special Grading Notes:

1. Grades of F, W, NC (No Credit), or INC (Incomplete) are not considered satisfactory completion

of a course, and therefore are *not* considered *earned* hours. They will, however, count as attempted hours.

2. An “INC” grade may become acceptable as earned hours only if the course requirements are completed within the timeframe prescribed by the College and the student receives a passing letter grade.
3. For courses taken as P/F (Pass/Fail), if a grade of Pass is received, it will be counted as attempted and earned hours, but it *will not impact* GPA. A grade of Fail will count as attempted hours *and will impact* GPA.
4. All transfer credit accepted by Warren Wilson College will be counted as attempted and earned hours but will not be factored into the cumulative GPA calculation.
5. While grades of W, INC, and NC do count in the quantitative measure of progress for the earned versus attempted hour ratio, these grades *will not* be factored into the qualitative measure for maintaining a minimum acceptable grade point average.

Transfer Students: Transfer students are evaluated based on the number of hours accepted by Warren Wilson College. Once transfer credit has been evaluated by the Registrar’s Office and the student has been classified, that student falls under the same quantitative and qualitative requirements discussed previously based on the student’s classification. The maximum time frames for eligibility for federal financial aid also apply to transfer students based on the number of credits accepted by Warren Wilson College.

Less than Full-Time Enrollment: Students who enroll less than full time will be eligible for federal assistance, if applicable, only and will not be eligible for assistance from institutional resources. The quantitative Satisfactory Academic Progress for less than full-time attendance is measured on a percentage basis compared to full-time standards. A student attending less than full-time is still required to maintain the same cumulative grade point average based on total hours attempted.

Electives: Only courses that apply to the student’s degree plan may be considered in determining their enrollment status in application for financial assistance. Courses taken outside the student’s major requirements or courses taken as “fill-ins” to maintain a certain level of enrollment are not considered as enrolled hours for eligibility purposes.

Repeating Courses: Students who receive a passing grade in a course (D- or higher) may repeat that course only *one time*. If students enroll for a course that they have already repeated once in which a grade of D- or higher was received, they cannot be considered for financial assistance for any ensuing repeats.

Satisfactory Academic Progress Status

Re-establishing Financial Aid Eligibility

The Financial Aid Office notifies students of their failure to meet the standards of this policy after each semester is completed and grades are finalized by the Registrar’s Office. Each student is responsible for knowing their own status, so if you are unsure of your SAP status, reach out to Financial Aid. If a student is not making SAP, they are placed on Financial Aid Warning for the following semester. Students who fail to meet the minimum requirements at the end of the Financial Aid Warning semester will be placed on Financial Aid Suspension. At that time, they lose eligibility for financial aid until such time that the minimum SAP requirements have been met or an appeal has been approved. All students placed on Financial Aid Suspension as a result of the failure to meet these SAP standards have the right to appeal through the Financial Aid Office.

- **Financial Aid Warning** occurs when the student has failed to meet the minimum SAP requirements. The student has one (1) semester to meet the minimum SAP requirements.

Students are notified by the Financial Aid Office if they are placed on Financial Aid Warning. **Students may receive federal, state, and institutional funds during their warning period. However, students who fail to meet the minimum SAP requirements at the end of the warning period are placed on Financial Aid Suspension.**

- **Financial Aid Suspension** occurs when a student fails to meet the SAP requirements after their warning semester. **Students may not receive federal, state, or institutional funds during their suspension period until they submit all documentation required for an appeal and the appeal is approved.** If a student's appeal is approved, they will remain on probation until SAP is evaluated at the end of the probationary period. **Students may receive a maximum of two Financial Aid Suspensions (non-consecutively) during their academic career at Warren Wilson College. After the second suspension, students are no longer eligible for federal, state, or institutional financial aid.**

Exceptions to this standard must be approved by the Director of Financial Aid. An appeal must include a written detailed statement from the student with attached documentation to support their appeal AND an academic plan processed and signed by the student and the Academic Support Office. Other documentation may be requested on a case-by-case basis, based on the student's detailed statement. If a student's appeal is approved, they will remain on probation until SAP is evaluated at the end of the probationary period.

Satisfactory Academic Progress Appeal Process

Satisfactory Academic Progress Appeal: The student must complete and submit to the SAP Appeals Committee the *Satisfactory Academic Progress Appeal*, which includes a written statement explaining why the student failed to make satisfactory progress and what has changed in their situation that will allow them to now meet the minimum requirements. Any supportive documents or statements should also be submitted that will provide the Appeals Committee with any information pertinent to their review. Appeals must be based on injury or illness; death in the family; or other special circumstances. The Committee will review the request and all documentation to determine if a semester of *Financial Aid Probation* is warranted. Students will be notified by email of the Appeal Committee's decision. **Please note that if approved, only one semester of financial aid eligibility can be offered. The student must meet the minimum standards of Satisfactory Academic Progress by the end of the approved semester to retain eligibility.** If the student does not improve the deficiencies within that semester, the student will no longer be eligible for financial aid from Warren Wilson College until the minimum requirements are met. **A second appeal will not be accepted if denied.**

Satisfactory Academic Progress Academic Plan: The student must complete and submit the Satisfactory Academic Progress Academic Plan as part of the SAP Appeal. Students must contact the Center for Academic Engagement to set up an appointment to develop their academic plan for meeting the minimum standards of academic progress. This Academic Plan has strict conditions the student must follow for the student to retain their eligibility for financial assistance. **The Academic Plan and the student's performance must be evaluated at the end of each semester. Failure to meet the conditions of the Academic Plan will automatically terminate the student's eligibility for financial aid without opportunity for appeal.**

It is imperative that students understand that failure to submit a successful appeal or an approved Academic Plan to the Appeals Committee means that no further financial aid may be awarded to the student for future semesters of enrollment. It is necessary to take immediate action upon receipt of the notification that the student is not making Satisfactory Academic Progress.

For the WWC Financial Aid Office to process an appeal and finalize the student's financial aid if

the appeal is approved, the following deadlines for the 2026-2027 academic year must be met:

FALL 2026 SAP Appeal Deadline: August 14th, 2026

(For students who did not meet SAP in Spring 2026)

SPRING 2027 SAP Appeal Deadline: January 14th, 2027

(For students who did not meet SAP in Fall 2026)

Withdrawal and Return of Aid Policy

The Warren Wilson College withdrawal and refund policy is established to provide equitable treatment to finances of both the student and the College. Since Warren Wilson College makes financial commitments on behalf of each student at the time of enrollment, those costs will be shared with the student as explained in the following policies.

The College operates on a traditional semester basis (minimum of 15 weeks). Academic credit is awarded by the semester. Tuition, food, housing, and fees are charged by the semester. Although the annual financial aid award offer will cover the academic year, a portion of the total financial aid award is posted to the student's account each semester (not the "term"). A minimum of 12 attempted (registered) credits is determined to be full-time and will be charged at the full-time rate.

- If a student lives in a residence hall, the student is required to be full-time and will be charged for a minimum of 12 credits; however, a student's aid will be adjusted if they fail to register full-time.
- If a student's aid package is based upon the student attending Warren Wilson College full-time, the student is required to register, attend, and complete a minimum of 12 credits.
- If a student registers for 12 credits, begins attendance in all courses but fails to complete those 12 credits due to an official withdrawal from the College, the student's aid status will be evaluated and determined by the College's "Satisfactory Academic Progress Policies."
- If a student registers for 12 credits but fails to begin attendance in all or part of those courses prior to an official withdrawal from the College, the student's federal and state aid will be recalculated to three-quarter, half-time, or less-than-half-time. The withdrawal calculation will then be processed based upon the student's reduced aid package (costs will not be reduced).
- Students are particularly vulnerable to financial issues if they are registered for Term 2 or Term 4 courses that make them full-time (minimum 12 credits) and they withdraw prior to beginning attendance in those Term 2 or Term 4 courses.

Institutional Withdrawal Policy

A student may begin the process of an official withdrawal by contacting the Dean of Academic Engagement. The date of determination will be the date that the college is notified of the student's decision to withdraw, indicated by the submission of the Official Withdrawal form. If there are extenuating circumstances determined to be beyond the student's control such as illness, accident or grievous personal loss, the Vice President of Student Engagement and Dean of Students can, prior to the last day of the semester, set a withdrawal date based upon the student's last documented date of attendance at an academically-related activity.

A student establishes an academic record once the student registers for a class. In order to complete the official withdrawal process, students must complete the official withdrawal form and complete an exit interview with the Dean of Students. Upon completion of this process, the division of Student Engagement notifies the Registrar's Office, Financial Aid Office, Student Accounts Office, Residence Life, and Work Program Office. Should a student withdraw from school after the end of the fourth week of a term course or the end of the eighth week of a semester course, the student will receive grades of WF for all enrolled courses.

Unofficial Withdrawals

For financial aid purposes, an unofficial withdrawal date will be set as the midpoint of the payment period (semester) if a student “drops out” without officially completing the withdrawal process. It is also an unofficial withdrawal if a student does not pass at least one of the attempted courses since the College cannot make a presumption that the student attended. Charges will not be adjusted for unofficial withdrawals; however, federal grants and loans, both student and parent, will be prorated per the federal return of funds policy. If it is determined a student unofficially withdrew financial aid will be prorated to 50% of the semester. The student will be billed for any aid that was required to be sent back to the federal and/or state government.

Medical or Administrative Withdrawal

Medical Withdrawal: A student, or a parent or guardian acting on the student’s behalf when the student is unable, may request a medical withdrawal when illness, injury or a significant personal situation occurs that makes it impossible for the student to continue with classes. A medical withdrawal may be used in response to matters of both physical and mental health. To be recorded as a medical withdrawal, documentation from a licensed medical practitioner must be submitted through the Student Engagement Department outlining the nature of the illness or injury and confirming that the student would not be able to complete course work as a result. Medical withdrawals will be dated according to the date that the college was notified of the intent to withdraw. As with official withdrawals, resident students are expected to leave campus within three days of the withdrawal date. Medical withdrawals can be recorded up to the last day of the semester and are not retroactive. The College is not responsible for items left in student living spaces after withdrawal. Students are strongly urged to take or store their personal belongings off campus. In the case of a medical withdrawal, all grades are recorded as “W” regardless of the time in the semester, unless a term 1 or 3 course has already been completed and the grade submitted. As with institutional withdrawals all relevant offices and faculty will be notified.

A student may also be required to take a medical withdrawal at the request of the College when a student’s illness or associated behaviors present a risk to the safety of the student or others or are significantly disruptive to the community. The Dean of Students in consultation with medical professionals will make the determination of when a mandatory medical withdrawal will be required. Students who have taken a medical withdrawal are eligible to apply for readmission and must do so through the Admissions Office. Students are strongly encouraged to take a full semester away from the college to address the medical issues before seeking to return. Depending on the situation and the time in the semester that the withdrawal takes place, a semester away may be a required condition of readmission. Students who leave on a medical withdrawal will be asked to submit confirmation that they have addressed the medical condition and are ready to return to full participation in the educational program of the College. This may require documentation from a licensed medical practitioner. All acceptances will be based on space available.

Administrative Withdrawal: See Administrative Withdrawal policy under Academic Policies and Regulations below.

Institutional Charges Policy to Return Federal and State Aid

“Refund” is the term used to return federal and state aid to the same source from which it came (i.e. Direct Loan lender, Pell Grant fund, community/private donor, etc.). Special expenses such as private rooms, lab fees, parking stickers, admission deposits, registration deposits and fees (comprehensive and orientation) are non-refundable. Therefore, institutional charges may or may not be adjusted on a prorated basis. For more detailed information regarding the refund of charges on a student account, please visit:

www.warren-wilson.edu/student/student-accounts.

If a student withdraws prior to the College's receipt of the student's aid (loan check from bank; scholarship check from donor; grant funds from state agencies; etc.), the student may have to forfeit those funds if the funds cannot be approved for late or post-withdrawal disbursement. The student may also forfeit government funds that are not allowed to be pro-rated or whose eligibility has a precondition tied to another grant or full-time status.

In most cases, a withdrawn student will leave WWC with a "balance due." Since resident students may choose to apply their campus work earnings toward the cost of tuition, food and housing, this defers (delays) payment to the College. A withdrawn student may leave WWC owing at least the equivalent value of hours not worked in the semester or an amount equal to any aid the College is required to return as a result of the Refund Policy. Scholarships/grants/loans that have been designated for the spring semester cannot be used to cover a withdrawn student's unpaid costs from the fall semester.

Return of Federal Funds

The treatment of Title IV funds is governed by the Higher Education Amendments of 1998, Section 484B 34 CFR 668.22 (**Return of Federal Funds**). The Law requires the college to determine the amount of aid a student earned based upon the length of time the student is enrolled during a payment period (semester). If a student completes 60% or less of the semester, the percentage of the period completed is the percentage of aid earned. Refer to the pro-ration calculation as an example. If a student completes at least one day beyond the first 60% of the semester, the student will have earned 100% of the aid disbursed. Eligibility for late disbursements will be considered on a case-by-case basis. Exceptions are "unofficial withdrawals" as described on the previous page. (Work earnings are excluded from these calculations. The student will be paid for actual hours worked.)

Software provided by the Department of Education is used to determine your "earned" versus "unearned" federal aid based on your official withdrawal date. Any unearned federal aid will be returned first to an Unsubsidized Direct Student Loan, Subsidized Direct Student Loan, PLUS for parents of students, Pell Grant, FSEOG then all other Title IV programs--in that order. *A copy of this worksheet is available upon request.*

Return of State Funds

(Only applies to these state funding programs: NC/VT/others if applicable) Awards made by a state will be refunded back to that state as directed by that state's policy. Most are consistent with the same process as "Return of Federal Funds". North Carolina provides us with their own policy and refund calculation worksheet. *Copies of any completed refund calculation worksheets are available upon request.*

Return of All Other Funds

This same earned and unearned percentage will be used for the remainder of a student's institutional financial aid (institutional/private donor when applicable). Any remaining unearned non-federal aid will be returned to WWC institutional and/or private/outside donor funds - in that order. Any designated outside scholarships (civic club, church, etc.) will be handled as instructed by the donor. If there are no special instructions, designated outside scholarships will be applied towards any remaining balance due to Warren Wilson College or refunded to the donor. Alternative educational bank loans and VA Chapter 33 benefits may also be applied towards any remaining balance due to the college. Any remaining alternative loan funds held by WWC after direct costs have been paid will be returned to the borrower's lender as a prepayment.

Spring awards cannot be applied towards fall charges. Any remaining VA Chapter 33 funds will be refunded to the student (VA recipient). The VA recipient will be responsible for repaying, if necessary, any unearned veteran funds to Veteran Affairs. Questions regarding VA benefits should be directed to the Financial Aid Office (finaid@warren-wilson.edu)

Financial Policy Information and Cost of Attendance

The following information below is provided to help students estimate charges and outline billing and payment policies at Warren Wilson College. Students can view their actual charges on myWWC after the fall registration and billing cycle. Accepted financial aid awards will credit student accounts with pending aid. If a student anticipates receiving aid, they must complete the financial aid process for the aid to be credited to the account. Questions about billing and the billing process should be directed to studentaccounts@warren-wilson.edu. Financial Aid questions should be directed to finaid@warren-wilson.edu.

Cost of Attendance and Financial Policy Information

2026-2027	Fall or Spring Semester	Academic Year
Full-Time Tuition (12 to 18 credit hours)	\$13,135	\$26,270*
Food and Housing (double room & basic meal plan)	\$6,927	\$13,854
Fees (NC meal tax, comprehensive, technology, transportation & health fees**)	\$699	\$1,398
Total Estimated Costs:		\$41,522

*For students in the Work Program, a \$3,000 Work Grant will be applied directly to tuition charges.

**Other charges and fees as applicable. See Student Accounts webpage at MyWWC for further details and information.

Monthly Payment Plan: If using one, the payment plan must be in place by the payment due date. Payment may be made in interest-free monthly installments by arranging a contractual agreement with Nelnet online at www.CampusCommerce.com or by phone at (800) 609-8056. Credit card convenience fees apply. Enrollment fee and first month's payment or down payment must be made for the payment plan to be approved. For more information about payment options, visit www.warren-wilson.edu/student/student-accounts/payment.

MyWWC: Student charges may be viewed on the student portal MyWWC. Billing statements may be generated and printed on the Student Account page under Billing & Aid. Click on "Student Account" and under View/Pay Account, select "Course and Fee Statement". This will display a breakdown of charges and financial aid. Billing notifications are sent to the student's WWC email address. Students are expected to login to MyWWC to view their bill and arrange payment. Students are responsible for checking their email for electronic bill notifications and for making payments on time. It is the student's responsibility to view the account on a regular basis to prevent any problems with their account and to monitor their WWC email for billing notifications. If a student sets up an authorized user in MyWWC, that person will also have access to view and pay the student account. Any financial aid awards are viewable on the student's Financial Aid portal.

Housing charges: Housing charges are based on double occupancy for the regular academic period of the semester. Students who remain on campus during breaks (for academic reasons) are charged an additional amount for food and/or housing. Private rooms are an additional \$1,500 - \$2,500 per semester. Due to the limited number of available private rooms, advance billing is not generally available. Payment must be made at the time the request for a private room is granted.

Work Program Award: The Work Program financial aid award for on-campus students is paid directly to the student's account monthly (as earned) for hours worked, recorded, submitted, and approved on a timecard in accordance with the Work Program Office guidelines. A student is allowed to defer initial payment for the semester for the amount of the work contract awarded. The student is responsible to pay the full balance due on the account whether or not he or she has completed the work contract at the end of each semester.

State Prepaid Tuition or College Savings Plans: Documentation of the payment amount that will be made to the student's account by a third-party state prepaid tuition or college savings plan (e.g. a 529 Plan or Florida Prepaid) should be sent to the Student Accounts Office by mail or email (studentaccounts@warren-wilson.edu). Contact the third party early to authorize disbursement to Warren Wilson College. To request a promissory note for documented third party payments that will not arrive by the semester payment due date please reach out to studentaccounts@warren-wilson.edu. If the payment does not arrive, for whatever reason, the balance due must be paid immediately to keep the account in good standing.

Outside Scholarships: If the student has received an outside scholarship, a copy of the award letter and/or check should be sent to the WWC Financial Aid Office as soon as possible.

Payment: In order to register for classes, a student must agree to pay in a timely manner all financial obligations to Warren Wilson College that are incurred during the entire tenure of enrollment at Warren Wilson College, and in accordance with the published policies of Warren Wilson College. This agreement covers payment of tuition, and where applicable, food and housing or day student fees, and any other fees, including course fees and materials, fines, or charges in accordance with policies established by the College. See Billing & Aid for charges and penalties associated with non-payment.

Withdrawal/Reduction of Charges policy: Students are not responsible for the balance of the semester charges and required/applicable fees if the college receives a written notice of withdrawal before the first day of classes begins. If for any reason enrollment is canceled on the first day of classes or after classes begin, the tuition and food and housing charges for the semester will be reduced depending upon the period of time the student has been enrolled. Fees are not refundable. Financial Aid will be reviewed and adjusted/reduced according to federal Return to Title IV guidelines if withdrawal occurs before 60% of the semester has been completed. Federal guidelines for calculating the return of financial aid are different from the tuition reduction of charges policy, so a return of any financial aid funds may result in a balance due to Warren Wilson College.

Reduction of Charges: The following Reduction of Charges Policy is in effect for each semester:

- Tuition, fees, food and housing: 100% reduction of charges if withdrawal is **before the first day of classes***
- **After first day of classes but before the end of week seven**, tuition, food and housing** charges (but not fees) will be reduced as follows:
 - 90% reduction of charges if withdrawal is before the end of the first week of classes
 - 80% reduction of charges if withdrawal is before the end of week 2
 - 70% reduction of charges if withdrawal is before the end of week 3
 - 60% reduction of charges if withdrawal is before the end of week 4
 - 50% reduction of charges if withdrawal is before the end of week 5
 - 40% reduction of charges if withdrawal is before the end of week 6
 - 30% reduction of charges if withdrawal is before the end of week 7
 - No reduction of charges for withdrawals after the end of week 7

**For residential students, the withdrawal date for reduction of charge purposes is the date the student is officially checked out of student housing or the last day of attendance, whichever is later.*

***For residential students who have checked in early and elect to leave prior to the first day of classes, a \$500 fee is assessed.*

Please note that work credits are paid to the student account as earned. Fees are not prorated or reduced.

- **After the end of week seven:** No reduction of charges for tuition, food and housing, or NC meal tax. Work credits are paid to the student account as earned.

Family Educational Rights and Privacy Act (FERPA): FERPA prohibits Warren Wilson College from providing certain information regarding student records to any third party, including parents. Unless the *student completes a FERPA Release Authorization form*, we are unable to share details including (but not limited to) tuition, fees and other account charges, student account payments and student account status, and tuition overpayment refund checks with anyone other than the student, regardless of who has remitted payment to the student's account.

FERPA Release: Students can complete a FERPA Release Authorization form through myWWC.

Disclosure: Federal regulations concerning the Truth-in-Lending Act require the following technical disclosure of terms of payment and credit. The payment of a student's obligation to Warren Wilson College will be governed by this Payment Agreement, the Student Handbook, and the Academic Catalog. Charges for tuition, food and housing, and fees for each academic year are published on the Student Accounts webpage. Warren Wilson College is a non-profit institution of higher learning. As such, student receivable accounts are considered to be educational loans offered for the sole purpose of financing an education and are not dischargeable in bankruptcy proceedings. Full payment of tuition and fee charges for each semester is due by the payment due date for each semester. Payment for the Fall Semester is due by July 1 for new students and July 15 for returning students. Payment for the Spring Semester is due by December 15, and payment for the Summer Semester is due by May 1. There are no monthly payment plans for the Summer Semester.

If a monthly payment plan is not in place, or the balance due is not paid in full of the official due date, a late payment penalty will be assessed. Students will not be allowed to check-in to the dorms or begin classes if there is a balance due on the account.

If Warren Wilson College defers payment of a student account balance based on certified, guaranteed federal or state funds, or any other aid, and if that award is later reduced, denied or declined, the outstanding account balance will be due immediately and late payment fees and other penalties may apply.

Students should consult the Student Handbook regarding other fines/fees (i.e. dorm fines, parking fines, etc.). In case of an error on the student's account, send an inquiry in writing to the Student Accounts Office, Warren Wilson College, P.O. Box 9000, Asheville, NC 28815, and include the student's name, student ID, and the reason for the dispute. The student may remain obligated to pay the charges on the account not in dispute but does not have to pay any amount in dispute until such time as the College either corrects the error or denies the appeal. During the same time, the College may or may not take any action to collect disputed amounts or report disputed amounts as delinquent. The student's notice in writing must reach the Student Accounts Office within 60 days after the charge was applied in order to preserve all rights under the Federal Truth-In-Lending Act.

Student Records

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act ([FERPA](#)) of 1974 is a federal law which states (a) that a written institutional policy must be established, and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Definitions

In Attendance - undergraduates: Warren Wilson College defines “in attendance” as the first day of incoming student participation in the Federal Work-Study Program (known at Warren Wilson College as “the Work Program”). This date of “in attendance” applies to all students, including those who do not participate in the Work Program.

In Attendance - graduate students: Warren Wilson Colleges defines “in attendance” as the first day of classes when matriculating.

Students' Rights Concerning Education Records

Annually, all students will be informed that Warren Wilson College provides students with the following rights concerning their education records:

- the right to inspect and review information contained in education records. Inspection does not include taking photographs or making copies of records;
- the right to obtain copies of those records if circumstances effectively prevent the student from reviewing the record, with the exception that a copy of the official academic record will not be provided to students on restriction. Copies are made at the student's expense.
- the right to response from the college to reasonable requests for explanations and interpretations of those records;
- the right to challenge the contents of his or her education records;
- the right to a hearing if the outcome of the challenge is unsatisfactory;
- the right to submit an explanatory statement for inclusion in the education record if the outcome of the hearing is unsatisfactory;
- the right to prevent disclosure, with certain exceptions, of personally identifiable information;
- the right to secure a copy of the institutional policy, which includes the location of all education records;
- the right to file complaints with the Department of Education concerning alleged failures by Warren Wilson College to comply with the Act.

Education Records

Any records (handwritten, print, tapes, film, microfilm, microfiche, database, or any electronic form including emails) that relate directly to a student and are maintained by Warren Wilson College or by a party acting on behalf of the institution. Records containing personally identifiable information such as a student's name or social security number, regardless of medium, are covered by FERPA.

Records not subject to this policy:

- Records of individuals denied admission to Warren Wilson College
- Records of individuals accepted to Warren Wilson College but the individual chose to not attend

- Records of instructional, supervisory, administrative and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute
- Employment records
- Medical records created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional that are used only in connection with treatment of the student and disclosed only to individuals providing treatment
- Post-attendance records created or received after an individual is no longer a student in attendance and are not directly related to their attendance as a student

Limitations on a Student's Right to Inspect and Review Educational Records

Warren Wilson College does not extend the right to review and inspect the following categories of records:

- Grades on peer-graded papers before they are collected and recorded by a teacher
- Financial records, including any information in those records pertaining to the student's parent(s) or guardian(s)
- Confidential letters and recommendations associated with admissions, employment or job placement, or honors in which they have waived their rights of inspection or review
- Education records containing information about more than one student, in which case the college will provide access only to the part of the record which pertains to the inquiring student
- Confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected

Access to Student Records and Information

Directory Information

At its discretion, the college may provide directory information in accordance with provisions of the Federal Education Rights and Privacy Act (FERPA). The following student information has been designated as public information and may be disclosed by the college for any purpose, at its discretion: student campus name; home city, state, and zip code; campus mailbox number; Warren Wilson College email address; enrollment status; dates of attendance; major field of study; academic classification; awards and honors (including Dean's List and graduation honors); degrees conferred (including dates); past and present participation in officially recognized sports and activities; and physical factors (height) of athletes.

Students may withhold from public access any of the above information by completing the [Directory Information Non-disclosure form](#) available through the Registrar's Office. Students may revoke the restriction at any time by submitting a written request to the Office of the Registrar.

Non-Directory Information

Warren Wilson College may release education records to parents, legal guardians, and/or other specified individuals if a student provides written consent to the Registrar's Office. Students may provide written consent by submitting a [FERPA Disclosure & Consent Form](#), found on the Warren Wilson College myWWC page.

The college does not permit access to, or the release of education records, without proper authorization of the student **with the following exceptions:**

- to a college official who has a legitimate educational interest. *See additional details below*
- to officials of other institutions in which students seek to enroll;
- to persons or organizations providing student financial assistance;
- to accrediting agencies carrying out their functions;
- to persons in compliance with a Judicial order;
- to persons or organizations seeking to determine eligibility for membership in honorary organizations or for special awards sanctioned by the college;
- to persons or organizations conducting studies sanctioned by the college which will not permit the personal identification of students and their parents by persons other than those conducting the studies;
- to government representatives seeking information in connection with the audit and evaluation of federally and state-supported educational programs;
- to persons in an emergency in order to protect the health or safety of students or other persons.

College Officials

Within the Warren Wilson College community, only those members, individually or collectively, acting in students' legitimate educational interest will be allowed access to student education records. A school official has a legitimate educational interest when the official needs to review an education record in order to fulfill his or her responsibility on behalf of the college, such as when the official is performing a task that is specifically noted in the job description or by a contract agreement or other official appointment; performing a task related to a student's education; performing a task related to the discipline of a student; or providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid. The final determination of *legitimate educational interest* will be made by the Family Educational Rights and Privacy Act (FERPA) Compliance Officer, the Dean of Academic Administration and Registrar.

College officials are defined as:

- A person employed by the college in an administrative, supervisory, academic, research, or support staff position, including instructors, advisors, public safety, and Residential Life staff;
- College employees who are part of the student's success team, including academic advisors, coaches, work supervisors, residential life staff, financial officers and academic personnel;
- Individuals or entities volunteering on behalf of the college, or with whom the college has contracted to provide a service, instead of using college personnel (e.g., an attorney, auditor, or vendor; the National Student Clearinghouse), and who are under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records;
- Individuals serving on the Board of Trustees; and
- Students conducting college business where a legitimate educational need to know has been vetted and identified (e.g., serving on official committees, student employees, assisting another school official in performing job-related duties).

Procedures for Student Request to Review their Education Record

The Dean of Academic Administration and Registrar has been designated by the college to coordinate the inspection and review procedures for all student education records on campus. Students wishing to review their education records must make a written request to the Dean of Academic Administration and Registrar listing the item/s of interest. Requests will be honored within a reasonable time, and an appointment will be scheduled no later than 45 days after the request has been made. Meetings will be scheduled for a duration of no longer than 45 minutes, they will be supervised and will take place on campus. Deviations from this policy must be

approved at least one week prior to the scheduled meeting. Students are not permitted to bring in cell phones, cameras or video recording devices to the inspection meeting and are not allowed to make copies or take photos of the records.

In exigent circumstances that effectively prevent students from exercising their right to inspect and review their education records, Warren Wilson College may elect to provide copies of education records to students. In cases in which Warren Wilson College determines that copies of a student record may be provided, the copies will be made at the student's expense. Warren Wilson College may refuse to provide copies so long as it does not limit the student's right to inspect and review their education records.

Requests for Amendment to Education Record

Students who believe their education records contain information that is inaccurate, misleading or otherwise in violation of their privacy or other rights may request that Warren Wilson College amend the record by submitting a signed and dated written request to the Dean of Academic Administration and Registrar. If the decisions concerning such information are in agreement with the students' requests, the appropriate records will be amended.

If the college declines to accept the amendment, the student may request a hearing to challenge the contents of the student's education record on the grounds that it is inaccurate, misleading, or in violation of the privacy rights of the student. Student requests for a formal hearing must be made in writing to the Dean of Academic Administration and Registrar, who, within a reasonable period of time after receiving such a request, will inform students of the date, place and the time of the hearing. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panel which will adjudicate such challenges will consist of the Associate Provost, Chair of the Instruction Committee, and Dean of Students. Warren Wilson College reserves the right to change the make-up of the panel dependent on the details of the request.

Decisions of the hearing panel will be final, will be based solely on the evidence presented at the hearing, will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panel, if the decisions are in favor of the students. If the decisions are unsatisfactory to the students, these students may place with the education records their own statements commenting on the information in the records, or setting forth any reasons for disagreeing with the decisions of the hearing panel. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Record of Disclosures

All Warren Wilson College offices that maintain education records shall keep a log of instances in which a student's records are disclosed pursuant to a request by persons who are not otherwise authorized to have access to the records. The access log shall include the following: date the education record was examined; name and title of the reviewer; and the legitimate education purpose of the disclosure. The access log shall be available for inspection by the student.

Compliance

Questions or complaints about this policy can be directed to:

Office of the Registrar
Warren Wilson College, CPO 6345

P.O. Box 9000
 Asheville, NC 28815-9000
 Phone: (828) 771-2086
 Email: registrar@warren-wilson.edu

Students also have the right to contact the Department of Education concerning alleged failures by Warren Wilson College to comply with the Act. Complaints should be directed to:

Student Privacy Policy Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202-8520
 Phone: (202) 260-3887
 Fax: (202) 560-9001
 Email: FERPA.Complaints@ed.gov

Name Use Policy

Warren Wilson College recognizes that, as a community, many of its members use names other than their legal names to identify themselves. As long as the use of the campus name is in accordance with College policies, the College will use a student's campus name whenever possible in the course of College business, except where the use of the legal name is necessitated by a legal requirement.

Although students are generally free to determine the campus name they wish to be known by, inappropriate use of the campus name (including but not limited to avoiding a legal obligation or misrepresentation) may be cause for denying the request. The College reserves the right to remove a campus name if it is used inappropriately.

The campus name is automatically applied to the student record upon deposit. Currently enrolled students can make changes to their campus and/or community name through the Registrar's Office.

In addition to the campus name, students may select a community name, distinct from the campus name, that is visible on certain internal rosters. Students can change their community name through the Registrar's Office.

Changes to a current student's legal name can only be changed on these records when the student pursues a legal name change with their home state and/or federal authorities and then submits required documentation to the Registrar's Office.

Student Privacy Policy for Distance Education

All Distance Education courses are secured and housed within Warren Wilson College's intranet or on one of its secure Educational IT Systems. Education Records from distance courses are stored and maintained with the Office of the Registrar. All programs offering Distance Learning courses generate and handle education records in accordance with the Federal Education Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and associated regulations in order to protect the privacy of Education Records and the rights of the student.

Each semester, during registration, all students must update their emergency contact, their FERPA waiver or non-waiver, and their agreement to the College's Online Code of Conduct, which is stated below:

"I agree that I will not share my Warren Wilson password with anyone. I also agree that if I enroll in a partially or entirely online course, 1) I will not share online course materials, including exams and other

assessments, outside the class setting, and 2) I will uphold the privacy of other students enrolled in the course, not sharing personal information divulged by another student outside the virtual classroom, discussion, forum, or assessment setting.”

Verification of Student Identity

Warren Wilson College ensures that a student who registers for our courses or programs in person or online is the same student who participates in and completes the course or program and receives the credit. This policy includes our procedures for protecting the privacy of students enrolled in our online courses or programs. There are currently no fees or charges associated with the verification of a student's identity, unless the student loses their ID card and is issued a replacement.

On-campus verification process: During the orientation program, students must bring a valid government-issued photo identification (driver's license, state-issued ID card, or passport) to check-in, where they are issued a campus ID card by the Business Services department. On-campus students absent from check-in at the orientation program, as well as part-time and non-matriculating students, must visit the Business Services department with their government-issued photo ID in order to have their identity verified to be issued a campus ID. If an on-campus student loses their college ID, they will be required to repeat the process of in-person or remote verification before issuing a replacement. The cost of a replacement ID is \$20.

Online verification process: A matriculating student who has not visited campus must upload a current photo when completing the online form to be issued a student ID card in person upon arrival or through the mail. This ID card will be used for class rosters and instructor verification of student ID.

Verification and security for online access: Based on records established and maintained by the Registrar, Information Technology Services (ITS) issues students a unique username for all WWC activities including institutional email; Moodle, our learning management system (LMS); and the myWWC student portal. If the student has a home university, the Registrar verifies in writing the ID of the student with the Registrar of the home institution, and then unique ID credentials for the student are created so they can access the course. Upon receiving login information and to avoid activation delays, students are required to change their password and establish two-step authentication for the new account within two weeks of notification of account issuance.

Baccalaureate Degree Requirements

This section describes the specific requirements for the Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree at Warren Wilson College.

Academic Requirements

All students must complete the Warren Wilson College Educational Program composed of General Education and the Major, requirements that may be supplemented with elective credits. Students transferring into the College may receive credit for prior coursework.

General Education Program (32 credits)

Through Warren Wilson College's General Education Program students cultivate curiosity, empathy, and integrity—and these qualities become beacons that guide students toward graduation and beyond. General Education courses complement students' major coursework, scholarship and research, campus work crew, and community engagement, and they empower graduates to pursue meaningful careers and lead a purposeful life dedicated to a just, equitable, and sustainable world. General Education courses introduce students to the community of learning at Warren Wilson with the shared learning goals that set the stage for further exploration and for the academic major.

Students should strive to complete the General Education Program within their first four semesters.

First-Year Seminar - 4 credits

Students must complete this requirement during their first semester. The FYS is a theme-based, community engaged course designed to introduce students to college expectations and resources. The course also provides practice in written and oral communication.

Oral and Written Communication - 4 credits

Students should strive to complete this requirement during their first two semesters. In oral and written communication courses, students gain practice in being flexible, context-responsive communicators. These courses set students on a path of increasing confidence and effectiveness in and also beyond the classroom. Oral and written communication courses are available on many topics and in a number of academic departments. After completing their requirement, students are encouraged to take additional oral and written communication courses.

Liberal Education Breadth - 24 credits

Warren Wilson students take courses across an array of ways of knowing and meaning. These courses are particularly designed to engage the College Mission—especially to pursue curiosity, empathy, and integrity toward a just, equitable, and sustainable world. These courses explicitly enact a range of pedagogies to create an inquisitive, inclusive space for liberal learning. As part of the College's commitment to diversity, equity, and inclusion, all designated liberal education breadth courses engage students in diverse topics with inclusive pedagogies to ensure that students are equipped with the knowledge and skills necessary to navigate a complex world with empathy and integrity.

Students choose designated Liberal Education Breadth courses from each of these areas:

- Artistic Expression (4 credits)
- Humanities (8 credits) Two courses from two of the following categories:

- Historical Analysis, Literary Analysis, Philosophical Inquiry
- Natural Science (4 credits)
- Quantitative Reasoning (4 credits)
- Society & Human Behavior (4 credits)

The Major

The major at Warren Wilson College consists of a planned program of courses, whether in a single academic discipline or in an interdisciplinary field. The major program assists students in developing a thorough understanding of a particular subject or interdisciplinary topic and an awareness of the connections among its components and with related subjects. Study in the major helps students learn the approaches to inquiry used in the discipline and appropriate specialized skills.

A major consists of a minimum of 40 credit hours of coursework, including at least 16 credit hours at the 3000 and/or 4000 levels. A major consists of a recommended maximum of 60 credit hours of coursework, with no more than 55 credit hours of course work within a single academic discipline. As a requirement for the baccalaureate degree, a student must complete course requirements and any other requirements of a major or program. Students must earn a cumulative GPA of 2.0 for all courses required within the major.

Credit Hours

A minimum of 120 credit hours is required for the baccalaureate degree. Students may complete more hours than the required minimum, but students should be aware of financial aid restrictions in doing so. Most Warren Wilson College courses are 4-credit courses, with 2-credit and 1-credit also offered. Students must take an average of 15 credits per semester for eight semesters to earn the degree.

Grade Point Average

Students must earn a cumulative grade point average of at least 2.00 to earn a baccalaureate degree.

Work Requirements

All degree seeking students are required to participate in the Warren Wilson College Work Program prior to graduating (see minimum requirements listed below). All residential students must participate in the Work Program each semester they are in residence.

The work requirement for graduation for all degree seeking students is fulfilled in one of the following ways:

- a. At least one year (one semester for transfer students with over 60 academic credit hours) of employment on campus within a work crew.
- b. At least one year (one semester for transfer students with over 60 academic credit hours) of participation in an approved internship or employment position on or off campus that includes learning objectives with evaluative feedback from a supervisor and associated successful completion of the college's internship course.

Please note that the requirements of the Work Program are described in greater detail in the Work Program section of the [Student Handbook](#).

Residency Requirement

A minimum of 120 credit hours is required for the Bachelor of Science or the Bachelor of Arts degree,

including a minimum of two full-time semesters and a minimum total of 30 credit hours in attendance at Warren Wilson College. A student's senior year, defined as the last 30 credit hours or 25 percent of the total credit hours required for the degree, must be spent enrolled at Warren Wilson. In unique circumstances, transfer credit hours may be approved. An academic semester (full-time) is defined as completion of at least 12 credit hours.

Application to Graduate Form

All candidates for degrees must submit to the Office of the Registrar an "Application for Graduation" form no later than the end of the semester prior to the intended semester of graduation.

Degree Candidacy

A student becomes a candidate for the degree with the completed degree audit through the Office of the Registrar.

Educational Opportunities, Resources, and Services

Advising

All students at Warren Wilson College will receive support and guidance through the advising program. Incoming students are assigned a pre-major advisor, and when students declare a major, they request a faculty advisor within their area of study. Students are responsible for their education and should actively engage in the advising process by asking questions, using campus resources and tools to find answers, and taking ownership of their decisions. The following outlines the expectations of the student and advisor in the advising relationship:

Students are expected to:	Advisors will:
- Take an active, leading role in their Warren Wilson College experience by asking questions, using campus resources and tools to find answers, and taking ownership of their decisions. - Schedule regular appointments or make regular contacts with their advisors during each semester. - Maintain responsibility for scheduling, canceling, and rescheduling advising appointments. - Prepare for advising sessions, bring appropriate resources or materials, and arrive on time. - Monitor progress toward completing the degree requirements. - Explore and clarify personal values and goals.	- Provide accurate information about institutional policies, procedures, resources, and programs - Assist students in monitoring their progress toward a timely graduation. - Refer students to appropriate resources and individuals when appropriate. - Assist students in periodic evaluations of their educational performance and thus the effective progress toward established goals and educational plans. - Assist students in considering personal and professional goals by providing opportunities to discuss interests, skills, abilities, and values; helping students to relate these to community engagement, work, academic opportunities, careers, and the nature and purpose of higher education.

• Accept responsibility for personal and academic decisions. • Become knowledgeable of, and adhere to, institutional policies, procedures, and requirements. • Follow through on actions identified during each advising session. • Evaluate the advising system upon request to strengthen the advising process.	• Guide students in developing an appreciation for a liberal arts education and in integrating academic and experiential learning opportunities. • Maintain good documentation of all interactions and discussions, and confidentiality of all student records and discussions.
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Acadeum Online Courses

Warren Wilson College offers a selection of online courses through the Acadeum consortium, a network of accredited colleges and universities that share online course offerings. The consortium courses provide students the opportunity to make up credit hours, get ahead in coursework or to repeat a course to improve their grade point average. It is important to note that an Acadeum course is included in the Warren Wilson College GPA.

Details on Acadeum courses and the enrollment process are available on myWWC. A student must complete an Acadeum Consortium Intent Form 14 days prior to the course start date. Final enrollment requires Registrar approval and timely payment.

Academic Accommodations: Students eligible for academic accommodations may access those accommodations via the host institution. Likewise, other academic support, such as tutoring, is provided by the host institution. Check the course syllabus for information on these services or consult the course instructor once the course has begun.

Financial Aid: Acadeum courses have a flat rate for which students may have financial aid eligibility. However, in most cases, students have already been allocated the maximum financial aid available, so they should understand that full payment (tuition plus a \$100 administrative fee) will be expected prior to registration. Please contact the Financial Aid Office at finaid@warren-wilson.edu or (828) 771-2082 to explore any financial aid eligibility.

Policies for Acadeum Courses:

- **Add/drop:** Add/drop deadlines are set by the host institution offering the course, rather than by Warren Wilson. The deadline is firm, and students are responsible for full payment once the deadline has passed. Students must submit their decision to add or drop a course to the Warren Wilson registrar at least 24 hours (one business day) before the host institution's drop/add deadline. If the host institution's deadline is close, students should follow up with the Warren Wilson registrar to confirm that their add/drop request has been processed.
- **Course Withdrawals:** Course withdrawals are possible after the drop date, in accordance with the host institution's policies. There are no financial reimbursements for withdrawn Acadeum courses. However, students who follow the host institution's withdrawal deadlines will earn a W for the course. Those who miss the withdrawal deadline will have an F recorded. If a student withdraws from an Acadeum course, they should also notify the Warren Wilson registrar of this action immediately.
- **Fall/Spring Courses and Full-Time Enrollment:** Acadeum courses are currently available only during summer terms. However, as Acadeum courses become available to Warren Wilson students during the fall and spring semesters, students who wish to enroll in an Acadeum course may do so only if they are already registered in a minimum of 12 credits at Warren Wilson. The Acadeum credits will be in addition to the 12 or more Warren Wilson course credits.

Restrictions:

- Students may not enroll in an Acadeum course in a semester when that course is offered at Warren Wilson.
- Acadeum courses are not covered under Tuition Waiver for Staff or Staff Dependents, the Milepost One Tuition Program, or the NC Free Tuition Program.

Asheville Area Education Consortium

Degree-seeking students who are currently enrolled full-time at Warren Wilson College may enroll for credit in courses offered at Mars Hill University and the University of North Carolina at Asheville through the Asheville Area Educational Consortium. Credit hours and grades are awarded by Warren Wilson College; are factored into the WWC number of credits attempted and earned, as well as the semester and cumulative GPA; and appear on the Warren Wilson transcript. Warren Wilson College tuition and fees will be applied. Students interested in participating should discuss the option with their advisor and complete the Cross-Registration application, available through the Registrar's Office.

Warren Wilson College Student Participation Guidelines:

1. Student must be a **full-time, degree-seeking student** at Warren Wilson College.
2. Student must have **completed at least one semester at Warren Wilson College.**
3. Student must have a **minimum cumulative GPA of 2.5.**
4. Student must be enrolled for at least **half of their semester's coursework at Warren Wilson College.**
5. Student **may not normally cross-register for courses currently available at Warren Wilson College.**
6. Student may **cross-register for fall or spring courses** but not courses offered during summer terms.

Center for Academic Engagement - Academic Support

The Center for Academic Engagement provides services that help students become more effective, engaged, and intentional learners. Services are designed to provide support for students at all stages of their college careers. The Center for Academic Engagement includes Disability Access, Neuroinclusive Programs, and general Academic Support.

The Center for Academic Engagement is located on the first floor of Jensen Hall.

The Center for Academic Engagement and the Academic Support Crew

The physical space and associated work crew, programming, and services: Provide services that help students become more effective, engaged, and intentional learners through one-on-one tutoring, workshops, resource materials, and study night events.

The Writing Studio

The Writing Studio is located in Jensen 114 and 115 and is available to all students. Writing tutors work 1:1 with students at any stage of the writing process and can be booked online, or students are welcome to drop in during open hours. Writing tutors are also available for in-class workshops and events.

Mission:

The Warren Wilson College Writing Studio empowers all students by providing an inclusive, supportive space where trained peer tutors from diverse backgrounds assist writers at any stage of the writing process, fostering confidence, creativity, and engagement with academic materials.

For more information, please visit the [website](#) or contact Sarah Sgro (ssgro@warren-wilson.edu), the Interim Director of the Writing Studio.

Departmental and Program Peer Tutoring

Peer tutoring is available in the following Departments and Programs:

Biology, Chemistry, Math, and English as a Second or Other Language. If a student is in a course for which tutoring is not provided, please contact Nan Jordan, Director of Academic Support (njordan@warren-wilson.edu).

Academic Support - Academic Counseling Appointments

Please use the Academic Support Referral Form [here](#) to request an appointment with a CAE staff member.

Americans with Disabilities Act/Accommodations

The Office of Disability Access supports the College's commitment to accessibility and seeks to meet the individual needs of accepted and current students with documented disabilities and medical conditions as they relate to academics, campus housing, dining, and the Work Program. The Office of Disability Access coordinates and implements appropriate reasonable accommodations and provides appropriate resources and services in accordance with the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act (504). Individual needs are addressed on a case-by-case basis through the provision of reasonable accommodations, allowing the College to maintain the integrity of its programs and services.

For more information -

- Academic Accommodations: Please contact Deb Braden, Director of Disability Access, dbraden@warren-wilson.edu
- Campus Housing, Dining, and Work Program Accommodations: Please contact disabilityaccess@warren-wilson.edu

Center for Experiential Learning and Careers

The Center for Experiential Learning and Careers (CELC) serves as the hub of learning in action at Warren Wilson College, where every student will access individual advising to pursue four years of career-relevant experiences through community engagement, work, internships, study abroad, and career preparation.

Every Warren Wilson student will graduate with a resume that captures dynamic work and leadership experience. This enables Warren Wilson graduates to pursue meaningful work experiences and advanced degrees immediately upon graduation, and to have a clear sense of the work they want to pursue through tried and tested experiences.

Career Development & Internships

At Warren Wilson College, career development is interwoven into the student experience through both academics and experiential learning. The Career & Internship Office supports students in identifying and reflecting upon the transferable skills and values they gain throughout these experiences, as well as articulating and applying them towards their post-graduation aspirations.

The Career & Internship Office is also a key resource for accessing professional development and internship resources.

Career & Internship Office's Mission and Objectives:

The Career & Internship Office engages students in the development of skills, networks and knowledge that empower them to learn, work, and live with meaning and purpose. We accomplish this by employing an inclusive excellence lens in both individualized guidance and programmatic opportunities with a focus on career development. Specifically, the Career & Internship Office:

- 1) Supports students in obtaining meaningful post-graduation employment or continued education
- 2) Engages students in ongoing self-evaluation, action planning and critical reflection in order to make progress towards educational and professional goals.
- 3) Promotes career readiness through career education, programming, and coaching in order to facilitate students' ability to integrate their WWC experience, understand and discuss the value of their Warren Wilson College education, and successfully transition into post-graduate opportunities.

Student Learning Outcomes

Through participation in the opportunities and curriculum provided by the Career & Internship Office, students will:

- Identify post-graduation goals.
- Make intentional decisions regarding academic and experiential learning opportunities to prepare themselves for their post-graduation goals.
- Explore and articulate personal values, skills, and interests, and use this knowledge to inform major selection, experiential education, and post-graduation plans.
- Effectively communicate experiences and transferable skills and advocate for themselves throughout the career development process.
- Identify opportunities and utilize resources to engage in the career development process and create a post-graduation plan.
- Develop lifelong skills in self-reflection, value articulation, career decision making and effective job searching.

Community Engagement

Community Engagement at Warren Wilson College is committed to providing meaningful, ethical, participatory, and community-driven experiences to students whereby mutually beneficial support is offered to community partners while yielding enhanced critical consciousness and vocational discernment in students. This exchange is consistently guided by our commitment to inclusive excellence and the following defining values:

- **Reciprocity:** programming is guided by mutual benefit, and is asset-based and participatory in nature.
- **Accessibility:** all students, partners, and beneficiaries are given equitable access to opportunities and services.
- **Critical Consciousness:** all community engagement experiences will be framed with preparation and reflection that utilizes social justice pedagogy to support enhanced critical awareness of self and community.

Components of the Community Engagement Commitment

Every Warren Wilson student will fulfill the Community Engagement Commitment through the following curricular experiences:

- 1) A Community-Engaged First-Year Seminar (10-12 hours of class engagement with a nonprofit, school, or governmental organization);

- 2) A 2000- or 3000-level Community-Engaged course within their major (typically 15 hours of class engagement with a nonprofit, school, or governmental organization);
- 3) Optionally, a Community-Engaged Internship and/or Community-Engaged Capstone (while these are not required to be community-engaged, it is strongly encouraged and students who choose this path could be eligible to receive the Community Engagement Honors Distinction described below).

Student Learning Outcomes

As a result of participation in Warren Wilson Community Engagement Commitment students develop the following:

Self-knowledge

- Students explore and reflect on their interests, values, skills, and self-awareness in a community context.

Understanding of complex issues

- Students understand the complexity of a social or environmental issue through engagement and critical inquiry.

Collaboration for community impact

- Students complete a signature community engagement experience by working towards a community goal in collaboration with a community partner.

Commitment to community engagement

- Students examine their capacity for and commitment to civic responsibility by reflecting on their community engagement, and translate that learning into vocational discernment.

Student Recognition

Students who show a high level of commitment to community engagement during their undergraduate career may apply to receive a “Community Engagement Honors Distinction” on their academic record during their senior year, and will be recognized at the end of year Community Engagement Awards ceremony. To receive this distinction, a student must:

- Take a minimum of two additional Community-Engaged courses, beyond the required Community-Engaged First-Year Seminar and 2000- or 3000-level Community-Engaged course within their major; AND
 - A student must complete a community-engaged internship or practicum for a minimum of 150 hours; OR
 - A student must complete a community-engaged capstone that produces research in service to or collaboration with a community partner; OR
 - A student must exhibit leadership of community-engaged activities through their work crew and facilitate engagement for other crew members for a minimum of 50 hours; OR
 - Serve as Student Leader for a Community-Engaged Lightning Term course over fall or spring break.

In addition to meeting the qualifications for the Honors Distinction, seniors with outstanding community engagement records will be considered for the following awards:

1. Frederick Ohler Community Engagement Award – presented to one senior.
2. Hadley Scott Community Engagement Award – presented to 8 seniors.

Bonner Leadership Program

The Warren Wilson Bonner Leaders Program, comprising multiple community-engaged work crews, is supported in part through the Corella and Bertram F. Bonner Foundation, which provides

funding, training, and technical assistance to community service and community-engaged scholarship and leadership programs at colleges and universities across the eastern United States. Warren Wilson College Bonner Leaders' efforts are centralized through the Center for Experiential Learning and Careers.

Global Engagement: Study Abroad Opportunities

Warren Wilson College's Global Engagement Office offers many options and highly encourages every qualified student to study abroad. Although international study is not required for graduation except in select majors, many students completing degrees at Warren Wilson College each year have taken advantage of our financially-supported study abroad opportunities to develop their awareness and understanding of cultural and international issues. Study abroad qualification is based on credit hours, good standing (including a minimum 2.5 GPA), compliance with program rules and procedures, and participation in pre-departure class meetings and orientation sessions. Full-time, regular students who have met the requirements may take advantage of the program and begin the formal application for the program in a prescribed manner as early as first semester freshman year (for WorldWide courses) and sophomore year (for semester and year-long programs). If a student has below a 2.5 GPA but above a 2.0 GPA at the time of application for study abroad, a special exemption process is available for those who wish to petition to participate based on a strong demonstrated commitment to successful participation.

The Global Engagement Office offers a wide variety of options for studying abroad. These options and sites may change from year to year. Although all College study abroad program options are supported in part through College funding, application and program fees are also required in all cases. These fees vary depending on such variables as the distance of the international location, the time to be spent in the field, and the special needs of particular programs.

Semester or Year Abroad: The College offers numerous education abroad and intercultural opportunities through partner institutions and collaborative partnerships. Through these connections, students may elect to spend a semester or year at one of 150 partner universities through our membership in the ISEP non-profit exchange network; in Japan at the International College of Liberal Arts or Kansai Gaidai University; in South Korea at Hannam University; in Northern Ireland through Irish American Scholars at the University of Ulster or the Queen's University of Belfast; in China at Liaocheng University; in France at the Université Catholique de l'Ouest; in Finland at Xamk University of Applied Sciences; in Mexico at the Universidad Popular Autónoma del Estado de Puebla; in Greece at the American Farm School; and in Spain, India, Argentina, Kenya, Costa Rica, Australia, and many other countries through Warren Wilson College's collaborative partnerships. Selection for placement in these programs may be competitive, and in some cases a certain level of foreign language competence is required. Full academic credit is available for work completed through exchanges and partnership institutions.

To participate in any of these programs, students must apply, meet all study abroad requirements, and must have their proposed studies approved in advance by their academic advisors. In many cases, these programs do not add any additional cost beyond the regular cost of a semester at Warren Wilson, and students are able to maintain their full financial aid package. For further details, contact the Global Engagement Office.

WorldWide courses:

1. **Study Abroad courses:** Several short-term, international courses in various academic disciplines are offered each year. This option combines on-campus study with two to three weeks of group travel during the summer or winter break directly following the academic term. Students and instructors study on campus and then travel together for further study, service, and place-based learning in such places as Mexico, Costa Rica, England,

Tanzania, Greece, Ireland, Italy, Micronesia, New Zealand, Thailand, Indonesia, or Ecuador. Travel is not permitted without satisfactory performance in the on-campus study preceding departure.

2. **Lightning Term courses:** Community-engaged *Lightning Term* courses, whereby the course is offered with standard 4-credit contact hours for a term rather than a full semester (for seven weeks rather than fourteen) and then the additional two credits are completed via an immersive experience over fall or spring break for 5-10 days. The immersion component will take place either locally in the Asheville area or further afield elsewhere in the region.
3. **Mountain Term courses:** Mountain Term courses are 4-credit courses taught by WWC faculty in an intensive 3 and a half week May term. Some courses include off campus travel to non-regional domestic locations as a way to engage deeply in the course topic through experiential non-classroom learning.

Domestic study away programs are also available to students through our relationships with the Washington Center, the Philadelphia Center, and the New York Arts Program. These are internship based programs, with accompanying academic seminars. Tuition, room, and board will be paid directly to the program partner. Federal and state aid will be portable, but not institutional scholarships.

Approved external program options: Students meeting study abroad qualifications may choose to participate in another U.S.-accredited academic study abroad program administered by a different U.S. college or organization. Many excellent U.S. study abroad programs are offered in a wide range of disciplines and locations around the world, and Warren Wilson College has an approved list of partner programs that pair can be embedded seamlessly into our four year sequence. This approved list includes programs through CIEE, SIT, Barcelona SAE, SEA Education, and FIE. To receive College support for an external study abroad option, students must plan carefully in advance with their academic advisors and obtain approval from the Registrar and the Global Engagement Office by specified deadlines during the semester prior to their planned period of study. If a student selects to participate in an approved external program, their tuition, room, and board will be paid directly to the program partner. Federal and state aid will be portable, but not institutional scholarships. Details are available from the Global Engagement Office.

Non-approved external programs: If a student wishes to participate in an accredited study abroad program that is not on Warren Wilson's approved partner list, they may do so by taking a special Study Abroad Leave of Absence. This means they will be temporarily un-enrolled from Warren Wilson, but will be able to re-enroll once they have completed their program without going through the full re-admission process. Please note, no federal, state, or institutional financial aid is available for students who choose this option.

Work Program

The Warren Wilson College Work Program provides learning opportunities that are focused on a student-centered experience and career preparation. All placements engage students in meaningful work supported by mentors. Opportunities to develop transferable skills integrate with Academics and Community Engagement, enabling students to feel a sense of belonging to the broader community as they shape their civic identities.

This mission is accomplished through requiring all students to engage with work experiences that include feedback from a supervisor and opportunities for reflection on their work and its impact on both themselves and their community.

Work Learning Experience

What separates work in the Work Program at the College from other jobs is the emphasis on work-learning. It is the cornerstone on which the program is built. All work experiences through the Work Program will teach the learning goals of the program and will help develop transferable skills and integrate with academics and community engagement. Through these experiences, the student will develop a sense of belonging to the broader community and begin shaping their civic identity.

Student performance and learning will be measured according to the following competencies:

- **Professionalism/Work Ethic:** Demonstrate personal accountability, effective work habits, and commitment to the well-being of the community. This includes punctuality, dependability, preparedness for a given task, maintaining a balanced workload, acting with integrity, promoting a culture of safety and respect, and the ability to learn from their mistakes.
- **Critical Thinking/Problem Solving:** Exercise sound and logical reasoning to identify, think through, and solve problems. This includes being able to organize information, knowing where to find available resources, the ability to think creatively and originally, awareness of and respect for time constraints, and the confidence to make decisions.
- **Communication:** Articulate thoughts and ideas clearly, effectively, and respectfully to individuals inside and outside of the work crew. This includes clear and professional written communication, the ability to address others with intentionality, honesty, and confidence, understanding the impact of non-verbal cues, practicing active listening, and knowing how to clarify questions and ask for feedback.
- **Teamwork/Collaboration:** Build collaborative relationships with coworkers and other individuals. This includes being open to new ideas and experiences, practicing active listening and communicating ideas in a respectful way, holding others accountable, committing to a fair distribution of labor, and participation as an actively involved and committed member of a group.

Student Recognition

Commitment to total learning, including recognition of outstanding work performance, is part of the Warren Wilson tradition. Each year outstanding students receive awards for their performance in the Work Program. Students are nominated by faculty, staff, volunteers, and fellow students to receive awards at the end of the academic year. Awards are given for First-Year Students (2), General Work (8), and Senior Work (1). There is also an external award from the Work Colleges Consortium which is selected from the nominees generated by the Work Award nomination form.

English Language Learners Opportunities

The College supports international students in English Language Learners (ELL) tutoring and classes throughout the regular school year. Warren Wilson students interested in teaching English Language Learners also can become involved as conversation partners or in the College's English Language Learners classes and activities conducted during the regular academic year.

Honors Programs

Honors Program

The Warren Wilson College Honors Program offers students of high academic achievement and commitment the opportunity to pursue intensive seminar discussion, innovative class activities, and problem-solving and applied learning opportunities with faculty and with other students in the Honors Program.

Honors in the Major: the following majors offer Honors -

- Animal Science, B.S.
- Biochemistry, B.S.
- Biology, B.S.
- Conservation Biology, B.S.
- English, B.A.
- Environmental Science, B.S.
- Environmental Studies, B.A.
- Expressive Arts Therapy, B.A.
- Psychology, B.A.
- Sustainable Agriculture and Food Studies, B.A. or B.S.

The objectives of these programs are to set high academic standards to which all students can aspire, to encourage students to pursue scholarly research, and to provide incentives and recognition for students of exceptional ability and achievement. Students who complete all requirements for graduation with Honors in the Major will have this distinction included on their transcripts. See relevant program sections for details of each Major Honors Program.

Graduation Honors through Grade Point Average (GPA)

Graduating seniors who have earned a minimum of 60 credits at Warren Wilson and have completed their degrees within the following overall GPAs will receive graduation Honors. This distinction will appear on the diplomas and transcripts:

3.65-3.79 GPA = *cum Laude*
 3.80-3.94 GPA = *Magna cum Laude*
 3.95-4.00 GPA = *Summa cum Laude*

Lightning Term

Lightning Term is an optional course model at Warren Wilson that takes place during term 1 or term 3 with local travel over fall or spring break. During these terms, Warren Wilson faculty and staff will teach place-based and community engaged courses that take place on campus during the term with local travel over breaks in the greater Asheville community or in the southeast. Lightning Term will afford students the opportunity to engage deeply with our local community both during the semester in the classroom and directly with community partners over fall or spring break. Each Lightning Term course is worth four credits and it is not possible to take two lightning term courses congruently. Lightning Term is an open book, and the community building and unique experiences it provides will highlight the best of what Warren Wilson has to offer.

Eligibility

- Participation in Lightning Term is open to all Warren Wilson College undergraduate students who are enrolled in a degree program. A student who has an outstanding balance from a previous or current term that exceeds \$250 will not be allowed to register for a

- Lightning Term course until the balance is paid in full.
- Applicants for Lightning Term courses (meaning courses that travel domestically outside of Asheville) MUST have a minimum cumulative grade point average of 2.0 AND a clean conduct record. Applicants' disciplinary records will be reviewed as part of the eligibility process. Additional eligibility requirements may apply for specific courses; please consult the instructor for more information.
- Undergraduate students may not audit a Lightning Term course.

Community Engagement

- All Lightning Term courses are community engaged

Schedule

- Fall Lightning Term courses will be announced in February of each academic year and spring Lightning Term courses will be announced in August. There will be ample opportunities to learn about the courses being offered, including an info session.
- Lightning Term courses will have a short application process, with the due date for term 1 course applications in early March and term 3 course applications in early October. The Lightning Term fee will be attached to the course and charged to the student on their semester bill (payment due by July 15th or December 15th).
- Lightning Term always is a term 1 or term 3 course with local travel over fall or spring break. Students will be allowed to remain in residence halls over the break if travel is in the Asheville area.
- Spring or fall break during Lightning Term courses are course time and students should expect to be available. Students should keep their calendars entirely clear of competing obligations during fall or spring break, and work contracts and participation in athletic travel will not be available during the break. Students are expected to attend 100% of the class meetings, outings, and programs associated with their Lightning Term course.
- All community partners will be local and regional for Lightning Term travel and may include additional costs for airfare or ground transportation, lodging, and other travel expenses. Courses will travel off campus and return to campus together.

Registration

- If Warren Wilson College cancels a course due to low enrollment, the student is not responsible for the course fee and any payment made will be returned to the student account.
- The full course fee may not be refunded if the student withdraws from a course. See sections titled Student Responsibility for Course Costs and Out of Pocket Costs.
- Decisions on whether or not a travel course will be held will be determined by the end of the end of the previous semester.

Lightning Term Fees

Costs vary depending on location but will not exceed \$300. Please note, students participating in Lightning Term will not be able to complete a work contract over fall or spring break. These courses are highly experiential and require full immersion during fall or spring break, so competing obligations are strongly discouraged.

Housing and Meals

- Housing: Students will be allowed to stay on campus over fall or spring break in their regular semester rooms. For courses with local travel outside of the Asheville area, lodging will be included without additional fees. Please be aware that often lodging during travel will be communal and single lodging options likely unavailable.

- **Meals:** Meals will be provided during the dates of the course over fall or spring break. For example, if your course runs from Monday through Friday you can expect 3 meals a day for those days.

Billing, Payment, and Financial Aid

Course fees for Lightning Term are billed on June 15th or November 15th. The Lightning Term course costs are included in the bill for the fall or spring term. The payment for the fall term is due on July 15 and spring term is due on December 15.

Financial Aid

Financial aid for Lightning Term courses is limited to loan eligibility not used during the preceding fall and spring semesters. If you are interested in exploring your loan options, please email the financial aid office at finaid@warren-wilson.edu. Many students will have additional loan funds available to cover Lightning Term fees (every time a student advances to a new class standing, they become eligible for an additional \$1000 that in some cases can be used towards Lightning Term). If for any reason the student does not earn enough credit hours in the previous semesters to progress a grade level the student will not be eligible to utilize student loan funding to assist in covering Lightning Term charges. Institutional grants or scholarships are not available. Should the college cancel a course due to unforeseen circumstances, students' deposits and subsequent payments will be returned to the extent that expenses may be recovered from outside organizations.

Adding/Dropping or Withdrawing from a Lightning Term Course

- Students enrolled in a Lightning Term course are expected to attend each class meeting and participate fully in the Lightning Term experience. Students who do not attend class or who are not actively involved in the course may be administratively withdrawn from the class by the instructor at any time. Students can add or drop a Lightning Term course during the term 1 or term 3 add/drop time period or withdraw from a Lightning Term class and receive a "W" (withdrawal) grade on the transcript. Students wishing to withdraw from a Lightning Term course must do so by submitting the course [withdrawal form](#) to the Registrar's Office before the term 1 or term 3 deadline.
- Adding, dropping, or withdrawing from a course may have financial implications. Students who withdraw from a course are responsible for the published course costs in accordance with the refund schedule regardless of whether a dropped seat in a class is filled by another student.

Student Financial Responsibility When Dropping or Withdrawing from a Course

A student may be held responsible for course costs even if the course is dropped before the class begins. Following is a schedule of important dates regarding cost responsibility if a student drops or withdraws from a Lightning Term course. Course changes must be made in writing by midnight on the following dates:

Travel Courses Refund Schedule

Dropped during add/drop	Course fee charge reduced by 100%
Withdrawn during withdraw/pass period	Course fee charge is reduced by 50%
Withdrawn after withdraw/pass period	No reduction of charge is available

Dismissals and Medical Withdrawals

The Instruction Committee of the Faculty Body will review the student records of Lightning Term participants after the submission of the final grade for the Lightning Term course. This is a later timeline than the record review for semester length courses. Once this review is completed, students who are on Academic Probation or Suspension will be notified.

When a student is unable to complete the Lightning Term due to significant medical or mental health issues, a medical withdrawal may be considered. The student must provide valid medical documentation to the Warren Wilson College Health Center by the last class day of the Lightning Term. The Health Center will collect and review the information provided and make a recommendation to the Dean of Student Life in accordance with the College's Medical Withdrawal Policy. The documentation date will be used to determine the student's medical withdrawal date. The college will work with course partners to determine eligibility for any portion of a refund to the student's account, but there is no guarantee that any funds can be recovered. Students who do not provide official medical documentation by the last day of the Lightning Term will be subject to the normal refund policies and refund schedule for the course fees billed.

In the case where a student's participation in a Lightning Term course has been funded in full or part through scholarship funds, and the student withdraws or is removed for any reason, the student may be responsible for any unrecoverable funds. Students will forfeit the course deposit already submitted, or will be charged the same amount as a deposit payment, and will be subject to the normal refund policies and refund schedule for the course fees billed.

Should Warren Wilson College or a host partner provider suspend their program due to unforeseen circumstances, the College will work to return the deposit and potential subsequent payments.

General Inquiries

For questions regarding Lightning Term applications and policies, please contact the Center for Experiential Learning and Careers in the Log Cabin. For questions regarding Lightning Term course registration, please contact the Registrar's Office in Laursen. For questions regarding Lightning Term billing, deposits, and refunds, please contact the Student Accounts Office in Ogg by email at studentaccounts@warren-wilson.edu or by phone at 828-771-2062.

Mountain Term

Mountain Term is an optional term at Warren Wilson that takes place from mid-May (the Wednesday immediately following commencement) until early June. During this three-and-a-half-week-long term, Warren Wilson faculty and staff will teach highly experiential courses that take place on campus, in the greater Asheville community, or farther afield in domestic locations. Mountain Term will afford students the opportunity to apply their learning beyond the classroom walls in settings as varied as the piggery on the college farm, a local non-profit's food kitchen in downtown Asheville, faculty-guided scientific research at a local distillery, or in a remote national park in the Alaskan wilderness. Mountain Term is an open book, and the community building and unique experiences it provides will highlight the best of what Warren Wilson has to offer.

For students who have commitments during the school year that keep them on campus (such as athletics or work crew leadership positions), Mountain Term offers a time to step away from those obligations and focus entirely on one academic course. Mountain Term can also be used as a valuable time to catch up on credits if a student has fallen behind, but wishes to graduate on time. Each Mountain Term course is worth four credits, and students may only complete one Mountain Term course each May. It is not possible to complete two concurrently.

Eligibility

- Participation in Mountain Term is open to all Warren Wilson College undergraduate students who are enrolled in a degree program. A student who has an outstanding balance from a previous or current term that exceeds \$250 will not be allowed to register for a Mountain Term course until the balance is paid in full.
- Applicants for traveling Mountain Term courses (meaning courses that travel domestically outside of Asheville) MUST have a minimum cumulative grade point average of 2.0 AND a clean conduct record. Applicants' disciplinary records will be reviewed as part of the eligibility process. Additional eligibility requirements may apply for specific courses; please consult the instructor for more information.
- Undergraduate students may not audit a Mountain Term course.

Schedule

- Mountain Term courses will be announced in February of each academic year (for the upcoming spring semester in May-June). There will be ample opportunities to learn about the courses being offered, including an info session.
- Traveling Mountain Term courses will have an application process, with the due date for applications in early October. Payment of a \$300 deposit will be due by December 1st. On campus Mountain Term courses will not have a special application process; students will simply register for the course during spring course registration. The Mountain Term fee will be attached to the course and charged to the student on their spring semester bill (payment due by December 15th).
- Mountain Term always begins the Wednesday following commencement and ends three and a half weeks later. Students will be allowed to remain in residence halls between the final day of the semester and the start of Mountain Term if they are enrolled in a course, but may need to plan ahead for potential cafeteria closure between terms, and will likely need to move to summer housing to a dorm where all Mountain Term will reside together. Students will be required to be fully moved out of their dorm by the Friday of the final Mountain Term week, or by the date of departure for the travel component.
- On-campus Mountain Term courses will meet for a minimum of three hours per day, Monday through Thursday. The first week of Mountain Term will meet Wed/Thurs/Fri, and subsequent weeks will meet Monday-Thursday. Many days will include longer outings in the field, at off-campus sites, or engaging in experiential activities. Fridays or weekends may also be used for class content at the discretion of the instructor. Students should keep their calendars entirely clear of competing obligations during Mountain Term, and work contracts will not be available during this term. Students are expected to attend 100% of the class meetings, outings, and programs associated with their Mountain Term course.
- In the case of traveling Mountain Term courses, all travel sites will be domestic and may include additional costs for airfare or ground transportation, lodging, and other travel expenses. Some courses may include a preparatory phase on campus prior to travel. At the end of the traveling course, students may be released from the program at the final destination of travel, and will have the option to extend their travels independently or return directly home for the summer. In some cases, the group will return to campus together.

Deposits and Registration

- Deposits (\$300) are required for traveling courses and must be paid in full by December 1st. Students who have not paid their deposit by December 1st will be administratively removed from the course, and will need to add a replacement course if that causes them to fall below 12 credits for the spring semester.
- If Warren Wilson College cancels a course due to low enrollment, the student is not

- responsible for the course fee and any deposit paid will be returned to the student account.
- The full course fee may not be refunded if the student withdraws from a course. See sections titled Student Responsibility for Course Costs and Out of Pocket Costs.
- Decisions on whether or not a travel course will be held will be determined by the end of the spring semester drop-add period each year in January.

Mountain Term Fees

There is a fee of \$750 for every student who participates in Mountain Term, to cover lodging, meals, and administrative costs. For those who participate in a traveling Mountain Term course, there will be an additional travel fee to cover associated costs. Those fees will vary depending on the destination and the nature of travel. There will be no additional charge for tuition for the Mountain Term if a student is enrolled full-time in the spring semester AND a student does not exceed 20 credit hours total with the Spring and Mountain term combined. Please note, the credit total includes any credits from which a student has been withdrawn. If a student exceeds 20 credits, they will be charged \$819 per credit for any credit beyond 20, and that charge will be billed with spring tuition. In order to be considered a full-time student for the spring semester, the student must be registered for at least 12 credits in the spring term. Mountain Term credits are separate from the spring term credits and are not included when determining full-time status in the spring semester. Please note, students participating in Mountain Term will not be able to complete a work contract concurrently. These courses are highly experiential and require full immersion, so competing obligations are strongly discouraged.

Housing and Meals

- Housing: Students with valid spring semester on-campus housing contracts are allowed to stay in the residence halls as part of their spring housing contract, for no additional charge, if they are registered for a Mountain Term course. All Mountain Term participants will be provided with three meals a day, either on campus or wherever their travel component takes them (in the case of traveling courses). The Residence halls are closed from the end of Mountain Term (the Friday after the course ends) until the beginning of fall term. The only exceptions are for those with a 40-hour work contract over the summer.
- Meals: Meals are available on campus during the times that Mountain Term classes are in session. Students may purchase additional credit as needed. In classes with a travel component, most meals during travel will be included in the course cost; check with the instructor to determine possible out-of-pocket meal costs on any free days.

Billing, Payment, and Financial Aid

Course fees for Mountain Term are billed on November 15th and any deposits made will be credited to the student account at that time. The Mountain Term course costs are included in the bill for the spring term. The payment for the spring term is due on December 15.

Financial Aid

Financial aid for Mountain Term courses is limited to loan eligibility not used during the preceding fall and spring semesters. If you are interested in exploring your loan options, please email the financial aid office at finaid@warren-wilson.edu. Many students will have additional loan funds available to cover Mountain Term fees (every time a student advances to a new class standing, they become eligible for an additional \$1000 that in some cases can be used towards Mountain Term). If for any reason the student does not earn enough credit hours in the previous semesters to progress a grade level the student will not be eligible to utilize student loan funding to assist in covering Mountain Term charges. Institutional grants or scholarships are not available. Should the

college cancel a course due to unforeseen circumstances, students' deposits and subsequent payments will be returned to the extent that expenses may be recovered from outside organizations.

Adding/Dropping or Withdrawing from a Mountain Term Course

- Students enrolled in a Mountain Term course are expected to attend each class meeting and participate fully in the Mountain Term experience. Students who do not attend class or who are not actively involved in the course may be administratively withdrawn from the class by the instructor at any time. Students can add or drop a Mountain Term course by May 1st at 11:59 pm, and the course will not show up on the student record. However, if the student drops after April 1st, they will still be responsible for the full course fee. The last day to withdraw from a Mountain Term class and receive a "W" (withdrawal) grade on the transcript is 11:59 p.m. on the second day of the term (May 16th). Anyone withdrawing from a Mountain Term class after 11:59 p.m. on the second day of the term will receive a grade of "F" (fail). Students wishing to withdraw from a Mountain Term course must do so by 11:59 p.m. on the second day of the term by submitting the course [withdrawal form](#) to the Registrar's office.
- Adding, dropping, or withdrawing from a course may have financial implications. Students adding, dropping, or withdrawing from a Mountain Term course are subject to additional fees as outlined in this document under Student Responsibility for Course Costs and Out of Pocket Costs. Students who withdraw from a course are responsible for the published course costs in accordance with the refund schedule regardless of whether a dropped seat in a class is filled by another student.

Student Financial Responsibility When Dropping or Withdrawing from a Course

A student may be held responsible for course costs even if the course is dropped before the class begins. Following is a schedule of important dates regarding cost responsibility if a student drops or withdraws from a Mountain Term course. Course changes must be made in writing by midnight on the following dates:

Travel Courses Refund Schedule

(Courses carry the \$750 base fee + a variable travel fee, and require a \$300 deposit)

Until December 15th	Deposit is refundable
Dropped by February 1st	Course fee charge reduced by 100%
Dropped by April 1st	Course fee charge is reduced by 50%
Dropped or Withdrawn any time after April 1st	No reduction of charge is available

Campus-Based Courses

(Courses carry the \$750 base fee, no deposit)

Dropped by February 1st	Course fee charge reduced 100%
Dropped by April 1st	Course fee charge is reduced 50%
Dropped or Withdrawn any time after April 1st	No refund is available

Dismissals and Medical Withdrawals

The Instruction Committee of the Faculty Body will review the student records of Mountain Term participants after the submission of the final grade for the Mountain Term course. This is a later timeline than the record review for semester length courses. Once this review is completed, students who are on Academic Probation or Suspension will be notified.

When a student is unable to complete the Mountain Term due to significant medical or mental health issues, a medical withdrawal may be considered. The student must provide valid medical documentation to the Warren Wilson College Health Center by the last class day of the Mountain Term. The Health Center will collect and review the information provided and make a recommendation to the Dean of Student Life in accordance with the College's Medical Withdrawal Policy. The documentation date will be used to determine the student's medical withdrawal date. The college will work with course partners to determine eligibility for any portion of a refund to the student's account, but there is no guarantee that any funds can be recovered. Students enrolled in a traveling Mountain Term course will forfeit the deposit and may be subject to additional charges related to the course fee. Students who do not provide official medical documentation by the last day of the Mountain Term will be subject to the normal refund policies and refund schedule for the course fees billed.

In the case where a student's participation in a Mountain Term course has been funded in full or part through scholarship funds, and the student withdraws or is removed for any reason, the student may be responsible for any unrecoverable funds. Students will forfeit the course deposit already submitted, or will be charged the same amount as a deposit payment, and will be subject to the normal refund policies and refund schedule for the course fees billed.

Should Warren Wilson College or a host partner provider suspend their program due to unforeseen circumstances, the College will work to return the deposit and potential subsequent payments.

Graduation

Students who complete degree requirements during Mountain Term will have their degrees conferred in August following the successful completion of the Mountain Term. If all other degree requirements have been completed, they may petition to walk during commencement, but will not actually receive their diploma until grades from Mountain Term have been submitted and the complete transcript has been processed in August.

General Inquiries

For questions regarding Mountain Term applications and policies, please contact the Center for Experiential Learning in the Log Cabin. For questions regarding Mountain Term course registration, please contact the Registrar's Office in Laursen. For questions regarding Mountain Term billing, deposits, and refunds, please contact the Student Accounts Office in Ogg by email at studentaccounts@warren-wilson.edu or by phone at 828-771-2062.

Pew Learning Center and Ellison Library

The Ellison Library is an active partner in shaping the College's distinctive educational program. The library provides a dynamic space of inquiry, exploration, and discovery. Library staff and faculty strive to create an atmosphere that facilitates learning, sparks curiosity, and inspires discovery by thoughtfully curating a collection of diverse information resources and by providing a variety of learning spaces.

The library staff and faculty aspire to

- Serve as a welcoming social and intellectual center of the College, honoring differences to create an inclusive atmosphere where diverse voices are heard.
- Partner with students, faculty, and staff in creating a learning environment that fosters intellectual curiosity, discovery, creativity, collaboration, and growth.
- Enable and facilitate the development of skills necessary for research and academic discourse.
- Embrace transformations in research and collections, building on the foundational collaboration between collections, technology, and media to redefine library services.
- Empower a creative and energetic staff to experiment, expand the library's reach across campus, and anticipate student needs in a rapidly changing world.
- Adapt and design facilities, collections, formats, and access to promote an open and experiential learning environment.
- Foster a productive work environment in which student crew members thrive and where their contributions are valued and celebrated.
- Nurture a collegial work environment built on collaboration and consensus that values and celebrates the contribution of all staff members and supports their professional growth.

The library is open 77.5 hours a week, with additional hours before final exams; there is 24/7 access to a study room equipped with three computers, one loaded with the full Adobe Creative Cloud Suite, a printer, and wireless capabilities; all electronic resources and online research support are available 24/7 as well. An instructional room is equipped for multimedia presentations.

The library maintains a collection of over 89,000 print titles and provides access to over 600,000 electronic books and nearly 85,000 journal titles via 153 licensed databases.. The collection supports all areas of the College curriculum and contributes to the cultural and recreational enrichment of students. The alternative press magazine collection ensures that alternative and minority viewpoints are represented.

The library has a large collection of streaming videos and offers audiobooks. It also offers a collection of DVDs that students may either view in the library or check out.

The library is a charter member of the NC LIVE (North Carolina Libraries in Virtual Education) program and is part of the ACA BCLA (Appalachian College Association Bowen Central Library of Appalachia). Both provide extensive library resources to students at participating colleges and universities. These and other services include full text coverage of over 77,000 periodicals and newspapers, extensive databases, and many other information resources.

The library provides access to the Internet through the campus network, including wireless capabilities throughout the building. Librarians continuously update and expand the library homepage at www.warren-wilson.edu/academics/library to serve as the gateway to information resources. Books and journal articles not available from WWC may be requested from other libraries.

The library offers many opportunities for instruction in the use of its resources. They include individual research support, instruction in library research skills, library orientation and instruction for new students and staff, instruction in conjunction with college courses, workshops for faculty and staff, and training for students who work on the library crews.

The library also houses the Sound Lab, a dedicated space for the creation of digital sound. It encourages experiential and applied learning and offers opportunities for students to engage with media in new, creative and accessible ways and to build oral and aural communication skills.

The Arthur S. Link Archives and Elizabeth Shepard Special Collections

The College Archives (located in the lower level of the library) holds the legal, fiscal, administrative, historical and cultural records from 1894 through the present. Materials include manuscripts,

records, printed materials, audiovisual items, photographs, and artifacts. The archives hold personal papers of administrators, faculty, staff members, students, and alumni. The Archives accepts physical and digital copies of student research and senior capstone papers, as well as the theses submitted by graduates of the Master of Fine Arts in Creative Writing and the Master of Science in Applied Climate Studies. Printed materials include news clippings, graphics, and programs from official college events, yearbooks, course catalogs, handbooks, school newspapers, and literary and administrative publications. Audiovisual holdings include oral histories, mountain and folk music recordings, and videos and movies of concerts, commencements, and other events. Photographic collections include some 40,000 prints, negatives, slides, and digital files that document the campus and people from the 1890s to the present.

The Elizabeth Shepard Special Collections holds rare books on a variety of topics, as well as books on the cultural and natural history of Southern Appalachia, and those written by school administrators, staff, faculty, and alumni.

For more information about the archives, visit www.warren-wilson.edu/academics/library/archives/.

Academic Policies and Regulations

Academic Calendar

The fall and spring semesters are divided into two terms. Some courses run across the entire semester, while other more concentrated courses run for the term. This modular schedule may facilitate students' arrangements for internships, overseas study courses, and other field experiences.

Academic Credit Definition

Warren Wilson College defines a credit hour as the amount of work represented in intended learning outcomes (verified by evidence of student achievement) that approximates not less than one 50-minute federal "hour" of scheduled classroom time and direct faculty instruction and a minimum of two hours of out-of-class student work per week (reading, study, independent projects, class preparation, practice, writing assignments, etc.)

A typical course at Warren Wilson is offered for four credits over a 15-week semester. Courses may, however, meet for 2- or 4-credits over a 7-week term and still others may meet for 1- to 2-credits for a 7-week term or 15-week semester. Credits for courses that have an accompanying corequisite laboratory may be built into the credits for the course. Therefore, the lab associated with the course will indicate zero credit hours. Courses carry differing credit hours and schedules depending on the intended learning outcomes. Explanations for discrepancies and variations from the norms below are approved by the Provost as pedagogically sound and are kept on file in the Office of Academic Affairs. Out-of-class homework time outside of instruction does not count as instructional contact hours.

Lecture, Discussion, Seminar: Many 4-credit lecture, discussion, or seminar courses meet twice a week for 90 minutes or three times a week for 60 minutes over 15 weeks, with the 15th week serving as a period for reading, exams, and presentations.

Experiential Learning Courses: 4-credit courses that require regular, extended teaching blocks for experiential learning activities (community-engagement projects, field placement, project-based learning, science labs, studio art, etc.) are typically scheduled to meet twice a week—once for 90 minutes and once for 180 minutes, although other scheduling configurations may occur. As these contact hours exceed the minimum, faculty have the discretion to reduce the expected student out-of-class homework time accordingly.

Applied music lessons and ensemble instruction: 1-credit musical instrument lessons meet for approximately the same amount of in-class time as 1 credit hour of a 4-credit course based in a lecture, discussion, or seminar format. Lessons are typically scheduled individually with the instructor. However, 1-credit music group ensemble courses meet approximately twice the amount of time dedicated to 1 credit of a lecture/discussion/seminar course, as ensemble courses emphasize group performance. As these contact hours exceed the minimum, faculty have the discretion to reduce the expected student out-of-class practice time accordingly.

Independent Study Course: An independent study course proposal typically emerges from a collaborative discussion between a faculty member and a student during the semester prior to one in which the course will take place. The study makes it possible for a student to pursue an academic interest in greater depth than the standard curriculum allows. Because the study takes significant planning, the student should allow enough time to prepare course goals, a bibliography, etc., before submitting the proposal. The study does not fulfill a General Education requirement or duplicate a course offered during the current academic year. The maximum number of independent study credits a student may undertake is four per semester. Students may register for an independent study course during their sophomore year or thereafter.

- 1 credit = 2.5 hours of meeting and study time per week for 15 weeks.
- 2 credits = 5 hours of meeting and study time per week for 15 weeks.
- 4 credits = 10 hours of meeting and study time per week for 15 weeks.

Students submitting an independent study proposal must include a detailed weekly schedule of conferences and study sessions per week.

Internships: The current standing policy is that one credit hour is equivalent to 40 hours of internship. Students may register for 1-16 internship credits in a semester. Typically, internships have taken place off-campus. However, on-campus internships are available as well. Requirements:

- In order for a student to enroll in internship elective credits, they must concurrently enroll in a career readiness course. If a student completes an internship during the summer, they may receive these credits during the summer as long as they are enrolled in the internship course the following semester.
- Students may not receive more than 18 total credits throughout their college career towards an internship experience, including credit earned in a career readiness course.

Study Away: Warren Wilson College sponsored short-term study away courses are offered for four or two credits. Four-credit courses typically meet twice weekly for 90-120 minutes during the 15-week semester prior to departure. A flexible range is allowed because these courses have varying approaches to instruction and highly variable contact hours during the travel component. In the case of two-credit study away courses, the courses typically meet once or twice weekly for 90-120 minutes during the 7-week term prior to departure. For all study away courses, regardless of whether they are worth two or four credits, the course travel component typically includes a minimum of 4 contact hours a day during a minimum 10 days of travel. As these contact hours will sometimes exceed the minimum, faculty have the discretion to reduce the expected student out-of-class homework time accordingly.

Lightning Term: Warren Wilson College sponsored Lightning Term courses are offered for 4 credits. The course typically meets twice weekly for 90 minutes or once weekly for 180 minutes during a 7-week term prior to break-week travel. The course travel component must achieve a minimum of 32 hours of instruction time. As these contact hours will sometimes exceed the minimum, faculty have the discretion to reduce the expected student out-of-class homework time accordingly.

MFA Program for Writers: The low-residency MFA Program for Writers has a residency period of 10 days each semester that meets approximately 10 hours per day, from 8 am to 8 pm each day during which instruction time is approximately 10 hours per day. The independent (directed) study semester is composed of 425-450 hours of work. Student work is primarily independent but does include significant engagement with the faculty advisor, who mentors the student through the semester. This engagement includes the presentation of work in progress and written evaluation. Adhering to the standards of the studio/research model, as defined by the AWP (Association of Writers & Writing Programs) Guidelines, a successful semester entails full participation in the residency, the completion of five to six exchanges of substantial creative and critical writing (including 12-15 critical annotations) which provide ample evidence of the dedication of at least 25 hours a week to program study, and the reading of 15-20 books.

MS in Applied Climate Studies: The low-residency MACS program is composed of 3 intensive summer residencies as well as 4 semesters that align with the undergraduate academic calendar, running 15 weeks each fall and spring over two years. During each of the first two summer residencies, students earn 8 credits; in the third (final) residency, they earn 6 credits. During each of the first 3 semesters, students earn 6 credits; in the fourth (final) semester, they earn 2 credits. The credit variance in the final residency and semester reflects the distinctive summative work students undertake as they approach degree completion. The specific schedule for each residency and semester is available in program materials, but is based on a 60-minute credit hour and a 1 to 2 ratio of instruction to outside work.

Online Credit Hours

For courses offered fully or entirely online (90% to 100% via distance technology), Warren Wilson College distinguishes between synchronous and asynchronous instruction to determine contact time.

Synchronous: Online courses at Warren Wilson are primarily synchronous. In primarily synchronous courses, the instructor and students are involved in real-time class sessions together. The credit hour definition for synchronous online class sessions follows the course delivery method equivalencies established in the Academic Credit Hour Definition policy for in-person courses.

Asynchronous: The College recognizes that fully and entirely online courses typically supplement synchronous learning with asynchronous learning. A credit hour rate of equivalency of 1:1 is employed to guide instructors in setting appropriate time commitments and expectations for asynchronous work that is “class time.” In practice, the rate of equivalency means that an instructor re-assigns a set number of hours, typically on a weekly basis, to the moderated learning activity that students participate in asynchronously. Asynchronous class time is differentiated from independent “homework” (study, research, essay writing, practice, etc.).

The instructor moderates or guides students through asynchronous course activities that may include collaboration or debate about course content through discussion boards, blogs, Moodle posts, journal posts, or other collaborative online documents and educational social networking. Instructors set expectations for such learning activities so that students make a pre-determined number of contributions related to course content, as well as reading and responding thoughtfully to other students’ posts. Asynchronous learning might also include ongoing group projects with specific learning outcomes that are assigned one credit hour for the duration of the project.

Academic Freedom

In the interest of promoting intellectual inquiry, the development of knowledge, and the open exchange of ideas, Warren Wilson College recognizes that professors have the right to engage in intellectual debate, research, artistic endeavors, and inquiry without fear of censorship or retaliation. Faculty members have the right to remain true to their intellectual and pedagogical commitments, and express ideas and perspectives in speech, in writing, in publications, and through electronic communication, both on and off campus, without fear of sanction, so long as that expression does not significantly impair the rights of others.

Faculty members have the right to study the topics they select and to draw conclusions they find consistent with their research. When professors share ideas or research, academic freedom allows others to judge whether their work is valuable and their conclusions sound. Both the individual members of the faculty and Warren Wilson College have the right to maintain academic standards.

Warren Wilson College recognizes that professors have the right to disagree with administrative policies or proposals without facing reprisals. Academic Freedom does not give members of the faculty the right to express views which demonstrate that they are professionally ignorant, incompetent, or dishonest with regard to their discipline or fields of expertise, nor does it protect members of the faculty from sanctions resulting from misconduct or poor performance.

Warren Wilson College will not allow religious, political, or philosophical beliefs of politicians, administrators, or members of the public to be imposed on faculty. To protect academic freedom, Warren Wilson College will oppose efforts by corporate or government sponsors to block dissemination of any professor’s research findings.

Academic freedom involves responsibilities as well as privileges. Teachers are entitled to freedom in the classroom in discussing course subject materials, but should be careful not to introduce controversial matter that is irrelevant to the subject taught. Although they may speak and write freely as private citizens without institutional censorship or discipline, professors should make every effort to indicate in such cases that they are not speaking for Warren Wilson College.

Degrees, Majors, and Minors

Catalog Year Declaration

In general, a student must fulfill the degree and major requirements set forth in the College Catalog in effect when the student matriculated. The Academic Policies and Regulations section of the College Catalog applies to all students regardless of the student's Catalog year, and Academic Policies may be subject to change as the College deems necessary. Further, curricular exigencies or other circumstances may require the College to modify degree or major requirements for those at entry. A student may change Catalogs to any Catalog in effect during the time they are enrolled at the institution; an advisor and the Registrar must approve a change of Catalog year. Should a student leave the College and be readmitted within two years of exiting the college, the student may use the catalog year in effect upon their departure or use the current catalog year. Readmitted students who have been gone from the college for more than two years must fulfill the degree and major requirements of the Catalog in effect at the time of return and cannot select any Catalog prior to readmission.

Credit Hour Completion in Majors

The College will waive the major credit hour minimum for students when transfer courses satisfy major requirements but leave the student shy of the credit hour minimum required of the major.

Double Major

Students may pursue a "double major" by satisfying all requirements of two majors. Except as indicated under "Second Degree," a student satisfactorily completing two majors earns one rather than two degrees, regardless of credit accumulated. If the majors are in two distinct degree plans (B.A. and B.S.) the student must elect a primary major which will determine the degree. The transcript and diploma will reflect one degree (B.A. or B.S.) and all successfully completed majors.

Degree Conferral and Commencement

Warren Wilson College confers degrees three times per year: May, August, and December. The following outlines the dates of conferral, diploma dates, and the last day in which the Registrar's Office will review that the requirements for degree conferral were met by the conferral date:

	Graduation Application Deadline	Conferral Date	Diploma Graduation Date	Last day the Registrar's Office will review requirements for Conferral (Must have evidence that requirements were met by Conferral Date)
December Conferral	Last day of the preceding spring semester	Last day of semester	Conferral Date	January 10
May Conferral	Last day of the preceding fall semester	Last day of semester	Conferral Date	May 31
August Conferral	August 1	August 15	Conferral Date	August 30

Commencement

Warren Wilson College confers degrees (signified by the date of the degree on the diploma and in official records) at the end of each regular semester (December and May) and in August. However, commencement exercises, during which diplomas are awarded, occur only once per year, in May. Students whose degrees are conferred in December are included in the following May's commencement ceremony.

Students who are expected to complete degree work in August are included in the preceding May's commencement ceremony. In order to participate in commencement exercises, August candidates must need no more than 8 credits in order to graduate (which may be taken off-campus with permission of the Office of Academic Affairs.) Students who expect an August degree conferral date must complete the Petition to Walk, due on or before April 1. Petitions submitted after this date will be accepted only for a circumstance--typically, one that calls for an incomplete grade in a course--that emerges in the final weeks of the semester. August candidates who fail to complete their degree requirements by the beginning of the following fall semester will be exited from the College and must request permission of the Registrar to extend their degree candidacy.

General Education Policies

These policies and practices are subject to periodic review by the offices of the Registrar and Financial Aid.

- A course may be used only once to fulfill any General Education requirement. For example, a course might be approved to fulfill both a liberal education breadth and a communication requirement; however a student may use it to fulfill only one of those.
- A maximum of 8 credits can be shared between General Education and Major Requirements

Withdrawal from First-Year Seminar

Students may withdraw from FYS only under the following conditions: Students earning a D or F in FYS on the midterm grade report should consult with their instructor and advisor to determine whether a withdrawal / pass (W) before the deadline is advisable. The instructor and advisor will consider carefully, based on the student's performance in the course thus far, whether the student's grade is likely to improve over the remaining weeks of the semester. Students who withdraw from or fail FYS must complete the requirement by enrolling in a second Oral and Written Communication course. Students and their advisors are responsible for monitoring the completion of this requirement and submitting the course substitution form.

Transfer Student Policies

- **North Carolina Community College (NC CC) Transfer Students:**
Students who have completed an Associate in Arts (AA) or Associate in Science (AS) degree at a North Carolina Community College with a grade point average (GPA) of at least 2.0 on a 4.0 scale, and a grade of "C" or better in all approved general education equivalency courses have met the Warren Wilson general education requirements in full.
- **First-Year Seminar:**
Transfer students are exempt from completing the First-Year Seminar course.
- **Oral and Written Communication:**
Subject to review and approval by the Registrar and, when necessary, the Director of Writing Program, transfer courses that are focused on written and/or oral communication will be accepted as fulfilling this requirement. Such courses include standard first year writing, composition, and communication courses.

- **Liberal Education Breadth:**

Subject to review and approval by the Registrar and, when necessary, department chairs, students may transfer in comparable college-level courses, including standard disciplinary breadth courses.

Dual-Enrollment Policies

- See [College Credit while In High School \(Dual-Enrollment\) policy](#)

Major Declaration

Second-semester sophomores (students whose earned credits total 44+ at the start of the semester) must declare their major by week 5 of that semester. Forms for the declaration of a major are available online through the Registrar's Office webpage.

Note: Transfer students and dual-enrollment students who enter Warren Wilson college with a minimum of 44 credits must also formally declare their major by week 5. They are strongly encouraged to plan ahead with their advisors during the orientation period before the first semester, in order to ensure a timely graduation.

Minor GPA Requirement

Students must earn a cumulative GPA of 2.0 for all courses required within the minor.

Second Degree

A student may earn a second bachelor's degree upon earning at least 30 credits beyond the total credits required for the first degree and completion of all requirements for a second major. A student may not earn two Bachelor of Arts degrees or two Bachelor of Science degrees. A student planning to earn a second degree must declare that intention no later than the beginning of the last semester of enrollment. All academic work for both degrees is included in the cumulative grade point average of the double degree recipient.

A Warren Wilson graduate who wishes to return to the College to earn a second undergraduate degree must earn an additional 30 credits beyond the number of hours earned for the first degree as well as complete the second major. For a returning student, a second cumulative grade point average will be computed using only the additional hours earned for the second degree.

Grades and Transcripts

Contested Grades

Students who believe that a grade has been reported incorrectly should consult the instructor for correction of a possible error. In exceptional cases, students may contest the grade record through a written appeal using the Petition for Exception form, available through the Registrar's Office. Copies of all relevant information must accompany this written appeal: papers, tests, syllabi, etc. The deadline for contesting a grade is the end of the second week of the following term. In the case of a spring semester or term four course, the deadline for contesting a grade is the end of the second week of term one of the following academic year.

GPA (Grade Point Average)

Grades are assigned the following numerical values:

A+, A	4.0 grade points
A-	3.7 grade points
B+	3.3 grade points
B	3.0 grade points
B-	2.7 grade points
C+	2.3 grade points
C	2.0 grade points
C-	1.7 grade points
D+	1.3 grade points
D	1.0 grade point
D-	0.7 grade point
F Failure	0.0 grade points
AF Administrative Withdrawal	0.0 grade points
W Withdrawn Passing	Not included
WF Withdrawn Failing	0.0 grade points
P Passing	Not Included

P (pass) credit hours are not included in the GPA calculation. F (fail) credit hours are included in the GPA calculation. GPAs are calculated by semester and are cumulative on the transcript. Grade points are figured by multiplying the number of course credit hours by the numerical value assigned to the grade received in that course, summing these products, and dividing by the total number of credits.

Grade Reports

At the end of each term, grades are reported to the Registrar. Students may view their mid-semester and final grades online using their personal identification numbers.

Incomplete Grades

Criteria for Incomplete Grade Request:

Incomplete grades may be assigned only if all of the following circumstances are true:

- An emergent situation that is unforeseen and beyond the student's control has arisen after the withdrawal deadline for the course. (Documentation may be required.)

- The student was progressing steadily and was consistently submitting work for the course, with a recorded midterm grade of C- or above, until the emergent situation arose.
- A small amount of work for the course (25% or less) remains to be completed.

A grade of incomplete is not available to a student who has fallen behind in the course, who needs to revise coursework, or who, without prior notice, has missed the final exam, final presentation, or the deadline for submitting a final project.

Incomplete Grade Request and Approval Process:

- A student may make a request to the instructor for an incomplete course grade before the day of the last class meeting for the course (term or semester length). If the emergent and unforeseen situation makes it impossible for the student to contact the instructor directly, a family member may reach out to the Director of Disability Access to initiate the incomplete process on the student's behalf.
- If the course instructor determines that the student's academic progress meets the above criteria, the instructor has the discretion to recommend an incomplete grade for the course.
- If the instructor approves the incomplete grade request, they review submission deadlines and all outstanding work with the student.
- The instructor submits an Incomplete Grade Report Form.
- The Associate Provost and Dean of Student Success review the Incomplete Grade Report Form for approval.
- If approved, a grade of incomplete is recorded by the Registrar.

Timeline for Student Submission to Instructor of Outstanding Work:

- For Semester-Length courses: completed work must be submitted to the course instructor no later than 3 weeks after the final class meeting day before the exam period.
- For Term-Length courses: completed work must be submitted to the course instructor no later than 3 weeks after the final class meeting day before the exam period.
- A grade of incomplete is not available for a Term-Length course that is a prerequisite to a course for which the student is enrolled in the subsequent term.

Timeline for Instructor Grade Submission for Incomplete Grades:

- The course instructor will submit a Grade Change Request Form no later than the Monday of the week following the 3-week incomplete work submission deadline.
- Any alterations of incomplete deadlines are submitted to the Associate Provost for approval.

Please see the section on "Satisfactory Academic Progress" within the Financial Aid Policies of this catalog for information about the effects of an incomplete grade on the ability to evaluate Satisfactory Academic Progress (SAP) for financial aid awarding purposes.

Pass/Fail Grades

Some courses are classified as Pass/Fail by departmental action.

Elective Pass/Fail: From the second semester of attendance, students may elect to register for a Pass/Fail grade in any course which is not applied toward the major or general education requirements.

A form for registering for a course on a Pass/Fail basis may be obtained from the Registrar's Office. This form must be submitted to the Registrar's Office by the end of the Add/Drop period. The maximum number of courses taken for elective Pass/Fail is five and no student is permitted to elect more than one such course per semester.

Registration

Adding and Dropping Courses

Fall and Spring Semesters and Terms 1-4

The official Add/Drop period each term and semester ends on the fifth day of classes (excluding weekends and holidays) of the term or semester at 11:59 pm. This is the period during which courses may be added or dropped. Following this period, no student is permitted to register for a new course. Courses may be dropped from the student schedule via MyWWC; courses dropped during this period do not appear on student records.

Administrative Withdrawal

The College considers the act of registering for any course to constitute a commitment by students to make a mature and responsible effort to succeed and to allow others the opportunity to succeed. Therefore, upon recommendation of the instructor and at the discretion of the Associate Provost, a student is subject to administrative withdrawal from a class at any time during the semester if that student has guaranteed a course grade of F by failing either to attend a sufficient number of class meetings or to submit a sufficient quantity of graded work, or has engaged in verbal abuse or the threat of physical violence or any other conduct disruptive to class meetings. Students should review course syllabi for descriptions of excessive absence or disruptive behavior. Administrative withdrawal during the first four weeks of a term course or the first eight weeks of a semester course results in the assignment of the grade of "W." Subsequent administrative withdrawal results in the grade of AF. Students who are actively enrolled in fewer than 12 credits as a result of administrative withdrawal may not reside in college housing. Students who are enrolled less than full time (*12 credit hours*) will see a decrease in financial aid eligibility. Financial Aid is offered for the academic year based on the student being enrolled full time. If for any reason the student is not enrolled full time, it will affect a student's financial aid eligibility. Students subject to 12 or more credits of administrative withdrawal in a semester may, at the discretion of the Associate Provost, be suspended from the College. Administrative withdrawal and suspension decisions made by the Associate Provost are subject to appeal to the Instruction Committee.

Auditing a Class

The following Warren Wilson College community members are eligible to audit no more than one course per semester, without tuition payment, at the discretion of the instructor concerned: 1) degree seeking students, 2) regular full-time and part-time employees, and 3) dependents and partners of full-time, benefit eligible employees. Audited courses do not apply toward degree requirements, financial aid, or athletic eligibility and are not reflected on a student transcript. Expectations of the audited course are determined by the instructor and permission to continue auditing the course can be withdrawn at the instructor's discretion if these expectations are not met. Warren Wilson College community members auditing courses are expected to pay applicable course fees.

Classification

Student classification by credit refers to credits earned and does not include credits in progress. Student classifications are used by the Registrar's Office to establish priority registration for the next semester. (For example, students whose credits put them in the "sophomore" classification are eligible to register earlier than students in the "first-year" classification.)

First-Year: 0-27 credit hours

Sophomore: 28-59 credit hours

Junior: 60-89 credit hours

Senior: 90+ credit hours

Independent Study Course

An independent study course proposal typically emerges from a collaborative discussion between a faculty member and a student during the semester prior to one in which the course will take place. The study makes it possible for a student to pursue an academic interest in greater depth than the standard curriculum allows. Because the study takes significant planning, the student should allow enough time to prepare course goals, a bibliography, etc., before submitting the proposal. The study does not fulfill a General Education requirement or duplicate a course offered during the current academic year. The maximum number of independent study credits a student may undertake is four per semester.

Students may register for an independent study course during their sophomore year or thereafter. Forms are available electronically on the Registrar's Forms page located on myWWC. The completed form must receive approval by the faculty member before being submitted. The proposal will then be routed to the department chair and the student's academic advisor. The Associate Provost reviews submissions for final approval. The deadline for proposals for full semester, term 1, and term 3 courses is the Friday of Week 12 for studies that will take place the following semester. The deadline for term 2 and term 4 is the last business day prior to the first day of semester classes.

Registration and Course Load

For continuing students, early registrations are scheduled in advance of the start of each semester. New students starting in the fall semester may register during the summer and new students starting in the spring semester may register during Orientation week prior to the start of the semester.

Although there are two terms in each semester, registration is for the semester as a unit. The normal number of credit hours carried during a semester is 15, with a range from 12 to 18. A minimum of 12 credit hours a semester must be carried to be classified as a full-time student, to be permitted residence in the residence halls, to participate in the Work Program, and to receive financial aid. Students must maintain an average of 15 credit hours each semester in order to accumulate a total of 120 hours required for graduation in eight semesters. Students wishing to take more than 18 credit hours during any one semester must obtain permission, in writing, from the Registrar or the Associate Provost. No more than 22 credit hours may be taken per semester. There is a fee per credit hour for any hours beyond 18. All courses for which students are registered at the end of the add/drop period are counted in the course load for that semester.

Students who plan to withdraw from a term or semester course after the Add/Drop period in the first term of a semester should be certain that adding another course in the second term will not result in more than 18 attempted credit hours for the semester.

Repeating Courses

Courses, up to a total of 13 credit hours, may be repeated to raise the grade. *No course may count more than once for credits toward graduation.* In the case of a repeated course, both grades appear on students' transcripts, but only the higher grade is counted in the GPA.

Waiting Lists for Registration

During the registration period, if a student finds that a course they wish to enroll in is full, they should add their name to the class waiting list. If a seat or seats in a waitlisted course open before the end of the add/drop period, the student(s) on the waitlist will be notified via email and given 48 hours to register for the course. If the student(s) have not registered within the 48 hour window they will not be registered for the course and removed from the waitlist. The only exception to following

the waiting list order is if a student's graduation will be delayed if they are not admitted to the course. If this is the case, students must complete an add form that will be reviewed by both the Registrar's Office and the department chair for verification.

Withdrawing from a Course

Any courses from which students withdraw following the Add/Drop period remain on their permanent records and are counted in the course load for the semester as hours attempted. If a student withdraws from a course before the end of the first four weeks of a term course, or the first eight weeks of a semester course, a grade of "W" (withdrawn non-punitive) is assigned. Withdrawing from any course following the fourth week of a term course or the eighth week of a semester course automatically results in a grade of "WF" (withdrawal failing), regardless of the student's performance in the course. A grade of "WF" is figured as an "F" in the calculation of the GPA. A grade of "W" does not figure in the calculation of the GPA. For withdrawal from the college, see also [Withdrawal and Return of Aid Policy](#).

It is possible to withdraw from a semester course or a term course in the first term of a semester, and add another term course in the second term of the semester. There is a charge if the combination of course withdrawal and the addition of another course results in a semester course load of more than 18 credit hours. *Students who plan to withdraw from a term or semester course after the Add/Drop period in the first term of a semester should be certain that adding another course in the second term will not result in more than 18 attempted credit hours for the semester.* (see [Registration and Course Load](#)).

Students who earn a grade of "F" for a course because of academic dishonesty may not be awarded a "W" for the course.

Scholastic Standards

Academic Honesty

Across their academic courses, students are responsible for honest representation of their work. In the classroom setting, honesty includes the following:

- Working independently when that is the expectation of an assignment
- Citing or referring to other source material used within one's work, including content created by generative artificial intelligence
- Using only allowed materials, resources, and tools to complete academic exercises, quizzes, and exams
- Presenting accurate and truthful findings
- Asking an instructor for approval before submitting work previously or simultaneously submitted for another class
- Refraining from sharing unauthorized materials with other students or allowing a student to copy one's work

Instructors are responsible for creating a learning environment that supports honest work from students. The instructor's support includes the following:

- Providing clear guidelines regarding how assignments are to be completed, including protocols for exams and quizzes, what citation practices are to be followed, and guidelines for use of generative artificial intelligence.
- Providing support to students in meeting standards of academic honesty; offering resources, instruction, or referral; being available to answer students' questions
- Providing statement of course-specific consequences for academic dishonesty
- Applying consequences equitably and consistently within a course

Academic writing is built in conversation with other texts, and citation is the practice that enables writers to refer to these other texts. Citation styles vary across fields of study, and across print, audio, visual, digital, and performance venues. Students are encouraged to discuss discipline-specific expectations with their instructors and advisors, and also to seek citation support from the [Library](#) and [Writing Studio](#).

Consequences for Academic Dishonesty

Academic dishonesty may fall into one or more of the following categories:

- Cheating: using unauthorized materials, resources, or tools to complete an exam or academic exercise; copying from or working with another student when independent work is expected
- Fabricating: inventing or falsifying information or source material
- Duplicating work: submitting the same work in two or more classes without instructors' approval
- Facilitating academic dishonesty; contributing to another's efforts to cheat, fabricate, or plagiarize
- Plagiarism: deliberate use of content from a source without acknowledging the source; presenting the content as if it were one's own.
 - Content could be another's ideas, research, language, or creations, or produced by generative artificial intelligence
 - A source is a written, audio, video, artistic, dramatic or other text that a student uses in producing their own work. May be published or unpublished, print or digital.
 - In academic work, acknowledgement usually takes the form of a citation (in-text and works cited), although other options are possible (e.g., caption for a picture, spoken credit in a podcast).

Each instructor is authorized to identify and respond to academic dishonesty within the specific guidelines they have laid out for all students in their courses. Upon identifying a possible case of academic dishonesty, the instructor takes the following steps:

1. Review the student's work in relation to assignment and syllabus guidelines; confer with the student if appropriate at this stage to gain more information.
 - a. If the instructor believes that the academic dishonesty likely resulted from a lack of instruction or knowledge, they may decide to provide the student additional instruction or support along with an opportunity to resubmit work prior to making a final determination.
2. If helpful or warranted, confer with their department chair, the Associate Provost, or the Instruction Committee of Faculty Body.
3. Decide on an appropriate consequence if warranted: zero on assignment, failure of course, consideration for suspension, or other consequence appropriate to the assignment and the instructor's syllabus.
 - a. For all consequences within the purview of the course, the instructor then implements the consequence.
 - b. If there is a consequence beyond the course such as a consideration for suspension, the case goes to the Associate Provost.
 - c. Students who earn an F for the course because of academic dishonesty may not be awarded a "W" for the course.
4. Communicate with the student their findings and the consequence.
5. File a report with the Associate Provost and the Instruction Committee of Faculty Body.
6. Students need to be aware that having more than one report of academic dishonesty may lead to more serious consequences, such as suspension from the college (see next section).

Repeat and Egregious Instances of Academic Dishonesty

In some cases, academic dishonesty merits consideration of a consequence more severe than failing a course, such as suspension from the college. Such instances include the following:

- a student has repeat occurrences of academic dishonesty, or more than one report filed with the Associate Provost and Instruction Committee
- a violation is especially egregious
- an instructor has recommended a consequence beyond their course such as a recommendation for suspension

In these cases, the Associate Provost initiates an investigation including these steps:

1. The Instruction Committee of Faculty Body is convened to investigate the issue, and the student is notified this step is being taken.
2. The committee reviews the details to date, interviews the instructor or instructors involved, and, if warranted, interviews the student.
3. The committee submits a recommended course of action to the Associate Provost.
4. The Associate Provost makes the final decision and communicates the decision to the student.
5. If the student has new information about the academic work submitted, they may submit an appeal for consideration to the Associate Provost, whose decision is final.

Academic Probation and Suspension

The Instruction Committee of the faculty meets after each semester and examines the grades of any student whose semester GPA or cumulative GPA falls below 2.00.

Semester GPAs below 1.0 result in suspension, in any given semester, regardless of the cumulative GPA. Cumulative GPAs are assessed using the following table:

Cumulative Credit Hours Attempted	Academic Probation if Cumulative GPA is between	Academic Suspension if Cumulative GPA is below
1-18 credits or enrolled in FYS	1.50-1.65	1.50
19-36	1.60-1.75	1.60
37-64	1.75-1.85	1.75
65-80	1.85-1.92	1.85
81-96	1.92-1.96	1.92
97+	1.96-2.00	1.96

Please note that each semester students are advised to complete at least 67% of attempted credits (attempted credits are the number of credits a student is registered for at the conclusion of the add/drop period). While withdrawal from courses with grades of W does not affect GPA, dropping below the 67% successful completion rate may adversely affect a student's financial aid eligibility. To learn more, please see "Satisfactory Academic Progress Standards" in the Financial Aid section of the Catalog.

Academic Probation: A student receives an email from the Instruction Committee and/or the Office of the Registrar if placed on Academic Probation. Being placed on Academic Probation may impact financial aid (refer to Financial Aid policy, which has requirements that are separate from those in Academics and that follow a separate timeline). Probation signifies that a student's academic progress is unsatisfactory. The following conditions apply for students who are on Academic Probation:

1. Students on Academic Probation may not participate as a member of a College committee or student government.
2. Students on Academic Probation may not compete as members of an athletic team or

travel with a College team to competitions. However, with permission of the Dean of Academic Engagement, they may practice with the team and/or participate in other team activities, such as team study halls, leadership meetings, and general team meetings.

Academic Suspension: Suspended students may apply for readmission after one semester. In order to be considered for readmission a student needs to provide a transcript from a community or 4-year college demonstrating that the student has earned a grade of C- or higher in a minimum of six credits.

GPA Recovery Plan for Students Readmitted Following Academic Suspension:

For some students who are readmitted following academic suspension, their cumulative GPA is low enough that achieving the required GPA in a one-semester time frame is not plausible. In these circumstances, the student will submit a GPA Recovery Plan to the Dean of Academic Engagement and will be evaluated over the course of a two-semester time frame per the plan. At the end of the first semester, they may continue at the College on academic probation when their GPA is below the College requirement yet does not meet the standard established in the GPA Recovery Plan. At the end of the second semester, they will be suspended if their GPA does not meet the College standard. The Recovery Plan is only available to students who have been readmitted following academic suspension.

Class Attendance

Class attendance is vital to student academic engagement and success. In general, students are expected to attend every scheduled meeting of a class, including laboratories and other required meetings or field trips. Any student who will be absent from a class must communicate with the instructor prior to the missed class (or, in unusual cases, within 24 hours of having missed the class). Students are responsible for knowing and completing what course material they missed during an absence. In most instances, instructors have the prerogative to set attendance policies for their individual classes and to determine when absences are “excused” or “unexcused” and under what circumstances tardiness counts as an absence. Students should consult their course syllabi to determine whether their instructors designate certain absences as “excused.” Even when absences are necessary and excused, there may be a threshold at which the student has not been present enough to earn course credit. Typically, “excused” absences include

- serious illness (student is too ill to attend any class, work, service, athletic, or social events that day)
- a family or household emergency
- unsafe travel conditions for off-campus students
- religious observance
- officially representing the College at an off-campus event, such as presenting at a conference, performing with a College music ensemble, or participating in a varsity sports competition

In fairness to other students, and in consultation with the instructor, the Associate Provost has the discretion to withdraw a student administratively from any course in which the student has failed to attend a sufficient number of class meetings. See “Administrative Withdrawal” policy for additional information.

Dean’s List

At the completion of fall and spring semesters, the College names students to the Dean's List. To achieve the distinction of being named to the Dean's List, in the awarded semester the student must be degree-seeking, have earned a minimum term GPA of 3.75, and have a full-time schedule that includes at least 12 credits exclusive of P/F credits.

Student Complaints and Appeals

Warren Wilson College is committed to supporting a campus climate that is respectful and supportive of all who work, live, study or participate in activities or events in the campus community. When disagreements arise, the College strongly encourages all members of the community to engage one another informally, in honest and constructive communication.

However, if, after informally seeking a solution to a problem, a student wishes to formally register a complaint or appeal a formal decision, they should follow the processes outlined below, unless otherwise noted in the Student Handbook www.warren-wilson.edu/student/handbook for the specific office with administrative oversight of the area (i.e., Residence Life, Title IX, Student Conduct, etc.). In the case of a hate/bias incident, students should *not* attempt an informal resolution.

All student complaints and appeals are routed to the appropriate responsible administrator, who will investigate the situation, seek an equitable solution, and report back to the student in a timely manner.

In general, the following steps make up the process for resolving a student complaint or appeal:

1. Student attempts informal resolution (except in cases of hate/bias)
2. Student submits written complaint
3. Complaint or appeal is routed to the appropriate administrator
4. Administrator contacts student to confirm complaint or appeal
5. Administrator conducts investigation and makes decision
6. Administrator contacts student to communicate decision and options

Formal Complaint

A formal complaint arises when students believe, based on established College policies and procedures, that they have been treated in an inconsistent or arbitrary manner by a College employee and informal methods of resolving the concern remain unaddressed or unsatisfactory. The formal complaint form is found here: www.warren-wilson.edu/student/complaints-and-appeals

Appeal a Decision

An appeal is a request for review of a College decision based solely on one or more of the following grounds:

1. New information that was not reasonably available at the time the original decision was made and that could materially affect the outcome; or
2. Evidence that the decision was arbitrary, capricious, or inconsistent with established College policy.

Dissatisfaction with a decision, disagreement with the outcome, or repetition of previously submitted information are not grounds for appeal.

Appeals that do not state a valid ground for appeal may be denied without further review. All appeals must be submitted in writing within 10 business days of the original decision and must clearly identify the specific grounds for appeal, a brief written explanation, and/or supporting documentation.

An appeal will be reviewed by the appropriate office, committee, or administrator, whose decision shall be final. No further appeals or reconsideration requests will be accepted absent a legal requirement to do so.

However, if, after informally seeking a solution to a problem, a student wishes to formally register a complaint or appeal a formal decision, they should follow the processes outlined below, unless otherwise noted in the Student Handbook www.warren-wilson.edu/student/handbook for the specific office with

administrative oversight of the area where the complaint/appeal originated (i.e., Residence Life, Title IX, Student Conduct, etc.). In the case of a hate/bias incident, students should *not* attempt an informal resolution.

Hate/Bias Incident

In the case of a complaint that relates to a hate/bias incident, students should not attempt an informal resolution. Warren Wilson College defines a hate or bias-motivated incident as any disruptive conduct (oral, written, graphic, or physical) that is against an individual, or individuals, because of their actual, or perceived race, color, national origin/ancestry, religion, sex, age, disability, sexual orientation, gender identity/expression, veteran and National Guard status, marital status, pregnancy, political affiliation, or arrest/conviction record. If you believe the incident involves criminal conduct, please call Public Safety at (828) 230-4592, in addition to completing the form. All Hate/Bias Incident Reports will be handled by the College's Title IX Coordinator.

Warren Wilson College adheres to all student grievance and public complaint policy requirements of the U.S. Department of Education and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Information about complaints against the College or against SACSCOC is available on the College website.

Formal Complaint form: https://warrenwilsoncollege.formstack.com/forms/complaint_form

For further information and links to relevant forms, please visit this webpage:

www.warren-wilson.edu/student/complaints-and-appeals

Student Responsibility

Students are responsible for knowing and following the policies and regulations stated in this catalog and for satisfying all degree requirements. Guidance should be obtained from an advisor, but final responsibility remains with the student.

Transfer Credit Post-Enrollment

Full-time Warren Wilson College students may enroll in courses at another college, typically during the summer term, and transfer back credits. However, they must first complete the form "Permission to Take a Course as a Visitor at Another Institution," available through the Office of the Registrar, and receive confirmation that the courses they are taking will be accepted. Related policies: [College Credit from Other Institutions](#) and [Residency Requirement](#).

Graduate Programs

Master of Fine Arts in Creative Writing

Director: Rita Banerjee, Ph.D.

CIP Code: 23.1302

Program Overview

The Warren Wilson College MFA Program for Writers Master of Fine Arts degree requires successful completion of four semesters of study and represents mastery in creative writing, contemporary letters, applied criticism, and the tradition of literature. The course of study toward the degree is carried out by alternating on-campus residency sessions and six-month semesters of independent study under close faculty supervision. The residencies, ten days in early January and July, are attended by all faculty and students. Readings, lectures, classes, team-taught workshops, meetings, conferences to plan the independent study, and the informal exchange of the residencies, foster a strong sense of community and give direction for the semester. The Semester Project, designed during residency, is supervised through consultation between student and faculty supervisor conducted roughly every three weeks. The individualized course of study (faculty-student ratio is 1:3) and thorough engagement of faculty, occurring within the context of one's ongoing adult life, make the Program useful to writers at all stages of their development. Complete details about the Program's history, design, and requirements for semester credit and for the MFA degree are available on the Program website: <https://warrenwilsonmfa.org/>

The Degree

Grades: No grades are assigned. Narrative assessment of all semesters and projects are included on transcripts.

Requirements:

A total of 60 graduate credits must be earned. Fifteen credits are granted for each semester successfully completed; no hours are awarded for incomplete work. The program does not accept transfer credits. All of the following criteria must be met for award of the degree:

1. Full participation in 5 residency periods
2. Successful completion of 4 semester projects with 4 different faculty supervisors, with a minimum accumulation of 60 graduate credit hours
3. Broad reading in literature and contemporary letters, as demonstrated by a bibliography of usually 50-80 entries
4. The completion of at least 36 annotations, brief craft-based essays written in response to the student's reading
5. A substantial 30-50 page analytical essay, typically completed in the third semester
6. A Thesis Manuscript of poetry, fiction, or creative nonfiction of high quality
7. Objective assessment of that manuscript by faculty and peers in Thesis Review
8. A graduate class taught to peers during a residency period
9. A public reading of the student's own work during residency

Program Details

Residency

Held bi-annually, the intensive and stimulating 10-day residency period serves as the principal component

of the Program and as the foundation of a supportive, committed community of writers. Each student attends the residency as the prerequisite to the non-resident semester's study. Lectures, classes, and seminars in literature and craft provide a broad curriculum covering a wide range of aesthetics and a strong background for the semester study projects; in the evening, poetry, fiction, and creative nonfiction readings are presented by faculty and graduating students. Students are paired with their faculty supervisors for the term early in the residency; students and supervisor meet at least three times to plan the upcoming semester project. The residency marks the beginning of the new semester for all students except for those about to graduate; during their final residency, graduating students serve on and are the subject of thesis interviews, teach a one-hour course to their peers, and present a public reading of their work.

Semester

During the six-month non-resident semester, the student submits a packet of work (i.e. new poetry, fiction, or creative nonfiction, revised pieces, brief craft essays written in response to his or her reading, and a substantive letter) to the faculty supervisor every three weeks. The faculty supervisor responds within three days with specific suggestions as well as general advice, criticism, and support. The six semester exchanges constitute an ongoing dialogue focused on each student's individual apprenticeship. During the non-resident semester, the student is expected to devote at least 25 hours a week to Program work; at least five packets must be successfully completed, substantial creative work, 12-15 annotations, and 15-20 books read in order for 15 credit hours to be granted. Thorough evaluations by both the faculty member and the student of the semester project become a part of the student's permanent record.

Admission

Although an undergraduate degree is normally a criterion for admission, the program does accept a small number of students without B.A. degrees or undergraduate concentrations in literature and writing; however, the application manuscripts in these cases must be exceptionally strong. Many students enter the Program having already completed graduate degrees; neither these degrees nor graduate credit toward a degree can earn the student acceleration through the Program and thereby reduce the minimum four semesters required for the Master of Fine Arts.

Students are admitted to the Program primarily on the basis of an original manuscript. The manuscript should indicate sufficient quality of work, level of commitment, and sophistication of skills to suggest the applicant is ready for graduate work in writing and literature.

The application should give evidence of strong preparation in literature, a background in the humanities, the ability to do independent study, and an applicant's readiness to receive and use criticism. Publication and workshop experience will be given consideration, but are not weighted heavily. Transcripts from all previous colleges or universities attended by the applicant are required. The program also requires two letters of recommendation from persons who are familiar with the student's writing and able to assess his or her capacity for independent study and congeniality in a close-knit community. Two very important elements of the application are the brief essays requested from each applicant, one in response to some recently read piece of literature, and the other offering an assessment of his/her own writing, reasons for wanting to enter the program, and a general sense of goals.

The MFA Writer-in-Residence Series

Once a semester, faculty members from the Master of Fine Arts Program in Creative Writing and/or other writers visit campus and are available to undergraduate students for discussions about writing. The Holden Visiting Writers give public readings, attend classes, and hold writing workshops to discuss student work. Recent MFA writers in residence have included Dean Bakopoulos, Rita Banerjee, Oliver Baez Bendorf, Gabrielle Calvocoressi, Carolyn Ferrell, Jennifer Grotz, Dana Levin, and Mecca Jamilah Sullivan.

Master of Science in Applied Climate Studies

Director: Keith McDade, Ph.D.

CIP Code: 30.3301

Warren Wilson College's MS in Applied Climate Studies (MACS) is designed to develop highly skilled community, NGO, governmental, and business leaders capable of planning, implementing, and managing effective, just, and equitable climate change mitigation and adaptation strategies. This 2-year, low-residency graduate program is organized around in-person summer residency intensives and online coursework with a focus on project-based, collaborative learning and research. All students engage in a core curriculum that provides an in-depth examination of the science and the impacts of climate change; an understanding of how climate data, society, policy, and governance influence decision making, and practical experience in leadership, management, and data science tools. Students complete two applied research projects working in collaborative teams alongside an NGO, business, community, academic, or governmental agency partner.

Learning outcomes include:

1. Develop scientific knowledge of climate change's causes and impacts, and the current range of viable mitigation and adaptation responses.
2. Understand how principles of justice, equity, and inclusion integrate into science- and policy-based strategies for climate change mitigation and adaptation.
3. Demonstrate an ability to use data science skills and apply climate data to mitigation and adaptation planning and communication.
4. Demonstrate competencies in teamwork, project management, and communication essential to effective climate leadership.

Requirements

Total number of required credits: Students must earn a minimum of 42 credits as listed below.

Year #1 (20 credits)

MCS 5010 Residency #1 Introduction to Applied Climate Studies (8cr)
 MCS 5110 The Science of Climate Systems (2cr)
 MCS 5120 Climate Change Mitigation, Resilience, and Adaptation (2cr)
 MCS 5510 Applied Research Project #1, Phase I (1cr)
 MCS 5610 Professional Skills Module #1- Foundations for Applied Climate Practice (1cr)
 MCS 5210 Climate Data Analysis, Management, and Visualization (2cr)
 MCS 5220 Climate Data: Geographic Information Systems (2cr)
 MCS 5520 Applied Research Project #1, Phase II (1cr)
 MCS 5620 Professional Skills Module #2 - Technical Tools for Climate and Environmental Action (1cr)

Year #2 (22 credits)

MCS 5020 Residency #2 Advanced Practice and Inquiry in Applied Climate Studies (8cr)
 MCS 5310 Climate Justice, Economics, and Policy (2cr)
 MCS 5320 Climate Action Planning (2cr)
 MCS 5530 Applied Research Project #2, Phase I (1cr)
 MCS 5630 Professional Skills Module #3 - Relational and Justice-Centered Climate Practice (1cr)
 MCS 5540 Applied Research Project #2, Phase II (1cr)
 MCS 5640 Professional Skills Module #4 - Career Integration and Professional Portfolio (1cr)
 MCS 5400 Organizational Climate Action Management and Leadership (2cr)
 MCS 5030 Residency #3 Leading Practice in Applied Climate Studies (4cr)

Undergraduate Departments and Programs of Study

CIP Codes are noted in parentheses

Biology and Chemistry Department

Faculty: Jill Arnold (staff), Liz Benavides, Mark Benavides (staff), Bianca Birkenstock, Laura Boggess, Kim Borges, Amy Boyd, Pat Ciccotto, Elizabeth Green, Alisa Hove, Lameace Hussain, Langdon Martin, Yuemei Zhang

Departmental Programs

Majors: Animal Science, B.A. (01.0901), Animal Science, B.S. (01.1399), Biochemistry, B.A. and B.S. (26.0202), Biology, B.A. and B.S. (26.0101), Conservation Biology, B.A. and B.S. (26.1307)

Minors: Biology, Chemistry

Pre-professional Programs: Pre-Health, Pre-Veterinary

Creative Arts Department

Faculty: Ben Blackmar (staff), Delicia Daniels, Jason DeCristofaro, Jonathan Durham, Matt Haugh (staff), Rachel Haley Himmelheber, Jennifer Kaplan, Kevin Kehrberg, Natalya Weinstein Miller, Kathryn Cellerini Moore, Bailey Pittenger, Charlotte Taylor, Melanie Wilder (staff), Madalyn Wofford (staff)

Departmental Programs

Majors: Art and Craft, B.A. (50.0702), Creative Writing, B.A. (23.1302), Music, B.A. (50.0901)

Minors: Appalachian Studies, Art and Craft, Creative Writing, Music

Entrepreneurship and Leadership Studies Department

Faculty: Priscilla Hunt, Jack Igelman, Kristen Keane, Wendy Seligmann, Justin Steffe, Jill Overholt, Mallory McDuff, Bruce Hills (staff)

Departmental Programs

Majors: Business, B.A. (52.0201), Outdoor Business, B.A. (31.0301), Outdoor Leadership, B.A. (31.0601)

Minors: Business, Outdoor Leadership

Environmental Studies and Data Science Department

Faculty: David Abernathy, Jill Arnold (staff), Liz Benavides, Liesl Erb, Eric Griffin, Amy Knisley, Nancy Matar, Renee Mazurek, Mallory McDuff, Christopher Potvin, Holly Rosson, Tony VanWinkle

Departmental Programs

Majors: Data Science, B.S. (30.7001), Environmental Science, B.S. (03.0104), Environmental Studies, B.A. (03.0103), Sustainable Agriculture & Food Studies, B.A. and B.S. (01.0308)

Minors: Data Science, Mathematics

Public Humanities Department

Faculty: Beck Banks, Cris Culton, Sally Fischer, Paula Garrett, Carol Howard, Michael Matin, Todd May, Jay Miller, Sarah Sgro, Kaela Thuney

Departmental Programs

Majors: English, B.A. (23.0101), Media and Communications, B.A. (09.0100), Public Humanities: Philosophy & History, B.A. (24.0103)

Minors: English, Public Humanities

Social and Cultural Studies Department

Faculty: David Abernathy, Christey Carwile, Ben Feinberg, Jeff Keith, Siti Kusujiarti, Scotti Norman, Susan Ortiz, Ella Siegrist

Departmental Programs

Majors: International & Social Justice Studies, B.A. (30.2001), Sociology and Anthropology, B.A. (45.1301)

Minors: Appalachian Studies, Sociology and Anthropology

Social Work, Expressive Arts Therapy, and Psychology Department

Faculty: Sarah Himmelheber, Lucy Lawrence, Megan Merrick, Jen Mozolic, Hannah Pearson, Bob Swoap

Departmental Programs

Majors: Expressive Arts Therapy, B.A. (51.23), Psychology, B.A. (42.0101), Social Work, B.A. (44.0701)

Minors: Expressive Arts Therapy, Neuroscience, Psychology

Undergraduate Majors

Animal Science, B.A. or B.S.

The mission of the Animal Science major is to equip students with the scientific knowledge and practical skills to manage and work with domestic animals. It provides a scientific foundation to domestic animal management and equips students with skills in scientific reasoning and the scientific method. This major empowers students to think critically and develop solutions to evolving problems and challenges in domestic animal management. Animal Science students pursuing a B.S. degree have the opportunity to focus their studies through a concentration in Veterinary Science, which incorporates many of the academic credits required for admission to schools and colleges of veterinary medicine.

As a result of engagement with the Animal Science major (B.A. or B.S.), students will:

1. Have a working and up-to-date knowledge of the scientific principles guiding domestic animal management;
2. Be prepared to succeed in any standard career or graduate program in the animal science field;
3. Develop the skill of critical evaluation of scientific information and the ability to relate scientific concepts to real-world problems; and
4. Be equipped with skills and knowledge to address current and developing problems in the fields of domestic animal production and animal sciences.

B.A. Requirements

Total number of required credits: Students must earn a minimum of 51 credit hours as listed below

Core Requirements (32 credits)

BIO 1160 General Biology (4cr)
 CHM 1160 General Chemistry I with Lab (4cr) (*1000/2000 level EL*)
 MAT 1411 Applied Statistics (4cr)
 BIO 2800 Techniques in Livestock Management (4cr)
 CHM 2170 General Chemistry II with Lab (4cr)
 CHM 2250 Organic Chemistry I & CHM 2251 Organic Chemistry I Laboratory (4cr)
 ENS 2160 Introduction to Animal Science (4cr) (*2000/3000 level CE*)
 BIO 3220 Genetics (4cr)

Elective Requirements (16 credits)

1. Nutrition

BIO 3550 Animal Nutrition (4cr)

2. Physiology

Select one of the following:

BIO 2110 Anatomy and Physiology I (4cr)
 BIO 3520 Livestock Reproductive Physiology (4cr)

3. General Electives

Select eight (8) credits from the following:

BIO 2120 Anatomy and Physiology II (4cr)
 BIO 2913 / ENS 2913 General Entomology (4cr)
 BIO 3480 Animal Behavior (4cr)
 BIO 4500 Microbiology (4cr)
 CHM 3201 Organic Chemistry II & CHM 3202 Organic Chemistry II Laboratory (4cr)
 CHM 4070 Biochemistry I with Lab (4cr)
 ECO 2030 Survey in Economics (4cr)

PHI 2300 Animal Rights (4cr)
 PHY 2510 Physics I (4cr)
 PHY 2520 Physics II (4cr)
 PSY 3100 Biopsychology (4cr)
 PSY 3240 Sensation, Perception, & Cognition (4cr)

Internship Requirement and Capstone Sequence (3 credits)

BIO 2700 Internship Preparation in the Life Sciences (1cr)
 CDC 4840 Internship Reflection Seminar (2cr)

B.S. Requirements - No Concentration

Total number of required credits: Students must earn a minimum of 58 credit hours as listed below

Core Requirements (32 credits)

BIO 1160 General Biology (4cr)
 CHM 1160 General Chemistry I with Lab (4cr) *(1000/2000 level EL)*
 MAT 1411 Applied Statistics (4cr)
 BIO 2800 Techniques in Livestock Management (4cr)
 CHM 2170 General Chemistry II with Lab (4cr)
 CHM 2250 Organic Chemistry I & CHM 2251 Organic Chemistry I Laboratory (4cr)
 ENS 2160 Introduction to Animal Science (4cr) *(2000/3000 level CE)*
 BIO 3220 Genetics (4cr)

Elective Requirements (16 credits)

1. Nutrition

BIO 3550 Animal Nutrition (4cr)

2. Physiology

Select one of the following:

BIO 2110 Anatomy and Physiology I (4cr)
 BIO 3520 Livestock Reproductive Physiology (4cr)

3. General Electives

Select eight (8) credits from the following:

BIO 2120 Anatomy and Physiology II (4cr)
 BIO 2913 / ENS 2913 General Entomology (4cr)
 BIO 3480 Animal Behavior (4cr)
 BIO 4500 Microbiology (4cr)
 CHM 3201 Organic Chemistry II & CHM 3202 Organic Chemistry II Laboratory (4cr)
 CHM 4070 Biochemistry I with Lab (4cr)
 ECO 2030 Survey in Economics (4cr)
 PHI 2300 Animal Rights (4cr)
 PHY 2510 Physics I (4cr)
 PHY 2520 Physics II (4cr)
 PSY 3100 Biopsychology (4cr)
 PSY 3240 Sensation, Perception, & Cognition (4cr)

Internship Requirement and Capstone Sequence (10 credits)

CDC 4840 Internship Reflection Seminar (2cr)
 SCI 3900 Capstone Research Design (4cr)
 SCI 4880 Natural Science Capstone Research (1cr)
 SCI 4890 Advanced Natural Science Capstone Research (1cr)
 SCI 4930 Capstone Thesis Preparation and Presentation (2cr)

B.S. Requirements - Veterinary Science Concentration

Total number of required credits: Students must earn a minimum of 60 credit hours as listed below

Core Requirements (40 credits)

BIO 1160 General Biology (4cr)
 CHM 1160 General Chemistry I with Lab (4cr) *(1000/2000 level EL)*
 MAT 1411 Applied Statistics (4cr)
 BIO 2800 Techniques in Livestock Management (4cr)
 CHM 2170 General Chemistry II with Lab (4cr)
 CHM 2250 Organic Chemistry I & CHM 2251 Organic Chemistry I Laboratory (4cr)
 ENS 2160 Introduction to Animal Science (4cr) *(2000/3000 level CE)*
 MAT 2410 Calculus I (4cr)
 PHY 2510 Physics I (4cr)
 BIO 3220 Genetics (4cr)

Elective Requirements (10 credits)**1. Nutrition**

BIO 3550 Animal Nutrition (4cr)

2. Physiology

Select one of the following:

BIO 2110 Anatomy and Physiology I (4cr)
 BIO 3520 Livestock Reproductive Physiology (4cr)

3. General Electives

Select four (4) credits from the following:

BIO 2120 Anatomy and Physiology II (4cr)
 BIO 2913 / ENS 2913 General Entomology (4cr)
 BIO 3480 Animal Behavior (4cr)
 BIO 4500 Microbiology (4cr)
 CHM 3201 Organic Chemistry II & CHM 3202 Organic Chemistry II Laboratory (4cr)
 CHM 4070 Biochemistry I with Lab (4cr)
 ECO 2030 Survey in Economics (4cr)
 PHI 2300 Animal Rights (4cr)
 PHY 2520 Physics II (4cr)
 PSY 3100 Biopsychology (4cr)
 PSY 3240 Sensation, Perception, & Cognition (4cr)

Internship Requirement and Capstone Sequence (10 credits)

SCI 3900 Capstone Research Design (4cr)
 CDC 4840 Internship Reflection Seminar (2cr)
 SCI 4880 Natural Science Capstone Research (1cr)
 SCI 4890 Advanced Natural Science Capstone Research (1cr)
 SCI 4930 Capstone Thesis Preparation and Presentation (2cr)

B.S. Honors

Graduation in Animal Science with Honors is possible for qualified students pursuing a B.S. degree.

Requirements:

Students whose major or concentration requires Natural Science Undergraduate Research Sequence (NSURS) earn Honors by completing the requirements of the Honors Program in Animal Science. To meet the requirements, a student must:

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Pursue a research project involving original laboratory or field work or an original analysis, synthesis, and evaluation of the peer-reviewed scholarly literature.
3. Engage in any of the following activities: (a) submit a research proposal for internal funding (e.g., WWC Pugh/Sutherland/Haney grant), or other source for funding for the research or for presenting research at a conference. In lieu of applying for grant funding, the student may apply for a National Science Foundation Research Experience for Undergraduates (NSF REU) or equivalent summer research experience. OR (b) present and defend the research report in a professional forum in addition to the Natural Science Undergraduate Research Sequence, OR (c) submit a manuscript for publication in a peer-reviewed journal.
4. Present the completed project (including a formal written research report in a form suitable for publication) as part of SCI 4930 Capstone Thesis Preparation and Presentation and earn a course grade of A- (90%) or better.
5. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the Biology and Chemistry faculty.

Art and Craft, B.A.

A major in Art and Craft prepares students to pursue careers as artists, artisans, creative professionals, or further study in a graduate program. This major is intended for students who are interested in making dedicated commitments to the visual arts and material studies within a liberal arts context. Students discover and develop creative potential through experiential, interdisciplinary practices while honing their ability to creatively problem solve and center making as a practice of building community.

The major in Art & Craft provides a basic foundation in the visual and material arts that allows each student to:

1. Discover and develop their own creative potential and direction;
2. Come to a greater understanding of how art can contribute to more just, sustainable, and equitable communities;
3. Develop creative problem-solving skills, both technical and conceptual, to produce a body of work that contributes meaningfully to contemporary issues and culture.

Requirements

Students interested in declaring the Art & Craft major are recommended to first complete all foundational level coursework listed under “Core Requirements.” In order to fulfill the major requirements, these foundational courses must be passed with a grade of C- or higher, and the student must earn a cumulative 2.0 GPA within the major.

Total number of required credits: Students must earn a minimum of 54 credit hours as listed below

Core Requirements (8 credits)

- ART 1160 Drawing I (4cr)
- ART 2470 Modern and Contemporary Art (4cr)

Design Requirement (4 credits)

Select one of the following:

- ART 1030 Painting I (4cr) (1000/2000 level EL Course)
- ART 1040 Introduction to Handbuilding (4cr) (1000/2000 level EL Course)
- ART 1060 Introduction to Ceramics (4cr) (1000/2000 level EL Course)
- ART 1090 Darkroom Photography (4cr) (1000/2000 level EL Course)
- ART 1105 Fire & Form: The Craft of the Smith (4cr) (1000/2000 level EL Course)
- ART 1110 2D Design (2cr) and ART 1120 3D Design (2cr) (1000/2000 level EL Course)
- ART 1130 Introduction to Sculpture (4cr) (1000/2000 level EL Course)
- ART 1790 Alternative Processes (4cr) (1000/2000 level EL Course)
- ART 1810 Introduction to Fibers (4cr) (1000/2000 level EL Course)
- ART 1911 Introduction to Animation (4cr) (1000/2000 level EL Course)

Elective Requirements (32 credits)

1. Art History/Studies Course

Select one of the following:

- ANT 2908 Archeology in Popular Culture (4cr)
- ART 1470 Introduction to Art History (4cr)
- ART 2245 Black Mountain College Art History (4cr)
- ART 2345 Radical Film Studies (4cr)
- ART 2350 Craft Histories: Cultures of Skill, Labor, & Material (4cr)
- COM 1410 Media and Society (4cr)
- ENG 1070 Introduction to Film Studies (4cr)
- PHI 2500 Philosophy and Art at Black Mountain College (4cr)
- PHI 2510 Philosophy of Art (4cr)

2. **Community-Engaged Course**

Select one of the following:

- ART 2280 Take Back the Screen: Queer Youth-Led Social Change & Film (4cr)
- MUS 2320 Appalachian Music Soundscapes (4cr)
- WRI 2010 Reading Genre and Form (4cr)
- WRI 2080 Reading Contemporary Writers (4cr)
- Or any other Community-Engaged Designated Course listed in ART/MUS/WRI
- With prior approval of the Art Major Coordinator: other relevant 2000-3000 level

3. **Studio Art Courses**

Select sixteen (16) credits from the following:

Ceramics

- ART 1040 Introduction to Handbuilding (4cr)
- ART 1060 Introduction to Ceramics (4cr)
- ART 2000 Ceramics II (4cr)
- ART 3000 Ceramics III (4cr)
- ART 4000 Ceramics IV (4cr)

Material Studies

- ART 1103 Introduction to Craft and Material Studies (4cr)
- ART 1130 Introduction to Sculpture (4cr)
- ART 1140 Figurative Sculpture (4cr)
- ART 1800 Woodturning: Tools, Skills, and Mindfulness (2cr)
- ART 1810 Introduction to Fibers (4cr)
- ART 2131 Sculpture II (4cr)
- ART 2370 Furniture Design (4cr)
- ART 2700 Mold Making and Casting (4cr)
- ART 2710 Metal Sculpture (4cr)
- ART 2750 Ferrous Jewelry: Matter in Motion (4cr)
- ART 2907 Hand Tool Woodworking Concepts (4cr)
- ART 2908 Explorations in Weaving (4cr)
- ART 2909 Hammer & Anvil, Flame & Matter (4cr)
- ART 2913 Storytelling Through Cloth (4cr)
- ART 3131 Sculpture III (4cr)
- ART 4132 Sculpture IV (4cr)

Media Arts

- ART 1090 Darkroom Photography (4cr)
- ART 1790 Alternative Processes (4cr)
- ART 1911 Introduction to Animation (4cr)
- ART 2261 Darkroom Practices (2cr)
- ART 2265 Remix, Reuse, Recycle Media (4cr)
- ART 2268 Animation Methods (2cr)
- ART 2275 Experimental Video (4cr)
- ART 2280 Take Back the Screen: Queer Youth-Led Social Change & Film (4cr)
- ART 2285 Experimental Documentary (4cr)
- ART 2305 Sound Design (2cr)
- ART 2315 16mm Filmmaking (4cr)
- ART 2345 Radical Film Studies (4cr)
- ART 3250 Darkroom Cinematography (4cr)
- ART 3280 Animated Documentary (4cr)
- ART 3600 Film Genre & ENG 3600 Film Genre (6cr)
- ART 3952 Expanded Cinema and Installation (4cr)
- COM 1410 Media and Society (4cr)
- COM 2200 Media Production (4cr)
- COM 2600 Podcasting (4cr)

Painting/Drawing

ART 1030 Painting I (4cr)
 ART 1610 Watercolor (4cr)
 ART 2030 Painting II (4cr)
 ART 2160 Drawing II (4cr)
 ART 2450 Life Drawing (4cr)
 ART 2600 Service Learning Mural Painting (4cr)
 ART 3030 Painting III (4cr)
 ART 3160 Drawing III (4cr)
 ART 3460 Painting and Drawing the Figure (4cr)
 ART 4030 Painting IV (4cr)
 ART 4160 Drawing IV (4cr)

Printmaking

ART 1041 Introduction to Printmaking (4cr)
 ART 1050 Bookforms (2cr)
 ART 1071 Letterpress and the Printed Book (4cr)
 ART 1080 Papermaking (2cr)
 ART 2040 Printmaking II (4cr)

Creative Arts

WRI 1155 Art in Community (4cr)
 WRI 3300 Play and Practice for the Artist (4cr)

4. Upper-Level Studio Art Courses

Select eight (8) credits from the following; these courses may also satisfy Studio Art Courses

ART 3000 Ceramics III (4cr)
 ART 3030 Painting III (4cr)
 ART 3131 Sculpture III (4cr)
 ART 3160 Drawing III (4cr)
 ART 3250 Darkroom Cinematography (4cr)
 ART 3280 Animated Documentary (4cr)
 ART 3600 Film Genre & ENG 3600 Film Genre (6cr)
 ART 3952 Expanded Cinema and Installation (4cr)
 ART 4000 Ceramics IV (4cr)
 ART 4030 Painting IV (4cr)
 ART 4132 Sculpture IV (4cr)
 ART 4160 Drawing IV (4cr)
 WRI 3300 Play and Practice for the Artist (4cr)

Internship Requirement (2 credits)

CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (8 credits)

ART 4120 Senior Project I (4cr)
 ART 4130 Senior Project II: Studio Art (4cr)

Biochemistry, B.A. or B.S.

The Biochemistry major (B.A. or B.S.) prepares graduates to be professional scientists who emphasize critical thinking, teamwork, and problem-solving while applying their solid knowledge base and skill set in the chemical and biological sciences. This major incorporates academic requirements for admission to medical schools, veterinary schools, and graduate schools, as well as strong preparation for a career in applied chemistry. Graduates are ready to enter the workforce in fields that incorporate a high level of chemistry know-how, including fields related to biotechnology, chemical technology, and green energy.

Graduates with a Biochemistry major (B.A. or B.S.) will be able to:

1. Design and conduct a research project;
2. Communicate about the broad field of biochemistry to a professional audience;
3. Engage in safe and efficacious laboratory practices;
4. Make a commitment to environmentally friendly applications of chemistry;
5. Use chemistry and biochemistry toward building a just, equitable, and sustainable world in local and global communities.

B.A. Requirements

Total number of required credits: Students must earn a minimum of 55 credit hours as listed below

Core Requirements (44 credits)

BIO 1160 General Biology (4cr)
 CHM 1160 General Chemistry I with Lab (4cr) (1000/2000 level EL)
 CHM 2170 General Chemistry II with Lab (4cr)
 CHM 2250 Organic Chemistry I & CHM 2251 Organic Chemistry I Laboratory (4cr)
 MAT 2410 Calculus I (4cr)
 PHY 2510 Physics I (4cr)
 BIO 3220 Genetics (4cr)
 CHM 3210 Instrumental Methods (4cr) (2000/3000 level CE)
 CHM 3331 Physical Chemistry with Lab (4cr)
 CHM 4070 Biochemistry I with Lab (4cr)
 CHM 4080 Biochemistry II with Lab (4cr)

Elective Requirements (8 credits)

Select eight (8) credits from the following:

BIO 2080 Cell Biology (4cr)
 CHM 3201 Organic Chemistry II & CHM 3202 Organic Chemistry II Laboratory (4cr)
 PHY 2520 Physics II (4cr)
 One MAT 2000-4000 level course not listed above
 Any CHM 2000-4000 level Topics in Chemistry course

Internship Requirement and Capstone Sequence (3 credits)

BIO 2700 Internship Preparation in the Life Sciences (1cr)
 CDC 4840 Internship Reflection Seminar (2cr)

B.S. Requirements

Total number of required credits: Students must earn a minimum of 62 credit hours as listed below

Core Requirements (44 credits)

BIO 1160 General Biology (4cr)
 CHM 1160 General Chemistry I with Lab (4cr) (1000/2000 level EL)
 CHM 2170 General Chemistry II with Lab (4cr)
 CHM 2250 Organic Chemistry I & CHM 2251 Organic Chemistry I Laboratory (4cr)

MAT 2410 Calculus I (4cr)
 PHY 2510 Physics I (4cr)
 BIO 3220 Genetics (4cr)
 CHM 3210 Instrumental Methods (4cr) (2000/3000 level CE)
 CHM 3331 Physical Chemistry with Lab (4cr)
 CHM 4070 Biochemistry I with Lab (4cr)
 CHM 4080 Biochemistry II with Lab (4cr)

Elective Requirements (8 credits)

Select eight (8) credits from the following:

BIO 2080 Cell Biology (4cr)
 CHM 3201 Organic Chemistry II & CHM 3202 Organic Chemistry II Laboratory (4cr)
 PHY 2520 Physics II (4cr)
 Any CHM 2000-4000 level Topics in Chemistry course
 One MAT 2000-4000 level course not listed above

Internship Requirement and Capstone Sequence (10 credits)

CDC 4840 Internship Reflection Seminar (2cr)
 SCI 3900 Capstone Research Design (4cr)
 SCI 4880 Natural Science Capstone Research (1cr)
 SCI 4890 Advanced Natural Science Capstone Research (1cr)
 SCI 4930 Capstone Thesis Preparation and Presentation (2cr)

B.S. Honors

Graduation in Biochemistry with Honors is possible for qualified students pursuing a B.S. degree.

Requirements:

Students whose major or concentration requires Natural Science Undergraduate Research Sequence (NSURS) earn Honors by completing all of the following requirements:

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Pursue a research project involving original laboratory or field work or an original analysis, synthesis, and evaluation of the peer-reviewed scholarly literature.
3. Engage in at least one of the following activities: (a) submit a research proposal for internal funding (e.g., WWC Pugh/Sutherland/Haney grant), or other source for funding for the research or for presenting research at a conference. In lieu of applying for grant funding, the student may apply for a National Science Foundation Research Experience for Undergraduates (NSF REU) or equivalent summer research experience. OR (b) present and defend the research report in a professional forum in addition to the Natural Science Undergraduate Research Sequence, OR (c) submit a manuscript for publication in a peer-reviewed journal.
4. Present the completed project (including a formal written research report in a form suitable for publication) as part of SCI 4930 Capstone Thesis Preparation and Presentation and earn a course grade of A- (90%) or better.
5. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the Biology and Chemistry faculty.

Biology, B.A. or B.S.

The mission of the Biology major is to ensure that students understand how a scientific approach to the natural world leads to both insight and an altered perception of the breadth and depth of life on our planet. This is done through reinforcing in students the knowledge, skills, and habits of thought that characterize the biologically trained mind.

As a result of engagement with the Biology major (B.A. or B.S.), students will:

1. Have a working and up-to-date knowledge of the fundamental concepts of biology;
2. Be prepared to succeed in any standard graduate program or career in a biology-related field;
3. Develop the skill of critical evaluation of scientific information and the ability to relate scientific concepts to real-world problems;
4. Develop an appreciation of and respect for biodiversity and natural systems.

B.A. Requirements

Total number of required credits: Students must earn a minimum of 53 credit hours as listed below

Core Requirements (34 credits)

BIO 1160 General Biology (4cr)
 CHM 1160 General Chemistry I with Lab (4cr) (1000/2000 level EL)
 BIO 2020 Ecology (4cr)
 CHM 2170 General Chemistry II with Lab (4cr) (1000/2000 level EL)
 CHM 2250 Organic Chemistry I & CHM 2251 Organic Chemistry I Laboratory (4cr)
 MAT 2410 Calculus I (4cr)
 PHY 2510 Physics I (4cr)
 BIO 3220 Genetics (4cr)

Elective Requirements (16 credits)

1. Cell and Subcellular Biology

Select one of the following:

BIO 2080 Cell Biology (4cr)
 BIO 2100 The Art of Microbiology (4cr)
 BIO 4500 Microbiology (4cr)
 CHM 4070 Biochemistry I with Lab (4cr)

2. Botany

Select one of the following:

BIO 2500 General Botany (4cr)
 BIO 3351 / ENS 3351 Forest Biology (4cr)
 BIO 3400 Plant Ecology (4cr)
 BIO 4400 Plant Taxonomy (4cr)

3. Zoology

Select one of the following:

BIO 2040 Mammalogy (4cr)
 BIO 2110 Anatomy and Physiology I (4cr)
 BIO 2120 Anatomy and Physiology II (4cr)
 BIO 2340 General Zoology (4cr)
 BIO 2913 / ENS 2913 General Entomology (4cr)
 BIO 3170 Freshwater Invertebrate Zoology (4cr)
 BIO 3180 Ornithology (4cr)
 BIO 3190 Biology of Fishes (4cr)
 BIO 3480 Animal Behavior (4cr)
 BIO 3490 Herpetology (4cr)
 ENS 2160 Introduction to Animal Science (4cr)

4. General Electives

Select four (4) credits from the following:

- BIO 2040 Mammalogy (4cr)*
- BIO 2080 Cell Biology (4cr)*
- BIO 2100 The Art of Microbiology (4cr)*
- BIO 2110 Anatomy and Physiology I (4cr)*
- BIO 2120 Anatomy and Physiology II (4cr)*
- BIO 2290 Field Mycology (2cr)
- BIO 2340 General Zoology (4cr)*
- BIO 2500 General Botany (4cr)*
- BIO 2913 / ENS 2913 General Entomology (4cr)*
- BIO 2980 Topics in Biology (2cr)
- BIO 2989 Topics in Biology (4cr)
- BIO 3020 / ENS 3020 Aquatic Ecology and Water Pollution (4cr)
- BIO 3100 Conservation Biology (4cr)
- BIO 3170 Freshwater Invertebrate Zoology (4cr)*
- BIO 3180 Ornithology (4cr)*
- BIO 3190 Biology of Fishes (4cr)*
- BIO 3351 / ENS 3351 Forest Biology (4cr)*
- BIO 3400 Plant Ecology (4cr)*
- BIO 3480 Animal Behavior (4cr)*
- BIO 3750 Topics in Biology (2cr)
- BIO 3760 Topics in Biology (4cr)
- BIO 4020 Evolutionary Biology (4cr)
- BIO 4400 Plant Taxonomy (4cr)*
- BIO 4500 Microbiology (4cr)*
- CHM 4070 Biochemistry I with Lab (4cr)*
- CHM 4080 Biochemistry II with Lab (4cr)
- ENS 2160 Introduction to Animal Science (4cr)*
- PSY 3100 Biopsychology (4cr)
- PSY 3240 Sensation, Perception, & Cognition (4cr)

*=Course can only be used to satisfy this requirement if not already used to fulfill another category of Elective Requirement above.

5. Upper-Level Elective

Of the Elective Requirements above, students must complete at least ten (10) credits at the 3000 or 4000 level.

Internship Requirement and Capstone Sequence (3 credits)

- BIO 2700 Internship Preparation in the Life Sciences (1cr)
- CDC 4840 Internship Reflection Seminar (2cr)

Community Engaged Course Requirement

Select four (4) credits from the following:

- BIO 3100 Conservation Biology (4cr)
- CHM 3210 Instrumental Methods (4cr)

B.S. Requirements

Total number of required credits: Students must earn a minimum of 60 credit hours as listed below

Core Requirements (34 credits)

- BIO 1160 General Biology (4cr)
- CHM 1160 General Chemistry I with Lab (4cr) (1000/2000 level EL)
- BIO 2020 Ecology (4cr)

CHM 2170 General Chemistry II with Lab (4cr) (1000/2000 level EL)
 CHM 2250 Organic Chemistry I & CHM 2251 Organic Chemistry I Laboratory (4cr)
 MAT 2410 Calculus I (4cr)
 PHY 2510 Physics I (4cr)
 BIO 3220 Genetics (4cr)

Elective Requirements (16 credits)

1. Cell and Subcellular Biology

Select one of the following:

BIO 2080 Cell Biology (4cr)
 BIO 2100 The Art of Microbiology (4cr)
 BIO 4500 Microbiology (4cr)
 CHM 4070 Biochemistry I with Lab (4cr)

2. Botany

Select one of the following:

BIO 2500 General Botany (4cr)
 BIO 3315 / ENS 3351 Forest Biology (4cr)
 BIO 3400 Plant Ecology (4cr)
 BIO 4400 Plant Taxonomy (4cr)

3. Zoology

Select one of the following:

BIO 2040 Mammalogy (4cr)
 BIO 2110 Anatomy and Physiology I (4cr)
 BIO 2120 Anatomy and Physiology II (4cr)
 BIO 2340 General Zoology (4cr)
 BIO 2913 / ENS 2913 General Entomology (4cr)
 BIO 3170 Freshwater Invertebrate Zoology (4cr)
 BIO 3180 Ornithology (4cr)
 BIO 3190 Biology of Fishes (4cr)
 BIO 3480 Animal Behavior (4cr)
 BIO 3490 Herpetology (4cr)
 ENS 2160 Introduction to Animal Science (4cr)

4. General Electives

Select four (4) credits from the following:

BIO 2040 Mammalogy (4cr)*
 BIO 2080 Cell Biology (4cr)*
 BIO 2100 The Art of Microbiology (4cr)*
 BIO 2110 Anatomy and Physiology I (4cr)*
 BIO 2120 Anatomy and Physiology II (4cr)*
 BIO 2290 Field Mycology (2cr)
 BIO 2340 General Zoology (4cr)*
 BIO 2500 General Botany (4cr)*
 BIO 2913 / ENS 2913 General Entomology (4cr)*
 BIO 2980 Topics in Biology (2cr)
 BIO 2989 Topics in Biology (4cr)
 BIO 3020 / ENS 3020 Aquatic Ecology and Water Pollution (4cr)
 BIO 3100 Conservation Biology (4cr)
 BIO 3170 Freshwater Invertebrate Zoology (4cr)*
 BIO 3180 Ornithology (4cr)*
 BIO 3190 Biology of Fishes (4cr)*
 BIO 3351 / ENS 3351 Forest Biology (4cr)*
 BIO 3400 Plant Ecology (4cr)*
 BIO 3480 Animal Behavior (4cr)*
 BIO 3750 Topics in Biology (2cr)

BIO 3760 Topics in Biology (4cr)
 BIO 4020 Evolutionary Biology (4cr)
 BIO 4400 Plant Taxonomy (4cr)*
 BIO 4500 Microbiology (4cr)*
 CHM 4070 Biochemistry I with Lab (4cr)*
 CHM 4080 Biochemistry II with Lab (4cr)
 ENS 2160 Introduction to Animal Science (4cr)*
 PSY 3100 Biopsychology (4cr)
 PSY 3240 Sensation, Perception, & Cognition (4cr)

*=Course can only be used to satisfy this requirement if not already used to fulfill another category of Elective Requirement above.

5. **Upper-Level Elective**

Of the Elective Requirements above, students must complete at least four (4) credits at the 3000 or 4000 level.

Internship Requirement and Capstone Sequence (10 credits)

CDC 4840 Internship Reflection Seminar (2cr)
 SCI 3900 Capstone Research Design (4cr)
 SCI 4880 Natural Science Capstone Research (1cr)
 SCI 4890 Advanced Natural Science Capstone Research (1cr)
 SCI 4930 Capstone Thesis Preparation and Presentation (2cr)

Community Engaged Course Requirement

Select four (4) credits from the following:

BIO 3100 Conservation Biology (4cr)
 CHM 3210 Instrumental Methods (4cr)

B.S. Honors

Graduation in Biology with Honors is possible for qualified students pursuing a B.S. degree.

Requirements:

Students whose major or concentration requires Natural Science Undergraduate Research Sequence (NSURS) earn Honors by completing the requirements of the Honors Program in Biology. To meet the requirements, a student must:

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Pursue a research project involving original laboratory or field work or an original analysis, synthesis, and evaluation of the peer-reviewed scholarly literature.
3. Engage in any of the following activities: (a) submit a research proposal for internal funding (e.g., WWC Pugh/Sutherland/Haney grant), or other source for funding for the research or for presenting research at a conference. In lieu of applying for grant funding, the student may apply for a National Science Foundation Research Experience for Undergraduates (NSF REU) or equivalent summer research experience. OR (b) present and defend the research report in a professional forum in addition to the Natural Science Undergraduate Research Sequence, OR (c) submit a manuscript for publication in a peer-reviewed journal.
4. Present the completed project (including a formal written research report in a form suitable for publication) as part of SCI 4930 Capstone Thesis Preparation and Presentation and earn a course grade of A- (90%) or better.
5. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the Biology and Chemistry faculty.

Business, B.A.

The Business major provides students with a course of study, rooted in the College's mission, that helps them understand and apply the theories and practice of management and entrepreneurship. Warren Wilson's values of social justice and sustainability are integrated throughout the curriculum. Through a combination of coursework and applied learning, students are prepared to work effectively as leaders and professionals contributing to a complex and changing world.

Graduates will:

1. Develop necessary financial, operational, and management skills;
2. Demonstrate the ability to lead by using team-building skills and facilitating collaborative behaviors in the accomplishment of group goals and objectives;
3. Develop an understanding of how sustainability, social justice, and social responsibility inform practices in organizations;
4. Identify and analyze organizational problems and opportunities and formulate recommendations for courses of action.

Students gain a foundation of historical knowledge and current theories, quantitative and logical skills, and ethical practice that enables them to pursue a variety of professional and academic fields and/or further graduate study, including the MBA. Business can be combined with other majors and minors (e.g., Art, Biology, Outdoor Leadership, Social Work, or Writing) to address specific combinations of interests and applications.

Requirements

Total number of required credits: Students must earn a minimum of 52 credit hours as listed below

Core Requirements (30 credits)

- BUS 1200 Personal Finance (2cr)
- MAT 1411 Applied Statistics (4cr)
- BUS 2111 Principles and Practices of Contemporary Management (4cr) *(1000/2000 level EL)*
- BUS 2200 Sustainable Business Practices (4cr) *(2000/3000 level CE)*
- BUS 2500 Accounting I (4cr)
- ECO 2030 Survey in Economics (4cr)
- BUS 3042 Organizational Finance (4cr)
- BUS 3205 Strategic Marketing (4cr)

Elective Requirements (12 credits)

Must complete a minimum of 12 credits of 3000-level electives, 4 of which must be in Business or Economics. In consultation with their advisor, students may select the remaining 8 credits from Business, Economics, or other fields that fulfill one or more of the following criteria:

- Quantitative and computing skills
- Managing people and creating incentives
- Functioning of institutions, systems, organizations, and culture
- Ethics, sustainability, and social justice

Internship Requirement (4 credits)

- BUS 3500 Internship Preparation (2cr)
- CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (6 credits)

- BUS 4100 Pre-Capstone: Consulting Readiness (2cr)
- BUS 4500 Applied Business and Consulting Capstone (4cr)

Conservation Biology, B.A. or B.S.

The mission of the Conservation Biology major is to develop leaders who have the capacity to understand, investigate, and remediate the ongoing and future loss of biodiversity. This is done through an interdisciplinary curriculum that builds foundational knowledge, applies that knowledge to conservation problems, and develops students' conservation ethic.

As a result of engagement with the major, Conservation Biology (B.A. or B.S.) students will:

1. Have a working and up-to-date knowledge of the fundamental concepts of biodiversity conservation;
2. Be prepared to succeed in careers in a conservation-related field and in standard graduate degree programs;
3. Be prepared to critically evaluate scientific information and apply scientific concepts to real-world conservation problems;
4. Deepen an appreciation of and respect for biodiversity and natural systems;
5. Be prepared to solve current and yet unforeseen conservation problems by developing their critical thinking, analytical, and interdisciplinary skills.

B.A. Requirements

Total number of required credits: Students must earn a minimum of 59 credit hours as listed below

Core Requirements (40 credits)

BIO 1080 Introduction to Conservation Biology (4cr)
 BIO 1160 General Biology (4cr)
 CHM 1160 General Chemistry I with Lab (4cr) *(1000/2000 level EL)*
 BIO 2020 Ecology (4cr)
 CHM 2170 General Chemistry II with Lab (4cr)
 GBL 2250 Introduction to Geographic Information Systems (4cr)
 BIO 3100 Conservation Biology (4cr) *(2000/3000 level CE)*
 BIO 3220 Genetics (4cr)
 BIO 4020 Evolutionary Biology (4cr)
 BIO 4721 Topics in Conservation Biology (2cr) *(Must take a total of 4cr)*

Elective Requirements (16 credits)

1. Mathematics

Select one of the following:

MAT 1411 Applied Statistics (4cr)
 MAT 2410 Calculus I (4cr)

2. Human Dimensions of Conservation

Select one of the following:

ANT 2907 Space, Place, and Landscape (4cr)
 GBL 1170 Introduction to Global Studies (4cr)
 PHI 2520 Environmental Ethics (4cr)
 SOC 1000 Introduction to Sociology (4cr)
 SOC 2710 Environmental Sociology (4cr)
 SOC 3120 Sociology of Disaster and Climate Change (4cr)
 SOC 3250 Gender, Development, and the Environment (4cr)

3. Botany Course

Select four (4) credits of any botany course at the 2000-4000 level

BIO 2500 General Botany (4cr)
 BIO 3351 / ENS 3351 Forest Biology (4cr)
 BIO 3400 Plant Ecology (4cr)
 BIO 4400 Plant Taxonomy (4cr)

4. Zoology Course

Select four (4) credits of any zoology course at the 2000-4000 level

- BIO 2040 Mammalogy (4cr)
- BIO 2340 General Zoology (4cr)
- BIO 2913 / ENS 2913 General Entomology (4cr)
- BIO 3170 Freshwater Invertebrate Zoology (4cr)
- BIO 3180 Ornithology (4cr)
- BIO 3190 Biology of Fishes (4cr)
- BIO 3480 Animal Behavior (4cr)
- BIO 3490 Herpetology (4cr)

Internship Requirement and Capstone Sequence (3 credits)

- BIO 2700 Internship Preparation in the Life Sciences (1cr)
- CDC 4840 Internship Reflection Seminar (2cr)

B.S. Requirements

Total number of required credits: Students must earn a minimum of 66 credit hours as listed below

Core Requirements (40 credits)

- BIO 1080 Introduction to Conservation Biology (4cr)
- BIO 1160 General Biology (4cr)
- CHM 1160 General Chemistry I with Lab (4cr) (1000/2000 level EL)
- BIO 2020 Ecology (4cr)
- CHM 2170 General Chemistry II with Lab (4cr)
- GBL 2250 Introduction to Geographic Information Systems (4cr)
- BIO 3100 Conservation Biology (4cr) (2000/3000 level CE)
- BIO 3220 Genetics (4cr)
- BIO 4020 Evolutionary Biology (4cr)
- BIO 4721 Topics in Conservation Biology (2cr) (Must take a total of 4cr)

Elective Requirements (16 credits)**1. Mathematics**

Select one of the following:

- MAT 1411 Applied Statistics (4cr)
- MAT 2410 Calculus I (4cr)

2. Human Dimensions of Conservation

Select one of the following:

- ANT 2907 Space, Place, and Landscape (4cr)
- GBL 1170 Introduction to Global Studies (4cr)
- PHI 2520 Environmental Ethics (4cr)
- SOC 1000 Introduction to Sociology (4cr)
- SOC 2710 Environmental Sociology (4cr)
- SOC 3120 Sociology of Disaster and Climate Change (4cr)
- SOC 3250 Gender, Development, and the Environment (4cr)

3. Botany Course

Select four (4) credits of any botany course at the 2000-4000 level

- BIO 2500 General Botany (4cr)
- BIO 3351 / ENS 3351 Forest Biology (4cr)
- BIO 3400 Plant Ecology (4cr)
- BIO 4400 Plant Taxonomy (4cr)

4. Zoology Course

Select four (4) credits of any zoology course at the 2000-4000 level

- BIO 2040 Mammalogy (4cr)
- BIO 2340 General Zoology (4cr)

BIO 2913 / ENS 2913 General Entomology (4cr)
 BIO 3170 Freshwater Invertebrate Zoology (4cr)
 BIO 3180 Ornithology (4cr)
 BIO 3190 Biology of Fishes (4cr)
 BIO 3480 Animal Behavior (4cr)
 BIO 3490 Herpetology (4cr)

Internship Requirement and Capstone Sequence (10 credits)

CDC 4840 Internship Reflection Seminar (2cr)
 SCI 3900 Capstone Research Design (4cr)
 SCI 4880 Natural Science Capstone Research (1cr)
 SCI 4890 Advanced Natural Science Capstone Research (1cr)
 SCI 4930 Capstone Thesis Preparation and Presentation (2cr)

B.S. Honors

Graduation in Conservation Biology with honors is possible for qualified students pursuing a B.S. degree. The objectives of the Conservation Biology Honors Program are (1) to set high academic standards to which all students can aspire, (2) to encourage students to pursue scholarly research, and (3) to provide recognition of outstanding students.

Requirements:

Students whose major or concentration requires Natural Science Undergraduate Research Sequence (NSURS) earn Honors by completing the requirements of the Honors Program in Conservation Biology. To meet the requirements, a student must:

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Pursue a research project involving original laboratory or field work or an original analysis, synthesis, and evaluation of the peer-reviewed scholarly literature.
3. Engage in any of the following activities: (a) submit a research proposal for internal funding (e.g., WWC Pugh/Sutherland/Haney grant), or other source for funding for the research or for presenting research at a conference. In lieu of applying for grant funding, the student may apply for a National Science Foundation Research Experience for Undergraduates (NSF REU) or equivalent summer research experience. OR (b) present and defend the research report in a professional forum in addition to the Natural Science Undergraduate Research Sequence, OR (c) submit a manuscript for publication in a peer-reviewed journal.
4. Present the completed project (including a formal written research report in a form suitable for publication) as part of SCI 4930 Capstone Thesis Preparation and Presentation and earn a course grade of A- (90%) or better.
5. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the Biology and Chemistry faculty.

Creative Writing, B.A.

The mission of the Creative Writing major is to provide opportunities for students to create original work and to expand their understanding of contemporary literature within a community of creative writers. The major emphasizes revision, research, and ethical issues within the discipline, as well as experimentation with form, genre, and style.

As a result of engagement with the Creative Writing major, students will be able to:

1. Engage thoughtfully in the ongoing practice of writing and revising, develop a self-aware process, experiment with different genres and forms, nurture a dynamic aesthetic, research rigorously, and give and receive constructive feedback;
2. Engage thoughtfully in the ongoing practice of reading; learn to assess craft and literary techniques; recognize both innovative and traditional works and themes; and critique systems of power and oppression within canonical literature, publishing, higher education, and the discipline of creative writing;
3. Contribute to our vibrant and diverse artistic community through active participation in and planning of arts events on and off campus, a broad commitment to literary citizenship, and a beneficial relationship with the MFA Program for Writers that broadens the educational experiences and opportunities of students on both the graduate and undergraduate level.

Requirements

Total number of required credits: Students must earn a minimum of 46 credit hours as listed below

Core Requirements (24 credits)

- WRI 1121 Forms and Theories in Fiction (4cr)
- WRI 1131 Forms and Theories in Poetry (4cr)
- WRI 1132 Forms and Theories in Creative Nonfiction (4cr)
- WRI 1155 Art in Community (4cr) (1000/2000 level EL)
- WRI 2210 Processes and Theories of Revision (4cr)
- WRI 3300 Play and Practice for the Artist (4cr)

Elective Requirements (12 credits)

1. Community-Engaged Course

Select one from the following:

- ART 2280 Take Back the Screen: Queer Youth-Led Social Change & Film (4cr)
- ENG 2420 Literature and Community Engagement (4cr)
- MUS 2320 Appalachian Music Soundscapes (4cr)
- WRI 2010 Reading Genre and Form (4cr)
- WRI 2080 Reading Contemporary Writers (4cr)

2. Advanced Genre Workshop

Select eight (8) credits from the following:

- WRI 3110 Advanced Fiction Workshop (4cr)
- WRI 3130 Advanced Poetry Workshop (4cr)
- WRI 3160 Advanced Creative Nonfiction Workshop (4cr)
- WRI 3940 Creative Writing: MFA Residency AND WRI 3950 Creative Writing: MFA Workshop (4cr combined)

Internship Requirement (2 credits)

- CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (8 credits)

- WRI 3810 Research in Creative Writing (4cr)
- WRI 4190 Senior Writing Project (4cr)

Data Science, B.S.

Data Science is an interdisciplinary field that lies at the intersection of mathematics, statistics, and computer science. Students in this major learn critical skills in these areas which allow them to effectively extract information from large data sets, analyze results, and communicate findings. Through courses and capstone work, students will apply these skills in domain areas such as environmental sustainability and social justice. The major at Warren Wilson is designed to be accessible to students with a variety of backgrounds, yet rigorous enough for students whose goal is to pursue advanced study in data science.

As a result of engagement with the Data Science major, students will be able to:

1. Apply techniques in mathematics, statistics, and computing to effectively extract information from large data sets,
2. Compute with data in at least two high-level programming languages used extensively in data science, such as R and Python,
3. Create and interpret statistical models, use these models to make predictions, and evaluate the accuracy of those predictions,
4. Deliver written, oral, and graphical results to diverse audiences, and
5. Use data-driven methods to address issues in environmental sustainability and social justice.

Requirements

Total number of required credits: Students must earn a minimum of 52 credit hours as listed below

Core Requirements (36 credits):

MAT 1411 Applied Statistics (4cr)
 GBL 2250 Introduction to Geographic Information Systems (4cr) (1000/2000 level EL)
 MAT 2108 Introduction to Data Science (4cr)
 MAT 2110 Principles of Computer Science with Python (4cr) (2000/3000 level CE)
 MAT 2410 Calculus I (4cr)
 MAT 2500 Linear Algebra (4cr)
 MAT 3050 Databases (4cr)
 MAT 3110 Machine Learning (4cr)
 MAT 3305 Statistics Modeling for the Natural Sciences (4cr)

Elective Requirements (8 credits)

Must complete 2 MAT or GIS courses from the following:

MAT 2420 Calculus II (4cr)
 MAT 2430 Multivariable Calculus (4cr)
 MAT 3035 Data Science of Networks (4cr)
 GBL 3250 Advanced Geographic Information Systems (4cr)

Internship Requirement (2 credits)

CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (6 credits)

MAT 4100 Pre-Capstone: Environmental and Social Advocacy through Data (2cr)
 MAT 4791 Data Science Thesis (4cr)

English, B.A.

The mission of the English Program is to encourage students to develop, through careful reading, an appreciation of the language and artistry of classic and modern works of literature and to guide students to gain a strong knowledge of these works in their historical and cultural contexts.

The English Honors option helps make the program distinctive and intellectually challenging.

The mission is accomplished with the following outcomes:

1. Reading: Students will understand, contextualize, and interpret a wide variety of texts.
2. Writing: Students will produce original pieces of criticism in conversation with established scholars.
3. History: Students will demonstrate an understanding of the historical contexts of texts, as well as the literary schools and genres from which they emerge.
4. Theory: Students will demonstrate a fundamental understanding of common approaches to interpreting texts.
5. Diversity: Students will demonstrate a fundamental understanding of cultural diversity in literature.

Requirements

Total number of required credits: Students must earn a minimum of 46 credit hours as listed below

Core Requirements (8 credits)

ENG 1200 Reading Lenses (4cr) (*1000/2000 level EL*)

ENG 2420 Literature and Community Engagement (4cr) (*2000/3000 level CE*)

Elective Requirements (28 credits)

1. Pre-1900 Literature Courses

a. *Select one of the following:*

ENG 3220 Early American Literature (4cr)

ENG 3350 Medieval Life and Literature (4cr)

ENG 3410 Shakespeare (4cr)

b. *An additional four (4) credits can come from a course listed above or one of the following:*

ENG 3370 Romanticism (4cr)

ENG 3380 Literature and Culture of the Victorian Period (4cr)

ENG 3500 Selected Nineteenth-Century American Literature (4cr)

2. Culturally Diverse Literature Course

Select one of the following:

ENG 1080 Introduction to Queer Studies (4cr)

ENG 2240 Global Literature of Imperialism (4cr)

ENG 2270 Gender and Sexuality in Literature (4cr)

ENG 2275 Queers on Screen (4cr)

ENG 2285 Queer Literary and Cultural History (4cr)

ENG 2665 Southern Novel (4cr)

ENG 3510 Twentieth- and Twenty-First-Century Literature (4cr)

WRI 2010 Reading Genre and Form (4cr)

WRI 2080 Reading Contemporary Writers (4cr)

3. Creative Writing or Communication Course

Select four (4) credits from any WRI or COM course

4. Themed Electives

Students must complete 12 credits clustered around a theme of choice, such as Communication, Film Studies, Gender/Queer Studies, Genres, Literary Historical Periods, or General.

Internship Requirement (2 credits)

CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (8 credits)

ENG 3550 Major Authors (4cr)

ENG 4880 Senior Seminar in English (4cr)

Honors

Honors Program in English: The English Honors Program provides students of unusual ability and interest in the study of literatures in English to pursue intensive independent research while working closely with faculty and other students in the Honors Program. Students who successfully complete this program receive special designation at graduation and on their transcripts.

Requirements:

1. Students pursuing the Honors degree must take the pre-capstone course, ENG 3550 Major Authors, as an Honors course and designate one additional 3000-level course as Honors. Please see the program chair and the instructor for the course during or before the first week of the term to arrange this designation and to determine course requirements. With permission of the program chair, it may be possible to substitute coursework completed during a junior year abroad for an Honors course.
2. In the senior year, students must enroll in ENG 4890 Honors Thesis and complete a senior thesis, usually of 40 pages. A student who expects to write a thesis on a topic that he or she has not studied extensively in a course should consider designing a two-credit independent study on that topic for the semester prior to the semester in which the thesis will be written. Such an independent study allows the student to develop the background necessary to carry out the intensive research and writing that the thesis requires.
3. Students should maintain a B average overall and must earn grades of B or above in the honors offerings, including the thesis. Students seeking to modify any of the above requirements must petition the department chair.

Environmental Science, B.S.

The Environmental Science major empowers students to critically examine environmental challenges and solutions through a combination of natural science, social context, and community-engaged courses. These courses provide a foundational understanding of issues such as climate change and inclusive environmental stewardship, which students then directly address through additional upper-level experiential coursework. Finally, students contribute to scientific understanding in an area of their choosing through their three-semester Natural Science Undergraduate Research Sequence (NSURS). Environmental Science students have the opportunity to focus their studies through a concentration in Ecological Forestry, learning and managing over 500 acres of our forested working landscape.

As a result of engagement with the Environmental Science major, students will be able to

1. Apply scientific principles to understand modern environmental problems;
2. Synthesize interdisciplinary coursework to develop community-based environmental solutions;
3. Develop, conduct, and communicate independent scientific research in their area of interest;
4. Think critically, communicate ideas, and integrate academics, work, and service.

Requirements

Total number of required credits: Students must earn a minimum of 58 credit hours as listed below

Core Requirements (24 credits)

- BIO 1160 General Biology (4cr)
- CHM 1160 General Chemistry I with Lab (4cr) *(1000/2000 level EL)*
- ENS 1170 Introduction to Environmental Science (4cr)
- ENS 1200 Everybody's Environment! People, Place, and Planet (4cr) *(1000/2000 level EL)*
- MAT 1411 Applied Statistics (4cr)
- BIO 2020 Ecology (4cr)

Elective Requirements (24 credits)

1. Quantitative Skills

a. Ecological Forestry Concentration - must take the following:

GBL 2250 Introduction to Geographic Information Systems (4cr)

b. General Major

Select four (4) credits from the following:

GBL 2250 Introduction to Geographic Information Systems (4cr)

MAT 2108 Introduction to Data Science (4cr)

MAT 2110 Principles of Computer Science with Python (4cr)

MAT 2410 Calculus I (4cr)

2. Community-Engaged Course

Select four (4) credits from the following:

ENS 2260 Introduction to Environmental Education (4cr)

ENS 2520 Environmental Stewardship in Community (4cr)

3. Social Context Course

Select four (4) credits from the following:

ANT 2200 Anthropology of Death and Dying (2cr)

ANT 2907 Space, Place, and Landscape (4cr)

BUS 2200 Sustainable Business Practices (4cr)

ECO 2030 Survey in Economics (4cr)

ECO 3200 Economics and Business of Food (4cr)*

ENS 2260 Introduction to Environmental Education (4cr)

ENS 2510 People & Plants: Ethnobotany (4cr)

ENS 3025 Study Away in Environmental Studies (4cr)

ENS 3190 Community-Based Environmental Education (4cr)

ENS 3220 Introduction to Environmental Law (4cr)*
 ENS 3510 Environmental Governance: Cases and Theories (4cr)
 HIS 2050 Environmental History of the United States (4cr)
 ODL 2410 Natural Environments and Health (4cr)
 PAX 1100 Introduction to Peace and Justice Studies (4cr)
 PHI 2520 Environmental Ethics (4cr)
 PSC 2450 Environmental Politics in Global Perspectives (4cr)
 SOC 2710 Environmental Sociology (4cr)
 SOC 3120 Sociology of Disaster and Climate Change (4cr)*
 SOC 3250 Gender, Development, and the Environment (4cr)*
 *=Requires a prerequisite not listed in the major's core requirements

4. Upper-Level Natural Science Courses

a. Ecological Forestry Concentration

Must take all of the following:

ENS 3351 Forest Biology (4cr)
 ENS 4340 Silviculture (4cr)
 ENS 4350 Introduction to Forest Management (4cr)

b. General Major

Select 12 credits from the following; A minimum of 8 credit hours must be at the 3000 or 4000 level

BIO 2110 Anatomy and Physiology I (4cr)
 BIO 2120 Anatomy and Physiology II (4cr)
 BIO 2290 Field Mycology (2cr)
 BIO 2340 General Zoology (4cr)
 BIO 2500 General Botany (4cr)
 BIO 2800 Techniques in Livestock Management (4cr)
 BIO 2913 / ENS 2913 General Entomology (4cr)
 BIO 3020 / ENS 3020 Aquatic Ecology and Water Pollution (4cr)
 BIO 3100 Conservation Biology (4cr)
 BIO 3180 Ornithology (4cr)
 BIO 3190 Biology of Fishes (4cr)
 BIO 3220 Genetics (4cr)
 BIO 3351 / ENS 3351 Forest Biology (4cr)
 BIO 3400 Plant Ecology (4cr)
 BIO 3480 Animal Behavior (4cr)
 BIO 3765 Topics in Animal Science (2cr)
 BIO 4400 Plant Taxonomy (4cr)
 BIO 4500 Microbiology (4cr)*
 CHM 2170 General Chemistry II with Lab (4cr)
 CHM 2250 Organic Chemistry I (4cr)* + CHM 2251 Organic Chemistry I Laboratory (0cr)
 CHM 4070 Biochemistry I with Lab (4cr)*
 ENS 2040 Introduction to Environmental Engineering: Water and Waste Management (4cr)
 ENS 2160 Introduction to Animal Science (4cr)
 ENS 2490 Introduction to Sustainable Agriculture (4cr)
 ENS 3300 Soil Science (4cr)
 ENS 3410 Agroecology (4cr)
 ENS 4340 Silviculture (4cr)
 ENS 4350 Introduction to Forest Management (4cr)
 PHY 2510 Physics I (4cr)*
 PHY 2520 Physics II (4cr)*

*=Requires a prerequisite not listed in the major's core requirements

Internship Requirement (2 credits)

CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (8 credits)

- SCI 3900 Capstone Research Design (4cr)
- SCI 4880 Natural Science Capstone Research (1cr)
- SCI 4890 Advanced Natural Science Capstone Research (1cr)
- SCI 4930 Capstone Thesis Preparation and Presentation (2cr)

Honors

The objectives of the Environmental Science Honors Program are (1) to set high academic standards to which all students can aspire, (2) to encourage students to create high-quality signature work, and (3) to provide recognition of outstanding students.

Requirements:

Students seeking to graduate with Honors must:

1. Achieve a 3.75 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Present the completed project (including a formal written thesis, report, or program plan) in the final course of their capstone sequence (SCI 4930 Capstone Thesis Preparation and Presentation) and earn a course grade of A- (90%) or better.

Environmental Studies, B.A.

The Environmental Studies major empowers students to examine environmental challenges and identify solutions and innovations through a combination of natural science, social context, and community-based courses. These courses provide a foundational understanding of issues such as climate change and inclusive environmental stewardship, which students then deepen through additional upper-level experiential coursework. Finally, students participate in one of two capstone experiences: a collaborative watershed course or a program development course. Environmental Studies students have the opportunity to focus their studies through a concentration in Environmental Education, using the campus lands and local communities as a context for teaching and learning.

Students with a major in Environmental Studies will be able to:

1. Collaborate with a diversity of stakeholders to identify needs, solutions, and innovations in community-based environmental projects;
2. Synthesize interdisciplinary coursework and independent research to develop and evaluate environmental programming in community;
3. Communicate in formal and nonformal settings using written and verbal skills, from organizing community meetings to developing environmental education workshops;
4. Explore and identify their contribution and professional role in helping to build a climate-resilient future, drawing on academics, work, and community engagement.

Requirements

Total number of required credits: Students must earn a minimum of 53 credit hours as listed below

Major with No Concentration

Core Requirements (16 credits)

- ENS 1170 Introduction to Environmental Science (4cr)
- ENS 1200 Everybody's Environment! People, Place, and Planet (4cr) *(1000/2000 level EL)*
- MAT 1411 Applied Statistics (4cr)
- ENS 3510 Environmental Governance: Cases and Theories (4cr)

Elective Requirements (28 credits)

1. Select one of the following:

- ENS 2530 Death, Dying, and Climate Justice (4cr)
- PHI 2520 Environmental Ethics (4cr)
- SOC 2710 Environmental Sociology (4cr)

2. Select one of the following:

- ENS 2260 Introduction to Environmental Education (4cr) *(2000/3000 level EL)*
- ENS 2520 Environmental Stewardship in Community (4cr) *(2000/3000 level CE)*

3. Social Context Course Requirements

Select twelve (12) credits from the following:

- ANT 2200 Anthropology of Death and Dying (2cr)
- ANT 2907 Space, Place, and Landscape (4cr)
- BIO 1080 Introduction to Conservation Biology (4cr)
- BUS 2200 Sustainable Business Practices (4cr)
- ECO 2030 Survey in Economics (4cr)
- ECO 3200 Economics and Business of Food (4cr)*
- EDU 2050 Educational Psychology (4cr)
- ENS 2260 Introduction to Environmental Education (4cr)
- ENS 2510 People & Plants: Ethnobotany (4cr)
- ENS 2520 Environmental Stewardship in Community (4cr)
- ENS 2530 Death, Dying, and Climate Justice (4cr)
- ENS 3025 Study Away in Environmental Studies (4cr)

ENS 3190 Community-Based Environmental Education (4cr)
 ENS 3220 Introduction to Environmental Law (4cr)*
 GBL 1170 Introduction to Global Studies (4cr)
 GBL 1250 Introduction to Appalachian Studies (4cr)
 GBL 2010 Intercultural Communication (4cr)
 GBL 2250 Introduction to Geographic Information Systems (4cr)
 HIS 2050 Environmental History of the United States (4cr)
 ODL 2410 Natural Environments and Health (4cr)
 PAX 1100 Introduction to Peace and Justice Studies (4cr)
 PHI 2520 Environmental Ethics (4cr)
 PSC 2450 Environmental Politics in Global Perspectives (4cr)
 SOC 2710 Environmental Sociology (4cr)
 SOC 3120 Sociology of Disaster and Climate Change (4cr)*
 SOC 3250 Gender, Development, and the Environment (4cr)*
 *=Requires a prerequisite not listed in the major's core requirements

4. Natural Science Course Requirements

Select eight (8) credits from the following:

BIO 1020 Field Natural History (4cr)
 BIO 1050 Ecology for Everyone (4cr)
 BIO 1070 Introduction to Microbiology (4cr)
 BIO 1160 General Biology (4cr)
 BIO 2340 General Zoology (4cr)*
 BIO 2500 General Botany (4cr)*
 BIO 2800 Techniques in Livestock Management (4cr)
 BIO 2913 / ENS 2913 General Entomology (4cr)*
 BIO 3020 / ENS 3020 Aquatic Ecology and Water Pollution (4cr)*
 BIO 3351 / ENS 3351 Forest Biology (4cr)*
 BIO 3765 Topics in Animal Science (2cr)
 CHM 1160 General Chemistry I with Lab (4cr)
 ENS 1030 Forest Ecology in a Changing World (4cr)
 ENS 2160 Introduction to Animal Science (4cr)
 ENS 2490 Introduction to Sustainable Agriculture (4cr)
 ENS 3300 Soil Science (4cr)
 ENS 3410 Agroecology (4cr)

*=Requires a prerequisite not listed in the major's core requirements

5. Upper-Level Requirements

At least 4 credits from the Social Context or Natural Science course requirements must come from 3000- and/or 4000-level courses.

Internship Requirement (3 credits)

ENS 3502 Career Preparation in Environmental Studies (1cr)
 CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (6 credits)

Select one of the following sequences:

ENS 4150 Environmental Education/Outdoor Leadership Pre-Capstone (2cr)
 ENS 4200 / ODL 4200 Program Planning and Design (4cr)
 OR
 ENS 3905 Community-Engaged Capstone Design (2cr)
 ENS 4600 Environmental Leadership in Community (4cr)

Major with Environmental Education Concentration**Core Requirements (24 credits)**

- ENS 1170 Introduction to Environmental Science (4cr)
- ENS 1200 Everybody's Environment! People, Place, and Planet (4cr) *(1000/2000 level EL Course)*
- MAT 1411 Applied Statistics (4cr)
- EDU 2050 Educational Psychology (4cr) *(2000/3000 level EL course)*
- ENS 2260 Introduction to Environmental Education (4cr)
- ENS 3510 Environmental Governance: Cases and Theories (4cr)

Elective Requirements (20 credits)**1. Select one of the following:**

- ENS 2530 Death, Dying, and Climate Justice (4cr)
- PHI 2520 Environmental Ethics (4cr)
- SOC 2710 Environmental Sociology (4cr)

2. Social Context Course Requirements

Must complete eight (8) credits from the following:

a. Select one of the following:

- ENS 2520 Environmental Stewardship in Community (4cr) *(2000/3000 level CE course)*
- ENS 3190 Community-Based Environmental Education (4cr) *(2000/3000 level CE course)*

b. Select one of the following:

- ANT 2200 Anthropology of Death and Dying (2cr)
- ANT 2907 Space, Place, and Landscape (4cr)
- BIO 1080 Introduction to Conservation Biology (4cr)
- BUS 2200 Sustainable Business Practices (4cr)
- ECO 2030 Survey in Economics (4cr)
- ECO 3200 Economics and Business of Food (4cr)*
- ENS 2510 People & Plants: Ethnobotany (4cr)
- ENS 2520 Environmental Stewardship in Community (4cr)
- ENS 2530 Death, Dying, and Climate Justice (4cr)
- ENS 3025 Study Away in Environmental Studies (4cr)
- ENS 3190 Community-Based Environmental Education (4cr)
- ENS 3220 Introduction to Environmental Law (4cr)*
- GBL 1170 Introduction to Global Studies (4cr)
- GBL 1250 Introduction to Appalachian Studies (4cr)
- GBL 2010 Intercultural Communication (4cr)
- GBL 2250 Introduction to Geographic Information Systems (4cr)
- HIS 2050 Environmental History of the United States (4cr)
- ODL 2410 Natural Environments and Health (4cr)
- PAX 1100 Introduction to Peace and Justice Studies (4cr)
- PHI 2520 Environmental Ethics (4cr)
- SOC 3120 Sociology of Disaster and Climate Change (4cr)*

3. Natural Science Course Requirements

Select eight (8) credits from the following:

- BIO 1020 Field Natural History (4cr)
- BIO 1050 Ecology for Everyone (4cr)
- BIO 1070 Introduction to Microbiology (4cr)
- BIO 1160 General Biology (4cr)*
- BIO 2340 General Zoology (4cr)*
- BIO 2500 General Botany (4cr)*
- BIO 2800 Techniques in Livestock Management (4cr)
- BIO 2913 / ENS 2913 General Entomology (4cr)*
- BIO 3020 / ENS 3020 Aquatic Ecology and Water Pollution (4cr)*
- BIO 3351 / ENS 3351 Forest Biology (4cr)
- BIO 3765 Topics in Animal Science (2cr)

CHM 1160 General Chemistry I with Lab (4cr)
 ENS 1030 Forest Ecology in a Changing World (4cr)
 ENS 2160 Introduction to Animal Science (4cr)
 ENS 2490 Introduction to Sustainable Agriculture (4cr)
 ENS 3300 Soil Science (4cr)
 ENS 3410 Agroecology (4cr)

*=Requires a prerequisite not listed in the major's core requirements

4. Upper-Level Requirements

At least 4 credits from the Social Context or Natural Science course requirements must come from 3000- or 4000-level courses.

Internship Requirement (3 credits)

ENS 3502 Career Preparation in Environmental Studies (1cr)
 CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (6 credits)

ENS 4150 Environmental Education/Outdoor Leadership Pre-Capstone (2cr)
 ENS 4200 / ODL 4200 Program Planning and Design (4cr)

Honors

Requirements:

Students seeking to graduate with Honors must:

1. Achieve a 3.75 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Present the completed project (including a formal written thesis, report, or program plan) in the final course of their capstone sequence and earn a course grade of A- (90%) or better. This final course is either ENS 4200 / ODL 4200 Program Planning and Design or ENS 4600 Environmental Leadership in Community.

Expressive Arts Therapy, B.A.

The Expressive Arts Therapy major provides a multidisciplinary approach to the incorporation of arts in therapeutic relationships. Grounded in psychology, social work, and the arts, the program weaves together theoretical background and applied experience through courses, community engagement, research, and internships. The major prepares students for work in professional settings and/or for graduate programs that lead to professional credentialing in counseling psychology; expressive arts therapy; art therapy; or, with a music major/minor, music therapy. While the undergraduate major does not provide certification, it provides students with a competitive background that prepares them for graduate training, certification programs, and careers in which expressive arts enhance their work in contexts that facilitate growth, creativity, and healing.

As a result of engagement with the Expressive Arts Therapy major, students will:

1. Develop expertise in one or more arts modalities (e.g. music, visual arts, writing) as well as an understanding of their applications in therapeutic settings;
2. Demonstrate understanding of and ability to critically evaluate research into the processes and effectiveness of expressive arts therapy;
3. Facilitate others' experiences in artistic expression that can foster well-being;
4. Understand and be able to apply foundational concepts from psychology to applications in expressive arts therapy.

Requirements

Total number of required credits: Students must earn a minimum of 52 credit hours as listed below

Core Requirements (16 credits)

PSY 1000 Introduction to Psychology (4cr) (1000/2000 level EL)
 MAT 1411 Applied Statistics (4cr)
 PSY 2310 Research Methods in Social Science (4cr)
 PSY 3120 Psychology of Mental Health and Distress (4cr)

Elective Requirements (12 credits)

1. Community-Engaged Course

Select one of the following:

PSY 2010 Infant and Child Development (4cr)
 PSY 2040 Adolescent Development and Emerging Adulthood (4cr)
 SWK 3350 Micro Praxis (4cr)

2. Select one of the following:

SWK 1000 Introduction to Being a Change Partner (4cr)
 3000- or 4000-level PSY elective (4cr)

3. Select one of the following:

EAT 2250 / SWK 2250 The Art of Art Therapy (4cr)
 EAT 2550 / PSY 2550 Introduction to Music in Therapeutic Settings (4cr)

4. Upper-Level Requirement

Select one of the following; this course may satisfy another elective requirement

SWK 3350 Micro Praxis (4cr)
 3000- or 4000-level EAT or PSY course (4cr)

Concentration (16 credits)

Students must select one of the following concentrations:

General**1. Select one of the following:**

ART 1470 Introduction to Art History (4cr)
 ART 2470 Modern and Contemporary Art (4cr)
 MUS 1201 Introduction to Music Theory (4cr)
 MUS 2010 Music Theory and Ear Training (4cr)

2. Elective Courses

Select twelve (12) credits from the following:

EAT 2906 Expressive Arts Through Movement (2cr)
 EAT 2250 / SWK 2250 The Art of Art Therapy (4cr)*
 EAT 2550 / PSY 2550 Introduction to Music in Therapeutic Settings (4cr)*
 Studio Art courses - see *Art and Craft major for a list of Studio Art courses*
 Applied or Ensemble MUS courses - see *Music major for lists of Applied Music and Ensemble courses*
 WRI courses

*=Course can only be used to satisfy this requirement if not already used to fulfill Elective Requirements above.

Art**1. Art History**

Select one of the following:

ART 1470 Introduction to Art History (4cr)
 ART 2470 Modern and Contemporary Art (4cr)

2. Elective Courses

Select twelve (12) credits from the following:

ART 1030 Painting I (4cr)
 ART 1110 2D Design (2cr)
 ART 1120 3D Design (2cr)
 ART 1130 Introduction to Sculpture (4cr)
 ART 1160 Drawing I (4cr)
 ART 1610 Watercolor (4cr)

Music**1. Select one of the following:**

MUS 1201 Introduction to Music Theory (4cr)
 MUS 2010 Music Theory and Ear Training (4cr)

2. Elective Courses

Complete all of the following:

- a. Eight (8) credits of Applied or Ensemble MUS courses - see *Music major for lists of Applied Music and Ensemble courses*
- b. Four (4) credits of General MUS Elective Courses

Internship Requirement

Students complete the internship requirement through one of the following:

PSY 2790 Supervised Internship in Psychology (1-16cr)
 PSY 4790 Supervised Internship in Psychology (1-16cr)
 EAT 4840 Capstone Practicum: Expressive Arts Therapy (4cr)

Capstone Sequence (8 credits)

1. Select one of the following:
 - EAT 4830 Capstone Proposal: Expressive Arts Therapy (4cr)
 - SWK 4250 Practicum Readiness & Applied Research (4cr)
2. Select one of the following:
 - EAT 4840 Capstone Practicum: Expressive Arts Therapy (4cr)
 - EAT 4850 Capstone Thesis: Expressive Arts Therapy (4cr)

Honors

The objectives of the Expressive Arts Honors Program are

1. to set high academic standards to which all students can aspire,
2. to encourage students to pursue scholarly research or practicum projects, and
3. to provide recognition of students' outstanding academic performance.

Requirements:

To meet the requirements, a student must:

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Complete either EAT 4840 Capstone Practicum: Expressive Arts Therapy or EAT 4850 Capstone Thesis: Expressive Arts Therapy with a course grade of A- (90%) or better.
3. Either:
 - a. Present the completed project (based on the formal written report required for Capstone Thesis or Capstone Practicum) in a campus capstone presentation, as well as in a professional forum appropriate to the capstone project, or
 - b. Submit a manuscript for publication in a peer-reviewed journal.
4. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the faculty of the student's major.

International and Social Justice Studies, B.A.

The International and Social Justice Studies major focuses on the multiple dimensions of social justice and injustice through a global and international lens. It highlights both specific regional histories and cultures and the working of broader global processes. Students will develop a profound sense of social responsibility and a dedicated commitment to social justice through the exploration of international perspectives, global systems, and the complexities of diverse societies.

This interdisciplinary major moves beyond traditional boundaries and provides students with the essential knowledge, skills, and ethical mindset to understand, critically analyze, and creatively address local and global inequalities and injustices. The curriculum focuses on cultivating a sense of responsibility and active engagement in an interconnected world, specifically emphasizing global majority populations, communities, and cultures.

As a result of engagement with the International and Social Justice Studies Major students will:

1. Foster a critical awareness of social justice and international perspectives through engagement with diverse communities worldwide and in the United States.
2. Enable students to recognize, understand, and apply postcolonial and decolonizing approaches and methodologies.
3. Train students to design and conduct research using various social science and humanities methodologies.

Requirements

Total number of required credits: Students must earn a minimum of 50 credit hours as listed below

Core Requirements (8 credits)

- GBL 1200 Introduction to International Relations (4cr)
- GBL 3180 / SOC 3180 Postcolonial Theory and Methods (4cr)

Elective Requirements (32 credits)

1. Foundational Course

Select one of the following:

- GBL 1170 Introduction to Global Studies (4cr)
- PAX 1100 Introduction to Peace and Justice Studies (4cr)

2. Experiential Learning Course

Select one of the following:

- ANT 2000 Introduction to Cultural Anthropology (4cr)
- SOC 1000 Introduction to Sociology (4cr)

3. Community-Engaged Course

Select at least four (4) credits from the following:

- ANT 3400 Archaeological Field School (1-4cr)
- GBL 2913 Global Health (4cr)
- SOC 2110 The Family (4cr)
- SOC 2510 Societies in Southeast Asia (4cr)
- SOC 2710 Environmental Sociology (4cr)
- SOC 3250 Gender, Development, and the Environment (4cr)
- Selected sections of GBL 3025 Study Away in Global Studies or other courses approved by the department (4cr)

4. Regional Electives

Select four (4) credits from the following:

- ANT 1440 North American Archaeology (4cr)
- ANT 2410 Native Peoples of Mexico and Guatemala (4cr)

ANT 2510 Latin American Archaeology and Colonialism (4cr)
 ANT 2610 Cultures of Sub-Saharan Africa (4cr)
 ANT 4310-4360 Topics in Latin American Anthropology (2cr)
 GBL 1250 Introduction to Appalachian Studies (4cr)
 HIS 1700 Latin American History until 1830 (4cr)
 HIS 2160 Modern Middle East, 1800-2000 CE (4cr)
 HIS 2340 African American Experience to 1877 (4cr)
 PHI 2575 / SOC 2575 Critical Race Theory (4cr)
 SOC 2510 Societies in Southeast Asia (4cr)

5. **International/Global Electives**

Select four (4) credits from the following:

ANT 1450 Archaeology of World Cultures (4cr)
 ANT 2310 Medical Anthropology (4cr)
 ANT 2500 African Diaspora Archaeology (4cr)
 ANT 3149 Language and Culture (4cr)
 ENG 2240 Global Literature of Imperialism (4cr)
 GBL 2400 International Political Economy (4cr)
 GBL 2450 Foreign Policy Analysis (4cr)
 HIS 1910 Global History: 1400-1982 CE (4cr)
 HIS 2060 Global Environmental History (4cr)
 HIS 3010 A Global History of Capitalism (4cr)
 SOC 3120 Sociology of Disaster and Climate Change (4cr)

6. **General Electives**

An additional twelve (12) credits must be taken from any of the courses listed as elective options.

7. **Upper-Level Requirement**

Eight (8) of the elective requirement credits must be at the 3000 or 4000 level; these courses may satisfy another elective requirement.

8. **Study Away Requirement**

Students must have an approved study away experience, including a Warren Wilson faculty-led study away course, study away through another approved program, or another experience developed in consultation with the department.

- Students may conduct internships or take courses that will fulfill major requirements during the study away program.

9. **Language Proficiency Requirement:** International and Social Justice majors are strongly encouraged to acquire fluency in a second language. This can be performed through an internship, a study abroad program, or other opportunities.

Internship Requirement (2 credits)

CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (8-9 credits)

Students must select one of the following three sequences:

1. SOC 4020 Sociology/Anthropology Research Craft (4cr)
 SOC 4100 Directed Research in Sociology/Anthropology (4cr)
2. HUM 3900 Public Humanities (4cr)
 HUM 4750 Public Humanities Internship (1cr)
 HUM 4800 Capstone Research and Thesis (4cr)

3. MAT 4100 Pre-Capstone: Environmental and Social Advocacy Through Data (2cr)*
MAT 4791 Data Science Thesis (4cr)

**Requires one or more prerequisites not included in the major's core requirements.*

Media and Communications, B.A.

The mission of the Media and Communications major is to provide students with a strong basis in production, strategic planning, theory, social responsibility, and media texts.

The mission is accomplished with the following outcomes:

1. Media Texts: Students will understand how to create quality media through consuming texts, such as film, TV, audio, and written stories.
2. Production: Students will learn audio, visual, and written communication and be able to produce those works.
3. Strategic Planning: Students will be able to perform deep research and establish the execution of small- to large-scale media projects.
4. Theory: Students will acquire a strong basis in communication and media theory and its application to help shape equitable and inclusive storytelling.
5. Social Responsibility: Students will acquire an understanding of their impact as media makers and communicators and the role they can play in the world.

Requirements

Total number of required credits: Students must earn a minimum of 40 credit hours as listed below

Core Requirements (12 credits)

- COM 1410 Media and Society (4cr)
- COM 2100 Introduction to Media Writing and Research (4cr) (2000/3000-level CE)
- COM 2200 Media Production (4cr) (1000/2000-level EL)

Elective Requirements (20 credits)

Students must complete 20 credits of electives. Courses may satisfy more than one of the elective categories listed below, but will only count once towards the elective requirement credit total.

1. General Electives

Select twenty (20) credits from the following:

- ANT 3149 Language and Culture (4cr)
- ART 2280 Take Back the Screen: Queer Youth-Led Social Change & Film (4cr)
- ART 2285 Experimental Documentary (4cr)
- BUS 3205 Strategic Marketing (4cr)
- BUS 3908 Social Media Marketing (2cr)
- COM 1010 Introduction to Journalism (4cr)
- COM 1910 Communication Practicum (2cr)
- COM 2500 Feature Writing and Storytelling (4cr)
- COM 2550 Trans Media Studies (4cr)
- COM 2600 Podcasting (4cr)
- COM 3810 Documenting Appalachia (4cr)
- ENG 3320 Propaganda (4cr)
- SWK 1000 Introduction to Being a Change Partner (4cr)
- WRI 1132 Forms and Theories in Creative Nonfiction (4cr)

2. Communications and Media Electives

Select four (4) credits from the following; this course may also satisfy a general elective:

- COM 1010 Introduction to Journalism (4cr)
- COM 1910 Communication Practicum (2cr)
- COM 2600 Podcasting (4cr)
- COM 3810 Documenting Appalachia (4cr)

3. Upper-Level Electives

Select eight (8) credits from the following; this course may also satisfy a general elective:

- ANT 3149 Language and Culture (4cr)
- BUS 3205 Strategic Marketing (4cr)
- BUS 3908 Social Media Marketing (2cr)
- COM 3810 Documenting Appalachia (4cr)
- ENG 3320 Propaganda (4cr)

Internship and Capstone Sequence (8 credits)

- COM 3900 The Media Job Market (4cr)
- COM 4800 Media and Communications Capstone (4cr)

Music, B.A.

The Music major provides a creative and intellectual path for students to study, create, listen to, and communicate about music. The major highlights regional and cultural contexts through a hybrid of music theory, performance, Appalachian studies, musicology, ethnomusicology, composition, and improvisation. Majors may choose to pursue a Traditional Music concentration that emphasizes the multicultural roots, influences, and varieties of vernacular music in the southern Appalachian region. All Music majors participate in ensembles and applied lessons, including Beginning String Band, Bluegrass Band, College Choir, Gamelan Ensemble, Jazz Ensemble, Klezmer Ensemble, Old-Time Band, and Tunewriting Ensemble. These courses emphasize collaborative learning, deep listening, and attuned self-awareness as a listener and artistic collaborator. In addition, students regularly attend campus events including weekly jam sessions, weekly contra dances, guest concerts and workshops, faculty concerts, and the annual Fiddles and Folklife festival.

As a result of engagement with the major, Music students will:

1. Develop their musicianship;
2. Foster knowledge and understanding of music in its cultural and historical contexts;
3. Deepen their critical and analytical understanding of music.

Requirements

Total number of required credits: Students must earn a minimum of 52 credit hours as listed below

Major Declaration

To declare a music major, a student must pass an instrumental or vocal audition. The audition involves a short performance for a small panel of music faculty and an interview about the student's intended area(s) of focus in the major. The audition must occur before the end of a student's sophomore year. Transfer students and those who decide to declare a music major after the sophomore year must consult the music major coordinator. For proper scaffolding of degree coursework, prospective music majors should complete the core requirements (20 credits) of the degree as soon as possible.

Music Major without a concentration

Core Requirements (20 credits)

MUS 1120 Music Cultures (4cr) *(1000/2000 level EL)*
 MUS 1201 Introduction to Music Theory (4cr)*
 MUS 2010 Music Theory and Ear Training (4cr)
 MUS 2100 Music Appreciation (4cr) OR MUS 2860 Jazz Appreciation (4cr)
 MUS 2320 Appalachian Music Soundscapes (4cr) *(2000/3000 level CE)*

*MUS 1201 Introduction to Music Theory is designed for students entering with little background in music theory. Students with prior experience may elect to take a placement examination in place of this course.

Elective Requirements (20 credits)

1. *Applied Music*

*Select six (6) credits in up to two areas: ***

MUS 1170 Applied West African Music (1cr)
 MUS 1220 Applied Bass (1cr)
 MUS 1240 Applied Percussion (1cr)
 MUS 1300 Applied Piano (1cr)
 MUS 1350 Applied Voice (1cr)
 MUS 1390 Applied Woodwinds (1cr)
 MUS 1912 Swannanoa Gathering (1cr)
 MUS 2400 Applied Fiddle/Violin (1cr)
 MUS 2420 Applied Mandolin (1cr)

MUS 2500 Applied Songwriting (1cr)
 MUS 2610 Applied Guitar (1cr)
 MUS 2640 Applied Banjo (1cr)
 MUS 3330 Applied Improvisation & Composition (1cr)

****All Applied Music courses carry an additional fee per credit hour. Contact the chair about off-campus lessons for other instruments. Instructor permission is required for all Applied Music courses. In addition, it is expected that before taking Applied lessons, students will complete any group class offered in the desired instrument (for example, Guitar I and II; Fiddle/Violin I, Beginning Bluegrass Banjo). Students need permission of the faculty to fulfill the Applied Music requirement in more than one instrument/area.**

2. Ensembles

a. *Select at least four (4) ensemble credits from one of the following:*

MUS 1050 College Choir (1cr)
 MUS 1270 Jazz Ensemble (1cr)
 MUS 1290 West African Ensemble (1cr)
 MUS 1760 Gamelan Ensemble (1cr)
 MUS 2271 Advanced Jazz Combo
 MUS 2570 Old-Time Band (1cr)
 MUS 2710 Bluegrass Band (1cr)

b. *An additional two (2) ensemble credits may come from any of the above or the following:*

MUS 1570 Beginning String Band (1cr)
 MUS 2333 Klezmer Ensemble (1cr)

3. Music Culture and Performance

a. MUS 3890 Traditions of Work and Music in the Southern Mountains (4cr)

b. *Select four (4) credits from the following:*

Any combination of 1-credit, 2-credit, or 4-credit MUS courses, including group-instruction courses (fiddle, banjo, songwriting, voice, dance, balladry, and more)

Internship Requirement (2 credits)

CDC 4840 Internship Reflection Seminar (2cr)
 Internship (150 hours)

Capstone Sequence (10 credits)

MUS 3510 Exploring Music Vocations (4cr)
 MUS 4840 Music Project Seminar (4cr)
 MUS 4850 Senior Recital Practicum (1cr) - Must complete two (2) iterations of MUS 4850 Senior Recital Practicum for a total of 2 credits

Music Major - Traditional Concentration (56 Credits)

Core Requirements (20 credits)

MUS 1120 Music Cultures (4cr) (1000/2000 level EL)
 MUS 1201 Introduction to Music Theory (4cr)*
 MUS 2010 Music Theory and Ear Training (4cr)
 MUS 2100 Music Appreciation (4cr) OR MUS 2860 Jazz Appreciation (4cr)
 MUS 2320 Appalachian Music Soundscapes (4cr) (2000/3000 level CE)

*MUS 1201 Introduction to Music Theory is designed for students entering with little background in music theory. Students with prior experience may elect to take a placement examination in place of this course.

Elective Requirements (24 credits)

1. GBL 1250 Introduction to Appalachian Studies (4cr)

2. **Applied Music**

*Select six (6) credits in up to two areas: ***

- MUS 1912 Swannanoa Gathering (1cr)
- MUS 2400 Applied Fiddle/Violin (1cr)
- MUS 2420 Applied Mandolin (1cr)
- MUS 2500 Applied Songwriting (1cr)
- MUS 2610 Applied Guitar (1cr)
- MUS 2640 Applied Banjo (1cr)
- MUS 3330 Applied Improvisation & Composition (1cr)

**All Applied Music courses carry an additional fee per credit hour. Contact the chair about off-campus lessons for other instruments. Instructor permission is required for all Applied Music courses. In addition, it is expected that before taking Applied lessons, students will complete any group class offered in the desired instrument (for example, Guitar I and II; Fiddle/Violin I, Beginning Bluegrass Banjo). Students need permission of the faculty to fulfill the Applied Music requirement in more than one instrument/area.

3. **Ensembles**

- a. *Select at least four (4) ensemble credits from one of the following:*

- MUS 2570 Old-Time Band (1cr)
- MUS 2710 Bluegrass Band (1cr)

- b. *An additional two (2) ensemble credits may come from any of the above or the following:*

- MUS 1050 College Choir (1cr)
- MUS 1270 Jazz Ensemble (1cr)
- MUS 1290 West African Ensemble (1cr)
- MUS 1570 Beginning String Band (1cr)
- MUS 1760 Gamelan Ensemble (1cr)
- MUS 2271 Advanced Jazz Combo (1cr)
- MUS 2333 Klezmer Ensemble (1cr)

4. **Music Culture and Performance**

- a. MUS 3890 Traditions of Work and Music in the Southern Mountains (4cr)
 - b. *Select four (4) credits from the following:*
Any combination of 1-credit, 2-credit, or 4-credit MUS courses, including group-instruction courses (fiddle, banjo, songwriting, voice, dance, balladry, and more)

Internship Requirement (2 credits)

- CDC 4840 Internship Reflection Seminar (2cr)
- Internship (150 hours)

Capstone Sequence (10 credits)

- MUS 3510 Exploring Music Vocations (4cr)
- MUS 4840 Music Project Seminar (4cr)
- MUS 4850 Senior Recital Practicum (1cr) - Must complete two (2) iterations of MUS 4850 Senior Recital Practicum for a total of 2 credits

Outdoor Business, B.A.

The Outdoor Business major integrates the principles of liberal arts education with hands-on experience and industry-focused knowledge, preparing students for leadership roles in the outdoor industry. Situated in Western North Carolina, our program capitalizes on the region's abundant natural resources, rich cultural heritage, and vibrant outdoor economy. Through interdisciplinary coursework, experiential learning, and community engagement, we cultivate ethical, innovative, and socially responsible leaders who are equipped to address the challenges and opportunities in the dynamic outdoor business landscape.

As a result of engagement with the Outdoor Business major, students will:

1. Apply classroom knowledge in real-world settings and utilize practical skills essential for success;
2. Practice ethical, adaptable, and visionary leadership in the Outdoor Industry;
3. Develop strong connections with local and regional outdoor businesses, organizations, and leaders and graduate with network connections and mentorship opportunities in the field, enhancing students' industry exposure and facilitating career pathways.

Requirements

Total number of required credits: Students must earn a minimum of 56 credit hours as listed below

Core Requirements (28 credits)

- ODL 1000 Foundations of Outdoor Adventure Education (4cr)
- BUS 2111 Principles and Practices of Contemporary Management (4cr) *(1000/2000 level EL)*
- BUS 2200 Sustainable Business Practices (4cr) *(2000/3000 level CE)*
- BUS 2500 Accounting I (4cr)
- BUS 3205 Strategic Marketing (4cr)
- BUS 3400 Outdoor Recreation Economies (4cr)
- ODL 4100 Management of Outdoor Programs (4cr)

Elective Requirements (18 credits)

1. Outdoor Instructor Skill Development

Select one of the following:

- ODL 2100 Backcountry Skills and Techniques (4cr)
- ODL 2115 Outdoor Educator Skill Development (4cr)
- ODL 2150 Teambuilding and Group Facilitation (4cr)

2. Technical Skills Electives

Select two (2) credits from the following:

- ODL 1090 Whitewater Canoeing (1cr)
- ODL 1110 Whitewater Kayaking (1cr)
- ODL 1250 Introduction to Rock Climbing (1cr)
- ODL 1280 Orienteering (1cr)
- ODL 2110 Intermediate Paddling (1cr)
- ODL 2240 Swiftwater Rescue (1cr)
- ODL 2270 Top Rope Site Management (2cr)
- ODL 2350 Intermediate Rock Climbing (1cr)

3. Leadership Course

Select four (4) credits from the following:

- BUS 3510 Understanding Leadership Through Film (2cr)
- BUS 3610 Organizational Behavior (2cr)
- BUS 3620 Cross-Cultural Organizational Behavior (2cr)
- ODL 2500 Shackleton: Resilience and Leadership (2cr)
- ODL 3100 Leadership for Adventure Education (4cr)
- ODL 3125 Expeditionary Leadership (4cr) (OLIS)

4. Upper-Level Electives

Select eight (8) credits of BUS, ECO, or ODL courses at the 3000 or 4000 level.

Internship Requirement (4 credits)

BUS 3500 Internship Preparation (2cr)

CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (6 credits)

Select one of the following:

1. ODL Sequence

ODL 4150 Environmental Education/Outdoor Leadership Pre-Capstone (2cr)

ODL 4200 Program Planning and Design (4cr)

2. Business Sequence

BUS 4100 Pre-Capstone: Consulting Readiness (2cr)

BUS 4500 Applied Business and Consulting Capstone (4cr)

Outdoor Leadership, B.A.

The mission of the Outdoor Leadership major is to prepare students to be competent and effective leaders who understand how to harness the power of connection with the natural world in order to help people better understand themselves, connect with others, and solve complex societal problems. The Outdoor Leadership major combines theory with practice while connecting people to place amongst the abundance of forests, rocks, and rivers in Western North Carolina; the interdisciplinary coursework focuses on education, facilitation, experiential learning methodologies, outdoor technical skill development, and organizational management skills.

Students who major in Outdoor Leadership will be able to:

1. Utilize theory, practice, community engagement, and reflection to hone transferable leadership skills;
2. Perform outdoor technical skills in a variety of frontcountry and backcountry environments; consider appropriate risk management; earn relevant certifications; accurately self-assess and make informed decisions;
3. Write lesson plans and curricula; assess individual and group needs; facilitate group development;
4. Consider the relationship of outdoor adventure education to complex social issues and articulate the value of engagement with the natural environment;
5. Develop knowledge and skills to manage and supervise outdoor programs/organizations and identify their own professional role in the field.

Requirements

Total number of required credits: Students must earn a minimum of 54 credit hours as listed below

Core Requirements (29 credit minimum)

- ODL 1000 Foundations of Outdoor Adventure Education (4cr)
- PSY 1000 Introduction to Psychology (4cr)
- ODL 2150 Teambuilding and Group Facilitation (4cr) (1000/2000 level EL)
- ODL 2200 Wilderness First Responder (1-4cr)
- ODL 2410 Natural Environments and Health (4cr) (2000/3000 level CE)
- ODL 3220 Challenge Course Facilitation and Management (4cr)
- ODL 3251 Inclusive Excellence in Outdoor Adventure Education (4cr)
- ODL 4100 Management of Outdoor Programs (4cr)

Elective Requirements (15 credit minimum)

1. Technical Skills

Select two (2) credits from the following:

- ODL 1090 Whitewater Canoeing (1cr)
- ODL 1110 Whitewater Kayaking (1cr)
- ODL 1250 Introduction to Rock Climbing (1cr)
- ODL 1280 Orienteering (1cr)

2. Backcountry Skills

Select one of the following:

- ODI 2100 Backcountry Skills and Techniques (4cr)
- ODL 2115 Outdoor Educator Skill Development (4cr)

3. Leadership Course

Select four (4) credits from the following:

- BUS 3510 Understanding Leadership Through Film (2cr)
- BUS 3610 Organizational Behavior (2cr)
- BUS 3620 Cross-Cultural Organizational Behavior (2cr)

ODL 2500 Shackleton: Resilience and Leadership (2cr)
ODL 3100 Leadership for Adventure Education (4cr)
ODL 3125 Expeditionary Leadership (4cr) (OLIS)

4. Advanced Technical Skills

Select one of the following:

ODL 2110 Intermediate Paddling (1cr)
ODL 2240 Swiftwater Rescue (1cr)
ODL 2270 Top Rope Site Management (2cr)
ODL 2350 Intermediate Rock Climbing (1cr)

5. Upper-Level Human Services

Select one of the following:

EDU 2050 Educational Psychology (4cr)
PSY 2010 Infant and Child Development (4cr)
PSY 2040 Adolescent Development and Emerging Adulthood (4cr)
PSY 3170 Health Psychology (4cr)
PSY 3180 Social Psychology (4cr)
PSY 3260 Theories and Techniques in Counseling and Psychotherapy (4cr)
SWK 3350 Micro Praxis (4cr)

Internship Requirement (4 credits)

BUS 3500 Internship Preparation (2cr)
CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (6 credits)

ODL 4150 Environmental Education/Outdoor Leadership Pre-Capstone (2cr)
ODL 4200 Program Planning and Design (4cr)

Psychology, B.A.

The Psychology major seeks to prepare graduates who are able to use their understanding of psychology as they pursue their careers, contribute to the larger community, and live full and meaningful lives. Its curriculum enables students to develop both breadth and depth of knowledge about psychology. The Psychology major prepares students for graduate study in psychology, social work, and related fields or for immediate employment in a wide range of settings that require critical thinking, problem-solving, strong interpersonal and group skills, and an understanding of human behavior. When combined with other appropriate coursework and experiences, psychology can also provide excellent preparation for law school, medical school, or other health careers.

As a result of engagement with the Psychology major, students will be able to:

1. Understand and apply theoretical concepts, methodologies, and research-based findings from diverse areas of biological, social/personality, learning/development, and counseling/health psychology;
2. Apply psychological principles to personal, community, and societal issues through courses, internships, research, and community engagement;
3. Use and respect skeptical inquiry, critical thinking, and the scientific approach to understanding behavior;
4. Communicate effectively and professionally, orally and in writing;
5. Understand self and others within cultural contexts and develop interpersonal skills for diverse settings over the lifespan.

Requirements

Total number of required credits: Students must earn a minimum of 48 credit hours as listed below

Core Requirements (12 credits)

PSY 1000 Introduction to Psychology (4cr) (*1000/2000 level EL*)
 MAT 1411 Applied Statistics (4cr)
 PSY 2310 Research Methods in Social Science (4cr)

Elective Requirements (28 credits)

1. **Psychology Core Breadth: Biological**

Select one of the following:

PSY 3100 Biopsychology (4cr)
 PSY 3240 Sensation, Perception, & Cognition (4cr)

2. **Psychology Core Breadth: Social/Personality**

Select one of the following:

PSY 3180 Social Psychology (4cr)
 PSY 4250 Social Neuroscience (4cr)

3. **Psychology Core Breadth: Learning and Development**

Select one of the following:

EDU 2050 Educational Psychology (4cr)
 PSY 2010 Infant and Child Development (4cr)
 PSY 2040 Adolescent Development and Emerging Adulthood (4cr)
 PSY 4210 Behavioral and Cognitive Neuroscience (4cr)

4. **Psychology Core Breadth: Mental Health and Distress**

Select one of the following:

PSY 3120 Psychology of Mental Health and Distress (4cr)
 PSY 3170 Health Psychology (4cr)

PSY 3260 Theories and Techniques in Counseling and Psychotherapy (4cr)

5. **General Elective Courses**

Select twelve (12) credits from the following; at least two credits must be at the 4000 level

PSY 1210 Sport Psychology (4cr)
 PSY 1310 Drugs and Behavior (4cr)
 PSY 1960 Topics in Psychology (2cr)
 PSY 1965 Topics in Psychology (4cr)
 PSY 2790 Supervised Internship in Psychology (1-16 cr)
 PSY 2960 Topics in Psychology (2cr)
 PSY 2965 Topics in Psychology (4cr)
 PSY 2550 / EAT 2550 Introduction to Music in Therapeutic Settings (4cr)
 PSY 4210 Behavioral and Cognitive Neuroscience (4cr)
 PSY 4250 Social Neuroscience (4cr)
 PSY 4790 Supervised Internship in Psychology (1-16 cr)
 PSY 4890 Independent Research in Psychology (1-16 cr)
 PSY 4960 Topics in Psychology (2cr)
 PSY 4965 Topics in Psychology (4cr)
 Any of the Psychology Core Breadth courses listed above not taken to meet the Core Breadth requirement in the major.

6. **Community-Engaged Course**

Select one of the following; this course may also satisfy another elective requirement:

EDU 2050 Educational Psychology (4cr)
 PSY 2010 Infant and Child Development (4cr)
 PSY 2040 Adolescent Development and Emerging Adulthood (4cr)
 PSY 3100 Biopsychology (4cr)

Internship Requirement

Students complete the internship requirement through one of the following:

PSY 2790 Supervised Internship in Psychology (1-16cr)
 PSY 4790 Supervised Internship in Psychology (1-16cr)
 PSY 4840 Capstone Practicum: Psychology (4cr)

Capstone Sequence (8 credits)

1. *Select one of the following:*
 PSY 4830 Capstone Proposal: Psychology (4cr)
 SWK 4250 Practicum Readiness & Applied Research (4cr)
2. *Select one of the following:*
 PSY 4840 Capstone Practicum: Psychology (4cr)
 PSY 4850 Capstone Thesis: Psychology (4cr)

Honors

The objectives of the Psychology Honors Program are:

1. to set high academic standards to which all students can aspire,
2. to encourage students to pursue scholarly research or practicum projects, and
3. to provide recognition of students' outstanding academic performance.

Requirements:

To meet the requirements, a student must:

1. Achieve a 3.5 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Complete either PSY 4840 Capstone Practicum: Psychology or PSY 4850 Capstone Thesis: Psychology with a course grade of A- (90%) or better.

3. Either (a) present the completed project (based on the formal written report required for Capstone Thesis or Capstone Practicum) in a campus capstone presentation, as well as in a professional forum appropriate to the capstone project (e.g., Carolinas Psychology Conference, Georgia Undergraduate Research Conference in Psychology, SYNAPSE, Association for Psychological Science, PACE, community partner organization), or (b) submit a manuscript for publication in a peer-reviewed journal.
4. Receive final acceptance for Graduation with Honors, which is contingent on an approval vote from the faculty of the student's major.

Public Humanities: Philosophy and History, B.A.

The Public Humanities: Philosophy and History major is an interdisciplinary major designed to advance the applicability and accessibility of humanistic study across diverse publics. Combining critical understanding of the past with critical thinking about the present, students of the Public Humanities address the most pressing issues today through meaningful, productive public discourse. In a collaborative, cross-disciplinary, and rigorous learning environment, students become thoughtful, empathetic stewards of a civic discussion that reaches diverse audiences through diverse means of public engagement. In the Public Humanities, students gain experience-based skills in research, argumentation, and public relations--training essential to the pursuit of the common good, and highly valued in a range of professions including law, policy-making, advocacy, non-profit and public leadership.

A successful Public Humanities student will be able to:

1. Work collaboratively both within and beyond academics to connect academic work with diverse publics;
2. Participate in and facilitate civic discourse that is productive, respectful, and inclusive;
3. Apply deep-level student scholarship to the most challenging problems and social justice;
4. Engage in public-facing humanistic study in collaboration with community partners, and utilize and create new venues for student scholarship and communication.

Requirements

Total number of required credits: Students must earn a minimum of 45 credit hours as listed below

Core Requirements (8 credits)

HUM 1000 Book Club: Introduction to Philosophy and History (4cr) (1000/2000 level EL)
HUM 2200 Contemporary Themes in Philosophy and History (4cr) (1000/2000 level EL)

Concentration (28 credits)

Students must select either a Philosophy or History Concentration

Philosophy Concentration

1. Select one of the following:

PHI 2520 Environmental Ethics (4cr)
PHI 2570 Ethics (4cr)

2. Select one of the following:

PHI 2589 Gender Troubles in Ancient Greek Thought (4cr)
PHI 2590 Ancient Philosophy: Problems of Truth and Goodness (4cr)

3. 2000-level PHI Electives

Select twelve (12) credits of PHI courses at the 2000 level

4. 3000-level Electives (8 credits)

Select eight (8) credits from the following:

Any 3000-level PHI course
SOC 3170 Social Theory (4cr)

History Concentration

1. Select one of the following:

HIS 1900 Global History: Antiquity to the Medieval Era (4cr)
HIS 1910 Global History: 1400-1982 CE (4cr)

2. Select one of the following:

HIS 2340 African American Experience to 1877 (4cr)
HIS 2341 African American Experience since 1877 (4cr)

3. 2000-level HIS electives

Select twelve (12) credits of HIS courses at the 2000 level

4. 3000-level Electives

Select eight (8) credits from the following:

Any 3000-level HIS course

GBL 3310 The Cold War, Globalization, and Popular Culture (4cr)

PSC 3360 United States Foreign Policy (4cr)

Internship and Capstone Sequence (9 credits)

HUM 3900 Public Humanities (4cr) *(2000/3000 level CE course)*

HUM 4750 Public Humanities Internship (1cr)

HUM 4800 Capstone Research and Thesis (4cr)

Social Work, B.A.

The Social Work major at Warren Wilson College empowers students to become competent, civically engaged leaders and change agents for social justice. Throughout a rigorous, developmental curriculum of experiential community-based learning, students are challenged to engage critically and reflexively within their communities, the profession, and our global society.

The learning outcomes of the Warren Wilson College Social Work Program are as follows:

1. To prepare students to enter generalist social work practice or graduate education as culturally humble, anti-racist, anti-oppressive practitioners;
2. To broaden students' perspectives through engagement with multiple theoretical frameworks, evidence-based research, and diverse community experiences;
3. To facilitate an orientation to life-long learning wherein students cultivate personal growth, resilience, and intercultural engagement as members of our global society centering human rights and social change at multiple levels of practice;
4. To foster the development of values and ethics, guided by the NASW Code of Ethics, with attention to a systems approach to how context impacts promoting inclusion, intersection, and equity.

Requirements

Total number of required credits: Students must earn a minimum of 49 credit hours as listed below

Overall Grade Requirement

- Students in the Social Work major must earn a combined GPA of 2.5 in all courses required for the major.
- Students must earn a minimum grade of C or better in all courses required within the major, and C- or better in all required courses outside the major

Core Requirements (32 credits):

BIO 1090 Human Biology (4cr)
 GBL 2010 Intercultural Communication (4cr)
 PSY 2310 Research Methods in Social Science (4cr)
 SWK 1000 Introduction to Being a Change Partner (4cr)
 SWK 2100 Critical History & Evolution of Social Work Practice (4cr)
 SWK 3350 Micro Praxis (4cr)
 SWK 3450 Praxis II (4cr)
 SWK 4100 Policy Advocacy for Social Change (4cr)

Elective Requirements (4 credits)

Must take one of the following:

PSY 1000 Introduction to Psychology (4cr)
 SOC 1000 Introduction to Sociology (4cr)

Capstone Sequence (16 credits)

SWK 4250 Practicum Readiness & Applied Research (4cr)
 SWK 4300 Practicum Experience (10cr)
 SWK 4350 Practicum Education Seminar (2cr)

Sociology and Anthropology, B.A.

The Sociology and Anthropology major provides students with the values and skills needed to understand diverse cultures and social processes. Students will gain insights that help them create a more just, equitable, and sustainable world. We offer a rigorous academic major that provides a balance of depth and breadth in the areas of material culture and archaeology; cultural anthropology; gender, women, and sexuality studies; and sociology.

A successful graduate with a Sociology and Anthropology major will:

1. Demonstrate critical awareness of cultural differences and social injustice;
2. Engage with diverse communities and their perspectives around the world and in the United States;
3. Recognize, understand, and apply different concepts and/or theoretical approaches in Sociology and Anthropology;
4. Design and carry out research using sociological and anthropological methods.

The Sociology and Anthropology major is integrated; coursework and field study give students in each discipline opportunities for shared experiences. Students can prepare for graduate study in research or teaching, professional training in applied social science (e.g., health administration, urban planning, environmental programs), law, work in community development, public service administration, and non-profit agencies. The program emphasizes intercultural and interdisciplinary perspectives.

Requirements

Total number of required credits: Students must earn a minimum of 50 credit hours as listed below

Core Requirements (12 credits)

- SOC 1000 Introduction to Sociology (4cr) (1000/2000 level EL)
- ANT 2000 Introduction to Cultural Anthropology (4cr) (1000/2000 level EL)
- SOC 3170 Social Theory (4cr)

Elective Requirements (28 credits)

1. Depth and Breadth (20 credits)

- a. Sociology elective (4 credits)
A minimum of 4 credits of Sociology electives (courses listed as SOC)
- b. Cultural Anthropology elective (4 credits)
A minimum of 4 credits of Cultural Anthropology electives (courses listed as ANT)
- c. Archaeology elective (4 credits)
See list of courses under the Material Culture and Archaeology concentration below
- d. Upper-level Sociology and/or Anthropology electives (8 credits)
A minimum of 8 credits of 3000- or 4000-level electives

2. Community-Engaged Course

Select one of the following - this course may also satisfy a depth and breadth elective:

- SOC 2110 The Family (4cr)
- SOC 2400 Queer Sociology (4cr)
- SOC 2510 Societies in Southeast Asia (4cr)
- SOC 2710 Environmental Sociology (4cr)

3. Related Area of Study (8 credits)

At least 8 advisor-approved credit hours in one other supplementary area, including at least 4 credit hours at the 3000 or 4000 level

Internship Requirement (2 credits)

CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (8 credits)

SOC 4020 Sociology/Anthropology Research Craft (4cr)

SOC 4100 Directed Research in Sociology/Anthropology (4cr)

Recommended

Language: Sociology and Anthropology majors are strongly encouraged to acquire fluency in a second language.

Mathematics: Sociology and Anthropology majors are strongly encouraged to take MAT 1411 Applied Statistics (4cr).

Concentrations

Students may elect to complete a concentration in one of the following areas: (1) Material Culture and Archaeology, (2) Cultural Anthropology, (3) Gender, Women, and Sexuality Studies, or (4) Sociology. Students who do not elect a concentration will complete general study within Sociology and Anthropology through the requirements listed above.

The concentrations contribute to the Depth and Breadth requirements listed under Elective Requirements.

Material Culture and Archaeology

1. Select 4 credits from the following:
 - ANT 1400 Introduction to Archaeology (4cr)
 - ANT 1440 North American Archaeology (4cr)
 - ANT 1450 Archaeology of World Cultures (4cr)
 - ANT 1480 Archaeological Field Methods (4cr)
 - ANT 2500 African Diaspora Archaeology (4cr)
 - ANT 2510 Latin American Archaeology and Colonialism (4cr)
 - ANT 2907 Space, Place, and Landscape (4cr)
 - ANT 2908 Archaeology in Popular Culture (4cr)
 - ANT 3300 Archaeology of Food and Feasting (4cr)
 - ANT 3915 Archaeologies of Gender and Sexuality (4cr)
2. Select one of the following (4 credits):
 - ANT 1480 Archaeological Field Methods (4cr)
 - ANT 3400 Archaeological Field School (1-4cr)
3. ANT 3420 Archaeology Laboratory Methods (4cr)
4. Sociology elective (4 credits)
Must complete 4 credits of Sociology electives (courses listed as SOC)
5. Cultural Anthropology elective (4 credits)
Must complete 4 credits of Cultural Anthropology electives (courses listed as ANT)
6. Students must conduct their senior research projects (SOC 4100 Directed Research in Sociology/Anthropology) on an advisor-approved archaeological topic.

Cultural Anthropology

1. Cultural Anthropology electives (12 credits)
Complete a minimum of 12 credit hours from the following:
 - ANT 2310 Medical Anthropology (4cr)

ANT 2410 Native Peoples of Mexico and Guatemala (4cr)
 ANT 2610 Cultures of Sub-Saharan Africa (4cr)
 ANT 2906 Expressive Arts Through Movement (2cr)
 ANT 2979 Topics in Anthropology (2cr)
 ANT 2989 Topics in Anthropology (4cr)
 ANT 3110 Culture and Religion (4cr)
 ANT 3149 Language and Culture (4cr)
 ANT 3150 Dance, Culture, and Identity (4cr)
 ANT 3800 Gender in Cross-Cultural Perspective (4cr)
 ANT 3903 Subculture (4cr)
 ANT 4310-4360 Topics in Latin American Anthropology (2cr)

2. Students must conduct their senior research projects (SOC 4100 Directed Research in Sociology/Anthropology) on advisor-approved topics that focus on Cultural Anthropology.

Gender, Women, and Sexuality Studies

1. Complete a minimum of 12 credit hours from the following:
 - ANT 3800 Gender in Cross-Cultural Perspective (4cr)
 - ANT 3915 Archaeologies of Gender and Sexuality (4cr)
 - SOC 1030 Introduction to Gender, Women, and Sexuality Studies (4cr)
 - SOC 2110 The Family (4cr)
 - SOC 2400 Queer Sociology (4cr)
 - SOC 3012 Women of Color and Feminism (4cr)
 - SOC 3240 Difference and Inequality (4cr)
 - SOC 3250 Gender, Development, and the Environment (4cr)
2. Students must conduct their senior research projects (SOC 4100 Directed Research in Sociology/Anthropology) on advisor-approved topics that focus on Gender, Women, and Sexuality Studies.

Sociology

1. Complete a minimum of 12 credit hours from the following:
 - GBL 3180 / SOC 3180 Postcolonial Theory and Methods (4cr)
 - PHI 2575 / SOC 2575 Critical Race Theory (4cr)
 - SOC 1030 Introduction to Gender, Women, and Sexuality Studies (4cr)
 - SOC 2110 The Family (4cr)
 - SOC 2400 Queer Sociology (4cr)
 - SOC 2510 Societies in Southeast Asia (4cr)
 - SOC 2710 Environmental Sociology (4cr)
 - SOC 2950 Topics in Sociology (2cr)
 - SOC 2951 Topics in Sociology (4cr)
 - SOC 3012 Women of Color and Feminism (4cr)
 - SOC 3120 Sociology of Disaster and Climate Change (4cr)
 - SOC 3240 Difference and Inequality (4cr)
 - SOC 3250 Gender, Development, and the Environment (4cr)
2. Students must conduct their senior research projects (SOC 4100 Directed Research in Sociology/Anthropology) on advisor-approved topics that focus on Sociology.

Sustainable Agriculture and Food Studies, B.A. or B.S.

The Sustainable Agriculture & Food Studies major (B.A. or B.S.) empowers students to critically examine agricultural processes and solutions through natural science, social context, and community-engaged courses. The coursework provides a foundational understanding of topics including sustainable agricultural practices and theory, which students then directly address through additional upper-level experiential coursework. Finally, students contribute to agroecological knowledge in an area of their choosing through their three-semester Natural Science Undergraduate Research Sequence (B.S.) or two-semester project-planning capstone focused on social-ecological issues in our food systems (B.A.).

As a result of engagement with the Sustainable Agriculture & Food Systems (B.A. or B.S.) major, students will be able to:

1. Apply agroecological principles to understand modern agricultural challenges;
2. Synthesize interdisciplinary coursework to develop community-minded solutions in food agriculture production and food systems;
3. Develop, conduct, and communicate independent research in their area of interest;
4. Think critically, communicate ideas, and integrate academics, work, and service.

B.A. Requirements

Total number of required credits: Students must earn a minimum of 49 credit hours as listed below

Core Requirements (24 credits)

- ENS 1170 Introduction to Environmental Science (4cr)
- ENS 1200 Everybody's Environment! People, Place, and Planet (4cr)
- MAT 1411 Applied Statistics (4cr)
- ENS 2160 Introduction to Animal Science (4cr) (1000/2000 level EL course)
- ENS 2490 Introduction to Sustainable Agriculture (4cr)
- ENS 3410 Agroecology (4cr) (2000/3000 level CE course)

Elective Requirements (16 credits)

1. Social Context

A minimum of four (4) credits must be from the following:

- ANT 2907 Space, Place, and Landscape (4cr)
 - ANT 3300 Archaeology of Food and Feasting (4cr)
 - ECO 3200 Economics and Business of Food (4cr)*
 - ENS 2210 Energy and the Environment (4cr)
 - ENS 2260 Introduction to Environmental Education (4cr)
 - ENS 2510 People & Plants: Ethnobotany (4cr)
 - ENS 3190 Community-Based Environmental Education (4cr)
 - ENS 3220 Introduction to Environmental Law (4cr)*
 - GBL 1170 Introduction to Global Studies (4cr)
 - HIS 2050 Environmental History of the United States (4cr)
 - PHI 2520 Environmental Ethics (4cr)
 - PSC 2450 Environmental Politics in Global Perspectives (4cr)
 - SOC 2710 Environmental Sociology (4cr)*
 - SOC 3250 Gender, Development, and the Environment (4cr)*
- *=Requires a prerequisite not listed in the major's core requirements

2. Natural Science Context

A minimum of four (4) credits must be from the following:

- BIO 1070 Introduction to Microbiology (4cr)
- BIO 1160 General Biology (4cr)*
- BIO 2020 Ecology (4cr)*

BIO 2110 Anatomy and Physiology I (4cr)*
 BIO 2120 Anatomy and Physiology II (4cr)*
 BIO 2340 General Zoology (4cr)*
 BIO 2500 General Botany (4cr)*
 BIO 2800 Techniques in Livestock Management (4cr)
 BIO 2913 / ENS 2913 General Entomology (4cr)*
 BIO 3020 / ENS 3020 Aquatic Ecology and Water Pollution (4cr)
 BIO 3220 Genetics (4cr)*
 BIO 3351 / ENS 3351 Forest Biology (4cr)
 BIO 3765 Topics in Animal Science (2cr)
 CHM 1160 General Chemistry I with Lab (4cr)
 CHM 2170 General Chemistry II with Lab (4cr)
 CHM 2250 Organic Chemistry I (4cr)* + CHM 2251 Organic Chemistry I Laboratory (0cr)
 ENS 3300 Soil Science (4cr)
 ENS 4340 Silviculture (4cr)*
 ENS 4350 Introduction to Forest Management (4cr)
 GBL 2250 Introduction to Geographic Information Systems (4cr)
 GBL 3250 Advanced Geographic Information Systems (4cr)*
 *=Requires a prerequisite not listed in the major's core requirements

3. Upper-Level Requirement

A minimum of four (4) credits of the Social Context or Natural Science Context electives must be at the 3000 or 4000 level.

Internship Requirement (3 credits)

ENS 3502 Career Preparation in Environmental Studies (1cr)
 CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (6 credits)

ENS 3905 Community-Engaged Capstone Design (2cr)
 ENS 4600 Environmental Leadership in Community (4cr)

B.A. Honors

Requirements:

Students seeking to graduate with Honors must:

1. Achieve a 3.75 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Present the completed project (including a formal written thesis, report, or program plan) in the final course of their capstone sequence and earn a course grade of A- (90%) or better. This final course is ENS 4600 Environmental Leadership in Community.

B.S. Requirements

Total number of required credits: Students must earn a minimum of 59 credit hours as listed below

Core Requirements (36 credits)

BIO 1160 General Biology (4cr)
 CHM 1160 General Chemistry I with Lab (4cr)
 ENS 1170 Introduction to Environmental Science (4cr)
 ENS 1200 Everybody's Environment! People, Place, and Planet (4cr)
 MAT 1411 Applied Statistics (4cr)
 BIO 2020 Ecology (4cr)
 ENS 2160 Introduction to Animal Science (4cr) (1000/2000 level EL course)
 ENS 2490 Introduction to Sustainable Agriculture (4cr)
 ENS 3410 Agroecology (4cr) (2000/3000 level CE course)

Elective Requirements (12 credits)**1. Social Context**

A minimum of 4 credits must be from the following:

- ANT 2907 Space, Place, and Landscape (4cr)
 - ANT 3300 Archaeology of Food and Feasting (4cr)
 - ECO 3200 Economics and Business of Food (4cr)*
 - ENS 2210 Energy and the Environment (4cr)
 - ENS 2260 Introduction to Environmental Education (4cr)
 - ENS 2510 People & Plants: Ethnobotany (4cr)
 - ENS 3190 Community-Based Environmental Education (4cr)
 - ENS 3220 Introduction to Environmental Law (4cr)*
 - EDU 2050 Educational Psychology (4cr)
 - GBL 1170 Introduction to Global Studies (4cr)
 - HIS 2050 Environmental History of the United States (4cr)
 - PHI 2520 Environmental Ethics (4cr)
 - PSC 2450 Environmental Politics in Global Perspectives (4cr)
 - SOC 2710 Environmental Sociology (4cr)*
 - SOC 3250 Gender, Development, and the Environment (4cr)*
- *=Requires a prerequisite not listed in the major's core requirements

2. Natural Science Context

A minimum of 4 credits must be from the following:

- BIO 1070 Introduction to Microbiology (4cr)
 - BIO 2110 Anatomy and Physiology I (4cr)
 - BIO 2120 Anatomy and Physiology II (4cr)
 - BIO 2290 Field Mycology (2cr)*
 - BIO 2340 General Zoology (4cr)
 - BIO 2500 General Botany (4cr)
 - BIO 2800 Techniques in Livestock Management (4cr)
 - BIO 2913 / ENS 2913 General Entomology (4cr)
 - BIO 3020 / ENS 3020 Aquatic Ecology and Water Pollution (4cr)
 - BIO 3180 Ornithology (4cr)*
 - BIO 3220 Genetics (4cr)
 - BIO 3351 / ENS 3351 Forest Biology (4cr)
 - BIO 3400 Plant Ecology (4cr)*
 - BIO 3480 Animal Behavior (4cr)*
 - BIO 3765 Topics in Animal Science (2cr)
 - BIO 4400 Plant Taxonomy (4cr)*
 - BIO 4500 Microbiology (4cr)*
 - CHM 2170 General Chemistry II with Lab (4cr)
 - CHM 2250 Organic Chemistry I (4cr)* + CHM 2251 Organic Chemistry I Laboratory (0cr)
 - CHM 4070 Biochemistry I with Lab (4cr)*
 - ENS 3030 Hydrology (4cr)
 - ENS 3300 Soil Science (4cr)
 - ENS 4340 Silviculture (4cr)*
 - ENS 4350 Introduction to Forest Management (4cr)
 - GBL 2250 Introduction to Geographic Information Systems (4cr)
 - GBL 3250 Advanced Geographic Information Systems (4cr)*
- *=Requires a prerequisite not listed in the major's core requirements

3. Upper-Level Requirement

A minimum of four (4) credits of the Social Context or Natural Science Context electives must be at the 3000 or 4000 level.

Internship Requirement (3 credits)

ENS 3502 Career Preparation in Environmental Studies (1cr)
CDC 4840 Internship Reflection Seminar (2cr)

Capstone Sequence (8 credits)

SCI 3900 Capstone Research Design (4cr)
SCI 4880 Natural Science Capstone Research (1cr)
SCI 4890 Advance Natural Science Capstone Research (1cr)
SCI 4930 Capstone Thesis Preparation and Presentation (2cr)

B.S. Honors**Requirements:**

Students seeking to graduate with Honors must:

1. Achieve a 3.75 GPA for courses required in the major and achieve an overall 3.5 GPA.
2. Present the completed project (including a formal written thesis, report, or program plan) in the final course of their capstone sequence (SCI 4930 Capstone Thesis Preparation and Presentation) and earn a course grade of A- (90%) or better.

Undergraduate Minors

Appalachian Studies

The minor in Appalachian Studies provides students with an opportunity to learn about the cultures, ecology, histories, media, and socioeconomics of the southern mountains through courses offered across campus. The core courses within the minor emphasize the region's rich musical traditions and topics pertaining to life in Western North Carolina, while an array of regularly offered and special topics courses supplement these core offerings to explore the entire region in an interdisciplinary context.

Requirements

Total number of required credits: Students must earn a minimum of 24 credit hours as listed below

Core Requirements (8 credits)

- GBL 1250 Introduction to Appalachian Studies (4cr)
- MUS 2320 Appalachian Music Soundscapes (4cr)

Elective Requirements (16 credits)

1. Select at least eight (8) credits from the following:

- COM 3810 Documenting Appalachia (4cr)
- GBL 3790 Identifying Appalachian: The Politics of Identity in the Southern Mountains (4cr)
- HIS 2510 Appalachian History (4cr)
- MUS 3890 Traditions of Work and Music in the Southern Mountains (4cr)
- Selected Topics courses with permission of the department

2. Select at least eight (8) credits from the following:

- ANT 1440 North American Archaeology (4cr)
- ANT 2907 Space, Place, and Landscape (4cr)
- BIO 1020 Field Natural History (4cr)
- BIO 1050 Ecology for Everyone (4cr)
- ENS 1030 Forest Ecology in a Changing World (4cr)
- Selected Topics courses with permission of the department

Art and Craft

Complementary to majors in the sciences, social sciences, and humanities, the Art and Craft minor enables students to discover and develop creative potential through experiential, interdisciplinary practices, while honing their ability to creatively problem-solve and center making as a practice of building community and celebrating radical joy.

Requirements

Total number of required credits: Students must earn a minimum of 24 credit hours as listed below

Core Requirements (4 credits)

ART 1160 Drawing I (4cr)

Design Requirement (4cr)

Select one of the following:

ART 1030 Painting I (4cr) (1000/2000 level EL Course)

ART 1040 Introduction to Handbuilding (4cr) (2cr) (1000/2000 level EL Course)

ART 1060 Introduction to Ceramics (4cr) (1000/2000 level EL Course)

ART 1090 Darkroom Photography (4cr) (1000/2000 level EL Course)

ART 1105 Fire & Form: The Craft of the Smith (4cr) (1000/2000 level EL Course)

ART 1110 2D Design (2cr) and ART 1120 3D Design (2cr) (1000/2000 level EL Course)

ART 1130 Introduction to Sculpture (4cr) (1000/2000 level EL Course)

ART 1790 Alternative Processes (4cr) (1000/2000 level EL Course)

ART 1810 Introduction to Fibers (4cr) (1000/2000 level EL Course)

ART 1911 Introduction to Animation (4cr) (1000/2000 level EL Course)

Elective Requirements (4 credits)

1. *Select one of the following:*

ANT 2908 Archeology in Popular Culture (4cr)

ART 1470 Introduction to Art History (4cr)

ART 2345 Radical Film Studies (4cr)

ART 2350 Craft Histories: Cultures of Skill, Labor, & Material (4cr)

ART 2470 Modern and Contemporary Art (4cr)

COM 1410 Media and Society (4cr)

COM 2550 Trans Media Studies (4cr)

ENG 1070 Introduction to Film Studies (4cr)

PHI 2500 Philosophy and Art at Black Mountain College (4cr)

PHI 2510 Philosophy of Art (4cr)

2. *Studio Electives*

Select twelve (12) credits from any of the following:

Ceramics

ART 1040 Introduction to Handbuilding (4cr)

ART 1060 Introduction to Ceramics (4cr)

ART 2000 Ceramics II (4cr)

ART 3000 Ceramics III (4cr)

ART 4000 Ceramics IV (4cr)

Material Studies

ART 1103 Introduction to Craft and Material Studies (4cr)

ART 1130 Introduction to Sculpture (4cr)

ART 1140 Figurative Sculpture (4cr)

ART 1800 Woodturning: Tools, Skills, and Mindfulness (2cr)

ART 1810 Introduction to Fibers (4cr)

ART 2131 Sculpture II (4cr)
 ART 2370 Furniture Design (4cr)
 ART 2700 Mold Making and Casting (4cr)
 ART 2710 Metal Sculpture (4cr)
 ART 2750 Ferrous Jewelry: Matter in Motion (4cr)
 ART 2907 Hand Tool Woodworking Concepts (4cr)
 ART 2908 Explorations in Weaving (4cr)
 ART 2909 Hammer & Anvil, Flame & Matter (4cr)
 ART 2913 Storytelling Through Cloth (4cr)
 ART 3131 Sculpture III (4cr)
 ART 4132 Sculpture IV (4cr)

Media Arts

ART 1090 Darkroom Photography (4cr)
 ART 1790 Alternative Processes (4cr)
 ART 1911 Introduction to Animation (4cr)
 ART 2261 Darkroom Practices (2cr)
 ART 2265 Remix, Reuse, Recycle Media (4cr)
 ART 2268 Animation Methods (2cr)
 ART 2275 Experimental Video (4cr)
 ART 2280 Take Back the Screen: Queer Youth-Led Social Change & Film (4cr)
 ART 2285 Experimental Documentary (4cr)
 ART 2305 Sound Design (2cr)
 ART 2315 16mm Filmmaking (4cr)
 ART 2345 Radical Film Studies (4cr)
 ART 3250 Darkroom Cinematography (4cr)
 ART 3280 Animated Documentary (4cr)
 ART 3600 Film Genre & ENG 3600 Film Genre (6cr)
 ART 3952 Expanded Cinema and Installation (4cr)
 COM 1410 Media and Society (4cr)
 COM 2200 Media Production (4cr)
 COM 2600 Podcasting (4cr)

Painting/Drawing

ART 1030 Painting I (4cr)
 ART 1610 Watercolor (4cr)
 ART 2030 Painting II (4cr)
 ART 2160 Drawing II (4cr)
 ART 2450 Life Drawing (4cr)
 ART 2600 Service Learning Mural Painting (4cr)
 ART 3030 Painting III (4cr)
 ART 3160 Drawing III (4cr)
 ART 4030 Painting IV (4cr)
 ART 4160 Drawing IV (4cr)

Printmaking

ART 1041 Introduction to Printmaking (4cr)
 ART 1050 Bookforms (2cr)
 ART 1071 Letterpress and the Printed Book (4cr)
 ART 1080 Papermaking (2cr)
 ART 2040 Printmaking II (4cr)

Creative Arts

WRI 1155 Art in Community (4cr)
 WRI 3300 Play and Practice for the Artist (4cr)

Biology

Students pursuing majors outside of the Biology and Chemistry Department may earn a minor in Biology. The Biology minor is designed to provide students with foundational knowledge of key biological principles and the opportunity to explore a variety of subdisciplines in biology.

Requirements

Total number of required credits: Students must earn a minimum of 24 credit hours as listed below

Core Requirements (12 credits)

- BIO 1160 General Biology (4cr)
- CHM 1160 General Chemistry I with Lab (4cr)
- BIO 2020 Ecology (4cr)

Elective Requirements (12 credits)

1. Select one of the following:

- BIO 2080 Cell Biology (4cr)
- BIO 3220 Genetics (4cr)

2. Biology Electives

Complete 8 credits of any BIO courses at the 2000, 3000, or 4000 level

Business

With opportunities to learn about accounting, management, marketing, and economics, the Business minor provides students with a critical foundation of core business disciplines. The Business minor is a strong complement to virtually any major. Students will:

1. Gain the knowledge and skills necessary to manage a business
2. Understand the conceptual frameworks of business
3. Hone their leadership and management skills

Requirements

Total number of required credits: Students must earn a minimum of 20 credit hours as listed below

Core Requirements (12 credits)

- BUS 2111 Principles and Practices of Contemporary Management (4cr)
- BUS 2500 Accounting I (4cr)
- ECO 2030 Survey in Economics (4cr)

Elective Requirements (8 credits)

1. Select one of the following:

- BUS 3042 Organizational Finance (4cr)
- BUS 3205 Strategic Marketing (4cr)

2. Upper-Level Business or Economics Elective

Select four (4) credits of 3000- or 4000-level BUS or ECO course

Chemistry

The minor in Chemistry enables students with a strong interest in Chemistry to augment their major in another field with courses that will prepare them for a career that may include an emphasis on chemistry knowledge and laboratory skills. The minor includes a focus on chemistry that includes instrumentation and engagement with the wider community.

Requirements

Total number of required credits: Students must earn a minimum of 28 credit hours as listed below

Core Requirements (24 credits)

CHM 1160 General Chemistry I with Lab (4cr)
CHM 2170 General Chemistry II with Lab (4cr)
CHM 2250 Organic Chemistry I & CHM 2251 Organic Chemistry I Laboratory (4cr)
MAT 2410 Calculus I (4cr)
PHY 2510 Physics I (4cr)
CHM 3210 Instrumental Methods (4cr)

Elective Requirements (4 credits)

1. *Chemistry or Physics Elective*

Select four (4) credits from any CHM or PHY course at the 2000-level or above that does not count towards the student's major.

Creative Writing

The Creative Writing minor permits students with a strong interest in writing to combine this interest with study in other fields. The minor gives the student an opportunity to write extensively in a variety of genres which culminates in a capstone senior project.

Requirements

Total number of required credits: Students must earn a minimum of 24 credit hours as listed below

Core Requirements (24 credits)

- WRI 1121 Forms and Theories in Fiction (4cr)
- WRI 1131 Forms and Theories in Poetry (4cr)
- WRI 1132 Forms and Theories in Creative Nonfiction (4cr)
- WRI 2210 Processes and Theories of Revision (4cr)
- WRI 3810 Research in Creative Writing (4cr)
- WRI 4190 Senior Writing Project (4cr)

Creative Writing minors are strongly encouraged to take English literature and readings courses and advanced genre courses.

Data Science

The minor in Data Science offers courses in the foundations of data science: statistics, computer science, and mathematics. Students who complete the minor will build a strong foundation of essential skills and technological expertise. The Data Science minor offers opportunities to specialize in areas of student interest; for instance, GIS, machine learning, or higher-level statistics.

Requirements

Total number of required credits: Students must earn a minimum of 24 credit hours as listed below

Core Requirements (16 credits)

- MAT 1411 Applied Statistics (4cr)
- MAT 2108 Introduction to Data Science (4cr)
- MAT 2110 Principles of Computer Science with Python (4cr)
- GBL 2250 Introduction to Geographic Information Systems (4cr)

Elective Requirements (8 credits)

1. Breadth Requirements

Select one of the following:

- MAT 2410 Calculus I (or higher level calculus) (4cr)
- MAT 2500 Linear Algebra (4cr)

2. Depth Requirements

Select one of the following:

- GBL 3250 Advanced Geographic Information Systems (4cr)
- MAT 3035 Data Science of Networks (4cr)
- MAT 3050 Databases (4cr)
- MAT 3110 Machine Learning (4cr)
- MAT 3305 Statistical Modeling for the Natural Sciences (4cr)
- MAT 4100 Pre-Capstone: Environmental and Social Advocacy through Data (2cr) AND MAT 4790 Data Science Capstone (2cr)

English

Students who minor in English will find that it pairs well with many other majors. The English minor equips students with writing, reading, and analytical skills that serve further education endeavors and future employers well.

[Requirements](#)

Total number of required credits: Students must earn a minimum of 24 credit hours as listed below

Core Requirement (4 credits)

ENG 1200 Reading Lenses (4cr)

Elective Requirements (20 credits)

1. Upper-Level Electives

Select eight (8) credits of 3000-level or higher ENG courses

2. General Electives

Select twelve (12) credits of ENG courses

Expressive Arts Therapy

The Expressive Arts Therapy minor complements many other majors, such as Psychology, Social Work, Art and Craft, Creative Writing, Music, and Outdoor Leadership. Grounded in psychology, social work, and the arts, Expressive Arts Therapy provides a multidisciplinary approach to the integration of arts, leadership, and group facilitation in many types of settings.

Requirements

Total number of required credits: Students must earn a minimum of 26 credit hours as listed below

Elective Requirements (26 credits)

1. *Expressive Therapies Course*

Select one of the following:

EAT 2250 / SWK 2250 The Art of Art Therapy (4cr)

EAT 2550 / PSY 2550 Introduction to Music in Therapeutic Settings (4cr)

2. *Social Sciences Foundation Course*

Select one of the following:

PSY 1000 Introduction to Psychology (4cr)

SWK 1000 Introduction to Being a Change Partner (4cr)

3. *Upper-Level Psychology/Social Work Electives*

Select one of the following:

PSY 3120 Psychology of Mental Health and Distress (4cr)

PSY 3260 Theories and Techniques in Counseling and Psychotherapy (4cr)

SWK 3350 Micro Praxis (4cr)

SWK 3450 Praxis II (4cr)

4. *General Psychology/Social Work Electives*

Select one of the following:

ANT 2906 / EAT 2906 Expressive Arts Through Movement (2cr)

EAT 2250 / SWK 2250 The Art of Art Therapy (4cr)*

EAT 2550 / PSY 2550 Introduction to Music in Therapeutic Settings (4cr)*

PSY 2010 Infant and Child Development (4cr)

PSY 2040 Adolescent Development and Emerging Adulthood (4cr)

PSY 2310 Research Methods in Social Science (4cr)

5. *Art Electives*

Select twelve (12) credits from the following:

- Studio Art courses - see *Art and Craft major for a list of Studio Art courses*
- Applied or Ensemble MUS courses - see *Music major for lists of Applied Music and Ensemble courses*
- WRI courses
- Selected Topics courses approved by Expressive Arts Therapy Program Coordinator

* May only be used to fulfill an elective if not taken to satisfy the Expressive Therapies course requirement.

Mathematics

The minor in Mathematics offers a range of courses that support various majors. Students who complete the minor will build a strong foundation of essential mathematical skills and technological expertise. The math minor highlights the rigorous mathematical background of our Data Science program.

Requirements

Total number of required credits: Students must earn a minimum of 20 credit hours as listed below

Core Requirements (12 credits)

- MAT 1411 Applied Statistics (4cr)
- MAT 2410 Calculus I (4cr)
- MAT 2500 Linear Algebra (4cr)

Elective Requirements (8 credits)

Select eight (8) credits from the following:

- MAT 2420 Calculus II (4cr)
- MAT 2430 Multivariable Calculus (4cr)
- MAT 3035 Data Science of Networks (4cr)
- MAT 3305 Statistical Modeling for the Natural Sciences (4cr)

Music

Music minors take foundational courses in music culture, theory, history, and appreciation, which incorporate methodologies of cultural studies, Appalachian studies, ethnomusicology, musicology, and music theory. Minors also take one-on-one applied lessons in their own areas of focus, including banjo, bass, fiddle, guitar, improvisation, mandolin, percussion, piano, songwriting, West African music, voice, and woodwinds. In addition, majors and minors participate in ensembles including Beginning String Band, Bluegrass Band, College Choir, Gamelan Ensemble, Jazz Ensemble, Klezmer Ensemble, and Old-Time Band. These courses all emphasize collaborative learning, communication skills, deep listening, and attuned self-awareness as a listener, collaborator, and artist. In addition, students attend a variety of music- and dance-related events on campus throughout the year, including weekly jam sessions, weekly contra dances, guest artist concerts and workshops, faculty concerts, and the annual Fiddles and Folklife festival.

There is no audition requirement for the minor in Music. For proper scaffolding of degree coursework, prospective music minors should complete the core requirements (8 credits) of the degree as soon as possible.

Requirements

Total number of required credits: Students must earn a minimum of 28 credit hours as listed below. The same course cannot be used to satisfy more than one requirement for the minor.

Core Requirement (8 credits)

- MUS 1201 Introduction to Music Theory (4cr) *
- MUS 2010 Music Theory and Ear Training (4cr)

*MUS 1201 Introduction to Music Theory is designed for students entering with little background in music theory. Students with prior experience may elect to take a placement examination in place of this course.

Elective Requirements (20 credits)

1. **Select one of the following:**

- MUS 1120 Music Cultures (4cr)
- MUS 2100 Music Appreciation (4cr)
- MUS 2320 Appalachian Music Soundscapes (4cr)
- MUS 2860 Jazz Appreciation (4cr)

2. **Applied Music**

*Complete four (4) credit hours in one of the following areas: ***

- MUS 1170 Applied West African Music (1cr)
- MUS 1220 Applied Bass (1cr)
- MUS 1240 Applied Percussion (1cr)
- MUS 1300 Applied Piano (1cr)
- MUS 1350 Applied Voice (1cr)
- MUS 1390 Applied Woodwinds (1cr)
- MUS 1912 Swannanoa Gathering (1cr)
- MUS 2400 Applied Fiddle/Violin (1cr)
- MUS 2420 Applied Mandolin (1cr)
- MUS 2610 Applied Guitar (1cr)
- MUS 2640 Applied Banjo (1cr)

**All Applied Music courses carry an additional fee per credit hour. Contact the chair about off-campus lessons for other instruments. Instructor permission is required for all Applied Music courses. In addition, it is expected that before taking Applied lessons, students will complete any group class offered in the desired instrument (for example, Guitar I and II; Fiddle/Violin I, Beginning Bluegrass Banjo). Students need permission of the faculty to fulfill the Applied Music requirement in more than one instrument/area.

3. Ensembles

Complete four (4) credits;

At least three (3) ensemble credits must come from the following:

- MUS 1050 College Choir (1cr)
- MUS 1270 Jazz Ensemble (1cr)
- MUS 1290 West African Ensemble (1cr)
- MUS 1760 Gamelan Ensemble (1cr)
- MUS 2570 Old-Time Band (1cr)
- MUS 2710 Bluegrass Band (1cr)

One (1) ensemble credit may come from any of the following:

- MUS 1570 Beginning String Band (1cr)
- MUS 2333 Klezmer Ensemble (1cr)

4. Music Culture and Performance Electives

Complete eight (8) credits;

At least four (4) credits from the following:

- MUS 1120 Music Cultures (4c)
- MUS 2100 Music Appreciation (4cr)
- MUS 2320 Appalachian Music Soundscapes (4cr)
- MUS 2860 Jazz Appreciation (4cr)
- MUS 3890 Traditions of Work and Music in the Southern Mountains (4cr)

The remaining four (4) credit hours may be selected from any MUS course not already used to fulfill a requirement above.

Neuroscience

The Neuroscience minor can be combined with the Psychology major or with any other major to develop additional skills and knowledge in the study of the nervous system. This interdisciplinary minor is designed to help prepare students for careers and graduate study in research and clinical fields, as well as a wide variety of other areas where a comprehensive understanding of the brain's influence on behavior and mental processes would be advantageous.

Requirements

Total number of required credits: Students must earn a minimum of 24 credit hours as listed below

Core Requirements (16 credits)

- BIO 1160 General Biology (4cr)
- CHM 1160 General Chemistry I with Lab (4cr)
- PSY 1000 Introduction to Psychology (4cr)
- PSY 3100 Biopsychology (4cr)

Elective Requirements (8 credits)

Select eight (8) credits from the following. Four (4) of these 8 credits must be from a department outside the declared major.

- BIO 2080 Cell Biology (4cr)
- BIO 2110 Anatomy and Physiology I (4cr)
- BIO 2120 Anatomy and Physiology II (4cr)
- BIO 3220 Genetics (4cr)
- BIO 3480 Animal Behavior (4cr)
- BIO 4020 Evolutionary Biology (4cr)
- CHM 2250 Organic Chemistry I & CHM 2251 Organic Chemistry I Laboratory (4cr)
- CHM 4070 Biochemistry I with Lab (4cr)
- PSY 3240 Sensation, Perception, & Cognition (4cr)
- PSY 4210 Behavioral and Cognitive Neuroscience (4cr)
- PSY 4250 Social Neuroscience (4cr)
- Selected Topics courses in psychology and other relevant courses, with the approval of the student's major advisor and Neuroscience minor advisor.

Outdoor Leadership

The Outdoor Leadership minor prepares students to be competent and effective leaders who understand how to harness the power of connection with the natural world in order to help people better understand themselves, connect with others, and solve complex societal problems. The coursework emphasizes facilitation, experiential learning, outdoor technical skill development, professional certifications, leadership development, risk management, and general knowledge of the history, philosophy, and pedagogies of outdoor adventure education.

Requirements

Total number of required credits: Students must earn a minimum of 19 credit hours as listed below

1. Foundations Course

Select one of the following:

- ODL 1000 Foundations of Outdoor Adventure Education (4cr)
- ODL 2150 Teambuilding and Group Facilitation (4cr)

2. Backcountry Course

Select one of the following:

- ODL 2100 Backcountry Skills and Techniques (4cr)
- ODL 2115 Outdoor Educator Skill Development (4cr) *

3. Leadership Course

Select one of the following:

- ODL 3100 Leadership for Adventure Education (4cr)
- ODL 3125 Expeditionary Leadership (4cr) *

4. Specialization Course

Select one of the following:

- BUS 3400 Outdoor Recreation Economies (4cr)
- ODL 2410 Natural Environments and Health (4cr)
- ODL 3220 Challenge Course Facilitation and Management (4cr) *
- ODL 3251 Inclusive Excellence in Outdoor Adventure Education (4cr)

5. Technical Skills Courses

Required:

- ODL 2200 Wilderness First Responder (1-4cr) *

Select two of the following:

- ODL 1090 Whitewater Canoeing (1cr) *
- ODL 1110 Whitewater Kayaking (1cr)
- ODL 1250 Introduction to Rock Climbing (1cr) *
- ODL 1280 Orienteering (1cr)

*courses that are included in the Outdoor Leadership Immersion Semester (OLIS)

Psychology

A minor in Psychology can complement almost any other major and offers students opportunities to explore applications and intersections of psychology with content and methods in their major fields. Students may individually tailor their Psychology minor to complement other majors such as Expressive Arts Therapy, Art and Craft, Music, Business, Media and Communications, Creative Writing, Data Science, Biology, Environmental Studies/Science, Outdoor Leadership, Sociology and Anthropology, Social Work, and others.

Requirements

Total number of required credits: Students must earn a minimum of 24 credit hours as listed below

Core Requirement (4 credits)

PSY 1000 Introduction to Psychology (4cr)

Elective Requirements (20 credits)

1. Core Breadth

Must complete at least one course in 3 of the 4 following areas:

Psychology Core Breadth: Biological

PSY 3100 Biopsychology (4cr)

PSY 3240 Sensation, Perception, & Cognition (4cr)

Psychology Core Breadth: Social/Personality

PSY 3180 Social Psychology (4cr)

PSY 4250 Social Neuroscience (4cr)

Psychology Core Breadth: Learning and Development

EDU 2050 Educational Psychology (4cr)

PSY 2010 Infant and Child Development (4cr)

PSY 2040 Adolescent Development and Emerging Adulthood (4cr)

PSY 4210 Behavioral and Cognitive Neuroscience (4cr)

Psychology Core Breadth: Mental Health and Distress

PSY 3120 Psychology of Mental Health and Distress (4cr)

PSY 3170 Health Psychology (4cr)

PSY 3260 Theories and Techniques in Counseling and Psychotherapy (4cr)

2. General Psychology Electives

Must complete eight (8) additional credits from PSY courses.

3. Upper-Level Electives

Must complete a minimum of twelve (12) credit hours at the 3000 or 4000 level. These courses may satisfy other elective requirements.

Public Humanities: Philosophy and History

Public Humanities: Philosophy and History is an interdisciplinary minor that values the applicability and accessibility of humanistic study across diverse publics. Combining critical understanding of the past with critical thinking about the present, students apply humanistic study to the enrichment and enhancement of public discourse concerning the most pressing issues today.

Requirements

Total number of required credits: Students must earn a minimum of 20 credit hours as listed below

Elective Requirements (20 credits)

1. **General Electives**

Select 20 credits from any HIS or PHI course

2. **Upper-Level Requirement**

Select at least eight (8) credits from the following; this requirement may also satisfy the general electives:

3000- or 4000-level HIS and/or PHI course

SOC 3170 Social Theory (4cr)

Sociology and Anthropology

Sociology and Anthropology, as fields that examine how cultural values and social structures impact both everyday life and broader processes and institutions, are useful complementary fields for students pursuing any career or major. This minor provides an introduction to these disciplines, their perspectives, approaches, and applications, as well as depth and breadth to give students experience with them.

Goals:

1. Provide students with a comprehensive introduction to the concepts, perspectives, and methods of Anthropology and Sociology.
2. Provide students with experience using the methodologies of anthropology and sociology to conduct research.
3. Enable students to understand how anthropological and sociological perspectives and methods complement and enhance other disciplines.

Requirements

Total number of required credits: Students must earn a minimum of 24 credit hours as listed below

Core Requirements (8 credits)

- SOC 1000 Introduction to Sociology (4cr)
- ANT 2000 Introduction to Cultural Anthropology (4cr)

Elective Requirements (16 credits)

1. **General Electives**
Select sixteen (16) credits from ANT and/or SOC courses
2. **Upper-Level Electives**
A minimum of eight (8) general elective credits must be at the 3000 or 4000 level.

Courses of Instruction

Course Information

Course Numbering: Courses numbered 1000-1990 are open to all students and are particularly appropriate for first-year students. Courses numbered 2000-2990 are intended for sophomores and above. Courses numbered 3000-3990 are intended for juniors and seniors. Courses numbered 4000-4990 are intended primarily for seniors. Courses numbered 5000 and above are for graduate students.

Frequency of Course Offerings: Some courses listed in this catalog are offered only once a year or once every other year. Consult the online course listings on MyWWC for each semester to determine exact offerings and times.

General Education Curriculum: Any General Education Curriculum requirements that a course fulfills are listed at the end of the course description after the **GE**. A course cannot fulfill more than one General Education requirement. If no **GE** is present, the course does not fulfill any General Education requirements. *For more information on the General Education curriculum, see [General Education Program](#).*

Repeatable Courses: Courses that are repeatable for credit are marked as such. Courses that are NOT marked as repeatable may not be repeated for credit.

Independent Study Courses: Independent Study courses are designated 1990, 2990, 3990, and 4990 within all disciplines. Depending on the course, credit hours vary from 1 to 4. *For more information, see [Independent Study Course](#).*

Anthropology (ANT)

ANT 1200 Anthropology of Sports (4cr)

This course approaches the range of diverse practices considered "sports" from an anthropological lens. Students consider the role of sports in ancient, historic, and modern societies; sports as rituals expressing and contesting cultural values and social norms; and the ways that sports intersect with social categories such as race, gender, nationality, and sexuality.

ANT 1390 Native Americans of the Southeast (4cr)

This course is a cultural history that explores the Native American cultures of the southeastern United States through archaeology, ethnography, and ethnohistory. The class is designed as a survey course and includes major discussions of Native American prehistory (archaeology), the Contact period, ethnography and ethnohistory of the Colonial period, the Removal Era, and southeastern Native Americans in the 20th century.

ANT 1400 Introduction to Archaeology (4cr)

This course introduces students to the history, methods, theory, and ethical considerations of archaeology by exploring how researchers turn archaeological data into theories of cultural behavior. Students discuss the colonial antecedents of archaeology and the ethics of practicing archaeology in other countries, as well as consider archaeology's place in the broader field of anthropology. The course relies on case studies from around the world and from different time periods to introduce students to the research process, field and lab methods, and essential questions of Anthropological Archaeology. **GE: Society and Human Behavior**

ANT 1440 North American Archaeology (4cr)

This course is a survey of North American archaeology including prehistoric and historic periods to consider Native American, frontier, and colonial cultures. A regional approach explores the temporal and geographic range of cultures present in North America with an emphasis on the Southeastern and Southwestern regions. Students examine cultural processes including the emergence and migration of Native Americans in North America, hunter-gatherer traditions, and the evolution of cultural complexity in North America. **GE: Society and Human Behavior**

ANT 1450 Archaeology of World Cultures (4cr)

This course is a survey of world prehistory from the time of our earliest known human ancestors five million years ago to the rise of state-level societies, as exemplified by the civilizations of ancient Mesopotamia and Mesoamerica. Students explore cultural processes including the migration of our species throughout the world as hunter-gatherers, the beginning of settled life, and the evolution of cultural complexity with tribal and chiefly societies. **GE: Society and Human Behavior**

ANT 1480 Archaeological Field Methods (4cr)

This course is an introduction to archaeological field methods. Students learn basic concepts of archaeology as they relate to field investigations and learn and practice basic field methods. Hands-on field exercises include site identification and recording, site excavation, mapping, and reporting. Students also consider the role that archaeological methods play in developing research designs and in explaining archaeological phenomena. **GE: Society and Human Behavior**

ANT 1950 Topics in Anthropology (2cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ANT 1960 Topics in Anthropology (4cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ANT 2000 Introduction to Cultural Anthropology (4cr)

This course takes a cultural approach to anthropology in order to provide an appreciation for the diversity of the human experience. This survey course addresses topics such as the nature of culture, language and communication, ecology and subsistence, economic systems, kinship and family, gender, race, and other forms of identity, religion and magic, colonialism and globalization, culture and politics, and applied anthropology. The course also closely examines a small number of case studies from distant lands and from the United States. Students learn basic ethnographic methods and write an ethnographic paper based on original research. **GE: Society and Human Behavior**

ANT 2200 Anthropology of Death and Dying (2cr)

This course examines the diverse attitudes and practices associated with death and dying across cultures. Topics include the aging process, the nuanced experiences of dying, mortuary rituals such as funerals and burials, and post-death experiences in which the dead continue to inform the lives of the living. The course also examines the relationship between the deceased, material artifacts, and the physical environment and discusses contemporary critiques of the social, economic, and environmental impacts of death. This includes an exploration of social movements like the Death Positive movement and other evolving societal attitudes towards mortality. *May be repeated up to a maximum of 4 credits.* **GE: Partially satisfies Society and Human Behavior**

ANT 2310 Medical Anthropology (4cr)

This course introduces students to the major theoretical approaches and research methods used in the field of Medical Anthropology, focusing specifically on the interrelationship between culture, illness/disease, and healing practices. A basic premise of the course is that in order to understand the interactions of illness, health, and the body, we must take into account the social and cultural environment in which they are experienced. While we examine Western biomedical models of health, this course gives particular attention to the many alternative models that exist throughout the world. Among the topics covered in this course are: the ethics of biomedicine and medical expertise; social suffering and structural violence; pandemic behavior, cross-cultural approaches to death and dying, religion and belief systems; organ donation and transplantation; sex, gender and reproductive technologies; race, class and the politics of medicine. **GE: Society and Human Behavior**

ANT 2320 Legal Anthropology (2cr)

This course examines law as a socio-cultural construct. Topics discussed include: 1) the nature of law in societies characterized by differing levels of socio-political-economic complexity; 2) the impacts of Western influences on non-Western legal systems; 3) legal pluralism; 4) the proposition that a universal human nature influences legal developments (especially human rights law) cross-culturally.

ANT 2410 Native Peoples of Mexico and Guatemala (4cr)

This course takes a historical and thematic approach to political, economic, religious, and cultural developments in indigenous Mexico and Guatemala. The course begins with a survey of Mesoamerican history from ancient times to the present, focusing on how indigenous cultures, forms of government, and religious practices developed as a complex process in situations of unequal power. **GE: Society and Human Behavior**

ANT 2500 African Diaspora Archaeology (4cr)

African diaspora archaeology is a rapidly growing field pushing new methodological and theoretical considerations within archaeology, and informing broader conversations about systemic and structural inequality, survival, and persistence. This course thematically explores diverse approaches to historical archaeology of Africa and the African diaspora. Students will take an intersectional approach to investigate themes related to archaeological ethics, gender, race, identity, and religion to explore the geographical expanse of the African diaspora in East and West Africa, the Americas, and the Caribbean. **GE: Society and Human Behavior**

ANT 2510 Latin American Archaeology and Colonialism (4cr)

This course is an introduction to the archaeology of Mesoamerica and South America. Students study the history of Latin American archaeology and explore the broad range of human cultural history in these regions. Study focuses on Formative, Classic, and Post-Classic cultural expressions with particular emphasis on the rise of complex societies in Mexico and in the Andean region. The final section of the course explores European colonialism in the Americas, focusing on myths of European supremacy.

Prerequisite: Sophomore standing.

ANT 2610 Cultures of Sub-Saharan Africa (4cr)

This is a thematic-based survey course covering the myriad cultures of sub-Saharan Africa. Students will become familiar with the geographic, historical, political, and social landscapes of the region as well as some of the important theories and debates that emerge from African studies. The first part of the course focuses on major factors in the history of sub-Saharan Africa, including colonialism and the Trans-Atlantic slave trade. The course then examines the effects of these and other globalizing and modernizing processes on the cultures of contemporary Africa and challenges students to recognize and deconstruct stereotypes and misrepresentations of African cultures. **GE: Society and Human Behavior**

ANT 2790 Supervised Internship (1-16cr)

The internship is a supervised work experience in an approved setting. One academic credit may be earned for each 40 hours of work in the internship placement.

Prerequisite: Departmental approval, prior to registration, of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Anthropology faculty members or the Social and Cultural Studies department chair.

ANT 2906 Expressive Arts Through Movement (2cr)

This course draws on the mind-body connection to explore the ability of movement to help us connect to ourselves, one another, and our environment. Students examine the relationship among bodily movement, health, and healing and learn the theories and principles behind dance and movement-based therapeutic practices. The course explores movement modalities as creative processes that can be utilized to support personal growth and well-being, build empathy, and foster social change in different social and cultural contexts. Class sessions are experientially intensive and designed to give students practice in participating, witnessing, creating, and facilitating expressive art through movement.

Cross-listed with EAT 2906 Expressive Arts Through Movement. **GE: Partially satisfies Artistic Expression**

ANT 2907 Space, Place, and Landscape (4cr)

Landscape Archaeology involves the use of archaeological, documentary, and oral history evidence to interpret the ways past peoples shaped their landscapes through culture and the way that culture influenced the creation of landscapes. Scholars derive meaning from the spatial relationships among sites, structures, plazas, and even the smallest artifacts. In this course, students actively participate in experiential activities on campus to engage with the creation and experience of cultural landscapes. The course explores how the concept of space developed in archaeology, and how archaeologists have broadened their understanding of the past as a result of the spatial turn.

ANT 2908 Archaeology in Popular Culture (4cr)

Archaeology captures the popular imagination through far-fetched portrayals of lost civilizations, aliens, and spectacular treasures. While these depictions of the past may not be accurate, the story being told is nonetheless significant and reflects something about the culture that produced it. This course explores how films, television shows, books, and games tell stories about the past, what stories are being told, and what these representations imply about the relationship between archaeology and society. The course critically analyzes popular representations of archaeology, comparing how competing visions of science and popular science, fact and fiction, operate in the public sphere. **GE: Oral and Written Communication**

ANT 2961 The Making of Trump's America (4cr)

This course explores the background to the surprising 2016 election and subsequent events by looking deeply at American history, culture, and politics. The course examines the ways in which Trump's election may mark a break with the past, but also how it makes sense when examined in its proper context, in the history of racial and gender categories, the rise of social and economic inequality, and the re-emergence of far-right ideologies. Our approach is interdisciplinary, using ideas and accounts from the academic disciplines of anthropology, sociology, history, economics, and literary studies. This course seeks to understand the roots of Trumpism and its effects through a sustained examination of its context. **GE: Society and Human Behavior**

ANT 2979 Topics in Anthropology (2cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ANT 2989 Topics in Anthropology (4cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ANT 3025 Study Away in Anthropology (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

ANT 3110 Culture and Religion (4cr)

This course introduces students to both historical and current anthropological ideas in the study of religion and the supernatural. Students read classic theoretical texts as well as specific ethnographic and cultural studies from around the world. Students are encouraged to examine religion and religious practices from a broad, cross-cultural perspective. Discussion topics include ritual, taboo and magic, witchcraft and sorcery, shamanism and spirit mediumship, and mortuary and mourning practices. Religion is discussed as a social practice that has the potential to create peace and social cohesion as well as conflict and violence. **GE: Society and Human Behavior**

Prerequisite: ANT 2000 Introduction to Cultural Anthropology.

ANT 3149 Language and Culture (4cr)

This course provides an introduction to Linguistics Anthropology--the study of the role of languages in the activities that make up the social life of individuals and communities. Topics include: language, thought, and culture; the ethnography of speaking and speech communities; sociolinguistics; language and race, gender, sexuality, and nation; performance; discourse and power; and language and technology. Students are evaluated on the basis of two exams and several written assignments, including a close analysis of a transcription of naturally occurring discourse and a research paper.

Prerequisite: ANT 2000 Introduction to Cultural Anthropology.

ANT 3150 Dance, Culture, and Identity (4cr)

From the Argentine Tango to American Hip-Hop, dance conveys meaning, inspires emotions, and communicates culture. This course takes an anthropological approach to the study of dance by examining it as a form of embodied cultural knowledge and a way of expressing cultural identities and

histories. In studying several dance forms from around the world, students explore the ways in which dance can reveal, reinforce, and/or resist ideologies whether they are performed within national, ethnic, religious, local, or global contexts. Lastly, students discuss the history of dance ethnography and the benefits and challenges of doing dance research.

Prerequisite: ANT 2000 Introduction to Cultural Anthropology.

ANT 3300 Archaeology of Food and Feasting (4cr)

Food is universally necessary for human survival, but cultures from different time periods and regions have developed divergent staples, cuisines, and preferences. In this course, students use archaeology to explore the diversity of human food systems and the various roles food and drink have historically played around the world. Topics include the development of domestication and agriculture, origins of alcohol, the social implications of abundance and food scarcity, and the way feasting has been used to support various systems. Students consider the theoretical and methodological approaches that archaeologists use to study food and eating from a global anthropological perspective.

ANT 3400 Archaeological Field School (1-4cr)

This is a summer field course involving archaeological excavation at any approved archaeological site. Students learn all aspects of archaeological field investigations including excavation techniques, mapping, and specialized recovery techniques such as water-screening and flotation. This is an experiential course that allows each student to develop the skills necessary to engage in archaeological fieldwork. *May be repeated up to a maximum of 12 credits.*

Prerequisite: Permission of instructor.

ANT 3420 Archaeology Laboratory Methods (4cr)

This course is an introduction to archaeological methods in the laboratory. Students learn about the processes linking laboratory and field work, learn to identify a variety of artifacts, and conduct hands-on analysis of excavated archaeological materials. Students also consider the role that laboratory methods play in developing research designs and in explaining archaeological phenomena and have the opportunity to apply these methods to actual research projects.

Prerequisite: ANT 1480 Archaeological Field Methods or ANT 3400 Archaeological Field School.

ANT 3800 Gender in Cross-Cultural Perspective (4cr)

This course guides students through a critical examination of gender as both a social construct and a social practice in differing cross-cultural contexts from an anthropological perspective. Students begin with an examination of how gender has been defined as a category of analysis within the discipline of anthropology and how gendered experiences affect anthropological fieldwork and research. Students examine connections between gender, identity, and the body, as well as how gender plays out in the arenas of kinship, sexuality, ritual, and performance. In addition, students look at the role of gender in processes of nationalism and globalization and conclude with considerations of gender, power, and resistance. Of great concern throughout the course is the concept of gender diversity - the variety of ways in which gender is practiced and perceived in different historical and cultural environments.

Prerequisite: SOC 1030 Introduction to Gender, Women, and Sexuality Studies or ANT 2000 Introduction to Cultural Anthropology.

ANT 3903 Subculture (4cr)

This course surveys different contemporary and recent subcultures through the lens of various modes of social analysis in order to appreciate the diversity of our society and to examine issues such as power, class, gender, sexuality, and resistance. Students read and discuss texts that focus on youth culture, gender, alternative religious movements, and alternative forms of sexuality and kinship, among other topics. Students complete a major ethnographic paper based on original, hands-on research.

Prerequisites: ANT 2000 Introduction to Cultural Anthropology and junior or senior standing.

ANT 3915 Archaeologies of Gender and Sexuality (4cr)

Who is allowed to produce knowledge about the past? This course foregrounds intersectional identities (sex, gender, status, occupation, ethnicity) as structuring parts of past lives and explores the construction of identity in archaeological interpretations. Drawing on case studies from diverse locations and time periods, students consider how studies of sex, sexuality, and power can be practically applied to archaeological investigations of past societies including labor, technology and production, bioarchaeology, magic and ritual, space and landscape, and colonialism. This engendered perspective, which includes women, men, and nonbinary genders, promotes more nuanced understandings of social complexity and diversity of past communities.

Prerequisite: Sophomore standing.

ANT 3959 Topics in Anthropology (2cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ANT 3960 Topics in Anthropology (4cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ANT 4310-4360 Topics in Latin American Anthropology (2cr)

Each time this course is taught, it addresses a different issue or event that receives a great deal of attention in contemporary Latin American anthropology. Students explore the topic in depth, using current anthropological journals and recent books in a seminar format. Recent topics have included "Politics of Indigenous Culture in Latin America," "Gender Identity in Latin America," "Scandal and Controversy in Latin American Anthropology," "Native Peoples of Oaxaca," "Mayan Ethnohistory." *May be repeated up to a maximum of 8 credits.*

Prerequisite: One of the following: ANT 2000 Introduction to Cultural Anthropology, ANT 2410 Native Peoples of Mexico and Guatemala, or GBL 1170 Introduction to Global Studies.

ANT 4790 Supervised Internship (1-16cr)

The internship is a supervised work experience in an approved setting. One academic credit may be earned for each 40 hours of work in the internship placement.

Prerequisites: Junior or senior standing, and departmental approval, prior to registration, of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Anthropology faculty members or the Social and Cultural Studies Department Chair.

ANT 4950 Topics in Anthropology (2cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ANT 4960 Topics in Anthropology (4cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Applied Climate Studies (MCS)

MCS 5010 Residency #1 Introduction to Applied Climate Studies (8cr)

The twelve-day residency includes lectures, discussions, workshops, project group meetings, field trips, field skills, and mentoring sessions. The schedule typically runs from 9:00 am to 9:00 pm each day, with two hours for meals and transitions. This residency covers an introduction to climate studies, data analysis and management, and climate justice. The residency also includes important steps for the project team formation, with an emphasis on project management, team skills, and collaboration. Students engage in learning and practicing facilitation and leadership exercises. In addition, the residency involves field work, demonstrations, and excursions to engage in climate-related projects, practices, and plans. The residency includes a climate summit that students attend, engage, and reflect upon. Overall, the first residency sets the stage for the rest of the program. *Students are evaluated on a Pass/Fail basis.*

Prerequisite: Permission of instructor.

MCS 5020 Residency #2 Residency #2 Advanced Practice and Inquiry in Applied Climate Studies (8cr)

The second residency involves new topics and a new frame. It also provides an opportunity for second-year students to present their project outcomes and recommendations to their community partners in person. Students engage in leadership roles and build on skill sets acquired thus far. In addition, summaries of the previous year's residency will be introduced by second-residency students. Certain residency skills are built progressively, adding new approaches and different frames onto practices introduced in year one. The residency includes a climate summit, with engagement and reflection. Students engage in research demonstrations and presentations. Students lead facilitation methods and learn new modalities. Students engage in project team choice, formation, and orientation for the second year. *Students are evaluated on a Pass/Fail basis.*

Prerequisite: Permission of instructor.

MCS 5030 Residency #3 Leading Practice in Applied Climate Studies (8cr)

The third residency is the final program experience. This residency (paired with MCS 5400 Organizational Climate Action Management and Leadership) involves in-person presentations to community and organizational partners as well as the demonstration of leadership and management across multiple aspects of the residency. Third-residency students are expected to team-teach a class period to first-year students. Third-residency students do not participate in the introductory parts of the residency (outside of teaching). The focus for this experience includes the final project presentation, teaching, the climate summit engagement and reflections, leading and teaching facilitation, and progressions in other skill building. *Students are evaluated on a Pass/Fail basis.*

Prerequisite: Permission of instructor.

MCS 5110 The Science of Climate Systems (2cr)

This course offers an overview of the physical mechanisms in climate systems and variables by which climate change occurs. The science behind current and projected climate change scenarios, consequences, and interactions is examined. This includes ways in which climate systems interact with other natural and social systems. Students explore and critique some of the tools decision-makers use to quantify damages caused by climate change impacts and gain a foundation in communicating complex science to a range of audiences.

Prerequisite: Permission of instructor.

MCS 5120 Climate Change Mitigation, Resilience, and Adaptation (2cr)

This course explores responses and strategies to address climate change with a focus on clean, renewable energy systems and how they work. The curriculum also explores climate-smart building, with an emphasis on building materials, lighting, and green building standards. The course highlights a variety

of nature-based solutions in multiple contexts. Students also consider transportation, mobility, and shipping, considering a variety of strategies to address climate impacts. Climate resilience and adaptation approaches across a range of scales and applications are explored, and there is an emphasis on strategies that work simultaneously across mitigation and resilience.

Prerequisite: Permission of instructor.

MCS 5210 Climate Data Analysis, Management, and Visualization (2cr)

In this course, students gain the necessary knowledge and expertise to effectively address climate-related issues through the use of data management, analysis, and visualization techniques. Students explore a wide range of publicly available climate data sets and also consider strategies for collecting data. Students gain proficiency in statistical analysis and visualization processes and learn how to convert raw data related to climate challenges into visually appealing and informative graphics, charts, and interactive dashboards. Moreover, they understand the potential of these visualizations to raise awareness, shape public opinion, and stimulate action toward addressing climate change.

Prerequisite: Permission of instructor.

MCS 5220 Climate Data: Geographic Information Systems (2cr)

In this course, students continue to build skills in data management, analysis, and visualization through the utilization of Geographic Information Systems (GIS) software. Students build an understanding of how to most effectively process vector and raster data to analyze spatial relationships related to climate change. Students learn how to build maps and create story maps. Topics include data structures and basic functions, methods of data capture and sources of data, and the nature and characteristics of geospatial data and objects. Instruction and hands-on exercises cover a range of application areas and disciplines, reflecting the climate issue application relevance of this tool. Moreover, students deepen their understanding of the potential of GIS to engage a range of audiences and decision-makers in addressing climate-related concerns.

Prerequisite: Permission of instructor.

MCS 5310 Climate Justice, Economics, and Policy (2cr)

This course explores justice and equity as they relate to climate change, highlighting how governance, policy, and economics have created inequitable climate change impacts on communities of color, immigrants, Indigenous Peoples, and low-income earners. The course involves transnational case studies from the US and international perspectives that demonstrate the intersection of environmental hazards and climate change with migration, displacement, surveillance, and identity. The course allows students to deepen their understanding of these issues and consider examples of successful strategies for climate change mitigation and adaptation that enhance equity and justice. Emphasis is placed on policies and approaches that lead toward more justice.

Prerequisite: Permission of instructor.

MCS 5320 Climate Action Planning (2cr)

This course examines climate action planning processes and their intersection with justice and equity. Students learn how to develop climate planning that can lead to more resilient and regenerative communities, institutions, and organizations. The course involves strategies for collective visioning, design, and implementation, including stakeholder engagement, community participation, collaboration, evaluation, and adaptive management. Students learn about community-based social marketing, diffusion of innovations, principles of negotiation, and potential to reduce barriers to participation.

Prerequisite: Permission of instructor.

MCS 5400 Organizational Climate Action Management and Leadership (2cr)

This course provides integrated frameworks to better understand how to effectively take action on climate issues in a variety of organizational contexts. The course highlights management, decision-making, reporting mechanisms, and advanced strategies for addressing climate change. The curriculum explores materiality, transparency, networks, engagement (organizational and community),

and practices for managing climate programs across organization types (businesses, governments, hybrid organizations, non-profits). Efforts are made to map perspectives across multiple stakeholders. The course also highlights life cycles, accountability, cradle-to-cradle approaches, circular economies, biomimicry, systems thinking, partnerships, and advocacy. Students explore the nature of leadership and change management needed to refocus an organization.

Prerequisite: Permission of instructor.

MCS 5510 Applied Research Project #1, Phase I (1cr)

In this course, students work on project teams built during the residency to complete a study and analysis of a defined problem or issue in partnership with an organization, company, or community partner. Faculty/community mentors work with each project team and guide the students through a project-based learning structure and curriculum leading to an online presentation at the end of winter term and a final research deliverable and presentation to the client/partner during the second summer residency. This first phase involves scoping, understanding context, and setting up what will be needed for the second half of the project.

Prerequisite: Permission of instructor.

MCS 5520 Applied Research Project #1, Phase II (1cr)

Building on the groundwork of Phase I, student teams move into more active implementation of their partner-engaged project. Drawing on skills developed in the MACS professional modules and preliminary courses, students co-design and execute research or applied interventions. Teams may gather, manage, analyze, and interpret data, pilot strategies, or test tools in close collaboration with their partner organization. Emphasis is placed on iterative development and continuous dialogue with partners. Deliverables will be co-developed with project partners and might include a project brief, a public-facing online presentation, and preparation of core materials for final deliverables.

Prerequisite: Permission of instructor.

MCS 5530 Applied Research Project #2, Phase I (1cr)

Students work on project teams to complete an analysis of a defined problem or issue in partnership with an organization, business, or other community partner. In project two, students either continue a multi-semester project or begin a new project with a different partner. Faculty/community mentors work with each project team or individual and help guide students through a project-based learning structure. Presentations allow for peer and mentor feedback. This phase involves scoping, understanding context, refining the project, and setting up for Phase II.

Prerequisite: Permission of instructor.

MCS 5540 Applied Research Project #2, Phase II (1cr)

The final project and final phase centers on synthesizing learning, translating work for public and partner use, and contributing to the student's professional portfolio. Students finalize deliverables tailored to partner needs while reflecting on their project's broader significance. Emphasis is placed on clear communication, ethical closure, and long-term relationship stewardship. The course culminates in a final presentation during the summer residency and a written reflection on the evolution, outcomes, and impact of the student's applied work. Portfolio materials, including but not limited to case studies or policy briefs, are finalized for use beyond the program.

Prerequisite: Permission of instructor.

MCS 5610 Professional Skills Module #1 - Foundations for Applied Climate Practice (1cr)

This first module roots students in the MACS program's applied, community-engaged ethos. Designed to accompany the early phases of project scoping and team formation, it introduces essential tools for effective collaboration, communication, and project navigation. The skills module courses occur online in either a synchronous or asynchronous format, depending upon the topic or skill being introduced. Career-focused in orientation, these modules help students develop tangible skills and competencies for

work in climate and environment-related fields. Skill modules vary depending on the student projects, and may include: project management, consulting, collaboration, conflict management, science communication, self-care, leadership, decision-support, habits of reflection, humility, presentation skills, and more. *Students are evaluated on a Pass/Fail basis.*

Prerequisite: Permission of instructor.

MCS 5620 Professional Skills Module #2 - Technical Tools for Climate and Environmental Action (1cr)

This second module supports the development of core technical skills necessary for data-informed and evidence-based climate work. Students gain fluency in a range of tools and frameworks relevant to their ongoing applied projects and future professional projects. The skills module courses occur online in either a synchronous or asynchronous format, depending upon the topic or skill being introduced. Skill modules vary depending on the student projects, and may include: greenhouse gas accounting and reporting frameworks, enhanced data visualization, general communication strategies, land-use dynamic simulators, NOAA resilience planning tools, map support, report writing, and more. *Students are evaluated on a Pass/Fail basis.*

Prerequisite: Permission of instructor.

MCS 5630 Professional Skills Module #3 - Relational and Justice-Centered Climate Practice (1cr)

This third skills module centers the affective, ethical, and justice-based dimensions of applied climate practice. Students will cultivate the relational and reflective capacities critical to working across difference and navigating complexity. The skills courses occur online in either a synchronous or asynchronous format, depending upon the topic or skill being introduced. Topics may include conflict resolution, power and positionality, systems thinking, community engagement, self-awareness, collective visioning, storytelling, and tools like EPA EJScreen or participatory methods. This module sharpens students' ability to engage meaningfully in climate justice work. *Students are evaluated on a Pass/Fail basis.*

Prerequisite: Permission of instructor.

MCS 5640 Professional Skills Module #4 - Career Integration and Professional Portfolio (1cr)

The final skills module supports students in translating their MACS experience into professional opportunities. Students explore vocation and career design, prepare application materials, and reflect on leadership goals. These modules help students develop tangible skills and competencies for work in climate- and environment-related fields. Skill modules vary depending on student projects and may include: career/vocation planning, life design, job hunting, resume/CV building (experience translation), values clarification, interviewing, networking, teaching and learning, leadership, and more. Students synthesize earlier skills into a final professional portfolio. This module places emphasis on purpose, career, and long-term impact. *Students are evaluated on a Pass/Fail basis.*

Prerequisite: Permission of instructor.

Art (ART)

ART 1030 Painting I (4cr)

This studio course examines painting as an exciting, expanded field where students learn both technical and conceptual approaches to painting using a variety of water-based media. Students can expect to study and practice color theory, experiment with paint media, learn strategies for painting from observation, and incorporate earth-friendly, sustainable studio practices into their artmaking. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

ART 1040 Introduction to Handbuilding (4cr)

The focus of this studio course is on sculptural and vessel concepts using hand-building techniques, emphasizing the development of construction skills and an understanding of form, surface and firing possibilities. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

ART 1041 Introduction to Printmaking (4cr)

This studio course is an introductory survey of the printmaking processes of relief, intaglio, and silkscreen printing. Emphasis is on learning basic printmaking skills, tools, and processes while exploring possibilities of creating multiple images on paper, fabric, and on non-traditional materials. Students learn the skills needed to create prints in multiple methods, discuss aesthetic considerations, and learn the cultural and historical use of printmaking. Also included are the care and presentation of original prints and good print shop practices. **GE: Artistic Expression**

ART 1050 Bookforms (2cr)

This studio course is an introduction to basic book structures used in traditional and artists' books. Students learn historical and contemporary bindings including the pamphlet stitch, stab bindings, accordions, multi-signature codices, and combinations thereof. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

ART 1060 Introduction to Ceramics (4cr)

This studio course introduces the potter's wheel along with basic hand-building techniques. Particular emphasis is placed on experimentation with different techniques and learning about the use and place of ceramic artwork in history and in different cultures. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.* **GE: Artistic Expression**

ART 1071 Letterpress and the Printed Book (4cr)

This course is an introductory survey of letterpress printing, a method of creating prints using historic presses specifically made for printing wood and metal type. Emphasis is on learning the use of the tools, equipment, and techniques specific to this printing process while exploring personal artistic expression. Students learn the skills needed to create prints combining images with text, discuss aesthetic considerations, and learn the cultural and historical use of letterpress printing along with a selection of bookbinding techniques suitable for printed works. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

ART 1080 Papermaking (2cr)

This studio course is an introduction to hand papermaking using materials ranging from bark fibers, to partially processed plant fibers, to fully processed cotton rag. Students learn how to prepare and beat fibers as well as form, dry, and finish sheets. Along with learning the history and chemistry behind hand paper making, they gain control over several qualities of paper including color, surface, strength, and size/shape. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

ART 1090 Darkroom Photography (4cr)

This studio course is an introduction to the basic functions of the camera, the technical processes of black and white photography, and the aesthetic considerations of design, composition, and presentation. Students must have a basic 35mm camera with manual controls and are required to purchase film and photo paper. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

ART 1103 Introduction to Craft and Material Studies (4cr)

In this hybrid studio/seminar course, students engage with the language of making while exploring the interpersonal and interdisciplinary dimensions of craft. Through hands-on work focused in Fibers, Blacksmithing, and/or Woodworking, along with guest speakers, readings and dialogue, students make their own connections to craft as an everyday affair in cultures past, present, and future and develop an understanding of craft materials, practices, and theories from a variety of perspectives. This is a foundations course for the Craft minor and an elective for the Art major and minor. *Course Fee.*

ART 1105 Fire & Form: The Craft of the Smith (4cr)

This course offers learners an immersive introduction to blacksmithing methods, vocabulary, and form. Emphasizing forging and material practice, students create functional and expressive objects while deepening their understanding of blacksmithing as both a technical discipline and a cultural practice. Problem-solving and critical thinking skills are developed within a framework of material-based inquiry and design. *Course Fee.*

Prerequisite: Sophomore standing.

ART 1110 2D Design (2cr)

This foundational studio course is an introduction to the visual elements and principles of design that are present in all 2D art. Emphasis in this course is on problem-solving, critical understanding of the basic visual elements, and communication in a visual language. Students will be introduced to a variety of materials and processes to develop effective construction methods and safe studio working habits. The course will cover concepts in line, shape, plane, volume, color, value, texture, spatial organization, and composition while applying these principles to 2D projects. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Corequisite: ART 1120 3D Design

ART 1120 3D Design (2cr)

This foundational studio course is an introduction to the visual elements and principles of design that are present in all 3D art. Emphasis in this course is on problem-solving, critical understanding of the basic visual elements, and communication in a visual language. Students will be introduced to a variety of materials and processes to develop effective construction methods and safe studio working habits. The course will cover concepts in line, shape, plane, volume, color, value, texture, spatial organization, and composition while applying these principles to 3D projects. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Corequisite: ART 1110 2D Design

ART 1130 Introduction to Sculpture (4cr)

This studio course provides an overview of basic skills used to create three-dimensional art and explores traditional and contemporary sculpture materials. It introduces the role of sculpture in different times and cultures, placing emphasis on the creative use of tools and materials. Particular emphasis is placed on mold making, metal work, and woodworking. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated up to a maximum of 8 credits. GE: Artistic Expression*

ART 1140 Figurative Sculpture (4cr)

This studio course examines the figure and utilizes the human form as a motif in the creation of sculpture. By exploring a variety of materials, processes, and concepts, the course provides multiple avenues for creative solutions. Students realize an idea from start to finish with emphasis on craftsmanship, aesthetics, and conceptual development. The course also considers works of historical and contemporary figurative sculptors for context. *Students are expected to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated up to a maximum of 8 credits.*

ART 1160 Drawing I (4cr)

In this introductory studio course, emphasis is on developing the ability to think visually, to learn to see accurately enough to record what is seen, and to use drawing as a means of exploration and communication. Students gain experience with various drawing media including graphite, charcoal, conté crayon, pen and ink, and various kinds of paper. Emphasis is on observation of nature as well as understanding the elements that make up the visual language. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. GE: Artistic Expression*

ART 1470 Introduction to Art History (4cr)

Covering selected works and artists from prehistory to the nineteenth century, this course introduces the social and cultural practices that defined traditions of art and the methods used by art historians to interpret art objects. Particular attention is paid to gender and representation, the meanings of materials and techniques, patronage and the art market, and the global dimensions of European artistic production. *Course Fee.*

ART 1610 Watercolor (4cr)

This studio course is an introduction to the basic techniques of painting with the medium of watercolor. Exercises reveal the nature of watercolor and some of the more predictable "accidents" that occur. Students complete a series of paintings that explore a thematic idea. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Prerequisite: ART 1160 Drawing I.

ART 1790 Alternative Processes (4cr)

In this studio course, students explore alternative darkroom processes to create one-of-a-kind moving images and still photographs that play with light. Students explore the material potential of visual media with an expansive view of photography and filmmaking. We experiment with eco-friendly, plant-based silver techniques; play with photochemical methods of image creation; build Super 8 and still photography pinhole cameras; and explore cyanotypes and other expansive forms of light-based image development. No prior film, photography, or darkroom experience necessary. *Course Fee. GE: Artistic Expression*

ART 1800 Woodturning: Tools, Skills, and Mindfulness (2cr)

Viewing craft as a meditative process, students will learn the skills to operate saws and lathes, as well as the sequential process of planning a project. During this course, students complete multiple finished handcrafted objects like candle stands, bowls, rolling pins, vases, and other decorative or utilitarian objects. Projects in this course are conducted as both learning and mindfulness exercises. *Course Fee.*

ART 1810 Introduction to Fibers (4cr)

This course exposes students to methods of making within the medium of fiber arts such as weaving, dyeing, felting, and sewing. With a focus on material study, students are introduced to a variety of construction methods and understanding of fiber qualities. Looking at historical context and

contemporary application, projects engage fiber as sculpture and as a socially engaged art practice.
Course Fee.

ART 1911 Introduction to Animation (4cr)

This course combines creative exploration of animation techniques with playful experimentation in time-based media. Students expand their unique artistic voices and explore the radical potential of artisanal animation to interrupt the dominant hierarchy of the media industry by watching, discussing, and making short videos using a wide range of animation styles, from stop motion and silhouette, to rotoscope and direct 16mm film animation. **GE: Artistic Expression**

ART 1951 Topics in Art (4cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ART 1952 Topics in Art (2cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ART 2000 Ceramics II (4cr)

This studio course engages students in an in-depth study of specific concepts and processes in ceramics. It encourages the development and articulation of individual concepts in ceramic design, including techniques in glazing. Experience in glaze composition and firing theory is initiated in this course. Students are required to help load and unload kilns, make glazes, and clean kiln shelves, as well as other important activities in the studio. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Prerequisite: ART 1060 Introduction to Ceramics.

ART 2030 Painting II (4cr)

Building upon the skills learned in ART 1030 Painting I, students continue to experiment with paint media while exploring concepts, embracing process, and expanding technical skillsets. Students can expect studio prompts, exercises and discussions to help contextualize the direction of their projects. Technical demonstrations may include, but are not limited to, oil and acrylic painting, egg tempera painting, encaustic painting, and expanded forms including installation and social practice formats. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Prerequisite: ART 1030 Painting I.

ART 2040 Printmaking II (4cr)

This studio course offers a further exploration in the processes of printmaking and may include relief printing, letterpress, intaglio, lithography, and silkscreen. Students are encouraged to go in depth with a chosen medium or combine various printmaking media in their work and produce a portfolio of prints that includes a series of conceptually related pieces. The course includes independent research on print artists, techniques, and historical context. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Prerequisite: ART 1041 Introduction to Printmaking.

ART 2131 Sculpture II (4cr)

This studio course engages students in an in-depth study of specific concepts and processes in sculpture. It encourages the development and articulation of individual concepts in sculptural design. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Prerequisite: ART 1130 Introduction to Sculpture.

ART 2160 Drawing II (4cr)

This studio course expands the ART 1160 Drawing I toolkit. Students learn additional technical skills that allow for deeper development of expressive and concept-driven artmaking. Students can anticipate drawing from topics in abstraction and representational art. Compositional organization is stressed as well, giving students a wide range of pictorial possibilities. A variety of materials are used in this course. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Prerequisite: ART 1160 Drawing I.

ART 2245 Black Mountain College Art History (4cr)

This art history course examines the impact that Black Mountain College has on modern art and the experimental approaches to creative thinking that are still utilized today. BMC was a leader in innovative thought, design, art, music, and dance. Students explore artists such as Josef and Annie Albers, Robert Rauschenberg, Ruth Asawa, John Cage, and Ray Johnson. This course includes art history lectures, small group discussions, art creation, research, and field trips. *Course Fee.*

ART 2261 Darkroom Practices (2cr)

Each time this course is offered, it focuses on topics, subfields, and processes in darkroom film and photography. Students are encouraged to experiment with technique and content, to deeply explore particular modalities in the darkroom, and to engage with the possibilities of analog lens-based artisanal practices. This course embraces a playful sense of discovery and centers radical access and sustainability rooted in an immersed pursuit of still and moving image research in the darkroom. *Course Fee. May be repeated up to a maximum of 8 credits.*

ART 2265 Remix, Reuse, Recycle Media (4cr)

This video editing course explores the hidden potential for critique, parody, and commentary using pre-existing media. Students mash up, remix, juxtapose, combine, collage, and re-edit educational media, commercials, news, and fiction films to create a short film and video edits. This experimental studio art course cuts rhythms with post-production techniques built on a foundation of media analysis and film editing theory. Students are encouraged to unsettle the cishet, patriarchal, white supremacist lenses of Western media, to celebrate unlikely and humorous combinations of footage, to use media to connect to themselves and each other, and to fiercely embrace radical joy through moving image collage. *Course Fee. GE: Artistic Expression*

ART 2268 Animation Methods (2cr)

Each time it is offered, this course focuses on topics, subfields, and techniques in animation. Students are encouraged to experiment with form and content, to deeply explore particular modalities in animation, and to engage with the possibilities of artisanal animation practices. This course embraces a playful sense of discovery and centers radical access and sustainability rooted in an immersed pursuit of movement and meaning through animation. *Course Fee. May be repeated up to a maximum of 8 credits.*

ART 2275 Experimental Video (4cr)

This course explores experimental video as a way to radicalize artistic practices and expand the possibilities of the tools, technologies, and spaces of cinema. Students experiment with interruption, disruption, and reappropriation as ways of queering the moving image and investigate taking, breaking, and making video as ways of rejecting assumptions and limitations and reimagining the landscape of the cinematic future. This course centers on experimentation as the key to discovery while simultaneously investigating historical modalities of the avant-garde and connecting with contemporary makers who embrace experimental film as a way of communicating their own lived experiences and creating a more just world. *Course Fee. GE: Artistic Expression*

ART 2280 Take Back the Screen: Queer Youth-Led Social Change & Film (4cr)

This course explores the possibilities of a youth-led movement for social change through media making. Students work with a local nonprofit organization that uses filmmaking as a space for trans, nonbinary, queer, and femme youth visions to take back the screen, both on and behind the camera. Students research trends in youth-led and queer-centered creative media, film, and music projects—from camps to after school programs. They also collaboratively make a film and work with a nonprofit organization to develop and implement an event during the semester. *Course Fee.* **GE: Artistic Expression**

ART 2285 Experimental Documentary (4cr)

This course explores documentary and non-fiction filmmaking as an artistic practice overflowing with possibilities for representation and expression. Through creative exercises, readings, and screenings, students will explore different modalities of experimental documentary and examine both contemporary practice and historical intersections among traditions in experimental and documentary film including poetic doc, observational doc, non-fiction essay film, and performative documentary. These exercises and discussions will culminate in experimental documentaries that tackle questions of representation and engage with critical dialogues around the relationships between the maker, subject, and audience. *Course Fee.* **GE: Artistic Expression**

ART 2305 Sound Design (2cr)

This is a course in the exploration of sound design for film and video, from recording and Foley to editing and mixing. Students create audio and video projects that experiment with sound design to build space, develop character, and create meaning. The course introduces students to contemporary practices and historical breakthroughs in sound for film and video while encouraging students to build their own sound library and explore the possibilities of sound creation and combination in moving image media. *Course Fee.*

ART 2315 16mm Filmmaking (4cr)

This studio course covers 16mm filmmaking basics, including designing composition over time through the moving image camera lens, and editing with both analog and digital processes. Through a series of short film projects, students explore the material of 16mm film as a means of creating radical joy and telling stories that need to be told. This introductory course has no prerequisites, and embraces a playful sense of discovery. *Students should expect to spend time out of class filming and editing their projects.* *Course Fee.* **GE: Artistic Expression**

ART 2345 Radical Film Studies (4cr)

This experimental film studies course explores topics in radical and avant-garde moving image media. Students engage in experiential approaches to film analysis - watching, researching, responding to, and recreating experimental films. The course culminates in an in-depth film analysis project in which students create an analytical essay informed by radical, queer, and feminist film theory, in the form of a paper or media project. *Course Fee. May be repeated up to a maximum of 8 credits.* **GE: Humanities - Literary Analysis, Oral and Written Communication**

ART 2350 Craft Histories: Cultures of Skill, Labor, & Material (4cr)

Moving beyond canonical narratives such as the Arts and Crafts Movement and studio craft, this seminar expands students' understanding of craft's global significance and explores histories of craft as dynamic cultural practices shaped by labor, skill, and material. Engaging with a diverse range of scholarship and applied research methods, students interrogate how current ideas of craft have emerged and changed from the mid-19th century to today. **GE: Oral and Written Communication**

ART 2370 Furniture Design (4cr)

This course concentrates on the concept of art furniture through the design and building of functional objects. Students utilize steel fabrication and basic wood joinery to develop furniture concepts. Working

drawings will be used to enhance conceptual exploration and the refinement of presentation skills. Alternative materials will be explored to promote sustainable practices. *Course Fee. May be repeated up to a maximum of 8 credits.*

ART 2450 Life Drawing (4cr)

This studio course deals with the structure, anatomy, design, and expression of the human form. Students gain competency in drawing the figure as they explore various drawing media and develop an understanding of underlying skeletal and muscle anatomy. Students make use of the visual elements, as well as consider basics of composition and the expressive qualities of good drawing. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Prerequisite: ART 1110 2D Design or ART 1160 Drawing I.

ART 2470 Modern and Contemporary Art (4cr)

This course blends a chronological, thematic and global approach to the study of modern and contemporary art movements and practices and covers painting, sculpture, and some photography, architecture, and design created from the mid-19th century to the present. We consider the artistic and theoretical basis for the development of abstract art, highlight the work of women artists and artists of color, as well as recent shifts in art-making practices and the inner workings of the art world.

ART 2600 Service Learning Mural Painting (4cr)

This course introduces conceptual, formal, and practical approaches to mural painting in the service learning context. From fresco to graffiti, students study early to contemporary techniques used to produce large-scale interior and exterior paintings. In class and on site, students learn to use various painting techniques and applications. As a service learning course, students develop an understanding of some of the social roles art has taken and the community impact of public art. Professional interaction and effective communication with community partners, making attainable goals, meeting deadlines and painting as a group endeavor are some of the hands-on experiences students gain from this course. *Course Fee.*

ART 2700 Mold Making and Casting (4cr)

This course concentrates on constructing molds and producing multiples. A variety of mold-making techniques are explored, including open-face, two-part molds, block and brush on rubber molds. Students are able to realize their ideas utilizing a variety of materials, including plaster, plastics, concrete, and slip casting clay. Students cultivate reflective and critical thinking skills in regard to studio production by utilizing discussions, presentations, research, and writing. *Course Fee. May be repeated up to a maximum of 8 credits.*

ART 2710 Metal Sculpture (4cr)

This studio course is designed to introduce students to creating sculpture in metal. The processes of metal fabrication are utilized as students create a series of sculptures expressing a theme. Students learn how to cut, bend and weld metal in the creation of sculptural forms. Processes such as MIG welding, TIG welding, oxygen/Acetylene applications and brazing are covered. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated up to a maximum of 8 credits.*

ART 2750 Ferrous Jewelry: Matter in Motion (4cr)

This metals course positions ferrous metal (iron and steel) as a conceptual and practical focal point for jewelry. With a special focus on combining ferrous alloys with different carbon percentages to form and fabricate novel pattern-welded source materials, students explore the potential and limits of iron as an expressive material in dialogue with adornment, function, and the body. *Course Fee. May be repeated up to a maximum of 8 credits.*

ART 2810 Community Artist Topics (2cr)

The Art Department offers a Community Artist course each fall and spring semester. This semester-length, studio course is typically taught by an artist living and working in the region. The purpose of Community Artist courses is to give students the opportunity to experience different perspectives and new artistic processes that are not offered in the regular curriculum. Examples of previous topics include Mixed Media: From Collage to Assemblage, Glassblowing, Non-traditional Papermaking, and Materiality and Meaning in Fibers. *Course Fee. May be repeated up to a maximum of 4 credits.*

ART 2820 Community Artist Topics (4cr)

The Art Department offers a Community Artist course each fall and spring semester. This semester-length, studio course is typically taught by an artist living and working in the region. The purpose of Community Artist courses is to give students the opportunity to experience different perspectives and new artistic processes that are not offered in the regular curriculum. Examples of previous topics include Mixed Media: From Collage to Assemblage, Glassblowing, Non-traditional Papermaking, and Materiality and Meaning in Fibers. *Course Fee. May be repeated up to a maximum of 8 credits.*

ART 2905 Looking at Landscapes (4cr)

This art history elective course examines when, why and where landscape art has been a major focus of aesthetic effort. Diverse definitions of "landscape" are explored through discussions of specific themes, schools, and styles. The course draws on examples varied in date, from ancient to contemporary times, and from sources reflecting many visual art traditions.

ART 2906 Historical Book Structures (4cr)

This studio course is an introduction to book structures used in historic and proto-book bindings from around the world. Students learn bindings that include Japanese stab bindings, Mesoamerican folded books, and North African Coptic binding along with proto-book structures such as Egyptian papyrus scroll and Southeast Asian palm leaf manuscripts. Structural techniques of making these books are covered along with their historic, cultural, and artistic contexts. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

ART 2907 Hand Tool Woodworking Concepts (4cr)

Students learn hand tool operations by completing several joinery exercises and a project using their new skills. The course covers sharpening techniques and explores cutting traditional wood joints. Students learn to use a marking gauge, hand saw, chisel, mallet, hand plane, and finishing for wooden objects. *Course Fee.*

ART 2908 Explorations in Weaving (4cr)

This studio course introduces students to a variety of loom and off-loom weaving techniques. We explore the structure of woven cloth, weaving drafts and patterns, histories, and contemporary weaving practices. Projects are made using both a floor loom and frame loom, explore conventional as well as unconventional materials, and push the boundaries of what a loom is. Making focuses on how weaving can be artistic expression and a process for creating functional cloth. *Course Fee.*

ART 2909 Hammer & Anvil, Flame & Matter (4cr)

With a special focus on toolmaking, this intermediate blacksmithing course explores conceptual frameworks and applied techniques for practicing metallurgy. Through direct instruction, assigned readings, and collaborative dialogue, students produce a small collection of instruments and artifacts and consider the connections between material practice and material culture. *Course Fee. May be repeated up to a maximum of 8 credits.*

ART 2913 Storytelling Through Cloth (4cr)

This course will explore ways that histories and action are told through cloth, from mythology to contemporary craft practices. What narratives exist within the stitched thread? How does text and textile connect? Students will learn how to tell their own stories through cloth through hands-on making in the techniques of sewing and stitching, through embroideries, story quilts and other fiber construction. *Course Fee.*

ART 2988 Topics in Art (2cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ART 2989 Topics in Art (4cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ART 3000 Ceramics III (4cr)

A continuation of ART 2000 Ceramics II, this studio course introduces students to advanced concepts and processes in ceramics. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Prerequisite: ART 2000 Ceramics II.

ART 3025 Study Away in Art (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum 12 credits.*

ART 3030 Painting III (4cr)

A continuation of ART 2030 Painting II, this studio course emphasizes experimentation with materials and concepts as students learn how to develop and nurture a studio practice. Students propose and create an original body of work that is meaningful and relevant to their lives and interests. Students learn how to write about their practice in the form of a proposal and an artist statement. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Prerequisite: ART 2030 Painting II.

ART 3131 Sculpture III (4cr)

A continuation of ART 2131 Sculpture II, this studio course introduces students to advanced concepts and processes in Sculpture. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Prerequisite: ART 2131 Sculpture II.

ART 3160 Drawing III (4cr)

This studio course expands the ART 2160 Drawing II toolkit. Students learn to develop a cohesive body of work that is meaningful and relevant to their creative practice. Students are expected to bring research and related source material to build context around their thoughts and drawings. A variety of materials may be used in this course. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisite: ART 2160 Drawing II.

ART 3250 Darkroom Cinematography (4cr)

This upper-level studio course explores advanced concepts in small-gauge cinematography and darkroom practices. This course emphasizes experimentation with technique and content and encourages students to deeply engage with the power and possibility of image design through the lens, while simultaneously exploring analog motion picture artistic processes in the darkroom. Projects emphasize the development of a personalized aesthetic and individual body of work. This advanced media arts course embraces a playful sense of discovery rooted in an immersed pursuit of darkroom and moving image research. *Course Fee.*

Prerequisite: ART 2315 16mm Filmmaking, or ART 1790 Alternative Processes, or ART 1090 Darkroom Photography, or ART 2261 Darkroom Practices.

ART 3280 Animated Documentary (4cr)

This course explores the intersection of documentary and animation as an emerging practice overflowing with possibilities for representation and expression. Through creative exercises, readings, and screenings, students learn animation techniques and examine both contemporary practice and historical intersections among traditions in animation and documentary film. These exercises and discussions culminate in animated documentaries that tackle questions of representation and engage with critical dialogues around the relationships between the maker, subject, and audience. *Course Fee.*

Prerequisite: One of the following - ART 1911 Introduction to Animation, ART 2285 Experimental Documentary, ART 2275 Experimental Video, ART 2268 Animation Methods, ART 2265 Remix, Reuse, Recycle Media, ART 2315 16mm Filmmaking, COM 3810 Documenting Appalachia, COM 2200 Media Production, or ART 3600 Film Genre.

ART 3310 Research Methods in Art (4cr)

In this art history course, students learn the research skills essential to any creative practice. Students engage with a wide variety of research methodologies for studio art and art history including: factual research in museums, libraries, and special collections; critical, analytical, and expository writing; sketching, drawing, and other forms of graphically recording and organizing their ideas. This is a college composition course that requires critical writing and oral presentations.

ART 3460 Painting and Drawing the Figure (4cr)

What is a body? What does it mean to inhabit a body? What happens in the absence of bodies? This course is designed for students to discover the beauty and complexity of bodies through painting, drawing, and expanded media. Students may create studies from direct observation of humans, animals, plants, microorganisms, and more. Students are asked to create a culminating project that represents their insights and perspectives about the topics at hand. A variety of drawing, painting, and mixed media materials are used in this course. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisite: ART 1030 Painting I, ART 1110 2D Design, or ART 1160 Drawing I.

ART 3600 Film Genre (2cr)

Film has deep political implications, and makes important comments on gender, race, sexuality, capitalism, and everything else that shapes or is shaped by society. This course will focus on key works throughout the history of a specific film genre, exploring various subgenres in terms of both cultural context/commentary and craft. Students will make their own film in the genre of study. This course requires a corequisite of ENG 3600 Film Genre. All students must enroll in both courses simultaneously. *May be repeated up to a maximum of 6 credits. Course Fee.*

Prerequisite: ENG 1070 Introduction to Film Studies or ART 1790 Alternative Processes or ART 1911 Introduction to Animation or ART 2270 Animation 2 or ART 2280 Take Back the Screen: Queer Youth-Led Social Change & Film or ART 2315 16mm Filmmaking or other Media Arts course.

Corequisite: ENG 3600 Film Genre.

ART 3810 Advanced Fibers (4cr)

A course designed to go deeper into refining fibers construction skills and craftsmanship in the various learning pathways of student interests. Whether through weaving, felting, or stitching, or a combination of construction methods, this course explores fiber as an art practice and materials study. Projects are guided by personal interests and blend historical and contemporary inspirations of sculpture, wearables, and installation. *Students should expect and plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Prerequisite: ART 1810 Introduction to Fibers, or ART 2908 Explorations in Weaving, or ART 2913 Storytelling Through Cloth.

ART 3952 Expanded Cinema and Installation (4cr)

In this studio course, students experiment with film and video performance, video mapping, and time-based media installation. This course centers on exploration and play as the key to discovery, while simultaneously integrating student-led research on the historical and contemporary practices of expanded cinema and moving image installation into a deeper understanding of one's own artistic practice. Students are encouraged to push the bounds of how film/video can be experienced, breaking out of the rectangular screen of traditional cinematic exhibition and entering into the world of the unknown. *Course Fee.*

Prerequisite: Any Media Arts course.

ART 3965 Installation and Performance (4cr)

Artists construct installation art with the intent to shift the perception of space and time. In this interdisciplinary course, students are introduced to handmade and digital strategies for building installations and/or performances. Each time it is offered, this course will cover a different topic within the study of installation and performance. *May be repeated up to a maximum of 16 credits.*

Prerequisite: Prior completion of any ART Course.

ART 3988 Topics in Art (2cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ART 3989 Topics in Art (4cr)

Topics courses are 2- or 4-credit, in-depth thematic courses, that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ART 4000 Ceramics IV (4cr)

A continuation of ART 3000 Ceramics III, this studio course engages students in the in-depth, advanced study of concepts and processes in ceramics. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisite: ART 3000 Ceramics III.

ART 4030 Painting IV (4cr)

A continuation of ART 3030 Painting III, this studio course emphasizes experimentation with materials and concepts. Students work on a series of paintings with a strong understanding of composition and color. Work is developed from direct observation. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisite: ART 3030 Painting III.

ART 4120 Senior Project I (4cr)

In this studio course, students conduct research on their proposed project, begin developing a cohesive

body of work, and produce exhibition quality examples of their artwork. Issues involved in being a professional artist are addressed. If successful in passing this course, students go on to ART 4130 Senior Project II to complete their proposed projects. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee.*

Prerequisites: Senior art major standing and 12 credits in the student's major concentration.

ART 4130 Senior Project II: Studio Art (4cr)

In this studio course, students concentrate on completing the cohesive body of artwork initiated in ART 4120 Senior Project I. The completed work must be of exhibition quality to culminate in an exhibition in the Elizabeth Holden Gallery. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Successful completion of this course is required for graduation of all art majors. Course Fee.*

Prerequisite: Successful completion of ART 4120 Senior Project I.

ART 4132 Sculpture IV (4cr)

A continuation of ART 3131 Sculpture III, this studio course engages students in the in-depth advanced study of concepts and processes in Sculpture. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisite: ART 3131 Sculpture III.

ART 4160 Drawing IV (4cr)

This studio course expands the ART 3160 Drawing III toolkit. Students continue developing a studio practice and cohesive body of work that is meaningful and relevant to their creative practice. Students are expected to bring research and related source material to build context around their thoughts and drawings. Students gain professional practice skills in the form of artist statements, biographies, and exhibition preparation. A variety of materials may be used in this course. *Students should plan to spend additional time working on their projects each week outside of scheduled class time. Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisite: ART 3160 Drawing III.

ART 4840 Undergraduate Research in the Arts (2cr)

This course supports upper-level students interested in pursuing original research in fine arts. The research is self-directed academic work by an individual student, or team of students, that addresses a research question with the expectation of a scholarly or creative product intended for publication or presentation on or off campus. Students undertake this work with a faculty mentor during the course of an academic year and receive credit during spring semester. This course is an opportunity for student artists to pursue a research topic that underlies or informs their creative production. Such a project draws mainly on library and/or field research but it may also include experimental studio research.

Prerequisite: Permission of instructor.

ART 4988 Topics in Art (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ART 4989 Topics in Art (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Biology (BIO)

BIO 1020 Field Natural History (4cr)

This course covers methods and concepts facilitating the study and appreciation of natural history. Most weekly lab sessions are in the field to investigate various ecosystems and their inhabitants. Course topics may include forest succession, edible wild plants, field ecology methods, ponds and streams, and the use of identification keys, topographic maps, and collecting equipment. Each student conducts a detailed natural history project on a topic of interest. *Designed for non-science majors and does not count towards the BIO or ENS major.* **GE: Natural Science**

BIO 1050 Ecology for Everyone (4cr)

Ecology is the wonderfully complex and fascinating biological study of species' relationships with each other and with their environments. In this course, students explore ecological principles, see how they apply to issues in the news, learn to collect and analyze ecological data, and become better acquainted with the ecosystems around us. We use online labs as well as field exercises to better understand the ecological concepts as well as the scientific process. *This course is intended for non-science majors only; it does not apply to a major in biology, environmental studies, or conservation biology.* **GE: Natural Science**

BIO 1070 Introduction to Microbiology (4cr)

This course serves as an introduction to microbiology for the non-scientist. At the end of the course, the student should have knowledge of the roles of microbes in the environment and experience in isolating, handling, and identifying microorganisms, especially those associated with food spoilage, food production, and food-borne illness. Labs will focus on proper laboratory techniques, quality control, and properly handling microorganisms in the laboratory. *Designed for non-science majors and does not count towards the BIO or ENS major.* **GE: Natural Science**

BIO 1080 Introduction to Conservation Biology (4cr)

This course explores the historical and philosophical foundations and current practices of the field of Conservation Biology at regional, national, and global scales. Students explore how conservation is defined and conducted, with particular focus on case studies in the Southern Blue Ridge region. *This course is a prerequisite for most upper-level conservation biology courses and is not intended for students whose major interests lie outside of the natural sciences.*

BIO 1090 Human Biology (4cr)

This course considers humans as a biological species. Topics include human anatomy and physiology, basic biochemistry and cell biology, genetics, human reproduction and development, immunology and infectious disease, nutrition, pharmacology, and the evolution of humans as a species. The biological understanding of what unites all humans and what accounts for our differences serves as a common theme. Ways in which an understanding of human biology can inform opinions on contemporary issues facing us as a society, as well as personal choices regarding our own health are explored. *Designed for non-science majors and does not count toward the BIO or ENS major.* **GE: Natural Science**

BIO 1160 General Biology (4cr)

This course introduces students to the fundamental properties of living things on our planet. Topics include the concepts of genetics, biochemistry, cell biology, plant and animal physiology, and evolution. A survey of the diversity of life is included. The process of scientific investigation is stressed throughout the course and practiced in weekly laboratory exercises. *This course is a prerequisite for all upper-level biology courses and is not intended for students whose major interests lie outside the sciences.*

BIO 1988 Topics in Biology (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

BIO 1989 Topics in Biology (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

BIO 2020 Ecology (4cr)

Ecology is the study of interactions of organisms with one another and with the physical world. This course covers the ways in which individual species, populations, communities, ecosystems and landscapes are characterized and analyzed, both quantitatively and qualitatively. Some of the various factors that affect the number and distribution of organisms are explored through a combination of lecture and regular laboratory exercise.

Prerequisites: BIO 1160 General Biology and CHM 1160 General Chemistry I with Lab.

BIO 2040 Mammalogy (4cr)

This course explores not just *what* mammals are, but *why* they are. In other words, what ecological and evolutionary forces have led to the world's fascinating array of mammalian wonders? Students explore this question as a learning community through lectures, discussions, lab examination of specimens, field trips, films, and independent projects.

Prerequisite: BIO 2020 Ecology or BIO 3220 Genetics.

BIO 2080 Cell Biology (4cr)

This course provides a general overview of the cell as the fundamental unit of life. Beginning with the role of cells in determining the properties and behaviors of tissues, the course moves on to describe how the cytoskeleton, membranes, and organelles interact to generate the universal properties of life. Special emphasis is given to cell communication and protein function. Half the class time is devoted to lecture and discussion and half to laboratory exercises involving the fundamental techniques of cell study.

Prerequisites: BIO 1160 General Biology and CHM 1160 General Chemistry I with Lab.

BIO 2100 The Art of Microbiology (4cr)

In this course students isolate and culture unknown bacterial strains, and use interesting and colorful ones to paint pictures on petri dishes. Observations of the microbial behavior on these plates are then used to generate research questions that teams of students answer through their own experimental design. Results are presented to the class in a final graded presentation. This course requires significant independent lab work, troubleshooting, collaboration, and activity collecting and analyzing data outside of class.

Prerequisite: BIO 1160 General Biology.

BIO 2110 Anatomy and Physiology I (4cr)

Anatomy and Physiology I provides an introductory overview of mammalian physiological systems. Cellular and tissue organization and structure and function of mammalian systems is explored. This course focuses on the following mammalian systems: skeletal system, muscular system, digestive system, and nervous system. This course includes organ and tissue dissections as part of the laboratory activities. This course prepares students for advanced studies in anatomy and physiology and provides a foundation for careers in animal and human medicine.

Prerequisites: BIO 1160 General Biology and CHM 1160 General Chemistry I with Lab.

BIO 2120 Anatomy and Physiology II (4cr)

This course is a continuation of Anatomy and Physiology I. This course focuses on anatomy and physiologies of the mammalian circulatory, respiratory, urinary, endocrine and reproductive organ and tissue systems. Additionally, this course familiarizes and allows for practice of common clinical and laboratory techniques to evaluate these and other organ systems. This course includes organ and tissue dissections as part of the laboratory activities and prepares students for advanced studies in animal and human medicine.

Prerequisites: BIO 1160 General Biology and CHM 1160 General Chemistry I with Lab.

BIO 2290 Field Mycology (2cr)

Our region has one of the highest diversities of fleshy fungi anywhere in North America, and much of this course focuses on identifying the major genera and species that inhabit this area. During the course, students make several forays into the field to collect samples. In addition to identification, students also learn about fungal growth and reproduction, fungal ecology, and uses of fungi for food and medicine. Although edibility of wild mushrooms is discussed and students have the opportunity to sample some edible species that are found, this course is not intended to make students experts on identification of mushrooms for human consumption. *This course includes a mandatory weekend field trip.*

Prerequisite: BIO 2020 Ecology.

BIO 2340 General Zoology (4cr)

This course introduces students to the diversity of animal life. We explore form and function, evolutionary relationships, anatomy and physiology, and ecology across the major animal groups. Students gain experience in a variety of computational, laboratory, and field techniques used in the study of animal diversity, in addition to learning the identification and basic biology of local species.

Prerequisite: BIO 1160 General Biology.

BIO 2500 General Botany (4cr)

This course explores the evolutionary, structural, cellular, and ecological aspects of botany. Traditionally, studies of botany included plants, cyanobacteria, fungi, and algae. Modern botany includes studies of vascular plants, as well as the sub-disciplines studying algae (phycology) and fungi (mycology). This course provides a survey of the major groups of plants, algae, and fungi, as well as their evolutionary history, reproduction, and development. Students are exposed to current topics in botany through lectures, labs, field trips, and readings.

Prerequisite: BIO 1160 General Biology.

BIO 2700 Internship Preparation in the Life Sciences (1cr)

This course prepares students pursuing a B.A. in Animal Science, Conservation Biology, Biology, or Biochemistry to secure meaningful off-campus internships and fulfills the pre-internship course requirement for those majors. Through guided instruction and hands-on activities, students learn how to search and apply for internships, network effectively, and explore career-relevant opportunities. Emphasis is placed on developing professional materials, identifying internship goals, and taking concrete steps toward placement. While required for B.A. students, students in the B.S. programs are also welcome to enroll if they are planning to complete an internship in a future semester and are ready to actively engage in the internship search process.

Prerequisites: BIO 1160 General Biology and CHM 1160 General Chemistry with Lab

BIO 2721 Topics in Conservation Biology (2cr)

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation biology and applied work in conservation. *May be repeated up to a maximum of 8 credits.*

BIO 2722 Topics in Conservation Biology (4cr)

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation biology and applied work in conservation. *May be repeated up to a maximum of 12 credits.*

BIO 2800 Techniques in Livestock Management (4cr)

This is an experiential course that examines and practices humane livestock handling and introductory animal management. The course critically evaluates current management techniques in a variety of livestock species, with emphasis on cattle, sheep, and pigs, and builds on foundational knowledge delivered in ENS 2160 Introduction to Animal Science. Introductory management techniques explored include low-stress handling, health, well-being, reproduction, and nutrition.

Prerequisite: BIO 1160 General Biology or ENS 2160 Introduction to Animal Science.

BIO 2913 General Entomology (4cr)

This course explores the science of entomology by focusing on the the basic principles of systematics, morphology, physiology, development, behavior, and ecology. Students will gain basic skills that enable them to collect insects in the field, start and maintain insect collections, and perform population studies that monitor abundance and diversity of terrestrial and aquatic invertebrates. *Cross-listed with ENS 2913 General Entomology.*

Prerequisite: BIO 1160 General Biology.

BIO 2980 Topics in Biology (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

Prerequisite: BIO 1160 General Biology.

BIO 2989 Topics in Biology (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Prerequisite: BIO 1160 General Biology.

BIO 3020 Aquatic Ecology and Water Pollution (4cr)

This course presents the principles by which aquatic systems are organized and emphasizes the manner in which representative aquatic ecosystems function. Ecological theory relating to energy flow and matter cycling is a major topic as is studies of the adaptations for life in different types of aquatic systems. The second half of the course focuses on water pollution sources, effects, detection, and control. *One major weekend field trip with a fee of \$20 is required. Includes a regular lab period. Cross-listed with ENS 3020 Aquatic Ecology and Water Pollution. Course Fee.*

Prerequisites: BIO 1160 General Biology and CHM 1160 General Chemistry I with Lab.

BIO 3025 Study Away in Biology (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

BIO 3100 Conservation Biology (4cr)

Conservation biology is the applied science of maintaining the earth's biological diversity. The main focus of this course is biological, but it is interdisciplinary and reaches into ethics, economics, and sociology. The explicit goal of this discipline is to conserve biodiversity at all levels of organization from genetics to populations, species, communities and ecosystems. We will explore both the theoretical and applied aspects of conservation at the local, national and international scales.

Prerequisite: BIO 2020 Ecology.

BIO 3170 Freshwater Invertebrate Zoology (4cr)

Invertebrates comprise the vast majority of animal diversity, including in freshwater ecosystems. This course will survey the diversity of invertebrate groups in rivers, lakes, and wetlands, with an emphasis on the anatomy, evolution, and ecology of these different groups. Field and lab exercises will provide students the opportunity to use different sampling techniques, learn the identification and biology of local taxonomic groups, and conduct a novel research project.

Prerequisite: BIO 2020 Ecology.

BIO 3180 Ornithology (4cr)

This course explores the evolution, biology, and ecology of birds. Students study avian diversity, anatomy, physiology, and behaviors related to food, sex, sociality, communication, and migration. During the lab, students conduct an authentic research project with wild birds after learning to identify local species by sight and sound.

Prerequisite: BIO 2020 Ecology.

BIO 3190 Biology of Fishes (4cr)

Fishes comprise approximately half of the vertebrates extant today. Accordingly, fishes exhibit a wide diversity of adaptations, making the group an excellent model to study form and function, ecology, and evolution. This course surveys the diversity of fishes, covering anatomy, physiology, and behavior. Field and lab exercises provide students the opportunity to learn local species taxonomy and natural history, as well as conduct a scientific research project.

Prerequisite: BIO 2020 Ecology.

BIO 3220 Genetics (4cr)

This course provides a basic understanding of the nature of genes, the ways they are regulated, and their patterns of inheritance. It focuses primarily on the molecular understanding of genetics, but also introduces the ways in which genes determine an organism's form and function, as well as their role in evolution and speciation. Current molecular methods for analyzing genes are studied through their application to problems in clinical science and conservation biology. Class time is split evenly between laboratory exercises and lecture/discussion.

Prerequisites: BIO 1160 General Biology and CHM 1160 General Chemistry I with Lab.

BIO 3351 Forest Biology (4cr)

This course focuses on the patterns and processes that make forested ecosystems unique biological communities. Topics for examination include forest structure, composition and dynamics, and biotic/abiotic interactions at the species, stand, and landscape levels. The emphasis is on temperate forest systems of North America, especially those of the Southern Appalachians. Students spend considerable time in the field both during class periods and on their own learning woody plant identification and understanding the ecological context in which different species grow. *This course serves as the foundation for the Ecological Forestry Concentration in Environmental Science and is a prerequisite for ENS 4340 Silviculture and ENS 4350 Introduction to Forest Management. Includes a regular lab period. Cross-listed with ENS 3351 Forest Biology.*

Prerequisite: BIO 1160 General Biology or ENS 1170 Introduction to Environmental Science.

BIO 3400 Plant Ecology (4cr)

Ecology is the study of interrelationships between organisms and their biotic and abiotic environments. It is these relationships that influence the abundance and distribution of organisms in space and through time. This course explores the ecology of plants at four different levels: the individual, the population, the community, and the ecosystem. Students gain hands-on experience designing and conducting plant ecological research. The lab portion of the course strongly emphasizes generating testable hypotheses, designing experiments, using statistics to analyze data, and communicating results in writing.

Prerequisite: BIO 2020 Ecology.

BIO 3440 Plant Biodiversity (4cr)

In this course, students focus on the biological diversity within the world of plants. The course is divided generally into three sections: first, a section on the evolution of plant diversity; second, a section on the ecology of plant diversity; and third, a section on the conservation of plant diversity. Along the way, students learn some of the major families of plants, methods for measuring, describing, and studying plant diversity, and principles and practices of plant conservation. The course focuses on native southern Appalachian plants while also exploring global plant diversity. Students are exposed to current topics in and knowledge of plant diversity through lectures, labs, field trips, and readings.

Prerequisite: BIO 2020 Ecology.

BIO 3480 Animal Behavior (4cr)

Natural selection has created diversity in a variety of animal traits that aid in survival and reproduction, including the behavioral patterns and strategies used by animals. In this course, the theoretical foundations for the evolution of behavior are presented, including such topics as foraging, defense, aggression, dominance, cooperation, altruism, courtship, parental care, and communication. Techniques used in the study of animal behavior are presented in the lab, and students conduct a small-scale study on a locally available animal species.

Prerequisite: BIO 2020 Ecology.

BIO 3490 Herpetology (4cr)

In this course, students become familiar with the study and diversity of amphibians and reptiles. The course covers the current understanding of amphibian and reptile taxonomy, taxonomic relationships, and placement within the vertebrate tree of life. During this time, students also become familiar with the unique characteristics of each group. Through the course, students learn important herpetology techniques, such as local species identification and proper survey and capture methods.

Prerequisite: BIO 2020 Ecology.

BIO 3520 Livestock Reproductive Physiology (4cr)

This course is an examination of the anatomy and physiology of the reproductive systems of livestock. Topics include endocrinology, genetics, anatomy and physiology, puberty, parturition, and lactation of animals. Exploration of reproductive management technologies and techniques are embedded in covered topics. Physiology and management of reproduction are important for livestock producers to understand and integrate successfully into livestock herd management.

Prerequisites: BIO 1160 General Biology OR ENS 2160 Introduction to Animal Science, AND CHM 1160 General Chemistry I with Lab.

BIO 3550 Animal Nutrition (4cr)

This course provides an overview of the biological and chemical mechanisms of nutrient acquisition in domestic animals. Processes and topics investigated include the chemical composition of nutrients and their requirements, comparative digestive physiology, metabolism, and an introduction to feed analysis. The course builds on foundational knowledge of biology and chemistry concepts introduced in BIO 1160 General Biology, CHM 1160 General Chemistry I with Lab, and CHM 2250 Organic Chemistry I.

Prerequisites: CHM 2250 Organic Chemistry I and ENS 2160 Introduction to Animal Science.

BIO 3721 Topics in Conservation Biology (2cr)

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation biology and applied work in conservation. *May be repeated up to a maximum of 8 credits.*

Prerequisite: BIO 1080 Introduction to Conservation Biology.

BIO 3722 Topics in Conservation Biology (4cr)

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation biology and applied work in conservation. *May be repeated up to a maximum of 12 credits.*

Prerequisite: BIO 1080 Introduction to Conservation Biology.

BIO 3750 Topics in Biology (2cr)

These rotating courses address recent developments and current issues in the field of Biology. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Biology courses and provide greater depth in specific fields of study. *May be repeated up to a maximum of 8 credits.*

Prerequisite: BIO 1160 General Biology.

BIO 3760 Topics in Biology (4cr)

These rotating courses address recent developments and current issues in the field of Biology. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Biology courses and provide greater depth in specific fields of study. *May be repeated up to a maximum of 12 credits.*

Prerequisite: BIO 1160 General Biology.

BIO 3765 Topics in Animal Science (2cr)

These rotating courses engage students in current practices in domestic animal management. The specific topics are focused on different animal species, reflecting the experiences of the instructors. Courses provide in-depth, practical knowledge of engaging and working alongside these animal species. *May be repeated up to a maximum of 8 credits.*

Prerequisites: BIO 1160 General Biology OR ENS 2160 Introduction to Animal Science, AND BIO 2800 Techniques in Livestock Management.

BIO 4020 Evolutionary Biology (4cr)

Evolution is the underlying principle of biology; nothing in biology makes sense without it. A rigorous, comprehensive introduction to this vast and crucial field, this course covers the history of Darwinism, natural selection, evolutionary genetics, paleontology, processes of macroevolution, the origin of life, and human evolution.

Prerequisite: BIO 3220 Genetics.

BIO 4300 Career Readiness in STEM (2cr)

In this course, students examine and contextualize the knowledge, skills, and experiences gained from their internships and connect these to their overall college experience. Students will investigate what it means to be a professional in STEM and STEM-adjacent fields, and look at strategies associated with career success. Topics covered include career exploration, networking, generating application materials, career planning, strategic career search, and interviewing techniques. This course is a requirement for students majoring in Biology, Biochemistry, and Conservation Biology.

Prerequisite: Prior approval by the Director of Career Engagement, including a Learning Contract signed by the academic advisor for the internship.

BIO 4400 Plant Taxonomy (4cr)

This course acquaints students with aspects of modern plant taxonomy, focusing on families of flowering plants. Students become familiar with characteristics of various plant taxa and techniques and terminology needed to distinguish among them. Vegetative and reproductive morphology, floral

dissections, and the use of keys are emphasized, but current approaches, such as molecular taxonomy and phylogenetics, are also included. The history and rationale of various taxonomic approaches are discussed, emphasizing the evolutionary relationships among taxa. A plant collection is required.

Prerequisite: BIO 2020 Ecology or BIO 2500 General Botany.

BIO 4500 Microbiology (4cr)

This course covers the diversity of the microbial world and explores some of the ways it is studied. Organisms covered include viruses, bacteria, archaea, protists, algae, and fungi. A recurring theme is how an understanding of the microbial world challenges our metazoan biases about systematics, cell biology, biochemistry, evolution, and genetics. Infectious diseases are studied as problems in evolution and ecology. Class time is split evenly between laboratory exercises and lecture/discussion.

Prerequisites: CHM 2170 General Chemistry II with Lab and BIO 3220 Genetics.

BIO 4720 Topics in Conservation Biology (4cr)

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation and wildlife biology and applied work in conservation. *May be repeated up to a maximum of 12 credits.*

Prerequisite: BIO 2020 Ecology.

BIO 4721 Topics in Conservation Biology (2cr)

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation and wildlife biology and applied work in conservation. *May be repeated up to a maximum of 8 credits.*

Prerequisite: BIO 2020 Ecology.

BIO 4980 Topics in Biology (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

Prerequisite: BIO 2020 Ecology or BIO 3220 Genetics.

BIO 4989 Topics in Biology (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Prerequisite: BIO 2020 Ecology or BIO 3220 Genetics.

Business (BUS)

BUS 1050 Supplemental Accounting Instruction (1cr)

This supplemental corequisite course is designed to support students enrolled in BUS 2500 Accounting I by reinforcing key concepts and building foundational skills necessary for success. Through additional instruction, practice problems, and real-world examples, students strengthen their understanding of financial accounting principles, terminology, and procedures. Emphasis is placed on problem-solving, analysis of financial transactions, and preparation of basic financial statements. This course is ideal for students seeking extra support to master the core content of their accounting coursework. It is offered during the second term of the semester. *This course is graded on a pass/fail basis.*

Prerequisite: Permission of instructor.

Corequisite: BUS 2500 Accounting I.

BUS 1200 Personal Finance (2cr)

This course sets a foundation for students in the important life skill of personal finance. All students finish the course with personal financial statements ready for use, and an understanding of their financial goals and ways to achieve them. Students study a variety of topics such as budgeting, credit cards and debt management, and investing. The course focuses on common financial challenges as well as the opportunities that exist for those who understand and are able to manage their finances.

BUS 1300 Sullivan Fellow Year 1 – Leadership Literacy (1cr)

This course is for Sullivan Fellows in the first year of the fellowship. This course is designed to help students clearly identify their leadership style and explore different ways in which they can enact change in the world. Fellows are introduced to the INSPIRED Leadership Framework which guides fellows toward a greater understanding of themselves, their leadership style, and how to lead right where they are. Fellows work to collaboratively design a Field Trip for the spring semester where they will have a chance to visit different social enterprises and nonprofits to learn how different leaders create change in their community. *This course is graded on a pass/fail basis. May be repeated up to a maximum of 2 credits.*

Prerequisite: Permission of instructor.

BUS 1970 Topics in Business (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

BUS 1980 Topics in Business (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

BUS 2111 Principles and Practices of Contemporary Management (4cr)

Through a hands-on project, students apply principles of strategic planning, problem-solving, teamwork, ethics, and inclusion. This course addresses contemporary management challenges stemming from changing organizational structures, environmental conditions, technological advancements, and workforce characteristics. Students learn about the environment managers operate in, develop an understanding of the triple bottom line, and gain an understanding of the different management functions and some of the tools managers use. By understanding why and how managers do what they do, students are better equipped to be successful in an organization as well as decide whether they are interested in a career in management. **GE: Society and Human Behavior**

BUS 2150 Introduction to Sports Management (2cr)

This course provides an in-depth exploration of the multifaceted field of sports management, offering

students an introduction to the fundamental principles, theories, and practices within the industry. Through a comprehensive examination of the various components that contribute to the management of sports organizations, events, and activities, students will gain a foundational understanding of the dynamic and evolving landscape of sports management.

BUS 2200 Sustainable Business Practices (4cr)

This course provides a broad overview of business practices in sustainability and is designed to help students develop a strong foundation in this complex subject. The primary focus is helping students understand the business rationale for sustainability. Students will examine why and how a business is addressing environmental and sustainability issues across sectors and industries. Additionally, the course covers the various principles, models, methodologies, and indicators of sustainability to help students understand how business awareness and practices in the field have evolved.

Prerequisite: BUS 2111 Principles and Practices of Contemporary Management.

BUS 2300 Design Thinking and Innovation (4cr)

This is a hands-on interdisciplinary course that introduces students to a fertile synthesis of Design Thinking, a methodology that draws upon logic, imagination, intuition, and systemic reasoning to produce innovation in various organizational and social contexts. Bringing theory and practice together, the course will guide students to tackle a social, business, ecological, or cultural challenge of their choice through application of innovative problem-solving based on the principles of Design Thinking.

BUS 2500 Accounting I (4cr)

This course is an introduction to Financial Accounting using journal entries, financial statement design, and an understanding of the major Balance Sheet accounts. Students are introduced to a range of accounting concepts, with a focus on the fundamental structures, providing them with the capacity to use accounting information in practical applications. Gaining a familiarity with accounting terminology and an understanding of the guiding principles, students are able to interpret financial information and understand the economic events of business. Students can employ this knowledge to shape discussions on community well being, sustainability, and issues of personal concern. Real world examples are incorporated into class assignments.

BUS 2600 Current Events in Business (2cr)

Current Events in Business is a dynamic and interactive course designed to provide students with a comprehensive understanding of the contemporary business landscape through the lens of real-time events, trends, and global developments. This course bridges the gap between theory and practice by exploring how current events impact various aspects of business, including strategy, management, ethics, innovation, and globalization.

BUS 2970 Topics in Business (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

BUS 2980 Topics in Business (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

BUS 3025 Study Away in Business (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures. For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

BUS 3042 Organizational Finance (4cr)

This course dives deeper into the concepts of financial statements, investing and financial analysis. Students learn how to apply these concepts to both for profit and not for profit organizations. The information studied in this course serves as a foundation for creating detailed business plans and conducting business analysis in graduate school, as an entrepreneur or as an employee within corporate finance.

Prerequisites: BUS 2500 Accounting I and ECO 2030 Survey in Economics. Students must earn a C- or better in BUS 2500 Accounting I.

BUS 3050 New Venture Business Plan Development (4cr)

Individually or in a team, students write complete business plans for new ventures they originate. Topics covered include research on the target industry and market; analysis of the competition and potential risk; the development of plans for marketing, operations, technology, and management; full pro-forma financial projections and considerations of milestones, exit, and social responsibility.

BUS 3100 Nonprofit Management (4cr)

This course offers students an in-depth exploration of the unique challenges, principles, and practices that drive effective leadership and strategic decision-making within the nonprofit sector. As the nonprofit landscape continues to evolve and grow in importance, this course provides students with the necessary knowledge and skills to succeed in managing and leading mission-driven organizations.

BUS 3150 Human Resource Management (4cr)

This course stresses how the human resource management function and its contemporary activities contribute to organizational effectiveness and the achievement of strategic organizational objectives. It is grounded in the assumption that traditional human resource management practices need to be reconsidered in light of the transformed employment relationship of the twenty-first century. Students consider human resource management issues from both the employer and employee perspectives (as well as other stakeholders where appropriate). The course delves into the material through experiential opportunities including role plays, exercises, and cases.

BUS 3190 Housing and Social Enterprise: The Tiny Home Project (4cr)

This experiential course explores the intersection of housing inequality, community development, and social enterprise through the lens of a semester-long tiny house build. Students examine the economic, historical, and structural factors shaping housing insecurity in Asheville and the wider US while learning how nonprofit organizations, social entrepreneurs, and public-private partnerships work to address these challenges. The course blends academic inquiry with applied project management. In the classroom, students study the economics of poverty, affordable housing models, and the role of business in addressing complex social issues. Outside of the classroom, students collaborate to plan and construct a fully functional tiny home for a local community member. Students take responsibility for obtaining in-kind donations, coordinating timelines, tracking budgets, and engaging with community partners. *This course requires a Fall Break immersion for the construction of the tiny home.*

BUS 3202 Social Entrepreneurship: Leading Change (4cr)

This course gives students an appreciation for and applied practice in the field of social entrepreneurship and social innovation. We examine key concepts of the field, including social mission, social innovation, social entrepreneurship, and social value; and we consider the historical perspective of the field to inform our current understanding of the evolution of social problem-solving. The course introduces students to the concepts, strategies, and approaches to social change. Working with an area organization to co-create solutions to a local issue, students learn about and develop the necessary

skills required of social entrepreneurs and others working to make change in communities around the world. Further, we look at cases of social entrepreneurs, intrapreneurs, innovators, and visionaries who are developing novel methods to address a variety of social issues utilizing different organizational forms, and operating in international, domestic, and local contexts.

BUS 3205 Strategic Marketing (4cr)

This course is an overview of marketing from a managerial perspective and is experiential and application-oriented. Emphasis is placed on customer-oriented marketing strategies as well as related product, distribution, promotional, and pricing decisions. Topics include the environment, global marketing, consumer behavior, business-to-business marketing, target market selection, e-business, marketing channels, advertising, marketing management, and marketing research. Social responsibility and ethical decision making is integrated throughout the course, and case studies with local, national, and international perspectives are used. Students immediately apply their marketing knowledge to create a detailed marketing plan for a business of their choice.

Prerequisite: Junior standing.

BUS 3300 Sullivan Fellow Year 2 – Designing Creative Communities Seminar (1cr)

This course is for Sullivan Fellows in the second year of the fellowship to identify needs in their community and to design a project or initiative that creatively solves them. The focus of the year is to learn how to rally community support, identify root needs, build prototypes, and build partnerships. By the end of the second year in the fellowship, fellows will have the confidence and groundwork laid to fully launch their project in the third year of the fellowship. *This course is graded on a pass/fail basis. May be repeated up to a maximum of 2 credits.*

Prerequisite: Permission of instructor.

BUS 3310 Personal Investing (2cr)

This course expands upon the investing topics covered in BUS 1200 Personal Finance. The course offers an in-depth approach to a variety of investing topics, including risk tolerance, sustainable investing, real estate investing, and cryptocurrencies. Students apply this investing knowledge to design a personal investment portfolio and personal investing statement. All topics of the course include practical discussions, analysis of the current market, and direct application of the skills learned.

Prerequisite: BUS 1200 Personal Finance.

BUS 3400 Outdoor Recreation Economies (4cr)

Through classroom discussion and direct community engagement, this course will explore intersectionalities of community development and land management decisions involved within the greater Outdoor Economic context. Working with different communities and stakeholders around Western North Carolina, students will understand the complexities of social, environmental, and economic decisions involved in using the Outdoor Economy as a driving force behind business decisions.

BUS 3500 Internship Preparation (2cr)

Finding the right job or internship takes strategic planning. In this course, students learn to identify and present themselves to others through reviewing interest and skills inventories; analyzing their cultural and ethical influences; reframing their life experiences to date; reflecting on their values and priorities; and preparing their marketing materials such as resumes and cover letters. Students discover what is possible and what they want by networking with alumni working in business; interviewing business professionals; evaluating their values and; setting personal and professional goals.

BUS 3510 Understanding Leadership Through Film (2cr)

This course encourages students to actively reflect on leadership practice by viewing cinematic portrayals that could potentially mirror or challenge their own personal values, attitudes, and behaviors. Films are used to illustrate a variety of situations and personalities through which students will be able to

analyze, understand, and draw their own conclusions about various principles of leadership. Films are supplemented with readings, exercises, and activities on leadership.

BUS 3610 Organizational Behavior (2cr)

This course explores several dimensions of organizational behavior in depth including the dynamics of successful and high performing teams and tools to successfully lead and grow teams within existing or new organizations. Students will learn how to engage more effectively personally, as entrepreneurs, as members of any team, and as employees at any organization.

BUS 3620 Cross-Cultural Organizational Behavior (2cr)

This course addresses the opportunities and dilemmas that managers face when working in diverse and global environments. The course is designed to increase managers' effectiveness in identifying, understanding, and managing the cultural components of management, recognizing cultural differences in managerial style, communicating across cultures, creating cultural synergy, managing globally competent people, managing ethically across cultures, and understanding, managing, and valuing diversity. Teaching methods include lectures, experiential exercises, group discussions, and cases.

Prerequisite: BUS 3610 Organizational Behavior.

BUS 3700 Internship Reflection Seminar (2cr)

This course provides students with an opportunity to reflect on their internship experience, to analyze and identify which components from their internship work, environmental, and professional relationships energized them, and which core career competencies they developed or strengthened. Students will integrate their internship with course work, theories, and conceptual frameworks in their discipline. Students will intentionally examine multiple perspectives to crystallize their values, interests, and strengths, and create next steps for their career and life. Through this process, students will practice leveraging their internship experience for upcoming opportunities.

Prerequisite: Prior completion of or current engagement in an internship.

BUS 3904 Contemporary Issues in Sports Management (4cr)

This Sports Management course offers an overview of the sports business industry, and examines the principles of sport business and entertainment management in professional, collegiate and Olympic sport. A primary focus of the course is the business of collegiate and professional sports with an additional focus on leadership in sport and diversity and ethical issues in sports. In this course, students apply the topics discussed in class and content from assigned readings and complete assignments that develop communication and presentation skills that contribute to future academic and career success.

BUS 3908 Social Media Marketing (2cr)

This course takes an in-depth look at Internet social networks, social media platforms and online advertising. Topics include an exploration of the theory of online marketing, social media technologies, and applications such as Facebook, blogs, Twitter, wikis, and YouTube.

BUS 3909 Service Marketing (2cr)

This course is based on the premise that the marketing of services has a separate and distinct corpus of knowledge and management/operational challenges that differ from traditional goods marketing practices. The course clarifies these differences and focuses on the marketing objectives and strategies employed by companies in the services sector.

BUS 3970 Topics in Business (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

BUS 3980 Topics in Business (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

BUS 4100 Pre-Capstone: Consulting Readiness (2cr)

This course introduces students to the principles underlying effective project management, providing the knowledge, skills, and framework necessary to manage a real project in the workplace. Topics covered include the project life cycle, stakeholder identification, resource allocation, cost management, scheduling techniques, and human resource aspects of project management. This course teaches conceptual and practical skills that include the essential language, tools, and applications of project management. It is designed to provide basic skills for students prior to being immersed in the Applied Business and Consulting Capstone Project.

Prerequisite: Senior standing.

BUS 4300 Sullivan Fellow Year 3 – Changemaking After College (1cr)

This course is for Sullivan Fellows in their third and final year of the fellowship. The course is designed to help students plan how they will use the knowledge and skills they have developed as a Sullivan Fellow as changemakers. Fellows will delve deeply into the power of storytelling through developing their TED style talk and a personal E-portfolio. *This course is graded on a pass/fail basis. May be repeated up to a maximum of 2 credits.*

Prerequisite: Permission of instructor.

BUS 4500 Applied Business and Consulting Capstone (4cr)

This course synthesizes the knowledge gained in the business discipline by combining all core competencies from marketing to management to finance. Students step out of the classroom and into the business world and act as consultants for a community organization. Each project team tests their core competencies by addressing a specific problem or area of growth for their assigned community partner. Emphasis is placed on demonstrating competence in oral and written communication, thinking critically and culminating with a comprehensive project presentation.

Prerequisite: BUS 4100 Pre-Capstone: Consulting Readiness.

BUS 4970 Topics in Business (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

BUS 4980 Topics in Business (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Career Development (CDC)

CDC 1500 Major Exploration (2cr)

This course is designed to help students develop a plan for choosing an academic major and to learn related skills that are valuable throughout college. Students engage in self-assessment, learn about and evaluate majors and careers, and develop strategies for decision-making. The course involves readings, experiential exercises and activities, informational interviews, small group discussions, and written exercises.

CDC 1970 Topics in Career Development (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

CDC 1980 Topics in Career Development (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

CDC 3500 Internship and Career Preparation (2cr)

This course is for sophomores, juniors, and seniors seeking support as they prepare to find an internship or pursue work after graduation. Students begin by considering work choices in the context of their values, skills, and interests, and the broader lives they seek to live. Students then learn and practice tangible skills for obtaining an internship or job, including resume and cover letter writing, networking, internship and job searching practices, and interviewing skills. Throughout the course, students gain increased confidence in assessing meaningful work and tangible skills for conducting a successful internship and job search.

Prerequisite: Sophomore standing.

CDC 3510 Graduate and Professional School Preparation (2cr)

This course is designed to help undergraduate students ask and answer questions about graduate and professional school that will help them find the path that is right for them. Graduate school is a large commitment and a big life decision. Being clear about why a student wants to go and what a student intends to pursue helps make the most of time, energy, and money. The course offers an overview of the structure and organization of graduate and professional school education and focuses on helping students learn the skills to find resources, build a network, and make decisions about continuing their studies beyond the baccalaureate. Students work on identifying programs, writing personal statements, and preparing other materials that are necessary for the application process.

CDC 3970 Topics in Career Development (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

CDC 3980 Topics in Career Development (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

CDC 4840 Internship Reflection Seminar (2cr)

Warren Wilson College's Internship Reflection Seminar provides students with a way to use critical self-reflection to create personal and professional meaning from their internship experience. During this seminar, students reflect upon their internship learning and growth as they draw correlations between their experiences and their skills, values, academic learning, personal and professional goals, and civic identity. Furthermore, students gain insight into key career development competencies and other professional growth tools and strategies. This seminar is offered at least once per year by every

department. *May be repeated up to a maximum of 6 credits.*

Prerequisite: Student must have completed or be completing a WWC-approved internship in order to take this course.

CDC 4850 Academic Internship (0-16cr)

This course allows students to notate their internship experience on their academic record and/or gain elective credit based on the work they have completed on-site during their internship experience. If a student only wants to notate the internship, they must choose zero credits. Students are eligible for no more than one credit for every 40 hours worked at their internship site, which can only be credited during the semester of their internship experience. If a student plans to gain elective credit for their *summer* internship, CDC 4840 Internship Reflection Seminar must be taken in the following *fall* semester. Failure to pass this class results in the inability to gain the summer elective credits. *This course is graded on a pass/fail basis. May be repeated up to a maximum of 16 credits.*

Prerequisite: Prior approval by the Director of Career Engagement, including the signed Internship Paperwork.

CDC 4860 Advanced Academic Internship Seminar (2cr)

For students completing their *second* internship, this course allows students to take a deeper dive as they draw correlations between their internship experiences and their skills, values, academic learning, personal and professional goals, and civic identity. Furthermore, students gain insight into career development competencies and other professional development strategies. *This course is a requirement for students interested in receiving academic and/or work credit for a second internship.*

Prerequisite: Prior approval by the Director of Career Engagement, including a Learning Contract signed by the academic advisor.

CDC 4970 Topics in Career Development (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

CDC 4980 Topics in Career Development (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Chemistry (CHM)

CHM 1030 Principles of Chemistry (2cr)

This course serves students needing additional preparation for CHM 1160 General Chemistry I with Lab and introduces most of the major areas of chemistry with emphasis on the chemical basis of earth systems and biological organisms. These emphases make chemistry understandable, applicable, and fun. This includes group and laboratory activities. *Course Fee. This course is graded on a pass/fail basis. This course does NOT fulfill the Natural Science General Education requirement.*

CHM 1160 General Chemistry I with Lab (4cr)

This course provides a solid background in the fundamental principles of chemistry for all majors in the natural sciences. This course assumes a working knowledge of high school algebra and chemistry. Subject areas include scientific measurement and calculations, atomic structure, acid-base chemistry, stoichiometry, periodic trends, chemical bonding, and molecular structure. This course includes an integrated laboratory that complements and reinforces the classroom portion, and includes a community-engaged component. Labs include explorations of solubility, titration, stoichiometry, atomic structure, and spectroscopy. *Course Fee. GE: Natural Science*

Prerequisite: CHM 1030 Principles of Chemistry, or permission of instructor based on score on a placement test.

CHM 1950 Topics in Chemistry (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

CHM 1980 Topics in Chemistry (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

CHM 2170 General Chemistry II with Lab (4cr)

This course provides a solid background in the fundamental principles of chemistry for science majors and builds on materials and concepts introduced in CHM 1160 General Chemistry I with Lab. Subject areas include atomic and molecular structure, solutions, gasses, acids and bases, buffers, oxidation-reduction reactions, reaction rates, thermodynamics, electrochemistry, and complex equilibria. This course includes an integrated laboratory that complements and reinforces the classroom portion. *Course Fee.*

Prerequisite: CHM 1160 General Chemistry I with Lab with a grade of C- or better, or permission of instructor based on score on a placement test.

CHM 2250 Organic Chemistry I (4cr)

This course provides a basic understanding of the structure and function of organic molecules with emphasis on biological implications. Topics include principles of structure and bonding; functional groups; structural analysis; intermolecular forces; organic nomenclature; conformational analysis; stereochemistry; and spectroscopy. Principles of thermodynamics and kinetics, electron-pushing arrows and reaction mechanisms are emphasized for acid/base, substitution, and elimination reactions. *Course Fee.*

Prerequisite: CHM 2170 General Chemistry II with Lab with a grade of C- or better.

Corequisite: CHM 2251 Organic Chemistry I Laboratory.

CHM 2251 Organic Chemistry I Laboratory (0cr)

This laboratory complements and reinforces the CHM 2250 Organic Chemistry I lecture course. Modern instrumentation is used extensively. The course includes repeated practice with fundamental skills and techniques for organic synthesis including distillation, extraction, recrystallization, melting point analysis,

and NMR spectroscopy.

Corequisite: CHM 2250 Organic Chemistry I.

CHM 2950 Topics in Chemistry (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

CHM 2980 Topics in Chemistry (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

CHM 3025 Study Away in Chemistry (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

CHM 3201 Organic Chemistry II (4cr)

In this course, important organic mechanisms are carefully explored, and an emphasis is placed on organic synthesis including retrosynthetic analysis. Functional group transformations and carbon-carbon bond-forming reactions are introduced and reinforced, and practice with reading recent primary literature articles is included. *Course Fee.*

Prerequisite: CHM 2250 Organic Chemistry I with a grade of C- or better.

Corequisite: CHM 3202 Organic Chemistry II Laboratory.

CHM 3202 Organic Chemistry II Laboratory (0cr)

This laboratory complements and reinforces the CHM 3201 Organic Chemistry II lecture course, building on the fundamental skills of synthesis, purification, and analysis introduced in the CHM 2251 Organic Chemistry I Laboratory. Use of chromatographic and spectroscopic analysis is emphasized. Laboratories include practice with water-sensitive reagents and culminate with a multi-step synthesis project.

Corequisite: CHM 3201 Organic Chemistry II.

CHM 3210 Instrumental Methods (4cr)

In this laboratory-centered course, chemical analyses are designed and performed using modern instrumentation including gas chromatography, liquid chromatography, UV and visible spectroscopy, and mass spectrometry. Instrumental theory, operation, maintenance, and troubleshooting are part of these laboratories. Statistical methods are used to examine the quality of laboratory data. Written reports include practice with using concise scientific writing to communicate with different target audiences.

Course Fee.

Prerequisite: CHM 2170 General Chemistry II with Lab with a grade of C- or better.

CHM 3320 Quantum Chemistry and Molecular Spectroscopy (4cr)

The topics covered in this course include quantum mechanics, statistical mechanics and spectroscopy. The goal of the course is to interpret and explain the fundamental principles governing the observed spectroscopic behavior of a quantum mechanical system as predicted by statistical mechanics. The quantum mechanics of translation, vibration, rotation, and nuclear states are thoroughly explored. These concepts are then applied in understanding atomic and molecular structure and in interpreting the

spectroscopic manifestation of quantum mechanical behavior on an atomic, molecular, and nuclear level.

Prerequisites: CHM 2170 General Chemistry II with Lab, MAT 2420 Calculus II, and PHY 2520 Physics II, all with a grade of C- or better.

CHM 3331 Physical Chemistry with Lab (4cr)

This course offers a comprehensive introduction to the principles and theories governing the behavior of matter at the molecular and atomic levels. Topics include classical and statistical thermodynamics, chemical kinetics, and quantum mechanics. Students will explore fundamental principles of energy and matter, applying them to the analysis of chemical equilibria, phase equilibria, electrochemical systems, spectroscopy, as well as reaction rates and mechanisms. Hands-on laboratory sessions are integrated to complement theoretical learning, fostering practical skills in experimental techniques and data analysis.

Prerequisites: CHM 2170 General Chemistry II with Lab, MAT 2410 Calculus I, and PHY 2510 Physics I, all with a grade of C- or better.

CHM 3950 Topics in Chemistry (2cr)

These rotating courses address recent developments and current issues in the field of Chemistry. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Chemistry courses and provide greater depth in specific fields of study. *May be repeated up to a maximum of 8 credits.*

CHM 3980 Topics in Chemistry (4cr)

These rotating courses address recent developments and current issues in the field of Chemistry. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through more general Chemistry courses and provide greater depth in specific fields of study. *May be repeated up to a maximum of 12 credits.*

CHM 4070 Biochemistry I with Lab (4cr)

This course explores the molecular logic of living things and the background necessary for understanding, at the molecular level, the life processes encountered in veterinary science, medicine, biotechnology, ecology, animal behavior, and botany. Students gain a detailed understanding of the structure, chemistry, function, and metabolism of the major classes of biological macromolecules. An extensive study is made of enzyme systems in bioenergetics and metabolism. Biomedical and nutritional applications are also reviewed. This course includes an integrated laboratory experience, and there is an emphasis on the importance of learning biochemistry through the observations and measurements in the laboratory. *Prior completion of BIO 2080 Cell Biology is recommended.*

Prerequisites: CHM 2250 Organic Chemistry I and BIO 1160 General Biology, with a C- or better.

CHM 4080 Biochemistry II with Lab (4cr)

This course continues the goals of CHM 4070 Biochemistry I with Lab: understanding the anabolic and catabolic reactions of lipids and proteins. The course also explores the mechanisms of signaling across cell membranes and regulation of processes across the whole organism. Students investigate nucleic acid chemistry and the chemistry of the processes involved in translating the genetic code into proteins. This course includes an integrated laboratory that complements and reinforces the classroom portion. Laboratory techniques will include protein purification, ion exchange and gel permeation chromatography, electrophoresis, immunoassay, enzyme kinetics, and genetic manipulation. Scientific writing and critical examination of the literature are stressed. *Course Fee.*

Prerequisite: CHM 4070 Biochemistry I with Lab with a grade of C- or better.

CHM 4950 Topics in Chemistry (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

CHM 4980 Topics in Chemistry (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Communications (COM)

COM 1010 Introduction to Journalism (4cr)

This course introduces you to what it takes to be a journalist. Prepare to do a lot of interviewing, reporting, and writing – in class and out – some of it on deadline. News writing can be artful, even breathtaking, and journalists play a vital, if sometimes under-appreciated, role in society. By the end of the year, you will be able to judge for yourself what is, and what isn't news. You'll learn the basics of interviewing and note-taking. You'll know techniques for drawing the best material out of sources both friendly and hostile. You'll appreciate the importance of accuracy and integrity in reporting. You will be equipped to write many types of stories, from spot news to features. You will have an understanding of broadcast writing and editing. **GE: Oral and Written Communication**

COM 1410 Media and Society (4cr)

How do media and society influence one another to create culture? To explore this dynamic, this course focuses on the history of media, its role in identity, how audiences function, cultural studies and structuralism, and other key concepts and theories. This course centers on race, class, and gender in order to better understand these topics. **GE: Oral and Written Communication**

COM 1910 Communication Practicum (2cr)

For students who want to publish in the student online newspaper, The Echo, in an experiential learning setting. Includes working on all phases of online newspapers: writing, editing, and publishing. Students will learn basic news reporting/editing skills, headline writing, newsworthiness/story ideas and basic news ethics. Students meet with instructor for the first few weeks for a quick overview of journalistic writing and basic tenets. The last few weeks students will attend live “workshopping” sessions as they will be writing for publication, participating in editing and observing the publication process of The Echo. *Students will be graded on a pass/fail basis. May be repeated up to a maximum of 8 credits.* **GE: Partially satisfies Oral and Written Communication**

COM 1950 Introduction to Mass Communications (4cr)

In this course, students discover how mass media—especially news media—developed, and examine how media work and why they work that way. Students look at media message and usage and how they influence one another and culture. This is a shared dialogue class between teacher and student and between student and student. Both are encouraged to ask clarifying/probing questions. This dialogue guides the class, which means there is very little lecturing or PowerPoint. Students and professor learn together. Preparing before class is essential.

COM 2100 Introduction to Media Writing and Research (4cr)

This introductory course covers writing website content, press releases, scripts, profile pieces, and strategy decks. The course explores the fundamentals of public relations, advertising, marketing, and journalism with the associated types of writing and research necessary for the fields. **GE: Oral and Written Communication**

COM 2200 Media Production (4cr)

Media Production teaches the basics of good storytelling and the best medium to use for the story. This hands-on course introduces video, audio, and photography. Composition, audio/video editing, interviewing, podcasts, short films, and photojournalism are among the many topics the course encompasses.

COM 2500 Feature Writing and Storytelling (4cr)

This course explores long-form journalism, both in written and oral form. Students look at narratives as they take on social issues, personal interests, etc., in an effort to create compelling and accurate features. Students pitch story ideas to the class, draft features and stories, and revise their work based

on instructor and classmate comments. Working journalists and storytellers are invited to class to teach students how to find story ideas, how to pitch them, and about some of their favorite examples. Students have the opportunity to pitch their stories for publication in The Echo and/or the College's alumni magazine. **GE: Oral and Written Communication**

COM 2550 Trans Media Studies (4cr)

This course uses a historical and sociocultural lens to analyze queer and transgender representation in film, television, and the news in this course. Students will learn about transgender audience studies, labor studies, and representation. By the course's end, students will gain a firm understanding of the shifting landscapes of transgender media and the politics and activism surrounding them. Students engage in creating media that responds to the course content.

COM 2600 Podcasting (4cr)

Podcasting has become a primary way for people to get news, entertainment, and information. There are over 5 million podcasts in the world, and podcasting skills are more and more necessary in all areas of professional communication. This course teaches the basic tools and skills required to create a podcast from idea to finished product.

COM 3810 Documenting Appalachia (4cr)

This course offers an exploration of feature films and documentaries about the southern mountains. Students watch movies together, but they also read books, articles, and historical documents related to filmmaking and documentary work in the mountains. Students also write and present film reviews to one another.

COM 3900 The Media Job Market (4cr)

The course prepares students for the job market. Students update or create cover letters, resumes, and portfolios. They explore job opportunities and internships in addition to connecting with mentors and building a network. Students create a plan for possible paths after graduation and learn more about what they can pursue. *This course is graded on a Pass/Fail basis.*

Prerequisite: Permission of instructor.

COM 4800 Media and Communications Capstone (1-8cr)

In this course, students reflect on their learning and experiences in their internships or prepare capstone projects. The internship and capstone projects involve assessing and integrating previous coursework and experiences. The synthesis and process of the projects are achieved through writing, research, readings, and discussions. These assessments are further illuminated through group feedback and collaborative problem-solving. All students are required to do 120 hours in an internship. The capstone requires the approval of the instructor. *This course is graded on a Pass/Fail basis. May be repeated up to a maximum of 8 credits.*

Prerequisite: Permission of instructor.

Creative Arts (CRA)

CRA 3700 Creative Arts Career Prep (2cr)

In this course, students focus on the principles, methods, and practices of achieving career goals. Coursework emphasizes issues involved with being a professional artist: the process of self-reflection, exploration of career opportunities, identification of skills and strengths, recognition of identity in the workplace, resume and cover letter development, website design, interviewing, networking, and professionalism. Students utilize their internship placement experiences to reflect upon their learning and growth as they draw correlations between their internship experiences and their skills, values, academic learning, personal and professional goals, creativity, and civic identity. Furthermore, students gain insight into career development competencies and other professional development strategies. *Students must have completed their major's internship requirements, or be in the process of completing their major's internship requirements during the concurrent semester.*

Creative Writing & Writing (WRI)

WRI 1121 Forms and Theories in Fiction (4cr)

Through this course, students are challenged to develop their practice and understanding of the craft of fiction, improve their critical skills in the reading of fiction by others, and gain increased depth and flexibility in their writing of narrative. This course concentrates on conventions, techniques, terminology, concepts, critiques, and theories within contemporary fiction. Students write and revise stories in a variety of forms and engage in substantial critical reading of published works. Students focus on close reading and craft analysis through the work of annotations and may complete a portfolio presenting the evolution and accomplishment of their work over the semester. **GE: Artistic Expression, Oral and Written Communication**

WRI 1131 Forms and Theories in Poetry (4cr)

Through this course, students are challenged to develop their practice and understanding of the craft of poetry, improve their critical skills in the reading of poems by others, and gain increased depth and flexibility in their writing of verse. This course concentrates on conventions, techniques, terminology, concepts, critiques, and theories within contemporary poetry. Students write and revise poems in a variety of forms and engage in substantial critical reading of published works. Students focus on close reading and craft analysis through the work of annotations and may complete a portfolio presenting the evolution and accomplishment of their work over the semester. **GE: Artistic Expression, Oral and Written Communication**

WRI 1132 Forms and Theories in Creative Nonfiction (4cr)

Through this course, students are challenged to develop their practice and understanding of the craft of creative nonfiction, improve their critical skills in the reading of nonfiction by others, and gain increased depth and flexibility in their writing of prose. This course concentrates on conventions, techniques, terminology, concepts, critiques, and theories within contemporary creative nonfiction. Students write and revise nonfiction in a variety of forms and engage in substantial critical reading of published works. Students will focus on close reading and craft analysis through the work of annotations and may complete a portfolio presenting the evolution and accomplishment of their work over the semester. **GE: Artistic Expression, Oral and Written Communication**

WRI 1155 Art in Community (4cr)

Public programming is crucial to the experience of art—from educational and participatory activities, such as artist talks, concert and theater performances, film screenings, readings, and workshops, to outreach initiatives in schools, communities, and beyond. In this project-based course, students discover multidimensional ways to engage diverse audiences, facilitate community-building, and create memorable experiences as they plan and execute arts programming. Topics vary according to the specific programming needs each semester but may include site preparation, advertising, grant-writing, budgeting, creating authentically-inclusive programming, coordinating with organizations that serve different demographic communities, and creating an organizational infrastructure that promotes equity and diversity. Participants end the course with a greater understanding of the many possibilities of public programming and the practical skills needed to engage art audiences in innovative and inspiring ways. Students also have the opportunity to consider how they might reach audiences for their own art in the future.

WRI 1970 Topics in Creative Writing (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

WRI 1980 Topics in Creative Writing (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme *May be repeated up to a maximum of 12 credits.*

WRI 2005 Literary Magazine: History & Editing (4cr)

This course teaches students the history and purpose of literary magazines and literary publishing through reading, discussions, and magazine production. The course is production-oriented and students read, analyze, and critique blind submissions and learn the process behind editorial decisions; they also learn basic copyediting. Students learn how to market and advertise literary magazines; solicit authors; acquire and publish visual art, poetry, prose, criticism, and book reviews of literary and academic merit; and design layouts. This course includes editorial work, design, events planning, and marketing. *May be repeated up to a maximum of 16 credits.*

Prerequisite: WRI 1121 Forms and Theories in Fiction, or WRI 1131 Forms and Theories in Poetry, or WRI 1132 Forms and Theories in Creative Nonfiction.

WRI 2010 Reading Genre and Form (4cr)

Understanding the characteristics of genre, the requirements of form, and the evolution of these modes helps students of writing (and students of literature) realize the possibilities of a piece of writing. Students also begin to understand how their generic and formal choices create the context in which we read and write. This course involves the close study of a specific genre and its related forms. Topics vary. Consult the instructor for the specific theme. *May be repeated up to a maximum of 20 credits.* **GE: Oral and Written Communication**

WRI 2080 Reading Contemporary Writers (4cr)

In the arc of literary history, contemporary writing forms the trailing edge; and for student writers, the contemporary forms the immediate context in which they work. Entering the landscape of contemporary writing allows the student of writing (and the student of literature) to gain an awareness of the diversity of approaches and perspectives available and to consider their connections to historical roots. This course involves the close study of contemporary writing in multiple genres. Topics vary and are organized around movements or themes, or the course may focus on a single contemporary author. Consult the instructor for the specific theme. *May be repeated up to a maximum of 20 credits.* **GE: Oral and Written Communication**

WRI 2201 Writing Across Communities (4cr)

This course explores how a commitment to community engagement and social justice influences our reading, research, and writing choices. We develop strategies to participate in and critique academic conversations, and also to read and write beyond academia. We immerse ourselves in several "communities," such as academic disciplines and social movements, studying how members use texts to build knowledge and effect change, and practicing writing as if we were members of those communities. Students gain extensive practice with reading, research, and writing strategies, and develop control over their own processes. Writing assignments include analyses of shared course texts, and also inquiry-based projects on student-selected topics.

Prerequisite: First-Year Seminar.

WRI 2210 Processes and Theories of Revision (4cr)

In this multi-genre course, students undertake multiple modes of revision, including the signature revision strategy in academic creative writing, the workshop. Through practice and study of the critiques and theories underpinning the workshop, students will participate in authoring their own workshops. Looking to craft essays, theories of creativity, and accounts of practicing writers for guidance, students begin to understand the many modes and strategies of revision available to them, while also refining their ability to give and receive feedback.

Prerequisites: Successful completion of all three 1000-level foundations courses, WRI 1121 Forms and Theories in Fiction, WRI 1131 Forms and Theories in Poetry, and WRI 1132 Forms and Theories in Creative Nonfiction.

WRI 2970 Topics in Creative Writing (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

WRI 2980 Topics in Creative Writing (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

WRI 3025 Study Away in Creative Writing (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

WRI 3110 Advanced Fiction Workshop (4cr)

Students already familiar with writing fiction generate and revise new work and develop long-term goals that they can begin to approach with the help of this course. Students bring fiction to workshop for feedback to assist in the revision process, discuss structure and technique in published fiction (often in the form of written annotations), and complete writing exercises related to discussions of craft or content within their work. Students meet individually with the course instructor to review the progress of their work. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester, and this project may suggest directions for their Senior Portfolio. *May be repeated up to a maximum of 8 credits.*

Prerequisite: WRI 2210 Processes and Theories of Revision.

WRI 3130 Advanced Poetry Workshop (4cr)

Students already familiar with writing poetry generate and revise new work and develop long-term goals that they can begin to approach with the help of this course. Students bring their poetry to the workshop for feedback to help them in the revision process, study the structure and technique in published poetry (often in the form of written annotations), and complete writing exercises related to the discussion of craft or content within their work. Students meet individually with the course instructor to review the progress of their work. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester, and this project may suggest directions for their Senior Portfolio. *May be repeated up to a maximum of 8 credits.*

Prerequisite: WRI 2210 Processes and Theories of Revision.

WRI 3160 Advanced Creative Nonfiction Workshop (4cr)

Students already familiar with writing creative nonfiction generate and revise new work and develop long-term goals they can begin to approach with the help of this course. Students bring nonfiction to the workshop for feedback to help on the revision process, discuss structure and technique in published nonfiction, often in the form of written annotations, and complete writing exercises related to the discussion of the craft. Students meet individually with the course instructor to review the progress of their work. Students may complete a portfolio presenting the evolution and accomplishment of their work over the semester, and this project may suggest directions for their Senior Portfolio. *May be repeated up to a maximum of 8 credits.*

Prerequisite: WRI 2210 Processes and Theories of Revision.

WRI 3300 Play and Practice for the Artist (4cr)

In this course, students study and practice historic types of play, make art, examine the artistic practices of established artists, and create their own projects that focus on practice and play. Students spend time visiting and exploring their inner lives and will practice having rich, robust conversations with themselves as they work to resist spending too much time in productivity-mode where purpose and intention can become shallow or rote, and students share their findings with their peers during course sessions. Students' eight-week course projects ultimately ask students to define an artistic process for themselves and are based on both theoretical models and the work of other practicing artists.

Prerequisite: Junior or senior standing, and formal declaration of any Creative Arts major or minor.

WRI 3772 ELL I: New Directions in Oral and Written Communication (4cr)

In this course, students whose first language is not English engage in extensive study and practice of linguistic, paralinguistic and rhetorical structures for academic oral and written composition in the area of intercultural understanding. In addition to completing in-class exercises and participating in discussions, students complete an analytical notebook, short formal papers, and oral presentations. Students consult individually with the instructor and design exercises to fit individual needs in the development of critical reading, writing, and thinking in a U.S. college. *This course is open to all non-native speakers of English and required by all English language learners who place below a high-advanced level on the American Council of Teachers of Foreign Languages (ACTFL) proficiency test.* **GE: Oral and Written Communication**

WRI 3780 ELL II: Academic Structures and Rhetoric for Composition (2-4cr)

In this course, students whose first language is not English continue written and oral practice and instruction in English. They participate in discussion and oral presentation, write several short papers, prepare regular reading assignments, and complete grammar exercises as needed. **GE: Oral and Written Communication**

Prerequisite: WRI 3772 ELL I: New Directions in Oral and Written Communication.

WRI 3810 Research in Creative Writing (4cr)

Students new to creative writing are often not aware of the substantial work many creative writers do to give their work a solid grounding in fact, or to usefully play with or respond to fact. Reading the work of published authors, students in this course detect the underpinning of research in creative work. Students then develop projects in poetry, fiction, or nonfiction that draw upon their previous studies in both creative writing and other fields, seeking a fruitful intersection of these creative genres and another discipline. They pursue these projects by seeking information discovered through individual research (which may include archival and field work as well as interviews), current course work in other disciplines, and the assistance of librarians and other faculty. The course is organized around an individual research plan developed specifically for each student project.

Prerequisite: WRI 2210 Processes and Theories of Revision.

WRI 3940 Creative Writing: MFA Residency (2cr)

Advanced writing students experience a rigorous and immersive course that takes them through a portion of the curriculum of the MFA Winter Residency, engaging them in graduate-level discourse and offering them some sense of the graduate school experience. Students are present for the ten-day January residency of the College's MFA Program, where they attend the readings, lectures, and courses offered by MFA faculty and graduating students. Alongside these events, students engage in seminar discussion of topics raised in the Residency, pursue the readings in greater detail, and map a work plan for the upcoming workshop. *Students may enroll in WRI 3940 alone but are strongly encouraged to enroll in the sequence. They may not take WRI 3950 Creative Writing: MFA Workshop without WRI 3940. An application is required.*

Prerequisites: WRI 2210 Processes and Theories of Revision and permission of instructor.

WRI 3950 Creative Writing: MFA Workshop (2cr)

This course extends the work of WRI 3840 Creative Writing: MFA Residency into a mixed-genre advanced workshop. Students prepare an individual work plan outlining their creative and critical goals and defining the project that will constitute the work of the term. To achieve those goals they actively participate in the writing workshop: writing and revising their work, studying the work of professional authors (often writing critical annotations), and carefully critiquing the work of their peers. *An application is required.*

Prerequisites: WRI 3940 Creative Writing: MFA Residency and permission of instructor.

WRI 3970 Topics in Creative Writing (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

WRI 3980 Topics in Creative Writing (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

WRI 4190 Senior Writing Project (4cr)

This course offers guidance to senior creative writing majors and minors as they complete a chapbook-length senior writing project. The course helps students to set a revision schedule, to organize the manuscript, and to draft and revise the introduction to the project. The course initiates a discussion, with the help of occasional guests, about the rest of the students' lives as writers, including graduate school, careers for writers, submitting work, publishing, and writers' organizations. Students also plan and prepare for their senior reading. *Graduating students may enroll in either fall or spring semester, but must be prepared to submit their senior project in the same semester.*

Prerequisites: Senior standing as a Creative Writing major or minor, and WRI 3810 Research in Creative Writing.

WRI 4970 Topics in Creative Writing (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

WRI 4980 Topics in Creative Writing (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Economics (ECO)

ECO 1100 Climate Change, Economics, and Society (4cr)

The purpose of this course is to teach an appreciation of the economics of climate change and provide skills to communicate clearly about social and economic impacts. This course is designed to provide a fundamental understanding of the relationship between humans and the environment, with a focus on climate change and economic policy and insights. Students select and write about a local topic that examines the economic and social impact of climate change, and they explore possible solutions. **GE: Oral and Written Communication**

ECO 2030 Survey in Economics (4cr)

This course covers the foundations of the economic system covering both microeconomics and macroeconomics. Specifically, students explore what drives individual choices as well as studying the performance and management of the overall economy. The basic models of demand and supply in the market and international trade comprise most of the micro section, while economic growth, inflation, and unemployment make up the macro section. Policy and current issues are integrated throughout the course. *This course is recommended as the prerequisite for those wishing to take upper-level Economics courses.*

ECO 2970 Topics in Economics (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ECO 2980 Topics in Economics (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ECO 3010 Microeconomic Theory (4cr)

Microeconomics is the study of how individuals, firms, and state actors make decisions, and how these may generate outcomes for society as a whole. This course introduces students to the theory of microeconomics with the use of elementary but rigorous mathematical techniques. In addition to learning about the behaviors of individuals and firms, students learn why higher taxes are levied on cigarettes, why certain towns have only one internet service provider, why we may need government, and why we may be stuck with voting for the lesser of two evils.

ECO 3020 Macroeconomic Theory (4cr)

Macroeconomics is the study of the economy in aggregate. In this course, students study the factors that determine economic growth, short- and medium-term behavior of economies, monetary policy, fiscal policy, and the financial sector. Throughout, we relate our discussions to contemporary social problems in the United States and around the world.

ECO 3025 Study Away in Economics (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

ECO 3200 Economics and Business of Food (4cr)

This course will examine food markets, food production, and agriculture policy from an economics and business perspective. Basic economic tools will be applied to provide an analytical understanding of issues related to food consumption and production. Students will develop an understanding of the economic and business forces influencing the decisions of producers and consumers of food and agricultural products. Topics such as pricing, marketing, competition, and access to healthy food will be addressed.

Prerequisite: ECO 2030 Survey in Economics.

ECO 3800 Environmental and Ecological Economics (4cr)

In this course, students explore the relationship between human social and economic systems and the environment. We analyze how markets fail, causing many environmental problems, how markets can be harnessed, and how various government strategies can lead to better management of environmental resources and ecosystem services. Topics such as resource valuation, cost-benefit analysis, and multi-criteria analysis are discussed as well as alternative government policy approaches. Students complete a major class project on an issue selected in coordination with the instructor.

Prerequisite: ECO 2030 Survey in Economics.

ECO 3970 Topics in Economics (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ECO 3980 Topics in Economics (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Education (EDU)

EDU 1050 Weekly Writing Sessions (1cr)

All writers benefit from sharing and discussing their work with knowledgeable, interested readers. This course provides such an opportunity, pairing each student writer with a peer tutor from the Writing Studio for weekly one-on-one writing sessions. With the peer tutor's support, the student writer works on planning, drafting, revising, and editing papers assigned for other classes. Some students bring creative writing. Some use the sessions as check-ins during long research projects, bringing notes, insights, outlines, questions, and drafts. The Writing Studio director oversees the course. Grading is based on participation and a portfolio of work completed for other classes and worked on with the peer tutor. *Students are evaluated on a Pass/Fail basis. May be repeated up to a maximum of 2 credits.*

EDU 1160 College Academic Strategies (1-2cr)

This course is rooted in the theories and practices of “Personalized and Self-Regulated Learning.” Students explore the learning terrain—how we think and, as a result, learn through the various channels by which we absorb information. We reflect in order to become more effective and efficient learners. Each student works individually with an instructor to define and address areas of need, strength, and interest to enhance the college academic experience. *Students are evaluated on a Pass/Fail basis. May be repeated up to a maximum of 4 credits.*

EDU 1500 Language, Literacy, and Social Justice (4cr)

This experiential course combines community engagement with introductory study of theories, practices, and policies informing language and literacy education in the U.S.: both what is and what could be. Each semester, topics evolve to correlate with community-engaged experiences, and to respond to local and national trends. Activities evoke critical thinking about topics such as the primacy of “standard written English” in schools; approaches to sustaining heritage languages; censorship; technological and AI advances in language processing; and ties between literacy instruction and social change. Students put ideas into practice through observing, designing, and/or facilitating lessons through their community placements. **GE: Oral and Written Communication**

EDU 2050 Educational Psychology (4cr)

This course covers psychological principles and research findings as they apply to teaching and learning. Topics include examination of appropriate developmental practices, intelligence, cognition, motivation, cultural diversity, educational equity and inclusion, classroom community, and classroom management. In addition, students examine and practice the implementation of a variety of instructional strategies that incorporate learning theory. Particular emphasis is placed on the application of research-based practices as they can be used in a variety of learning situations. A community engagement component in which students tutor, mentor, and teach in a public school classroom is a significant component of this course. This course supports students to develop a critical perspective to prepare them to address prejudice and inequity in the field of education. **GE: Society and Human Behavior**

EDU 2060 Theory & Practice of Tutoring Writing (2cr)

The course prepares students from all majors to work as interdisciplinary writing tutors at Warren Wilson and also gives them a foundation to teach and mentor in other school, service, and professional settings. Students analyze genres of academic writing; study theories of composing; and explore approaches to working with peers on grammar, style, structure, and argument. Students take the course during their first term working with the Writing Studio or Community Writing Studio; Community Writing Studio tutors are also required to take EDU 2070 Teaching Writing in Communities after completing this course.

Prerequisite: Permission of instructor.

EDU 2070 Teaching Writing in Communities (2cr)

This course is designed for students who want to teach or tutor writing in college, high school, community settings, or abroad. Students examine writing practices of adolescents and adults, cultural and political dimensions of writing experiences, and local contexts of writing at Warren Wilson and in Buncombe County. Expectations include extensive reading, critical reading responses, a tutoring placement (on campus or through the Center for Experiential Learning), field notes about tutoring, and a research paper.

Prerequisite: EDU 2060 Theory & Practice of Tutoring Writing.

EDU 3500 Group Leadership Practicum (1-2cr)

Students who are selected to be Peer Group Leaders, Peer Tutors and/or Peer Mentors are eligible to receive credit for this course. In addition to engaging fellow students in the peer student role, each student is expected to participate in a training program associated with their role, lead group and individual sessions, coordinate with relevant programs and offices, and meet with the course instructor for individual and/or group course meetings. Students have the opportunity to develop, apply, and assess a broad range of leadership, mentoring and student support skills in group and individual settings. *This course is graded on a Pass/Fail basis. Enrollment is based on application or placement. May be repeated up to a maximum of 8 credits.*

EDU 3911 The Future of College (1cr)

This course centers on the question: what is the future of college? By exploring a range of ideas, authors, concepts, and structures, we consider both how we got here to this particular place and structure for teaching and learning in higher education and where we might go. The course also serves as an additional opportunity to talk together about what our hopes and dreams are for WWC and planning processes that are underway. Course readings and assignments explore the future trends and issues in higher education and offer students a window into the considerations involved in educational design work at the local and national levels.

Prerequisite: Sophomore standing or above.

English (ENG)

ENG 1070 Introduction to Film Studies (4cr)

This course is an introduction to film studies, with an emphasis on the visual as text and on spectacle in sound and video. It also considers the evolution of film from novelty or entertainment to film as an art form. **GE: Humanities - Literary Analysis**

ENG 1080 Introduction to Queer Studies (4cr)

This course is an introduction to queer literature, with an emphasis on queer theory and how it can be applied to literature, film, and popular culture. The course considers current terminology in this growing field and includes “queering” various texts. **GE: Humanities - Literary Analysis, Oral and Written Communication**

ENG 1200 Reading Lenses (4cr)

In this course, students practice reading and writing literary criticism and experiment with the application of various literary approaches such as feminism, Marxism, queer theory, structuralism, psychoanalysis, reader response, and new criticism. **GE: Humanities - Literary Analysis, Oral and Written Communication**

ENG 1955 Topics in English (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ENG 1956 Topics in English (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ENG 2200 Introduction to Reading and Writing about Literature and Culture (4cr)

In this introductory-level course, students familiarize themselves with the craft of reading literature and with the process of thinking about literature in various historical and cultural contexts. Students also consider different theoretical approaches to the study of literature and culture so that they become well prepared to meet requirements in subsequent courses. **GE: Humanities - Literary Analysis**

ENG 2240 Global Literature of Imperialism (4cr)

In this course, students explore the development and legacy of British imperialism by reading the work of a variety of major Anglophone (i.e., English-language) novelists, playwrights, and poets. Students also read essays about the colonial and postcolonial conditions by some of the leading thinkers on this subject. Texts include works by authors from India, South Africa, Nigeria, and other post-imperial nations from around the world. **GE: Humanities - Literary Analysis, Oral and Written Communication**

ENG 2270 Gender and Sexuality in Literature (4cr)

This course concerns the defining and redefining of gender and sexuality in literature. In order to explore cultural concerns about these concepts that perplex and sometimes polarize society, students read a variety of literary works and cultural documents as they assess the complex matrix of cultural attitudes out of which evolve dominant conceptions of gender and sexuality. This course is offered every other year.

ENG 2275 Queers on Screen (4cr)

In this course, students are introduced to queers on screen in a wide range of historical and cultural contexts. The course will examine LGBTQIA representation in various media: early black-and-white films, rom-coms, horror films, documentaries, etc. The goal of the course is to explore how gender, queer, and

trans identities are depicted not only by Hollywood, but also in documentaries and independent films. This course is not meant to be comprehensive. The history of film, itself, covers more than 120 years, and the course cannot cover that entirely; however, students will look at different time periods in order to trace how LGBTQIA representation has changed, grown, improved, grown problematic, etc. Ultimately, the course aims to answer the question, "Is representation, even bad representation, better than erasure?"

ENG 2285 Queer Literary and Cultural History (4cr)

This course is about queer history. Students will consider how to “do” queer history when contemporary terminology is so different from that of decades and centuries before. To explore this question, the course will explore the queer theory and histories. Students will review early texts with queer content in order to test constructionist and essentialist approaches to history and develop their own approach. Then, students will explore primary and secondary documents from a span of time. The span and location of queer history may change as this course is offered.

ENG 2390 Modernism (4cr)

In this course, students read some of the major works of the modernist era, a period of great artistic experimentation and innovation. Of particular focus is the relationship between politics and literary production. For example, students explore how the rise of radical feminism and organized labor in the years before the outbreak of World War One, and the development of Communism and Fascism after it, affected fiction, poetry, and plays. **GE: Oral and Written Communication**

ENG 2420 Literature and Community Engagement (4cr)

In this rotating topics course, students approach a social, cultural, and/or environmental issue through a community engagement partnership and an in-depth study of relevant literary texts. Students who enroll in this course make a substantial commitment of at least 15 hours of direct group work with the partner organization and are expected to participate regularly in written and group critical reflection and literary analysis. The course meets the community engagement requirement for English majors, but all students are welcome. *May be repeated under a different topic up to a maximum of 8 credits.*

Prerequisite: ENG 1200 Reading Lenses, or a comparable college-level course in literary analysis.

ENG 2660 The Novel (4cr)

Each time it is offered, this course focuses on a different topic within the study of the novel. Students explore historical development, cultural contexts, and major authors. *May be repeated up to a maximum of 8 credits.* **GE: Humanities - Literary Analysis**

ENG 2665 Southern Novel (4cr)

This course is focused on 20th-century southern novels. It begins by defining “southern” in various ways and applying those definitions to the novels in the course. The course pairs novels, often by differing authorial race or gender or content focus, so that students can make useful comparisons and contrasts in order to keep one particular question in mind throughout the course: when defining the south, whose south is being defined? The course explores how various writers respond to, rebel against, and rewrite definitions of southern. This course will be offered every other year. **GE: Humanities - Literary Analysis, Oral and Written Communication**

ENG 2670 The Short Story (4cr)

Each time it is offered, this course focuses on a different topic within the study of the short story. Students explore historical development, cultural contexts, and major authors. **GE: Humanities - Literary Analysis, Oral and Written Communication**

ENG 2790 Literature and Philosophy (4cr)

This interdisciplinary course explores mutually illuminating works of literature and philosophy. Readings

are divided into topics such as Platonic Idealism, Enlightenment Rationalism, Religious Faith, Marxism, Feminism, and Existentialism. Students read philosophical expositions well as works of fiction, poetry, and/or drama that explore the guiding ideas of each of these topics. A major aim of the course is to enrich the understanding of both literature and philosophy by engaging texts from each of the disciplines in a way that transcends the traditional boundaries between the fields. **GE: Humanities - Literary Analysis**

ENG 2800 Literature and War (4cr)

This course examines literary representations of war. Although the readings are broad-ranging and begin with selections from pre-classical and classical Greece, the main focus is on texts associated with World War One. Authors include Siegfried Sassoon, Erich Maria Remarque, George Orwell, and Kurt Vonnegut. War-related subjects, such as the literature of peace advocacy, are taken up as well. **GE: Humanities - Literary Analysis, Oral and Written Communication**

ENG 2965 Topics in English (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ENG 2966 Topics in English (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ENG 3025 Study Away in English (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

ENG 3210 Early Modern Literature and Culture (4cr)

In this course, students explore major representative works of sixteenth- and seventeenth-century literature.

ENG 3220 Early American Literature (4cr)

In this course, students trace developments in American literature from earliest indigenous writings to the middle of the nineteenth century, considering the literature in the context of American culture. Students also encounter key literary movements and genres.

ENG 3250 Irish Literature (4cr)

This course presents an introductory survey of selected works of Anglophone Irish fiction and drama from both the Republic of Ireland and Northern Ireland within the context of Irish political, social, and cultural history.

ENG 3310 Epic-Heroic Mode (4cr)

Rather than simply endorsing values held as heroic in their cultures, ancient writers offered critical examination of such values, challenging accepted attitudes toward war, conquest, and empire as they worked toward reformulations of traditional understandings of the heroic. In this course, students explore the dynamics of such critical reflection in great classical epics; they also consider how later writers, in composing their own works, emulated earlier epics.

ENG 3320 Propaganda (4cr)

This interdisciplinary course, co-taught by faculty from the Philosophy and English departments, examines the history, concept, and use of propaganda for political purposes. Focusing on historical topics ranging from British WWI propaganda to Nazi propaganda to contemporary forms of propaganda, this advanced seminar-style course aims at a deeper understanding of what propaganda is, how it is used, and how it relates to similar forms of political influence and disinformation. *Cross-listed with PHI 3320 Propaganda.*

Prerequisite: Sophomore standing.

ENG 3350 Medieval Life and Literature (4cr)

Students undertake investigations in the history of medieval ideas, cultures, and mentalities in this course. The main focus is the study, in modern English translation, of seminal works of medieval literature, philosophy, theology, mystical speculation, ethics, and political theory, drawn from both English and continental traditions. *First-year students who have not yet completed a college-level literature course should consult with the instructor before enrolling in this course.*

ENG 3370 Romanticism (4cr)

Students in this course explore the literature, ideas, and setting of that revolutionary era (late eighteenth and early nineteenth centuries) subsequently called the Romantic period. They consider how Romanticism develops from, yet stands over against Neoclassicism and how Romantic writers anticipate modern concerns. Students read some continental and American works, but their primary focus is on British Romanticism.

ENG 3380 Literature and Culture of the Victorian Period (4cr)

This course will introduce the writers, works, and major cultural issues of Great Britain during the Victorian era, demonstrating the diversity of British literary and cultural heritage and the effects of artistic and philosophical influences on these writers and their works. Although a wide range of topics and themes are considered, the course repeatedly draws attention to ideas of class, gender, sexuality, and colonialism.

ENG 3410 Shakespeare (4cr)

This course offers a close study of the texts of selected plays--histories, comedies, tragedies, and late romances. Students encounter a variety of critical and scholarly approaches to Shakespeare, including stage history and performance studies.

ENG 3500 Selected Nineteenth-Century American Literature (4cr)

Each year, different American writers from the nineteenth century are considered in this course. Students examine the distinctive ways in which individual authors address significant issues of nineteenth-century culture. *May be repeated up to a maximum of 8 credits.*

ENG 3510 Twentieth- and Twenty-First-Century Literature (4cr)

Each year, different writers are considered in this course. Students examine the distinctive ways in which individual authors address significant issues of twentieth- and twenty-first-century culture. This course is offered every other year. *May be repeated up to a maximum of 8 credits.* **GE: Humanities - Literary Analysis, Oral and Written Communication**

ENG 3550 Major Authors (4cr)

In this course, students read widely from the works of a notable author or authors focusing on biographical, historical, and aesthetic contexts. Authors to be studied are chosen by the instructor and vary semester to semester. This course is a pre-capstone course and requires an in-depth research project of at least ten pages. This course will be offered annually, and students are advised to take it as juniors. *May be repeated up to a maximum of 12 credits.*

ENG 3600 Film Genre (4cr)

Film has deep political implications and makes important comments on gender, race, sexuality, capitalism, and everything else that shapes or is shaped by society. This course will focus on key works throughout the history of a specific film genre, exploring various subgenres in terms of both cultural context/commentary and craft. Students will analyze existing films within the chosen genre. This course requires a corequisite of ART 3600 Film Genre. All students must enroll in both courses simultaneously.

May be repeated up to a maximum of 12 credits.

Prerequisite: ENG 1070 Introduction to Film Studies, or ART 1790 Alternative Processes, or ART 1911 Introduction to Animation, or ART 2270 Animation 2, or ART 2280 Take Back the Screen: Queer Youth-Led Social Change & Film, or ART 2315 16mm Filmmaking, or other Media Arts course.

Corequisite: ART 3600 Film Genre.

ENG 3650 Advanced Readings in the Humanities (2cr)

Each semester, topics vary according to areas of student interest. *May be repeated up to a maximum of 4 credits.*

ENG 3660 Advanced Readings in the Humanities (4cr)

Each semester, topics vary according to areas of student interest. *May be repeated up to a maximum of 8 credits.* **GE: Humanities - Literary Analysis**

ENG 3975 Topics in English (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ENG 3976 Topics in English (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ENG 4880 Senior Seminar in English (4cr)

This course offers a capstone experience for students majoring in English. Senior English majors reflect on their methodologies and experiences as students of literature and explore post-college professional options. Students each refine and orally present a sustained critical essay, the idea for which originates in another upper-level literature courses. This course is offered every year and is required for ENG majors. *This course is offered on a Pass/Fail basis.*

ENG 4890 Honors Thesis (4cr)

This tutorial allows seniors to engage in intensive research and sustained critical writing. Under the supervision of one or more English faculty, students prepare senior honors theses on subjects of their choice. A departmental committee evaluates these theses. Students refine and orally present sustained critical and scholarly essays that are developed from works they have previously composed for upper-level literature courses.

ENG 4970 Topics in English (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ENG 4980 Topics in English (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Environmental Studies (ENS)

ENS 1030 Forest Ecology in a Changing World (4cr)

This course focuses on the patterns and processes that make forested ecosystems unique biological communities. Students explore ecological principles, see how they apply to current issues through the lens of climate change, learn to collect and analyze data, and become better acquainted with the ecosystems around them. The emphasis is on temperate forest systems of North America, especially those of the Southern Appalachians. This course meets the Natural Science general education requirement and is intended for non-science majors; it does not apply to a major in biology, environmental studies, or conservation biology. **GE: Natural Science**

ENS 1170 Introduction to Environmental Science (4cr)

In this solutions-based course, students will explore the chemical, biological and ecological foundations of key local, regional and global environmental issues of the 21st Century and how scientists, land managers, policy makers and the general public can tackle these together. This lab- and field-based course will use the Warren Wilson College Center for Working Lands as a resource for our understanding of issues such as climate change, biodiversity loss, and food and water access, along with potential community-based, sustainable and equitable solutions to these complex problems. This course is intended for students planning on majoring in Environmental Studies, Environmental Science, or Sustainable Agriculture and Food Studies. **GE: Natural Science**

ENS 1200 Everybody's Environment! People, Place, and Planet (4cr)

21st-century environmental work is personal and political; scientific and poetic; local, regional and global! And maybe most of all: terrifying and hopeful. With a multi-disciplinary team of environmental faculty and staff for teachers, and our southern Appalachian ecoregion for classroom, students deepen their understanding of today's intersectional environmental problems and solutions, and begin to discern their path through Warren Wilson's rich environmental programs. Collaborative community service provides a hands-on complement to instruction.

ENS 1950 Topics in Environmental Studies (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ENS 1951 Topics in Environmental Studies (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ENS 1953 Topics in Environmental Science (4cr)

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ENS 1954 Topics in Sustainable Agriculture (4cr)

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ENS 1955 Topics in Food Studies (4cr)

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ENS 2040 Introduction to Environmental Engineering: Water and Waste Management (4cr)

This course provides an overview of both traditional and emerging engineering approaches to address environmental issues. Topics covered include solid and hazardous waste management; soil and groundwater remediation techniques including phytoremediation and mycoremediation; drinking water systems; sanitary and industrial wastewater treatment systems; and stormwater management. The regulatory framework that governs environmental engineering approaches is integrated within specific topics. Lectures and field trips to local facilities and projects provide the contextual foundation. Activities include field and laboratory measurement of environmental parameters typically utilized in environmental engineering projects. Case studies are analyzed. Students taking this course must be prepared to be active participants rather than innocent bystanders. *Includes regular lab period.*

Prerequisite: CHM 1160 General Chemistry I with Lab or ENS 1170 Introduction to Environmental Science.

ENS 2160 Introduction to Animal Science (4cr)

This course focuses on the biology, husbandry, and human uses of domestic animals and is of special interest to pre-veterinary students and to those interested in small-scale animal agriculture. Topics include domestication, reproduction, basic genetics, artificial selection and breeding, animal health and disease, husbandry (management) of major domesticated animal species, and animal welfare. Laboratory exercises and field trips are incorporated into the schedule.

Prerequisite: BIO 1160 General Biology or ENS 1170 Introduction to Environmental Science.

ENS 2210 Energy and the Environment (4cr)

This course provides a broad understanding of the global energy system, addressing the fundamentals of energy, types of energy and its uses, energy production, conversion, and consumption. Students investigate conventional and alternative energy sources and their role in current and future energy mixes, as well as domestic and international energy-related policy. Students also study and discuss the challenges of transitioning to a just and sustainable energy system, at the local and global scales.

ENS 2260 Introduction to Environmental Education (4cr)

This course explores the foundations and future of environmental education using service-learning and community engagement with a diversity of audiences, from children to senior citizens. Students gain hands-on experience teaching and learning with local community groups on issues such as nature awareness, food systems, and health and wellness. The course focuses on three aspects of environmental education: education, communication, and community organizing.

ENS 2290 Environmental Geology (4cr)

This course covers the geologic conditions that impact development in the area. Topics include landslides, water resources, groundwater pollution, and rural/urban development.

ENS 2490 Introduction to Sustainable Agriculture (4cr)

Agriculture is a central human endeavor connected to everything we care about on the planet: human and ecosystem health, food, water, nature, markets and trade, culture, art, power, energy, communities, climate change, and social justice. This course introduces students to principles and practices of sustainable agriculture through reading, writing, discussion, field exercises, and a final project. Students develop an intellectual foundation for the study of agriculture as well as some hands-on farming skills at the College Farm and Garden.

Prerequisite: ENS 1170 Introduction to Environmental Science.

ENS 2510 People & Plants: Ethnobotany (4cr)

This course explores the complex relationships between people and plants, forged over a long coevolutionary history on planet Earth. Students get to know some of the key agricultural, culinary,

material, and medicinal plant companions that inhabit Warren Wilson's woods, fields, and edge habitats, as well as the colonial and pre-colonial histories of global commodity crops. The course includes significant hands-on elements, from foraging, harvesting, and processing to basic, introductory-level craft activities. In doing so, students learn from plants as they learn from one another.

Prerequisite: ENS 1200 Everybody's Environment! People, Place, and Planet or ANT 2000 Introduction to Cultural Anthropology or SOC 1000 Introduction to Sociology.

ENS 2520 Environmental Stewardship in Community (4cr)

In this multidisciplinary applied course, students work with each other, with Environmental Studies capstone students, and with community partners to advance environmental protection, stewardship and restoration efforts in the Swannanoa River Watershed. Class projects are scoped with Warren Wilson's commitment to equity, justice and sustainability in mind; we support ongoing community efforts, and intentionally integrate environmental and social justice objectives. Instruction in science, policy, research, writing, and other skills is organized through local case studies, and tailored to support class projects. Students are assessed on quality of participation in project work, several research and writing assignments, and final project presentation and report.

Prerequisites: Sophomore standing and ENS 1200 Everybody's Environment! People, Place, and Planet.

ENS 2530 Death, Dying, and Climate Justice (4cr)

How do we align our end-of-life choices with our values for a healthy environment for all? In a world faced with the climate crisis, this course explores the intersection of death, dying, and climate justice--through readings, interviews, field experiences, and community engagement. Students will discover more sustainable practices such as community-supported end-of-life care, death doulas, conservation burial grounds, green burial, aquamation, home funerals, human composting, body farms, and more. The course also examines strategies for connecting a meaningful life with planning for its inevitable end through matters of life, death, and earth.

Prerequisite: ENS 1200 Everybody's Environment! People, Place, and Planet.

ENS 2913 General Entomology (4cr)

This course explores the science of entomology by focusing on the the basic principles of systematics, morphology, physiology, development, behavior, and ecology. Students will gain basic skills that enable them to collect insects in the field, start and maintain insect collections, and perform population studies that monitor abundance and diversity of terrestrial and aquatic invertebrates. *Cross-listed with BIO 2913 General Entomology.*

Prerequisite: BIO 1160 General Biology.

ENS 2950 Topics in Environmental Studies (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

Prerequisite: ENS 1200 Everybody's Environment! People, Place, and Planet.

ENS 2951 Topics in Environmental Studies (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Prerequisite: ENS 1200 Everybody's Environment! People, Place, and Planet.

ENS 2953 Topics in Environmental Science (4cr)

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Prerequisite: ENS 1170 Introduction to Environmental Science.

ENS 2954 Topics in Sustainable Agriculture (4cr)

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Prerequisite: ENS 1170 Introduction to Environmental Science.

ENS 2955 Topics in Food Studies (4cr)

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Prerequisite: ENS 1200 Everybody's Environment! People, Place, and Planet.

ENS 3000 Cultivate Fellowship (1cr)

The Center for Working Land's Cultivate Fellowship provides students with opportunities to weave their passions for climate, conservation, food justice, and the environment into all aspects of their Warren Wilson College experience, creating leaders who can make a real difference in the world. Being a Cultivate Fellow allows students to begin making a difference while they are in college, rather than waiting until after they graduate. Through the Center for Working Lands, Cultivate Fellows embark on a path of experiential learning that is meaningful to them and can be integrated across their college career regardless of major, community engagement, work, or research interests. The College's working landscape, which includes a working farm, managed forest, market garden, compost/reuse facility, and integrated greenspaces, offers opportunities that are unique to Warren Wilson College and support our mission of creating curious, effective, and professional leaders. By becoming a Cultivate Fellow, students can begin making a difference now and in the future. *May be repeated up to a maximum of 8 credits.*

This course is graded on a pass/fail basis.

Prerequisites: Permission of instructor.

ENS 3020 Aquatic Ecology and Water Pollution (4cr)

This course presents the principles by which aquatic systems are organized and emphasizes the manner in which representative aquatic ecosystems function. Ecological theory relating to energy flow and matter cycling is a major topic as is studies of the adaptations for life in different types of aquatic systems. The second half of the course focuses on water pollution sources, effects, detection, and control. *One major weekend field trip with a fee of \$20 is required. Includes a regular lab period. Course Fee. Cross-listed with BIO 3020 Aquatic Ecology and Water Pollution.*

Prerequisites: BIO 1160 General Biology and CHM 1160 General Chemistry I with Lab.

ENS 3025 Study Away in Environmental Studies (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

ENS 3030 Hydrology (4cr)

This course is a study of hydrologic conditions and principles relevant to environmental science. There is a strong field focus. *Includes a regular lab period.*

Prerequisite: ENS 1170 Introduction to Environmental Science or CHM 1160 General Chemistry I with Lab.

ENS 3190 Community-Based Environmental Education (4cr)

The purpose of this course is to develop and implement programming for community-based

environmental education, communication, and organizing. Students collaborate with community partners to address their needs for environmental education programs, from designing field experiences using the campus forest to facilitating workshops on healthful foods. This course involves research and curriculum development, event management, and community organizing with multiple stakeholders, from youth to adults.

ENS 3220 Introduction to Environmental Law (4cr)

Can law actually protect the environment? It can, it has, and in this course we find out how. After a brief review of the historical and cultural context of environmental law, we tackle its constitutional underpinnings and modern forms to understand the current workings and future potential of law to protect the environment. Course materials include case studies, court opinions, statutes, scholarly and popular articles. Course activities include guest lectures from environmental law professionals, and one or two field trips.

Prerequisites: PSC 1510 Introduction to American Government or ENS 3510 Environmental Governance: Cases and Theories.

ENS 3300 Soil Science (4cr)

This course introduces soil as a natural body of critical importance to sustainable natural resource use. Students explore factors influencing soil development and investigate the impact of soil physical, chemical, and biological properties on ecosystem health and human well-being. Students gain experience in the identification of common soil characteristics in the field, practice the use of soil survey information in natural resource management and perform standard soil laboratory analyses. Specific soil management topics such as managing soils for agriculture, forestry, or urban uses are used as examples of general concepts but are not a main focus of this course. *Includes a regular lab period.*

Prerequisite: CHM 1160 General Chemistry I with Lab or ENS 1170 Introduction to Environmental Science.

ENS 3351 Forest Biology (4cr)

This course focuses on the patterns and processes that make forested ecosystems unique biological communities. Topics for examination include forest structure, composition and dynamics, and biotic/abiotic interactions at the species, stand, and landscape levels. The emphasis is on temperate forest systems of North America, especially those of the Southern Appalachians. Students spend considerable time in the field both during class periods and on their own learning woody plant identification and understanding the ecological context in which different species grow. *This course serves as the foundation for the Ecological Forestry Concentration in Environmental Science and is a prerequisite for ENS 4340 Silviculture and ENS 4350 Introduction to Forest Management. Includes a regular lab period. Cross-listed with BIO 3351 Forest Biology.*

Prerequisite: BIO 1160 General Biology or ENS 1170 Introduction to Environmental Science.

ENS 3410 Agroecology (4cr)

This course provides an introduction to agroecology, which we define broadly as a framework for the design and transformation of agri-food systems. We will explore agroecology as a science, movement, and practice through lecture and experiential field learning. This course includes a semester-long agricultural experiment based on traditional agricultural practices. *Includes a regular lab period.*

Prerequisite: ENS 2490 Introduction to Sustainable Agriculture.

ENS 3502 Career Preparation in Environmental Studies (1cr)

This course assists Environmental Studies students in developing strategies and skills needed for an effective employment or internship search. Students will develop an understanding of their talents in order to identify how these may be best utilized in their future career. Class topics include: resume and cover letter writing; interview best practices; and job and internship search techniques.

ENS 3510 Environmental Governance: Cases and Theories (4cr)

Who determines access to common timber, grasslands, and waters? Do rivers and species have legal "rights" that must be acknowledged? When does the release of wastes and leftovers, a.k.a. "pollution," cross the line from private to public decision? Is democracy compatible with good environmental governance? "Environmental governance" concerns the exercise of collective human authority over natural resources and systems. In this course, students review basic theories of governance then interweave theory, case studies, and relevant law to complete an overview of environmental governance and policy. This is a challenging course, requiring substantial student engagement with critical reading and writing, and discussion of potentially controversial cases.

Prerequisite: ENS 1170 Introduction to Environmental Science or ENS 1200 Everybody's Environment! People, Place, and Planet.

ENS 3905 Community-Engaged Capstone Design (2cr)

This course is designed for Environmental Studies and Sustainable Agriculture and Food Studies (B.A.) students completing their capstone in ENS 4600 Environmental Leadership in Community. Informed by the study of topics such as participatory action research, intersectional environmentalism, and ethical data collection, students practice reciprocity and professionalism with each other, and with community partners, and begin designing capstone projects that will build upon Warren Wilson's connections to our watershed - and further investigate its food, energy, water, and community systems. *May be repeated up to a maximum of 4 credits.*

Prerequisites: Junior standing, ENS 1170 Introduction to Environmental Science, and ENS 1200 Everybody's Environment! People, Place, and Planet.

ENS 3950 Topics in Environmental Studies (2cr)

These rotating courses address recent developments and current issues in the field of Environmental Studies. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through prior coursework in the field, and provide greater depth in specific topics relating to environmental studies and sciences. *May be repeated up to a maximum of 8 credits.*

Prerequisite: ENS 1200 Everybody's Environment! People, Place, and Planet.

ENS 3951 Topics in Environmental Studies (4cr)

These rotating courses address recent developments and current issues in the field of Environmental Studies. The specific topics reflect the focused interests of the faculty member teaching the course. These courses build on the knowledge students have acquired through prior coursework in the field, and provide greater depth in specific topics relating to environmental studies and sciences. *May be repeated up to a maximum of 12 credits.*

Prerequisite: ENS 1200 Everybody's Environment! People, Place, and Planet.

ENS 3953 Topics in Environmental Science (4cr)

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Prerequisites: ENS 1170 Introduction to Environmental Science, and either BIO 1160 General Biology or CHM 1160 General Chemistry I with Lab.

ENS 3954 Topics in Sustainable Agriculture (4cr)

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Prerequisite: ENS 2490 Introduction to Sustainable Agriculture.

ENS 3955 Topics in Food Studies (4cr)

Topics courses are 4 credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Prerequisite: ENS 2490 Introduction to Sustainable Agriculture.

ENS 4150 Environmental Education/Outdoor Leadership Pre-Capstone (2cr)

In this course, students develop a topic and research-based rationale for their capstone project in Environmental Education or Outdoor Leadership. In this first stage of the capstone sequence, students consider their own personal interests and experiences and the alignment of those interests with a research-based rationale for a program they would like to design. Throughout this course, students complete academic and in-person research in a specific topic area and consider how their research results inform their program design in stage 2 (ENS 4200 / ODL 4200 Program Planning and Design). *Cross-listed with ODL 4150 Environmental Education/Outdoor Leadership Pre-Capstone.*

Prerequisite: Junior or senior standing.

ENS 4200 Program Planning and Design (4cr)

This course takes an in-depth view of the role that program planning and development plays in adventure and environmental education programs, camps, and other educational organizations. Students design programs with specific emphasis on developing goals, philosophy, needs assessment, curriculum, budgeting, marketing, and evaluation. This is a technical writing course. *Cross-listed with ODL 4200 Program Planning and Design.*

Prerequisite: Junior or senior standing.

ENS 4340 Silviculture (4cr)

Students examine the many silvicultural systems used in the United States with emphasis on the eastern U.S. forests. Each system is compared and analyzed with regard to silvics of the most important species, economics, management objectives, and environmental protection. *Includes a regular lab period.*

Prerequisite: BIO 3351 / ENS 3351 Forest Biology.

ENS 4350 Introduction to Forest Management (4cr)

This course provides an introduction to forest management policy and decision-making processes. Emphasis is on multiple-use management. Students learn to develop management plans to meet multiple objectives that best use diverse forest resources. *A three-hour lab period is included every other week.*

Prerequisite: BIO 3351 / ENS 3351 Forest Biology.

ENS 4600 Environmental Leadership in Community (4cr)

This is a capstone course for students majoring in Environmental Studies or a B.A. in Sustainable Agriculture and Food Studies. In this place-based, project-driven capstone, upper-level students apply their interdisciplinary skills and knowledge to help plan and carry out an environmental protection project in the watershed. Students are assessed on the quality of participation in project work, several research and writing assignments, and final project presentation and report.

Prerequisites: Junior standing, ENS 1170 Introduction to Environmental Science, and ENS 1200 Everybody's Environment! People, Place, and Planet.

ENS 4750 Topics in Conservation Biology (2cr)

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation and wildlife biology and applied work in conservation. *May be repeated up to a maximum of 16 credits.*

ENS 4760 Topics in Conservation Biology (4cr)

These rotating courses address timely and current issues in conservation biology. Different subjects are taught in different terms. Students explore the topic within the field of conservation biology and learn how the principles of conservation biology are applied to the topic and used in conservation on the ground. These courses combine the theoretical knowledge students gain in conservation and wildlife biology and applied work in conservation. *May be repeated up to a maximum of 16 credits.*

ENS 4841 Academic Internship Seminar in Environmental Studies (2cr)

In this course, students utilize their internship placement experiences to reflect upon their learning and growth as they draw correlations between their internship experiences and their skills, values, academic learning, personal and professional goals, and civic identity. Furthermore, students gain insight into career development competencies and other professional development strategies. This course is a requirement for students interested in receiving academic and/or work credit for an internship within Environmental Studies.

Prerequisites: ENS 3502 Career Preparation in Environmental Studies and prior approval by the Director of Career Engagement, including a Learning Contract signed by the academic advisor for the internship.

Expressive Arts Therapy (EAT)

EAT 1960 Topics in Expressive Arts Therapy (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

EAT 1965 Topics in Expressive Arts Therapy (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 16 credits.*

EAT 2250 The Art of Art Therapy (4cr)

In this course students learn about the history and development of art therapy, theories grounding the practice and the integration of modalities in helping professions. Students actively develop skills and techniques used in art therapy with individuals, groups, and communities. Students gain hands-on experience by engaging in service learning. *Course Fee. Cross-listed with SWK 2250 The Art of Art Therapy.*

EAT 2550 Introduction to Music in Therapeutic Settings (4cr)

Survey of literature from the fields of music therapy, music psychology, and related expressive disciplines about the application of music in psychotherapeutic, medical, and rehabilitative settings. Students examine research, theory, and practical applications through didactic, experiential, and dialogic learning. *Cross-listed with PSY 2550 Introduction to Music in Therapeutic Settings.*

EAT 2906 Expressive Arts Through Movement (2cr)

This course draws on the mind-body connection to explore the ability of movement to help us connect to ourselves, one another, and our environment. Students examine the relationship among bodily movement, health, and healing and learn the theories and principles behind dance and movement-based therapeutic practices. The course explores movement modalities as creative processes that can be utilized to support personal growth and well-being, build empathy, and foster social change in different social and cultural contexts. Class sessions are experientially intensive and designed to give students practice in participating, witnessing, creating, and facilitating expressive art through movement. *Cross-listed with ANT 2906 Expressive Arts Through Movement. GE: Partially satisfies Artistic Expression*

EAT 2960 Topics in Expressive Arts Therapy (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

Prerequisite: PSY 1000 Introduction to Psychology or Sophomore standing.

EAT 2965 Topics in Expressive Arts Therapy (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 16 credits.*

Prerequisite: PSY 1000 Introduction to Psychology or Sophomore standing.

EAT 3025 Study Away in Expressive Arts Therapy (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

EAT 3410 Expressive Arts Therapy: History, Foundations, and Practices (4cr)

This course engages students in the examination and experience of the relationship between multimodal creative expression and individual and community mental health; social, psychological, and spiritual well-being; and social change. This course introduces the history, philosophy, and theory of expressive arts therapy, as well as its applications across diverse populations and in a wide range of therapeutic, healing, and self-reflective contexts. Students explore and experience the effects of multi-modal creative expression through texts, discussion, case studies, and experiential activities using many modalities, e.g. music, art, movement, drama, writing, and creative experiences in nature. Students are expected to participate individually and in groups to explore and reflect on their experiences with creative endeavors across these multiple modalities. *Cross-listed with PSY 3410 Expressive Arts Therapy: History, Foundations, and Practices. Prior completion of EAT 2250 / SWK 2250 The Art of Art Therapy, and/or EAT 2550 / PSY 2550 Introduction to Music in Therapeutic Settings is recommended.*

Prerequisite: PSY 1000 Introduction to Psychology.

EAT 3960 Topics in Expressive Arts Therapy (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

Prerequisites: PSY 1000 Introduction to Psychology and Sophomore standing.

EAT 3965 Topics in Expressive Arts Therapy (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 16 credits.*

Prerequisites: PSY 1000 Introduction to Psychology and Sophomore standing.

EAT 4830 Capstone Proposal: Expressive Arts Therapy (4cr)

Students in this course develop a written proposal and secure approval for their Expressive Arts Therapy practicum project that is completed in the subsequent Capstone Practicum course. This is the first of a two-course sequence required for Expressive Arts Therapy majors.

Prerequisites: 1) PSY 2310 Research Methods in Social Science, and 2) At least 8 credits of upper-level expressive arts therapy coursework, including appropriate PSY or SWK courses, and 3) Junior standing.

EAT 4840 Capstone Practicum: Expressive Arts Therapy (4cr)

The activities and assignments in this seminar course support students' reflection on the practicum experience and integrate it with their major and the educational mission of academics, work, and service. Students demonstrate competency in professional ethics, understanding and application of relevant research, critical evaluation of professional literature, and written and oral communication of their practicum experience. Building on capstone practicum proposals, students complete a 120-hour practicum, practicum portfolio, and public presentation. This course can serve as the second of a two-course capstone sequence required for Expressive Arts Therapy majors.

Prerequisite: EAT 4830 Capstone Proposal: Expressive Arts Therapy.

EAT 4850 Capstone Thesis: Expressive Arts Therapy (4cr)

Students in this course conduct and present their capstone research projects that were designed and approved in the EAT 4830 Capstone Proposal: Expressive Arts Therapy. Students meet regularly with their thesis advisor and other student researchers to engage in collaborative problem-solving. Students demonstrate competency in professional and research ethics, implementation of research plans, theory use, critical evaluation of research findings, and written and oral communication of their research. This course is strongly recommended for all students considering application to graduate school in psychology. This course can serve as the second of two capstone courses required for Expressive Arts Therapy majors.

Prerequisite: EAT 4830 Capstone Proposal: Expressive Arts Therapy.

EAT 4960 Topics in Expressive Arts Therapy (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

Prerequisite: PSY 2310 Research Methods in Social Science OR Senior standing.

EAT 4965 Topics in Expressive Arts Therapy (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 16 credits.*

Prerequisite: PSY 2310 Research Methods in Social Science OR Senior standing.

First-Year Seminar (FYS)

FYS 1200 First-Year Seminar (4cr)

Warren Wilson College's First-Year Seminar Program is designed to provide students with an engaging and thought-provoking introduction to college-level learning. The program features a range of theme-based, interdisciplinary courses that explore pressing social issues, promote critical thinking, foster the development of key academic and personal skills, and introduce students to the College.

Each seminar is taught by a faculty member from a different discipline, providing students with a rich and diverse learning experience. The seminars are also designed to incorporate oral and written communication skills, with opportunities for students to engage in public speaking, group discussions, and written assignments that encourage reflection and analysis.

One key component of the First-Year Seminar Program is community engagement. Through community-engaged and experiential learning opportunities, students are able to put their academic learning into action and make meaningful contributions to their local communities. By connecting academic learning with community engagement, students gain a deeper understanding of the real-world impact of their education and develop a sense of civic responsibility.

Global Studies (GBL)

GBL 1170 Introduction to Global Studies (4cr)

This course provides an introduction to the broad scope of the interdisciplinary field of global studies. Students explore the unequal spatial distribution of humans, resources, wealth, and other phenomena across the globe and examine the root causes and local effects of these geographic patterns. By examining the many ways in which our world is portrayed - in text, on film, and especially with maps - students analyze the economic, cultural and political impacts of globalization on human-environment interactions. **GE: Society and Human Behavior**

GBL 1200 Introduction to International Relations (4cr)

This course introduces students to world politics and central concepts and themes in International Relations (IR) such as power, globalization, nationalism, and ethnic conflict. Its goal is to acquaint students with the analytical, historical and foundational knowledge needed to study recurrent patterns and current global political issues and controversies. The knowledge acquired in this course will allow students to understand, explain and analyze IR issues in more advanced courses in our curriculum.

GBL 1250 Introduction to Appalachian Studies (4cr)

This course is an introduction to the field of Appalachian Studies. We study the region's modern history and the development of its distinctive cultural traditions, while learning about environmental and socioeconomic issues that affect the region today. Students become familiar with dominant themes in the interdisciplinary field of Appalachian Studies by engaging with course materials and participating in discussions.

GBL 1950 Topics in Global Studies (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

GBL 1960 Topics in Global Studies (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

GBL 2010 Intercultural Communication (4cr)

This course is an exploration of the theoretical and practical foundations of intercultural communication. Through course exercises, assignments, service learning, and reflections, students develop competencies of interacting appropriately and effectively in various cultural contexts. Students develop dimensions of intercultural communication including motivation, self-and other-awareness, positive attitudes, and tolerance of uncertainty and ambiguity. As a major component of the course, students interact with others across cultures through experiential education exercises. This course prepares students for intercultural communication in educational and professional experiences such as study abroad and Peace Corps.

Prerequisite: Sophomore standing. Students are not permitted to add the course after the first session.

GBL 2250 Introduction to Geographic Information Systems (4cr)

This course provides an introduction to geographic information systems (GIS) for students in the natural and social sciences. Students apply concepts and techniques of geographic information science as they view, manipulate, analyze and disseminate geographic data. Topics covered include vector and raster data models, database query, geoprocessing, geocoding, and cartographic techniques. Students conduct an in-depth individual research project that uses GIS techniques to address a particular question or problem.

GBL 2400 International Political Economy (4cr)

Through the analysis of international trade, international financial systems, multinational enterprises, and inequality, this course will investigate the interplay between politics and the international economy. Drawing from economics, politics, and history, this course will explore such topics as Keynesianism, the Bretton Woods system, the rise of Multinational corporations, and Dependency theory.

GBL 2450 Foreign Policy Analysis (4cr)

This course investigates how individuals, communities, corporations, and bureaucrats shape how states engage and manage external relations. This course will explore different theories of how foreign policy is devised – from models assuming rational actors to psychological approaches that emphasize emotions, and from constructivist approaches that assume the role of ideas and discourse, to process models that examine how non-governmental actors pressure political elites to take particular actions.

GBL 2913 Global Health (4cr)

Students in this course will examine health and disease within the context of a globalizing world. Course topics will include disease ecology, medical geography, the colonial legacy of tropical medicine, and the ways in which globalization is creating new patterns of disease emergence and resurgence. Several hands-on labs will introduce students to geographic information systems and other digital tools for analyzing data on health and disease. **GE: Oral and Written Communication**

Prerequisite: GBL 1170 Introduction to Global Studies.

GBL 2950 Topics in Global Studies (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

GBL 2960 Topics in Global Studies (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

GBL 3025 Study Away in Global Studies (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

GBL 3180 Postcolonial Theory and Methods (4cr)

Emerging in the 1970s, postcolonial theory requires analysis of aspects of Western culture and discourse that sustained the colonial enterprise, the impact of imperialism and colonization on both colonizing and subject populations, and the discursive forms of resistance that emerged during and after colonialism.

This course utilizes writings from postcolonial authors to encourage students to think critically about postcolonialism in a comparative framework. Students will explore issues of human difference and analyze how different cultures have experienced colonialism and postcolonialism in order to prepare them for a decolonized approach to social justice and international studies. *Cross-listed with SOC 3180 Postcolonial Theory and Methods.*

Prerequisite: Junior standing, or GBL 1200 Introduction to International Relations, or ANT 2000 Introduction to Cultural Anthropology, or SOC 1000 Introduction to Sociology, or GBL 1170 Introduction to Global Studies, or PAX 1100 Introduction to Peace and Justice Studies.

GBL 3250 Advanced Geographic Information Systems (4cr)

This course is designed for students interested in furthering their understanding of geographic information science. Topics include spatial analysis procedures on raster and vector data, database management, topology, model design, 3D modeling, open source GIS, web mapping, and project management. Students design and conduct significant research projects, often for outside agencies or organizations.

GBL 3310 The Cold War, Globalization, and Popular Culture (4cr)

Students in this course study the Cold War to enhance their understanding of the history of globalization and the power dynamics within the contemporary world system. First, students learn about the international history of the Cold War. Second, they explore the role of popular culture in that struggle through case studies about subjects ranging from literature in Southeast Asia and art in Europe to jazz in Africa and film making across the globe.

GBL 3790 Identifying Appalachian: The Politics of Identity in the Southern Mountains (4cr)

This course's title conveys at least two significant meanings: 1) people who self-identify as Appalachian are identifying as Appalachian to distinguish themselves from others, and 2) those who present Appalachian people to the broader public through various media are identifying Appalachian society as exceptional in some way. We analyze many of the ways people understand "Appalachian exceptionalism" by discussing the importance of place to identity formation, scrutinizing popular representations of mountaineers, examining the role of identity in the politics of regional development, and studying the sociological and historical roots for Appalachia's image as "the other America."

Prerequisite: GBL 1250 Introduction to Appalachian Studies.

GBL 3940 International Field Study (4cr)

This course provides students with an opportunity to participate in a work-study-service field project. Students spend eight weeks in a supervised cultural immersion experience in a program of self-help sponsored by a local agency or organization. Students in this course develop an interdisciplinary, cross-cultural understanding of the community as well as experience conducting research in a cultural context. *Costs are met by the student.*

Prerequisites: Student application, interview, language training, and orientation are required; a re-entry course may be required as well.

Corequisite: This course must be taken concurrently with GBL 3950 International Development Practicum.

GBL 3950 International Development Practicum (4cr)

Students in this course participate in a work-study-service field project. The course emphasizes providing useful service to local community programs through the use of appropriate skills acquired in the Warren Wilson College experience and gives students an opportunity to examine and reflect upon acquired perspectives in cultural context.

Prerequisites: See requirements for GBL 3940 International Field Study.

Corequisite: This course must be taken concurrently with GBL 3940 International Field Study.

GBL 3988 Topics in Global Studies (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

GBL 3989 Topics in Global Studies (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

GBL 4950 Topics in Global Studies (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

GBL 4960 Topics in Global Studies (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

History (HIS)

HIS 1110 East Asian Civilization (4cr)

This course is a review of the societies and cultures of major East Asian nations. Included are studies of China, Japan, and the Korean peninsula.

HIS 1200 European History: Ancient Greece to 1450 (4cr)

This course is a survey of European history from ancient Greece through the Middle Ages. It examines a wide variety of topics in political, social, and economic history, including the nature of Greek society, the rise and fall of the Roman Empire, the spread of Christianity, and the functioning of the feudal system.

HIS 1220 European History: 1815 to the Present (4cr)

This course is a survey of European history from the end of the Napoleonic wars to the present. The course combines the approaches of political, economic, and social history to provide an overview of Europe during the nineteenth and twentieth centuries and covers such topics as the revolutions of 1848, World War I, World War II, and the Cold War. **GE: Humanities - Historical Analysis**

HIS 1310 United States History I (4cr)

United States History I covers the period from 1492 to 1877. Beginning with the Age of Discovery, students examine the development of colonial societies and the transition from colonial status to independent nationhood. Following the examination of the era of the American Revolution, this course explores such topics as the Constitution of 1789, westward expansion, the rise of sectionalism, the institution of slavery, the Civil War, and Reconstruction. **GE: Humanities - Historical Analysis**

HIS 1320 A Radical History of the United States (4cr)

This course focuses on the development of capitalism in the United States and the response by the people. This course prioritizes marginalized perspectives, including those of African American, Latinx, Native American, Asian American, working-class, women, queer, and others. Topics include the history of slavery, the rise of corporations, immigration, COINTELPRO and FBI history, the farmworkers movement, gangs, the Black Panthers, US wars, and more.

HIS 1700 Latin American History until 1830 (4cr)

This course examines the social and cultural history of Latin America from before the first encounter with Europeans to the creation of independent states at the beginning of the 19th century. The focus is on the interplay between various communities (ethnic and socio-economic) through the lens of daily life. Alongside this history of ordinary people is an outline of institutional histories (religious and governmental), often connected to the histories of elite actors. **GE: Humanities - Historical Analysis**

HIS 1800 Histories of Women in the Modern Middle East (4cr)

At the heart of this course is a single question. How did gendered identities change between the 18th century and the 20th century? Building on this central question of change over time, this course will examine a wide range of scholarship from the past two decades. The course will explore the many ways in which women have impacted the history of the modern Middle East. The course will be organized around thematic concepts including labor history, legal history, education, revolution and nationalism.

HIS 1900 Global History: Antiquity to the Medieval Era (4cr)

The goal of this course is to survey global history between 10,000 BCE to 1400 CE, especially through the recordings of travelers. The course explores the advent of sedentary societies, the origins of patriarchy, and structures of hierarchical rule. The course also examines Göbekli Tepe, the Axial Age, monotheistic religions, and the Mongol transformation of Eurasia. **GE: Humanities - Historical Analysis**

HIS 1910 Global History: 1400-1982 CE (4cr)

The goal of this course is to survey global history between the 15th and 20th centuries through three lenses. The first lens, entitled history from 10,000 feet will delve into environmental history. From this vaulted height, we will explore large patterns of change over time (disease, climate change, migration, and capitalism). The second lens, entitled history on the stage we will examine the role of individuals in history. This will involve situating the historical camera in the lives of historical actors, synthesizing in the process the fields of history, literature, philosophy and politics. The third lens will be memory, investigating how each of us, in the largest sense of the term, is a historian. **GE: Humanities - Historical Analysis**

HIS 1950 Topics in History (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

HIS 1965 Topics in History (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

HIS 2050 Environmental History of the United States (4cr)

This course is a history of the American land, from before settlement by the first immigrants (from Asia) to the present. Emphasis is on the changes in vegetation and landscape that have resulted from human use and management. Agriculture, logging of the old-growth forest, disposal of the public domain, conservation movements, national forests and parks, forestry and natural resource professions, and the environmental movement are all covered.

HIS 2060 Global Environmental History (4cr)

This course will introduce students to the field of global environmental history. The course will examine the interplay between culture and nature between the 16th century and the 21st century. The course will balance readings in transnational and global history with readings on the epidemic disease, flora, fauna, climate and geology.

The class will combine readings from the so-called "classics" (composed mostly in the 1970s) with selections from new approaches from the last two decades of scholarly activity. **GE: Humanities - Historical Analysis**

HIS 2160 Modern Middle East, 1800-2000 CE (4cr)

This course is premised on getting beyond the media representations of the Middle East by examining the histories of ordinary people during the 19th and 20th centuries. We begin by laying out a series of broad questions. Where is the 'Middle East'? What do we mean by the word 'modern' in history? What are the various approaches to the history of the Middle East? What assumptions do we have about the history of this region?

HIS 2300 Women in American History (4cr)

This course examines the social history of women in the United States from the colonial period to the present. Students explore how such issues as race, region, ethnicity, and politics have shaped women's lives and how women, in turn, have shaped their lives in response to these issues. From examining women's history and arguing about its meaning, students should gain a richer understanding of women's experience and a new perspective on American history.

HIS 2340 African American Experience to 1877 (4cr)

A chronological and thematic study of the experiences of African Americans in the United States from 1619 to 1877 including topics such as West African backgrounds, slavery, resistance, freedom, community building, institution building, organizational activism, work/labor, cultural expression, religion, family, and racial identity. **GE: Humanities - Historical Analysis**

HIS 2341 African American Experience since 1877 (4cr)

A chronological and thematic study of the experiences of African Americans in the United States from 1877 to the present. **GE: Humanities - Historical Analysis**

HIS 2510 Appalachian History (4cr)

This course concentrates on central and southern Appalachia from the point of earliest contact between Native Americans and Europeans to the turn of the twenty-first century, providing a cohesive narrative overview of Appalachian history. Students read primary documents that illustrate various topics and incidents in Appalachian history, while course lectures provide an overview of the region's historical development from the age of European colonialism to the present. Focused on the theme of people's relationships to the land, this course primarily explores the social and cultural implications of Appalachia's economic development.

HIS 2700 Modern German History (4cr)

This course covers German history from the creation of the modern German state in 1871 to the present. The course focuses broadly on the so-called Sonderweg or "different path" of German history while examining such topics as the German state under Bismarck, Weimar culture, the role of ordinary Germans in the Holocaust, East Germany and the state security policy, and life in re-unified Germany. Classic twentieth-century German films of the last 80 years will be used to enhance students' understanding of German culture throughout this period.

HIS 2950 Topics in History (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

HIS 2965 Topics in History (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

HIS 3010 A Global History of Capitalism (4cr)

This class examines the history of capitalism from the early 17th century to the late 20th century. To help navigate this massive subject, we limit ourselves to a brief survey of seven commodities that have shaped our modern world: sugar, cotton, opium, coal, rubber, oil and uranium.

HIS 3025 Study Away in History (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

HIS 3270 Renaissance and Reformation (4cr)

This course analyzes the interaction between politics, religion, and society in the period from 1450 to 1680. It examines the erosion of authority of the Catholic Church and the growing centralization of power in the European states. Besides reading works by Machiavelli, Erasmus, Luther, and Calvin, students read several case studies of divorce and witchcraft to examine the intersection of state control and daily life.

Prerequisite: Sophomore standing.

HIS 3280 England Since 1603 (4cr)

This course examines English history from the Stuart period to the present. It focuses on several themes in England's political, social, and economic history, including the evolution of parliamentary government and democracy, the industrial revolution, England's overseas colonial expansion, and the rise of the welfare state.

Prerequisite: Sophomore standing.

HIS 3320 Civil War and Reconstruction (4cr)

This course begins with an analysis of the causes of the Civil War with emphasis on sectional differences over slavery, economic policy, and nationalism. This is followed by an examination of the politics and then analysis of why the North ultimately won the armed struggle. The course concludes with the Era of Reconstruction, in which emphasis is placed on the politics of national unification and the development of post-emancipation race relations.

Prerequisite: Sophomore standing.

HIS 3340 Topics in African American History (4cr)

This course encompasses the story of the experience of black people in America over the entire span of the nation's history. Topics vary by semester and may include the African heritage, life under slavery, the impact of emancipation, the northward migration, the civil rights movement, and the continuing quest for full equality.

Prerequisite: Sophomore standing.

HIS 3370 Histories of American Radicalism (4cr)

This course examines the notion of "radical" movements in US history. Students explore critical episodes in the history of American radicalism from the 18th century to Black Lives Matter. Subjects include the goals of radicals, the composition of radical groups, their relationship to mainstream society and the government, and their respective successes and failures. Students are asked to reflect from comparative or international points of view.

HIS 3380 Grassroots Politics in Twentieth Century America (4cr)

This seminar course explores grassroots political movements in the twentieth century, focusing on the methods employed by grassroots groups to spread their message and influence party politics and the relationship between grassroots and national politics. Students also examine the relationship between popular culture and grassroots politics and consider the uses of culture to spread grassroots political ideas.

Prerequisite: HIS 1320 A Radical History of the United States.

HIS 3400 Conflict and Community in Early America (4cr)

This course studies the formation of communities in colonial America. It analyzes how communities decided who belonged and who did not and how these decisions varied from place to place and over time. It also examines the complex interactions among Europeans, Africans, and Native Americans as they adapted to life in a country they suddenly shared with one another. The course includes extensive readings and a research paper on early American social or cultural history.

Prerequisite: Sophomore standing.

HIS 3950 Topics in History (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

HIS 3965 Topics in History (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

HIS 3970 Women and the Civil Rights Movement (4cr)

This course examines the Civil Rights Movement in the United States. The primary focus will be on women's involvement in the legal campaigns, political protests, and organization that responded to decades of racial exclusion and repression in education, public accommodations, politics, and the economy.

HIS 4800 Senior Seminar in History and Political Science (4cr)

This course is a senior capstone for students majoring in history and political science. In this course, students write a major research paper that relies heavily on primary source documents. The course has three aims: 1) to study and reflect on the disciplines of history and political science, 2) to learn research methods associated with history and political science, and 3) to refine writing skills, especially as they relate to writing a research paper in history and political science. To focus attention on the clarity and logic of writing, students prepare drafts of their papers to be reviewed by the entire class as well as by the instructor.

Prerequisite: Senior standing.

HIS 4950 Topics in History (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

HIS 4960 Topics in History (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Humanities (HUM)

HUM 1000 Book Club: Introduction to Philosophy and History (4cr)

This course is an introductory, experiential course designed around “book club” style reading and discussion of a specific text or set of texts. Combining philosophical and historical analysis, this course will address a timely debate or problem through a distinctly interdisciplinary lens. Through research, writing, and productive discussion, students will develop the skills for meaningful civic engagement and debate. **GE: Humanities - Historical Analysis, Humanities - Philosophical Inquiry**

HUM 2200 Contemporary Themes in Philosophy and History (4cr)

Contemporary social issues are almost always rooted in ways we think about certain ideas—about “freedom,” “equality,” “rights,” “class,” “race,” “identity”, etc. With rotating themes, this course focuses on a particular social issue, first by analyzing its origins in an earlier text (or texts), and further, by following its evolution to recent scholarship influencing public discussion. With an engaging, interdisciplinary approach to research, writing, and discussion, students gain experience in meaningful public discourse by tracking a particular social issue from past to present.

HUM 3900 Public Humanities (4cr)

In this Pre-Capstone course, students put learning into practice. From local partnerships to podcast production, students explore different ways of bringing the humanities into the community, gaining valuable experience both in conducting scholarship relevant to the public and in promoting public discussion relevant to scholarship in the humanities.

Prerequisite: Any 3000-level HIS or PHI course. May be taken concurrently.

HUM 4750 Public Humanities Internship (1cr)

In this 1-credit hour course, students will engage in an internship opportunity for the Public Humanities major. Students will organize, share, and reflect on internship opportunities. Course offered concurrently with Capstone course in Public Humanities. *This course will be graded on a pass/fail basis.*

Prerequisites: Junior standing and HUM 3900 Public Humanities.

Corequisite: HUM 4800 Public Humanities Internship.

HUM 4800 Capstone Research and Thesis (4cr)

This is a senior capstone course for students majoring in Philosophy & History: Humanities for the Public Good. In this course, students research and craft multiple drafts of a major research paper that focuses on advanced-level primary texts and secondary sources on a given topic or historical movement, with the goal of refining the student's research, writing, and oral argumentation and presentation skills at the highest undergraduate level. Students present their research at the Capstone Carnival in the Spring.

Prerequisites: Junior standing and HUM 3900 Public Humanities.

Corequisite: HUM 4750 Public Humanities Internship.

Mathematics (MAT)

MAT 1110 Mathematics for Liberal Arts (4cr)

This course is a survey of mathematics that may focus on a historical, philosophical, computational, problem solving, and/or aesthetic point of view. The faculty member teaching this course chooses topics. Students study applications of linear and exponential functions. **GE: Quantitative Reasoning**

MAT 1411 Applied Statistics (4cr)

This is an introductory course in descriptive and inferential statistics. Students learn how to use statistics in real-world situations to gain insight to often complex data sets and how to present and discuss their results. Students use the R open-source software programming language to learn data visualization and analysis which is an industry-standard tool for today's market. *Course Fee.* **GE: Quantitative Reasoning**

MAT 1416 Applied Statistics II (2cr)

This is an introductory two-course sequence in descriptive and inferential statistics. Students learn how to use statistics in real-world situations to gain insight to often complex data sets and how to present and discuss their results. Students use the R open-source software programming language to learn data visualization and analysis, which is an industry-standard tool for today's market. Examples cross disciplines and focus on normal and t-distributions, Chi Square procedures, and Analysis of Variance (ANOVA). *Course Fee.* **GE: Partially satisfies Quantitative Reasoning**

Prerequisite: MAT 1415 Applied Statistics I with a grade of C- or better.

MAT 1505 Precalculus Lab (2cr)

This 2-credit course builds on students' understanding of the basic function concepts and ability with the skills necessary for the successful study of MAT 2410 Calculus I. Students hone their understanding of function concepts and manipulation, become proficient with the calculation and application of average rate of change, and demonstrate expertise with exponential and trigonometric functions. *Course Fee.*

MAT 1970 Topics in Data Science and Mathematics (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

MAT 1980 Topics in Data Science and Mathematics (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

MAT 2108 Introduction to Data Science (4cr)

This course is an introduction to data science. It uses the R programming language to efficiently clean and organize, analyze and explore, and effectively summarize and visualize the data. Appropriate statistical methods are used to make data driven decisions.

Prerequisites: MAT 1411 Applied Statistics or BIO 2020 Ecology. May be taken concurrently.

MAT 2110 Principles of Computer Science with Python (4cr)

This is an introductory course emphasizing the fundamental principles of modern structured and object-oriented programming. Topics include computer and programming basics, data types, control structures, functions/methods, classes and objects, data structures, web and PDF scraping, and an introduction to algorithms. There is significant emphasis on the methodical development of proper (Python) syntax as well as discussions on abstract computer programming concepts. Additionally, students will partner with local nonprofit Inclusive Development International to apply their programming skills and solve problems.

MAT 2410 Calculus I (4cr)

This course is an introduction to the mathematics of rates of change. Students explore limits, investigate the concept of the derivative, master differentiation techniques, apply the first and second derivatives to the graphing of functions, related rates problems, and maxima and minima problems, and glimpse an introduction to integration. Mathematical software may be used extensively to explore and reinforce the material. *Course Fee.* **GE: Quantitative Reasoning**

Prerequisite: MAT 1505 Precalculus Lab or sufficient score on the math placement exam.

MAT 2420 Calculus II (4cr)

This course builds on the concepts and skills developed in MAT 2410 Calculus I. Students master integration techniques, apply integration to area and volume problems, explore numerical integration, manipulate sequences and series, and employ Taylor's Theorem to approximate transcendental functions. Mathematical software may be used extensively to explore and reinforce the material. *Course Fee.*

Prerequisite: MAT 2410 Calculus I or sufficient score on the math placement exam.

MAT 2430 Multivariable Calculus (4cr)

This course is an introduction to the calculus of functions in more than one variable. Students explore topics including vector algebra, lines and planes, partial derivatives, the gradient, graphing in three dimensions, multiple integrals, vector integral calculus, and Stokes' and Divergence Theorems. Mathematical software may be used extensively to explore and reinforce the material. *Course Fee.*

Prerequisite: MAT 2410 Calculus I.

MAT 2500 Linear Algebra (4cr)

This course is an introduction to solving linear systems of equations, matrix algebra, and abstract vector spaces. Students explore methods of solving linear systems of equations, including Gaussian elimination, matrix algebra, geometry in three-dimensional Euclidean space, and general vector spaces, and master the concepts of linear independence, eigenvalues, and eigenvectors and their applications. Mathematical software is used extensively to explore and reinforce the material.

Prerequisite: Sophomore standing.

MAT 2510 Differential Equations (4cr)

This course is an introduction to the theory of differential equations--the methods and theory of solving them. Students will learn to classify differential equations by type, to consider uniqueness and existence properties, and to employ analytic methods for solving first-order and second-order differential equations. Students explore series solutions, matrix methods, Laplace transforms, and numerical methods on computers to solve differential equations and applications. Mathematical software may be used extensively to explore and reinforce the material. *Course Fee.*

Prerequisite: MAT 2410 Calculus I.

MAT 2970 Topics in Data Science and Mathematics (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

MAT 2980 Topics in Data Science and Mathematics (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

MAT 3025 Study Away in Data Science and Mathematics (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
 2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.
- For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

MAT 3035 Data Science of Networks (4cr)

Graphs are relational structures in mathematics and data science used to model networks. Graphs consist of vertices and edges between those vertices. In this course, we will introduce the mathematics of graph theory and use technology to aid us in studying graphs as models for data via case studies with publicly available data sets based on student interests. Topics may include connectedness, path distance, cycles, trees, clustering (community detection), centrality, directed graphs, weighted graphs, and spectral theory. Applications may include phylogeny, pathfinding, decision trees, molecular graphs, political science, music theory, and graph neural networks.

Prerequisite: MAT 2108 Introduction to Data Science, or MAT 2110 Principles of Computer Science with Python.

MAT 3050 Databases (4cr)

This course provides foundations in data management and database systems. It includes the relational database model, manipulating data with an interactive query language (such as SQL) and database programming, database development including internet applications, and database security.

Prerequisite: MAT 2110 Principles of Computer Science with Python or MAT 2108 Introduction to Data Science.

MAT 3110 Machine Learning (4cr)

Students will explore data-driven mathematical models to find solutions to complex problems, using techniques collectively known as Machine Learning. Topics include both supervised learning (parametric and nonparametric algorithms, vector solutions, and neural networks) and unsupervised learning (clustering, dimensionality reduction, and deep learning). Prior programming experience with Python or R is required. Basic understanding of linear algebra is helpful but not required.

Prerequisite: MAT 2108 Introduction to Data Science or MAT 2110 Principles of Computer Science with Python.

MAT 3300 Mathematical Modeling (4cr)

This course is designed to focus on the application of mathematical techniques to real world problems. The course content varies depending on instructor and student interest. Students may explore difference equations, Markov Processes and basic probability theory, probability and modeling random phenomena, dynamical systems, fractals, game theory, or mathematical methods in the physical sciences.

Prerequisite: MAT 2410 Calculus I.

MAT 3305 Statistical Modeling for the Natural Sciences (4cr)

This course serves as a follow-up to MAT 1411 Applied Statistics. The content can be broken up into three parts. Students will learn models for fitting data beyond linear regression and probability distributions beyond the normal and t distributions. Students will be introduced to time series data and its correlation and covariance, as well as ways to model time series like ARMA. Students will learn about model selection, using multifactor ANOVA, maximum likelihood, and information criteria as tests for goodness of fit. Throughout, data sets will be chosen from the fields of Biology and Environmental Science, and students will be encouraged to find and use data sets relevant to them.

Prerequisite: MAT 1411 Applied Statistics.

MAT 3970 Topics in Data Science and Mathematics (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

MAT 3980 Topics in Data Science and Mathematics (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

MAT 4100 Pre-Capstone: Environmental and Social Advocacy through Data (2cr)

In the first part of this course, students create professional materials, including their own personal websites, to highlight the skills they have acquired throughout their college experience. Students learn how to turn their data science projects into engaging and informative interactive dashboards, equipping them with valuable skills for their capstone and future career opportunities. The second part of the course focuses on using data science to address challenges in environmental sustainability and social justice. Students choose a topic, together with sufficiently robust datasets, to analyze in depth in their capstone project.

Prerequisites: MAT 2108 Introduction to Data Science, GBL 2250 Introduction to Geographic Information Systems, and Junior standing.

MAT 4790 Data Science Capstone (2cr)

Under the mentorship of a faculty advisor, students complete a comprehensive capstone project. This course challenges students to integrate data science methodologies to solve a real-world problem within an application domain of their choice.

Prerequisite: Permission of instructor.

MAT 4791 Data Science Thesis (4cr)

This course is designed as the culminating academic experience for students completing the major in data science. Students complete the analysis proposed in the MAT 4100 Pre-Capstone: Environmental and Social Advocacy through Data course, submit written reports to data science faculty for approval, and present their work in a public on-campus seminar. This course will also serve as an opportunity to complete the required internship. Data-driven methods can be used to assist a business or community partner.

Prerequisites: MAT 4100 Pre-Capstone: Environmental and Social Advocacy through Data and junior standing.

MAT 4890 Senior Thesis (2cr)

This course is designed as the culminating course for students completing a major in mathematics. Students complete the research approved in MAT 3880 Pre-Thesis Research Seminar, submit written reports in the form of a thesis to the mathematics faculty for approval, and present their work in a public on-campus seminar.

Prerequisite: MAT 3880 Pre-Thesis Research Seminar.

MAT 4970 Topics in Data Science and Mathematics (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

MAT 4981 Topics in Data Science and Mathematics (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Music (MUS)

Applied Music Lessons - Lessons may be taken in a number of instruments as well as voice. Emphasis is placed on developing individual and ensemble musicianship and performance repertoire. An extra fee per credit is charged for applied music lessons. Off-campus lessons for other instruments may be available for credit. *Contact the Program Chair for more information.*

MUS 1050 College Choir (1cr)

The College Choir performs vocal ensemble music each semester in rehearsals and performance(s). Students must demonstrate competence in musical ability and a desire to sing. *May be repeated up to a maximum of 8 credits.*

MUS 1120 Music Cultures (4cr)

This class explores the diversity of music making across time and place as a socially embedded practice. It looks at the value and meaning that music contributes to the lives of individuals and communities, as they seek to understand the past, fully experience the present, and to imagine themselves into the future. Case studies range from the music culture of Warren Wilson College to various international contexts. Along the way, students critique the notion of “music culture” as a fixed or stable entity, and recognize the ways that all individuals exist at the intersection of multiple spheres of cultural influence. This class takes an ethnomusicological approach, and addresses the intersections of music with religion, politics, race, gender, identity, and other critical themes. **GE: Artistic Expression**

MUS 1170 Applied West African Music (1cr)

Through private lessons that meet for 30 minutes once per week, this course is designed to help the student gain proficiency and knowledge in playing and/or singing West African traditional music. *Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisite: Permission of instructor.

MUS 1201 Introduction to Music Theory (4cr)

This course introduces basic elements of music theory, including staff notation, time signatures, rhythm, scales, chords, progressions, and intervals. MUS 1201 Introduction to Music Theory is a prerequisite for MUS 2010 Music Theory and Ear Training, as well as certain applied music courses. It does not count as elective credit for the major or minor. Students with previous theory training are encouraged to take a placement exam to place out of this course.

MUS 1220 Applied Bass (1cr)

This course is designed to prepare bass students for professional work in one or more of the following areas: classical music, jazz, traditional music, and other popular music styles. It develops fundamental abilities, principals, competencies, and concepts, helping students gain an increased repertoire of standard literature or tunes and improvement in the skills necessary for successful bass performance. Such skills may include standard notation reading, bass line construction, improvisation, and technique. *Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisite: Permission of instructor.

MUS 1240 Applied Percussion (1cr)

This course is designed to help the student percussionist develop proficiency in one or more of the following four areas of percussion study: drum set, keyboard percussion, hand percussion, and/or band/orchestral percussion. Students also study relevant aspects of musical genre, performance practice, music theory, and music literacy. *Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisite: Permission of instructor.

MUS 1270 Jazz Ensemble (1cr)

Each semester, the Jazz Ensemble explores music from a variety of jazz genres and traditions. This ensemble is open to all Warren Wilson College students, staff, faculty, and alumni. Attendance at all rehearsals and performances is expected for the group to successfully attain excellence in collaboration and performance. *May be repeated up to a maximum of 8 credits.*

Prerequisite: Ensemble members must demonstrate command of their instruments. Students will be asked to audition at the beginning of the semester and placed into an appropriate section of this course.

MUS 1290 West African Ensemble (1cr)

Each semester, the West African Music Ensemble explores music from various West African musical traditions and gives public performances of works learned. *May be repeated up to a maximum of 8 credits.*

MUS 1300 Applied Piano (1cr)

This course is designed to help the student pianist develop proficiency in piano performance, while also studying relevant aspects of musical genre, performance practice, music theory, and music literacy. *Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisite: Permission of instructor.

MUS 1350 Applied Voice (1cr)

This course focuses on development of the student's technical and artistic skills as a vocalist through lessons, practice, performance, and listening. *Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisite: Permission of instructor.

MUS 1390 Applied Woodwinds (1cr)

This course is designed to help students develop proficiency on one or more of the following instruments: flute, clarinet, or saxophone. The student also studies relevant aspects of musical genre, performance practice, music theory, and music literacy. *Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisite: Permission of instructor.

MUS 1400 Old-Time Fiddle I (1cr)

This course for beginning fiddlers is an introduction to the traditions of southern old-time fiddling. Students learn the basics of tuning, fingering, and simple bowing patterns as well as open-string drones and double-stops. The class focuses on a basic repertoire of standard old-time southern dance tunes, in cross-tuning, as well as standard tuning, taught mostly by ear. This course is designed to accommodate those with prior classical training as well as those who are new to the instrument.

MUS 1550 Appalachian Flatfooting and Clogging (1cr)

In this course, students learn the basics of Appalachian flatfooting and clogging, the traditional step dances of the Appalachian region. They also learn about the traditions of team clogging and have the opportunity to create a clogging group for performance. Through assigned readings and documentary videos, students gain an understanding of the roots and history of these traditional dance forms and their role in the Appalachian community, past and present. Although prior dance knowledge is welcome, it is not a prerequisite for the course.

MUS 1560 Appalachian Social Dances (1cr)

This course, open to dancers of all levels, focuses on the traditional square dances of the southern Appalachian region. Students learn these dances and gain an understanding of their roots and history as well as their role in the Appalachian community, past and present. Contra dances, reels, and other dance

forms that have influenced the southern dance tradition are also examined. Students who wish to (not required) learn how to call dance figures. Although prior dance experience is welcome, it is not a prerequisite for this course.

MUS 1570 Beginning String Band (1cr)

This is a course for intermediate players who are comfortable with basic chord changes in keys such as G, D, A, and C, and have a repertoire of at least 5-6 songs/tunes, who want to learn to play in a group setting. Students must already have basic competency on instruments such as fiddle, guitar, banjo, mandolin, or bass to participate in this course. Using traditional songs in the Southern Appalachian string band repertoire, the class explores rhythm, chords, song form, arrangements, lead and harmony singing, and performance dynamics. There is one final performance at the end of the semester during the Traditional Student Concert. *May be repeated up to a maximum of 8 credits.*

Prerequisite: Intermediate proficiency on an appropriate stringed instrument.

MUS 1610 Guitar I: Beginning Folk Guitar (1cr)

In this introductory course, students learn the basics of acoustic guitar playing, including tuning, chords, strumming patterns, and picking out melodies. Repertoire is drawn from a variety of styles including folk, country, bluegrass, old-time, blues, and popular music. Students are expected to provide their own instrument.

MUS 1620 Guitar II: Flatpicking and Fingerpicking (1cr)

This intermediate level course is for students who have taken MUS 1610 Guitar I: Beginning Folk Guitar (or have prior experience) and are comfortable with basic guitar chords and technique. Students learn traditional fingerpicking styles as well as basic bluegrass flatpicking technique.

Prerequisite: MUS 1610 Guitar I: Beginning Folk Guitar.

MUS 1640 Beginning Old-Time Banjo (1cr)

This course introduces basic techniques and repertoire of clawhammer banjo, with a focus on learning by ear. Tablature is also available. No background knowledge or performance experience is required.

MUS 1650 Beginning Bluegrass Banjo (1cr)

This course introduces basic techniques and repertoire of bluegrass banjo, with a focus on learning by ear. No background knowledge or performance experience is required.

MUS 1760 Gamelan Ensemble (1cr)

Gamelan is a traditional instrumental ensemble of Indonesia that includes many metal percussion instruments. This ensemble is an introduction to Indonesian gamelan performance, and focuses on Central Javanese style or Sundanese (degung). While auditions are not required, students must demonstrate competence in musical ability. *May be repeated up to a maximum of 8 credits.*

MUS 1800 Appalachian Ballads and Folk Songs (1cr)

This course is an introduction to the unaccompanied ballad and folk song traditions of Appalachia. Students learn Appalachian versions of British ballads that were brought to the southern Appalachians at the end of the 18th century as well as 19th century ballads that are native to America. In addition to singing, students learn about the history of the ballads, their cultural context in Appalachia, and the ballad collectors ("songcatchers") who came to the region in the early 20th century.

MUS 1912 Swannanoa Gathering (1cr)

Students earn 1 credit for enrolling in and completing 3 classes during one week of Swannanoa Gathering. Upon completion of the week, students must submit a 250-word (minimum) document to the music major coordinator outlining their curricular and creative activities at SG, what they learned, and how they will build upon that learning now that their courses are complete. This course counts as an

Applied lesson towards the Music major or minor. *Students will be responsible for paying the WWC reduced-rate tuition for the Swannanoa Gathering. Students evaluated on a Pass/Fail basis. May be repeated up to a maximum of 4 credits.*

Prerequisite: Permission of instructor.

MUS 1965 Topics in Music (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

MUS 1970 Topics in Music (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

MUS 2010 Music Theory and Ear Training (4cr)

This is the core theory course for music majors and music minors. It is designed to familiarize students with fundamental characteristics of music theory and ear training as applicable to popular music performance, including the vernacular music traditions of North America. It explores relevant conceptual, kinesthetic, aural, and visual elements of music theory, with a focus on developing both knowledge in the theory of music and the practical application and performance of this knowledge.

Prerequisite: MUS 1201 Introduction to Music Theory or a sufficient score on the music theory placement exam.

MUS 2100 Music Appreciation (4cr)

This course explores ways of engaging in music as a listener, performer, critic, and more. Students improve their ability to listen deeply, describe sound with words, and engage critical social issues through a study of various musical traditions, genres, and concepts. **GE: Oral and Written**

Communication

MUS 2140 Traditional Lead and Harmony Singing (2cr)

This course examines lead vocal and harmony styles as applicable to the traditional vernacular music of North America, with a focus on the music traditions of the southern Appalachian region. Such traditions include old-time music, bluegrass, country music, folk and certain styles of sacred music. The course offers students an opportunity to develop their own unique lead voice in addition to exploring vocal harmony construction, specific vocal parts, singing intervals, elementary ear training and other relevant concepts. Focus on the practical application of these concepts in performance settings and aspects of performance musicality are also covered.

MUS 2141 Art of Songwriting (2cr)

This course is an introduction to the craft of songwriting. It explores techniques behind the four components of effective song construction: lyrics, melody, harmony and rhythm. Students work on cultivating lyrics and music from a "seed" idea and fashioning these elements into a complete song. The course concludes with a public performance featuring material that students created based on concepts discussed during the semester. Students need not be experienced singers but must be willing to sing with their accompanying instrument in class and ultimately perform original songs in front of a supportive audience.

MUS 2271 Advanced Jazz Combo (1cr)

The Advanced Jazz Combo focuses on jazz repertoire from a wide variety of jazz traditions, and improvisation in the jazz idiom in a small group setting. As one of the flagship ensembles of the Music Department, this ensemble gives performances both on and off campus. This ensemble is open to all Warren Wilson College students, staff, faculty, and alumni. Attendance at all rehearsals and performances is expected for the group to successfully attain excellence in collaboration and

performance. *May be repeated up to a maximum of 8 credits.*

Prerequisite: Permission of instructor. Ensemble members must demonstrate command of their instruments. Students will be asked to audition at the beginning of the semester and placed into an appropriate section of this course.

MUS 2285 Celtic Folk Ensemble (1cr)

This intermediate-level ensemble course focuses on learning traditional Celtic folk music from Ireland and Scotland. Students study reels, jigs, airs, and folk songs, with attention to style, ornamentation, rhythm, and ensemble collaboration. This course is open to a variety of traditional instruments such as fiddle, guitar, flute, bodhran, mandolin, and more. The course emphasizes listening skills, understanding the music within its historical context, and includes a number of public performances in the second half of the semester. *This course may require an audition for participation. May be repeated up to a maximum of 8 credits.*

MUS 2320 Appalachian Music Soundscapes (4cr)

Southern Appalachia is renowned for its rich history of traditional music and dance, but what exactly is “Appalachian Music?” This course examines vernacular music making in the southern Appalachian region across time and place using themes such as music and migration; gender, race, and identity; and commercialization and authenticity. This course also explores the ways that southern Appalachian musicians have been represented, misrepresented, or excluded from popular discourse. Sources include readings, recordings, and documentary films as well as guest artists. Students will be expected to complete weekly reading/listening/concert written responses as well as assist in planning and executing the Fiddles & Folklife Festival on campus. There will be a 15-hour time commitment for the CE component, including 10 hours outside of regular class meeting time. This course fulfills the Community-Engaged course requirement. There is no course prerequisite. **GE: Artistic Expression**

MUS 2333 Klezmer Ensemble (1cr)

This course introduces intermediate and advanced music students to the world of klezmer: Jewish folk music which originated in Eastern Europe and developed across the Jewish diaspora worldwide. This course explores the history, elements, and ornamentation of klezmer music, as well as seminal recordings in the genre, focusing on klezmer music in America. Using both sheet music and aural skills, students in the ensemble arrange the repertoire for a variety of instruments and perform a concert at the end of the semester. This course satisfies the ensemble requirement for music majors and minors. *May be repeated up to a maximum of 8 credits.*

MUS 2340 Chamber Ensemble (1cr)

Each semester, the Chamber Ensemble performs composed works ranging from classical to new music, including works composed by faculty, staff, and students. Participation in this ensemble is determined by audition, and any Warren Wilson College students, staff, faculty, and alumni are eligible to audition. This ensemble is intended for instrumentalists, though vocalists who are also instrumentalists can audition. Attendance at all rehearsals and performances is expected for the group to successfully attain excellence in collaboration and performance. *May be repeated up to a maximum of 8 credits.*

Prerequisite: MUS 2010 Music Theory and Ear Training. Ensemble members must demonstrate both proficiency on their instrument and proficiency in reading music. Students will be asked to audition at the beginning of the semester.

MUS 2400 Applied Fiddle/Violin (1cr)

This course focuses on techniques and repertoire of the fiddle/violin through weekly individual lessons. Repertoire may be selected from vernacular fiddle styles (bluegrass, old-time, etc.) or classical violin pieces depending on student preferences and proficiency. *Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisites: MUS 1400 Old-Time Fiddle I and permission of instructor.

MUS 2420 Applied Mandolin (1cr)

This course focuses on techniques and repertoire of the mandolin through weekly individual lessons. Repertoire is generally selected from vernacular mandolin styles (bluegrass, old-time, etc.) depending on student preferences and proficiency. *Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisite: Permission of instructor.

MUS 2500 Applied Songwriting (1cr)

Students work to deepen their ability to write effective, expressive music and lyrics and gain a better understanding and awareness of how to compose meaningful new songs. They explore relevant music theory, vocal stylings, and project writing assignments. Instructor feedback appropriate to each student's individual ability and goals is a key component of their lessons. Students have an opportunity to perform at the Traditional Music Student Concert held at the end of the semester. *Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisites: MUS 2141 Art of Songwriting and permission of instructor.

MUS 2570 Old-Time Band (1cr)

This course is for musicians who are proficient on a traditional Appalachian instrument and have already had some experience playing as part of an ensemble. Students work together to form an old-time band that is capable of playing for dances or other performances both on and off campus. Topics include repertoire, arrangements, starting and endings, tempo, rhythm, lead, back-up, chord choices, singing, dynamics, how to achieve a cohesive band sound, and performance for dances and concerts. Students meet once each week with the professor for guidance and feedback and once every week as a group (on their own) for a band practice. *May be repeated up to a maximum of 8 credits.*

Prerequisites: Proficiency on an appropriate stringed instrument and experience playing old-time music in an ensemble setting. Students will be asked to audition at the beginning of the semester and placed into an appropriate section of this course; if music faculty determines that the student is not ready for this course, they will be asked to enroll in Beginning String Band.

MUS 2610 Applied Guitar (1cr)

This course focuses on techniques and repertoire of the guitar through weekly individual lessons. Repertoire is generally selected from vernacular guitar styles (blues, bluegrass, old-time, ragtime, etc.) or other popular music depending on student preferences and proficiency. *Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisites: MUS 1610 Guitar I: Beginning Folk Guitar, MUS 1620 Guitar II: Flatpicking and Fingerpicking, and permission of instructor.

MUS 2640 Applied Banjo (1cr)

This course features one-on-one instruction for technique, repertoire, and historical background of bluegrass or old-time banjo, with an emphasis on learning by ear. The bluegrass track includes techniques applicable to other musical styles, including improvisation, arranging, and harmony. The old-time track includes clawhammer, fingerstyle, and other regional techniques. *Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisites: MUS 1640 Beginning Old-Time Banjo or MUS 1650 Beginning Bluegrass Banjo, and permission of instructor.

MUS 2710 Bluegrass Band (1cr)

This course focuses on bluegrass repertoire and technique. Students develop arrangements, new material, and ensemble playing skills. Students are expected to challenge themselves by learning repertoire, licks, solos, and vocal parts from recordings; by developing their own approaches to bluegrass improvisation; and by listening closely to each other and supporting each other's sound. One goal of this class is to recognize that bluegrass did not emerge from a blank slate in 1945 with Bill Monroe and the Blue Grass Boys, but arose from a confluence of styles including jazz, blues,

Appalachian old-time music, etc. *May be repeated up to a maximum of 8 credits.*

Prerequisites: Proficiency on an appropriate stringed instrument and experience playing bluegrass music in an ensemble setting. Students will be asked to audition at the beginning of the semester and placed into an appropriate section of this course; if music faculty determines that the student is not ready for this course, they will be asked to enroll in Beginning String Band or Old-Time Band.

MUS 2860 Jazz Appreciation (4cr)

Originating in the cultural and musical milieu of the United States during the early twentieth century, jazz has evolved into a worldwide phenomenon and one of the most influential art forms in modern history. Its development progressed through distinct stylistic periods and legendary performers with music that at times reflected important dynamics of race, class, gender, politics, and other cultural issues within American society. In this course, students engage jazz from the perspectives of musicians, listeners, and critics alike, exploring compelling intersections between certain historical eras, artists, musical concepts, and social issues. They also cultivate critical skills of listening, describing, and contextualizing the music in terms of its structure and performance. **GE: Oral and Written Communication**

MUS 2965 Topics in Music (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

MUS 2970 Topics in Music (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

MUS 3025 Study Away in Music (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

MUS 3330 Applied Improvisation & Composition (1cr)

This course is for advanced music students who wish to study improvisation and/or composition beyond the context of their specific instrument. Course content varies according to the interests of the student and covers various musical concepts and their applications in the areas of melody, harmony, rhythm, and texture. *Course Fee. May be repeated up to a maximum of 8 credits.*

Prerequisites: Permission of instructor. Prior to taking this course, students should acquire advanced technique and repertoire with an instructor of their own instrument. Students are also encouraged to take MUS 2010 Music Theory and Ear Training before registering for this course and should be able to apply those skills (chords, intervals, scales, inversions, etc.) on their instrument. Interested students should contact a member of the music faculty and explain why this class is an appropriate fit for them.

MUS 3510 Exploring Music Vocations (4cr)

How do people make careers in music? What kind of paths might a music major pursue to prepare for their post-graduation goals? This course, designed for upper-level music majors, explores these important questions. It provides an opportunity to learn from people who have made careers in various aspects of the music business. It also requires students to think through their own remaining work as music majors and prepares them to undertake their own signature work project in advance of the MUS

4840 Music Project Seminar capstone course.

Prerequisite: Music major with junior or senior standing.

MUS 3890 Traditions of Work and Music in the Southern Mountains (4cr)

What is the relationship between sound and labor? How does music serve as a source of inspiration and resistance in labor movements? How does music become laborious (for musicians)? What are the connections between sound, labor/production, and place? How has this changed over time, and how has it remained the same? Such questions beg an examination of the ways that work and music are bound together in Appalachian culture throughout history. This course examines those connections while investigating intersections of musical and social history in this region. This course focuses on three main themes: work music, music about work and workers (including labor movements), and music as work.

Prerequisites: MUS 1120 Music Cultures or GBL 1250 Introduction to Appalachian Studies or MUS 2320 Appalachian Music Soundscapes.

MUS 3965 Topics in Music (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

MUS 3970 Topics in Music (4cr)

Topics in Music is a course series that examines upper-level topics concerning music and its intersections with culture, creativity, and/or other themes. Each time this course is taught, it has a different focus. Different types of music (or dance) serve as the lens through which ideas are explored, and students may repeat the course for credit. *May be repeated up to a maximum of 12 credits.*

MUS 4800 Supervised Internship: Swannanoa Gathering (1-16cr)

This supervised work experience will be at least six weeks long and include a minimum of 80 hours of work. In addition to the five summer weeks during the Swannanoa Gathering, an internship will include advance work, prior to the Gathering, either during Term 4 or after the end of spring semester. During the five weeks of the Gathering, interns will be able to audit one class each week. *One academic credit may be earned for each 40 hours of work in the internship placement.*

Prerequisite: Departmental approval of an Internship Application, signed by the academic advisor, prior to registration. The Internship Application should include a job description ("learning contract") that describes in detail the activities involved as well as four "personal learning goals." Application materials may be obtained from Music faculty members.

MUS 4840 Music Project Seminar (4cr)

This capstone course provides music majors with an opportunity to connect their liberal arts coursework in music and other disciplines with a culminating senior music project. Students conduct research, participate in peer-review workshops, and present their work in a public forum. The result of this project may be a written thesis (most common), or students may propose an alternative format (e.g., a film, a recording project, or the development of a viable music business plan).

Prerequisite: Music major with junior or senior standing.

MUS 4850 Senior Recital Practicum (1cr)

For this practicum course, senior majors complete work toward effectively designing, preparing, and promoting a senior music recital that culminates in their selected area(s) of performance specialization. During both semesters of the senior year of study, music majors enroll in MUS 4850 Senior Recital Practicum. A student's primary applied instructor supervises senior recital practicum work. *May be repeated up to a maximum of 2 credits.*

Prerequisite: Music major with senior standing.

MUS 4970 Topics in Music (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

MUS 4980 Topics in Music (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Outdoor Leadership (ODL)

ODL 1000 Foundations of Outdoor Adventure Education (4cr)

Through discussions, guest speakers, readings, and student presentations, this course explores the history, philosophies, approaches, and prospects for outdoor adventure education and recreation. Students become familiar with private, state, and federal organizations that offer outdoor adventure education and recreation programming.

ODL 1090 Whitewater Canoeing (1cr)

This course is a basic introduction to recreational white water canoeing. Students learn to paddle a canoe effectively and safely through experience and instruction on the water. This two-day progression takes place over the course of one weekend field trip. During the course, students become familiar with the following equipment and paddling skills: parts of a canoe, the equipment needed for safe paddling, features of a river, basic stroke mechanics, and safety concerns of white water paddling. *A course fee may be applied. Students evaluated on a Pass/Fail basis based on active participation.*

ODL 1110 Whitewater Kayaking (1cr)

This course is a basic introduction to recreational white water kayaking. Students learn to paddle a kayak effectively and safely through experience and instruction on the water. This two-day progression takes place on a *weekend*. During the course, students become familiar with the following equipment and paddling skills: parts of a kayak, the equipment needed for safe paddling, features of a river, basic stroke mechanics, and safety concerns of white water paddling. *Course Fee. Students evaluated on a Pass/Fail basis.*

ODL 1250 Introduction to Rock Climbing (1cr)

This course provides an overview of the fundamentals of rock climbing - personal equipment, appropriate knots, belaying, safety checks and effective communication. During one weekend field trip, students explore these topics while climbing in a natural outdoor climbing venue (weather permitting). This course also provides instruction on climbing ethics, environmental stewardship and risk management. *A course fee may be applied. Students evaluated on a pass/fail basis based on active participation.*

ODL 1260 Backpacking (1cr)

This course provides an introduction to a lifetime leisure skill, as well as a technical skill utilized in many outdoor programs. During one *weekend* field trip, students develop the following backpacking skills: selection of proper clothing, packing a pack, appropriate choice of backpacking foods, safe travel techniques in a group, use of camp stoves, safety concerns while cooking, knowledge and treatment of environmental hazards, and low-impact camping techniques. *Course Fee. Students evaluated on a Pass/Fail basis.*

ODL 1280 Orienteering (1cr)

This course is a basic introduction to the use of map and compass for field work and recreation. Through course discussion, on campus practice and a field trip, students develop the following orienteering skills: parts of a compass, reading a compass, features of a map, reading a map, following a bearing, using map and compass together, triangulation and its uses, and safety concerns for off-trail travel. *Course Fee. Students evaluated on a Pass/Fail basis.*

ODL 1970 Topics in Outdoor Leadership (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ODL 1980 Topics in Outdoor Leadership (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ODL 2100 Backcountry Skills and Techniques (4cr)

This course provides students with the opportunity to learn and practice the skills necessary to become competent backcountry instructors. To accomplish this goal, *students are required to participate in two overnight field trips that take place on two separate weekends.* During these trips, students have the opportunity to refine existing outdoor skills, develop new ones, and practice methods of relaying these skills to others. This is *not* a survival skills/minimalist course. Rather, students learn about and use specialized equipment and techniques associated with backcountry travel, while emphasizing safety and risk management. Students are asked to demonstrate a strong commitment to teaching others in a group setting, and to participating in the trip planning process. *This course includes two required weekend field trips. Course Fee.*

ODL 2110 Intermediate Paddling (1cr)

This course is an intermediate level whitewater paddling course. Students establish personal goals or key skills that they would like to work toward. Students choose to canoe or kayak (decision based on which whitewater intro course the student has taken) with the goal of increasing paddling skills to accommodate class III whitewater safely. During a one *weekend* river trip, students have the opportunity to increase skills, learn more advanced river reading skills, and more advanced strokes. Students also learn self-rescue techniques applicable to an intermediate whitewater setting. *Course Fee. Students evaluated on a Pass/Fail basis. May be repeated up to a maximum of 3 credits.*

Prerequisite: ODL 1110 Whitewater Kayaking or ODL 1090 Whitewater Canoeing.

ODL 2115 Outdoor Educator Skill Development (4cr)

This course provides students with the opportunity to learn and practice the skills necessary to become competent backcountry educators. As a part of the Outdoor Leadership Semester Program, this course involves a required field and classroom component. Students will have the opportunity to refine existing outdoor skills, develop new ones, and practice methods of relaying these skills to others through the field and classroom components. This is not a survival skills/minimalist course. Rather, students learn about and use specialized equipment and techniques associated with backcountry travel, while emphasizing safety and risk management. Students are asked to demonstrate a strong commitment to teaching others in a group setting, and to participating in the trip-planning process. *Course Fee.*

Prerequisite: Permission of instructor.

ODL 2120 Survival Skills & Nature Connection (2cr)

This course provides students with the opportunity to learn and develop outdoor survival skills with a focus on the psychology of survival, indigenous living skills, and modern survival skills for the backcountry setting. Students are given the opportunity to develop and improve outdoor survival skills, including fire making, wild plants and their uses, shelter making, water treatment, and other skills that the class is interested in learning. Students also learn to understand and integrate the psychology associated with the fear response and learn to think about maintaining positive psychology throughout a crisis, build and understand how to think about a personalized survival kit, investigate survival situations and how to avoid them, and learn about Leave No Trace outdoor ethics for low impact survival training.

ODL 2150 Teambuilding and Group Facilitation (4cr)

Many outdoor adventure education/recreation programs and school systems across the country utilize initiatives as part of their program offerings. This course is designed to help students learn about a program component that emphasizes the development of self-concept, group cooperation, and physical abilities. Students experience a variety of activities designed to promote group development and personal growth, while also developing skills in the areas of facilitation and debriefing. Students design and facilitate programs with local community groups as part of the course.

ODL 2200 Wilderness First Responder (1-4cr)

This course in emergency medical care addresses the issues of long-term patient care, backcountry rescue techniques, and survival skills. This is a professionally focused course for those individuals working with groups in backcountry settings. Participants who successfully complete the course are certified in Wilderness First Responder and CPR. This course is offered either as part of the outdoor leadership immersion semester or as a nine-day intensive that takes place during the January break, and is held off campus. *A course fee may be applied, which includes certification and lodging. This course is graded on a pass/fail basis.*

Prerequisite: Permission of instructor.

ODL 2240 Swiftwater Rescue (1cr)

This swiftwater course introduces rescue philosophies; recognition and management of risks; knowledge and execution of systems; and techniques associated with rescues of self and others in swift water. This course emphasizes personal safety and simple, commonly used skills through demonstrations and scenarios to provide participants practice both individually and within a team/group context. *The course meets for one weekend. Course Fee. Students evaluated on a Pass/Fail basis.*

Prerequisite: ODL 1090 Whitewater Canoeing; or ODL 1110 Whitewater Kayaking; or ODL 2110 Intermediate Paddling.

ODL 2270 Top Rope Site Management (2cr)

This course explores the industry best practices for effectively managing a top rope climbing site - applicable to either a professional or recreational capacity. This class meets weekly for 2.5 hours in Bryson Gym and has one weekend field trip assessment. This course combines practical skills (establishing climbs, partner rescues, belayed rappels, personal security) as well as academic content (reading reflections and incident analysis presentations) with less of a focus on time spent rock-climbing. *Course Fee. Students will be evaluated based on the practical assessment and completed assignments and assigned a grade.*

Prerequisite: ODL 1250 Introduction to Rock Climbing.

ODL 2350 Intermediate Rock Climbing (1cr)

This course builds on the knowledge of a novice climber who already has a basic understanding of climbing and belay systems. During *two weekend field trips*, students explore complex belay systems, anchoring, and rappelling while climbing in a natural outdoor climbing venue (weather permitting). *Course Fee. Students evaluated on a pass/fail basis based on active participation. May be repeated up to a maximum of 3 credits.*

Prerequisite: ODL 1250 Introduction to Rock Climbing.

ODL 2410 Natural Environments and Health (4cr)

Why do so many of us instinctively feel better when we are outside, near plants, or even simply have a view of nature from a window? This class begins to answer this question by exploring current research and writing about human-natural environment interactions, with a specific focus on the impacts of the natural environment on human health and well-being. In order to accomplish this task, this course encompasses a variety of readings, class discussion, experiential learning components (labs), engagement with community partners, and formal and informal writing assignments. This course highlights a variety of theories regarding this relationship, and students work towards articulation of their own views and application of course material to current issues. **GE: Oral and Written Communication**

ODL 2500 Shackleton: Resilience and Leadership (2cr)

In 1914, in one of the last major expeditions of the Heroic Age of Polar Exploration, Sir Ernest Shackleton and 27 sailors, 69 dogs, and one cat set sail to be the first people to cross the Antarctic continent. Surviving impossible odds, the crew provides one of the best examples of leadership and lessons in

resilience—lessons especially important in modern times. Through discussion and reflection, this course serves as a philosophical dive into principles of leadership, resilience, and service through reading Endurance and supplementary materials.

ODL 2970 Topics in Outdoor Leadership (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ODL 2980 Topics in Outdoor Leadership (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits*

ODL 3025 Study Away in Outdoor Leadership (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

ODL 3100 Leadership for Adventure Education (4cr)

This course is designed to examine the principles and practice of leadership in adventure education programs. Course time is spent on the examination of theories, practices, and problems of leadership in a backcountry environment. The course utilizes a number of case studies as well as direct, firsthand experiences where students are expected to engage in lesson planning and peer facilitation. Students are asked to engage in personal reflection in order to connect classroom learning with past and future leadership experiences in a variety of settings.

Prerequisite: ODL 1000 Foundations of Outdoor Adventure Education.

ODL 3125 Expeditionary Leadership (4cr)

This course is designed to examine the principles and practice of leadership in adventure education programs and is a part of the Outdoor Leadership Immersion Semester. Course time is spent on the examination of theories, practices, and problems of leadership in a backcountry environment. The course utilizes a number of case studies as well as direct, firsthand experiences where students are expected to engage in lesson planning and peer facilitation. Students are asked to engage in personal reflection in order to connect classroom learning with past and future leadership experiences in a variety of settings.

Prerequisite: Permission of instructor.

ODL 3220 Challenge Course Facilitation and Management (4cr)

The major focus of this course is to provide students with the opportunity to gain the skills and knowledge that help them become effective, confident, competent, and safe challenge course leaders. The course is highly experiential and takes place at the Gossmann and Cannon Adventure Learning Lab. Course topics include policies and procedures of a challenge course; safety systems and standards; maintenance, inspection, and set up of courses; program planning and design; leadership issues; briefing/debriefing, accessible challenge programming; risk management, record keeping, and forms. Students work with both on- and off-campus groups on the challenge course. *A course fee may be applied.*

Prerequisite: ODL 2150 Teambuilding and Group Facilitation.

ODL 3251 Inclusive Excellence in Outdoor Adventure Education (4cr)

In this course, students explore “JEDI” – “Justice, Equity, Diversity and Inclusion”- in pursuit of creating socially just outdoor adventure education opportunities for all. Students gain the knowledge, understanding, and ability to provide quality adventure programming in relation to staff and clientele's race, class, gender, and ability. We explore how to create socially just adventure programming through examining environmental, leadership, legal, and equipment modification opportunities for individuals and organizations. Students gain knowledge and experience in "universal adventure programming" through field experiences, guest speakers, experiential course sessions, readings, reflective writing, and active leadership opportunities.

Prerequisite: ODL 1000 Foundations of Outdoor Adventure Education.

ODL 3510 Leadership Practicum (1-4cr)

This practicum allows students to integrate and apply high-level leadership experiences within outdoor adventure programming. Students work with a faculty member to develop the practicum experience. *May be repeated up to a maximum of 6 credits.*

Prerequisite: Permission of instructor.

ODL 3970 Topics in Outdoor Leadership (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ODL 3980 Topics in Outdoor Leadership (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

ODL 4100 Management of Outdoor Programs (4cr)

This is an advanced study of outdoor program management. Special attention is placed on strategic planning, staffing, fiscal management, public relations, liability, and risk management. Students also explore the outdoor economy to understand important current issues in this field. Students develop strategic thinking and grant writing skills during this course.

Prerequisite: Junior or senior standing.

ODL 4150 Environmental Education/Outdoor Leadership Pre-Capstone (2cr)

In this course, students develop a topic and research-based rationale for their capstone project in Environmental Education or Outdoor Leadership. In this first stage of the capstone sequence, students consider their own personal interests and experiences and the alignment of those interests with a research-based rationale for a program they would like to design. Throughout this course, students complete academic and in-person research in a specific topic area and consider how their research results inform their program design in stage 2 (ENS 4200 / ODL 4200 Program Planning and Design).

Cross-listed with ENS 4150 Environmental Education/Outdoor Leadership Pre-Capstone.

Prerequisite: Junior or senior standing.

ODL 4200 Program Planning and Design (4cr)

This course takes an in-depth view of the role that program planning and development plays in adventure and environmental education programs, camps, and other educational organizations. Students design programs with specific emphasis on developing goals, philosophy, needs assessment, curriculum, budgeting, marketing, and evaluation. This is a technical writing course. *Cross-listed with ENS 4200 Program Planning and Design.*

Prerequisite: Junior or senior standing.

ODL 4970 Topics in Outdoor Leadership (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

ODL 4980 Topics in Outdoor Leadership (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Peace and Justice Studies (PAX)

PAX 1100 Introduction to Peace and Justice Studies (4cr)

After an introduction to the peace philosophies of M. Gandhi, M.L. King, Jr., and others, this course examines the causes of conflict and peace and the roles of the United Nations and international law in resolving or containing conflicts and promoting weapon bans and nuclear disarmament treaties. Recent and current events and the work of some living peace promoters are also studied.

Philosophy (PHI)

PHI 1110 Introduction to Philosophy: A Search for Meaning (4cr)

This course offers an investigation into the meaning and structure of human existence by critically analyzing some of the perennial questions of human experience. In this course, students analyze important concepts and issues in metaphysics (the study of being), epistemology (the theory of knowledge), and ethics by considering the views of some of the great philosophers of the Western Tradition, as well as a diverse range of contemporary philosophers critical of that tradition. Students critically think through diverse positions and arguments, appreciating the depth and richness of the perennial “problems of being human.” **GE: Humanities - Philosophical Inquiry**

PHI 1320 Argumentation (4cr)

This course provides an intensive study of three models of argumentation: classical argument and logic; Toulmin argumentation (a contemporary rethinking of classical argument), and Rogerian argumentation (aimed at building and maintaining community in the course of argumentative deliberation, rather than the adversarial dynamic of the other two models). Students explore each of these models in their own writing (a shorter paper with required revision for each model), and they write a longer researched argumentative essay employing whatever models they believe appropriate to their intended audiences. There are other short, informal, ungraded writing assignments as well. The course includes whole-class, small-group, and one-on-one workshopping of drafts. We shall also devote some attention to the ethics of public deliberation. **GE: Humanities - Philosophical Inquiry, Oral and Written Communication**

PHI 1960 Topics in Philosophy (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

PHI 2200 Anarchism (4cr)

This course will focus on a philosophical approach to the anarchist political tradition. Topics to be studied will include classical, black, feminist, utopian, non-utopian, and eco-anarchism. The topics will be approached critically, reflecting on the strengths and weaknesses of each position and orientation. Contrasts with the Marxist and liberal traditions will be explored.

PHI 2300 Animal Rights (4cr)

There is much discussion about the status--cognitive, emotional, and moral--of non-human animals. This course will follow current debates about animal rights, considering positions from different perspectives within that debate. The goals of the course are 1) to understand a variety of positions on the moral status of non-human animals, 2) to develop nuanced views of that status, and 3) to inculcate the practice of philosophical reflection.

PHI 2500 Philosophy and Art at Black Mountain College (4cr)

Black Mountain College is best known as the famous interdisciplinary art school that attracted internationally-renowned (and in many cases, exiled) artists, musicians, poets, and inventors to the rural mountains of North Carolina. But what were the philosophical ideals that gave rise to Black Mountain College's unique spirit of collaboration, experimentation, and community? How did these develop in response to the politics of World War II? In this course, students explore how philosophical ideas (John Dewey, Kant, Confucius) relate to artistic practices (John Cage, Buckminster Fuller, Robert Rauschenberg). Students gain an appreciation of philosophy's role in the complex dynamic between art, community, education, and politics.

PHI 2510 Philosophy of Art (4cr)

This course offers an analysis and philosophical evaluation of problems in art appreciation, art criticism and theories of art. Special emphasis is placed on understanding art in the context of concurrent artistic

endeavor or experience. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.* **GE: Humanities - Philosophical Inquiry**

PHI 2520 Environmental Ethics (4cr)

The central focus of this course is to develop an understanding of the proper relationship between humans and the non-human entities of the natural world. In doing so, the course explores the major Western approaches to environmental ethics and the central issues of the ethical status of plants and animals, the holism/individualism debate and the meaning of sustainability. A significant portion of this course is devoted to the Land Ethic, Deep Ecology, Ecofeminism and some Eastern approaches as well. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.* **GE: Humanities - Philosophical Inquiry**

PHI 2560 Political Philosophy (4cr)

This course offers an investigation into political philosophy from the beginning of the Modern period to the present. Students gain an understanding of important political philosophers such as Hobbes, Rousseau, Locke, Kant, Mill, and Marx. In addition, students read contemporary essays, which focus on issues in contemporary society regarding race, gender, sex, and class theory, written by some of the top theorists in their respective fields. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.* **GE: Humanities - Philosophical Inquiry**

PHI 2565 Nonviolence in Theory and Practice (4cr)

This course focuses on philosophical and political issues in nonviolent action, as well as student engagement. It begins by asking what violence is, then turns to theories of nonviolence. From there, students examine campaigns of nonviolence, both historical and contemporary. Students receive basic training in grassroots organizing. As the semester unfolds, students engage with nonviolence in Asheville through interviewing participants and/or participating (where legal), and presenting their findings to the class.

PHI 2570 Ethics (4cr)

This course investigates the fundamental philosophical issues and arguments involved in contemporary ethical problems such as capital punishment, euthanasia, animal rights, parenting issues, gay marriage, cloning, and free speech. The first month of the course focuses primarily on theory, the remainder on the practical issues. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.* **GE: Humanities - Philosophical Inquiry, Oral and Written Communication**

PHI 2575 Critical Race Theory (4cr)

This course examines the origins of race-thinking and the myriad ways in which race has been constructed and deconstructed. Students focus on a critical interpretation of what race is, what it does, and how contemporary racial meanings are produced and reproduced. Course readings are drawn from the fields of religious studies, philosophy, social theory, and legal studies, in order to draw on a broad vocabulary and set of references when engaging the meanings of race and racial presentation. *Cross-listed with SOC 2575 Critical Race Theory.* **GE: Humanities - Philosophical Inquiry**

PHI 2580 Feminist Philosophy and Gender Theory (4cr)

This course investigates several historical and contemporary feminist philosophical perspectives with the aim of enabling students not only to work critically through some important feminist critiques, but also to appreciate the diversity of feminist thought. The majority of the readings in this course focus on contemporary feminist perspectives. *This course fulfills the "Diverse Perspectives Requirement" within the Philosophy Program. A substantial part of its content includes diverse perspectives in terms of gender, race, ethnicity, and/or sexual orientation. At least one writing assignment includes one or more of these perspectives.* **GE: Humanities - Philosophical Inquiry**

PHI 2589 Gender Troubles in Ancient Greek Thought (4cr)

In this course students critically investigate and analyze how central philosophical ideas – truth, justice, revenge, relation to the divine, law, and love – were coded along gendered (as well as class, race, and ethnic) lines by the Hellenic people during different times in the Pre-Classical and Classical period. As we rethink many aspects of gender today, understanding its deep history in Ancient Greek culture and the thought to which we are the heirs enriches our own understanding. Students read and critically think through canonical texts of the Western tradition, including: the *Odyssey*, *Homeric Hymn to Demeter*, *Antigone*, Plato's *Symposium*, and other works of the Archaic and Classical period. Students also choose and read a contemporary novel that takes up ancient gender themes in a contemporary perspective. **GE: Humanities - Philosophical Inquiry, Oral and Written Communication**

PHI 2590 Ancient Philosophy: Problems of Truth and Goodness (4cr)

This course investigates some of the basic questions of human life concerning how truth, justice, revenge, relation to the divine, law, and love were lived and understood by the Greeks during the Classical Period of ancient Greek history. Students discover the beginnings of systematic Western philosophy in Plato and Aristotle, touching on some of their influences, such as Socrates, Heraclitus, and Parmenides. One theme of this course, justice, is considered not only through the philosophical writings, but also in the context of Greek tragedy. Students read some of the most incredible works of tragedy of the Western tradition: *The Antigone* by Sophocles and *The Bacchae* by Euripides.

PHI 2900 Existentialism Through Film and Fiction (4cr)

Existentialist philosophy represents a crucial development in the 20th Century, and calls on us to reflect meaningfully on our lives, particularly on our social and personal values. This course ties existentialist philosophy to social-philosophical questions in today's world, particularly those regarding race, gender, oppression and liberty. Students critically analyze pivotal existentialist texts alongside related films and novels, including: Nietzsche's *The Gay Science/Groundhog Day*; Sartre's *Existentialism is a Humanism/Crimes and Misdemeanors*; Camus' *The Stranger*; the film, *Ikiru*; de Beauvoir's *The Second Sex*; Monk Kid's *The Invention of Wings*, and Fanon's *Black Skin/White Mask*. Students appreciate the relevance of existentialist thought to issues of social, economic, and psychological oppression, especially in terms of race, class, and gender. **GE: Humanities - Philosophical Inquiry**

PHI 2960 Topics in Philosophy (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.* **GE: Humanities - Philosophical Inquiry**

PHI 3025 Study Away in Philosophy (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures. For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

PHI 3320 Propaganda (4cr)

This interdisciplinary course, co-taught by faculty from the Philosophy and English departments, examines the history, concept, and use of propaganda for political purposes. Focusing on historical topics ranging from British WWI propaganda to Nazi propaganda to contemporary forms of propaganda, this advanced seminar-style course aims at a deeper understanding of what propaganda is, how it is used, and how it relates to similar forms of political influence and disinformation. *Cross-listed with ENG 3320 Propaganda.*

Prerequisite: Sophomore standing.

PHI 3530 Modern Philosophy (4cr)

This course offers a study of some of the key thinkers during this broad period in the history of philosophy (16th-19th Centuries). We are today the inheritors of the Modern tradition in philosophy and in science. Students analyze the rich diversity in the Modern philosophers' respective methods and theories regarding knowledge, truth, and reality. Students read original texts by Bacon, Galileo, Descartes, Berkeley, Spinoza, Hume, Kant, and Hegel, and pay particular attention to the connection between philosophical and scientific method and theory.

Prerequisites: One previous course in Philosophy and sophomore standing.

PHI 3890 Multiculturalism and the Politics of Identity (4cr)

In this course, students explore a broad range of issues concerning identity and multiculturalism relevant to the field of political philosophy. These topics include core questions about what constitutes individual and collective identity as well as a number of specific questions about the status of identity forms with respect to legal rights, social customs, and cultural recognition.

PHI 3904 Contemporary Philosophy (4cr)

This course offers an investigation into several leading contemporary thinkers in Continental philosophy: Michel Foucault, Angela Davis, Luce Irigaray, Judith Butler, bell hooks, Giorgio Agamben, Linda Alcoff, Gayle Salamon, and more. The general theme of the course centers on these philosophers' respective attempts to open up new ways of thinking about subjectivity, embodiment, rationality, gender, race, and citizenship that take into consideration the role of institutions such as language and social-political structures. Students critically analyze questions and ideas developed in the late 20th and early 21st centuries that Continental philosophers are working on right now.

Prerequisite: One previous course in Philosophy.

PHI 3960 Topics in Philosophy (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

PHI 4701 Capstone Research and Thesis (4cr)

This course is a senior capstone for students majoring in Philosophy. In this course, students research and craft multiple drafts of a major research paper that focuses on advanced level primary texts and secondary sources in a given topic or historical movement, with the goal of refining the students' researching, writing, and oral argumentation skills at the highest undergraduate level. Students present their research and arguments at the Capstone Carnival in the spring.

Prerequisites: 1) Section I of the Philosophy major requirements, 2) PHI 2589 Gender Troubles in Ancient Greek Thought OR PHI 2590 Ancient Philosophy: Problems of Truth and Goodness, 3) PHI 3530 Modern Philosophy, and 4) have at least junior standing to enroll in a capstone seminar in Philosophy.

PHI 4950 Topics in Philosophy (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

PHI 4960 Topics in Philosophy (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Physical Education (PED)

PED 1000 Varsity Sports I (1cr)

Academic credit is offered for participation in varsity athletics. Credit must be awarded in the semester of the sport's season, and students must receive course authorization from the Athletic Director to register for the course, prior to participation. A season of successful participation is worth one grade and one credit. Academic credit for varsity sports may be awarded for up to four semester credit hours throughout the student athlete's college career. *Students evaluated on a Pass/Fail basis.*

Prerequisite: Permission of instructor.

PED 1391 Varsity Sport Participation (1cr)

Academic credit is offered for participation in varsity athletics. Credit must be awarded in the semester of the sport's season, and students must register for credit in advance of participation. A season of successful participation is worth one grade and one credit. A single varsity course or a combination of varsity courses may be repeated for credit up to a total of four semester credit hours throughout the student athlete's college career. Students who participate in multiple sports in a year may earn credit only for one sport in that year. *May be repeated up to a maximum of 4 credits. Students evaluated on a Pass/Fail basis.*

PED 2000 Varsity Sports II (1cr)

Academic credit is offered for participation in varsity athletics. Credit must be awarded in the semester of the sport's season, and students must register for the course prior to participation. A season of successful participation is worth one grade and one credit. Academic credit for varsity sports may be awarded for up to four semester credit hours throughout the student athlete's college career. *Students evaluated on a Pass/Fail basis.*

Prerequisite: PED 1000 Varsity Sports I.

PED 2050 Foundations of Yoga (2cr)

Students engage in the practice of yoga on a physical, spiritual, emotional, and mental level. This course includes an understanding of and embodiment of the eight limbs of yoga, as outlined by Patanjali in the Yoga Sutras. Students learn asana (posture), pranayama (breath work), mantra, and meditation as well as some traditional yogic lifestyle choices. Students are responsible for attending class as well as work outside of the classroom. *Course Fee. Students are graded on a Pass/Fail Basis.*

PED 2060 Yoga for Resilience (2cr)

Students will engage in the practice of gentle and restorative yoga, meditation, breath work and multiple relaxation techniques rooted in the context of yoga. This course will be accessible to all levels and will focus on the practical skills that can profoundly impact our day to day lives, both on the mat and off the mat. Techniques for addressing stress, tension, anxiety, overwhelm, depression as well as habits for well-being will be shared. *Course Fee. Students are graded on a Pass/Fail Basis.*

Prerequisite: PED 2050 Foundations of Yoga.

PED 3000 Varsity Sports III (1cr)

Academic credit is offered for participation in varsity athletics. Credit must be awarded in the semester of the sport's season, and students must register for the course prior to participation. A season of successful participation is worth one grade and one credit. Academic credit for varsity sports may be awarded for up to four semester credit hours throughout the student athlete's college career. *Students evaluated on a Pass/Fail basis.*

Prerequisite: PED 2000 Varsity Sports II.

PED 4000 Varsity Sports IV (1cr)

Academic credit is offered for participation in varsity athletics. Credit must be awarded in the semester of the sport's season, and students must register for the course prior to participation. A season of successful participation is worth one grade and one credit. Academic credit for varsity sports may be awarded for up to four semester credit hours throughout the student athlete's college career. *Students evaluated on a Pass/Fail basis.*

Prerequisite: PED 3000 Varsity Sports III.

Physics (PHY)

PHY 1970 Topics in Physics (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

PHY 1980 Topics in Physics (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

PHY 2510 Physics I (4cr)

This course offers an introduction to physics provided through the study of Newtonian physics, energy, thermodynamics, and statistical thermodynamics. Special emphasis is given to contemporary physics. Students learn skills useful in other disciplines as well as physics: laboratory record-keeping, problem solving, and computer simulation. This course is centered around laboratory experience and the importance of learning physics through the observations and measurements in the laboratory.

Prerequisite: CHM 1160 General Chemistry I with Lab or MAT 1411 Applied Statistics or MAT 2410 Calculus I.

PHY 2520 Physics II (4cr)

This course continues PHY 2510 Physics I. Topics include electricity and magnetism, electronics, optics, and light. It also emphasizes hands-on laboratory experience, highlighting the importance of learning physics through direct observation and measurement.

Prerequisite: PHY 2510 Physics I with a C- or better.

PHY 2970 Topics in Physics (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

PHY 2980 Topics in Physics (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

PHY 3025 Study Away in Physics (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

PHY 3970 Topics in Physics (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

PHY 3980 Topics in Physics (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Political Science (PSC)

PSC 1510 Introduction to American Government (4cr)

This course is an introduction to the major institutions and actors of the American political system, including parties, interest groups, and the legislative, executive, and judicial branches of government. Attention is given to cultural, ideological, and economic contexts. The fundamental concepts of political science are applied to the structure of power and the policy-making process in America.

PSC 2370 Voting, Campaigns, and Elections (4cr)

This course explores the electoral process in the United States with special attention paid to the current election, including study of the factors that influence individual voting behavior; the actions that candidates, political parties, and interest groups take to influence election outcomes; and the importance of the structure of electoral institutions.

PSC 2380 The American Presidency (4cr)

This course examines the role of the presidency in American politics. Topics include the evolution and contemporary status of the American presidency, nomination and election politics, relations with Congress and party leadership, control of the bureaucracy, the international political role, and presidential psychology and decision-making.

PSC 2430 Agriculture, Community, and the Environment (4cr)

Agriculture is an important part of any society. But in America, this primary sector only accounts for one percent of the GDP and only two percent of the workforce. Most people do not have any agricultural skills, and most young people do not know where their food comes from and how their food is produced. They do not understand the importance of agriculture and its implications for our community and our environment. This course will discuss the evolution of agriculture in the U.S. and in the world, how our country and our world is faced with an agricultural crisis, and how this agricultural crisis is also related with many of our social crises, like homelessness, substance abuse, and more importantly, environmental crises. We have to solve many of our problems through solving our agricultural crises first. We will explore these issues as they relate to many parts of the world, but we will pay specific attention to these issues in China and the U.S. **GE: Humanities - Historical Analysis**

PSC 2450 Environmental Politics in Global Perspectives (4cr)

This course surveys the emerging global environmental legal structures, norms, and standards. It examines the role of international non-governmental organizations (NGOs) in creating international regimes, and monitoring and tracking compliance of different states. It will also look into the dynamics of interactions between IGOs and NGOs in creating new global discourse communities in an era of increased environmental awareness.

PSC 2570 International Relations (4cr)

This course is a general survey of the essential concepts and practices of international politics, examining the historical past of international communities as well as current international concerns and issues.

PSC 2580 Comparative Government: Global North (4cr)

This course examines the structure of government and political culture in the states of the Global North. The course focuses on, but is not limited to, the governments of Great Britain, Japan, France, Russia, and Germany. The principal forms of government, including parliamentary and presidential systems, are examined along with a wide variety of party systems and electoral systems. In addition, students compare and analyze the public policies of industrialized states in the areas of immigration, health care, education, and the environment.

PSC 2590 Comparative Government: Global South (4cr)

This course is a systematic and comparative study of the important political institutions, political culture, political legitimacy, policies, and politics of major developing countries in Asia, Africa, and Latin America. Students examine in a comparative manner what makes a state strong or weak in the global system, and why certain governments behave the way they do.

PSC 3025 Study Away in Political Science (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

PSC 3300 Politics of Developing States (4cr)

This issue-oriented course examines important questions in the politics of developing states. Students look at the legacies of colonialism, neocolonialism, and nationalism in the developing state, as well as the impact of modernization, the WTO, IMF, World Bank, and other international institutions. Population growth and its environmental impact are also examined through different case studies.

PSC 3360 United States Foreign Policy (4cr)

This course covers United States foreign policy and its geo-political consequences from the turn of the twentieth century to the present. Study begins with constitutional authority, and then students determine how foreign policy has been made, tracing various influences such as public opinion, the media, interest groups, and multinational corporations, as well as the military, congress, and the president. Students engage in extensive research into a major crisis in American foreign policy in the past thirty years, analyze the role played by dominant influences, and evaluate the leadership of the sitting administration in the crisis. Awareness of and application to current foreign policy issues continues throughout the course.

PSC 3500 Political Parties and Interest Groups (4cr)

This course focuses on the roots of organized political power in American government. Students explore the role and influence of interest groups and political parties in the electoral process and in government. Historical and theoretical perspectives are used to analyze topics such as money in politics, lobbying and corporate power, social movements, political coalitions, third parties, and political polarization.

PSC 4310 Constitutional Law (4cr)

Using a combination of history, jurisprudence, and case law, this course investigates the evolving role of the Supreme Court in shaping American politics. Topics to be considered include governmental structures, powers, and relationships; civil liberties; and civil rights. Students study legal history, legal theory, and examine some of the most important decisions handed down by the Supreme Court.

Prerequisites: PSC 1510 Introduction to American Government, and junior or senior standing.

Psychology (PSY)

PSY 1000 Introduction to Psychology (4cr)

This course provides a comprehensive overview of the field of psychology. Topics include the philosophical and scientific origins of psychology, research methods in psychology, biological and perceptual processes, learning, cognition and memory, emotion, personality, social psychology, psychological distress and well-being, and psychotherapy. **GE: Society and Human Behavior**

PSY 1210 Sport Psychology (4cr)

This course examines theoretical, clinical, and applied aspects of sport psychology. It provides a broad overview of the major topics in the area (e.g., performance enhancement, mental rehearsal, motivation, competitive anxiety, aggression, injury recovery). The primary course objective is to facilitate understanding of how psychological factors influence involvement and performance in sport settings, and how participation in sports affects individuals and groups.

PSY 1310 Drugs and Behavior (4cr)

The use of psychoactive drugs in human societies has a long history. This course provides an overview of drug-brain-behavior interactions. Accordingly, students will study a range of topics including drug actions on the nervous system, elementary principles of pharmacology, therapeutic uses of behaviorally active drugs, drug abuse and its treatment, and social policy. The term "drugs" is broadly defined and includes both legal and illegal substances.

PSY 1960 Topics in Psychology (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

PSY 1965 Topics in Psychology (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 16 credits.*

PSY 2010 Infant and Child Development (4cr)

In this course, students explore the remarkable development of humans from conception to age 12. This course covers information and issues in prenatal care and the development of physical, socio-emotional, linguistic, and cognitive processes in the context of home and school. Students analyze, interpret and apply theory to issues in the discipline.

PSY 2040 Adolescent Development and Emerging Adulthood (4cr)

This course examines the physical, cognitive, social, and emotional development of adolescents from early adolescence to emerging adulthood. Students explore major theories and research findings related to adolescence, focusing on the complexities and challenges adolescents face during this crucial period of transition. Through lectures, discussions, activities, assignments, and community engagement, students will gain a deeper understanding of adolescent development and emerging adulthood and its implications for families, educators, and society as a whole.

PSY 2310 Research Methods in Social Science (4cr)

This course provides students the opportunity to build skills for interpreting and designing research in the social sciences. Students learn to transform ideas into researchable questions by examining the nature of scientific thinking, research design, hypothesis testing, and quantitative methodology. Students apply their knowledge of research methods to prepare to conduct their own research, to become better able to critique scholarly reports of research, and to become better consumers of social science research presented in the media.

Prerequisites: MAT 1411 Applied Statistics, and SOC 1000 Introduction to Sociology or PSY 1000 Introduction to Psychology.

PSY 2550 Introduction to Music in Therapeutic Settings (4cr)

Survey of literature from the fields of music therapy, music psychology, and related expressive disciplines about the application of music in psychotherapeutic, medical, and rehabilitative settings. Students examine research, theory, and practical applications through didactic, experiential, and dialogic learning. *Cross-listed with EAT 2550 Introduction to Music in Therapeutic Settings.*

PSY 2790 Supervised Internship in Psychology (1-16cr)

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement, varying from 1 to 16 credits. Up to 4 credits of Supervised Internship may count toward the Psychology major. May be repeated up to a maximum of 16 credits.*

Prerequisite: In order to register for this course, students must obtain Psychology Program Chair approval of a written application, including a proposal that describes the internship site, supervision, activities, and educational objectives. Application materials may be obtained from Psychology faculty members. After approval of the application, the student may register for the course.

PSY 2960 Topics in Psychology (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

Prerequisite: PSY 1000 Introduction to Psychology or Sophomore standing.

PSY 2965 Topics in Psychology (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 16 credits.*

Prerequisite: PSY 1000 Introduction to Psychology or Sophomore standing.

PSY 3025 Study Away in Psychology (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

PSY 3100 Biopsychology (4cr)

Biopsychology is the study of how our behavior, thoughts, and emotions are supported by the nervous system. This course focuses on the fundamental brain structures and biological processes that underlie many different behaviors and disorders studied by psychologists, and may include exploration of topics such as development, brain injury, autism, movement, motivation, and addiction.

Prerequisite: PSY 1000 Introduction to Psychology.

PSY 3120 Psychology of Mental Health and Distress (4cr)

This course provides a broad survey of mental health and distress. Students become familiar with current psychological science in this area, including the clinical and research findings upon which our knowledge of psychological disorders is based. Students critically analyze, discuss, and review research with a particular emphasis on how psychological distress and disorders are experienced and portrayed across multiple settings and cultures. It is expected that students not only gain an increased understanding of psychological disorders, but that they will have deepened empathy for all who

experience distress in its various forms. *Prior completion of PSY 2310 Research Methods in Social Science is recommended.*

Prerequisite: PSY 1000 Introduction to Psychology.

PSY 3170 Health Psychology (4cr)

The interaction between psychological, social, and biological factors has become increasingly clear. This course examines psychosocial factors in health and disease. Students will understand influences on how people stay healthy, why they become ill, and how they respond when they are ill. This course also helps students gain a better understanding of how their behavioral, emotional, and lifestyle patterns affect their health and wellness.

Prerequisite: PSY 1000 Introduction to Psychology.

PSY 3180 Social Psychology (4cr)

Social psychology studies how the behavior of individuals and groups are influenced. This survey course examines the major theories and research traditions in social psychology. Topics include social cognition, perception of self and others, stereotypes and prejudice, social influence and persuasion, interpersonal attraction, group dynamics and leadership, conformity, aggression, and prosocial behavior. Students will explore applications to behaviors that impact environmental quality and sustainability, health and well-being, political participation and influence, and the workings of our legal system. *Prior completion of PSY 2310 Research Methods in Social Science is recommended.*

Prerequisite: PSY 1000 Introduction to Psychology or SOC 1000 Introduction to Sociology

PSY 3240 Sensation, Perception, & Cognition (4cr)

This course explores how human beings gather and interpret information provided by the sensory systems. Students examine the anatomy and physiology of sensory organs and relevant brain regions as well as the mental processes that filter, construct, and influence our perceptual experiences. Students also investigate connections between scientific evidence about perception, attention, and memory, and their own thoughts and behaviors.

Prerequisite: PSY 1000 Introduction to Psychology.

PSY 3260 Theories and Techniques in Counseling and Psychotherapy (4cr)

This course explores major theories and techniques utilized in psychotherapeutic settings. Through a combination of readings, discussion, and active role-playing, students examine behavioral, cognitive, existential, humanistic, interpersonal, and psychodynamic approaches to treatment. Counseling skills (e.g., empathy and problem solving) are practiced in a supportive classroom setting. Students also present a clinical case study to their classmates focusing on a specific therapy approach.

Prerequisite: PSY 1000 Introduction to Psychology.

PSY 3410 Expressive Arts Therapy: History, Foundations, and Practices (4cr)

This course engages students in the examination and experience of the relationship between multimodal creative expression and individual and community mental health; social, psychological, and spiritual well-being; and social change. This course introduces the history, philosophy, and theory of expressive arts therapy, as well as its applications across diverse populations and in a wide range of therapeutic, healing, and self-reflective contexts. Students explore and experience the effects of multi-modal creative expression through texts, discussion, case studies, and experiential activities using many modalities, e.g. music, art, movement, drama, writing, and creative experiences in nature. Students are expected to participate individually and in groups to explore and reflect on their experiences with creative endeavors across these multiple modalities. *Cross-listed with EAT 3410 Expressive Arts Therapy: History, Foundations, and Practices. Prior completion of EAT 2250 / SWK 2250 The Art of Art Therapy, and/or EAT 2550 / PSY 2550 Introduction to Music in Therapeutic Settings is recommended.*

Prerequisite: PSY 1000 Introduction to Psychology.

PSY 3960 Topics in Psychology (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

Prerequisites: PSY 1000 Introduction to Psychology and Sophomore standing.

PSY 3965 Topics in Psychology (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 16 credits.*

Prerequisites: PSY 1000 Introduction to Psychology and Sophomore standing.

PSY 4210 Behavioral and Cognitive Neuroscience (4cr)

This course will explore the wide variety of theories and studies that have helped us to better understand conscious thought and action as well as nonconscious regulation of behavior. Specifically, we'll focus on research into the neural mechanisms of thirst and hunger, emotion, attention, learning and memory, language, and decision-making. Students will participate in a number of lab exercises and demonstrations used to investigate course concepts. Students will also engage with primary sources to examine the purpose, methods, and implications of research into the biology that underlies the human experience.

Prerequisite: PSY 3100 Biopsychology, PSY 3240 Sensation, Perception, & Cognition.

PSY 4250 Social Neuroscience (4cr)

Social neuroscience integrates theories and methods of social psychology and cognitive neuroscience in order to explore thought and behavior that influences interactions between individuals. Students in this course use key concepts from psychology and neuroscience to analyze findings and articulate questions in core areas of social neuroscience, including relationships, identity, decision-making, culture, and morality. *Prior completion of PSY 2310 Research Methods in Social Science or its equivalent is recommended.*

Prerequisites: PSY 1000 Introduction to Psychology and PSY 3100 Biopsychology.

PSY 4790 Supervised Internship in Psychology (1-16cr)

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement, varying from 1 to 16 credits. Up to 4 credits of Supervised Internship may count toward the Psychology major. May be repeated up to a maximum of 16 credits.*

Prerequisite: In order to register for this course, students must obtain Psychology Program Chair approval of a written application, including a proposal that describes the internship site, supervision, activities, and educational objectives. Application materials may be obtained from Psychology faculty members. After approval of the application, the student may register for the course.

PSY 4830 Capstone Proposal: Psychology (4cr)

Students in this course develop a written proposal and secure approval for their Capstone Practicum or Thesis project that is completed in the subsequent PSY 4840 Capstone Practicum: Psychology or PSY 4850 Capstone Thesis: Psychology course. *This is the first of two capstone courses required for psychology majors.*

Prerequisites: 1) PSY 1000 Introduction to Psychology, 2) MAT 1411 Applied Statistics, 3) PSY 2310 Research Methods in Social Science, 4) at least 8 credits of upper level psychology coursework, and 5) Junior standing.

PSY 4840 Capstone Practicum: Psychology (4cr)

The activities and assignments in this seminar course support students' reflection on the practicum experience and integrate it with their major and the educational mission of academics, work, and service. Students demonstrate competency in professional ethics, understanding and application of relevant

research, critical evaluation of professional literature, and written and oral communication of their practicum experience. Building on capstone practicum proposals, students complete a 120 hour practicum, practicum portfolio, and public presentation. *This is the second of two capstone courses required for psychology majors.*

Prerequisite: PSY 4830 Capstone Proposal: Psychology.

PSY 4850 Capstone Thesis: Psychology (4cr)

Students in this course conduct and present their capstone research projects that were designed and approved in the PSY 4830 Capstone Proposal: Psychology. Students meet regularly with their thesis advisor and other student researchers to engage in collaborative problem solving. Students demonstrate competency in professional and research ethics, implementation of research plans, theory use, critical evaluation of research findings, and written and oral communication of their research. This course is strongly recommended for all students considering application to graduate school in psychology. This is the second of two capstone courses required for psychology majors who entered Warren Wilson College beginning Fall 2014.

Prerequisite: PSY 4830 Capstone Proposal: Psychology.

PSY 4890 Independent Research in Psychology (1-16cr)

The student completes an independent project. The project proposal, including the planned format for presentation of project outcomes, must be developed in consultation with a faculty sponsor and approved by the Psychology Program Chair. *May be repeated up to a maximum of 16 credits.*

Prerequisite: Program Chair approval.

PSY 4960 Topics in Psychology (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

Prerequisite: PSY 2310 Research Methods in Social Science or Senior standing.

PSY 4965 Topics in Psychology (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 16 credits.*

Prerequisite: PSY 2310 Research Methods in Social Science or Senior standing.

Science Communication and Research (SCI)

SCI 2900 Science Communication and Outreach (4cr)

Understanding how to effectively communicate science and conduct impactful outreach is an increasingly important tool for all science students. In this course, students learn and practice traditional aspects of science communication, including scientific writing and presentation, but also expand into digital outreach approaches through the practice of video, photography, and podcasting. Students use each of these media in depth, creating usable products and gaining experience with outreach tools such as social media, story mapping, and other web-based resources to disseminate their products. Scientific projects highlighted include Warren Wilson College faculty and student research, aiding our community in its efforts to communicate our science to the public. **GE: Oral and Written Communication**

SCI 3025 Study Away in Science Communication & Research (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.

2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

SCI 3900 Capstone Research Design (4cr)

In this course, students begin the Natural Science Undergraduate Research Sequence. Included are lectures and activities that teach literature searching, experimental design, sampling, statistics, writing, and speaking. Students consult with faculty members, choose a research advisor, choose a research project, and develop a formal research proposal. Students also attend and critique Natural Science Undergraduate Research Presentations.

Prerequisites: Junior or senior standing, and MAT 1411 Applied Statistics or MAT 2410 Calculus I.

SCI 4100 Science Communication and Outreach Portfolio (1cr)

Students develop a web-based portfolio for dissemination of the products they have created throughout their minor experience, including SCI 2900 Science Communication and Outreach and their 12 credits of production courses. In addition to curating their portfolio of products, students produce a written reflection on at least one scientific issue they have addressed through their minor. This paper includes a discussion of the role and importance of the scientific issue in society, the challenges with presenting the issue to the general public, and how they feel they achieved communication of the issue through their production pieces. This reflection serves as an introductory page on the student's web portfolio.

Prerequisites: SCI 2900 Science Communication and Outreach and declaration of minor in Science Communication.

SCI 4870 Supplemental Natural Science Capstone Research (1cr)

This term course is not part of the standard, required research sequence but is designed to supplement the SCI 4880/4890 only for students whose research may extend into an additional term. Students finalize their independent research projects, working directly with a faculty research mentor. It is expected that students invest 40 hours of effort per credit hour. This course does not fulfill general education requirements or major requirements in the natural sciences. *May be repeated up to a maximum of 2 credits.*

Prerequisite: SCI 4890 Advanced Natural Science Capstone Research.

SCI 4880 Natural Science Capstone Research (1cr)

This term course (along with SCI 4890 Advanced Natural Science Capstone Research) is for students

doing research for the Natural Science Undergraduate Research Sequence. After completing SCI 3900 Capstone Research Design, students are ready to begin their independent research projects, working directly with a faculty research mentor. It is expected that students invest 40 hours of effort per credit hour.

Prerequisite: SCI 3900 Capstone Research Design.

SCI 4890 Advanced Natural Science Capstone Research (1cr)

In this term course, students conduct and finalize research for the Natural Science Undergraduate Research Sequence. Students work directly with a faculty research mentor to conduct research and to analyze and to interpret their data.

Prerequisite: SCI 4880 Natural Science Capstone Research.

SCI 4930 Capstone Thesis Preparation and Presentation (2cr)

Some of the most essential skills for natural scientists include the abilities to investigate, organize, and present concepts to their peers--both orally and in written format. In this course, each student presents a 15-20 minute oral presentation on his/her research project and submits a formal thesis to the College archives. Attendance at weekly student presentations throughout the term is required. The thesis is presented in a format that mirrors that of a peer-reviewed article and includes a title, abstract, introduction, methods, results, and discussion. *A completed Research and Disciplinary Discourse paper must be submitted before the end of this course. The scheduling for the seminar presentation takes place during SCI 3900 Capstone Research Design one year before the presentation.*

Prerequisite: SCI 4890 Advanced Natural Science Capstone Research.

Social Work (SWK)

SWK 1000 Introduction to Being a Change Partner (4cr)

This course serves as an introduction to the profession and practice of the social work profession. The concept of generalist practice at the baccalaureate level will be introduced. Basic skills required of all social workers, values, and ethics of the profession and various types of social work practice environments are explored. This course provides foundational knowledge and skills for social work practice and other disciplines that use oral and written communication to enhance relationship-based work. Students focus on the following: (re)framing listening as a skill set, connecting listening to empathetic communication, developing conscious verbal and non-verbal communication techniques, building collaborative relationships, and understanding the change process. The importance of social work practice that is sensitive to issues of race, ethnicity, gender, sexual orientation, and class is a central focus. **GE: Society and Human Behavior**

SWK 1965 Topics in Social Work (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

SWK 2030 Advocacy from the Ground Up (4cr)

Students engage in project-based experiential learning as they learn how to advocate for policy change at the state level. Students develop and practice the professional skills of advocacy through independent and small group research on social welfare policy priorities identified by the North Carolina Chapter of the National Association of Social Workers. Students practice advocacy skills and travel to Raleigh to participate in Social Work Advocacy Day at the North Carolina General Assembly. There, we network with over 600 social workers from around the state to advocate legislators on issues imperative to social work practice and values and ethics. Upon return to campus, students create and disseminate outcomes of their advocacy efforts to the Warren Wilson College community and the larger community. *Course Fee. May be repeated up to a maximum of 8 credits.*

SWK 2100 Critical History & Evolution of Social Work Practice (4cr)

This course explores the history and development of the social work profession and social welfare systems in the US within a contemporary global context. Emphasis is placed on the historical roots of societal values and beliefs that have influenced the development of social welfare policies and programs. This course also includes an examination of contemporary social welfare policies and programs and an introduction to policy analysis. Through 25 hours of community engagement, students are exposed to current, local policy issues, and they reflect on the role of policy practice in generalist social work. **GE: Oral and Written Communication, Society and Human Behavior**

SWK 2250 The Art of Art Therapy (4cr)

In this course students learn about the history and development of art therapy, theories grounding the practice and the integration of modalities in helping professions. Students actively develop skills and techniques used in art therapy with individuals, groups, and communities. Students gain hands-on experience by engaging in service learning. *Course Fee. Cross-listed with EAT 2250 The Art of Art Therapy.*

SWK 2700 Intimate Partner Violence (4cr)

This course provides a theoretical framework for social work practice with individuals and families impacted by domestic violence/intimate partner violence in the context of power, privilege, and oppression, around elements of identities including race, ethnicity, culture, gender identity, sexual orientation, age, ability, and socio-economic status. The course discusses the history of the DV/IPV movement, including its roots in the battered women's movement to its current evolution today. Students

develop beginning skills in assessment and crisis intervention with survivors of intimate partner violence and learn about selected modalities of treatment and services available for survivors, abusive partners, and children exposed to family violence.

SWK 2952 Topics in Social Work (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

SWK 2965 Topics in Social Work (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

SWK 3025 Study Away in Social Work (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

SWK 3200 Engaging the Change Process: Social Work Practice With Individuals and Families (4cr)

This course focuses on the development of social work values, knowledge and skills in generalist social work practice with individuals and families. An ecological systems perspective is used to explore issues of diversity, discrimination, oppression and privilege in relation to assessment, problem-solving, intervention and evaluation in practice. Through 25 hours of community engagement in which they work closely with individuals, families and/or small groups, students identify and reflect on their strengths and challenge areas in relation to interpersonal, micro practice skills, knowledge and values.

Prerequisites: Formal declaration of the Social Work major, junior standing, and SWK 2100 Critical History & Evolution of Social Work Practice.

SWK 3350 Micro Praxis (4cr)

The concept of generalist social work is considered from an ecological systems perspective, which emphasizes the intersecting dynamics of humans and their social environments. Course participants will explore human development across the lifespan with critical focus given to issues of race, ethnicity, gender, sexual orientation, social class, and generation. Working both independently and as members of small groups, students will apply theories and skills related to the change process (engagement, assessment, intervention, and evaluation) through our course partnerships with Lakeview Center for Active Aging and Verner Center for Early Learning. Students will be encouraged to think critically about how systems of privilege and oppression have impacted assessment and other social work practice processes. Special attention will be given to identifying and analyzing human behavior from non-dominant perspectives. Incorporating knowledge gained from interactions with community partners, students will enact a strengths perspective to contribute to intergenerational community building.

Prerequisite: SWK 1000 Introduction to Being a Change Partner, or SWK 2100 Critical History & Evolution of Social Work Practice.

SWK 3450 Praxis II (4cr)

This course focuses on social work theory and methods relevant for practice with macro systems. Students will think critically about the contexts in which macro practice occurs (e.g. communities and organizations) as well as the components of an effective change process (e.g. building power, planning,

mobilizing human resources, securing financial resources, marketing and public relations, developing organizations, taking action, and evaluating change.) By synthesizing theory with the skills and techniques that support justice-oriented systems change, students will contribute to the course community partners (Veterans Treatment Court and VTC Foundation) on a variety of projects. Special attention will be given to anti-racist action and the influence of white supremacy within the context of generalist social work practice.

Prerequisite: SWK 3350 Micro Praxis.

SWK 3952 Topics in Social Work (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

SWK 3965 Topics in Social Work (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

SWK 4100 Policy Advocacy for Social Change (4cr)

This course continues the exploration of social work knowledge and skills initiated in SWK 2100 Critical History & Evolution of Social Work Practice regarding social welfare policies and services. Students learn to analyze current social policy within the context of historical and contemporary factors that shape policy. Content is presented about the political and organizational processes used to influence policy, the process of policy formulation, and the frameworks for analyzing social policies in light of the principles of social and economic justice. Contemporary social welfare programs and policies in the US are examined in a global context.

Prerequisites: SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families and senior standing.

SWK 4200 Systemic Change Strategies: Social Work Practice with Organizations and Communities (4cr)

This course focuses on social work methods relevant for practice with macro systems through investigating theory and learning and practicing skills and techniques that help to effect change, solve problems, and enhance social functioning. This course includes content on macro practice contexts (i.e. communities and neighborhoods, and organizations) and the components of an effective change process (i.e. building power, planning, mobilizing human resources, securing financial resources, marketing and public relations, developing organizations, taking action, and evaluating change). Students participate in an engaged learning process by providing service to a community-based human services agency. Issues of race, class, gender, age, environment, sexual orientation, globalization, oppression, and privilege are explored within the context of generalist social work practice.

Prerequisites: SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families, and senior standing.

SWK 4250 Practicum Readiness & Applied Research (4cr)

This course is designed to prepare students for the spring semester block field practicum. It includes a review of knowledge, skills, and social work values related to generalist social work practice in an agency setting. In this course, students will reflect on their educational preparation for social work practice. They will also apply for and establish an internship arrangement for the following semester. Once the field placement is secured, students will spend 12 hours in their field agency orienting to the professional environment. Course content will include a review of applied research principles and common research designs used in social work practice. Students will collaborate with their practicum sites to develop a plan for agency-based research projects.

Prerequisites: SWK 3200 Engaging the Change Process: Social Work Practice with Individuals and Families and senior standing.

SWK 4300 Practicum Experience 10cr

This is the social work field education practicum in which students intern four days per week in a social service agency. Professional social workers provide students supervision. Students perform a range of practice functions appropriate to beginning generalist social work practice such as intake, assessment, advocacy, case management, research, and education, as well as policy and program development and implementation. *This course is graded on a pass/fail basis.*

Prerequisite: SWK 4250 Practicum Readiness & Applied Research.

Corequisite: SWK 4350 Practicum Education Seminar.

SWK 4350 Practicum Education Seminar (2cr)

This seminar is taken concurrently with SWK 4300 Practicum Experience. This course allows students to integrate their academic preparation with their professional field experience. Students demonstrate professional competency in beginning level generalist social work through written and oral presentations that highlight skills, knowledge, and values necessary for micro, mezzo, and macro practice. Students engage in group discussions related to the field practicum experience including topics such as practice and ethical considerations, race, class, environment, gender, age, cultural competency, sexual orientation, research, policy, and problem-solving.

Corequisite: SWK 4300 Practicum Experience.

SWK 4952 Topics in Social Work (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

SWK 4965 Topics in Social Work (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

Sociology (SOC)

SOC 1000 Introduction to Sociology (4cr)

This course provides an introduction to the basic principles and procedures of sociology. Topics range from the micro-level analysis of everyday life (why don't we bump into each other when we cross the street?) to the macro-level analysis of inequality (will the poor always be with us?). Major topics include culture, socialization, deviance, and stratification both from local and global contexts. **GE: Society and Human Behavior**

SOC 1030 Introduction to Gender, Women, and Sexuality Studies (4cr)

This course focuses on critical examination and understanding of the social construction of gender. Students explore a range of gendered experiences, including gender socialization, body image, reproductive rights, gender and work, and gendered violence, as well as how these differ by race, class, and sexuality. The course examines theoretical frameworks and methodological approaches to the critical examination of women's realities. This course provides a foundation for further courses in the Gender and Women's Studies major or minor. **GE: Society and Human Behavior**

SOC 1100 Introduction to Africana Studies (4cr)

The Introduction to Africana Studies course explores the history, field, and function of the discipline of Africana Studies, including engagement of sources detailing student organizations, nomenclature, debates over whether it is multidisciplinary, interdisciplinary, or transdisciplinary; its major figures, ideas, personalities, theories, governing bodies, and a foray into its impact on contemporary culture and academic inquiry. The course is a mode of inquiry on how to engage the study of the African(a) world, a survey of best practices. **GE: Society and Human Behavior**

SOC 1950 Topics in Sociology (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

SOC 1951 Topics in Sociology (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

SOC 2110 The Family (4cr)

This course is a comparative study of the family as a social institution and as the most intimate environment of interpersonal relations. Students explore both theoretical perspectives and applied analytical approaches toward families in local and global environments. The main themes covered are diversity, change, and problems faced by the family as a social institution. Students have opportunities to critically analyze the connections between micro and macro level structures affecting various types of families. This is a Service Learning course that requires students to engage in an in-depth service experience connected to issues addressed in the course.

SOC 2220 Medical Sociology (4cr)

This course provides an overview of sociological approaches to the study of medicine. The course unpacks how the social world impacts health and illness and how health and illness are understood in the social world. Key topics include social determinants of health, health policy and structure within the U.S., medicine as a profession, and the social construction of illness. The course also examines how social systems of categorization, from race to sex to sexuality, have been constructed via understandings of health and the project of medicine. In final projects, students explore a range of topics in medical sociology, from reproductive health to racism and health to patient-provider interactions. All course content is taught with an emphasis on the intersections of medicine and social inequalities. **GE: Society and Human Behavior**

SOC 2400 Queer Sociology (4cr)

This course is an interdisciplinary introduction and exploration of Queer Sociology. Guided by Queer theory and other sociological frameworks, such as black feminist thought and queer feminist critiques, it centers intersectional marginalized voices and pushes the boundaries of conventional ways of understanding social power and social control as they relate to gender identity, sexual orientation, social class, and racialized social groups. Through practice-based tasks, students apply queer theoretical concepts to authentic learning experiences and engage deeply with complex cultural and legal challenges, related to queer identities with the goal of becoming political, social, and ideological agents of positive social change.

SOC 2510 Societies in Southeast Asia (4cr)

This course is designed as an interdisciplinary introduction to the societies and cultures of Southeast Asia. Students explore regional patterns, diversity, and uniquely local features of the societies. Through this course, students acquire a sense of the geography and history of the region while exploring some local social, cultural, political, religious, and economic issues. Through readings and assignments, students are exposed to and understand various problems in the region such as ethnic conflicts and regional tensions as well as the natural and cultural wealth of Southeast Asian societies. **GE: Society and Human Behavior**

SOC 2575 Critical Race Theory (4cr)

This course examines the origins of race-thinking and the myriad ways in which race has been constructed and deconstructed. Students focus on a critical interpretation of what race is, what it does, and how contemporary racial meanings are produced and reproduced. Course readings are drawn from the fields of religious studies, philosophy, social theory, and legal studies, in order to draw on a broad vocabulary and set of references when engaging the meanings of race and racial presentation.

Cross-listed with PHI 2575 Critical Race Theory. **GE: Humanities - Philosophical Inquiry**

SOC 2710 Environmental Sociology (4cr)

This course focuses on the interrelationship between natural and social environments. Although the course covers a broad range of issues, emphasis will be given to the development of environmental sociology; various perspectives in environmental sociology; environment and culture; environmental justice; the interrelationship of ideology, materialism, and the environment; global environmental issues; and environmental activism. **GE: Society and Human Behavior**

SOC 2790 Supervised Internship (1-16cr)

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

Prerequisite: Prior to registration, departmental approval of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Sociology faculty members or the Sociology and Anthropology department chair.

SOC 2950 Topics in Sociology (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

SOC 2951 Topics in Sociology (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

SOC 3012 Women of Color and Feminism (4cr)

This course analyzes social inequality and offers critiques of dominant Western feminist thought as it

relates to women of color. Students learn the diversity of experiences among women of color in a national or local context by reading interdisciplinary works ranging from autobiographies and activist discourse to academic treatises. Through an intersectional framework, special attention is given to the diversity of knowledge among Black, Indigenous, Latinx, Asian American and other women of color. Students discuss how people who identify as women work to decolonize and democratize feminist practices. Topics covered include resistance and resilience; gender racism; sexual oppression; violence; stigmas and stereotypes; capitalism; reproductive rights; homophobia; and critiques of white feminism.

SOC 3025 Study Away in Social Work (4cr)

This is a Study Away course that will focus on a special topic within the discipline, and will include two to three weeks of travel to a domestic or international destination at the culmination of the semester. The topic will be approached through an intercultural lens, and will achieve the following learning outcomes:

1. Students will demonstrate the ability to understand and respect diverse cultural and historical traditions.
2. Students will engage with voices, writings, scholarship, and perspectives from other cultures.

For details on the course topic and destination, see the course schedule. *May be repeated up to a maximum of 12 credits.*

SOC 3100 Media and Social Inequality (4cr)

This course allows students to examine the development of mass media and to examine data pertaining to the way in which different media operate. Students explore patterns of media ownership, including trends toward consolidation and conglomeration, and discuss ways in which these patterns may shape media content. In addition, course readings and discussions examine regulation of media, the influences of politics on media and of media on politics, media and violence, and the role of mass media in reflecting and/or shaping social inequality--particularly regarding race, class, gender, and sexual orientation. Students discuss tools and strategies for critical analysis of media and active responses to media.

Prerequisite: SOC 1000 Introduction to Sociology, ANT 2000 Introduction to Cultural Anthropology, or SOC 1030 Introduction to Gender, Women, and Sexuality Studies.

SOC 3120 Sociology of Disaster and Climate Change (4cr)

This course addresses the intersection of disaster, climate change, and social inequality in both local and global contexts. Disaster and climate change affect different segments of societies unevenly depending on their positions in social stratification. Using sociological perspectives and other related perspectives in social sciences, this course provides a critical analysis of how various social groups are differently at risk for disaster and climate change. The main focus of this course is on disasters induced by climate change such as hurricanes, drought, tsunamis, and floods, and how these disasters intersect with social, cultural, and political factors.

Prerequisite: SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology.

SOC 3170 Social Theory (4cr)

This course presents a history of the great adventure of social theory through the close study of the original writings of many of the most influential sociologists and anthropologists, from the mid-19th century to the present. The seminar explores the ways in which different paradigms have addressed the big issues concerned with understanding the human experience: power, social and cultural change, gender and other forms of identity, the relationship between agency and structure, the relationship between culture, society, and the environment and forms of subsistence, and the nature of our emerging global society. *This course is offered every fall, and Sociology and Anthropology majors are urged to take it during their junior years, but may take it their senior year if necessary.*

Prerequisites: SOC 1000 Introduction to Sociology and ANT 2000 Introduction to Cultural Anthropology, and junior standing.

SOC 3180 Postcolonial Theory and Methods (4cr)

Emerging in the 1970s, postcolonial theory requires analysis of aspects of Western culture and discourse that sustained the colonial enterprise, the impact of imperialism and colonization on both colonizing and subject populations, and the discursive forms of resistance that emerged during and after colonialism. This course utilizes writings from postcolonial authors to encourage students to think critically about postcolonialism in a comparative framework. Students will explore issues of human difference and analyze how different cultures have experienced colonialism and postcolonialism in order to prepare them for a decolonized approach to social justice and international studies. *Cross-listed with GBL 3180 Postcolonial Theory and Methods.*

Prerequisite: Junior standing, or GBL 1200 Introduction to International Relations, or ANT 2000 Introduction to Cultural Anthropology, or SOC 1000 Introduction to Sociology, or GBL 1170 Introduction to Global Studies, or PAX 1100 Introduction to Peace and Justice Studies.

SOC 3240 Difference and Inequality (4cr)

This course examines major forms of social inequality, sociological theory and concepts pertaining to social inequality, and empirical research examining the extent and consequences of social inequality in the United States. The course employs the concept of social location to explore ways in which socioeconomic class, gender, race, sexuality, and disability affect life chances and life outcomes. The course considers how systems of social inequality are maintained, reproduced, resisted, and changed.

Prerequisite: SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology or SOC 1030 Introduction to Gender, Women, and Sexuality Studies.

SOC 3250 Gender, Development, and the Environment (4cr)

This course examines the changes in gender relations and the lives of women in the global South as effected by the development process and their incorporation into global economic and political systems. Special focus is given to the interconnection of gender issues, development, and environmental problems in postcolonial societies or the Global South. Students learn how the history of colonization, and local as well as global inequalities, affect gender relations and environmental conditions in various countries and how development programs and policies may alter the position of women and gender relations. The course also addresses the agency of postcolonial societies to decolonize development and gender relations.

Prerequisite: SOC 1000 Introduction to Sociology or ANT 2000 Introduction to Cultural Anthropology or SOC 1030 Introduction to Gender, Women, and Sexuality Studies.

SOC 3701 Social and Cultural Studies Internship Seminar (2cr)

This course provides students with an opportunity to critically reflect on their internship experience. Students will examine and contextualize the knowledge, skills, and experiences gained and relate those to their academic learning, personal and professional goals and values, and civic identity. They will connect the internship experience to their discipline of International and Social Justice Studies or Sociology/Anthropology and will investigate how they addressed local and global inequalities and injustices. Through critical reflection, students will explore the alignment between the commitment to social justice and appreciation for the complexities of diverse societies and their professional career goals. During this course, students practice leveraging their internship experience for upcoming opportunities and look at strategies associated with career success. They will be able to confidently articulate the value, in oral and written communication, of their internship experience as they expand their career readiness portfolio.

Prerequisite: Permission of instructor.

SOC 3950 Topics in Sociology (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

SOC 3951 Topics in Sociology (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*

SOC 4020 Sociology/Anthropology Research Craft (4cr)

This course covers research methods specific to both sociology and anthropology through directed readings, lectures, and projects designed to prepare students for the applied research undertaken in SOC 4100 Directed Research in Sociology/Anthropology. Focus is on survey and field research, field notes, methods of ethnographic documenting, in-depth interviewing, content analysis, and questionnaire development. *Students are required to have their research proposals approved by the Social Sciences Institutional Review Board by the end of the semester. This course is offered every Fall semester.*

Prerequisites: SOC 1000 Introduction to Sociology and ANT 2000 Introduction to Cultural Anthropology, and junior or senior standing.

SOC 4100 Directed Research in Sociology/Anthropology (4cr)

In this course, students are engaged in applied research, write their theses and present their theses to the public. Students' work could be used in the following ways: by agencies in planning or policy development; in articles published for educational purposes; and for cultural documentation for museums, historical associations, communities and/or ethnic groups. *Students are required to have their research proposal completed and approved by the Social Sciences Institutional Review Board before starting this course. This course is offered every Spring semester.*

Prerequisites: SOC 4020 Sociology/Anthropology Research Craft and approval of research proposal by the Institutional Review Board.

SOC 4790 Supervised Internship (1-16cr)

The internship is a supervised work experience in an approved setting. *One academic credit may be earned for each 40 hours of work in the internship placement.*

Prerequisites: Junior or senior standing. Prior to registration, departmental approval of a written proposal that describes in detail the activities and educational objectives of the intern. Application materials may be obtained from Sociology faculty members or the Sociology and Anthropology department chair.

SOC 4950 Topics in Sociology (2cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 8 credits.*

SOC 4951 Topics in Sociology (4cr)

Topics courses are 2- or 4-credit, in-depth, thematic courses that may be repeated for credit under a different theme. *May be repeated up to a maximum of 12 credits.*