

The information contained in this catalog is intended for informational purposes only. Although this catalog presents policies and programs as accurately as possible at the time of publication, the university reserves the right to revise any section or part without notice or obligation. Students must follow the Integrative Liberal Studies (ILS) requirements in effect at the time of their first term of attendance as a degree-seeking student and the major requirements in effect at the time they formally declare their major. Students who must reapply and are readmitted must follow the catalog in effect at the time of their readmission. Administrative regulations are not catalog specific and are subject to change at any time.

The University of North Carolina at Asheville is committed to equality of educational experiences for students and is an Equal Employment Opportunity employer.

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THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

The University of North Carolina at Asheville is the designated liberal arts university in The University of North Carolina system. An outstanding learning community, UNCA focuses its resources on academic excellence and community partnerships.

UNC Asheville opened in 1927 as Buncombe County Junior College for area residents interested in pursuing higher education. The school underwent several name changes, mergers with local governments and school systems, and moves before relocating in 1961 to its present campus in north Asheville. Asheville-Biltmore College joined The University of North Carolina system in 1969 as the University of North Carolina at Asheville, with the distinct mission to offer an excellent undergraduate liberal arts education. Today, UNC Asheville is the only designated undergraduate liberal arts university in the 16-campus UNC system.

UNC Asheville enrolls 3,350 students pursuing bachelor's degrees in about 30 majors in the natural and social sciences, humanities, pre-professional and professional areas, as well as the Master of Liberal Arts. With an average class size of 20, UNC Asheville emphasizes a personal approach to undergraduate education characterized by close faculty-student interactions, challenging academic programs and opportunities for learning outside the classroom. The university has received national recognition for its Humanities and Undergraduate Research programs.

U.S. News & World Report ranks UNC Asheville fourth among five public liberal arts colleges in its "America's Best Colleges" edition. U.S. News lists the Undergraduate Research Program among "Programs to Look For," along with some of the top research universities in the country. UNC Asheville is consistently rated a "Best Buy" in the Fiske Guide to Colleges, which states, "The University of North Carolina at Asheville offers all the perks that are generally associated with pricier private institutions: rigorous academics, small classes and a beautiful setting. And it does it for a fraction of the cost." The Princeton Review: the Best 351 Colleges rates UNC Asheville among schools offering the "Best Academic Bang for Your Buck."

The 265-acre UNC Asheville campus is convenient to the museums, galleries, restaurants and shopping and points of interest in the thriving downtown area, as well as the outdoor opportunities in the surrounding Pisgah National Forest, Blue Ridge Parkway and Great Smoky Mountains National Park. The campus comprises classroom, administration, residence and recreation facilities, with \$49 million in capital projects under way, funded by the 2000 North Carolina Higher Education Improvement Bonds. The campus also is home to the Asheville Graduate Center, which offers master's and doctoral degree programs of other UNC institutions for people of the region, and the Reuter Center, home of the North Carolina Center for Creative Retirement.

The University of North Carolina at Asheville is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Ga. 30033-4097, 404/679-4501) to award baccalaureate and master's degrees.

MISSION STATEMENT

The University of North Carolina at Asheville offers a superior liberal arts education for well-prepared students who are committed to learning and personal growth. Its education is liberating, promoting the free and rigorous pursuit of truth, respect for differing points of view and heritage, and an understanding that values play a role in thought and action. Through this education the university aims to develop students of broad perspective who think critically and creatively, communicate effectively, and participate actively in their communities. UNC Asheville is North Carolina's only designated public liberal arts university.

Small by choice, UNC Asheville brings together faculty, students, and staff of diverse cultural backgrounds to interact closely in a supportive community. The university makes excellence in teaching the highest priority for its faculty. It fosters scholarship and creative activities by faculty and students alike.

UNC Asheville provides undergraduate programs in the arts, the humanities, the natural and social sciences, and in selected pre-professional programs that are solidly grounded in the liberal arts. The university seeks to connect the traditional liberal arts fields through interdisciplinary studies and to integrate these areas of inquiry with programs that prepare students for rewarding careers. To enhance and extend the undergraduate programs, UNC Asheville offers an interdisciplinary Master of Liberal Arts.

As a public university, UNC Asheville serves the region and state in ways that complement its educational mission. It encourages students, faculty, and staff to interact with and serve the community, and it shares cultural and educational resources with citizens at all stages of life and learning. The university houses the Asheville Graduate Center, the North Carolina Center for Creative Retirement, and other programs which provide opportunities to citizens for continued learning and public service.

The ultimate aim of the university is to provide students the best possible opportunity to acquire the skills, knowledge and understanding necessary to pursue their goals, to find meaning in their lives, and to take their places as contributing citizens of a changing society.

(Adopted by the UNC Asheville Board of Trustees Aug. 24, 2000)

COMMITMENT TO EQUAL OPPORTUNITY

The University of North Carolina at Asheville is committed to equality of educational experiences for students and is an Equal Employment Opportunity employer. UNC Asheville will not discriminate against students, applicants or employees on the basis of race, color, religion, sex, sexual orientation*, national origin, age, disability, political affiliation or any other legally protected status with respect to all terms, conditions or privileges of university-sponsored activities, employment and the use of university facilities.

The university supports the federal laws protecting members of its community, including Titles VI and VII of the Civil Rights Act of 1964 as amended, Executive Order 11246, the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, the Americans with Disabilities Act of 1990, Title IX of the Education Amendments of 1972, Sections 799A and 845 of the Public Health Service Act, N.C. General Statutes 126–16 and 126–17 and other applicable federal and state laws.

More information about the university's commitment to Equal Opportunity may be obtained from the Affirmative Action Officer, Human Resources, 232 Phillips Hall, CPO #1450, University of North Carolina at Asheville, One University Heights, Asheville, NC 28804-8503.

*UNC Asheville acknowledges and understands that the category of sexual orientation is not a protected category under federal or state laws and therefore cannot be grieved beyond the campus level.

2006-2007 ACADEMIC CALENDAR**Fall Semester 2006**

August	18	Friday	Orientation, Move-in, Convocation
	21	Monday	Classes begin Late registration
	23	Wednesday	Last day to drop/add Term I class Last day to register for Term I class
	25	Friday	Last day to drop/add full semester class Last day to register for full semester class
	28	Monday	Late-add with instructor permission begins Withdrawal period with W grade begins
September	1	Friday	Last day to late-add with instructor permission Deadline to apply for December graduation
	4	Monday	Labor Day holiday--no classes
	25	Monday	Last day to withdraw from Term I class
October	6	Friday	Term I classes end
	7	Saturday	Fall break begins
	11	Wednesday	Classes resume Term II classes begin Term I grades due
	13	Friday	Last day to drop/add Term II classes Last day to register for Term II classes
	23	Monday	Last day to withdraw from full semester class
November	4	Friday	Incomplete grades due from Spring and Summer
	15	Wednesday	Last day to withdraw from Term II class
	22	Wednesday	Thanksgiving holiday begins--no classes
	27	Monday	Classes resume
	29	Wednesday	Competencies due for December graduates
December	1	Friday	Deadline to apply for May 2007 graduation
	4	Monday	Classes end
	5	Tuesday	Reading day until 6:00 p.m. Tuesday evening exams begin at 6:30 p.m.
	6	Wednesday	Finals begin
	12	Tuesday	Finals end
	14	Thursday	Final grades due by noon
16	Saturday	Commencement for July and December graduates	

Spring Semester 2007

January	16	Tuesday	Classes begin Late registration
	18	Thursday	Last day to drop/add Term I class Last day to register for Term I class
	22	Monday	Last day to drop/add full semester class Last day to register for full semester class
	23	Tuesday	Late-add with instructor permission begins Withdrawal period with W grade begins
	29	Monday	Last day to late-add with instructor permission
February	20	Tuesday	Last day to withdraw from Term I class
March	2	Friday	Term I classes end
	3	Saturday	Spring Break begins
	12	Monday	Classes resume Term II classes begin Term I grades due
	14	Wednesday	Last day to drop/add Term II class Last day to register for Term II class
	27	Tuesday	Last day to withdraw from full semester class
April	3	Tuesday	Incomplete grades due from Fall
	16	Monday	Last day to withdraw from Term II class
	23	Monday	Competencies due for May graduates
May	1	Tuesday	Classes end
	2	Wednesday	Grades for graduating seniors due by noon
	2	Wednesday	Reading day
	3	Thursday	Reading day
	4	Friday	Finals begin
	10	Thursday	Finals end
	12	Saturday	Commencement
	14	Monday	Final grades due by noon

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Summer 2007

June	4	Monday	Schedule Adjustment
	5	Tuesday	Classes begin for 8 week and Term I classes
	6	Wednesday	Last day to Drop/Add Term I classes
	8	Friday	Last day to Drop/Add 8-Week classes
	20	Wednesday	Last day to Withdraw Term I classes
July	3	Tuesday	Classes End – Term I
	4	Wednesday	Holiday – No Classes
	5	Thursday	Classes begin for Term II classes
	6	Friday	Last Day to Drop/Add Term II classes Last Day to Withdraw 8-week classes
August	2	Wednesday	Classes End – Term II and 8-week classes

ADMISSIONS

The University of North Carolina at Asheville welcomes applications from those interested in postsecondary education and academic enrichment. To accommodate the diverse needs of the population served by UNC Asheville, five admission classifications have been established: beginning freshmen, transfer students, visiting students, post-baccalaureate students and non-degree students. The requirements and procedures for admission to each of these classifications are explained below. These classifications and the procedures for admission appropriate to each, apply to all students, whether full time or part time, day or evening. Students whose applications to UNC Asheville contain false statements or who fail to disclose all post-secondary institutions attended are subject to disciplinary action that may include dismissal from the university.

Inquiries by mail, telephone or in person are welcome at the Office of Admissions of the University of North Carolina at Asheville, CPO #1320, One University Heights, Asheville, NC 28804-8510, 828/251-6481 or 1-800/531-9842. Visit the UNC Asheville home page at www.unca.edu. Assistance is also available via e-mail at admissions@unca.edu.

REQUIREMENTS AND PROCEDURES

Beginning Freshmen

Admission to UNC Asheville is competitive. Applicants are reviewed individually to evaluate how well their goals and strengths match the university's educational mission. Factors taken into consideration include curriculum, grade point average, trend in grades, class rank if provided by the high school, and SAT Reasoning Test or ACT with Writing Test scores. The majority of the admissions decision is based on the high school record. Also considered are special interests and talents, honors received, participation in clubs and athletics, volunteer and leadership activities, international studies and other experiences that support academic achievement. Minimum Course Requirements (MCR) for the UNC system are as follows:

1. High school diploma from an accredited secondary school.
2. Four units of college preparatory English.
3. Three units of mathematics, including Algebra I, Algebra II and Geometry (Effective Fall 2006, an additional unit of mathematics will be required. It is recommended that one unit be taken in the 12th grade.)
4. Three units of science, including one unit of biological science, one unit of physical science such as Chemistry or Physics, and one laboratory course.
5. Two units of social studies to include at least one unit of U.S. History.
6. Two units of the same foreign language.

Applicants who do not meet admissions requirements may elect to attend another regionally accredited institution of higher education and successfully complete either 30 transferable semester hours/40 transferable quarter hours (six transferable semester hours/nine transferable quarter hours in each of the following subject areas: English composition, mathematics, social sciences, natural sciences, and foreign language) or successfully complete an Associate in Arts, Associate in Science or Associate in Fine Arts. They may then reapply as a transfer applicant and be reviewed for admissions consideration.

Applications are reviewed on a deadline-based schedule. Fall applicants must apply by Nov. 28 for a non-binding early decision. The final priority deadline for fall applicants is March 1. Early application is encouraged. UNC Asheville merit-based scholarship applications require receipt of all admissions materials by Nov. 28.

Each applicant for admission as a beginning freshman must submit:

1. A completed application for admission.

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2. An application fee of \$50. This is a non-refundable processing charge and does not apply to other university fees.
3. An official high school transcript (to be mailed directly by the school to UNC Asheville). This transcript should show all the applicant's high school studies through the date of application and include the grade-point average (4.0 scale) and class rank. After graduation, the applicant must request a final high school transcript showing the date of graduation, final class rank and grade point average (4.0 scale). It is strongly recommended that all application materials be submitted together. This includes the application, application fee and high school transcript.
4. Official SAT Reasoning or ACT with Writing Test scores. These scores are to be sent directly from the College Entrance Examination Board or the American College Testing Program to the Office of Admissions of the University of North Carolina at Asheville. Information and applications for the tests are available from: College Entrance Examination Board, Box 592, Princeton, NJ 09540, www.collegeboard.com, telephone 609/771-7600 (code #5013 for UNC Asheville); or American College Testing Program, P.O. Box 168, Iowa City, IA 52343-0168, www.act.org, telephone 319/337-1000 (code #3064 for UNC Asheville).
5. Official Advanced Placement (AP) scores (only if AP classes were taken). These scores must be sent directly to the Office of Admissions of the University of North Carolina at Asheville by the College Board. Write to: AP Exams, P. O. Box 6671, Princeton, NJ 08541-6671, telephone 609/771-7300.
6. Official International Baccalaureate (IB) Transcript of Grades (if IB classes were taken) must be forwarded directly to the Office of Admissions of the University of North Carolina at Asheville. Write to: International Baccalaureate, 475 Riverside Drive, 16th Floor, New York, NY 10015, telephone 212/696-4464.
7. Official transcripts for any classes taken while in high school that earned college credit. The applicant must contact the Registrar at each college and request that two official transcripts be sent directly to the Office of Admissions of the University of North Carolina at Asheville.
8. A completed UNC Asheville health form, including immunization data required by North Carolina law, sent directly to UNC Asheville Health Services after official notification of acceptance. (See Student Health Services section for details.)

Transfer Students

Transfer applications are reviewed based on high school and college records. No minimum GPA guarantees admission. A strong performance in a challenging college curriculum is preferred.

For consideration, a student must possess a minimum GPA of 2.0 on all college course work and be eligible to return to the last school attended. All students under the age of 24 must satisfy Minimum Course Requirements as set by the University of North Carolina system. A student deficient in one or more of these courses must complete 30 hours of specific course work on the college level or earn an AA, AS or AFA before becoming eligible for admission consideration.

Each applicant for admission as a transfer student must submit:

1. A completed application for admission.
2. A \$50 application fee. This is a non-refundable processing charge and does not apply to any other university fee.
3. An official high school transcript if under the age of 24 and has not earned an A.A., A.S., or A.F.A. degree.
4. Official college transcripts from all institutions previously attended, including those attended on a correspondence, extension or distance-learning basis. The applicant must contact the Registrar at each institution attended and request that two copies of an official transcript be sent directly to the Office of Admissions of the University of North Carolina at Asheville.

5. If you have not been awarded an A.A., A.S., A.F.A., B.A. or B.S. degree at time of application, you must have your high school forward an official copy of your high school transcript showing your grade-point average, class rank, date of graduation and SAT I/ACT scores (if not on transcript, please request scores from the appropriate testing service) directly to the Office of Admissions at the University of North Carolina at Asheville.
6. Official College Level Examination Program (CLEP) scores (only if CLEP exams were taken). To request CLEP scores write to: CLEP Transcript Service, P.O. Box 6600, Princeton, NJ 08541-6600, telephone 800/257-9558.
7. A completed UNC Asheville health form, including immunization data required by North Carolina law, sent directly to UNC Asheville Health Services after official notification of acceptance. (See Student Health Services section for details.)

Graduate Students - Master of Liberal Arts (M.L.A.)

Admission to the University of North Carolina at Asheville Master of Liberal Arts Program is based upon the applicant's possession of a baccalaureate degree, or its equivalent, in any field, and demonstrated interest in pursuing advanced study in the liberal arts.

All applicants for admission as MLA degree candidates must submit to the UNC Asheville Office of Admissions, CPO#1320, One University Heights, Asheville, NC 28804-8510:

1. A completed MLA application form;
2. An application fee of \$50. This is a non-refundable processing charge and does not apply to any other university fee;
3. Official transcripts of all undergraduate and graduate work previously undertaken;
4. Three letters of recommendation;
5. A statement of purpose for seeking a Master of Liberal Arts degree. This brief autobiographical essay should describe the applicant's pertinent personal and professional experience and education, as well as his or her interests and goals in pursuing the MLA degree.

In addition to these requirements, each applicant will also be interviewed on campus by members of the Graduate Council. Candidates for admission may submit their scores from the Graduate Record Examination, or other standardized tests, but that is not required.

All applicants will be informed by the program director of their admission status as soon as possible after all of their credentials have been reviewed. The notice of admission may include mention of any academic condition under which a student is offered admission. Unless otherwise indicated, failure to meet those conditions will result in the student's dismissal.

Visiting Students

Students from other colleges or universities may attend the university as visitors, provided they are in good academic standing (2.0 on all previous credits) at the institution they have been attending. Visiting students must complete a Visiting Student Application signed by a dean or another responsible academic officer. Visiting applications must be submitted each semester. Verification of immunization compliance must also be provided.

Credit will be transferred to the sponsoring institution upon written request by the student. Visiting enrollment does not constitute regular admission to the University of North Carolina at Asheville. There is a \$20, one-time-only, nonrefundable application fee for the first visiting student application.

Post-Baccalaureate Students

Students who already hold baccalaureate degrees from UNC Asheville or other regionally accredited institutions and are interested in additional undergraduate study have four choices: they may take individual courses; they may pursue a second degree; they may choose to complete a post-baccalaureate certificate of major; or they may enroll in the teacher licensure program where they may or may not choose to pursue a second degree (see Education section of catalog). The

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admission procedure is slightly different for each case. All students must provide verification of compliance with the North Carolina immunization requirement.

Those holding baccalaureate degrees who wish to pursue a second degree, or earn a certificate of major and/or enroll in the teacher licensure program will be considered transfer students for admission purposes.

Each applicant for admission as a post-baccalaureate student must submit:

1. A completed application for admission.
2. A \$50 application fee. This is a non-refundable processing charge and does not apply to any other university fee.
3. Official transcripts from all institutions previously attended, including those attended on a correspondence, extension or distance-learning basis. The applicant must contact the Registrar at each institution attended and request that two copies of an official transcript be sent directly to the Office of Admissions.
4. Official College Level Examination Program (CLEP) scores (only if CLEP exams were taken). To request CLEP scores, write to CLEP Transcript Service, P.O. Box 6600, Princeton, NJ 08541-6600, telephone 609/951-1026.
5. A completed UNCA health form, including immunization data required by North Carolina law, sent directly to UNCA Health Services after official notification of acceptance. (See Student Health Services section for details.)

Returning Students

Any University of North Carolina at Asheville student who interrupts his or her educational program by not registering for one or more regular terms of course work must reapply to the university through the Office of Admissions. An application fee of \$50 will be required only in those cases where the student has enrolled elsewhere since being enrolled at UNC Asheville. (See section pertaining to Transfer Students or Post-Baccalaureate Students.) Returning students must comply with immunization requirements.

Teacher Licensure

Applicants holding baccalaureate degrees who wish to pursue teacher licensure will be considered transfer students for admissions purposes. (Those who wish to take college courses to renew their licensure may be admitted to the university as non-degree students.) Applicants must have a 2.5 minimum cumulative grade-point average in their baccalaureate degree in order to be considered for the teacher licensure program.

Each applicant for admission as a teacher licensure student must submit:

1. A completed application for admission.
2. A \$50 application fee. This is a non-refundable processing charge and does not apply to any other university fee.
3. Official transcripts from all institutions previously attended, including those attended on a correspondence, extension or distance-learning basis. The applicant must contact the registrar at each institution attended and request that two copies of an official transcript be sent directly to the Office of Admissions, University of North Carolina at Asheville, CPO #1320, One University Heights, Asheville, NC 28804-8510.
4. Official College Level Examination Program (CLEP) scores (only if CLEP exams were taken). To request CLEP scores write to: CLEP Transcript Service, P.O. Box 6600, Princeton, NJ 08541-6600, telephone 609/951-1026.
5. A completed UNCA health form, including immunization data required by North Carolina law, sent directly to UNCA Health Services after official notification of acceptance. (See Student Health Services section for details.)

Non-Degree Students

Applicants who wish to take college courses but have no clear intention of obtaining a degree may be admitted to the university as non-degree students. Non-degree students may take up to six (6) credit hours each semester. Each non-degree applicant under the age of 24 who has not

earned a Bachelors degree or an A.A., A.S., or A.F.A. degree, must contact his/her high school to request that an official copy of transcripts be mailed to the Office of Admissions of the University of North Carolina at Asheville as part of the application process. All students must provide verification of compliance with the North Carolina immunization requirement. Students who have been denied admission for reasons of academic deficiency, or previously enrolled students who have been dismissed, may not then be enrolled as non-degree students. Admission as a non-degree student does not of itself constitute regular admission to the university. Any non-degree student in good standing (2.5 grade-point average) who has accumulated 24 semester hours of credit must submit a degree application and any additional credentials required to be eligible to take additional courses. Students who wish to continue as non-degree students beyond 24 hours may apply for exemption to the Director of Admissions and Financial Aid. Rules on academic eligibility apply to non-degree students. A \$20 non-refundable application fee is required.

Conditional Readmission Policy

Degree-seeking students who left UNC Asheville in poor academic standing (grade-point average below 2.0) may apply for readmission to the university under the Conditional Readmission Policy. This program gives students who might otherwise be unable to complete their baccalaureate degree for academic reasons the opportunity to prove themselves. To be considered for this policy, a student must not have attended UNC Asheville for a minimum of three years, and must show evidence that the reasons for the initial failure at UNC Asheville are no longer present. The Enrollment Services Committee will review all applicants.

A student approved under the policy is readmitted on a probationary basis, and must then complete 24 semester hours. Academic performance is reviewed by the Enrollment Services Committee at the completion of the 24 semester hours. If the standards established by the Committee have been met, the student is fully readmitted to UNC Asheville.

Academic work attempted prior to acceptance under the Conditional Readmission Policy is reviewed at this point, and only the credit hours (not grades) associated with courses in which the student earned a grade of C or better are applied to the degree program. Neither the hours, nor the grades for courses in which a student earned a C-, D, F or U are applied toward graduation. Required courses in which a student earned a grade below a C must be repeated.

A student's academic transcript contains all attempted courses and grades earned at UNC Asheville; however, when a student is readmitted under the Conditional Readmission Policy, the grades in courses completed prior to the semester in which the student initially applied for readmission under the policy are not factored into the overall grade-point average. The transcript reflects the student's admission to the program.

Students who are readmitted to UNC Asheville under this policy are not eligible for university-wide honors and cannot utilize the C-, D, F and U grade replacement policy. Once accepted into the Conditional Readmission program, students may not request to be removed from the program. Students may apply for Conditional Readmission one time.

Notice of Admission

Applications for admissions will be reviewed on a deadline-based schedule. Students will be notified of the admissions decision by mail. Please see the Office of Admissions website at <http://www.unca.edu/admissions> for deadlines and notification dates.

Housing Application

Submitting an application for admission does not reserve a room in a campus residence hall. A separate application for housing must be submitted along with an advance tuition deposit and residence hall room deposit to the Office of Admissions immediately following notice of admission to the university. Additional information may be found in the Student Life section of this catalog.

EXPENSES AND PAYMENTS**Estimated Expenses 2006-07 (Per Semester)****Tuition and Fees**

In-State Residents	Undergraduate	Graduate
12 or more semester hours (full-time)	\$ 1,960	\$ 2,140
9, 10 or 11 semester hours (3/4 time)	1,471	1,605
6, 7 or 8 semester hours (1/2 time)	980	1,070
1, 2, 3, 4 or 5 semester hours	490	535
Out-of-State Residents	Undergraduate	Graduate
12 or more semester hours (full-time)	\$ 7,023	\$ 7,109
9, 10 or 11 semester hours (3/4 time)	5,267	5,332
6, 7 or 8 semester hours (1/2 time)	3,511	3,554
1, 2, 3, 4 or 5 semester hours	1,756	1,778
Residence Hall Rooms		
Founders Hall	\$ 1,600	
Governors Hall	2,180 (single)	
Governors Village	1,680 (single)	
Mills Hall	1,600	
South Ridge	1,600	
West Ridge	1,600	
Board Plan	\$ 1,340	
Late Registration		
Each credit hour	\$ 10	
Maximum	\$ 70	

Note: These are estimated expenses. Final expenses may differ from these estimates. Students should request a current tuition and fee schedule.

Senior Citizens Tuition Waiver

Senior citizens (North Carolina residents who are age 65 or older) may receive a tuition waiver and register on a space-available basis only. To receive this waiver, senior citizens must register on the day of Late Registration as published in the Schedule of Classes. Senior citizens are required to pay UNC Asheville fees.

Orientation Fee

There is a one-time orientation fee of \$100 charged to all new freshmen and transfer students.

Graduation

Students must submit an application for graduation by the appropriate deadline. For May graduation, the application is due December 1; for summer graduation, the application is due June 1; for December graduation, the application is due September 1. A late application fee of \$50 is charged if the application is submitted after the published deadline.

Advance Tuition Deposit

An advance deposit of \$150 to be applied against the student's tuition and fees must be remitted by each degree-seeking applicant for admission by May 1 (or within three weeks of notice of acceptance by UNC Asheville if admitted after May 1 for Fall semester or December 15 for

Spring semester). Failure to remit within this prescribed period will constitute withdrawal of application. If after remitting the deposit the applicant decides not to attend UNC Asheville and gives notice of this decision by May 1 (or December 15 for Spring semester), the deposit will be refunded. Advance tuition deposits should be directed to the Office of Admissions of the University of North Carolina at Asheville.

Students who have interrupted their education from UNC Asheville and are returning after an absence of one or more semesters must submit an Advanced Tuition Deposit of \$300 by the appropriate deadline for re-admission.

Payment of Charges

Charges for pre-registered students are due by August 1 for Fall semester, December 15 for Spring semester, and May 20 for Summer school. Students who register immediately prior to a semester must pay all charges upon registration. Students who are registered for classes but miss a payment deadline will have their schedules canceled and must pay a \$45 re-registration fee and all tuition and fees prior to re-registering. Approved financial aid arrangements will be considered by the Bursar for delayed payment. Tuition and/or fees are subject to change without notice.

A student who is indebted to the university for any prior period is not allowed to register. Such indebtedness includes tuition and fees, housing charges, fines, or amounts in arrears on loans including National Direct Student Loans. Transcripts will not be issued until all debts have been cleared.

Residence Hall Room Deposit

A \$150 room reservation/damage deposit is required to reserve a room in a residence hall. This deposit will serve to reserve a room for each successive semester until graduation or until the student vacates the residence hall. It also serves as a damage deposit. Questions about financial hardships regarding the deposit should be directed to Housing and Residence Life.

Food Services

Food service is provided in the Dining Hall and campus snack bars. Students living in the residence halls are required to purchase a meal plan.

Required Fees

The required fees represent charges made to support student activities, athletic and recreational facilities, bond issue requirements and auxiliary services including health services.

Miscellaneous Charges

A late registration fee of \$10 per credit hour (up to a maximum of \$70) is charged if a student initially enrolls in a course(s) after the date set for registration. A late pre-registration fee of \$30 is charged if a continuing student registers after the assigned pre-registration date. A re-registration fee of \$45 is charged if a student has his or her schedule cancelled and wishes to enroll in classes again. The cost of books or other institutional materials to be purchased by the student is approximately \$300 per semester but will vary with courses selected. For students seeking teacher licensure, North Carolina charges a fee for the processing and issuance of the initial licensure to teach in the state school system, as well as a fee for the processing and issuance of the licensure for endorsement in a second area, change of name, duplication of a license and raising the licensure to a higher level. Consult the Education Department for details. A fee of \$25 is charged for any check returned to the university by the bank for any reason.

Refunds

The following policies apply to refunds:

1. A student who leaves school without officially withdrawing from the university forfeits all rights to a refund or to a reduction in his or her account.
2. Refunds for tuition and fees for the Fall and Spring semesters (except the application fee and course fees, which are non-refundable) will be on the following basis, provided the

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student officially withdraws from all courses (exits from the university during that semester).

Date of Withdrawal	Amount of Refund (percentage)
Through first week of classes	100
After 1 week of classes	90
After 2 weeks of classes	70
After 3 weeks of classes	50
After 4 weeks of classes	30
After 5 weeks of classes	15
After 6 weeks of classes	None

All refunds will be based upon the date shown on the official withdrawal form.

3. Refunds for the summer terms will be made according to the refund schedule published by the Business Office.
4. Refunds for residence hall rental will be made from a schedule on file with the Vice Chancellor for Administration and Financial Affairs, who may make a pro rata refund due to extenuating circumstances.
5. Refunds for the board plan will be made from a schedule on file with the Vice Chancellor for Administration and Financial Affairs. No refunds will be made if a student moves out of the residence hall but remains in school. The refund is based on the end of the weekly board period after the meal ticket is returned.

Tuition Surcharge

Beginning in the 1994 Fall semester, the North Carolina General Assembly imposed a 25 percent tuition surcharge on those students initially entering the University of North Carolina system as undergraduates if they take more than 140 attempted hours to complete degree requirements. Students seeking a double major or second baccalaureate degree are allowed attempted hours to 110 percent of degree requirements before the surcharge is imposed. Students who exceed the attempted credit hour limits within the equivalent of four academic years of regular term enrollment, or within five academic years of regular term enrollment in a degree program officially designated by the Board of Governors as a five-year program, are not subject to the surcharge

FINANCIAL AID

TYPES OF FINANCIAL AID

The University of North Carolina at Asheville has a broad program of financial aid for students who qualify on the basis of need and academic potential. Financial aid may consist of a scholarship, a grant, a North Carolina grant-in-aid, a loan, campus employment or a combination of these. Assistance provided by the university is designed to supplement the resources of students and their parents and should not be relied upon to defray all expenses.

Applicants for financial aid must file the electronic Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov, indicating UNC Asheville as the college choice with federal school code 002907. If you do not have Internet access you may file a paper copy of the FAFSA.

Financial aid applications should be submitted between Jan. 1 and March 1 for the academic year, which begins in late August. Students applying for financial aid after March 1 will be given consideration for all types of financial aid on a fund-available basis. Awards are made only after students have met all admission requirements.

The types of financial aid offered by the university are outlined below. Further information is available from the Office of Financial Aid.

ACADEMIC SCHOLARSHIPS

Through the generosity of past and present donors, the university offers a variety of scholarships ranging from approximately \$500 to \$2,500 per year to entering freshmen who demonstrate high academic and/or artistic achievements. Though some scholarships carry donor-specific restrictions, many of these scholarships are unrestricted and are available to students who meet the academic or academic/need criteria. Most scholarships are renewable as long as the recipient maintains the specified minimum grade-point average (GPA) and satisfactory academic progress towards his/her degree. To simplify the application process for students, UNC Asheville has placed all of these scholarships under two umbrellas—the University Laurels and Need-Based Merit Scholarships. Students should follow the application procedures listed for consideration for the various awards.

The University Laurels Program

The University Laurels Scholarship Committee will make merit awards to students with outstanding academic achievements and promise. Entering freshmen should be in the top 10 percent of their high school class and have SAT Reasoning Test scores of 1250 combined or higher on the Critical Reading and Math sections. The most competitive students will have a profile similar to the example below:

High School Rank	Upper 10 percent
Minimum grade point average	3.8 on a 4-point scale
Scholastic Assessment Test (SAT Reasoning Test)	1250 and higher on the
or	Critical Reading and Math Sections
American College Test (ACT with Writing)	28 composite or higher

Entering freshmen who wish to be considered for Laurels Scholarships should follow the instructions provided on the admissions application. An essay, list of co-curricular activities, and participation in the Laurels Interview Day are requirements for consideration. Refer to current Admissions and Financial Aid publications for the University Laurels Program application deadline.

Need-Based Merit Scholarships

Unless otherwise stated, all students should apply through the UNC Asheville Office of Financial Aid for need-based merit scholarship consideration. Students must file the Free

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Application for Federal Student Aid (FAFSA) and be admitted to the university by March 1 for consideration. The Scholarship Committee considers demonstrated student need, academic achievements and donor criteria in making awards.

Scholarships Requiring a Separate Application Process

North Carolina Teaching Fellows Program

The North Carolina Teaching Fellows Program is for outstanding North Carolina high school students who have the desire and talent to become teachers. Each \$26,000 fellowship covers the majority of the costs of tuition, fees, room, board, books and off-campus study opportunities. In exchange, they must teach for four years in North Carolina after graduation. UNC Asheville is one of 14 colleges and universities in the state offering the program. More information may be obtained from the Office of Admissions of the University of North Carolina at Asheville. Application deadline is late October.

Leadership Scholars Program

The Leadership Scholars Program offers scholarships in the amount of \$1,000 per year, renewable for four years. To be eligible, applicants must demonstrate a solid academic record, but more importantly they must show a keen interest in and talent for leadership and service in their communities and schools. More information may be obtained from the Office of Admissions of the University of North Carolina at Asheville. Refer to current Admissions and Financial Aid publications for application deadlines.

FEDERAL, STATE AND INSTITUTIONAL AID

Incentive Scholarship and Grant Program for Native Americans

The North Carolina General Assembly has provided funds for a number of grants to needy resident North Carolina Native American students in constituent institutions of The University of North Carolina. Eligibility for a grant under the Incentive Scholarship and Grant Program for Native Americans (ISGPN) is limited to a person qualifying as follows:

- (a) Admitted or enrolled as a student in good standing in a degree program at this institution.
- (b) Classified by this institution as a resident of North Carolina for tuition purposes as defined in the residence status regulations (Residence Manual, current edition) of the Board of Governors of The University of North Carolina.
- (c) Found to have financial need by this institution.
- (d) Coming within this definition of Native American: an individual who maintains cultural identification as a Native American through membership in a tribe recognized by the state of North Carolina or by the federal government or through other tribal affiliation or community recognition.

The University of North Carolina at Asheville Grants-in-Aid and the UNC Escheats Grants

These grants enable students who qualify for financial assistance to begin or continue their education at the university. Eligible candidates must be residents of North Carolina and must be full-time students for the academic year for which they request aid. Grants-in-aid are awarded primarily on the basis of need. Recipients must have a satisfactory academic record.

University of North Carolina at Asheville Foundation

The Foundation assists the Board of Trustees in developing general support for the university and raises funds for those areas of the UNC Asheville program for which state appropriations are not available or are available only in limited amounts. Most of the money raised by the Foundation is used for student financial aid.

North Carolina Student Incentive Grant

This provides grants to North Carolina residents who demonstrate financial need and are enrolled full time at the university. This program is administered for the North Carolina Education Assistance Authority by the College Foundation Inc.

University of North Carolina Need-Based Grant

This provides grants to North Carolina residents who are enrolled at the university at least half time. The program is administered for the North Carolina Education Assistance Authority by the College Foundation Inc.

Federal Pell Grant Program

The largest federal grant program, this provides education grants up to \$4,050 per year which do not have to be repaid.

Federal Supplemental Education Opportunity Grant

Funded by the federal government, this grant provides assistance for students with exceptional financial need. It does not have to be repaid.

Federal Perkins Loan Program

This long-term, low-interest loan (5 percent) is funded by the federal government for qualified students who demonstrate need. Funds must be repaid.

Federal Work-Study Program

The program provides on- and off-campus jobs for students who need financial assistance and meet the qualifications set forth by the federal government.

William D. Ford Federal Direct Loan Program

William D. Ford Federal Direct Stafford Loan is a variable, long-term, low-interest loan designed to provide students with additional funds for college. Funds must be repaid. This program includes:

William D. Ford Federal Direct Unsubsidized Stafford Loan for middle-income borrowers is a variable, long-term, low-interest loan designed to provide students who do not qualify for financial aid, or who need more money, with additional funds for college. Funds must be repaid.

Loan maximums for the *William D. Ford Federal Direct Stafford and Federal Direct Unsubsidized Stafford Loans*:

Undergraduate Students	
First year	\$2,625
Second year	\$3,500
Completed two years	\$5,500
Graduate students	\$8,500

William D. Ford Federal Direct Parent Loan Program

Parents of full-time or part-time dependent undergraduate or graduate students may borrow amounts that equal cost minus financial aid.

Emergency Student Loan Funds

These are made available by individuals or groups interested in providing interest-free loans to needy students. The Leonard S. Levitch Student Loan Fund is available for emergency situations and is repayable prior to the beginning of the next semester. Maximum loan amount is \$250.

How Need Is Assessed

Need is assessed once the institution receives the outcome from the FAFSA. The information provides the institution with an Expected Family Contribution (EFC) and that figure is subtracted from the cost of attendance (COA). If the EFC is less than the COA, the student is said

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to have a financial need and could receive grants, work and loans. If the EFC is greater than the COA, the student is said to have no financial need and could receive unsubsidized loans.

Eligibility for Financial Aid

The following types of students are eligible for financial aid: undergraduates seeking their first bachelor's degree whose total attempted credit hours (including transfer hours) or time enrolled are under 130 hours; students seeking a second undergraduate degree whose attempted credit hours are under 195 hours; and students seeking teacher licensure or enrolled in courses required to complete the licensure program.

The following types of students are not eligible for financial aid: visiting students; certificate of major students; students who are auditing classes; and non-degree students with classifications as follows: SPU (special undergraduate), SBP (special post baccalaureate), SPG (special graduate) and GSP (special graduate student).

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID RECIPIENTS

Federal financial aid programs are authorized under the Higher Education Act of 1965. The law states that students must be "maintaining satisfactory progress in the courses of study they are pursuing, according to the standards and practices of the institution at which the student is in attendance." The programs authorized under the Higher Education Act are: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study, Federal Perkins Loan, Federal Stafford Loan, William D. Ford Federal Direct Loan Program and Parent Loan. This policy also applies to all aid awarded through the university's Financial Aid Office. It is necessary to provide consistency and equity to all students receiving assistance. Any student applying for assistance must have met the progress standards for previous enrollment at UNC Asheville, whether or not they received financial aid for that enrollment.

The Satisfactory Academic Progress Policy includes qualitative measures (grade-point average) and quantitative measures, which refers to the number of credit hours earned. They are as follows:

Qualitative Measures: Grade-Point Average

Students at UNC Asheville must meet the following standards:

Credit hours	Grade-Point Average
0-29 credits	1.30
30-44	1.50
45-59	1.66
60-74	1.75
75-89	1.84
90-104	1.90
105-119	1.94
120+	2.00

Full-time undergraduate students are considered to be making satisfactory academic progress for financial aid purposes if they:

- are not suspended for violation of university policy.
- have completed 12 or more semester hours with grades of A, B, C, D, S each semester by the end of the first academic year (freshman or transfer).
- have completed 24 or more semester hours each subsequent academic year with grades of A, B, C, D, S.

Students making satisfactory academic progress in their first semester are eligible for aid in the subsequent term or academic year. Audited courses are not included in the GPA calculation because no credit is earned. Courses with grades of F, I, U, and W do not meet minimum standards. Repeated courses do not count because credit hours cannot be awarded for the same course twice.

Note: Students who receive a 0.00 grade-point average for any academic term—all Fs and/or Ws—are in violation of maintaining Satisfactory Academic Progress. Their financial aid is withdrawn immediately until credit hours and grade-point average are made up. Students who do not formally withdraw from the university and received all Fs and/or Ws while receiving financial aid will be accessed back to the 50% refund time and may owe a refund back to the school as well as the federal government.

Quantitative Measures: Credit Hours

The university looks at earned academic credit hours in relation to attempted credit hours, using the maximum time frame for financial aid eligibility. Financial aid officers review credit hours at the end of each semester, making the final determination at the end of spring semester. “Attempted hours” includes all attempted coursework, including withdrawals, remedial courses (if applicable toward a degree), repeated courses, courses with incompletes or failing grades. “Attempted hours” does not include non-credit or audited courses.

Eligibility by Exception

Full-time students should complete a minimum 12-15 credits per semester to graduate on time. However, UNC Asheville grants “eligibility by exception,” which means that the total hours earned for the semester or year must equal at least 75 percent of the hours attempted for the academic year or semester. Students may request to appeal this decision, and adjustments may be made after review by the UNC Asheville Student Aid and Scholarship Committee. Students who do not meet “eligibility by exception” may be referred to private-source lenders.

Graduation in Five Years

The normal time frame for graduation is five years. All students, undergraduates seeking their first bachelor’s degree as well as graduate students, must complete all degree requirements within five academic years from the date of first enrollment. For graduate students this time period includes the thesis and the grade requirement of a minimum cumulative GPA of 2.0. Transfer students must graduate within the normal time frame based on their classification when admitted (sophomore, junior or senior, based on maximum credits accepted by UNC Asheville).

Non-Credit, Repeat Courses and Incomplete Grades

Non-Credit courses are not counted toward satisfactory progress. Incomplete courses cannot be counted until the required work is completed and a grade is posted in the Registrar’s Office by the academic department. Repeat courses that do not provide additional earned hours (for example, increasing a grade from a D to a B) cannot be counted. Courses taken at another school will be counted by UNC Asheville when they are accepted in the Registrar’s Office.

Summer School Credit

Hours earned in summer school will be used to determine whether or not a student has made satisfactory academic progress. Therefore, a student who has not made satisfactory progress at the end of an academic year may earn hours during the following summer semester without financial aid to regain satisfactory academic progress. Federal, state or institutional financial aid is not awarded during this period until the student has regained satisfactory academic progress.

Regaining Satisfactory Academic Progress

It is possible to regain satisfactory academic progress in one of two ways:

1. Earning sufficient hours in the summer or any subsequent terms.
2. Demonstrating unusual circumstances due to the following: serious illness or accident, death or serious illness in the immediate family. Documentation must be provided at the time of appeal and may come from a physician, attorney, counselor, etc.

Financial Aid Appeal Process

Students may appeal a decision to terminate financial assistance to the Office of Financial Aid. The appeal must be forwarded in writing to the office within two weeks after the notice of termination is sent to the student. The right to appeal is forfeited if the Office of Financial Aid is not notified in writing within the specified two-week period. Forfeited appeals cannot be reviewed.

Satisfactory Progress and Unusual Circumstances

Unusual circumstances during one semester which cause the cumulative hours to drop below the required number may be considered. Requests for such consideration must be submitted in writing accompanied by documentation of student's illness, illness or death of a member of a student's immediate family, or similar circumstances.

Satisfactory Progress Notification

At the end of each spring semester, all students who are applying for aid for the next school year and who do not meet the requirements for satisfactory progress will be notified by letter mailed to their permanent address from the Office of Financial Aid. The standards of progress outlined for financial aid recipients are not applicable for purposes of continued enrollment at UNC Asheville, since such determination will be made by the university in accordance with institutional policy.

All full-time financial aid recipients are expected to enroll in 12 or more credit hours each semester; three-quarter-time students, 9-11 credit hours each semester; half-time students, 6-8 hours each semester. Courses with grades of A, B, C, D and S will qualify in meeting the minimum standards of progress. Courses with grades of F, I, U, W, X/Y and IP will not qualify in meeting minimum standards.

RESIDENCY

Residence Status for Tuition Payment

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a non-resident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following:

Residence. To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least 12 months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, 12 months of legal residence means more than simple abode in North Carolina. In particular, it means maintaining a domicile (permanent home of indefinite duration) as opposed to maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education. The burden of establishing facts that justify the classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance of the residuary information.

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status, filling out a Residence and Tuition Status Application, and providing corroborating documentary proof. This proof may include, but is not limited to: driver's licenses, parental and student tax documents, lease agreements, visas, bank account statements and marriage licenses.

Parents' Domicile. If an individual, irrespective of age, has living parent(s) or a court-appointed guardian, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, non-domiciliary status of parents is not deemed prima facie evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one's spouse are, however, relevant information in determining residency intent. Furthermore, if both a husband and his wife are legal residents of North Carolina, and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the 12-month requirement for in-state tuition status.

Military Personnel. A North Carolinian who serves outside the state in the armed forces does not lose North Carolina domicile simply by reason of such service. And students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residency intent.

In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of 12 months of legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlements for applicable tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service system applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

Grace Period. If a person (1) has been a bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of 12 months measured from the date on which North Carolina legal residence was lost. If the 12 months ends during an academic term for which the person is enrolled at a state institution of higher education, the grace period extends to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

Minors. Persons under 18 years of age usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina and (2) begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution.

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her 18th birthday, that person on achieving majority, will be deemed a

legal resident of North Carolina of at least 12 months' duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of 12 months' duration pursuant to this provision continues to be a legal resident of the state only so long as he or she does not abandon North Carolina domicile.

Lost but Regained Domicile. If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and re-acquires North Carolina domicile within a 12-month period, that person, if he or she continues to maintain the re-acquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual 12-month duration requirement. However, any one person may receive the benefit of this provision only once.

Change of Status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

Teacher Licensure. Full-time teachers and other full-time public school personnel paid on the North Carolina teacher salary schedule and domiciled for any duration in this state can receive the in-state tuition rate for courses relevant to teacher licensure or to professional development as a teacher.

Appeals of Rulings. Any student or prospective student may appeal the ruling of the Registrar's Office in writing to the chair of the Institutional Residency Appeals Committee. Appeal of this committee's ruling may be made to the State Residence Committee; such appeals are to be filed with the chair of the Institutional Residency Appeals Committee and will be forwarded to the state committee. Details concerning appeals may be obtained from the Registrar's Office.

CAMPUS LIFE

Campus Life encompasses organized activities outside the classroom that involve student participation or support students in a formal way. Campus Life includes five broad areas of responsibility: Housing and Dining Services; Student Health Services and Counseling; Highsmith University Union; Recreation; and Student Activities and Integrative Learning (SAIL). A number of university committees are concerned with student life and programs, including the Campus Commission on Student Services Funds, Cultural and Special Events Committee, Program Board (Underdog Productions), Recreation and Intramurals Committee, Parking Commission and Student Conduct system.

Bulldog Barker

Distributed online every two weeks, this list of campus events includes information on programming and happenings at UNC Asheville.

Cultural and Special Events

Composed of volunteer students, faculty and staff, the Cultural and Special Events Committee works closely with the Integrative Liberal Studies program to present major performing arts programs as well as an annual Distinguished Speakers series. The calendar of events is designed to enrich and extend the academic, intellectual and cultural atmosphere of the campus and the broader community of Western North Carolina. National and international touring companies range from theatre and modern dance to concerts by well-known world music, jazz or light classical musicians as well as many other musical styles. Renowned authorities in current issues as well as poets and authors give lectures and readings annually. For more information, visit www.unca.edu/culturalarts.

Highsmith University Union

Highsmith University Union is the center of UNCA campus life. Highsmith University Union is dedicated to serving the entire campus community as a social center and by offering a variety of programs. Union programs, while being educational and fun, are opportunities for participants to develop a lifelong commitment to personal wellness, practice leadership, and develop a sense of attachment to their peers, to the Union and to the University. The Union offers comprehensive development programs for student staff focusing on transferable skills, field specific skills, and program ownership. Highsmith Union houses the game room, food court, bookstore, Rocky's convenience store, computer lounge, cycle chop, OneCard office, and the Copy & Shipping Center. Union and Underdog Productions' programming includes lawn party, block party, comedians, magicians, game shows, bands, Homecoming, and much more. Complete information about Highsmith Union facilities and programs is available at www.unca.edu/highsmith.

Student Programming (Underdog Productions)

Underdog Productions is UNC Asheville's student-run campus activities board. Membership is open to all students. The organization is dedicated to providing the campus community with entertaining social and educational events including concerts, coffeehouse solo artists, co-sponsored events with other student organizations and university departments.

International Student Affairs

The Office of International Student Affairs coordinates advising, residency and programming for students studying at UNC Asheville from dozens of different countries.

Recreation

UNCA Campus Recreation is a partnership of people who facilitate the development of healthy lifestyles through leisure activity by providing diverse recreational and educational programming in an environment which values and embraces individual differences. Participants in

Campus Recreation programs develop a lifelong commitment to personal wellness, practice leadership, and develop a sense of attachment to their peers, to Campus Recreation and to the University. Campus Recreation offers comprehensive development programs for student staff focusing on transferable skills, field specific skills and program ownership. Campus Recreation program areas include the Health & Fitness Center, Outdoors, Wellness, Intramural Sports and Sport Clubs. Complete information about all Campus Recreation programs is available at www.unca.edu/recreation.

STUDENT ACTIVITIES AND INTEGRATIVE LEARNING (SAIL)

Student Leadership Programs

Student Leadership Programs were developed with the belief that leadership skills can be learned and that UNC Asheville students deserve the best program available to develop these skills. These programs provide students with a range of opportunities to serve in a leadership capacity, from outdoor activities to workshops and seminars, with the goal of providing a comprehensive and diverse program of leadership development. They include the following:

Leadership Workshop Series. A discussion series open to all students, faculty and staff that explores topics ranging from philosophy of leadership to strategic planning and communication skills.

Individual and Group Consultation. The Student Life staff is available to provide assistance to individuals and groups on a one-to-one basis.

Perspectives on Leadership (IST 253). A 3-credit-hour interdisciplinary course for students interested in the academic study of leadership, focusing on leadership theory, practical application and personal leadership development.

Leadership Retreats/Workshops. Assistance is provided in planning and implementing retreats and workshops of a half day or a full weekend, designed to help students learn new skills and ideas about leadership in a fun-filled, personal setting.

Academic and Leadership Awards Presentation. This annual tradition honors the university's outstanding student leaders and scholars who have contributed to the campus community.

Student Organization Services

Co-curricular student organizations are an important aspect of college life. There are about 50 social and special interest clubs, honor societies, service groups, religious organizations and Greek organizations. They offer an opportunity to develop leadership skills, self-confidence and individual talents.

Greek Life

Greek-letter sororities and fraternities, an integral part of co-curricular life, include the following organizations at UNC Asheville: Alpha Xi Delta, Gamma Phi Beta, Kappa Delta Rho, Sigma Nu and Theta Chi.

Summit Program for New Students

The Summit program engages students in experiences that will help clarify college goals and involve them in many aspects of student life once they arrive on campus. Information on classes, campus services, diversity and individuality, and campus life programs are part of the Summit program, held four days at the beginning of fall semester.

Student Media

Other campus media for students include the student newspaper, The Blue Banner, which is published Thursdays and covers campus news and features and other news that affects students, Headwaters creative arts magazine and a campus radio station.

Multicultural and Diversity Student Affairs

The Office of Multicultural Student Programs promotes diverse events that are inclusive, multicultural and enlightening. Lectures, concerts, seminars, conferences, leadership workshops, educational/ recreational trips, special programs, and career building experiences are organized by this office to help prepare students to live in a global society. Hispanic, Native American, Black History, Women's History, and Asian/Pacific Islander Heritage months are celebrated in collaboration with respective student organizations. The department presents programming that helps students develop a clearer understanding of world views that effectively impact their work and relationships with colleagues, students, and others.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is recognized by the university as the governing body of the students. The SGA plays a vital role in policy-making procedures, serving as a voice for students and settling student grievances. The president of the Student Government Association is a full voting member of the Board of Trustees of UNC Asheville.

The executive branch of the SGA is led by the president of the student body, the elected representative of the entire student body, charged with representing concerns of students as they are reflected by the Student Senate. The senate is responsible for recommending policies and procedures consistent with the welfare of the students. The legislative branch of the SGA, led by the vice president, is primarily responsible for this important function. Students are encouraged to get to know their Senate representatives so concerns of the student body can be properly reviewed. Senate meetings are held at least every other week during the academic year. All students are invited to attend.

CAMPUS MINISTRIES

The Office of Campus Ministries helps coordinate the activities of many different student religious organizations, including Baptist Student Union, Campus Crusade for Christ, Catholic Student Association, Fellowship of Christian Athletes, Illumination, Intervarsity Christian Fellowship, Jewish Student Association, Presbyterian Campus Fellowship, Reformed University Fellowship and United Methodist Campus Ministry. Adjacent to campus are Baptist Student Union and Cooperative Campus Ministries houses.

SERVICES FOR STUDENTS

Career Center

The Career Center, located in 259 Highsmith Union, provides students and alumni with comprehensive guidance and services for their lifelong career development. Professional staff is available to assist with career-related concerns including choice of a major, career assessment, obtaining occupational information, developing a resume, honing interviewing skills and determining internship, graduate school, and job-searching strategies. The Career Center coordinates the campus Student Employment Program, on-campus job fairs and information sessions with employers, and maintains a website (www.unca.edu/career) with career-related information and job and internship listings. Additional career and graduate school resources are housed in the Career Center's library.

Counseling Center

The Counseling Center, located in Weizenblatt Hall, provides services designed to assist students in making decisions concerning their total development, including personal counseling and psycho-education. In addition to short-term individual counseling, the center offers group counseling, alcohol and substance abuse education, biofeedback for stress management, and provides workshops on a variety of topics throughout the year. The center is open from 8 a.m. to 5 p.m., Monday-Friday and counselors are on-call after hours for psychological emergencies. The center is staffed by licensed professional staff. All services are free and confidential.

Student Health Services

The era of college health services functioning strictly as infirmaries has largely passed. Universities today more fully recognize the importance of health as it relates to an individual's ability to learn and serve. Strong administrative support for an active and innovative health service has allowed UNC Asheville to provide outstanding care and involvement with the university community at one of the lowest fees in the state system. The role of Student Health Services extends beyond simply illness-related care to the areas of disease prevention and health promotion.

Student Health Services in Weizenblatt Hall provides appropriate family practice-oriented care for the range of health needs and concerns of a varied population. Visits are covered through each student's health service fee, with on-the-spot charges for lab work only. Students are responsible for prescription medication costs. Hours are Monday-Friday, 9 a.m.-5 p.m., preferably by appointment when school is in session, except during summer school when hours are curtailed. After-hours and weekend coverage is provided through the Mountain Area Family Health Center, with which Student Health Services is affiliated, though expenses incurred are not covered by the basic fee. Hospitalization through our physician and his associates is also available when the need arises. Local referrals can be arranged for special problems. A university-sponsored health insurance plan at a very reasonable rate is available to all students. Student Health Services is an active member of the American College Health Association and maintains the highest standards of care.

North Carolina General Statute 130A, Article 6, Part 2, establishes specific immunization requirements for all students enrolled in colleges or universities. Student Health Services monitors student compliance with this immunization law. Students must submit the health form with immunization data signed by a physician in order for Student Health Services to review individual student compliance with the legal and UNC Asheville requirements. Students should make every effort to submit verification of their compliance prior to enrollment at UNC Asheville. State law allows a 30-day grace period for compliance. If, at the end of that time, students are not in compliance they are subject to dismissal from UNC Asheville. Under certain conditions, students may be reinstated within one week; however, reinstatement in individual classes will be subject to instructor approval, and financial aid awards may not be reinstated.

Office of Liberal Arts Learning and Disability Services

UNC Asheville complies with laws designed to protect the rights of disabled persons, including the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. UNC Asheville focuses on the student as an individual and works toward equal opportunity, full integration into the campus environment, physical accessibility and the provision of reasonable accommodations, auxiliary aids and services to students. Support services such as tutoring, readers, assistance and counseling for disabled students, and other services are available. Services are designed and developed based on individual needs, and students may use any of the services appropriate to their needs at no charge. A visit to the campus before acceptance or matriculation is recommended.

Campus Police

The Department of Campus Police, located in Vance Hall, exists to protect life and property, manage the university's parking services, provide crime prevention services, and be of general assistance to the university community (including 24-hour escorts, key extraction and jump-starts). The department consists of university police, security, communications and parking services personnel whose mission is "to maintain a safe, secure and peaceful environment with a positive social atmosphere, where meaningful learning can take place."

All university police officers are state certified, derive their powers from North Carolina General Statute 116-40.5, and have met or exceeded the requirements established by the North Carolina Criminal Justice Training Standards Commission. These officers, supplemented by trained non-sworn security officers and public safety telecommunicators, are available 24 hours a day, seven days a week. In compliance with the Jeanne Clery Disclosure of Campus Security and

Campus Crime Statistics Act, UNC Asheville's Campus Police information can be obtained at www.unca.edu/publicsafety.

HOUSING, DINING, AND RESIDENCE LIFE

Dining Services

Dining Services is operated by Chartwells Dining Services. The Dining Hall is the main dining facility for students, faculty and staff, offering options that include specialty grill items, entrees, pizza, salad bar, deli counter and items for special dietary needs. Resident students are required to purchase a meal plan, and commuting students also may purchase a meal plan. A dining points system allows students to make deposits into a fund that may be accessed for the Dining Hall or Cafe Ramsey.

Residence Halls

The Office of Housing and Residence Life is committed to providing a clean, safe living environment for all residents. The residence halls represent a wide variety of living options including single, double and suite-style living arrangements. A professional staff member lives in each residence hall area, and resident assistants (RAs) live on every hall of each building. These staff are key to keeping the facilities in top-notch condition. Each of the five residence hall areas is a short walk from the classroom buildings, the library, dining hall, and recreation facilities. All areas offer computer labs, laundry facilities and lounges for students to study or relax. Rooms are furnished with beds, desks, chairs, chests of drawers, blinds, and closet space. Cable TV connections, high-speed Internet access and telephone service are included in the housing package at no additional cost.

Residence Life offers programming that complements and enriches classroom work. Staff members plan and coordinate educational and social programs and entertainment that include a wide variety of activities, such as lectures, movies, discussion groups and intramural teams.

Students who live in UNC Asheville housing sign a Housing and Food Service Contract upon checking into the residence halls. The term of this contract is for one academic year consisting of two semesters, or for an alternate period beginning sometime after fall semester begins and terminating at the end of spring semester. The Housing and Food Service Contract includes a meal plan that is required for all resident students. By signing this contract, each resident agrees to observe all rules and regulations of the university and the Office of Housing and Residence Life as outlined in the Residents' Handbook and the Student Handbook. A complete listing of policies and procedures is distributed to new residents each semester and is available to other students upon request. It contains regulations and guidelines pertaining to check-in and check-out, room assignments and changes, pets, personal safety, mail delivery, key replacement, parking, maintenance, overnight guests, visitation and many other topics.

Off-Campus Housing

Students who plan to live off campus make their own living arrangements. They are governed by the rules and regulations of the university when they are on campus.

ATHLETICS DEPARTMENT

Mission Statement

UNC Asheville is a selective, public liberal arts institution. UNC Asheville's Intercollegiate Athletic Program reflects the attitudes and values underlying the University's overall mission: academic excellence, diversity, equity, integrity, service, and accomplishment. The UNC Asheville athletics program contributes to this liberal arts culture in two ways. First, athletics programs foster a sense of community and pride by fielding NCAA Division I teams and developing talented student-athletes who successfully represent UNC Asheville in competition and reflect the University's commitment to overall excellence. Accordingly, the athletics program encourages an atmosphere of respect for self and others through the development of ethical conduct, sportsmanship, leadership, and citizenship and provides equitable opportunities for all

students and staff, including women, minorities and individuals of all sexual identities. Second, the program provides an additional campus experience for capable students to grow and develop academically, personally, socially, and athletically. This experience promotes institutional commitment and pride on the part of students, faculty, staff, and alumni.

UNC Asheville intercollegiate athletics has participated in NCAA Division I competition for the past 20 years. The school is a member of the Big South Conference and offers 14 sports. The sports include on the men's side: baseball, basketball, cross country, indoor and outdoor track and field, soccer and tennis. On the women's side: basketball, cross country, indoor and outdoor track and field, soccer, tennis and volleyball. UNC Asheville has built a wonderful tradition in intercollegiate athletics with recent highlights such as men's basketball winning the league championship and becoming the first team in Big South history to win a NCAA Tournament basketball game, women's basketball was the most improved team in the country in 2004 and reached the Big South title game the following season, the women's soccer team captured its first ever Big South regular-season championship in the fall of 2004 and volleyball player Leslie Whitfield set a NCAA record for digs in the 2002 season.

The UNC Asheville Athletic Department offices are located in the Justice Center. The Justice Center houses a 1,100-seat basketball arena and locker rooms plus an indoor swimming pool. The Health and Fitness Center is located next to the Justice Center and has a weight and fitness room, elevated track, basketball, volleyball and racquetball courts. Outdoor athletic facilities include the UNC Asheville Tennis Center, Greenwood Fields for soccer and baseball and the Karl Straus Track.

Looking to the future, UNC Asheville's athletic teams will be playing in renovated and new facilities. The school has recently adopted a master plan to renovate all of UNC Asheville's outdoor facilities which means improved venues for baseball, soccer, tennis and track and field. UNC Asheville will also be a part of the new convocation center that will be built in the near future. The convocation center will house the home court for basketball and volleyball teams.

UNIVERSITY REGULATIONS

UNIVERSITY RULES AND REGULATIONS

All students are governed by federal, state and local laws in addition to university rules and regulations. By authority of The Code provisions governing The University of North Carolina and the chancellor, it is the duty of the University Judicial System to have jurisdiction over matters pertaining to students in situations where: (1) infractions of university rules and regulations are possibly serious enough to lead to probation, suspension or expulsion; (2) infractions of university rules and regulations result in damages to property and there is a dispute as to guilt. Procedures of the university judicial system will afford students an opportunity for due process in these situations. Specific university rules and regulations may be found in the Student Handbook, which is published annually.

Motor Vehicles

All vehicles parked on campus must be registered with the Department of Public Safety and are subject to current Traffic and Parking Regulations, published annually by the Department of Public Safety.

Policies Relating to Disruptive Conduct

The University of North Carolina has long honored the right of free discussion and expression, peaceful picketing and demonstrations, the right to petition and to assemble peaceably. That these rights are a part of the fabric of this institution is not questioned. They must remain secure. It is equally clear, however, that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the rights of other members of the community cannot be tolerated. Accordingly, it shall be the policy of the university to deal with any such disruption, destruction or interference promptly and effectively, but also fairly and impartially, without regard to race, religion, sex or political beliefs.

Sexual Harassment

Sexual harassment is illegal. It is against university policy and will lead to disciplinary action. If you have experienced or witnessed what you believe to be sexual harassment, or if you have questions, you should contact your advisor, a member of the Counseling Center staff or the Affirmative Action officer/director of Human Resources/Personnel.

Alcoholic Beverages

The university will establish no policy or regulation that sanctions either the use of alcoholic beverages or any action which contravenes state or federal law regarding their purchase or consumption. North Carolina Alcoholic Beverage Control Laws make it unlawful for anyone under 21 years of age to purchase or possess or consume alcohol, or for anyone to aid such a minor in purchasing, possessing or consuming alcoholic beverages.

All members of the university community are responsible for obeying state laws indicated above and state laws pertaining to the transportation of alcohol and the consumption of alcohol in public places (General Statutes 18-51). Students are further expected to follow the university's Alcoholic Beverage Policy as stated in the Student Handbook.

The university discourages the drinking of alcoholic beverages, drunkenness and other abuses of alcoholic beverages by any person. Being under the influence of alcohol is considered a serious breach of conduct, and students who violate these standards are subject to appropriate disciplinary action as outlined in the Student Handbook.

Policy on Illegal Drugs

I. Purpose

The University of North Carolina at Asheville is an academic community dedicated to the transmission and advancement of knowledge and understanding. The Board of Trustees is committed to the maintenance and protection of an environment in which students and faculty

members may responsibly pursue these goals through teaching, learning, research, discussion and publication, free from internal or external restraints that would unreasonably restrict their academic endeavors. Moreover, it is the obligation of all members of the university community—faculty, students, administrators and other employees—to help maintain an environment where academic freedom flourishes and in which the rights of each member of the academic community are respected. The illegal use of and trafficking in drugs can jeopardize the welfare of members of this academic community. Accordingly, in an effort to responsibly address such threats to the integrity of the academic environment, the Board of Trustees adopts this policy.

II. Applicable Policies, Practices and Programs

A. Education, Prevention, Counseling and Rehabilitation.

1. Just as the primary purpose of the University of North Carolina at Asheville is education, so also the university's major effort to address drug abuse should be educational in nature. The university shall maintain a comprehensive drug education program available to all members of the academic community (students, faculty, administration and staff). The activities of the program shall be the responsibility of the Drug and Alcohol Education Task Force composed of two faculty members appointed by the Provost, two students appointed by the Student Government President and two staff/ administrators appointed by the Chancellor. The Provost or his designee shall chair the committee. The Task Force shall develop and coordinate an ongoing program available to all members of the academic community that:
 - a. informs members of the academic community about the health hazards associated with drug abuse.
 - b. emphasizes the incompatibility of drug abuse and the maximum achievement of personal and educational goals.
 - c. encourages members of the campus community to make use of available campus and community counseling, as well as medical and rehabilitation resources in dealing with drug abuse problems.
 - d. informs members of the academic community that they also may be subject to criminal prosecution for violating state laws relating to the illegal use, possession, delivery, sale, manufacture or creation of controlled substances.
2. UNC Asheville shall provide information about drug counseling and rehabilitation services to members of the university community through campus-based programs for students and through community-based organizations for faculty, staff and students. Persons who voluntarily avail themselves of university services shall be assured that applicable professional standards of confidentiality will be observed.

B. Enforcement and Penalties

1. The University of North Carolina at Asheville shall take all actions necessary, consistent with state and federal law and applicable University policy, to eliminate illegal drugs from the University community. The institutional policy on illegal drugs shall be publicized in catalogs and other relevant materials prepared for all enrolled and prospective students and in relevant materials distributed to faculty members, administrators and other employees.
2. Students, faculty members, administrators and other employees are responsible, as citizens, for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver or manufacture those drugs designated collectively as controlled substances in Article 5, Chapter 90, of the North Carolina General Statutes. Any member of the university community who violates that law is subject both to prosecution and punishment by civil authorities and to disciplinary proceedings by the university. It is not double jeopardy for both the civil authorities and the university to proceed against and punish a person for

the same specified conduct. The university shall initiate its own disciplinary proceedings against a student, faculty member, administrator or other employee when the alleged conduct is deemed to affect the interests of the university.

3. Penalties shall be imposed by the university in accordance with procedural safeguards applicable to disciplinary actions against students and faculty members according to the Student Government Association Judicial Code of the University of North Carolina at Asheville; The Code, Board of Governors, The University of North Carolina, Chapter VI, Academic Freedom and Tenure, Section 603, Due Process before Discharge or the Imposition of Serious Sanctions; appropriate sections of the current UNC Asheville Faculty Handbook; and the University Personnel Policies for Designated Employees Exempt From the State Personnel Act, the University of North Carolina at Asheville; and by regulations for the State Personnel Commission.
4. The penalties to be imposed by the university shall range from written warnings with probationary status to expulsions from enrollment and discharges from employment. However, the following minimum penalties shall be imposed for the particular offenses described.
 - a. Trafficking in Illegal Drugs
 - (1) For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualine), any student shall be expelled and any faculty member, administrator or other employee shall be discharged.
 - (2) For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94 (including, but not limited to, marijuana, phenobarbital, codeine), the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, administrator or other employee shall be discharged.
 - b. Illegal Possession of Drugs
 - (1) For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.
 - (2) For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, the minimum penalty shall be probation for a period to be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of

probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation.

- (3) For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators or other employees.

5. Suspension Pending Final Disposition

When a student, faculty member, administrator or other employee has been charged by the university with a violation of policies concerning illegal drugs, he or she may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or, in the Chancellor's absence, the Chancellor's designee concludes that the person's continued presence within the university community would constitute a clear and immediate danger to the health or welfare of other members of the university community, provided that if such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

III. Implementation and Reporting

Annually, the Chancellor shall submit to the Board of Trustees a report on campus activities related to illegal drugs for the preceding year. The reports shall include, as a minimum, the following: (1) a listing of the major educational activities conducted during the year; (2) a report on any illegal drug-related incidents, including any sanctions imposed; (3) an assessment by the Chancellor of the effectiveness of the campus program and; (4) any proposed changes in the policy on illegal drugs. A copy of the report shall be provided to the President of The University of North Carolina system.

ACADEMIC POLICIES AND PROCEDURES

All students are expected to be aware of their academic status and academic and university policies. All students are responsible for the proper completion of their academic program(s), for familiarity with the university catalog, for maintaining the grade-point average required, and for meeting all other degree requirements, including attendance at the commencement exercises at which they will receive their diplomas. Advisors will advise and counsel, but the final responsibility remains that of the student. Final responsibility for scheduling and enrolling for courses required for the degree lies with the student. If a student with a disability needs an accommodation, that request must be received by the Director of Disability Services four weeks prior to the start of the semester.

Students are required to have knowledge of and observe all regulations pertaining to campus life and student department. They are responsible for maintaining communication with the university by keeping on file with the Registrar's Office at all times a current address, including ZIP code and telephone number.

Every student while associated with the university is expected to behave in campus and community life in a manner that will reflect credit upon the university.

ACADEMIC HONESTY

As a community of scholars dedicated to learning and the pursuit of knowledge, UNC Asheville relies on the honesty and academic integrity of all the members of its community. Any act of plagiarism or cheating is academic dishonesty. A person who knowingly assists another in cheating is likewise guilty of cheating. According to the instructor's view of the gravity of the offense, a student may be punished by a failing grade or a grade of zero for the assignment or test, or a failing grade in the course. If it seems warranted, the instructor may also recommend to the Provost dismissal or other serious university sanction.

A student accused of academic dishonesty should talk with his or her instructor. In all situations where a student has been disciplined for plagiarism or cheating, the instructor is to submit to the Provost a brief statement of the case; the student is to receive a copy of this document. Depending upon the severity and/or repetition of the offense, the Provost may choose to impose a penalty of cancellation of graduation with honors; cancellation of scholarships; dismissal from the university; or any other penalty which he or she deems logical and deserved. A student has 10 class days to respond to this document in writing; this response is to be sent to the Provost for attachment to the document submitted by the instructor.

The student may choose to contact the Faculty Conciliator, who will advise the student of his or her rights, and attempt to mediate between the student and the instructor before proceeding to bring the case before the Academic Appeals Board. If the student is satisfied with the results of this mediation, then the formal hearing before the Board will not take place. The request for this formal hearing must be made by the student within 10 class days of receiving the copy of the instructor's statement to the Provost.

TRANSCRIPTS AND RELEASE OF STUDENT RECORDS

In order to comply with federal regulations, the University of North Carolina at Asheville has adopted institutional policies and procedures to be followed with regard to the disclosure of information from the education records of current and former students. The student record policy of the University of North Carolina at Asheville conforms to the Family Educational Rights and Privacy Act of 1974 (Public Law 93-380). Copies of Public Law 93-380 may be found in Ramsey Library and the Registrar's Office. This policy gives a student the right to inspect his or her educational record within a reasonable length of time, to ask for interpretations, and to request that

any inaccuracies be corrected. Education records are in the custody of the Registrar. The original and two microfilm copies of the UNCA transcript are kept permanently. All other documents are destroyed six years after graduation or after the student has failed to re-enroll at the University for six consecutive years.

Copies of the student's official UNC Asheville transcript are released only on the written request of the student, and only after all obligations to the University, financial and otherwise, have been fulfilled. Requests for transcripts should be made to the Office of the Registrar. There is no charge for transcripts. Transcripts are issued within one week of receipt of the written request, except during the beginning and ending weeks of each semester, when more processing time may be required. Transcripts received from other schools are the property of the university and are not copied or released.

Grades cannot be released to parents or guardians without the written permission of the student. Special forms to send copies of grades are available in the Registrar's Office and must be completed each semester in which a student wishes to send grades to a third party.

The university does not permit access to or the release of education records without the written consent of the student with the following exceptions: (a) to UNC Asheville officials, including faculty, who require such records in the proper performance of their duties; (b) in connection with the student's application for or receipt of financial aid or Veterans Administration benefits; (c) to organizations conducting studies for educational and governmental agencies (in which case individual students are neither identified nor identifiable); (d) U.S. government agencies as listed in Public Law 93-380; (e) parents of a dependent student as defined in the Internal Revenue Code of 1954; (f) accrediting agencies; (g) to comply with a judicial order or lawfully issued subpoena; (h) appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or any other person; and (i) directory information.

Directory information is defined as: student's name, address, telephone number, date and place of birth, entrance status, classification, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, (including Dean's List, Chancellor's List and scholarships) and the most recent educational agency or institution previously attended by the student. Students who do not wish their information released outside the university or published in the campus directory must give written notice to the Registrar's Office.

ACCEPTANCE OF TRANSFER CREDIT

The university will accept for transfer credit those courses completed with a grade of C or better taken at regionally accredited undergraduate institutions and determined to be compatible with the university's programs. Courses submitted for transfer credit are evaluated by the Registrar's Office and, in cases of doubt, equivalency may be determined by the chairs of appropriate departments.

Courses from regionally accredited two-year colleges will be evaluated in the same manner as those from four-year institutions, except in the case of specific administrative agreements with two-year colleges. Students with 60 or more credits from two-year institutions must earn a minimum of 60 additional credits at four-year institutions. Applied courses, whether technical or methodological (except in the fine arts), are not transferable unless they are approved by the chairs of the appropriate departments.

Courses to satisfy Integrative Liberal Studies and major requirements are judged individually. They should be generally equivalent in information and methodology to courses in the university's Integrative Liberal Studies curriculum or major programs. In cases of doubt, the chairs of the appropriate departments will determine the equivalency accepted. Courses will be considered electives if they are not part of the Integrative Liberal Studies requirements or required for the major or minor.

PERMISSION TO TAKE A COURSE AS A VISITOR AT ANOTHER INSTITUTION

Students in good academic standing who wish to take courses at another regionally accredited institution must have written permission from UNC Asheville's Registrar's Office prior to enrolling at another school. If a course is to be used as an Integrative Liberal Studies requirement or as an elective, only the Registrar's permission is required; if a course is a requirement for the major, written approval by the student's major department chair must be presented to the Registrar before permission can be granted.

Only students in good academic standing may have permission to visit another school. Students who have reached junior or senior standing (or if the courses requested will cause the student to exceed 60 semester hours) may not receive permission to receive course credit from a two-year school.

Special forms detailing additional regulations and the procedures for requesting permission to visit another institution are available in the Registrar's Office.

Correspondence, Extension, CLEP or PEP Credit

UNC Asheville may accept a combined total of 30 semester hours of credit for correspondence or extension courses, or for examinations of the College Level Examination Program (CLEP) and Proficiency Examination Program (PEP). In the case of correspondence credit, proficiency examinations may be required. Please contact the Registrar's Office for specific information.

ADVANCED PLACEMENT

UNC Asheville awards academic credit of 3 to 6 semester hours to enrolled students who receive scores of 3, 4 or 5 on Advanced Placement tests offered by the College Board. The required score, amount of credit, and course waiver(s) offered are determined by the academic departments for which Advanced Placement tests are available. The following schedule of credit and waivers is maintained by the Registrar. Advanced Placement credit accepted at other post-secondary institutions is not automatically transferred to UNCA but is reviewed in accordance with the schedule.

AP Test	Grade	Credit Hours	Course Waiver(s)
Art			
History	5	3	ARTH 201 or 202
Studio, Drawing	5	3	None (A)
Studio, General	5	3	ART 100
Biology	4, 5	4	BIOL 123 and 124
Chemistry	4, 5	3	CHEM 132
Computer Science			
A	3, 4, 5	3	CSCI 201
AB	3	3	CSCI 201
	4, 5	6	CSCI 201, 202
Economics			
Macro	3, 4, 5	3	ECON 101
Micro	3, 4, 5	3	ECON 102
English			
Language & Composition	5	4	LANG 120 (B)
Literature & Composition	5	4	LANG 120 (B)
Environmental Science	3, 4, 5	3	ENVR 130

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Foreign Language			
French			
Language	3	3	FREN 210
	4, 5	6	FREN 210, 220 (C)
Literature	3	3	FREN 210
	4, 5	6	FREN 210, 220 (C)
German			
	3	3	GERM 210
	4, 5	6	GERM 210, 220
Latin			
Literature	3	3	CLAS 102
	4, 5	3	CLAS 212
Virgil	3	3	CLAS 102
	4, 5	3	CLAS 212
Spanish			
Language	3	3	SPAN 210
	4, 5	6	SPAN 210, 220 (C)
Literature	3	3	SPAN 210
	4, 5	6	SPAN 210, 220 (C)
Government and Politics			
Comparative	3, 4, 5	3	POLS 281
United States	3, 4, 5	3	POLS 220
History			
European	3, 4, 5	3	HIST 152 (D)
United States	4, 5	3	HIST 102
World	3, 4, 5	3	HIST 152 (D)
Mathematics			
Calculus AB	3, 4, 5	4	MATH 191
Calculus BC	3	4	MATH 191
	4, 5	8	MATH 191, 192
Statistics	3, 4, 5	4	STAT 185
Music Theory	3, 4, 5	3	Individually evaluated
Physics			
B	3	3	PHYS 131
	4, 5	6	PHYS 131, 231
C (Mechanics)	3, 4, 5	3	PHYS 221
C (Electricity and Magnetism)	3	3	PHYS 231
	4, 5	6	PHYS 221, 222
Psychology	3, 4, 5	3	PSYC 102

Notes:

- (A) AP test and review of portfolio by Art Department may result in course waiver.
- (B) Students will not receive credit for both Language and Composition and Composition and Literature and Composition AP tests.
- (C) Students who score 5 on either test should call the department chair for placement.
- (D) Students will not receive credit for both European and World History AP tests.

International Baccalaureate

UNC Asheville academic credit and course waivers will be granted to enrolled students who have obtained the required scores on the Higher-Level IB exams listed below. No academic credit will be awarded for Subsidiary-Level IB exams, and only those Higher-Level IB exams listed below are eligible for academic credit and/or course waiver. Official IB transcripts will be evaluated by the Registrar in consultation with department chairs. IB credit accepted at other post-secondary institutions is not automatically transferred to UNC Asheville but is reviewed in accordance with the schedule that follows.

IB Exam	Grade	Credit Hours	Course Waiver
Biology	6, 7	4	BIOL 123 and 124
Chemistry	5	3	CHEM 132
	6, 7	4	CHEM 144
Computing Studies	5, 6, 7	6	CSCI 201, 202
Economics	5, 6, 7	3	ECON 101
English	6, 7	4	LANG 120
French A/B	4	3	FREN 110
	5, 6, 7	3	FREN 120
Geography	5, 6, 7	3	EDUC 130
German	4	3	GERM 110
	5, 6, 7	3	GERM 120
Latin	4, 5	3	CLAS 101
	6, 7	6	CLAS 101, 102
Math	5, 6, 7	4	MATH 191
Music	5, 6, 7	3	Individually evaluated
Philosophy	5, 6, 7	3	PHIL 100
Physics	5	6	PHYS 131, 231
	6, 7	6	PHYS 221, 222
Psychology	4, 5, 6, 7	3	PSYC 102
Social Anthropology	5, 6, 7	3	ANTH 100
Spanish A/B	4	3	SPAN 110
	5, 6, 7	3	SPAN 120

British Level A Exams

The awarding of transfer credit for coursework or exams from overseas universities and schools, such as British Level A Exams, is determined by the appropriate department chair.

REGISTRATION AND SCHEDULE CHANGES

Courses are offered on a semester basis, generally meeting three hours a week. The regular academic year is divided into two semesters of 15 weeks each. A few selected classes will be offered during one of two mini-terms within each regular semester. Courses offered during these terms will meet on an accelerated schedule which will be detailed in that semester's Schedule of Classes.

All students register using web registration. This allows students to have full access to their academic and financial records. The web registration program may be accessed through the UNC Asheville home page from any computer equipped with a Web browser. An accurate listing of each semester's course schedule may be accessed on the Web.

Currently enrolled students register for spring semester classes during November and fall and summer semester classes in April. Students who do not register during these advance registration periods may register at the beginning of the semester and will be assessed a late registration fee. New students register during Orientation sessions or at the beginning of the semester or summer term. An additional late fee will be charged to any student who registers after the start of the semester. Students who have outstanding balances with the university or other registration holds will not be allowed to register until all obligations to the university have been fulfilled.

All new students must present complete admissions credentials by the published deadline prior to the date of registration. Students who do not complete the admissions process before the close of late registration for a given term may finish the process and be admitted, if eligible, for the next scheduled term. No person may attend class unless officially registered and cleared by the Business Office. Students who have not paid their tuition and fees by the announced deadline each semester will have their classes canceled. Students whose class schedules have been canceled must pay their tuition and fees and a re-registration fee before they will be eligible to re-register for classes.

Students may Drop and Add during the first five days of class in a regular semester using web registration. Students should refer to the Drop/Add and Withdrawal policies for schedule changes after the first five days of class.

DISRUPTIVE BEHAVIOR IN THE CLASSROOM

Part of the role of a faculty member is to ensure that each student has a learning environment free from disruption. With the concurrence of the department chair or program director, the instructor may administratively withdraw a student from a course for behavior that is deemed to be disruptive to the class. A grade of W will be assigned if the behavior occurs before the deadline for withdrawing from a course without academic penalty. For behavior occurring after the withdrawal deadline, a grade of F will be assigned, although the instructor has the option of recommending a grade of W. See the addendum at the end of this catalog for specific procedures relating to instructor and student responsibilities.

DROPPING, ADDING, AND WITHDRAWING FROM COURSES

Students may adjust their schedule (drop or add courses) for regular semester courses using Web registration during the first five days of the semester. After the 5th day of classes, students may adjust their schedules as follows:

Add – Under exceptional circumstances, a student may add a regular semester course during the 6th through the 10th days of the semester by obtaining the signatures of approval of the instructor and department chair on a Late Add form. The form must be received in the Office of Advising and Registration by 5 pm on the 10th day of the semester.

Withdraw – A student may withdraw from courses from the 2nd through 9th weeks of classes by filing a Withdrawal form with the Office of Advising and Registration Services. A grade of W is recorded on the student's transcript and the course hours count as Attempted Hours. (See *Withdrawing from a Course*).

Failure to Attend the First Class

Students unable to attend the first class session should contact the appropriate instructor/department. Students registered, but not in attendance, for the first class session of any course may, at the instructor's discretion, be administratively dropped; however, administrative drops for failure to attend the first class are not automatic and students should NOT assume that

they have been dropped by the instructor. It is the student's responsibility to check their semester's enrollment and make any needed changes by the appropriate deadline.

Academic Advising

Each degree-seeking student at UNC Asheville is assigned an advisor to help with course scheduling, major selection, career planning and personal concerns. Advisors for students who have not chosen a major are assigned by the Office of Advising and Registration Services. When a student declares an academic major, the chair of the department assigns the student an advisor from within the department. Students usually declare a major during their sophomore year.

The advisor-advisee relationship plays an important part in a student's academic success. UNC Asheville's advising program is the primary source of assistance for student decision making. Advisors take a special interest in the academic, social and personal welfare of their advisees. The Office of Advising and Registration Services also supports all advisors in their endeavors with advisees.

Classification of Students

Degree-seeking students are classified according to the number of semester hours of credit earned: freshman, up to 29 semester hours; sophomore, 30-59; junior, 60-89; senior, 90 or more.

Academic Load

A normal academic course load is 12 to 18 semester hours per semester. Students wishing to register for more than 18 semester hours in any semester must have the approval of their advisor(s). The minimum number of semester hours for a full-time student is 12 for the semester. The maximum credit-hour load for summer terms depends on the length of the term.

Attempted Hours

Every course for which a student is enrolled at the end of the last day of the drop-add period receives a grading symbol and counts toward attempted hours. For a list of grading symbols, see the section on Quality Points.

GRADING, EVALUATION AND ACADEMIC PROGRESS

Examinations and Evaluations

Each instructor arranges examinations in courses as appropriate. The student should receive the results of at least one evaluation by the end of the fifth week of each course. A week at the end of each regular semester is reserved for final examinations. Classes will meet for a single 2 ½-hour period during which an exam or other form of evaluation may be given. The schedule is publicized well in advance.

Quality Points

The University of North Carolina at Asheville uses a quality-point average system and semester hours of credit for calculating student achievement. Grading symbols used are:

A (4.0 quality points), A- (3.67 quality points), B+ (3.33 quality points), B (3.0 quality points), B- (2.67 quality points), C+ (2.33 quality points), C (2.0 quality points), C- (1.67 quality points), D+ (1.33 quality points), D (1.0 quality point), F (no quality points), U- unsatisfactory (no quality points), X/Y-no credit, W-withdrawal, I-incomplete, IP-in progress, and S-satisfactory. X/Y, W, I, IP and S carry no quality points and are not included in the calculation of the grade-point average. (Those courses for which the faculty has approved a satisfactory/unsatisfactory (S/U) grading system are indicated in the catalog course descriptions. Special Topics courses may be offered on a satisfactory/unsatisfactory, S/U, basis only with the approval of the department chair or program director and the Provost.) The grade-point average is determined by dividing the accumulated number of quality points earned by the accumulated number of quality hours. Grade-point averages are computed to the thousandth of a point.

A grade of U earns no credit and is calculated as an F grade in the term and cumulative grade-point averages. Grades of H, G, P, F received prior to 1978 are also used in calculating grade-point averages for students currently enrolled. Grading symbols used are: H-Honors (four quality points), G-Good (three quality points), P-Pass (two quality points), and F-Fail (no quality points).

Incomplete Grades

An instructor may give a grade of Incomplete (I) at the student's request, on the grounds of some occurrence beyond the student's control causing him or her to miss final examinations or some other limited amount of work at the end of the semester or term. The request must be made before the end of the last class day and must state the reason in writing or, if necessary, by telephone to be followed up in writing. If the reason is acceptable, the instructor will fill out a Request for Incomplete Grade form stating the reason, the precise work to be made up (not an additional amount of class time), and the date due (no later than four weeks prior to the end of the term immediately following, summer terms not included). The instructor should also assign the grade to be recorded in the event that the student fails to make up the work. The form is to be signed by the instructor, with a copy sent to the student. The original copy of the approved form must then be submitted to the Registrar with the corresponding final class grade roll. If a Change of Grade Form is not submitted to the Registrar to remove the incomplete by the deadline, the default grade specified on the incomplete contract will be posted. Requests for extensions of the completion deadline will not be routinely approved. In the event of extraordinary circumstances, the instructor and student may petition the Provost for consideration. Students cannot graduate with an outstanding I on their record.

In Progress

An instructor may give an In-Progress (IP) grade to a student enrolled in a specially designated research course when the research has not been completed by the end of the semester. Following completion of the research, university procedures for changing grades will be used to replace the IP with a regular grade. Course descriptions indicate if an IP grade may be given for a course. Students cannot graduate with an outstanding IP on their record.

WITHDRAWAL FROM A COURSE

A student may withdraw from a semester course up to the end of the ninth week of class, and a Term I or Term II course up to the end of the fifth week of the class. A student who withdraws in this way will receive a grade of W for the course. Withdrawal (W) hours count as Attempted Hours. Withdrawal for non-attendance is processed only at the instructor's request. It is the responsibility of students to process the proper forms and paperwork for all schedule changes after the Registration period in the Office of Advising and Registration Services.

A student who wants to withdraw from a course must meet with his or her advisor to review the student's record, future plans and possible effects upon graduation date, eligibility for financial aid, veteran's benefits, intercollegiate athletics and tuition surcharge. The recorded withdrawal date is the date on which the student submits the Permission to Withdraw from a Course form, signed by the student and his/her advisor, to the Office of Advising and Registration Services.

Requests for withdrawal after the deadline will be considered only for documentable emergencies beyond the student's control. Students requesting Withdrawal after the Deadline must obtain the proper forms from the Office of Advising and Registration Services and submit the completed forms with appropriate documentation prior to the final two weeks of the semester. Final approval rests with the Enrollment Services Committee and/or its designee. When the student's situation is unusually severe, or an emergency, the committee may consider petitions that are retroactive for a prior semester; however, proposals will not be considered if submitted one calendar year beyond the date the initial grade was earned.

Students who withdraw from all of their courses are exiting from the university. There are special procedures for doing this. See the section on Withdrawal from the University.

Non-Graded Enrollment in Courses

Students electing to participate in non-graded status for a course may do so by registering for the specific course on a X/Y (non-grade/non-completion) basis and by paying the regular tuition and fees for the course. Students who are otherwise enrolled in a full-time status may take a course in this manner for no additional charge.

Satisfactory completion of the course work associated with the X/Y status as defined by the instructor, shall result in the awarding of non-graduation credit (X grade) for the course. Failure to satisfactorily complete the course work shall result in a non-completion (Y) grade by the instructor. Students may register for X/Y status on a space-available basis only on the last scheduled day of drop/add. Students may change their status from regular credit to X/Y credit until the announced deadline for withdrawal. Forms are available in the Office of Advising and Registration Services.

Change of Grade

If a student or instructor discovers that an error has been made in recording a grade, the instructor must request a change of grade. The only acceptable grounds for such a change are the instructor's error in the calculation of the grade or misjudgment in the evaluation of the student's work. To change a grade, the instructor must state the reason for the requested grade change on the appropriate form, indicate the correct grade, sign it, and receive the approval of the department chair, who will sign the form. The deadline for such a request is no later than the last day of the third week of class in the semester immediately following the recording of the original grade, summer terms not included.

Replacement of C-, D, F and U Grades

If a student repeats a course for which he or she has earned a grade of C or better, the new hours and quality points will not be used in the calculation of the grade-point average nor will the new hours count toward graduation requirements. If a student repeats either a failed course or a course in which he or she has received a C-, D or U grade, only the new quality points and semester hours of credit will be used in the calculation of the grade-point average. However, if the second grade is an F, no credit is earned and both grades will be used in the calculation of the grade-point average. Courses taken at other institutions cannot be used to replace a grade earned in a UNC Asheville course.

A student may take advantage of this forgiveness clause for a maximum of 15 semester hours of credit. However, the student's permanent record will be a complete record of all courses attempted and the grades received for these courses. When taking a course to replace a grade, students must comply with procedures established by the Registrar's Office by filing a Grade Replacement Form. This policy will apply to course credits earned at UNC Asheville beginning with the 1982-83 fall semester.

Withdrawal from the University

A student who finds it necessary to withdraw from the university before the end of a term must contact the Office of Advising and Registration Services (OARS).

When a student withdraws after the drop/add period but before the announced deadline for withdrawal, a grade of W will be assigned for each course. The official date of withdrawal to be used for determining grades and tuition refunds is the day on which the student submits forms to withdraw from school to the Office of Advising and Registration Service, Lipinsky Hall. A student who fails to file the appropriate forms by the stated deadline will receive an F as the final grade in each course.

Students who are out of school for a full academic year must complete the Integrative Liberal Studies requirements (and major requirements if they had earlier declared a major) listed in the current catalog when they return. Exceptions to the Integrative Liberal Studies requirements may be made by the Associate Vice Chancellor for University Programs; exceptions to the major requirements may be made by the chair of the major department with the approval of the appropriate Associate Vice Chancellor. Forms to request either exception are available in the Registrar's Office.

Interruption of Enrollment

Any University of North Carolina at Asheville student who interrupts his or her educational program by not registering for one or more regular terms of course work must reapply to the university through the Office of Admissions. An application fee of \$50 will be required only in those cases where the student has enrolled elsewhere since being enrolled at UNC Asheville. (See section pertaining to Transfer Students or Post-Baccalaureate Students.) Returning students must comply with immunization requirements.

Competency and Proficiency Examinations

Major Competency. A demonstration of competency in the major field (or, in the case of students not pursuing a traditional major program, in an area of academic concentration) is required of every degree candidate in the senior year. The departmental faculty determines the form of the major field demonstration of competency. The Director of Interdisciplinary Studies will determine the form of demonstration for students pursuing interdisciplinary or individual degree programs. The demonstration of competency may take the form of a comprehensive examination that is oral, written or both; a research project; an analytical paper in which appropriate principles and methodologies are applied; or any other form established by the faculty group responsible for its administration. As a condition of graduation, any academic deficiencies or weaknesses revealed by the demonstration of competency must be corrected to the satisfaction of the supervising faculty group.

Oral Competency. A demonstration of oral competency is required of every degree candidate. The departmental faculty determines the form of the demonstration. The Director of Interdisciplinary Studies will determine the form of the demonstration for students pursuing interdisciplinary or individual degree programs. As a condition of graduation, any academic deficiencies or weaknesses revealed by the demonstration of competency must be corrected to the satisfaction of the supervising faculty group.

Computer Competency. A demonstration of computer competency is required of every degree candidate. Departmental faculty determines the form of the demonstration. The Director of Interdisciplinary Studies will determine the form of the demonstration for students pursuing interdisciplinary or individual degree programs. As a condition of graduation, any academic deficiencies or weaknesses revealed by the demonstration of competency must be corrected to the satisfaction of the supervising faculty group.

Proficiency Examination. Currently enrolled students may fulfill the requirement for many courses, including Integrative Liberal Studies requirements, by passing a proficiency examination. LANG 120 and courses such as internships, theses, research seminars, field experiences, or any course that meets the departmental requirement of competency or is graded S/U are excluded from this option.

The student completes a Proficiency Examination form obtained from the Registrar and makes arrangements with the department chair in which the course is taught to take an examination covering all material in the course. Any student who is in good academic standing may request approval from the appropriate department chair to take a proficiency examination. Departments have the discretion to determine courses in which examination is appropriate. Grading will be Pass or Fail. If passed, the results will be noted on the student's transcript. The minimum number of hours for a degree will not be reduced. There is a \$15 fee.

HONORS LISTS

At the end of each semester, the university will publish Honors Lists honoring those students who have distinguished themselves academically. Students will receive the highest honor for which they are eligible. The minimum qualifications are:

Chancellor's List. Students are qualified for the Chancellor's List if they earn a 4.0 with a minimum of 12 semester hours and have no Incomplete or IP grades.

Dean's List. The Dean's List honors those students who complete a minimum full-time load of 12 semester hours, have no grade lower than a C, have no Incomplete or IP grades, and have a GPA of at least a 3.5 for the semester.

Academic Warning

A student whose cumulative grade-point average falls below a 2.0 at the end of any semester is placed on academic warning. This is not a punishment but a way of extending help to those in academic difficulty. Students who are on academic warning will be notified by the Registrar that their schedules have been blocked and that they must see their academic advisors. Students on academic warning are limited to 14 credit hours per semester and to one course per summer term.

Academic warning, suspension and dismissal apply to all classifications of students. A student who is eligible to register at UNC Asheville is considered to be in good academic standing. This policy became effective in the Fall of 1988. Academic appeals forms and submission deadlines may be obtained from the Office of Advising and Registration Services (OARS).

ACADEMIC SUSPENSION AND DISMISSAL

Because students with persistent academic difficulties may benefit from taking time off, the university imposes a suspension of one regular semester when students fail to meet a minimum grade-point average on their Attempted Hours at UNC Asheville. Students must maintain a grade-point average of the following levels (or above) in order to be enrolled at UNC Asheville.

Total Attempted Hours <i>(Includes transferred hours and UNC Asheville attempted hours)</i>	Minimum Grade-Point Average
24-44	1.50
45-74	1.75
75 and above	2.00 (required to graduate)

No student with fewer than 24 hours attempted at UNC Asheville will be suspended. A student must have been on academic warning for at least one regular semester during his/her enrollment at UNCA prior to suspension.

After suspension, a student is eligible to re-enroll by submitting an Application for Readmission to the Admissions Office by the stated deadline for the semester of re-enrollment. Students returning from suspension are limited to 14 credit hours per semester or one course per summer term.

A student returning from Suspension or Dismissal must:

- a) earn a 2.25 semester GPA during each semester or summer term of enrollment until his/her cumulative GPA is above minimal levels, AND
- b) achieve his/her appropriate minimal cumulative GPA level within 24 attempted semester hours after re-enrollment.

Students who fail to achieve either of these two conditions will be Dismissed from the University. Students who are Dismissed from the university have no right to reinstatement; however, they may, after a period of one calendar year, apply for readmission. Students who have been Dismissed and have been out of school for at least three calendar years should consider applying for readmission under the Conditional Readmission Policy. (See Admissions)

GRADUATION

UNIVERSITY GRADUATION REQUIREMENTS

The university confers degrees three times during the academic year: at the end of the fall semester, at the end of the spring semester, and at the end of the summer semester. Formal commencement ceremonies are held only once a year, at the end of the spring semester. Students having degrees conferred on them in summer or fall semesters will belong to the class of the spring commencement next succeeding. They are entitled to participate in the commencement exercises then, provided they give sufficient notice for their names to be included in the program. To graduate a student must:

1. Complete all Integrative Liberal Studies requirements of the catalog in effect when he or she entered UNC Asheville as a degree-seeking student or re-entered after an absence of one academic year or more.
2. Complete all major and correlate requirements of the catalog in effect on the date the major or concentration is declared or changed, or in effect when returning after an absence of one academic year or more.
3. Complete a minimum of 30 hours in residence at UNC Asheville if transferring from a four-year school. (The final 30 hours must be completed in residence at UNC Asheville.) If seeking a second degree, UNC Asheville graduates must complete 30 additional hours after the initial degree was awarded.
4. Complete a minimum of 60 hours at four-year institutions.
5. Accumulate a minimum of 120 hours (more if requirements are not completed in 120).
6. Complete a minimum of 30 hours at 300-400 level.
7. Achieve at least a C (2.0) average on work attempted at UNC Asheville, both in the major department and in the overall program.
8. Complete at least one-half of the major at UNC Asheville if a transfer student; two-thirds of the major if a post-baccalaureate student receiving a second degree or certificate of major.
9. Submit an application for graduation to the Registrar's Office by the published deadlines. If a student does not graduate as expected, a new application must be submitted by the deadline for the appropriate term. A late fee of \$50 is required if the application is submitted after the published deadline.
10. Minors, though optional, are only awarded at the completion of degree requirements. Required hours for a minor vary according to departments. Fifty percent of the hours must be completed at UNC Asheville.

ACADEMIC HONORS

The university awards four kinds of academic honors to its graduating students: university-wide honors of cum laude (with honors), magna cum laude (with high honors) and summa cum laude (with highest honors); Departmental Distinction; University Research Scholar; and University Scholar. The Honors Committee must approve all recommendations and report them to the faculty, which has sole authority to award honors.

University-wide Latin honors are granted on the basis of cumulative grade-point average for those courses completed at UNC Asheville. Students must earn at least 75 semester hours at UNC Asheville to be eligible for Latin honors. Students who are readmitted to UNC Asheville under the Conditional Readmission policy are not eligible for university-wide Latin honors. Students must achieve a cumulative grade-point average of 3.60 to graduate cum laude, 3.75 to graduate magna cum laude, and 3.90 to graduate summa cum laude. Since the work of some students is not adequately represented by grades alone, the Honors Committee solicits recommendations from the faculty that are used for two purposes. The Honors Committee may recommend to the faculty that a student receive a higher honor than the one that would apply automatically; and, in numbers not to exceed 1 percent of the graduating class, the Honors

Committee may also recommend to the faculty that students whose grades do not qualify them for automatic honors receive honors at appropriate levels.

Upon recommendation by the major department, **Departmental Distinction** is granted for outstanding performance in the major program. For this award, each department applies standards approved by the Honors Committee.

Upon recommendation by the Undergraduate Research Council, which applies standards approved by the Honors Committee, the **University Research Scholar** designation is granted for outstanding performance in undergraduate research.

Students enrolled in the University Honors Program who have successfully completed the program, maintained an overall grade-point average of at least 3.25 and a 3.50 grade-point average for Honors courses may graduate with **Distinction as a University Scholar**.

In addition to the academic honors listed above, **The Manly E. Wright Scholarship Award** is presented to the graduating student first in scholarship.

OTHER STUDENT RESPONSIBILITIES

Class Attendance

Students are responsible for regular class attendance. Students failing to attend the first session of any class may be administratively dropped by the instructor; however, this is at the discretion of the instructor. It is the student's responsibility to notify the Office of Advising and Registration Services (OARS) of any changes to their schedule.

Students who miss class to travel on university-sanctioned business are given excused absences for the class time missed. Occasional absences of this kind will have no punitive impact on their grades. It is the student's responsibility to inform the instructor of the travel plans at least one week prior to the sanctioned absence, and to make up all work missed within a specified time period, as agreed to by instructor and student. However, significant absences may affect academic performance and grades.

Student Academic Grievances

A student grievance procedure exists to serve all enrolled students of this university in the event that they judge they have been improperly or unfairly treated in academic matters. The detailed procedure may be found in the Student Handbook. It should be noted that written notice of the grievance must be filed with the Faculty Conciliator within 10 class days of the incident or of the time a student could reasonably be expected to know of the incident. In the case of grade changes, a student has until the end of the fifth week of class in the following regular semester to file a grievance.

ACADEMIC PROGRAMS

MAJOR FIELDS OF CONCENTRATION

A major field of concentration normally consists of not more than 36 semester hours with a maximum of 24 semester hours of cognate courses, exclusive of any departmental requirements that also satisfy Integrative Liberal Studies requirements. Regulations regarding declaration of the major are listed below; the requirements for each major are found in the alphabetical listing of Courses of Instruction, as are the descriptions of all courses.

A student may major in more than one subject by completing the requirements of each major. A currently enrolled student who has completed the requirements for a double major will receive one degree, according to which major the student considers to be his or her primary field. Double majors will be noted on transcripts. A student wishing two baccalaureate degrees must earn the second degree pursuant to the requirements described in the Second Baccalaureate Degree section of this catalog.

Baccalaureate Degree

The University of North Carolina at Asheville offers a four-year undergraduate program leading to Bachelor of Arts, Bachelor of Fine Arts and Bachelor of Science degrees. A student may choose a major field of concentration from the following areas:

Accounting (B.S.)	Interdisciplinary Studies (B.A.)
Art (B.A., B.F.A)	Literature (B.A.)
Atmospheric Sciences (B.S.)	Management (B.S.)
Biology (B.S.)	Mass Communication (B.A.)
Chemistry (B.A , B.S.)	Mathematics (B.A.)
Classics (B.A.)	Mechatronics (B.S.)
Computer Science (B.S.)	Multimedia Arts and Sciences (B.A.)
Drama (B.A.)	Music (B.A., B.S.)
Economics (B.A.)	Philosophy (B.A.)
Engineering (B.S.E.-Joint Degree with NCSU)	Physics (B.S.)
Environmental Studies (B.S.)	Political Science (B.A.)
French (B.A.)	Psychology (B.A.)
German (B.A.)	Sociology (B.A.)
Health and Wellness Promotion (B.S.)	Spanish (B.A.)
History (B.A.)	Women's Studies (B.A.)
Industrial and Engineering Management (B.S.)	

Courses in Education leading to teacher licensure are also available. In addition, the university offers a range of specialized programs and educational opportunities, including joint degree programs offered cooperatively with other universities, summer instruction and studies abroad. Details about these programs follow the descriptions of undergraduate degree programs.

Declaration of Major

Students may declare majors at any time that they have reached a decision and prerequisites are met. However, after earning 60 semester hours, students are required to declare a major by registering with the chair of the chosen department. The department chair gives written notice to the Office of Advising and Registration Services (OARS) and assigns the student an advisor within the department. Students proceed according to the requirements of the catalog in effect at the time of their formal declaration, although prior work in major fields is not invalidated. Before declaring a major, students must satisfy the LANG 120 requirement. If changing majors or concentrations within a major, students must meet any new requirements of the catalog in effect at the time of the change, subject to such exceptions in favor of the earlier catalog as the chair of the

major department and the Provost may approve. Only enrolled degree-seeking students and post-baccalaureate students seeking a certificate of major may declare majors.

Optional Minor Fields of Concentration

In addition to the major field of study, a student may choose to complete one or more minor fields of concentration. A minor field of concentration shall require not more than 18 semester hours above the introductory level and not more than 24 total semester hours. One-half of the hours required for the minor must be completed at UNC Asheville. In addition, minors shall require a minimum of 6 semester hours at the 300-400 level to be taken at UNC Asheville. Minor fields of concentration will be recorded along with majors on the student's permanent transcript. Minors are available in the fields listed below:

Africana Studies	Humanities
Accounting	International Studies
Anthropology	Legal Studies
Art	Literature
Art History	Management
Atmospheric Sciences	Mass Communication
Biology	Mathematics
Chemistry	Multimedia Arts and Sciences
Classics	Music
Computer Science	Philosophy
Creative Writing	Physics
Dance	Political Science
Drama	Psychology
Economics	Religious Studies
Environmental Studies	Sociology
French	Spanish
German	Sports Medicine
Health and Wellness Promotion	Women's Studies
History	

Declaration of Optional Minor

Students eligible to declare majors may also declare minors in those subjects where minors have been established. Students declare minors by registering with the chair of the chosen department. The department chair gives written notice to the Office of Advising and Registration Services (OARS). Students proceed according to the requirements of the catalog in effect at the time of their formal declaration, although prior work in the minor field is not invalidated. Students are responsible for knowing their minor requirements and for completing them; minor requirements are not listed on graduation check sheets. Minors must be officially declared before the deadline for applying for graduation. Minors are officially recorded on the academic record only upon graduation from UNC Asheville.

DEGREE PROGRAMS

Requirements for the Baccalaureate Degree

Students receiving a baccalaureate degree must satisfactorily complete a minimum of 120 semester hours of credit. Some majors require more credit hours for graduation, and this is indicated in their program descriptions. The requirements for the degree are distributed within four primary areas—major field of study, cognate courses, electives and Integrative Liberal Studies. Some courses may satisfy requirements in more than one area, and some requirements may be satisfied by a proficiency examination. Therefore, the numbers listed below for the ILS Program are an estimate only; the exact number of credits in the ILS Program will depend upon the student's interest in terms of the major field of study and the electives.

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Major Field of Study, Cognate Courses, Electives

The hours required for these will vary depending on chosen major, and concentration or emphasis area within the major. Please see *Graduation* in the *Academic Policies and Procedures* section of the catalog for additional requirements and information.

INTEGRATIVE LIBERAL STUDIES PROGRAM

The ILS Program will be implemented in phases with full implementation scheduled for the 2008-09 academic year. Please see the ILS Web site for a specific timetable.

Integrative Liberal Studies Program	47 semester hours
Liberal Studies Introductory Colloquium	3 semester hours
Liberal Studies Senior Colloquium	3 semester hours
ILS Core Cluster in Humanities HUM 124, 214, and 324	12 semester hours
ILS Topical Cluster	
ILS-Natural Science Course (ILSN)	3 semester hours
ILS-Social Science Course (ILSS)	3 semester hours
Elective	may be fulfilled by taking an ILS Arts course, course in the major, or an elective within the cluster
ILS Arts Course (ILSA)	3 semester hours
Learning Foundations	
Foundations of Academic Writing	4 semester hours
Foreign Language	6 semester hours
Health and Wellness	2 semester hours
Laboratory Natural Science	4 semester hours
Mathematics	4 semester hours
Intensive Courses	
Writing Intensives	**
Diversity Intensive	**
Information Literacy Intensives	**
Quantitative Intensive	**

**Intensive courses offer curricular emphases in skills and content areas as a way for students to integrate their Liberal Studies education with other offerings in their academic experience. Students may take courses designated as Intensives within the Integrative Liberal Studies Program, in their majors, or among their electives. These courses do not necessarily add credit hours, but need to be fulfilled for graduation.

The Integrative Liberal Studies (ILS) Program is grounded in the principle that a liberating education—one that emphasizes humane values and promotes the free and rigorous pursuit of truth—creates good citizens, individuals who assume responsibility for their thoughts and actions and their impact on the world. Their personal development is inextricably linked to the contributions they make to their scholarly, social and political communities. To be good citizens, people must be able to think critically and to communicate their ideas effectively. In serving UNC Asheville's liberal arts mission, the ILS Program works alongside the majors to help people develop and improve these skills by immersing them in an interdisciplinary community of mutually supportive scholars.

At UNC Asheville, primary responsibility for developing the ideas and methodologies to communicate within a disciplinary community lies with the major department. The purpose of the ILS Program is to provide a broader context for the discipline. An integrated and liberal education offers exposure to the ideas essential for students to understand how their work in the major is part of a larger range of human concerns. With these ideas, people can make connections across the liberal arts. An integrative liberal education helps specialists learn to communicate with people in different scholarly communities and enables them to understand problems outside their areas of study. By promoting the integration, synthesis and application of knowledge, the ILS Program provides individuals with an awareness of their role in a diverse culture and highlights their responsibilities to the larger community.

At the heart of the ILS Program, then, lies the philosophical conviction that liberal arts students should experience how the disciplines investigate, understand and construct bodies of knowledge differently, through a range of concepts and methods. A liberal arts education exposes the student to the ways that individual disciplines approach those topics, problems and issues that inform the human condition. Such an education creates opportunities for students to experience many points of contact and divergence across the curriculum.

Increasingly, information is acquired and knowledge is constructed across subject-area boundaries, rather than within them. This becomes especially clear when we reflect on how real-world issues are shaped by complex natural, social, economic, technological and cultural systems. Building on UNC Asheville's general education tradition, the ILS Program—particularly by incorporating Integrative Topical Clusters and Liberal Studies Intensives—seeks to join traditional liberal arts study in the Humanities, Natural Sciences and the Social Sciences to these contemporary realities through an integrative and interdisciplinary curricular structure. The Core Cluster in the Humanities gives students a historical and intellectual foundation for evaluating truth claims and critiquing knowledge elsewhere in the curriculum.

This approach to general education maximizes student choice while directing attention more explicitly to the differences and similarities between the disciplines and how they do their work. Through its topical focus, the curriculum connects liberal arts methodology and pedagogy to a rapidly changing world. By taking their courses in Integrative Topical Clusters, students have experiences that are truly cross- and inter-disciplinary. Students are exposed broadly to the fundamental concepts, terminology, and practice of disciplines through exploring a topic, problem or issue in greater detail.

The integrative features of this curriculum call greater attention to foundational skills and methods that students ought to master in a liberal arts education. Students will continue to take courses in mathematics, writing and critical thinking, laboratory science, foreign language, and health and fitness. Liberal Studies Intensives—in Writing, Diversity, Quantitative Reasoning, and Information Literacy—will deepen and enrich students' liberal arts education by integrating these skills and content areas into other coursework across the curriculum. These opportunities are enhanced by the ways in which the integrative character of the program structure allows general education courses to inform the major and, in turn, the manner in which the major links back into the ILS curriculum. The ILS Program thus removes barriers between general education, courses in the major and free electives by allowing courses to be used for multiple purposes.

SPECIFIC REQUIREMENTS

Liberal Studies Colloquia

The ILS Program requires students to complete two 3-hour colloquia. The Liberal Studies Introductory Colloquium is taken at the beginning of a student's education at UNC Asheville and the Liberal Studies Senior Colloquium is taken at the end. Liberal Studies courses will ordinarily carry the prefixes of the departments out of which they are taught, but may not be used to fulfill major or minor requirements. Courses taken at other institutions cannot be used to satisfy these requirements.

Liberal Studies Introductory Colloquium (3 semester hours)

The Liberal Studies Introductory Colloquium, LS 179, and the Liberal Studies Introductory Colloquium for Transfer Students, LS 379, introduce students to education in a liberal

arts environment and assist them in making the transition to UNC Asheville. LS 179 is designed for first-year students while LS 379 is intended for transfers. This introduction to the liberal arts takes place in a topical context. LS 179 is Writing Intensive and LS 379 is both Writing Intensive and Information Literacy Intensive.

Both courses will integrate information and intellectual approaches from different disciplines, directly addressing the nature of liberal studies. To introduce students to opportunities specific to our campus, the students will be encouraged to see the campus within the civic community and the academic community, understanding how it has the possibility to affect each. They can explore the responsibilities of the liberally educated through Service Learning and the opportunities for active learning available through the Undergraduate Research experience. They should have an opportunity to experience cultural events and special opportunities offered by the campus.

To facilitate first-year college students' transition to UNC Asheville, LS 179 will address topics that are important to a "first year experience," which will include time management, money management, health, proper use of college resources, academic advising, and an appreciation of the rhythms of the academic year. LS 379 will address issues of relevance to transfer students entering a new four-year institution.

Students must successfully complete the Liberal Studies Introductory Colloquium, LS 179 or 379 within their first two semesters at UNC Asheville. Students who fail to successfully complete the course in their first semester will be limited to 14 or fewer credit hours, which must include the LSIC, in their second semester. Students who do not successfully complete the LSIC requirement in their first two semesters of enrollment will not be allowed to continue in a full-time status at the University until this requirement has been satisfied. If the LSIC requirement is not satisfied in the first two semesters of enrollment, the student will be allowed to register only for the LSIC course until the requirement is successfully completed. All other courses for which the student has registered will be administratively dropped. Less than full-time status may impact the student's eligibility for financial aid, housing, veteran's benefits, intercollegiate athletics, and progress toward graduation.

Students may receive credit for only one section of LS 179/379. If a student does not receive a grade of C or better in LS 179 or 379, he or she may replace that grade with a grade earned by taking another section at the same level, regardless of prefix.

Liberal Studies Senior Colloquium (3 semester hours)

The Liberal Studies Senior Colloquium, LS 479, is also topical and is intended to be taken in a student's final semester at UNC Asheville. It will incorporate content and insights from both the ILS Program and each student's major and elective courses. In this way, it attempts to provide a capstone liberal studies experience in which students will be able to integrate the knowledge they have acquired through their major with the wider perspectives provided in their general education. Students will also be required to complete a self-directed project that demonstrates this level of integration. LS 479 cannot be taken in the student's major department.

As a capstone course, the issue(s) explored in the class will be related to the concepts the students have been absorbing in the ILS Program, including Humanities courses, Arts courses, LS Introductory Colloquia and the Topical Clusters. A portion of every LS 479 course will have common content, devoted to important issues arising since 1945, and each section will have a topical focus. These topics will allow for consideration of issues of contemporary relevance from multiple disciplinary perspectives. Students from a variety of disciplines will be challenged to consider how their discipline has given them insight into the issue(s) and how the insights of other students in the class are affected by the approach they have learned through their particular discipline.

The student project will demonstrate the student's ability to integrate material from his or her entire undergraduate experience, including both the major and the ILS Program. It should demonstrate that students are able to accomplish integrative, self-directed, active learning, and to communicate their ideas to a generalist audience. Students may use an idea originally encountered in another class, but they must approach the idea from an integrative perspective. Student projects must be approved in advance by the instructor and may include undergraduate research, research

done specifically for the colloquium, service learning or an artistic production. The senior colloquium cannot be used to fulfill Intensive requirements.

ILS Core Cluster in Humanities (12 semester hours)

Students are required to complete HUM 124, 214, and 324 as a cluster of courses on the intellectual and cultural history of human civilization, including both Western and non-Western cultures. These courses consider subject matter from all of the liberal arts, especially history, literature, and philosophy, but also religion, natural science, social science and fine arts. The courses must be taken sequentially, ordinarily beginning in the spring semester of the freshman year and continuing through the junior year.

ILS Topical Cluster (9 semester hours)

Students are required to complete a Topical Cluster of at least three courses, totaling 9 credit hours or more, from a set of courses that investigates a topic from the perspective of multiple disciplines and divisions. Within a Topical Cluster no more than three of the 9 credit hours that a student applies toward the Topical Cluster requirement may have the same course prefix. Of these three or more courses, one must be designated as ILSS (ILS Social Science) and one as ILSN (ILS Natural Science), defined below. While Laboratory Natural Science courses may appear in an ILS Topical Cluster, a student may not use the same class to fulfill both the Laboratory Natural Science and the ILS Topical Cluster requirement. An ILS Arts course may be taken within the Topical Cluster, but it is not required. Students are invited to take more than the required 9 hours. If students choose to do so, they may take additional courses from any listed in the Topical Cluster.

A list of available clusters and designated courses/sections appropriate for the clusters will be posted at the ILS Web site. Students are responsible for ensuring that they choose the correct section of a course. When the cluster has been completed, students must fill out a Cluster Declaration Form and submit it to the Office of the Registrar. Neither Colloquia nor ILS Humanities courses may be used for required cluster courses, although HUM courses may appear within a cluster. Courses fulfilling major requirements may appear as part of a cluster if they meet the appropriate guidelines.

ILS Social Science

ILSS courses will be devoted to either the implications of social institutions or the methods and world views of the social sciences. Most ILSS courses will be offered in the social sciences. However, other departments may offer courses that receive an ILSS designation. ILSS courses will be at least 3 credit hours.

ILS Natural Science

ILSN courses will be devoted to either the perspective of the natural sciences or an investigation of the implications of scientific knowledge or scientific methodology. ILSN courses will have a natural science prefix (ASTR, ATMS, BIOL, CHEM, ENVR, PHYS) and must be at least 3 credit hours.

ILS Arts Courses (3 semester hours, may be taken as part of the Topical Cluster)

Students must complete a 3-hour intellectual engagement with the arts that includes consideration of the significance of the arts in human experience, the cultural context of creative composition and performance, the foundations of aesthetic values, and the communicative function of the arts. This requirement may be fulfilled in one of four ways:

- 1) ARTS 310, Arts and Ideas.
- 2) One course from ARTS 322, Arts of the Ancient World; ARTS 323, Arts of the Medieval and Renaissance World; or ARTS 324, Arts of the Modern World. These 3-hour courses are linked to HUM 124, 214 and 324, respectively, which are co- or pre-requisites for the appropriate Arts course.
- 3) A 3-hour course designated as an ILSA course and taken as a component of a Topical Cluster. See the Integrative Liberal Studies Web site for a list of ILSA courses and their corresponding Topical Clusters.

- 4) Three credit hours of studio/workshop courses designated as ILSA. See the ILS Program Web site for a list of ILSA studio/workshop courses.

ILSA courses taken as part of a Topical Cluster will consider not only the particular subject matter of the Topical Cluster and the topic of the course, but also the broader human context of the arts. Likewise, ILSA studio/workshop courses will do more than teach about the process of artistic production and performance. ILSA courses will consider such issues as communication through the arts, aesthetic values, the political, cultural and historical context of the arts, and/or the role of the audience in the arts.

LEARNING FOUNDATIONS

Foundations of Academic Writing (4 semester hours)

The writing component of the ILS Program consists of LANG 120, Foundations of Academic Writing, and three Writing Intensive courses (see the ILS Intensives for more details about Writing Intensive requirements). In LANG 120, students will develop their academic writing skills. The course emphasizes writing as a tool of discovery and analysis; practice in active, critical reading; and attention to audience, purpose and structure. It also introduces students to writing conventions of various discourse communities and serves as an Information Literacy Intensive course.

LANG 103 Writing Intensive Workshop, is a 1-credit-hour course for students who need more personal attention, support and guidance in writing. Enrollment is concurrent with LANG 120 and stems from faculty evaluation and permission at the beginning of the semester.

Proficiency in Writing. A grade of C- or better in LANG 120 is necessary to demonstrate proficiency for the requirement. Students who fail to demonstrate proficiency in LANG 120 must repeat it.

Foreign Language (6 semester hours)

Students must fulfill the foreign language requirement by demonstrating competence through the first-year level or above. This can be done either through a placement exam or through completion of the appropriate level course work. Students who wish to use French, German, Spanish or Latin to fulfill their foreign language requirement, and who have had previous exposure to their chosen language, should take a foreign language placement exam during their first year at UNC Asheville. Placement exams are given during new student orientations and during preregistration in the fall and spring.

Foreign Language Courses

CLAS	101, 102	Latin I, II	6 semester hours
CLAS	103, 104	Greek I, II	6 semester hours
CLAS	105, 106	Hebrew I, II	6 semester hours
FREN	110, 120	Elementary French I, II or	6 semester hours
FREN	115, 125	Elementary French for Reading I, II	6 semester hours
GERM	110, 120	Elementary German I, II or	6 semester hours
GERM	115, 125	Elementary German for Reading I, II	6 semester hours
ITAL	110, 120	Elementary Italian I, II	6 semester hours
SPAN	110, 120	Elementary Spanish I, II	6 semester hours

Courses numbered 110 and 120 in the modern foreign languages will combine intensive conversational study of the language with the study of its associated culture. Courses in Greek, Latin and Hebrew will emphasize reading comprehension of the language in combination with a study of its associated culture.

Health and Wellness (2 semester hours)

Students will be required to complete at least two credit hours chosen from HWP 152, Health and Fitness; HWP 153, Health Promotion and Wellness; HWP 154, Women's Health; HWP

155, Men's Health; or EDUC 319, Teaching of Health and Physical Education in the Elementary School. In these classes, students will be exposed to the role of exercise, nutrition, lifestyle choices, stress management, and substance abuse in the promotion of health and wellness. They will also assess their own lifestyle and health and consider changes that would contribute to improvements in personal health and wellness. Students should complete this requirement before their junior year. Students cannot receive credit for HWP 152 if taken simultaneously with, or subsequent to, HWP 153 or 154 or 155. Students with credit for HF 120 cannot receive credit for HWP 152.

Laboratory Natural Science (4 semester hours)

Since understanding the methods of science is critical to evaluating its quality and value, students are required to take at least 4 semester hours of a lecture/laboratory course or a two-course combination in the natural sciences that includes a laboratory. The course(s) must be taken outside the student's major department. While Laboratory Natural Science courses may appear in an ILS Topical Cluster, a student may not use the same class to fulfill both the Laboratory Natural Science and the ILS Topical Cluster requirement.

Mathematics (4 semester hours)

Students must complete a 4-hour course or sequence of courses with a MATH or STAT prefix. Mathematics is valued as one of the cornerstones of liberal education because of its inherent beauty and elegance as well as its utility. The study of mathematics also facilitates the development of the critical and analytical thinking processes central to a liberal education. Students will develop analytical thinking abilities, modeling and problem-solving skills, and an understanding of both symbolic and graphical representations of quantitative concepts. The course a student takes to fulfill the mathematics requirement cannot be used to satisfy the Quantitative Intensive requirement.

INTENSIVES

Intensive courses emphasize skills and content as a way for students to deepen their Liberal Studies education and integrate it with other offerings in their academic experience. Students may take courses designated as Intensives within the Integrative Liberal Studies Program, in their majors, or among electives.

Writing Intensives

Students will be required to take three Writing Intensive courses in addition to the Foundations of Academic Writing (LANG 120) requirement. One of these three courses will be LS 179 or LS 379. The other two courses may be taken within the ILS Program, in the major, or among electives.

By integrating writing more intentionally with content areas, Writing Intensive courses offer students ways to deepen their education in writing and critical thinking and to integrate it with other offerings in their academic experience. This type of education also promotes linkages across the curriculum, especially Writing Intensive courses taken within the major. Instructors in Writing Intensive courses provide instruction in writing appropriate to the discipline or subject area in which course material is encountered. Instructors also offer feedback to students on writing assignments and often incorporate such pedagogies as peer editing, whole-class critique, guided revision, conferences and workshops to assist students in improving their writing. Writing Intensive courses encourage students to continue to develop their writing skills throughout their academic program rather than only focusing on writing in a composition class taken during their first year.

These courses need not add credit hours, but must be fulfilled for graduation.

Diversity Intensives

Students will be required to take one Diversity Intensive course of 3 semester hours or more within the ILS Program, in the major or among electives.

Successful engagement with others in a multicultural and pluralistic society requires an understanding of how social forces shape our sense of identity as individuals and as part of a culture. In order to acquire this understanding, students must go beyond exposure to the perspectives of others to a consideration of the ways in which social institutions impact identity

formation. By promoting this understanding, Diversity Intensive courses do not merely consider the experience of the “Other”; nor are they merely about inclusivity. Diversity Intensive courses examine sexism, racism, or other related ideologies and institutions of oppression/discrimination. Diversity Intensive courses explore the social construction of race, ethnicity, gender, sexual identities, class or other identity formations. These courses explore how identity relates to power; they will offer a critique of identity issues appropriate to the disciplines in which this content is studied. Diversity Intensive courses incorporate materials produced by people of color, women or members of other groups, as appropriate to the course content. Even more important, they also incorporate materials and pedagogies aimed at examining multiple perspectives and ideologies, as appropriate to the course content. Diversity Intensive courses may also incorporate innovative teaching approaches aimed at addressing the needs of students from diverse backgrounds. Diversity Intensive courses offer opportunities for students and faculty to examine their own experiences and values, alongside those of others.

This course need not add credit hours, but must be fulfilled for graduation.

Information Literacy Intensives

Students will be required to take two Information Literacy Intensive courses. Ordinarily, students will complete their first Information Literacy Intensive course in LANG 120 or, if they are transfer students, in LS 379. Information Literacy Intensive courses may be taken within the ILS Program, in the major, or among electives.

When completed as part of LANG 120 or LS 379, Liberal Studies Introductory Colloquium for Transfer Students, Information Literacy Intensive courses will require assignments, course work or tutorials that make extensive use of information sources. At least one assignment will require students to find, evaluate, cite and use information presented in diverse formats from multiple sources and to integrate this information effectively within the assignment. Sources include books, scholarly journals and authoritative Web sites. Instructors will introduce issues of plagiarism and academic integrity in order to foster evaluative critical thinking skills. Students will demonstrate the ability to select and evaluate relevant information using tools most appropriate for course-related information needs.

Information Literacy Intensive experiences in other courses will require assignments, course work or tutorials on finding information using advanced, discipline-specific research methods and resources (both print and electronic). At least one assignment will be a significant discipline-specific research project that requires students to find, evaluate, cite and use information presented in diverse formats from multiple sources, and to integrate this information within a single product (whether textual, visual or digital). Students will be introduced to the complexities and vagaries of the literature of the discipline. Students will be expected to demonstrate familiarity with the core information resources within the discipline and, using critical thinking skills and techniques for assessing information sources, develop appropriate research strategies. How the research strategies used in the discipline relate to those of other disciplines will also be considered, along with issues of copyright, intellectual property and the ethical use of information.

These courses need not add credit hours, but must be fulfilled for graduation.

Quantitative Intensives

In addition to the Mathematics requirement, students will be required to take one Quantitative Intensive course of 3 semester hours or more. This course may be taken within the ILS Program, in the major or among electives. The course a student takes to fulfill the mathematics requirement cannot be used to satisfy the Quantitative Intensive requirement.

Quantitative Intensive courses provide students with experience in using mathematics critically in a content area. These courses assist students in developing skills such as numeracy and the abilities to estimate and understand quantities; to interpret and critically analyze graphs and other symbolic representations of quantities; to complete computations as needed for specific purposes; and/or to recognize inaccurate results in specific critical contexts.

This course need not add credit hours, but must be fulfilled for graduation.

POST-BACCALAUREATE STUDY

Those who hold a baccalaureate degree from a regionally accredited institution have three options for further credentials from UNCA:

1. **Second Baccalaureate Degree**

This student is considered a transfer student, even if the initial degree was earned at UNC Asheville, and must meet all the conditions of transfer students, with the additional stipulation that at least two-thirds of the courses required in the major department must be taken at UNC Asheville. Approval of the proposed program must be given by the department chair. A bachelor's degree is awarded. Students with a B.A. from UNC Asheville may not earn a second B.A. from the university, but may earn a B.S. or complete requirements for a second major. Students with a B.S. from UNC Asheville may not earn a second B.S. from UNC Asheville, but may earn a B.A. or complete requirements for a second major.

2. **Post-Baccalaureate Major**

The university grants a Certificate of Post-Baccalaureate Major to those who have already received a baccalaureate degree from a regionally accredited institution other than UNC Asheville. The certificate is awarded for work done in a major program different from that for which the baccalaureate degree was awarded. Students enrolling for this certificate must complete all the requirements for a major at UNC Asheville, including prerequisites, correlate courses, the demonstration of competency required for the major, and a foreign language (if a specific language is required for the major). Normally, a minimum of 30 semester hours earned after the baccalaureate degree is awarded is required for this certificate. Students must officially declare the major and approval of the proposed program must be given by the department chair. In order to have the Certificate of Major recorded, students must notify the Registrar when the last required course is in progress.

3. **Master of Liberal Arts Degree**

The Master of Liberal Arts degree is a broad interdisciplinary, liberal studies program at the graduate level. It focuses on the theme The Human Condition, exploring human nature, human values and the quality of human life. This degree program is designed for college-educated adults seeking intellectual stimulation and personal growth. See Master of Liberal Arts for a full description of the program and application procedures.

SPECIALIZED BACCALAUREATE DEGREE PROGRAMS

The University of North Carolina at Asheville offers a number of specialized degree opportunities to provide more flexible academic routes for its students. Among these are special pre-professional programs in preparation for professional study in law, medicine and dentistry; joint programs with other universities leading to degrees in specialized fields; and independent degree programs.

Pre-Professional Programs

The university provides special advising and individual programs for students who are preparing for entry into medical, dental, veterinary or law schools.

Health Professions. UNC Asheville emphasizes a strong liberal arts curriculum as the best preparation for medical, dental, veterinary and pharmacy programs. Accordingly, undergraduates interested in these fields major in a wide range of academic disciplines at UNC Asheville and have gained admission to some of the best professional schools in the nation.

Pre-Law Program. UNC Asheville believes the best preparation for law school consists of developing a quality grade-point average within a solid academic curriculum rather than majoring in "pre-law." Accordingly, undergraduates interested in the law have majored in a wide

range of disciplines at the university and have gained acceptance to law schools throughout the nation.

Students interested in one of the pre-professional programs should consult the Academic Advising Office for referral to the appropriate campus advisor. Model programs are available, and students should avail themselves of such aid as early as possible in their studies.

JOINT PROGRAMS

The following programs allow students to combine work at the University of North Carolina at Asheville with work at other universities, leading to degrees in majors otherwise unavailable. For more information, contact the offices listed.

Joint Bachelor of Science in Engineering Degree with a Concentration in Mechatronics from North Carolina State University and UNC Asheville

The University of North Carolina at Asheville and North Carolina State University offer a joint Bachelor of Science in Engineering degree with a concentration in Mechatronics. The Mechatronics degree is offered entirely on the UNC Asheville campus. Mechatronics is a unique, multidisciplinary field of study which integrates electrical engineering, mechanical engineering, computer and control engineering and information technology. Mechatronics incorporates a contemporary engineering design methodology which involves integrating microelectronics and information technologies into mechanical and electromechanical systems.

The joint degree program gives students the benefits of a strong foundation in the liberal arts combined with rigorous studies in engineering disciplines and allows students to complete an engineering degree while living and working in the Asheville area. It is designed to be accessible to students employed in local industries as well as to traditional students. Prospective students should apply to UNC Asheville through the UNC Asheville Admissions Office. Currently enrolled students can obtain information through the Engineering Programs Office in Robinson Hall at UNC Asheville.

Bachelor of Science in Engineering Degree in 14 Program Areas through North Carolina State University

The University of North Carolina at Asheville and North Carolina State University also offer a Two-Plus-Two Engineering Program leading to a Bachelor of Science in Engineering degree in one of 14 areas listed below. Students complete approximately one half of the NCSU BS degree requirements while attending UNC Asheville, and then transfer to NCSU. Many NCSU engineering courses are available at UNC Asheville via distance education through the North Carolina State University Engineering Programs Office in Robinson Hall. The Two-Plus-Two Engineering Program includes the following curricula:

- Aerospace Engineering
- Civil Engineering
- Computer Engineering
- Construction Engineering and Management
- Electrical Engineering
- Environmental Engineering
- Industrial Engineering
- Mechanical Engineering

The following curricula are also supported, but must be completed on a 1 1/2 + 2 1/2 schedule:

- Biological and Agricultural Engineering
- Biomedical Engineering
- Chemical Engineering
- Materials Engineering
- Nuclear Engineering
- Textile Engineering

Joint Program with North Carolina State University in Chemistry and Textile Chemistry

The University of North Carolina at Asheville and the Department of Textile Chemistry, School of Textiles, North Carolina State University, have arranged a program that allows students to take three years with a concentration in chemistry at UNC Asheville and one year in textiles and textile chemistry at North Carolina State University. Satisfactory completion of the program will enable students to earn simultaneously a B.S. in Textile Chemistry from North Carolina State University at Raleigh and a B.A. in Chemistry from the University of North Carolina at Asheville.

Project Ahead

The University of North Carolina at Asheville has joined with the U.S. Armed Services in a cooperative program to assist young men and women in obtaining a college degree. High school graduates or holders of a GED certificate enlisting in the U.S. Armed Services may at the same time apply and be considered for admission to UNC Asheville.

The cooperative program has built-in financial advantages; the participant draws salary and receives tuition assistance benefits (the Army pays 75 percent of the tuition costs for college courses taken while on active duty). Upon the completion of active duty, the GI Bill of Rights provides participants financial support for up to 36 months of full-time study. Those interested in Project Ahead—including U.S. Armed Services personnel now on active duty, who are also eligible—should contact the Office of Admissions for additional information.

University Honors Program

The University Honors Program is an enrichment program for bright, eager and active students. Admission is on the basis of an application. Students in the Honors Program are eligible for special sections of Integrative Liberal Studies classes and special Honors courses including First-Year Experience classes and Special Topics courses at the junior and senior levels. The Honors Program sponsors co-curricular activities including special speakers, films, trips, cultural events and socials. Students are invited to meet with distinguished campus guests. Honors students are expected to be active members of the program, involving themselves in the co-curricular activities including service learning as well as social gatherings, and to maintain outstanding grades.

ACADEMIC SUPPORT SERVICES

Mathematics Assistance Center

The Mathematics Assistance Center is an extra-help tutoring service available to all UNC Asheville students without charge. The Math Center is specifically designed to provide assistance with 100-level courses. Assistance with upper-level courses is provided when possible. The Mathematics Assistance Center is a drop-in service, so no appointment is necessary. Hours are extensive and are posted each semester.

University Writing Center

The University Writing Center provides support in composition to everyone in the university community. Faculty guidance and peer tutoring are available for all kinds of writing at all stages of the writing process, from drafting and revising to reviewing grammar and mechanics. Occasionally, instructors may require students to seek assistance for specific writing needs.

Peer Tutoring Program

The Peer Tutoring Program is a helpful, low-cost option available to all students who want or need some extra help with their course work. Tutors are available for most departments and courses. Tutors are trained fellow students who are approved by departmental chairs and specific instructors.

Information Technology Services

The UNC Asheville Information Technology Services makes available a variety of services to all UNC Asheville students. The most popular of these services are: access to campus

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microcomputer laboratories, Internet accounts on the campus central computer, and microcomputer purchase programs for personal computers and Macintoshes.

Microcomputer Laboratories

The Information Technology Services (ITS) operates seven microcomputer laboratories which are open, free of charge, to all students. Students will find available PCs and Macintoshes, and a wide variety of personal productivity software that is suitable for the preparation of assignments for many disciplines. Labs are kept open on evenings and weekends to ensure adequate student access.

Internet Accounts

Students may obtain Internet accounts at no cost on UNC Asheville's central academic computer, a UNIX system. The accounts provide comprehensive Internet applications—electronic mail, Telnet, FTP, Gopher and the World Wide Web. In addition to the Internet, students may access specialized software products, such as the statistical programs SAS and SPSSX (used for analysis of research data), and they may connect to the online catalog of Ramsey Library.

OTHER SPECIAL ACADEMIC OPPORTUNITIES

Undergraduate Research Program

The Undergraduate Research Program at UNC Asheville seeks to encourage the establishment of faculty/student research pairs who work together on a project of mutual interest. Research may be performed in any discipline on campus. The mentoring relationship developed through the research process is beneficial to the student and to the faculty member. Students have the opportunity to participate in the research from beginning to end, to go beyond the classroom experience and investigate an idea in great depth and to learn about the excitement (and frustrations) of research.

The Undergraduate Research Program provides academic-year and summer student research and travel grants. These are monetary awards given to students for research and/or travel expenses. Students apply by submitting a brief description of the research project and a budget plan to the Undergraduate Research Program Advisory Council. Projects to be funded are selected by the Council. Forms for grant submission are available from the Undergraduate Research Office.

High School Enrichment Program

Enrichment courses are offered during the summer to qualified high school juniors and seniors who are recommended by their high school teachers. Three hours of UNC Asheville transcript credit can be earned from each of the courses.

Summer Sessions

The university conducts a summer semester during which a limited selection of courses from the regular schedule is offered along with special courses, workshops and institutes. All degree-credit courses offered in the summer semester are the equivalent of those offered during the fall and spring semesters. Summer school courses are billed on a per-credit-hour basis.

The dates of the summer semester are printed in the calendar in this catalog; however, they are subject to change. Information about admission to the summer semester may be obtained from the Admissions Office of the University of North Carolina at Asheville. The schedule of summer courses is available on the UNC Asheville Web site, www.unca.edu.

Study Abroad

The University of North Carolina at Asheville offers, through the Study Abroad Program, a variety of organized educational opportunities in foreign countries, involving classroom instruction at fixed locations and travel for educational purposes. Study abroad is an ideal component of UNC Asheville's liberal arts mission. UNC Asheville students can study abroad at affordable prices, earn credits toward their degrees and still graduate on time. As an example,

courses in such academic areas as literature, art, history and political science are offered annually in the month of July at St. Benet's Hall, Oxford University, England. The Oxford Program is operated jointly by UNC Asheville and North Carolina State University. Lecturers and tutors from Oxford and other European universities teach the courses, and students also travel to sites of scenic, cultural and historic interest. Courses carry 3 semester hours of credit, with a maximum load of 6 semester hours. Additionally, other summer programs are available in Cambridge (United Kingdom); Ecuador; Dijon, France; Ireland; Italy; and Greece. A semester program in Santander, Spain, with courses in Spanish language, literature, history, art and geography, is offered every Fall and Spring as well as a semester program in Granada, Spain. Exchange opportunities in England, France, Denmark, Ecuador, Germany, Finland, Australia, Sweden and Mexico are readily available, as well as other programs in almost 35 countries around the world. See the Study Abroad Office for more information on study abroad opportunities or visit online at www.unca.edu/studyabroad.

Study Away

The University of North Carolina at Asheville offers, through the Study Away Program, the opportunity for UNC Asheville students to study for either a semester or a year at other participating universities in the United States and Canada through the National Student Exchange. Students are eligible to participate in this exchange program after completing their freshman year and provided they have a GPA of 2.5 or higher. This study away program allows students to pay UNC Asheville tuition and fees while studying at universities throughout the United States and Canada. For additional information please contact the UNC Asheville Study Abroad and Study Away Office or visit the National Student Exchange Web site at www.nse.org.

Special Topics Courses

Special Topics courses are those planned to meet a specific academic need at a particular time. They provide flexibility beyond the catalog offerings to take advantage of available teaching talent and to assess new areas for program development. Special Topics courses may be offered on a satisfactory/unsatisfactory (S/U) basis only with the approval of the department chair/program director and the Vice Chancellor for Academic Affairs.

Independent Individual Courses

Students may arrange to meet an academic need which cannot be satisfied through the regular schedule of courses provided a faculty member is willing to assume the responsibility of teaching an "Independent Course" and the department chair/program director approves. The appropriate forms are obtained from the department chair/program director or from the Registrar's Office. Completed forms must be presented during the registration period for the term in which the course is offered.

Extension and Distance Education

The Office of Extension and Distance Education serves as liaison between the region and the various colleges, divisions and departments of the university in delivering educational services to its constituents in field-based settings. The primary function of the office is the promotion and development of off-campus credit courses and administrative services which meet the needs of a diverse undergraduate and graduate student population including efforts in teacher education throughout the region.

The Great Smokies Writing Program provides high quality instruction for those in the community interested in pursuing creative writing. Courses are offered throughout the year to both accomplished and novice writers and poets who wish to come together to learn from seasoned instructors and as well as their peers. The monthly Writers at Home series provides an opportunity for the community to become familiar with both regional and local writers.

Correctional Education provides on-site, full-credit classroom courses in all areas of the liberal arts including humanities, literature and language, political science, sociology, psychology, philosophy, mathematics, Spanish, religious studies, drama, and Arts and Ideas to three area correctional facilities. The program is funded by a grant from the US Department of Education and is subcontracted through the NC State Department of Corrections and UNC Chapel Hill.

The department also offers numerous test preparations courses including the PSAT, the SAT, GRE and LSAT as well as Effective Teacher Training programs throughout the year for those interested in substituting in the area schools.

North Carolina Center for Creative Retirement

The North Carolina Center for Creative Retirement is an integral part of the university, providing an array of educational programs to retirement-age individuals. The center has a twofold mission: to enable mature adults to continue learning while supporting opportunities for older persons to serve their communities. Its comprehensive program and defined social purpose make the center unique in the nation.

The center fosters active participation of retirees in learning and community involvement through peer classes, periodic credit-bearing intergenerational courses within the regular UNC Asheville academic schedule, leadership training, facilitated discussion groups and community outreach. The center serves the academic community and the professional aging field through research projects and sponsorship of regional and national public issues forums.

By providing retirees with opportunities for meaningful social interaction in a university context and by documenting and research of its own efforts, the center has established a national reputation for helping both to define and to understand the evolving role of our society's maturing population.

Asheville Area Educational Consortium

Degree-seeking students enrolled at UNC Asheville may enroll for credit in courses offered at Mars Hill College and Warren Wilson College through the Asheville Area Educational Consortium. Credit hours will be awarded by UNC Asheville. Students interested in participating should contact the UNC Asheville Registrar for approval and for registration information.

Participation guidelines:

1. Full-time degree-seeking students may take a total of four courses within their degree program under the consortium agreement. Enrollment is limited to fall and spring semesters.
2. In any semester of full-time status, a student may take up to 6 additional hours of credit through the consortium agreement.
3. Students may not normally cross-register for courses available on their home campus.
4. Regular UNC Asheville tuition and fees will be charged.

For specific cross-registration procedures and forms, UNC Asheville students should contact the UNC Asheville Registrar. Other students who wish to enroll in UNC Asheville courses should contact the registrar at their school.

Asheville Graduate Center

The University of North Carolina has established a Graduate Center on the UNC Asheville campus to coordinate graduate work in Asheville. The director of the center should be contacted about the specific programs being offered through the center by the various branches of The University of North Carolina.

North Carolina Research and Education Network

Colleges and universities across North Carolina are linked through the high-speed micro-communications system NC-REN (North Carolina Research and Education Network). Instruction is provided through teleconference by the faculty at the sponsoring institution. Work will be assigned and graded by the course instructor. Titles and topics will vary each semester.

Participation guidelines:

1. Participants must be enrolled as degree-seeking students at UNC Asheville. Non-degree students must be admitted at the sponsoring institution.

2. Students will be registered at UNC Asheville in courses designated with the departmental prefix MCNC. Tuition is calculated in the same manner as other UNC Asheville courses; special course fees must be paid by the student directly to the sponsoring institution.
3. UNC Asheville students must obtain permission from the Registrar. To be approved, courses must be appropriate for the student's degree program and may not be available at UNC Asheville.
4. Courses completed through NC-REN will be designated with the departmental prefix MCNC on the UNC Asheville academic record. Grades and semester hours will be included in the computation of the UNC Asheville grade-point average.

Additional information is available from the Teleconference Video and Facilities Manager in Robinson Hall.

ACADEMIC DEPARTMENTS, PROGRAMS AND COURSES

GENERAL INFORMATION

The following courses are offered by UNC Asheville. Not every course is taught every year, and changes are frequently made in the offerings. Each semester, a detailed schedule of courses is published on the UNC Asheville home page (www.unca.edu), which lists the courses to be taught that semester and the times and places where these courses will be taught. Some indication of when most courses are offered is provided in this catalog.

Numbering of Courses

Course numbers are an indication of the level of difficulty of a course. Courses numbered from 100 to 199 are basic or introductory courses. Mostly freshmen will take these courses. Courses numbered from 200 to 299 are intermediate courses. These courses might or might not have specific prerequisites. However, these courses are not usually taken by beginning freshmen. Courses numbered 300 to 499 are advanced courses. These are normally taken in the junior and senior years. Many carry prerequisites. Courses numbered 300 or above require junior standing, except those calling for specific prerequisites. Students may obtain permission from the instructor to deviate from this policy.

Course Credit

Successful completion of a course carries with it academic credit expressed in semester hours. This is usually the number of hours the class meets per week, although there are exceptions to this, especially for laboratory courses and internships. The number in parentheses following the course title is the amount of credit that successful completion of the course carries. Some courses are cross-listed. This means that the same course carries two different numbers and serves to meet requirements in two different programs. A student may not take cross-listed courses under both numbers since he or she would really be taking the same course twice.

Abbreviations

Abbreviations are used in course names in this catalog and in the class schedule as follows:

Accounting	ACCT
African Studies	AFST
Anthropology	ANTH
Art	ART
Art History	ARTH
Arts	ARTS
Astronomy	ASTR
Atmospheric Sciences	ATMS
Biology	BIOL
Chemistry	CHEM
Classics	CLAS
Computer Science	CSCI
Dance	DAN
Drama	DRAM
Economics	ECON
Education	EDUC
Engineering	ENGR
Engineering	JEM

Abbreviations E through MSE are offered by North Carolina State University as part of the Joint Degree in Engineering

General Engineering	E
Electrical and Computer Engineering	ECE
Engineering-Mechatronics	EGM
Mechanical and Aerospace Engineering	MAE
Material Science and Engineering	MSE
Environmental Studies	ENVR
Ethics and Social Institutions	ESI
French	FREN
German	GERM
Health and Wellness	HW
Health and Wellness Promotion	HWP
History	HIST
Honors	HON
Humanities	HUM
Interdisciplinary Studies	IST
Integrative Liberal Studies	ILS
International Studies	INTS
Italian	ITAL
Language	LANG
Legal Studies	LEGL
Liberal Studies	LS
Library Research	LR
Literature	LIT
Management	MGMT
Mass Communication	MASS
Master of Liberal Arts	MLA
Mathematics	MATH
Multimedia Arts and Sciences	MMAS
Music	MUSC
NC-REN	MCNC
Philosophy	PHIL
Physics	PHYS
Political Science	POLS
Psychology	PSYC
Religious Studies	RELS
Sociology	SOC
Spanish	SPAN
Statistics	STAT
Study Abroad	SABR
Visual Media Production	VMP
Women's Studies	WMST

ACCOUNTING (ACCT)

See Management, Industrial and Engineering Management, and Accounting.

AFRICANA STUDIES (AFST)

Associate Professor Omer (Director)

The Africana Studies minor allows students to supplement existing UNC Asheville majors. Africana Studies courses offer an interdisciplinary exploration of the centrality of humane values expressed in the thoughts and actions of Black people throughout the world. The program's aim is to encourage freedom of thought, excellence in scholarship and creativity of expression as fuller understandings are sought regarding the roles of Black people in society and culture.

Minor in Africana Studies

21 hours distributed as follows: AFST 130, 330, 430; and 12 hours selected from the list of elective courses below. Special topics courses may count as electives in the minor with the approval of the Africana Studies Director. Courses must be taken from at least two different academic departments.

130 Introduction to Africana Studies (3)

A survey of the disciplines that constitute Africana Studies. Students are introduced to the methodologies and basic contents of the fields that have shaped past and current understandings of Black people. Spring.

330 Field Practicum (3)

A semester-long project with participating public agencies or community service organizations. Background readings, practical experience and field observations and written reports are facets of this course. Students are expected to present reports at the end of the course. Prerequisite: AFST 130. See program director.

430 Senior Seminar in Africana Studies (3)

Advanced readings in Africana Studies focusing on topics of pertinent interests. Interdisciplinary attention is given to current writings in the field. Prerequisite: Completion of 12 hours in Africana Studies. See program director.

499 Undergraduate Research in Africana Studies (1-6)

Independent research under the supervision of a faculty mentor. Can be repeated for a total of 6 hours credit. An IP grade may be awarded at discretion of instructor. See program director.

171-3, 271-3, 371-3, 471-3 Special Topics in Africana Studies (1-3)

Courses not otherwise included in the catalog but for which there will be special needs. May be repeated for credit as subject matter changes. See program director.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements.

Africana Studies Electives

ANTH	100	Introduction to Cultural Anthropology (3)
IST	263	African American Colloquium (3)
LIT	244	African-American Literature (3)
LIT	358	Black Literature (3)
MCOM	362	Women and Minorities in Media (3)
MUSC	357	Jazz History (2)
POLS	361	Imperialism and Revolution in Colonial Africa (3)
POLS	362	Contemporary African Politics (3)
SOC	221	Sociology of Race and Ethnicity (3)

ANTHROPOLOGY (ANTH)

See Sociology and Anthropology

ART (ART) AND ART HISTORY (ARTH)

Associate Professor Dunning (Chair), Professors Cooke, Derryberry, Millspaugh, Tynes, Associate Professors, Dvorsky-Rohner, Wolfe; Assistant Professor Canejo, Spivey; Lecturer Aultman

The mission of UNC Asheville's Art department is to provide an environment that nourishes creative thinking through visual experience for students at all stages of life. The department views the study of art history, theory and criticism as essential to the development of artistic sensibility. For students who wish to pursue art history as a way of viewing art, the department provides a concentration in Art History. The concentration allows students to study visual culture from prehistory through current times, and to focus on areas of specific interest to them.

The process of self-discovery is initiated in the freshman year in the Foundation Core, in which the basic principles of art are introduced. Students are encouraged to discover their own way of integrating these concepts into quality works of art. Students broaden their technical development through discipline-based courses (painting, sculpture, etc.) in the sophomore courses of the curriculum. The students' approach to their work becomes individualized in concept, style and technique in the upper-level courses and particularly in the senior courses preparatory to the Senior Exhibitions sequence. Senior Exhibitions is a series of courses which allow each student to complete a related body of work. This body of work is exhibited in partial fulfillment of the B.A. and B.F.A. degrees. The department views the study of the history of art, theory and criticism as essential to the development of artistic sensibility. In these courses students learn how and why art is made, beginning with images of prehistoric art through the contemporary art that is being shown in galleries and museums throughout the world today.

Because creative process often challenges preconceived ideas, students in upper-level courses must be mature in the search for meaning and validity in their work. Throughout this search, a close relationship between faculty and students must be maintained as students and professors work together through issues that are personal and essential. The department believes that differences of opinion regarding individual image-making can be resolved in a nourishing, non-punitive exchange with mutual respect.

The liberal arts curriculum enriches the Art student's vocabulary by stressing the importance of linking one discipline to another and adds texture to the concepts and content of each student's work.

The program prepares students for advanced studies or admission into graduate programs and provides the basis for a variety of career opportunities. The departmental concentrations are within primary studio areas such as drawing, painting, sculpture, printmaking, ceramics, intermedia, and photography, as well as art history. Art majors have five degree concentrations from which to choose:

Bachelor of Fine Arts—a pre-professional degree program for students who wish to pursue their studies at the graduate level

Bachelor of Arts—a liberal arts degree with an Art major

Bachelor of Arts, with a concentration in Art History

Bachelor of Fine Arts with K–12 Licensure—typically a five-year degree program

Bachelor of Arts with K–12 Licensure

Minors in art, described in more detail on the following pages, also are offered.

The required core foundation courses, ART 100, 101, 102 and 103 are the base upon which the studio concentrations are built, providing each student with an essential variety of studio processes as well as historical background and critical theory. Students completing the Art History

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concentration choose 6 hours from ART 100 and either 101 or 103 since these courses focus on the history and the theory behind visual aesthetics.

Departmental Admission Requirements

All students interested in majoring in Art should obtain a copy of the Art Department Guidelines from the Art Department office. The Guidelines should be used in conjunction with this catalog. Declaring a major in Art requires the student to complete a Declaration of Major form that must be signed by the department chair.

A. Bachelor of Arts (B.A.)

Before declaring a B.A. major in Art, students must have credit for the following courses: LANG 120, ART 100 and either ART 101 or ART 103

B. Bachelor of Fine Arts (B.F.A.)

A student must apply for entrance to the B.F.A. major in Art. The application process is outlined in the Art Department Guidelines. The following criteria must be met before a student can apply for the B.F.A. The student must have credit for the following courses: LANG 120, ART 100, 101, 102 and 103; 12 additional hours of art courses at the 200 level or above; and a minimum GPA of 3.0 in art courses.

Bachelor of Fine Arts

The visual arts degree program is designed primarily for exceptional students who plan to continue with graduate studies or pursue professional careers immediately after graduation. The pre-professional B.F.A., which leads to the M.F.A. (a terminal degree), requires a minimum of 125 total credit hours. The B.F.A. program differs from the B.A. program in its expanded curriculum requirements and higher standards regarding the development of professional skills and theoretical knowledge. B.F.A. students must comply with all rules, deadlines and GPA requirements specified in the Art Department Guidelines. Waivers or exceptions must be approved by the department chair.

- I. Required courses in the concentration—72 total hours, including: ART 100, 101, 102, 103 (foundation core), 210, 220, 227, 230, 240; 15 hours of Art History courses, including ARTH 201 and 202 (3 of the 15 hours may be taken in individual research or satisfied by taking PHIL 310); 30 hours must be taken in Studio Art, to include 6 hours of Senior Exhibitions (ART 490, 491). Students with an intermedia concentration are also required to take ART 492.
- II. Required courses outside the major—None. PHIL 310 is an Art History option.
- III. Other B.F.A. requirements
 - a) Grade-point average—Acceptance into the B.F.A. program requires a 3.0 GPA based on the first 24 hours of art credit completed. The 3.0 GPA must be maintained after acceptance into the program or probation and suspension from the B.F.A. program will result. (See Art Department Guidelines for more specific information and re-entry procedures.)
 - b) The Portfolio—B.F.A. candidates must submit a portfolio for entry into the B.F.A. program. (See Art Department Guidelines.)
 - c) The Concentration—The specific areas for concentration are intermedia, painting, drawing, printmaking, photography, ceramics and sculpture. The student's concentration requires the completion of 21 credit hours in the area chosen. (See Art Department Guidelines for specific credit allocation.) The major focus may carry a greater number of hours.
 - d) Exhibition—Prior to graduation, students must present a one-person exhibition of their concentration work. (See Art Department Guidelines for exhibition requirements.)
 - e) Other departmental requirements--Successful completion of ART 490 and 491 demonstrates major, oral and computer competency.

Bachelor of Arts

The Bachelor of Arts in Art provides students with a breadth of technique and concept as well as concentration in one studio area. The student pursues art history interests and must engage conceptual and technical achievements to express personal interpretations of themes in visual media. The required senior exhibition ensures that each student will complete a body of work for a portfolio for professional career purposes. The exhibition course allows each student to present his/her first public Solo Exhibition.

- I. Required courses in the program—42 hours, including: ART 100, 101, 102, 103 (foundation core), 400; either 210 or 220; one course from either 230 or 240; 12 hours of Art History courses, including ARTH 201 and 202; 6 additional studio hours in one medium; 3 elective studio hours.
- II. Required courses outside the major—none.
- III. Other departmental requirements
 - a) Prior to graduation, the degree candidate must present a Solo Exhibition. (See Art Department Guidelines for exhibition requirements.)
 - b) Successful completion of ART 400 demonstrates major, oral and computer competency.

Bachelor of Arts with a Concentration in Art History

The study of art history provides a broad-based, interdisciplinary understanding of visual culture's relationship to the philosophical, sociological and political developments of human history. The discipline's emphasis on visual analysis, research, critical writing, and oral communication makes it appropriate for students considering careers in law and journalism, or as arts professionals in museums or galleries, as well as for students planning on graduate studies in art or art history. Students will complete 36 hours composed as follows:

- a) Required courses in the concentration—36 hours: ART 100; either ART 101 or 103; ARTH 201, 202, 480; 12 hours of 300-400 level ARTH courses with at least 3 hours from Ancient and Medieval art history ; 3 hours from Renaissance and Baroque art history; 3 hours from Modern and Contemporary art history; 3 hours from Non-Western art history; and 9 hours of approved courses outside the department (see Art Department Guidelines).
- b) Other departmental requirements
 - c) Senior competency is demonstrated by either passing the Art Department Comprehensive or completing an Undergraduate Research Project in Art History. These are offered every semester.
 - d) Each degree candidate must demonstrate both oral and computer competency by successful completion of ARTH 480.

Art with Teacher Licensure

Students desiring licensure in Art, K–12, must complete the following, review the Education section of the catalog, and meet with the appropriate advisor in the Department of Education.

- I. Required courses in the program—51 hours, including: ART 100, 101, 102, 103 (foundation core), 210, 220, 227, 230, 240, 400, 451; 12 hours from Art History offerings, including ARTH 201 and 202; 6 additional studio hours in one medium.
- II. Required courses outside the major—None.
- III. Other departmental requirements
 - a) Prior to graduation, the degree candidate must present a Solo Exhibition of his/her work. (See Art Department Guidelines for exhibition requirements.)
 - b) Successful completion of ART 400 demonstrates major, oral and computer competency.

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Minor in Studio Art

- I. Minor in two-dimensional media—24 hours, including: ART 100, 101; ARTH 201 and 202; 12 elective studio hours, 6 of which should be sequential (e.g., ART 215 and 216; 102 and 201; 227 and 327). These 12 hours should be 200-, 300- or 400-level courses. (ART 102 may count toward the 12 elective hours.)
- II. Minor in three-dimensional media—24 hours, including: ART 100, 103; ARTH 201 and 202; 12 elective studio hours, 6 of which should be sequential (e.g., ART 230 and 231; 240 and 340).

Students with Studio Art minors must present a solo exhibition. (See Art Department Guidelines for exhibition requirements.)

Minor in Art History

- I. The Art History minor consists of 24 credit hours in required courses: ART 100; 101 or 103; ARTH 201 and 202; 12 additional hours in Art History offerings.
- II. The Art History minor requires students to pass the comprehensive exam given by the department each semester.

Courses in Studio Art (ART)

100 Two-Dimensional Design (3)

An introduction to two-dimensional visual aesthetics through an understanding of the basic elements of composition and the principles of organization. Both precision and spontaneous problems. Prerequisite for all studio courses. Fall and Spring.

101 Drawing I (3)

An introduction to drawing and seeing. The use of inanimate and animate objects as stimuli for precision and spontaneous drawing. Sighting, shading and linear perspective are covered, along with empirical perspective and methods of construction. Prerequisite: ART 100; or permission of instructor. Fall and Spring.

102 Life Drawing I (3)

Fundamentals of drawing from live models. Studio application with pencil, charcoal, crayon, and ink and brush. Problems in proportion, reshortening, movement, etc. Prerequisites: ART 100, 101. Fall and Spring.

103 Three-Dimensional Design (3)

Includes three-dimensional design and construction. Involves sculpture technique and exploration of materials in clay, wood, plaster and metal. Prerequisite: ART 100. Fall and Spring.

201 Life Drawing II (3)

The study of the figure as a continuation of ART 102. Emphasis on the figure and drawing media, including dry brush, collage and mixed media. Anatomical aspects introduced as well. Prerequisites: ART 100, 101, 102, 103. Spring.

210 Painting I (3)

Color, composition and space organization applied in painting. Development of technical proficiency of the painting medium in acrylics. Lectures and demonstrations. Prerequisites: ART 100, 101, 102, 103. Fall and Spring.

211 Painting II (3)

Continuation of studio procedures and techniques explored in ART 210 using oils. Projects assigned stress creative response rather than strict formula. In addition to gaining

technical expertise, students will be expected to begin working in a series of related images. Prerequisite: ART 210. Fall and Spring.

- 212 Drawing II (3)**
Continuation of drawing beyond the basic elements in ART 101. Exploration of diverse media, incorporating color. Work includes studio time, independent drawings and a series. Prerequisites: ART 100, 101, 102, 103. See department chair.
- 213 Collage and Assemblage I (3)**
An introduction to collage methods incorporating media and assemblage construction techniques. Prerequisites: ART 100, 101, 102, 103, 210. Spring.
- 215 Watercolor I (3)**
The basic techniques of watercolor, including the wet-on-wet and dry brush techniques. Prerequisites: ART 100, 101, 102, 103. See department chair.
- 216 Watercolor II (3)**
Further development of the watercolor techniques explored in ART 215. In addition new techniques will be explored and new materials introduced. Prerequisite: ART 215. See department chair.
- 220 Printmaking I (3)**
Laboratory exploring printmaking as it relates to woodcuts, including color, Intaglio (drypoint) and collagraphy (collage printing). Proper display and presentation of prints for exhibition discussed. Prerequisites: ART 100, 101, 102, 103. Fall.
- 221 Printmaking II (3)**
Laboratory exploring printmaking as it relates to woodcuts, including color, Intaglio (drypoint) and monotype printing. Further exploration of projects and concepts developed in ART 220. Proper display and presentation of prints for exhibition discussed. Prerequisite: ART 220. See department chair.
- 227 Introduction to Photography (3)**
An introduction to black-and-white photography exploring early photographic techniques, camera use and basic darkroom techniques. Students must provide their own cameras (with manual capabilities). Prerequisite: ART 100, 101, 102, 103; or permission of instructor. Fall and Spring.
- 230 Ceramics I (3)**
Basic competencies in hand building, wheel throwing, glazing and firing. Lectures and demonstrations. Prerequisite: ART 100, 101, 102, 103. Fall and Spring.
- 231 Ceramics II (3)**
Continuation of ART 230, with emphasis on developing skills, refining glazes and exploring various firing methods. Prerequisites: ART 230. Fall and Spring.
- 240 Introduction to Sculpture Elements (3)**
A brief exploration into mold making and product development, with an in-depth look at sculpture since 1900. Readings, discussions, projects, written requirements and oral defense of projects. Prerequisites: ART 100, 101, 102, 103. Fall and Spring.
- 302 Life Drawing III (3)**
Development of figure drawing in a variety of media to enhance the students' exploration of the figure, including foreshortening, surface anatomy, and more independent interpretation of the figure. Prerequisite: ART 201. Spring.

- 303 Drawing III (3)**
Expanding the drawing experience beyond the traditional methods of graphite on paper to include more experimental approaches. Students will be expected to address the idea of content as it relates to developing a personal direction with their work. Prerequisite: ART 212. See department chair.
- 310 Painting III (3)**
Opportunity to experiment with ideas, concepts and techniques attained in other two-dimensional studio courses. Students are encouraged to work serially and develop personal imagery. Prerequisite: ART 211. Fall and Spring.
- 313 Collage and Assemblage II (3)**
Experimental projects utilizing technological elements and combinations of music, drama, etc. Traditional (e.g., collage) problems much more complex and monumental than in previous sections of this course. Prerequisite: ART 213. Spring.
- 315 Watercolor III (3)**
Opportunity to experiment with ideas, concepts and techniques attained in previous watercolor courses. A great deal of freedom is given to students to choose their own projects. Prerequisite: ART 216. See department chair.
- 321 Printmaking III (3)**
Advanced studio in printmaking exploration of ideas and individual direction, focusing within a particular medium. Outside reading and research required. Prerequisites: ART 220, 221. See department chair.
- 322 Printmaking IV (3)**
A continuation of the individual, specialized study begun in ART 321. Outside reading and research required. Prerequisites: ART 220, 221, 321. See department chair.
- 327 Intermediate Photography (3)**
A continuation of ART 227 with shared emphasis on 20th-century photographic trends and mastering advanced black-and-white darkroom techniques and alternative processes. Prerequisite: ART 227; or permission of instructor. Fall and Spring.
- 328 The Photograph as Document (3)**
Explores the evolution of documentary photography. Students will use the medium to learn to reveal social and cultural responses to the world through their own projects and critiques. Prerequisites: ART 227, 327; or permission of instructor. Even years Fall.
- 330 Ceramics III (3)**
Independent involvement in developing skills, techniques and style. Further glaze development and clay testing. Prerequisites: ART 103, 230, 231. Fall and Spring.
- 340 Sculpture Methods and Media (3)**
The class will investigate foam vaporization using aluminum, lost wax casting using aluminum and bronze, and iron casting using resin bonded sand. Mold materials used will include plaster investment, green sand and resin bonded sand. Students will also be required to participate in the semester iron pour. Written and oral defense of projects required. Prerequisite: ART 240. Fall and Spring.
- 345 Figurative Sculpture (3)**
Figurative sculpture using quick study methods with ceramic clay and plaster molds. Sculpting methods with plastiline clay and silicone mold material are also used. Prerequisites: ART 103, 240, 340. Spring.

- 390 Professional Practices in Art (3)**
A “survival course” of practical information recommended for advanced students considering a career in fine art. Experiential learning through hands-on projects. Topics covered include: photographing artwork; writing a resume, artist statement, biography, cover letter; presentation and exhibition skills such as matting, framing, finishing, hanging and lighting. Field trips to galleries, museums and professional artists’ studios are scheduled. Journals required. Prerequisites: ART 100, 101, 102, 103 or equivalent. ART 227 is helpful. Odd years Fall.
- 400 B.A. Seminar (3)**
B.A. Seminar is the capstone studio course for B.A. candidates. The Senior Exhibitions work is completed with weekly critiques from faculty and peers. Journal, research paper, and oral defense of work required. Prerequisite: Completion of all other B.A. required courses. Fall and Spring.
- 410 Painting IV (3)**
Exploration of ideas in depth and beginning preparation for the senior exhibition in painting. Individual direction is stressed. Prerequisite: ART 310. Fall and Spring.
- 427 The Photographic Eye: Refining Personal Vision (3)**
An exploration of photography as a means of self-expression and exploration with an emphasis on the development of personal style and idea—a cohesive body of work. Contemporary photographic trends will also be explored. Paper and presentation are required. Prerequisite: ART 327; or permission of instructor. Fall and Spring.
- 428 The Photographic Portfolio (3)**
Offers further exploration of ideas and expression with an emphasis on preparation for senior seminar, senior show, and portfolio development. Prerequisite: ART 427; or permission of instructor. Fall and Spring.
- 430 Ceramics IV (3)**
Exploration of ideas in depth. Beginning preparation for the senior exhibition in ceramics. Prerequisite: ART 330. Fall and Spring.
- 440 Advanced Sculpture Methods (3)**
Exploration of ideas in depth. Beginning preparation for senior exhibition. Written and oral defense of work required. Prerequisites: ART 103, 240, 340. Fall and Spring.
- 451 Creative Art Methods (K-12) (3)**
Art methods for Art licensure—teaching methods, lesson plans, budget, philosophy of art education. Classroom observation in schools. See department chair.
- 490-492 Senior Exhibitions I-III (3)**
Preparation for senior exhibitions. Allows a student up to 9 hours of credit. Individual studio consultation and exhibition procedures are emphasized. Six hours of ART 490-492 are required for B.F.A. candidates. At the completion of the B.F.A. candidate’s studio concentration hours, he or she may take ART 490. Journal, research paper and oral defense of work required. Prerequisite: advanced courses in area of expertise. Fall and Spring.
- 499 Undergraduate Research in Art (1-6)**
Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.

171-4, 271-4, 371-4, 471-4 Special Topics in Art (1-4)

Courses not otherwise included in the catalog listing but for which there may be a special need. May be repeated as often as permitted and as subject matter changes. See department chair.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. ART 479 may not be used by students majoring in Art.

Courses in Art History (ARTH)

201 Introduction to Art History I (3)

This course surveys the history of art throughout the world from Paleolithic culture to the Middle Ages. Students will examine and compare the historical context, social function, and artistic style of individual works of art. This course also serves as an introduction to the study of art history by teaching specialized vocabulary and methodological concepts used in the visual analysis and interpretation of art. Fall.

202 Introduction to Art History II (3)

This course surveys the history of art throughout the world from the early Renaissance to the present. Students will examine and compare the historical context, social function, and artistic style of individual works of art. This course also serves as an introduction to the study of art history by teaching specialized vocabulary and methodological concepts used in the visual analysis and interpretation of art. Spring.

Ancient and Medieval Art History

310 Greek and Roman Art (3)

This course explores classical culture through an examination of the monuments and artistic artifacts of ancient Greece and Rome. Even years Fall.

320 Medieval Art (3)

A study of ideas and accomplishments from Roman times through High Gothic. Slide lecture and discussion. An oral presentation will be required. Odd years Spring.

Renaissance and Baroque Art History

330 Renaissance Art (3)

A study of ideas and accomplishments in Western visual arts from the 14th century through the High Renaissance. Focus on painting, sculpture and architecture. An oral presentation will be required. Odd years Fall.

340 Art of the 17th and 18th Centuries (3)

This course focuses on art and architecture produced during the Baroque, Rococo and Enlightenment periods of European history. Close attention will be given to art's relationship to the political, religious, scientific and philosophical developments of the time. Even years Fall.

350 European Art of the 19th Century (3)

This course surveys the artistic developments in Europe from the emergence of Neo-Classicism in the late 18th century through the Post-Impressionist movements of the 1880s and 1890s. Emphasis will be placed on the political, philosophical, and technological changes that marked this period of history and contributed to dramatic shifts in artistic style, subject matter, production methods and patronage. Odd years Spring.

Modern and Contemporary Art History**355 American Art Before 1945 (3)**

This course examines art produced in the United States from the colonial period through the development of Abstract Expressionism in the 1940s. Some of the issues considered will include the influence of European tradition, art's role in establishing a national identity, the emergence of the American museum, and the representation of the historical circumstances of slavery, industrialization, and immigration. See department chair.

360 Modern Art and Modernism (3)

This course explores the critical concept of Modernism as it applies to European and American art of the first half of the 20th century. Lectures are supplemented with class discussions, theoretical and historical readings, and written assignments on the topic. Fall.

365 Art Since 1960 (3)

This class examines art produced since 1960, emphasizing primarily developments in the United States and Europe. Attention will be given to the social, historical, and political context of this period in order to explore the relationship of societal change to shifts in art-making practice, aesthetic concerns and interests, and the emergence of non-traditional formats of art such as Performance, Installation, and New Media. Spring.

Non-Western Art History**380 Art and Architecture in Asia (3)**

This course surveys visual art and architecture in India, China, Japan, Korea and Southeast Asia before 1830. In addition to exploring issues of style, the course will also consider art's historical context, the influence of various philosophical and intellectual belief systems, and the impact of cultural exchange on art throughout the region. Even years Spring.

385 African Art (3)

This course explores African art within the cultural context of the people who created it. The material covered ranges from the earliest examples in the Neolithic period until the royal art produced in the 17th century CE. Students will learn stylistic features of art from varied regions, the tribal affiliation, stylistic art groups and their development. Even years Spring.

Additional Art History Offerings**460 Issues in Art History (3)**

This seminar will incorporate advanced readings, class discussion and student research in the exploration of current ideas about a specialized topic art history. Prerequisite: 6 hours of upper level art history or related courses on the topic. Even years Fall.

480 Theories and Methods in Art History (3)

This course introduces students to basic approaches to art historical research, and presents major theoretical positions that have influenced the study of art. This course will explore the contribution of particular scholars who have contributed to the discipline of art history, and examine a range of methodologies used to frame the practice of art historical investigation. Emphasis will be placed on student research, interpretation and developing oral and written communication skills. Prerequisites: 6 hours of 300-400level art history classes. Odd years Fall.

171-4, 271-4, 371-4, 471-4 Special Topics in Art History (1-4)

Courses not otherwise included in the catalog listing but for which there may be a special need. May be repeated as often as permitted and as subject matter changes. See department chair.

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179, 379, 479 **Liberal Studies Colloquia (LS 179, 379, 479)**

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. ARTH 479 may not be used by students majoring in Art.

ARTS (ARTS)

Assistant Professor Walters (Director)

Participating Faculty: Spivey (Art); Snoyer, Facciponti (Drama), Trautmann (Foreign Languages); Schrader (Health and Fitness); Chess, Hobby, Horvitz (Literature and Language); McKnight (Music), Betsalel (Political Science)

The interdisciplinary Arts program is not an art appreciation course or an introduction to any of the particular arts, but stresses the human significance of art, its social role, its foundation in aesthetics, and its importance as a way of interpreting reality.

Drawing upon the expertise of faculty from various academic departments, the program furthers the interdisciplinary aspects of the University through the study of artworks from different times, places, and having different purposes.

310 Arts and Ideas (3)

Arts and Ideas is an interdisciplinary course that introduces the student to the creative process using a number of artistic disciplines including dance, drama, film and video, music, poetry and the visual arts. This class can include a mixture of readings of essays, artworks, attendance at outside performances and events, lectures, classroom presentations and performances, informal discussion and development of written responses. Each section will have a specific topic that will serve as the focus of the semester. Prerequisite: 60 earned hours (junior standing). Spring.

322 Arts of the Ancient World (3)

An intellectual engagement with the arts of the ancient civilizations covered by HUM 124, ranging from the Near East, India and China to the time of the disintegration of the Western Roman Empire. Particular attention will be paid to Greece and Rome. Pre- or corequisite: HUM 124. See program director.

323 Arts of the Medieval and Renaissance World (3)

An intellectual engagement that compares and contrasts the arts of Europe from the fall of Rome to the 17th century with the arts of Africa, Asia and Latin America during the same period. Pre- or corequisite: HUM 214. See program director.

324 Arts of the Modern World: Mid-17th to Mid-20th Century (3)

An intellectual engagement with the arts throughout the world from the period beginning with the scientific revolution of the 17th century and continuing through today. Pre- or co-requisite: HUM 324. See program director.

171-6, 271-6, 371-6, 471-6 Special Topics in Arts (1-6)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See program director

ASTRONOMY (ASTR)

Participating Faculty: Beck, Bennett, Booker, Dennison and Ruiz (Physics)

105 Astronomy (4)

A course for the general student with laboratory covering the solar system, constellations, the evolution of stars, cosmology and contemporary topics in astronomy. Additional topics include celestial mechanics, fundamental forces in nature, atomic spectra, relativity, stellar nuclear reactions and quarks. Satisfies the Integrative Liberal Studies laboratory science requirement. Fall and Spring.

ATMOSPHERIC SCIENCES (ATMS)

Professor Huang (Chair); Professor Brotak; Associate Professor D. Miller; Assistant Professor Hennon.

The Atmospheric Sciences Department offers a B.S. degree in two concentrations that prepare students for employment upon graduation or for further studies at the graduate level. Both concentrations fulfill federal Civil Service requirements for employment as a meteorologist. A Climatology concentration provides a strong preparation for graduate work with a specialization in climatology and mathematics. The National Climatic Data Center, located in Asheville, represents a unique resource for students. In the Weather Forecasting concentration, students learn the basics of weather analysis and forecasting and how to communicate meteorological information to the public. Students are encouraged to focus their career objectives through enrollment in cooperative education and internship courses.

Concentration in Climatology

This concentration is designed to prepare a student for advanced work in Atmospheric Science with an emphasis on Climatology.

- I. Required courses in the major—33 hours, including: ATMS 103, 205, 241, 251, 261, 305, 310, 320, 405, 410, 411, 420, 455.
- II. Required courses outside the major—34 hours distributed as follows: CHEM 111, 132; CSCI 142 or 201; MATH 191, 192, 291, 394; PHYS 221, 222; STAT 225.
Recommended courses: MATH 341 and STAT 321.
- III. Special departmental requirements—Major competency is demonstrated by a senior comprehensive exam. Oral competency is demonstrated as part of the senior comprehensive examination. Formal preparation for this is in ATMS 410 and 411.
Computer competency is demonstrated through completion of either CSCI 142 or 201.

Concentration in Weather Forecasting

This concentration is designed for students seeking employment as meteorologists upon receiving the degree.

- I. Required courses in the major—30 hours, including ATMS 103, 205, 241, 251, 261, 305, 310, 320, 350, 410, 411, 455.
- II. Required courses outside the major—27 hours distributed as follows: CHEM 111, 132; CSCI 142 or 201; MATH 191, 192, 291; PHYS 221, 222. MATH 394 is strongly recommended. Additional courses in Statistics, Hydrology and Oceanography are recommended.
- III. Special departmental requirements—Major competency is demonstrated by a senior comprehensive exam. Oral competency is demonstrated as part of the senior comprehensive examination. Formal preparation for this is in ATMS 410 and 411.
Computer competency is demonstrated through completion of either CSCI 142 or 201.

Declaration of Major in Atmospheric Sciences

Declaring a major in Atmospheric Sciences requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Atmospheric Sciences

20–22 hours in Atmospheric Sciences of which at least 6 hours must be at the 100-200 levels, and at least six hours must be at the 300-400 levels.

103 Introduction to Meteorology (3)

An informative study of the fundamentals of weather and current issues related to global weather and climate. Atmospheric science majors may substitute ATMS 105 for ATMS103. (Students may not receive credit for both ATMS 103 and 105.) Fall and Spring.

105 Introduction to Atmospheric Sciences (5)

An introduction to meteorology and climatology with laboratory. Topics include fundamentals of physical processes and weather systems, climatological principles, the historical role of weather and climate, and the influence of weather and climate on modern society. Lecture: 3 hours; recitation: 1 hour; laboratory: 2 hours. Prerequisite: MATH 155 or equivalent. (Students may not receive credit for both ATMS 103 and 105.) See department chair.

205 Weather Analysis (3)

Basic plotting of the various weather codes, fundamentals of map analysis, basic techniques of weather forecasting. Prerequisite: ATMS 103 or 105, or permission of instructor. Fall.

223 Physical Climatology (3)

Causes of spatial and temporal climate variation, with special emphasis on energy and water balance regions of the earth and its atmosphere. Consequences of anthropogenic climate change will be explored. See department chair.

241 Geography in Meteorology (1)

An introductory lab course to study maps, the physical earth, physical geography and climate. Corequisite: ATMS 103 or 105. Spring.

251 Mathematics in Meteorology (1)

An introductory lab course to study fundamental meteorological equations and applications of mathematics in meteorology. Prerequisites: ATMS 103 or 105; MATH 191. Spring.

261 Computer Applications in Meteorology (1)

An introductory lab course to familiarize students with computer applications and meteorological software packages, such as McIDAS and GEMPAK. Prerequisites: ATMS 103 or 105; MATH 191. Spring.

305 Atmospheric Thermodynamics and Statics (3)

A study of the gaseous composition of the earth's atmosphere, its modification by radiative processes and the application of the gas laws to the atmospheric statics. Prerequisites: ATMS 251, 261; PHYS 221. Corequisite: MATH 192. Fall.

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310 Atmospheric Kinematics and Dynamics (3)

The motion of the earth's atmosphere in relation to the forces acting upon the fluid. Equations of motion, circulation, vorticity, divergence, viscosity, turbulence and atmospheric energy. Prerequisite: ATMS 305. Spring.

315 Radar and Satellite Meteorology (3)

Theory and application of radar and satellite remote sensing to atmospheric sciences. Weather analysis and forecasting, and climatological implications. Prerequisites: ATMS 251, 261; PHYS 222. See department chair.

316 Mesoscale Meteorology (3)

Atmospheric processes in the scale of 10 to 1000 km including tornadoes, thunderstorms and tropical cyclones; application of current data to mesoscale analysis and forecasting. Prerequisites: ATMS 251, 261. See department chair.

320 Meteorological Instruments (3)

The history, operation and use of instruments that monitor the atmosphere, with emphasis on practical applications. Prerequisite: ATMS 103 or 105 or equivalent training. See department chair.

331 Principles of Air Pollution (ENVR 331) (3)

Sources, sinks and controls of air pollution, legal aspects, meteorological factors which influence air pollution, analytical techniques for quantifying air pollution. Prerequisites: CHEM 111,132 and one of the following: ATMS 103 or 105, or ENVR 130. See department chair.

338 Hydrology (ENVR 338) (3)

Hydrologic cycle and component processes: precipitation, evaporation, transpiration, snow melt, runoff, stream flow and ground water. Prerequisites: ATMS 103 or 105; MATH 191. See department chair.

350 Weather Forecasting (3)

The science and techniques of weather forecasting, applications of map analysis and numerical guidance. Prerequisite: ATMS 205. Spring.

381-3 Cooperative Education (1-3)

Majors with at least sophomore status may apply for part-time positions at local firms dealing with meteorology. Prerequisite: permission of department chair. May be repeated for a total of 6 hours of credit. Fall and Spring.

405 Meteorological Statistics (3)

Basic statistical method and tests of significance, probability, frequency distribution, curve fitting, correlation, harmonic analysis (Fourier series), correlogram, periodogram and spectrum analysis. Prerequisites: ATMS 251, 261; MATH 291; STAT 225. See department chair.

410 Synoptic Meteorology I (3)

A synthesis of the mathematical and analytical aspects of meteorology designed to explain fundamental weather processes and systems; practical application of the diagnostic and predictive equations through the use of weather maps; topics include upper-level systems and jet streams and surface pressure systems. Corequisite: ATMS 305. Fall.

- 411 Synoptic Meteorology II (3)**
A continuation of ATMS 410. Topics include frontal systems, mid-latitude convective systems, tropical meteorology and numerical weather prediction. Presentations in this course will prepare students for demonstrating oral competency in the senior comprehensive examination. Prerequisite: ATMS 410. Corequisite: ATMS 310. Spring.
- 420 Applied Climatology (3)**
Application of climatological and statistical principles to weather-sensitive fields such as agriculture, construction, transportation and energy conservation. Prerequisite: ATMS 405; or permission of instructor. See department chair.
- 455 Physical Meteorology (3)**
Physical processes of condensation, radiation and radiative transfer, atmospheric sound and light propagation, atmospheric electrical phenomena and principals of weather modification. Prerequisite: ATMS 305. Spring.
- 490 Professional and Technical Internship (6)**
Majors with a GPA of 3.0 or better within the major and at least junior status may apply for a semester-long internship with a participating host agency. May not take ATMS 381, 382 or 383 and ATMS 490 concurrently. May not take more than 3 hours ATMS 381, 382, 383 in addition to ATMS 490. Prerequisite: permission of department chair. Fall and Spring.
- 499 Undergraduate Research in Atmospheric Sciences (1-6)**
Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. Fall and Spring.
- 171-3, 271-3, 371-3, 471-3 Special Topics in Atmospheric Sciences (1-3)**
Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated as often as permitted and as subject matter changes. Prerequisite: permission of instructor. See department chair.
- 179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)**
Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. ATMS 479 may not be used by students majoring in Atmospheric Sciences.

BIOLOGY (BIOL)

Associate Professor Wilson (Chair); Professors Kormanik, Petranka, Stuart; Associate Professors Clarke, Forrest; Assistant Professors Horton, Meigs, Nicolay; Lecturer Pomfrey

The major in Biology is designed to give students a substantial foundation in biology with an emphasis on investigative methods. The courses provide a broad background for students who seek awareness of the living world and their role in it, as well as training preparatory to professional schools, graduate schools, or science education careers. Graduates may go directly into careers in biology or related fields. They may also pursue advanced work in medicine, dentistry and veterinary medicine, or enter graduate programs in disciplines such as microbiology, genetics, molecular biology, physiology, evolutionary biology, ecology and conservation biology.

Majors must complete one of three concentrations to earn the Bachelor of Science degree. Students who wish to pursue graduate studies in ecology, conservation biology, evolutionary biology or animal behavior should select the Ecology and Evolutionary Biology concentration. Those who wish to enter health-related professions or graduate studies in molecular biology, cell biology, genetics, physiology or related disciplines should select the Cell and Molecular Biology concentration. The General Biology concentration is designed for students seeking a more general education in the biological sciences and for students who do not have immediate plans to enter graduate or professional schools. Students seeking teacher licensure must fulfill all requirements listed under this concentration.

Requirements for All Biology Majors

- I. Required courses in the major—18–19 hours including: BIOL 115, 116, 210, 211; either 480 or 498. Individuals who are seeking teacher licensure should complete EDUC 396/496 in place of BIOL 480 or 498.
- II. Required courses outside the major—16–19 hours including: CHEM 111, 132 (or placement), 145, 231 and 236; MATH 191; STAT 185.
- III. Other departmental requirements—Completion of requirements in one of the concentrations listed below. Major, oral, and computer competencies are satisfied by completion of BIOL 480 or 498, or EDUC 396 and 496, with a grade of C or higher.

Additional course requirements for concentrations are as follows:

Concentration in Ecology and Evolutionary Biology

30–33 hours, including PHYS 131, 231; BIOL 443; one course from either BIOL 338, 345, or 455; three courses from BIOL 321, 331-337, 340 or 348, 350, 351, 356, 360, 365, or ENVR 350, 360, 384; and either BIOL 444, or both CHEM 222 and 232.

Concentration in Cell and Molecular Biology

30–33 hours, including PHYS 131, 231; two courses from BIOL 344, 423, 443, 444; one course from BIOL 338, 339, 345, or 455; two additional 300-400 level BIOL electives; CHEM 222 and 232.

Concentration in General Biology

19–20 hours, including five 300-400 level Biology courses, at least one from each of the following groups:

1. BIOL 344, 423, 443, 444
2. BIOL 338, 339, 345, 346, 455
3. BIOL 321, 331-337, 340 or 348, 350, 351, 356, 360

Note: PHYS 131 may be substituted for one of these courses.

Students who wish to receive teacher licensure in 9–12 Biology or Comprehensive Science must complete all requirements for the Biology major with Concentration in General Biology including PHYS 131 and also all additional requirements indicated under the Education Section of the Catalog. Students who wish to receive licensure in 9–12 Comprehensive Science must also complete ENVR 105, 130 and PHYS 231. Students seeking middle school licensure should review requirements found in the Education section of the catalog and see the appropriate licensure advisor for additional information.

Declaration of Major in Biology

Declaring a major in Biology requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Biology

18–20 hours in Biology, including BIOL 115, 116; BIOL 210 or 211; and 6–8 hours chosen from advanced offerings at the 300-level or higher. For teacher licensure, BIOL 333, 335, 344 and 443 are recommended.

107 Principles of Biological Evolution (3)

An introduction to the basic principles of evolution, presenting an account of the scope and significance of biological evolution. Fall.

108 Human Biology (3)

A study of the form, function and behavior of humans in light of their evolutionary heritage. Every other Spring.

110 Plants and Humans (3)

Non-technical study of plants, emphasizing topics of student interest and plants of Western North Carolina. Includes, growth, reproduction, interactions and uses that humans make of plants. Spring.

115 Concepts in Ecology and Evolution (4)

Introduction to basic concepts in evolutionary biology and ecology. Fall.

116 Principles of Cellular and Molecular Biology (4)

Introduction to cell structure and function, and to basic concepts of genetics and molecular biology. Prerequisites: CHEM 111 and 132. Spring.

123 Principles of Biology (3)

An introduction to ideas fundamental to the understanding of contemporary biology (cell theory, genetics, evolution and ecology). For non-Biology majors. Fall and Spring.

124 Principles of Biology Lab (1)

Introduction to biology lab. Pre- or corequisite: BIOL 123. For non-Biology majors. Fall and Spring.

210 Principles of Zoology (4)

Introduction to the study of animals. Emphasis will be on structure, function and phylogenetic concepts. Prerequisites: BIOL 115, 116 and 8 hours of chemistry for biology majors; ENVR 241 for environmental studies majors. Spring.

211 Principles of Botany (4)

Introduction to the study of plants. Emphasis will be on structure, function and phylogenetic concepts. Prerequisites: BIOL 115, 116, and 8 hours of chemistry for

biology majors; ENVR 241 and 8 hours of chemistry for environmental studies majors. Fall.

223 Human Anatomy (4)

Detailed study of adult human morphology. Includes some developmental and comparative aspects to clarify adult human structures. Prerequisite: One course from BIOL 115, 116 or 123; or permission of instructor Fall.

298 Introduction to Research Methods (1-3)

Directed laboratory research, field research or independent study that introduces students to specialized research techniques and methodology necessary in the early stages of professional development. Nature of the course is determined by mutual agreement between student and faculty mentor. The course is appropriate for students in their first two years of study and may be repeated for a total of 3 hours of credit. Will not count towards biology elective requirements. Prerequisite: permission of instructor.

321 Limnology (ENVR 321) (4)

Introduction to biology of major fresh water habitats. Involves determination of primary floral and faunal elements and physiochemical properties of these habitats. Prerequisite: BIOL 115. Even years Fall.

331 Entomology (4)

Introduction to the evolution, systematics, morphology, anatomy and physiology of insects. The laboratory includes field trips to collect and observe insects and to understand their life history, behavior and ecology. Prerequisites: BIOL 115, 210. Even years Fall.

332 Invertebrate Zoology (4)

Designed to acquaint the student with morphology, taxonomy, ecology and phylogeny of invertebrate phyla. Prerequisites: BIOL 115, 210; or permission of instructor. Odd years Fall.

333 Vertebrate Zoology (4)

Study of comparative morphology, taxonomy, zoo geography and ecology of vertebrate animals. Emphasis placed on evolution and adaptive mechanisms. Prerequisites: BIOL 115, 210. Odd years Spring.

334 Biology of the Lower Plants (4)

A phylogenetic approach to lower plant divisions with special emphasis on morphology, ecology and systematics of algae, fungi, mosses, fern allies and ferns. Prerequisites: BIOL 115, 211. Odd years Spring.

335 Biology of the Seed Plants (4)

Introduction to major groups of flowering plants and gymnosperms, stressing modern concepts of phylogeny, systematics, ecology and biogeography. Prerequisites: BIOL 115, 211. Even years Spring.

336 Parasitology (4)

Study of comparative morphology, physiology, ecology, disease processes and systematics of major parasitic phyla. Emphasis is placed on understanding the ecology and adaptive mechanisms which enable a parasite to live within the body of a host. Prerequisites: BIOL115 or 116; 210. Odd years Fall.

- 337 Mammalogy (4)**
Study of the evolution, comparative morphology, ecology and systematics of the Class Mammalia. Emphasis is placed on understanding the ecology and adaptive mechanisms of the different mammalian orders. Prerequisites: BIOL 115, 210. Even years Fall.
- 338 Mammalian Physiology (4)**
Analysis of mammalian organ physiology using humans as the primary example. (Credit cannot be applied toward the Biology major if student has taken BIOL 455.) Prerequisite: BIOL 116; CHEM 132. Spring.
- 339 Microbiology (4)**
Introduction to structure, physiology, metabolism and identification of some of the more important microorganisms. Prerequisites: BIOL 116; CHEM 132. Spring.
- 340 Ornithology (ENVR 340) (4)**
Introduction to the evolution, behavior and ecology of birds. Laboratory will focus on the field identification of native species. At least one weekend field trip is required. Students may not receive credit for both BIOL 340 and 348. Prerequisite: BIOL 210. Odd years Spring.
- 344 Cell Biology (4)**
A study of cells as the fundamental units of life emphasizing the relationship between ultrastructure and function. Prerequisites: BIOL 116; CHEM 132. Fall.
- 345 Plant Physiology (4)**
Internal and external influences on how higher plants grow and develop: photosynthesis, mineral nutrition, time keeping and growth regulators. Prerequisites: BIOL 116, 211; CHEM 132. Even years Spring.
- 348 Avian Ecology and Conservation (ENVR 348) (4)**
An introduction to the identification, ecology and conservation of birds, particularly those of the Southern Appalachians. Laboratory will include several early morning field trips. At least one weekend field trip is required. Students may not receive credit for both BIOL 340 and 348. Prerequisite: ENVR 130. Even years Spring.
- 350 Vertebrate Field Zoology (4)**
Develops skills necessary for conducting field research with vertebrates. Emphasis is on identification, quantitative sampling, experimental design, data analysis and critical thinking. Prerequisites: BIOL 115, 210. Odd years Fall.
- 351 Field Botany (4)**
Field identification of flowering plants of the Southern Appalachians, coupled with a survey of the principles of plant taxonomy and evolution, nomenclature, plant community ecology of the Southern Appalachians, speciation, and species concepts. Laboratory will include weekly field trips to local natural areas. Prerequisite: BIOL 211. Fall.
- 356 Desert Ecology (4)**
Study of the major aspects of the desert environment in the southwestern United States, including geologic formations and animal/plant adaptations to the harsh conditions. Course includes a field survey of desert conditions in Texas, New Mexico and Arizona. Prerequisites: BIOL 210, 211. Every other Summer.

360 Animal Behavior (4)

Current evolutionary models are used to discuss the significance of animal behavior in relation to ecology. Provides underlying theory along with examples to illustrate key concepts in behavior. Prerequisites: BIOL 115, 210. Spring.

365 Evolutionary Biology (3)

This course provides an in-depth examination of the major concepts and principles of the theory of evolution. Prerequisite: BIOL 210 or 211. Even years Spring.

398 Research Methods in Biology (1-3)

Directed laboratory research, field research or independent study that introduces upper level biology students to specialized techniques and methodologies needed for undergraduate research or professional development. Nature of the course is determined by mutual agreement between student and faculty mentor. Will not count towards biology elective requirements. May be repeated for a total of 3 hours of credit. Prerequisites: BIOL 115, 116, 210, 211, and permission of instructor

423 Molecular Biology (3)

Study of living organisms and their properties resulting from the structure, function, and interrelationships of their macromolecules. Prerequisites: BIOL 116; CHEM 231. Even years Spring.

442 Forest Ecology (ENVR 442) (4)

Study of the principles governing forest plant/animal populations and communities. Prerequisite: BIOL 211. Every third year Fall.

443 Genetics (4)

Study of fundamental principles of inheritance as applied to living organisms generally, covering modern concepts of the gene together with classical population, developmental and biochemical genetics. Prerequisites: BIOL 115, 116; CHEM 111, 145, 236. CHEM 231 is recommended. Fall.

444 Biological Biochemistry (4)

Structure and function of biomolecules; important biological processes from the viewpoint of chemical biology. Topics include isolation and characterization of biomolecules, enzyme kinetics, regulation of biochemical pathways and bioenergetics, and informational molecules. Provides a strong background for students interested in cell and molecular biology and for those seeking advanced or professional degrees. Prerequisites: BIOL 116; CHEM 111, 145, 231, 236. Spring.

455 Principles of Animal Physiology (4)

Central themes of physiology are presented including homeostasis, adaptation, acclimation and the relationship of structure to function as well as integrated systems of control. While vertebrate physiology is emphasized, models are also taken from invertebrate phyla. An experimental approach is used in lecture and laboratory to investigate physiological processes. Provides a strong background for students interested in animal biology and for those seeking advanced or professional degrees. Prerequisites: BIOL 116, 210; CHEM 111, 145, 236. Fall.

480 Senior Seminar (3)

Students will apply biology theory and knowledge during the presentation and discussion of diverse topics chosen by the instructor. Demonstration of oral competency is a strong component of the course. Open to Biology majors of senior standing. Fall and Spring.

498 Undergraduate Research in Biology (2-3)

Independent research under the supervision of a faculty mentor. Includes literature, laboratory preparation and completion of a research project. Students with ongoing research projects nearing completion, after consultation with their instructor, may opt to submit their work to the faculty as a demonstration of senior competency. A written research paper and oral presentation are required. Prerequisite: senior standing. An IP grade may be awarded at the discretion of the instructor. Fall and Spring.

499 Laboratory Assistantship in Biology (2)

Guided teaching experience in a laboratory setting. Under the direct supervision of a faculty member, the student will assist beginning students in an introductory biology laboratory. Students will present explanatory material to the class and will assist in preparation and operation of laboratory material and lab quizzes and practical examinations. Open to junior and senior biology majors who have a GPA of 3.0 or better. Will not count toward biology electives. May be repeated once, in conjunction with a different course. Departmental approval required. (Grading: S/U) Fall and Spring.

171-6, 271-6, 371-6, 471-6 Special Topics in Biology (1-6)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. BIOL 479 may not be used by students majoring in Biology.

BUSINESS

See Management, Industrial and Engineering Management, and Accounting.

CHEMISTRY (CHEM)

Professor Krump (Chair); Professors Holmes, Stevens; Associate Professor Holt and C. James; Assistant Professors Allen, Heard, Wasileski. Lecturers Schmeltzer, Schmitt

As a central science, chemistry is an important component of many disciplines. Therefore, it is the goal of the department to actively contribute to raising the level of scientific literacy for all students, provide them with an understanding of the relationship of chemistry to society, and to nurture their appreciation of the character of chemistry as a humanistic activity. The department continues to implement an approach that is built around an experiential, explorative-based curriculum that integrates the lecture with the laboratory and introduces students to research pedagogy early in their education. This involves smaller classes, group work, interactive methods, longer-term laboratories (projects and/or discovery-based laboratories), much greater use of student-centered learning activities, and culminates with a collaborative student-faculty research project. The department provides students with a solid base of chemical knowledge including the structure and reactivity of matter, familiarity with mathematical models describing matter, and experience with characterizing and measuring properties of matter. Students are taught problem solving and self-directed learning skills and communicating effectively both in writing and speaking.

Because its constituency is so diverse, the department offers both the Bachelor of Science and the Bachelor of Arts degrees with specific concentrations in each. The B.S. with a Concentration in Chemistry is intended for students wishing to pursue careers in industry as practicing chemists immediately after graduation or for those who will be seeking advanced degrees in chemistry. After students have completed this course of study, the department certifies to the American Chemical Society (ACS) that the students have fulfilled all of the requirements for an ACS-approved program. The B.S. with a Concentration in Biochemistry is intended for students wishing to obtain employment in a biochemically related field, pursue graduate studies, or attend schools of medicine, dentistry, pharmacy or veterinary medicine. The B.S. with a Concentration in Chemistry of the Environment is intended for students wishing either to seek employment or to attend graduate school in the area of environmental chemistry. The B.A. with Concentration in Chemistry or Biochemistry allows students more flexibility in course selections and is appropriate for those interested in chemistry-related fields or careers in health professions. Students pursuing teacher licensure must complete, at a minimum, the B.A. requirements listed under Chemistry with Teacher Licensure. The department also offers a joint program with North Carolina State University in Chemistry and Textile Chemistry. (See the section on Joint Programs.) UNC Asheville's Chemistry Department prepares students for employment in chemistry-related fields, for careers in teaching, or for entry into graduate and/or professional schools.

Chemistry majors must fulfill the following requirements:

- I. Required course in the major—31 hours, including: CHEM 145, 222, 231, 232, 236, 237, 314, 328, 332, 334, 336, 380, 415, 436.
- II. Required courses outside the major—16 hours, including MATH 191, 192; PHYS 221, 231 (or 222).
- III. Other departmental requirements—Completion of one of the degree requirements outlined below. A grade of C or better in either CHEM 408 or 418 is required to demonstrate practical, written, computer, and oral competency in chemistry.

Bachelor of Science Degree—Concentration in Chemistry

19–20 hours distributed as follows: CHEM 315, 335, 413, 416, 417, 418, 428, 429; one 2-3 hour upper-level CHEM course; MATH 365. MATH 291 is also recommended for those planning on graduate study in chemistry.

Bachelor of Science Degree—Concentration in Biochemistry

25–26 hours as follows: CHEM 315, 335, 416, 417, 418, 428, 435, 437, 440; BIOL 116; and one 3-4 hour upper-level BIOL course approved by the Chair of Chemistry.

Bachelor of Science Degree—Concentration in Chemistry of the Environment

17–18 hours as follows: CHEM 413, 416, 417, 418, 430 (environmental chemistry topic), and at least 4 credit hours of additional 300-400 level course work in CHEM; ENVR 130; and one 3-4 hour upper-level ENVR course approved by the Chair of Chemistry.

Bachelor of Arts Degree—Concentration in Chemistry

7 hours as follows: CHEM 406, 407, 408, 413, and 3 additional hours of 300-400 level course work in CHEM.

Bachelor of Arts Degree—Concentration in Biochemistry

19 hours as follows: CHEM 406, 407, 408, 435, and 3 additional hours of 300-400 level course work in CHEM; BIOL 116 and 7 hours of 300-400 level course work in BIOL approved by the Chair of Chemistry.

Bachelor of Arts Degree—Concentration in Chemistry with Teacher Licensure

4 hours as follows: CHEM 413; ENVR 130; and those requirements indicated under the Education section of the catalog (see the appropriate advisor in the Education Department for additional information about teacher licensure). Students who wish to receive teacher licensure in 9-12 Comprehensive Science (as distinct from Chemistry) must complete the requirements for Chemistry with teacher Licensure, as well as BIOL 123, BIOL 124, and ENVR 105. Students seeking Middle School Licensure must complete the requirements listed for Chemistry with Teacher Licensure as well as BIOL 123 and BIOL 124. A second area of concentration is required for Middle School Licensure. The chemistry research requirements and competency are satisfied by successfully completing EDUC 396/496 and earning a C or higher in CHEM 415.

Declaration of Major in Chemistry

Students wishing to declare a major in chemistry must satisfy the LANG 120 requirement. Prior to declaring, the student must also:

1. complete CHEM 222, 231, 232; MATH 191, 192; PHYS 221; and LSIC 179 or 379.
2. be enrolled in, or have completed CHEM 236, 237 and 380.
3. have an overall GPA ≥ 2.00 .
4. have a GPA ≥ 2.30 in a minimum of seven credit hours of course work required for the chemistry major, to include one chemistry lab course.

Students considering a major in chemistry should speak with a faculty member in the department. They are also encouraged to complete an Intent to Declare a Chemistry Major form, available from the Chair of Chemistry. Once this form is submitted, an advisor from the Chemistry department will be assigned to the student, facilitating student participation in departmental functions.

Remaining a Chemistry Major

Students who have declared a major in chemistry remain in good academic standing within the department if their GPA for courses required by the department remains at or above a 2.00 for B.A. degrees and 2.30 for B.S. degrees. If the GPA in courses required by the department falls below the aforementioned levels, the student will be placed on departmental warning and will have two semesters to raise the GPA to the required level. Should satisfactory improvement not occur within the allotted time, the department reserves the right to revoke the student's major in chemistry. If this occurs, students may redeclare once their GPA has risen above the requisite level.

Minor in Chemistry

Students minoring in Chemistry must complete the following requirements: 24 hours including CHEM 144, 145, 234, 328; and 12 additional hours in chemistry (8 of which must be at the 300 or 400 level).

103 Chemistry for Changing Times (3)

The goal of the course is to create the ability in the student to critically evaluate scientific information based on available data, to develop analytical and/or quantitative ability, and to demonstrate and investigate scientific paradigms. The course utilizes current concerns in chemistry including, but not limited to, pollution, energy and toxicity. See Department Chair.

105 Chemistry in Social Context (5)

An introductory lecture and laboratory course designed specifically for the non-science major with no prior knowledge of chemistry. The course develops scientific thinking and helps students understand how chemistry is relevant to a variety of societal and technological issues. Topics may include global warming, pollution of the environment, legal and illegal drugs, and facets of industrial chemistry and waste. See Department Chair.

111 General Chemistry Laboratory (1)

Introduction to general chemistry laboratory. Experiments include proper and safe laboratory techniques, chemical and physical properties of matter, synthesis of compounds, chemical kinetics and chemical reactions. Does not count for the major or the minor in Chemistry. Pre- or corequisite: CHEM 132. Fall.

132 General Chemistry (3)

Introduction to basic chemical concepts such as atomic theory, periodic properties of elements, stoichiometry, gas behavior, electronic structure of atoms and molecules, molecular structure and bonding, solution theory including acid-base chemistry and aspects of oxidation-reduction, and introduction to chemical equilibrium concepts. Designed as a first course in college chemistry. Prerequisite: MATH 167 or higher. Does not count for the major or the minor in Chemistry. CHEM 111 is suggested as corequisite. Fall and Spring.

144 Introductory Quantitative Chemistry (4)

A general chemistry course with topical coverage including but not necessarily restricted to chemical equilibria, electrochemistry, acid-base theory, oxidation-reduction concepts, chemical kinetics and reaction mechanisms, and aspects of chemical thermodynamics. Emphasis on quantitative problem solving. Prerequisite: CHEM 111; 132. A satisfactory score on the Chemistry Placement Examination may substitute for taking CHEM 132. Fall and Spring.

145 Quantitative Chemistry Laboratory (1)

In this laboratory, students will work in small research teams to design, implement, and analyze an interdisciplinary group project. In addition to the group project, students will learn many methods of quantitative analysis including volumetric analysis, pH measurements, spectrometry, and chromatography. Topics covered also include project design, sampling and sample preparation, acid-base and oxidation-reduction equilibria, and experimental statistics. Prerequisite: CHEM 111. Spring.

190 Introduction to Research I (1-2)

Directed laboratory research and independent study designed to introduce specialized research techniques and methodology that are necessary in the early stages of professional development and appropriate in the first year of study. Prerequisite:

permission of instructor. (An IP grade may be awarded although all work must be completed by the end of the academic year.) Fall and Spring.

222 Organic Chemistry Laboratory (2)

An introduction to modern organic chemistry laboratory techniques including contemporary synthesis, isolation, purification, and characterization methods. Course is intended for students pursuing a degree in chemistry or a career in the health professions. Prerequisites: CHEM 111, 145, 231. Fall.

231, 232 Organic Chemistry I and II (3, 3)

An introduction to modern organic chemistry, including contemporary discussions of structure, properties, synthesis, and mechanisms. These courses are intended for students pursuing a degree in chemistry or a career in the health professions. CHEM 231 prerequisite: CHEM 132. CHEM 232 prerequisite: CHEM 231. CHEM 231: Spring. CHEM 232: Fall.

234 Structure and Reactivity of Organic Molecules (4)

An introduction to modern organic chemistry that deals primarily with the three-dimensional structures of various organic functional groups and the relationship between structure and reactivity from both a thermodynamic and kinetic point of view. Spectroscopic analysis and identification is also covered in detail to facilitate work in the laboratory. The laboratory experience will expose students to isolation, purification, and characterization techniques that are essential to synthetic success. Prerequisite: CHEM 144. Fall.

235 Introductory Synthetic Organic Chemistry (4)

An introduction to specific organic reactions, organized by common mechanisms, with an emphasis on the design and implementation of multistep syntheses. The laboratory experience will center on the students using the laboratory techniques and skills from CHEM 234 along with lecture concepts to design and implement a synthetic scheme. Prerequisite: CHEM 234. Spring.

236 General Chemistry II (3)

A general chemistry course with topical coverage including, but not necessarily restricted to chemical equilibria, electrochemistry, acid-base theory, oxidation-reduction concepts, aspects of chemical thermodynamics, and chemical kinetics and reaction mechanisms. Emphasis is placed upon quantitative problem solving. This course is intended for students pursuing a degree in chemistry or a career in the health professions. Prerequisites: Completion of a high school chemistry course, and a satisfactory score on the Chemistry Placement Examination; or CHEM 132. Pre- or corequisite: MATH 167. Spring.

237 Analytical Chemistry (2)

A laboratory-based course with emphasis on quantitative analyses including gravimetric, volumetric, electrochemical, and spectrometric analyses. Laboratory experiments are evaluated on technique, accuracy and precision. Topics covered include sampling and sample preparation, acid-base and redox equilibria, thermodynamic properties of ionic solutions, and experimental statistics. Prerequisite: CHEM 145. Pre- or corequisites: CHEM 236 and MATH 191. Spring.

290 Introduction to Research II (1-2)

Directed laboratory research and independent study designed to introduce specialized research techniques and methodology that are necessary in the early stages of professional development and appropriate in the second year of study. Prerequisite:

permission of instructor. (An IP grade may be awarded although all work must be completed by the end of the academic year.) Fall and Spring.

314, 315 Physical Chemistry I and II Lab (1, 1)

A series of experiments involving physical measurements, which provide an examination of various statistical procedures used in the reporting of data. Individual experiments will demonstrate fundamental principles of physical chemistry. Also included will be group, multi-week projects requiring students to design and conduct experiments and communicate results in written and oral format. Experiments will involve modern instruments, vacuum systems, and use of cryogenic fluids. CHEM 314 corequisite: CHEM 334. CHEM 315 corequisite: CHEM 335. CHEM 314: Fall. CHEM 315: Spring.

328 Elements of Inorganic Chemistry (3)

A course that focuses on the systematic study of the chemical properties of selected main group, transition metal, and inner transition metal elements and compounds. Topics will also include inorganic chemistry of the elements based on modern principles of atomic structure and periodicity, chemical bonding, acid-base behavior, intermolecular forces, kinetics, and thermodynamics. Prerequisite: CHEM 145. Fall.

332 Instrumental Analysis (2)

Principles of analytical chemistry with emphases on instrumental methods and theory including potentiometry and electrolytic methods, molecular and atomic spectrochemical analysis, separation and derivatization methods, mass spectrometry, chromatography and electrophoresis. Methods of error reduction and experimental statistics are also included. Prerequisites: CHEM 237; and PHYS 222 or 231. Spring.

334 Physical Chemistry I (3)

A study of chemical phenomena using fundamental physical principles and methods of calculus. Topics include an introduction to quantum theory, molecular symmetry, atomic and molecular spectroscopy, and chemical kinetics. Prerequisites: CHEM 235; MATH 192; PHYS 221. Corequisite: CHEM 314. Fall.

335 Physical Chemistry II (3)

A continuation of the study of chemical phenomena using fundamental physical principles and methods of calculus. Topics include the study of the kinetic theory of gases; thermodynamics of gases, liquids and solids; phase and chemical equilibrium; phase diagrams; diffraction techniques for solids; and statistical thermodynamics. Prerequisites: CHEM 314 and 334; corequisite: CHEM 315. Spring.

336 Bio-Organic Chemistry (3)

Designed specifically for science majors interested in biochemistry and molecular biology. The course begins to examine the chemistry of living systems by expanding upon the concepts discussed in organic chemistry in the context of biological systems. Topics will include non-covalent interactions and molecular recognition, catalyzed reactions, cofactors for biological reactions, energy storage in organic molecules, and the molecular basis for drug-action. Prerequisite: CHEM 232 or 235. Spring.

380 Chemical Research Methods (1)

An introduction to research projects directed by the chemistry faculty and to fundamental concepts of research in chemistry. Use of both classical chemical literature and computerized information sources will be discussed. Students will be introduced to the presentation of research results using both poster format and oral communication methods. Corequisite: CHEM 237. Spring.

- 390 Introduction to Research III (1-6)**
Directed laboratory research and independent study designed to introduce specialized research techniques and methodology that are necessary in the early stages of professional development and appropriate in the third year of study. Prerequisite: permission of instructor. (An IP grade may be awarded although all work must be completed by the end of the academic year.) Fall and Spring.
- 406, 407, 408 Chemical Literature Research I, II, III (1, 1, 1)**
Directed library research and independent study in a specialized area of chemistry, which results in a comprehensive, written report and formal research seminar at the end of CHEM 408. Students submit reports and make presentations documenting their progress at the end of CHEM 406 and 407. CHEM 406 prerequisite: CHEM 415. CHEM 407 prerequisite: CHEM 406. CHEM 408 prerequisite: CHEM 407. CHEM 406: Spring. CHEM 407: Fall. CHEM 408: Spring.
- 411 Laboratory Assistantship in Chemistry (1)**
Guided teaching experience in a laboratory setting. Under the direct supervision of a faculty member, the student will assist students in a chemistry laboratory that is appropriate to the student's experience. Students will present explanatory material to the class and will assist in the preparation of laboratory material and in the daily operation of the laboratory. Departmental approval is required. May be repeated for up to four credits. Fall and Spring.
- 413 Inorganic Chemistry Laboratory (1)**
Syntheses, characterizations and structural investigations of representative main group, organometallic and coordination compounds utilizing methods such as high temperature reactions, inert-atmosphere and vacuum line manipulations, non-aqueous solvent systems, electrochemistry, spectroscopic and magnetic susceptibility measurements. Prerequisite: CHEM 328. Spring.
- 414 Advanced Laboratory in Chemistry (1)**
The course is designed to expand the laboratory skills of students in specific areas of advanced chemistry within an integrated framework. Special emphasis will be placed upon experiment design. Areas of focus will include, but are not limited to, contemporary organic, organometallic and inorganic synthesis; compound isolation and purification; structure elucidation using modern spectroscopic techniques; molecular modeling; reaction mechanism studies; and advanced instrumental analysis techniques. Prerequisite: CHEM 334. See department chair.
- 415 Chemistry Seminar (1)**
The student will attend a series of scheduled seminars to introduce oral presentation of chemical information. These seminars will be analyzed for technique and performance. The student will give one seminar as a demonstration of oral competency. Prerequisite: CHEM 380. Fall.
- 416, 417, 418 Chemical Research I, II, III (1, 1, 1)**
Directed laboratory research and independent study in a specialized area of chemistry which results in a comprehensive, written research report and formal research seminar at the end of CHEM 418. Students also submit reports and make presentations documenting their progress at the end of CHEM 416 and 417. CHEM 416 prerequisite: CHEM 415. CHEM 417 prerequisite: CHEM 416. CHEM 418 prerequisite: CHEM 417. (An IP grade may be given). CHEM 416: Spring. CHEM 417: Fall. CHEM 418: Spring.

428 Computational Chemistry (3)

An introduction to the theory and practice of computational chemistry, including molecular mechanics, semi-empirical and ab initio molecular orbital theory, density functional theory, and molecular dynamics. Prerequisite: CHEM 335. Fall.

429 Advanced Inorganic Chemistry (3)

Covers an array of inorganic chemical concepts including stereochemistry, structure and reaction chemistry of coordination compounds and selected compounds of representative elements, ligand field theory and electronic absorption spectra of transition metal complexes, structural and mechanistic aspects of organometallic compounds, introduction to cluster chemistry, group theory, and aspects of bioinorganic chemistry. Prerequisite: CHEM 335. Spring.

430 Advanced Topics in Chemistry (3)

Course designed to present current developments in a specific area of advanced chemistry. Topic areas will include analytical chemistry, inorganic chemistry, organic chemistry, physical chemistry or polymer chemistry. May be repeated as content varies. Prerequisite: CHEM 334. Fall and Spring.

435 Bio-Analytical Instrumentation Laboratory (2)

The course is designed primarily to develop the laboratory skills of students in specific areas associated with and related to chemistry and biochemistry. Special emphasis will be placed upon experiment design and instrumental methods. Because the major methods covered are also used in other subdisciplines of chemistry, students with a primary interest other than biochemistry are also encouraged to enroll. Prerequisite: CHEM 145, 314. Spring.

436, 437 Biochemistry I, II (3, 3)

Lecture courses that deal with biochemistry from a chemistry perspective. The study begins with a review of properties of aqueous solutions and elements of thermodynamics and includes the study of the structures and functions of proteins, carbohydrates and lipids; an introduction to the properties, reaction kinetics and catalytic mechanisms of enzymes; metabolism; and the expression and transmission of genetic information. Completion of CHEM 336 prior to enrollment is recommended. CHEM 436 prerequisite: CHEM 334. CHEM 437 prerequisite: CHEM 436. CHEM 436: Fall. CHEM 437: Spring.

438 Spectroscopy (3)

A study of instrumental techniques for the identification, characterization and structural analysis of compounds. Methods covered include mass and nuclear resonance spectroscopy, electronic absorption and infrared spectrophotometry. Prerequisite: CHEM 334. See department chair.

440 Physical Chemistry and Bioinformatics of Macromolecules (3)

Structure and function relationships of biological macromolecules from a physical and informatics perspective involving the study of structural transitions and intermolecular interactions as well as properties of macromolecular assemblies elucidated by the study of database mining techniques, molecular visualization techniques and physical techniques. Physical techniques will include optical spectroscopy, magnetic resonance, hydrodynamics, scattering and diffraction. Numerous methodologies of bioinformatics will be explored, focusing on answering questions in biochemistry, elucidating how structure/function questions map to computational problems and yield resulting solutions. Prerequisite: CHEM 436. Spring.

499 Undergraduate Research in Chemistry (1-6)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.

171-4, 271-4, 371-4, 471-4 Special Topics in Chemistry (1-4)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. On demand.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. CHEM 479 may not be used by students majoring in Chemistry.

CLASSICS (CLAS)

Professors Mills (Chair), Associate Professors Dvorsky-Rohner, Hook; Assistant Professor Holland

The department offers four concentrations: Greek, Latin, Greek and Latin, or Latin with Teacher Licensure. All programs draw on a common core of material, but their emphases are different, and all aim to give the student as complete a background in Greco-Roman culture as possible. Strong emphasis is placed both on acquiring the linguistic skills necessary to be able to read the ancient texts in their original languages and on gaining an understanding of the cultures in which Western culture is firmly rooted. A Classics degree is an excellent general intellectual training, and does not limit the student to any one future career.

Concentration in Greek

This program is recommended for students interested in Classics, archaeology, ancient history, linguistics, philosophy, theology or law school.

- I. Required courses in the major—30 hours, including CLAS 211, 495; 3 hours from the classical Culture courses; 21 additional hours chosen from 320, 330, 340, 360, 400, 410, 450, 460. Special topics courses covering such topics as Greek prose composition, ancient religion, ancient history or others may be substituted with prior approval of department chair.
- II. Required courses outside major—None. Courses dealing with Greco-Roman world offered by other departments may be substituted for the Culture course with prior approval of department chair.
- III. Foreign languages requirement—The major program satisfies the requirement, but additional competency on the intermediate level in Latin, German or French is recommended.
- IV. Other departmental requirements—Major and oral competency will be demonstrated by a final examination consisting of 4 hours of written Greek translation and a one-hour oral examination on literature, history and culture based on student readings over the course of the major and on content of the thesis completed for CLAS 495. Computer competency will be demonstrated through successful completion of CLAS 495.

Concentration in Latin

This program is recommended for students interested in Classics, linguistics, medieval studies, ancient history, archaeology, secondary school education licensure or law school.

- I. Required courses in the major—30 hours, including CLAS 212, 495; 3 hours from the classical Culture courses; 21 additional hours chosen from 313, 332, 352, 412, 422, 432, 452, 462, 468. Special topics courses covering such topics as Latin prose composition, medieval Latin, ancient religion, ancient history or others may be substituted with prior approval of department chair.
- II. Required courses outside major—None. Courses dealing with Greco-Roman world offered by other departments may be substituted for the Culture course with prior approval of department chair.
- III. Foreign languages requirement—The major program satisfies the requirement, but additional competency on the intermediate level in Greek, German or French is recommended.
- IV. Other departmental requirements—Major and oral competency will be demonstrated by a final examination consisting of 4 hours of written Latin translation and a one-hour oral examination on literature, history and culture based on student readings over the course of the major and on content of the thesis completed for CLAS 495. Computer competency will be demonstrated through successful completion of CLAS 495.

Concentration in Greek and Latin

This program is recommended for students interested in graduate study in Classics, or with an interest in comparative literature, linguistics, art history, archaeology, or ancient history, or who simply wish to develop a high level of general education.

- I. Required courses in the major—36 hours, including CLAS 211, 212, 495; 3 hours from the classical Culture courses; 24 additional hours (with at least 6 hours in each language) chosen from 313, 320, 330, 332, 340, 352, 360, 400, 410, 412, 422, 432, 450, 452, 460, 462, 468. Special topics courses covering such topics as Greek and Latin prose composition, medieval Latin, ancient religion, ancient history or others may be substituted with prior approval of department chair.
- II. Required courses outside major—None. Courses dealing with Greco-Roman world offered by other departments may be substituted for the Culture course with prior approval of department chair.
- III. Foreign languages requirement—The major program satisfies the requirement, but additional competency on the intermediate level in German or French is recommended.
- IV. Other departmental requirements—Major and oral competency will be demonstrated by a final examination consisting of 4 hours of written Greek and Latin translation and a one-hour oral examination on literature, history and culture based on student readings over the course of the major and on content of the thesis completed for CLAS 495. Computer competency will be demonstrated through successful completion of CLAS 495.

Latin with Teacher Licensure

Licensure as a teacher in Latin requires the completion of the Latin program. See Education section for additional required professional education courses.

Declaration of Major in Classics

Declaring a major in Classics requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Classics

A student may minor in Classics with either a Greek or a Latin emphasis.

Greek emphasis: 18 hours beyond the introductory level including CLAS 211; 15 hours from courses in Greek or courses in Culture.

Latin emphasis: 18 hours beyond the introductory level including CLAS 212; 15 hours from courses in Latin or courses in Culture.

Courses in Greek

103 Greek I (3)

Introductory study of Greek as the vehicle of our Classical and Christian heritage. Fall and Spring.

104 Greek II (3)

Continuation of CLAS 103, using the same methods. Spring.

211 Intermediate Greek I (3)

Review and further study of the fundamentals of grammar and translation; introduction to elements of classical culture. Prerequisite: CLAS 104. Fall.

Note: CLAS 211 or proficiency demonstrated to the satisfaction of the instructor is the prerequisite for all the following courses in Greek authors (CLAS 320-495). There is no linguistic prerequisite for the Culture courses.

90 • ACADEMIC DEPARTMENTS AND COURSES

320 **New Testament Greek (3)**

This course focuses on the forms and constructions common in New Testament, rather than Classical Greek. See department chair.

330 **Attic Orators (3)**

Translation from Andocides, Lysias and/or Isocrates. Course will include discussion of style, rhetorical strategies and historical and cultural background. See department chair.

340 **Homer (3)**

Translation from selected books of the Iliad and/or Odyssey. Course includes discussion of epic poetry, oral composition, and practice in Homeric morphology and scansion. See department chair.

360 **Early Greek Poetry (3)**

Translation of selected texts including Hesiod and early Greek lyric. Course includes historical and cultural discussion and practice in hexameter and Greek lyric metre. See department chair.

400 **Hellenic Historians (3)**

Translation and discussion of works of Herodotus and/or Thucydides. Course includes discussion of historical and cultural background. See department chair.

410 **Plato's Middle Dialogues (3)**

Translation and discussion of Plato's middle dialogues (Phaedo, Symposium, Gorgias, Republic). Includes discussion of theory of forms and other philosophical issues arising from texts. See department chair.

450 **Attic Tragedy (3)**

Translation and discussion of selected tragedies of Aeschylus, Sophocles and Euripides. Course will include historical and cultural material and scansion practice, and a reading of Aristotle's Poetics in translation, comparing his theory of tragedy with tragedians' actual practice. See department chair.

460 **Attic Comedy (3)**

Translation and discussion of selected comedies of Aristophanes. Course will include historical and cultural material and scansion practice. See department chair.

495 **Senior Research Thesis (3)**

Supervised independent study on a departmentally approved research topic of the student's choice, leading to completion of a thesis. (IP grades are approved for this course.) Prerequisite: senior standing. See department chair.

499 **Undergraduate Research in Classics (1-6)**

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.

Courses in Hebrew

105 **Hebrew I (3)**

Introduction to Hebrew language, literature and culture. This course is a practical introduction to the reading and understanding of Hebrew, including writing and pronunciation and the minimum of grammatical work consistent with the understanding of Hebrew literature. Includes basic information on Hebrew and Jewish culture as revealed through its classical literature. See department chair.

- 106 Hebrew II (3)**
Continues the work of CLAS 105. Mastery of more vocabulary and grammatical points to enable understanding of increasingly complex material in the literature of culture. See department chair.
- 365 Introduction to the Hebrew Bible (LIT 365) (3)**
An introduction to the literature of the Hebrew Bible (Old Testament) in translation. Examines the many forms of literature in the biblical library through close reading; explores the history, culture and religion of ancient Israel against the backdrop of the ancient Near East and introduces students to several modern critical approaches to the study of the Hebrew Bible. Odd years Fall.

Courses in Latin

- 101 Latin I (3)**
Introductory study of Latin as the vehicle of our Western heritage from Rome. Fall and Spring.
- 102 Latin II (3)**
Continuation of CLAS 101, using the same methods. Fall and Spring.
- 212 Intermediate Latin (3)**
Review and further study of the fundamentals of grammar and translation, introduction to elements of classical culture. Prerequisite: CLAS 102. Fall and Spring.
- Note: CLAS 212 or proficiency demonstrated to the satisfaction of instructor is the prerequisite for all the following courses in Latin authors (CLAS 313-495). There is no linguistic prerequisite for the Culture courses.*
- 313 Ovid (3)**
Translation and discussion of selected works of Ovid, such as the *Ars Amatoria*, *Metamorphoses* or *Fasti*. Includes historical and cultural background and practice in scanning hexameter and elegiac metre. Odd years Spring.
- 332 Roman Love Poetry (3)**
Translation and discussion of selections from Catullus, Propertius, Tibullus and Ovid. Includes historical and cultural background and practice in scanning elegiac and other metres. Even years Fall.
- 352 Cicero (3)**
Translation and discussion from selected speeches, philosophical works and/or letters of Cicero. Includes historical and cultural background. Even years Fall.
- 412 Roman Historians (3)**
Translation and discussion of Livy, Sallust or Tacitus' *Annals*. Course includes historical background. Odd years Fall.
- 422 Roman Didactic Poetry (3)**
Translation and discussion of selections from Virgil's *Georgics* and Lucretius' *De Rerum Natura*. Course will include background in earlier and later didactic poetry. See department chair.
- 432 Virgil: Aeneid (3)**
Translation and discussion of selections from *Aeneid*. Course will include background in earlier epic poetry. Odd years Spring.

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- 452 Horace (3)**
Translation and discussion of the Odes and Epodes of Horace. Includes discussion of historical and cultural background, Horace's models in Greek lyric poetry and Horatian lyric metre. See department chair.
- 462 Roman Satire (3)**
Translation and discussion of selections from Lucilius, Horace or Juvenal. Includes cultural background and discussion of satire as a genre. See department chair.
- 468 Silver Latin Epic (3)**
Translation and discussion of selections from Lucan, Statius, Valerius Flaccus and/or Silius Italicus. Includes historical and cultural background. See department chair.
- 495 Senior Research Thesis (3)**
Supervised independent study on a departmentally approved research topic of the student's choice, leading to completion of a thesis. (IP grades are approved for this course.) Prerequisite: senior standing. See department chair.
- 499 Undergraduate Research in Classics (1-6)**
Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.

Courses in Culture

Any of these courses may be taken in any of the four concentrations, and one must be taken to fulfill requirements of the Classics major. There are no linguistic prerequisites for these courses.

- 250 Mythology (3)**
Survey of some of the best-known Greco-Roman myths, including their portrayal in literature and art, their significance for the culture of their time, and general theoretical treatments of myth. Odd years Fall.
- 314 Greek and Roman Art (3)**
This course explores classical culture through an examination of the monuments and artistic artifacts of ancient Greece and Rome. Even years Fall.
- 343 Greek History (3)**
Greek history from the Mycenaean period to the death of Philip of Macedon. Every third year Fall.
- 344 The Roman Republic (3)**
Roman history from the foundation of Rome to the accession of Augustus. Every third year Fall.
- 345 The Roman Empire (3)**
Roman history from Augustus to the abdication of Diocletian in 305. Every third year Fall.
- 350 Women in Antiquity (3)**
Focuses on the socio-economic, religious and daily life activities and legal aspects of women in ancient Greece and Rome by incorporating art, literary works and history to analyze women's position in the ancient world. Even years Spring.

354 Greek and Roman Religion (3)

Introduces students to the religions of the Greek and Roman worlds. Religious practices and beliefs will be considered in a wide range of literary, artistic and archaeological sources. Even years Fall.

356 Ancient Sexuality (3)

General introduction to sexuality and gender in the ancient world, using ancient texts and images along with secondary literature to construct a picture of the different varieties of sexual experience in the ancient world. Odd years Spring.

383 Archaeology (3)

Alternates between Greek and Italian archaeology and considers practical and theoretical issues related to the discipline of archaeology. It is particularly recommended for students planning study abroad in field archaeology. See department chair.

393 Epic and Tragedy (3)

Taught in translation, this course alternates between Greek tragedy and epic, and Roman epic. The course includes historical, cultural and literary issues and is suitable for Classics majors and anyone interested in exploring texts that have influenced 2500 years of European literature. See department chair.

171-6, 271-6, 371-6, 471-6 Special Topics in Classics (1-6)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. CLAS 479 may not be used by students majoring in Classics.

COMPUTER SCIENCE (CSCI)

Professors Brock (Chair), J. Daugherty; Associate Professors Boyd, Bruce; Assistant Professor Brownsmith; Lecturers Massey, Turner

The Computer Science major offers two concentrations of study: Computer Systems and Information Systems. Both concentrations draw from a common core of computer science courses but differ in emphasis. Both concentrations provide the student with preparation for a career in the computer field or the background necessary for studies at the graduate level.

Concentration in Computer Systems

The concentration in Computer Systems includes both hardware and software design. This concentration prepares students for careers in system and network programming, computer architecture design, scientific and engineering applications, and software development.

- I. Required courses in the major—41 hours, including: CSCI 107, 201, 202, 255, 320, 331, 333, 343, 346, 431, 462; and 9 additional hours in CSCI at the 300 level or above.
- II. Required courses outside the major—23 hours: MATH 191, 192, 251; PHYS 221, and either 222 or 231; STAT 225.
- III. Other departmental requirements—Major, oral and computer competencies are demonstrated by successful completion of CSCI 462.

Concentration in Information Systems

The concentration in Information Systems includes both theory and application of software development, with emphasis on data processing applications. This concentration prepares students for careers in network application design, commercial programming, systems analysis and design, and database management.

- I. Required courses in the major—38 hours, including: CSCI 107, 201, 202, 242, 255, 342, 343, 446, 448, 462; and 9 additional hours in CSCI at the 300 level or above.
- II. Required courses outside the major—20 hours: ACCT 215; ECON 306; MATH 191, 251; MGMT 220; STAT 185 or 225.
- III. Other departmental requirements—Major, oral and computer competencies are demonstrated by successful completion of CSCI 462.

Declaration of Major in Computer Science

Declaring a major in Computer Science requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Computer Science

22 hours in Computer Science: CSCI 107, 201, 202, 255; and 9 hours in CSCI at the 300 level or above.

107 Introduction to Computers and Multimedia (MMAS 107) (3)

A survey of computer hardware and software, networking and the Internet, the convergence of personal computers and consumer electronics, digital representation of sound and images, multimedia presentations and authoring. Includes formal labs to develop skills in useful computer applications such as spreadsheets, databases, Internet browsers and multimedia design tools. Fall and Spring.

115 Software Tools for Engineers (1)

Fundamentals of the N.C. State University EOS System. Software and services available on the system. Network hardware configuration, online help and communication, file and directory manipulation. Software applications such as e-mail, publishing packages, spread

sheets, mathematical packages, CAD packages. This course satisfies the E115 requirement in NCSU Engineering curricula. Fall.

- 201 Introduction to Algorithm Design (3)**
 Problem solving and algorithm development; data and procedural abstraction (ACM CS1). Taught using Java programming language. Includes a formal laboratory section using program development tools. Fall and Spring.
- 202 Introduction to Data Structures (3)**
 Data structures (lists, stacks, queues and trees); searching and sorting algorithms; use of a modern, object-oriented programming language (ACM CS2). Includes a formal laboratory section using program development tools. Prerequisite: CSCI 201. Fall and Spring.
- 242 Programming Visual Applications (3)**
 Development of event-driven graphical applications using an integrated development environment. Prerequisite: CSCI 201; or permission of instructor. Spring.
- 244 Internet Client-Side Technology (3)**
 An intermediate class extending the fundamentals of Web page design. Topics include advanced HTML and the document object model (DOM), dynamic Web pages and style sheets. Prerequisite: CSCI 107. Fall.
- 252 Programming in C++ (3)**
 Fundamentals of the C++ programming language with emphasis on personal computer and workstation applications. See department chair.
- 255 Computer Organization (4)**
 Organization of digital computers including data representation, logic design and architectural features needed to support high-level languages. Includes a formal laboratory section using circuit design tools. Prerequisite: CSCI 201. Spring.
- 310 Intermediate Computer Animation (MMAS 310) (3)**
 Intermediate technical, artistic and critical skills required to create convincing 2-D and 3-D animation within the computer. Extensive training with high-end animation, compositing and video output packages will allow for, among other things, the combination of live-action shots with computer-generated animation. Prerequisites: ART 101 or CSCI 201; MMAS 151, 222. Fall.
- 311 Digital Logic Design (3)**
 Design and synthesis of combinational and sequential circuits. Topics include Boolean algebra, computer arithmetic, programmable logic devices, and hardware description languages. Prerequisite: CSCI 255. See department chair.
- 320 Computer Architecture (3)**
 Architectural features of modern computer architectures, including instruction set design, pipelining, memory management and bus structures. Quantitative analysis of computer design choices. Prerequisites: CSCI 202, 255. Fall.
- 331 Operating Systems (3)**
 Concepts of operating systems: processes, synchronization, memory management, file systems and security. Prerequisites: CSCI 202, 255. Spring.

- 333 Data Structures (3)**
Data structures and their representation in programming languages, lists, trees, graphs and networks. Relationship between data structures and algorithm design; analysis of algorithm efficiency. Prerequisites: CSCI 202, 255; MATH 251. Fall.
- 340 Multimedia Technology (3)**
Survey of multimedia hardware and software. Topics include compression, signal processing, user interfaces, and intellectual property issues. Homework and lab sessions explore hardware and software used to generate and edit images, sound, video and animation. Prerequisite: CSCI 202; or permission of instructor. See department chair.
- 342 System Analysis and Design Methods (3)**
Study of the concepts and techniques utilized in the analysis and design of an information system throughout the system development cycle. Prerequisites: CSCI 242, 343. Fall.
- 343 Database Management Systems (3)**
Study of theory and application of database management systems. Topics include database design, data normalization, transaction management and data access methods. Prerequisite: CSCI 202. Fall.
- 344 Internet Server-Side Technology (3)**
An advanced class in the use of servers in Web applications. Topics include XML, active server pages, database integration, and Web site management. Prerequisite: CSCI 244. Spring.
- 345 Object Technology (3)**
Emphasis on object technology concepts and design. In addition, a few programming applications will be developed in an object-oriented language. Prerequisite: CSCI 202. See department chair.
- 346 Computer Graphics (3)**
Programming techniques for the display of two-and three-dimensional objects. Rotation, translation and scaling. Hidden line and surface elimination. Raster methods. Color theory. Animation. Prerequisites: CSCI 202, 255. Spring.
- 348 Graphical User Interface (MMAS 348) (3)**
A study of the design and development of graphical user interfaces for computer applications. Window layout, menuing systems, interface standards, event-driven and object-oriented programming techniques. Prerequisites: CSCI 202. See department chair.
- 351 Computer Ethics (3)**
Philosophical, legal, social, economic and technological issues facing computer usage at home and in the workplace. Topics include privacy and security, economic effects of computerization, and digital copyright issues. Prerequisite: Junior standing in Computer Science. See Department Chair.
- 358 Human Computer Interaction (MMAS 358) (3)**
Human Computer Interaction (HCI) with a user-centered design focus. Topics will include user-interface design and implementation, user/task/work environment analysis, low and high fidelity prototyping techniques, usability testing and evaluation. Prerequisite: CSCI 202 or MMAS 222. See Department Chair.

- 361 Data Communications (3)**
Hardware-oriented aspect of data communications and computer networking. Transmission media, data encoding, error correction, flow control and performance analysis. Prerequisite: CSCI 255. Even years Fall.
- 363 Computer Networking (3)**
Software-oriented aspect of data communications and computer networking. Network interconnection, session control, application programmer interfaces, common network applications. Prerequisite: CSCI 202. Odd years Fall.
- 381 Numerical Analysis (MATH 341) (3)**
Methods for numerically solving mathematical problems, polynomial approximation, approximation theory, numerical differentiation and integration, numerical methods in matrix algebra and differential equations, numerical solution of non-linear equations. Prerequisites: MATH 291; proficiency in any programming language; or permission of instructor. Odd years Fall.
- 410 Advanced Animation Techniques (MMAS 410) (3)**
Advanced techniques utilized to create challenging and compelling computer animation, including character animation. Students will use research, material or concepts from other university courses to present idea-driven work that expresses their perspective on a humanistic topic of their choosing. Prerequisite: MMAS 310. Spring.
- 431 Organization of Programming Languages (3)**
Definition and design of high-level programming languages; formal tools for language definition and specification of semantics; case studies of several languages. Prerequisite: CSCI 333. Fall.
- 434 Automata Theory and Formal Languages (3)**
A study of formal models of computation, grammars and languages, including finite state machines, regular expressions and Turing machines. Prerequisites: CSCI 202; MATH 251. Even years Spring.
- 444 Issues in Electronic Commerce (3)**
Issues surrounding computer networks and their use for electronic commerce. Topics include legal and ethical considerations, privacy, security, technology tradeoffs, outsourcing, digital signatures, digital watermarking and Web architectures. Prerequisites: Computer Science Majors: Senior Standing; Other Majors: Permission of Instructor. See Department Chair.
- 446 Systems Analysis and Design Project (3)**
Experience in designing, developing, documenting, testing and implementing a significant project in a teamwork environment. Prerequisite: CSCI 342. Spring.
- 448 Systems Development Management (3)**
Study of the management issues in the system development process. Current topics of concern to information systems managers will be covered through instructor and guest lectures, journal readings and directed research. Prerequisite: senior-level standing in Computer Science. Fall.
- 460 VLSI Design (3)**
Design of Very Large Scale Integrated (VLSI) circuits. Microelectronic circuits designed using CAD software tools. Prerequisite: junior-level standing in Computer Science; or permission of instructor. See department chair.

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462 **Senior Project (1)**

A demonstration of in-depth knowledge in one aspect of computer science. Successfully completed projects will meet the departmental requirement for competency in the major. Includes an oral presentation before the department's assembled faculty to demonstrate oral competency. Prerequisite: Permission of instructor and approval by department's Senior Project Committee of a senior project proposal. Additional guidelines for the senior project proposal may be obtained from the departmental secretary. Fall and Spring.

499 **Undergraduate Research in Computer Science (1-6)**

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.

171-4, 271-4, 371-4, 471-4 **Special Topics in Computer Science (1-4)**

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

179, 379, 479 **Liberal Studies Colloquia (LS 179, 379, 479)**

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. CSCI 479 may not be used by students majoring in Computer Science.

DRAMA (DRAM)

Associate Professors Bowen (Chair), Facciponti, Walters; Assistant Professors Bostian, Berls, Smith

Students majoring in Drama may elect one of four concentrations: Drama, Acting and Directing, Design and Production, and Theatre Arts with Teacher Licensure. All the concentrations are built on a strong foundation of courses in technical production and acting at the introductory level, theatre history at the intermediate level, and dramatic literature at the advanced level. Each concentration provides students with the opportunity to focus their artistic and educational interests and to prepare themselves for specific careers.

The Theatre of the University of North Carolina at Asheville is the production laboratory for the major in Drama. Here, under public scrutiny, students test the theories and practices they study in the classroom and, along with Drama faculty, engage their creative powers and hone their skills as artists.

Requirements for all Drama majors

All drama majors are required to complete a common core of classes that provides a foundation of skills and knowledge in the areas of performance, technical, history, and theory.

- I. Required courses in the major—28 hours consisting of DRAM 103, 111, 121, 122, 144, 244, 245 and 358; and 6 hours of credit from DRAM 106.
- II. Completion of the courses in one of the major concentrations outlined below.
- III. Other department requirements—Major competency is demonstrated through production and performance laboratory experiences with Theatre UNCA. Each drama major is required to earn six hours of DRAM 106 credit specific to the student's concentration. See the Drama Department Student Handbook for these requirements. Oral competency is demonstrated through successful completion of DRAM 103. Computer competency is demonstrated through successful completion of DRAM 111, 121 and 244.

Concentration in Drama

9 hours of DRAM electives, 6 of which must be at the 300-400 level.

Concentration in Acting and Directing

13 hours as follows: DRAM 104, 212, 314, 362; and either 415 or 462.

Concentration in Design and Production

11–14 hours as follows: DRAM 220, completion of one of the following emphasis areas, and an additional 3 hours chosen from the following courses that is not being used for the emphasis area.

Costume: DRAM 325, 440	Scene: DRAM 331, 432
Lighting: DRAM 331, 336, 437	Sound: DRAM 334, 434

Concentration in Theatre Arts with Teacher Licensure

49 hours as follows: DRAM 104, 124, 212, 220, 317, 362, 462; 3 hours of DRAM at the 300-400 level; EDUC 310, 311, 314, 380, 396, 455, 496; PSYC 101, 318.

Declaration of Major in Drama

Students who wish to declare a major in Drama should consult the Drama Department Student Handbook for detailed information on fulfilling major, oral and computer competencies. Prior to declaring, all students must complete LANG 120. Specific declaration requirements for each concentration are as follows:

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Drama: complete DRAM 103, and either DRAM 111 or 121 or 122 with a GPA of 2.0 or better.

Acting and Directing: complete DRAM 103, 104, 111 and 212 with a GPA of 2.0 or better.

Design and Production: complete DRAM 121 and 122 with a GPA of 2.0 or better.

Theatre Arts with Teacher Licensure: complete DRAM 103, and either 111 or 121 or 122 with a GPA of 2.0 or better.

After completing the pre-declaration requirements, students should meet with the department chair to complete a formal Declaration of Major form.

Minor in Drama

24 hours, including: DRAM 103, 2 hours of DRAM 106 credit, 111, 121, 122 or 212, 244, 245, 358; 3 additional hours in DRAM at the 300-400 level.

102 Public Speaking (3)

A study of the purpose, organization, development and delivery of the various forms of public address. (Students who have taken Speech 102 may not take this course for credit.)
Fall and Spring.

103 Voice Production (1)

Fundamentals of voice production and delivery, with emphasis on the improvement of vocal skills. Fall and Spring.

104 Voice Production II (1)

Continuation of DRAM 103. Freeing the natural voice; study of the International Phonetic Alphabet; exploring stage and formal speech techniques; as well as the manipulation of the voice through studies in vocal characterization and dialects.
Prerequisite: DRAM 103. Fall and Spring.

105 Theatre Practicum (1)

Intensive laboratory experience in one area of theatre production. Subject arranged individually. May be repeated for a total of 8 hours credit. Does not count toward Drama major. Permission of instructor is required. Grading S/U. Fall and Spring.

106 Theatre Production (1)

Intensive laboratory experience in production and performance work for Theatre UNCA. Drama majors are required to complete 6 hours of production for graduation. Drama minors are required to complete 2 hours of production for graduation. Open only to Drama majors or minors. May be repeated for a total of 6 hours. Permission of instructor is required. Fall and Spring.

111 Acting I (3)

Fundamentals of acting technique and theory with emphasis on relaxation; concentration of attention; imagination; physicalization of character; ensemble; scene study; and monologues through exercises and improvisation. Fall.

121 Elements of Production I (3)

Introductory survey of theatre production; emphasis on scenery, properties production and costumes. Fall.

122 Elements of Production II (3)

A continuation of DRAM 121; emphasis on scenic design, lighting and audio systems.
Prerequisite: DRAM 121. Spring.

- 123 Design Interaction (3)**
An exploration of interactive art based on aural, visual and written texts with emphasis on collaboration and integration of different elements in the creation of a single production. See department chair.
- 124 Stage Make-up (3)**
Materials, techniques, and purposes of theatrical make-up as they relate to characterization, lighting, space, and décor. Includes some consideration of beards, hair, airbrushing, and special effects. Even years Spring.
- 144 Playscript Analysis for Performance (3)**
Introduction to the techniques of script analysis for the theatre practitioner. Instruction will focus on plays drawn from a variety of eras. See department chair.
- 210 Oral Interpretation of Literature (3)**
Principles and techniques of oral presentation using a variety of literary genres; emphasis on analysis of the literary work and expressive use of the voice. Every other year Spring.
- 212 Acting II (3)**
A scene study class that includes introduction to character analysis; approaches to the acting of realistic and some nonrealistic drama; and techniques of emotional, physical, and psycho-logical scene preparations. Prerequisite: DRAM 111. Spring.
- 216 Musical Theatre Workshop (MUSC 216) (3)**
Song interpretation and style of selected American Musical Theatre repertoire. Course culminates in group performance of scenes from various major works. Prerequisite: MUSC 105; or permission of instructor. See department chair.
- 220 Stage Management (2)**
Fundamentals of stage and theatre management; emphasis on organization, collaboration and the supervisory role of the stage manager. Odd years Fall.
- 230 Scene Painting (3)**
Lecture, demonstration and studio exercises surveying theatrical paint media and techniques; emphasis on traditional illusionistic painting. Prerequisite: DRAM 121; or permission of instructor. See department chair.
- 244 History of the Theatre I (3)**
Development of theatre and drama from their origins through 1642: theatre and society, plays and playwrights, theatre architecture and methods of production, styles of acting, status of actors, and rise of acting profession. Every third semester.
- 245 History of the Theatre II (3)**
Continuation of DRAM 244 covering theatre and drama from 1642 to 1900. Every third semester.
- 314 Intermediate Acting (3)**
An intermediate level acting class where students receive individualized instruction on acting techniques through the study of monologues for presentation and audition purposes. Prerequisites: DRAM 103, 111, 212. Odd years Fall.
- 317 Creative Drama for Teachers, Grades K-6 (3)**
Theory and practice of teaching drama as a creative activity addressing grades K-6, where the emphasis is on personal development of the participants rather than on performance or an audience. Even years Spring.

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- 325 Costume Construction (3)**
Techniques of costume construction for the stage, utilizing lecture and practical laboratory experiences. Prerequisites: DRAM 121, 122; or permission of instructor. Fall.
- 331 Structural Design for the Stage (3)**
Theory of scenery construction, rigging, stage machinery; analysis of mechanical forces and geometric developments; scenic drafting of plans, elevations and working drawings. Prerequisites: DRAM 121, 122; or permission of instructor. See department chair.
- 334 Stage Sound Application (3)**
Emphasis on electronic reproduction of sound for the stage. Includes both digital and analog equipment and systems with concentrations on multitrack wave editors, minidisk, DAT and CD-Rs. Prerequisite: DRAM 121, 122; or permission of instructor. See department chair.
- 336 Stage Lighting (3)**
Fundamentals of stage lighting: basic electrical theory, optics, properties of light, color theory, instrumentation, control systems, process of lighting design. Prerequisites: DRAM 121, 122; or permission of instructor. See department chair.
- 358 Topics in Dramatic Literature, Theory, or History (3)**
Close examination of selected playwrights, eras, genres, styles, theories, or themes in theatre. This course can be repeated up to three times as content varies. Prerequisite: DRAM 144. See department chair.
- 362 Principles of Directing I (3)**
Analysis and interpretation of the script, blocking and composition, coaching, coordination of the production. Prerequisites: DRAM 111, 121, 122, 144, 244. Fall.
- 365 Playwriting Workshop (LANG 365) (3)**
Beginning playwriting; development of scenario, dialogue and scenes; the writing of an original one-act play. See department chair.
- 415 Topics in Advanced Acting Techniques (3)**
An advanced acting class studying a variety of acting techniques. This course can be repeated up to three times as content varies. Prerequisites: DRAM 103, 111, 212. See department chair.
- 432 Scene Design (3)**
Theory and practice of design for the theatre: composition and elements of design, perspective sketches and renderings, scene painting, production styles. Prerequisites: DRAM 121, 122, 244, 245, 331. See department chair.
- 434 Stage Sound Design (3)**
Theory and practice of sound design for theatrical productions. Include play analysis for sound requirements, research, process and application. Projects will focus on portfolio material in both analog and the digital domain. Prerequisites: DRAM 121, 122, 334; or permission of instructor. See department chair.
- 437 Lighting Design (3)**
Theory and practice of lighting design for the theatre: meaning and use of controllable properties of light, advanced lighting techniques, equipment, projection. Rendering projects and practical exercises. Prerequisites: DRAM 121, 122, 244, 245, 336; or permission of instructor. See department chair.

- 440 Costume Design (3)**
Theory and practice of costume design for the theatre including design concept, character analysis, swatching, sketching, and rendering. Prerequisites: DRAM 144, 325; or permission of the instructor. See department chair.
- 462 Principles of Directing II (3)**
A continuation of DRAM 461; emphasis on period and nonrealistic drama. Each student will direct a one-act play for public performance. Prerequisite: DRAM 461. Spring.
- 490 Professional and Technical Internship (6)**
Intensive experience with a participating professional theatre arranged individually for the Drama major's area of concentration. Open only to Drama majors. Prerequisites: determined individually. See department chair.
- 499 Undergraduate Research in Drama (1-6)**
Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.
- 171-3, 271-3, 371-3, 471-3 Special Topics in Drama (1-3)**
Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.
- 179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)**
Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. DRAM 479 may not be used by students majoring in Drama.

ECONOMICS (ECON)

Associate Professor Konz (Chair); Professors Browning, Larson, Nickless, J. Sulock; Associate Professors Bell, Mathews; Assistant Professor Tatum

The major in Economics is designed to provide students with the basic skills and knowledge necessary to understand the economic process within society. The department's objective is to provide students with an educational experience that results in greater intellectual capacity and prepares them for successful careers. Central to achieving this objective is close faculty-student interaction in and out of the classroom. Ample opportunity exists for promising students to develop individual courses.

Students may select one of five courses of study: General Economics, Environmental Economics, International Economics, Monetary Economics and Finance, and Economics with Teacher Licensure.

General Economics

A study of economics and its applications that enables students to create a course of study consistent with their interests and career goals.

- I. Required courses in the major—34 hours, including: ECON 101, 102, 301, 302, 365, 380, 480; one course from 316, 406 or 450; 12 additional hours in Economics, at least 3 of which must be at the 300 or 400 level.
- II. Required courses outside the major—4 hours: STAT 185 or 225.
- III. Other departmental requirements—Senior demonstration of competency and oral competency are met by completion of ECON 480 with a grade of C or higher. Demonstration of computer competency is met by completion of ECON 365.
- IV. Suggested courses outside the major—Students with limited computer experience should take CSCI 107. Students interested in graduate school in economics should take MATH 191 and 192.

Concentration in Environmental Economics

An examination of issues and policies relating to the environment and natural resources from the perspective of economics.

- I. Required courses in the major—34 hours, including: ECON 101, 102, 301, 302, 365, 380, 480; one course from 316, 406 or 450; 337, 345; one course from 245, 250 or 310; 3 additional hours in economics.
- II. Required courses outside the major—13-15 hours: ENVR 130, 334, and one additional course in ENVR; STAT 185 or 225.
- III. Other departmental requirements—Senior demonstration of competency and oral competency are met by completion of ECON 480 with a grade of C or higher. Demonstration of computer competency is met by completion of ECON 365.
- IV. Suggested courses outside the major—Courses that complement the concentration include: ENVR 241, 332, 383, 384. Students with limited computer experience should take CSCI 107. Students interested in graduate school in economics should take MATH 191 and 192.

Concentration in International Economics

An exploration of the international dimensions of economics in the context of current and historical political developments.

- I. Required courses in the major—34 hours, including: ECON 101, 102, 301, 302, 365, 380, 480; one course from 316, 406 or 450; 250, 314, 350; 3 additional hours in Economics.
- II. Required courses outside the major—7 hours: POLS 281; STAT 185 or 225.

- III. Other departmental requirements—Senior demonstration of competency and oral competency are met by completion of ECON 480 with a grade of C or higher. Demonstration of computer competency is met by completion of ECON 365.
- IV. Suggested courses outside the major—Courses with significant international content that complement the concentration include: HIST 311; POLS 381, 383. Students with limited computer experience should take CSCI 107. Students interested in graduate school in economics should take MATH 191 and 192.

Concentration in Monetary Economics and Finance

An investigation of the monetary and financial aspects of the economy, including the workings of financial markets and institutions, monetary and fiscal policy, and government finance.

- I. Required courses in the major—34 hours, including: ECON 101, 102, 301, 302, 365, 380, 480; one course from 316, 406 or 450; 215, 306; two courses from 250, 305, 310 or 350.
- II. Required courses outside the major—7 hours: ACCT 215; STAT 185 or 225.
- III. Other departmental requirements—Senior demonstration of competency and oral competency are met by completion of ECON 480 with a grade of C or higher. Demonstration of computer competency is met by completion of ECON 365.
- IV. Suggested courses outside the major—Students with limited computer experience should take CSCI 107. Students interested in graduate school in economics should take MATH 191 and 192.

Economics with Teacher Licensure

A study of economics consistent with teacher licensure requirements.

- I. Required courses in the major—34 hours, including: ECON 101, 102, 301, 302, 365, 380, 480; one course from 316, 406 or 450; 12 additional hours in Economics, at least 3 of which must be at the 300 or 400 level.
- II. Required courses outside the major—16 hours: HIST 101, 102; POLS 220; one course from ANTH 100, SOC 221 or 240; STAT 185 or 225.
- III. Other departmental requirements—Senior demonstration of competency and oral competency are met by completion of ECON 480 with a grade of C or higher. Demonstration of computer competency is met by completion of ECON 365.
- IV. Suggested courses outside the major—Students with limited computer experience should take CSCI 107. Students interested in graduate school in economics should take MATH 191 and 192.

Students seeking middle school or secondary licensure should review requirements found in the Education section of the catalog and see the appropriate licensure advisor for additional information.

Declaration of Major in Economics

Declaring a major in Economics requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Economics

18 hours in Economics: ECON 101, 102; 12 additional hours in Economics, at least 6 of which must be at the 300 level or above.

101 Principles of Macroeconomics (3)

A study of economic aggregates, including interaction of household, business, banking and government sectors; problems of unemployment and inflation; and an introduction to

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monetary and fiscal policy. No credit given to students who have credit for ECON 201. Fall and Spring.

102 **Principles of Microeconomics (3)**

A study of markets and how prices and output are determined. Topics include market structure, input markets and public policy as it influences economic decisions. No credit given to students who have credit for ECON 200. Fall and Spring.

215 **Money and Banking (3)**

A study of commercial banking, the Federal Reserve System, the United States Treasury, how money influences the economy, demand for money and monetary policy. Prerequisite: ECON 101. Fall.

230 **Sports and Economics (3)**

An examination of the economic aspects of professional sports, including historical, legal, and political considerations. Topics include Supreme Court decisions and Congressional legislation affecting sports, the impact of sports on the desegregation of society, and the economics of player salaries, owner profits, franchise values, and publicly-supported stadiums. Spring.

245 **Land Economics (3)**

An examination of the interdependence of land and people, with special emphasis on how people affect land. Issues considered include the determination of property values, property rights, land tenure, land conversion and government policies including land use planning, agricultural and environmental policies. Additional topics may include the geography of land use, sprawl, farmland preservation, the economics of food security and world food problems. Prerequisite: ECON 101 or 102. Spring.

250 **Economic Globalization (3)**

An introduction to theories, institutions, and impacts of economic globalization. In addition to economics, the course will consider political, cultural, ethical and historical factors. Topics include basic international trade theory and policy, international economic institutions and organizations, exchange rates, international financial crises, and international economic history. The views of both advocates and critics of economic globalization will be considered. Fall.

301 **Intermediate Macroeconomics (3)**

An extension of ECON 101, covering determination of aggregate economic performance, theories of consumption, investment, national income and output determination, inflation and unemployment. Macro-theory from classical to contemporary monetarist-fiscalist analysis. Prerequisites: ECON 101. Spring.

302 **Intermediate Microeconomics (3)**

An extension of ECON 102, covering theories of consumer behavior, production and cost, the firm and market organization, general equilibrium and economic welfare. Prerequisite: ECON 102. Fall.

305 **Private Finance (3)**

Introduction to analysis of risks in financial decision making, innovations in financial markets, determination of asset prices and yields, corporate equities, the stock market. Prerequisites: ECON 102 and satisfaction of the Integrative Liberal Studies requirement in mathematics. Spring.

- 306 Managerial Finance (3)**
An analysis of financial decision making of firms, covering ratio analysis, capital budgeting and the management of funds. Prerequisite: ACCT 215. Fall and Spring.
- 310 Public Finance (3)**
Analysis of economic principles underlying government intervention in a market economy, theories of bureaucratic behavior and the impact of collective choice arrangements (e.g., majority voting). Topics include pollution control, lotteries, income taxes, the national debt and Social Security. Prerequisite: ECON 101 or 102. Fall.
- 314 Economic Growth and Development (3)**
An examination of the determinants, constraints and implications of economic growth and development. The particular problems of low-income countries are explored, along with historical examples of economic transformation. Political, social and economic factors are considered. Prerequisite: ECON 101. Even years Spring.
- 316 Seminar in Transaction Cost Economics (3)**
An examination of the role played by transaction costs in the design and evolution of human institutions. Applications drawn from economics, environmental science, management, political science, and sociology show that many aspects of economic, political and social institutions can be understood as outcomes of transaction cost economizing. Relies heavily on readings from original sources. Prerequisite: ECON 101 or 102. Spring.
- 330 Women, Men and Work (3)**
An examination of the economic behavior of men and women in the world of work, including analyses of market and non-market work. Occupational segregation, inequities in labor market outcomes and gender differences in household production will be addressed. In addition the course will discuss the policy implications of the differing work experiences of men and women. Prerequisite: ECON 101, ECON 102, or WMST 100. Even years Fall.
- 337 Environmental Economics and Policy (3)**
An examination of economic and social costs/benefits of strategies to improve environmental quality; sources of and solutions to pollution; environmental management; and the relationships between economic growth and environmental quality. Prerequisites: ECON 102; ENVR 130. Fall.
- 345 Economics of Natural Resources (3)**
This course will examine the economics of resource use, conservation, allocation, scarcity and management for depletable and renewable resources. Topics such as economic growth, market structure and government policies will be studied. Prerequisite: ECON 102. Spring.
- 350 International Trade and Finance (3)**
A survey of international economic theory, including trade, the balance of payments, international currency and capital transactions, and exchange rate determination. Topics include trade policy, exchange rate management, and open economy complications for domestic economic policy. Prerequisites: ECON 101; 102. No credit given to students who have credit for ECON 350 (International Trade) or ECON 351. Odd years Spring.
- 360 Mathematical Economics (3)**
A study of mathematical techniques used in economic analysis. Prerequisites: ECON 101; 102; MATH 191. See department chair.

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361 U.S. Economic History (3)

An examination of the process of economic change in the United States, with an emphasis on the causes and consequences of economic growth. Topics include the economic causes of the Industrial Revolution, the economics of slavery, the changing role of government and the Depression of the 1930s. No credit given to students who have credit for ECON 261. Prerequisite: ECON 101 or 102. See department chair.

365 Econometrics (3)

An introduction to inferential statistics relevant to the discipline. Focus is on regression analysis emphasizing the assumptions underlying the classical linear model. Prerequisites: ECON 101 or 102; STAT 185. Fall.

367 Statistical Proofs in Economics and Finance (1)

An examination of the theoretical basis of selected statistical formulas and concepts used in economics and finance. Highly recommended for students interested in graduate school. Prerequisite: ECON 365. See department chair.

380 Approaches to Research in Economics (1)

An examination of alternative approaches to the conduct of research in economics. The student will become familiar with the Undergraduate Research Program at UNCA and develop a proposal of research to be conducted in ECON 480. Prerequisite: junior or senior standing. (Grading S/U.) Fall and Spring.

400 Internship (3)

An internship with a participating host organization, usually in Western North Carolina. Open only to students who have declared a major or minor in economics. Prerequisites: 15 hours of economics with a minimum grade point average of 2.5 in those courses. (Grading S/U.) See department chair.

406 Seminar in Financial Economics (3)

An application of financial theory to case problems. Emphasis on spreadsheets as decision-making tools. Issues include leasing decisions, capital budgeting, stock vs. bond financing and financial forecasting. Prerequisites: ACCT 215; ECON 306. Spring.

450 Seminar in Economics (3)

A critical examination of primary works that have figured in the development of economic theory and policy. May be taken once or repeated with variable content for a total of 6 hours. Prerequisite: ECON 301 or 302. Fall.

480 Senior Research in Economics (3)

A seminar in which the student conducts supervised research in economics on a subject of personal interest. The methods, concepts and approaches employed will typically draw upon the student's major courses. Prerequisites: ECON 380; senior standing. Fall and Spring.

499 Undergraduate Research in Economics (1-6)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. Fall and Spring.

171-6, 271-6, 371-6, 471-6 Special Topics in Economics (1-6)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. ECON 479 may not be used by students majoring in Economics.

EDUCATION (EDUC)

Professors Jeanne McGlinn (Chair), Jim McGlinn; Associate Professors Byrd, Cole, Sidelnick; Assistant Professors Becker, Ruppert; Visiting Assisting Professor Brown; Lecturers Decatur, Hopper, Chapman; Technology Coordinator Randall; Outreach Coordinator Kessariss

The UNC Asheville Teacher Education Program, approved by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction (DPI), requires completion of a disciplinary major and offers professional education courses necessary to qualify for North Carolina Standard Professional I Teaching Licensure in areas described below.

Teacher Education Formal Admission and Continuing Requirements

All students interested in teacher licensure must meet with the appropriate advisor in the Department of Education upon first interest and at least once per semester thereafter. For formal admission, students must have:

- I. earned at least 45 semester hours (2nd semester sophomore standing).
- II. earned a 2.5 cumulative grade-point average on all UNC Asheville course work.
- III. achieved a grade of C or higher in both EDUC 310 and 311
- IV. received acceptable scores as established by the N.C. Department of Public Instruction on the SAT or ACT, or the PRAXIS I: Academic Skill Assessment/Pre-Professional Skills Test (PPST). (See department chair or appropriate advisor in the department for more information.)
- V. a satisfactory evaluation on each of the abilities/characteristics listed on the department's Requirements for Licensure Contract and Dispositions Checklist.

UNC Asheville students seeking licensure should consult the Department of Education Policies and Procedures Manual for more specific information related to obtaining North Carolina Standard Professional I Teaching Licensure through UNC Asheville and should meet with an education advisor to develop an individual licensure plan. Visit <http://www.unca.edu/education> for additional information.

Student Teaching

All students seeking licensure must complete a student teaching experience. Admission to the experience is contingent upon fulfillment of II–V, as noted above, in addition to successful performance in methods courses.

Recommendation for North Carolina Standard Professional I Teaching Licensure

To receive this recommendation, students must (1) fulfill the UNC Asheville Integrative Liberal Studies requirements; (2) complete requirements of the major department; (3) complete requirements of the Education Department, including student teaching; (4) receive acceptable scores, as established by NCDPI on the SAT, ACT, or PRAXIS I: PPST; (5) complete PRAXIS II: Specialty Area Tests if seeking K-6 licensure or B-K licensure with the intent to teach in an elementary school; (6) successfully complete a portfolio of advanced competencies in educational technology.

First Areas of Licensure

Students completing an appropriate UNCA disciplinary major, the Integrative Liberal Studies program, and other Department of Education requirements may receive recommendation for licensure in (a) Birth-Kindergarten (B-K); (b) Elementary Education (K-6); (c) Middle School (6-9) Language Arts, Mathematics, Science, Social Studies; (d) Secondary Education (9-12) Biology, Chemistry, Comprehensive Science, Earth Science, English, Latin, Mathematics, Physics, Social Studies; and (e) K-12 Art, K-12 Reading, K-12 Theatre Arts, and K-12 Foreign Language in French, German and Spanish.

Areas of Major

All 6-9 and 9-12 students must complete a specific disciplinary major, which is the core for their licensure area. Those desiring to teach at the K–6 level may major in any department. B-K students must major in Psychology. A second area of concentration is required for middle school (6-9) candidates.

Licensure for Post-Baccalaureate Students

The department offers opportunities for individuals holding bachelor's degrees or higher and desiring (a) initial North Carolina Standard Professional I Teaching Licensure, (b) licensure in another area, (c) renewal credits, or (d) fulfillment of lateral entry or Regional Alternative Licensure Center (RALC) requirements. These individuals meet with an Education Department advisor to plan their course of study. To be licensed, post-baccalaureate students must meet the same or equivalent course requirements as other UNC Asheville students seeking licensure in the same area, and have an undergraduate GPA of at least 2.5 or have completed a master's degree or higher. Post-baccalaureate students with an undergraduate GPA between 2.3 and 2.5 must meet with an Education advisor to design a plan of study and are required to have acceptable scores, as established by NCDPI on the SAT, ACT, or PRAXIS I: PPST.

Required Document Completion

All students must sign and date:

- (a) a Request for Advisor in the Education Department.
- (b) a Request for Formal Admission to the licensure program with the appropriate advisor, and a formal contract for licensure. This is done after completion of EDUC 310 and 311, and satisfactory performance on SAT, ACT, or PRAXIS I:PPST.
- (c) a placement request for the Professional Year.
- (d) an Application to Student Teach, submitted to the Coordinator of Field Placements no later than the third week of the semester prior to student teaching.
- (e) the final evaluation Exit Criteria form upon completion of student teaching. In addition, the student must insure that all appropriate request-for-licensure forms are submitted to the department chair upon completion of student teaching. (See appropriate advisors for details).

Mandated Qualifying Examinations

The North Carolina Department of Public Instruction mandates that all undergraduate students have acceptable scores on the SAT, ACT, or PRAXIS I: PPST before being granted formal admission to the teacher licensure program. Passing scores on PRAXIS II: Specialty Area Tests are required for students seeking K-6 licensure or for B-K licensure students who intend to teach in an elementary school. Students needing Praxis I are expected to take it during the semester they are enrolled in EDUC 310 and 311.

Technology Requirement

The successful demonstration of competency in the National Educational Technology Standards (NETS) is required for teaching licensure in North Carolina. UNC Asheville requires the completion of an electronic portfolio of advanced technology competencies as an indication of the preservice teacher's ability to apply technology skills in areas associated with teaching.

Birth-Kindergarten Licensure (B-K)

Students receiving a degree at UNCA with B-K Licensure must major in Psychology. (See Psychology section.) See appropriate Education Advisor for details.

- I. Required courses in Education—33 hours, including: EDUC 310, 311, 318, 321, 331, 341, 351, 355, 361, 396, 455, 496.
- II. Required courses outside of Education—As part of the 34 hours required for the Psychology major, students must take PSYC 200, 225, 312, 318 and 345.
- III. Other departmental requirements as outlined above for all licensure students.

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Elementary School Licensure (K–6)

Any major may be selected. See the appropriate Education advisor for details.

- I. Required courses in Education—38 hours, including: EDUC 310, 311, 315, 317, 318, 319, 322, 325, 344, 345, 388, 396, 455, 496.
- II. Required courses outside Education—21–27 hours, including: HIST 101 or 102, 151, 152, 315; MATH 211, 212, 215, 216; PSYC 101, 318. The requirements of HIST 151 and 152 can be met through the Humanities sequence.
- III. Other departmental requirements as outlined above for all licensure students.

Middle School Licensure (6–9)

All students must complete a major in an appropriate academic discipline, and must complete specific coursework for licensure in two of the following areas: Language Arts, Mathematics, Science or Social Studies.

- I. Required Courses in Education—24–30 hours, including EDUC 310, 311, 314, 320, 396, 455, 496. In addition, Language Arts students must take EDUC 313 and 380; Mathematics students must take EDUC 383; Science students must take EDUC 382; and Social Studies students must take EDUC 130, 313 and 380.
- II. Required courses outside of Education: Every licensure student is required to complete PSYC 101 and 318 (7 hours). In addition, middle school licensure students must complete coursework from two different licensure areas. Required courses based on licensure area are:
 - Language Arts—9 hours: DRAM 102 or 210; LANG 323; LIT 241.
 - Mathematics—15 hours: MATH 167, 191, 251; STAT 185.
 - Science—16–19 hours: BIOL 123 and 124, or both BIOL 115 and 116; CHEM 111, 132; ENVR 130; PHYS 131.
 - Social Studies—9 hours: ECON 101 or 102; HIST 315; POLS 220.
- III. Other departmental requirements as outlined above for all licensure students.

Secondary School Licensure (9–12)

All students must complete a major in an appropriate academic discipline, referring to catalog requirements as outlined by the major department. See appropriate Education advisor for details.

- I. Required courses in Education—21–27 hours, including EDUC 310, 311, 314, 396, 455, 496. In addition, Literature/Language students must take EDUC 313 and 380; Social Studies students must take EDUC 130 and 380; Latin students must take EDUC 385; Mathematics students must take EDUC 383; Science students must take EDUC 382.
- II. Required courses outside Education—7–13 hours, including PSYC 101, 318. In addition, Latin students must take PSYC 328. Social Studies students who have not taken the 16-hour Humanities sequence must also take HIST 151 and 152.
- III. Recommended elective for all students—ANTH 100 or SOC 240.
- IV. Other departmental requirements as outlined above for all licensure students.

Reading Licensure (K–12)

Students may complete the K-12 Reading Licensure program with any major. See the appropriate Education advisor for details.

- I. Required courses in Education—36 hours, including: EDUC 310, 311, 313, 314, 317, 318, 380, 388, 389, 390, 455, and 490.
- II. Required courses outside Education—14 hours, DRAM 103; PSYC 101, 312, 318, 328. Recommended elective: ANTH 100 or SOC 240.
- III. Other departmental requirements as outlined above for all licensure students.

Art Licensure (K–12)

Students must major in Art and complete other teacher licensure requirements. (See Art section.) See appropriate Education advisor for details.

- I. Required courses in Education—21 hours, including: EDUC 310, 311, 314, 380, 396, 455, 496.
- II. Required courses outside Education—10 hours, including: ART 451; PSYC 101, 318.
- III. Other departmental requirements as outlined above for all licensure students.

Theatre Arts Licensure (K–12)

Students must major in Drama and complete other teacher licensure requirements. (See Drama section.) See appropriate Education advisor for details.

- I. Required courses in Education—24-25 hours, including: EDUC 310, 311, either 313 or both 317 and 318, 314, 380, 396, 455, 496. Recommended elective: EDUC 313, or 317 and 318.
- II. Required courses outside Education—7 hours, including: PSYC 101 and 318. Recommended elective: ANTH 100 or SOC 240.
- III. Other departmental requirements as outlined above for all licensure students.

Foreign Language Licensure (K–12)

Students must complete a major in French, German or Spanish and complete other licensure requirements. (See appropriate Foreign Language section.) See appropriate Education advisor for details.

- I. Required courses in Education—21 hours, including: EDUC 310, 311, 316, 317, 385, 396, 455, 496.
- II. Required courses outside Education—10 hours, including: PSYC 101, 318, 328. Recommended elective: ANTH 100 or SOC 240.
- III. Other departmental requirements as outlined above for all licensure students.

Education Courses**130 General Geography, 6–12 (3)**

A general survey of physical and cultural geography, the objectives, basic skills and study methods of the geographer as applied to the teaching of geography. Required for licensure in Social Studies 6–9 and 9–12. Others admitted by permission of instructor. Spring.

310 Introduction to Education, K–12 (3)

Comprehensive study of K–12 schooling, including history, philosophy, curriculum and current trends and issues. Involves critical writings and discussion and the analysis of materials and strategies. To be taken concurrently with EDUC 311. Prerequisite: PSYC 101 and the completion of at least 45 semester hours. Fall and Spring.

311 Instructional Technology Laboratory (1)

Involves students in 14-16 hours of structured observation/field placement in area schools, leading to initial entries in a professional teaching portfolio. Also includes series of technology workshops designed to help pre-service teachers meet N.C. technology competency requirements. To be taken concurrently with EDUC 310. Prerequisite: PSYC 101 and the completion of at least 45 semester hours. Fall and Spring.

313 Adolescent Literature, 6–12 (3)

Young adult literature, including genres, themes, authors and history; emphasizing methodologies for incorporating the young adult novel into the classroom. Instructional and motivational techniques examined. Prerequisite: EDUC 310, 311. Spring.

- 314 Teaching Reading and Writing in the Content Areas, 6–12 (4)**
Teaching reading and writing skills in content areas to a wide range of ability levels and skills in a classroom; methodologies to improve content area teaching; individualizing instruction; method of informal assessment and interpreting norm referenced and criteria referenced tests. Field experiences required. Prerequisites: EDUC 310, 311. Fall and Spring.
- 315 Creative Arts, K–6 (3)**
Interdisciplinary approach to the teaching of visual art, music and creative drama across the curriculum, appropriate for development levels; culminates in the production and presentation of an integrated teacher resource unit. Formative assessment tools focus on portfolios. Fall and Spring.
- 316 Practicum in Teaching Foreign Languages, K–12 (1)**
A series of focused classroom observations and discussions of teaching techniques applied to the teaching of a second language in K–12 curriculum. Field work required. Prerequisite: EDUC 310, 311. See department chair.
- 317 Teaching Language and Literature, K–9 (3)**
Teaching the language arts (reading, writing, speaking and listening) in elementary school and middle school with emphasis on children’s language development including direct skills instruction and integrated approaches to literacy teaching and assessment. Prerequisite: EDUC 310, 311. Fall and Spring.
- 318 Teaching Language and Literature: Children’s Literature Lab, K–6 (1)**
Study of a wide range of excellent children’s literature in the various genres. Designed to develop students’ skills of literary analysis and appreciation of the art of illustration in children’s literature. Prerequisite: EDUC 310, 311. Fall and Spring.
- 319 Teaching of Health and Physical Education in the Elementary School, K–6 (3)**
Development of understandings, skills and methods for teaching health education and physical education for elementary school pupils. Fall and Spring.
- 320 Middle School Principles, Practices and Materials (3)**
Emphasizes the developmental goals of the middle school, curriculum and methods of instruction appropriate for middle-grade students, assessment of student learning, and materials appropriate for middle-grade students. This course includes a literacy component including: adolescent literature, writing in the middle school, and integrating reading strategies into unit designs. Observation in the middle schools is required. Prerequisite: EDUC 310, 311. Fall.
- 321 Early Childhood Development (3)**
Addresses major theories of child development across cognitive, social/emotional, language/communication, and physical, perceptual-motor domains. Typical and atypical development will be included. Field experience in local early childhood programs required. See department chair.
- 322 Teaching Science, K–6 (4)**
Review and integration of basic scientific and mathematical concepts with emphasis on science, analysis of trends, laboratory experiences, classroom methods and management. Field experience required. Prerequisites: EDUC 310, 311. Fall and Spring.

- 325 The Resourceful Teacher (3)**
Designed in modules that will: (a) provide pre-service and in-service teachers with opportunities to learn and reflect upon proactive classroom management strategies; (b) familiarize participants with categories of students with exceptionalities and their needs, strategies for meeting the needs of diverse learners, and legal guidelines for classroom practice; and (c) provide positive, effective interactions with parents, teacher assistants, volunteers, and other school and community personnel. Fall and Spring.
- 331 Models of Early Childhood Education (3)**
Presents diverse models of delivery systems employed in early childhood programs. Emphasis will be placed on comparisons of programs, theoretical foundations, current trends, modifications for special needs, community and family involvement, and resources available to ALL children, families and practitioners in the field. Field experience in diverse early childhood settings required. Prerequisites: EDUC 310, 311, 321; PSYC 101, 102. See department chair.
- 341 Birth-Kindergarten Assessment and Teaching Strategies (3)**
Addresses individualized screening, assessment, evaluation and intervention techniques that result in selection and implementation of developmentally appropriate strategies and goals for all young children. Field experience in diverse early childhood settings required. Prerequisites: EDUC 331; PSYC 200, 312. See department chair.
- 344 Teaching Social Studies in the Elementary School, K–6 (3)**
Emphasizes curriculum standards, various methods and materials associated with Social Studies, short-term and long-range planning, use of technology, and integration of Social Studies with other disciplines. Field experience in a public school is required. Prerequisites: EDUC 310, 311; HIST 101 or 102. Fall and Spring.
- 345 Geography Lab, K–6 (1)**
Basic geographic skills and study of the methods of the geographer as applied in K–6 teaching. Prerequisites: EDUC 310, 311; HIST 101 or 102. Fall and Spring
- 351 Social Diversity in B-K Education (3)**
Provides an analysis of issues related to young children in contemporary family settings, as well as parent-professional interactions as they impact the child's growth and development. Issues include family systems, non-traditional family settings, socio-economic variables, and racial, ethnic, and cultural diversity among typical and atypical children. See department chair.
- 355 Infant-Toddler Internship and Seminar (4)**
Places students in inclusive, center-based settings for infants and toddlers, and provides periodic opportunities to conduct home visits. This field-based experience will provide the opportunity to implement assessment and instructional strategies to this age group. Students must be in their internship placements 6 hours per week and attend a weekly seminar to coordinate field experiences with research-based knowledge. To be taken as part of the Professional Year prior to the Student Teaching semester. Prerequisites: EDUC 318, 341; PSYC 318, 345; formal admission to the department. Fall and Spring.
- 361 Emergent Literacy and Language Development (3)**
Focuses on the development of the literacy processes (communication) from birth through first grade. Varied ways of fostering emergent literacy are addressed, the role of the caregiver as earliest teacher is explored, and implications of current brain research are analyzed as each impacts literacy and language development. To be taken simultaneously with EDUC 318. Prerequisites: EDUC 310, 311, 321; PSYC 101, 102. See department chair.

The Professional Year**380 Methods and Management in Teaching, 6–12 (4)**

Planning, teaching, evaluation and management essential for classroom teaching; use of educational technology in designing lessons; application of methodologies appropriate to subject area; methods of informal and formal assessment and grading. Field experience required. To be taken as part of the Professional Year prior to the Student Teaching semester (EDUC 455 and 490 or 496). Prerequisites: EDUC 310, 311, 313, 314, 320 (6–9 only); PSYC 318; formal admission to the department. Fall and Spring.

382 Methods/Management in the Teaching of Science, 6–12 (4)

Planning, teaching, evaluation, and organization applied to the teaching of science, analysis of trends, laboratory experiences, classroom methods and management. Field experience required. Should be taken as part of the Professional Year prior to the Student Teaching semester (EDUC 455, 496). Prerequisites: EDUC 310, 311, 314, 320 (6-9 only); formal admission to the department. Fall.

383 Methods/Management in the Teaching of Mathematics, 6–12 (4)

Review and integration of mathematical concepts with an emphasis on teaching strategies using the concepts of geometry; analysis of trends; significance of manipulative exercises; classroom methods and management. Field experience required. To be taken as part of the Professional Year prior to the Student Teaching semester (EDUC 455, 496). Prerequisites: EDUC 310, 311, 314, 320 (6–9 only); formal admission to the department. Fall.

385 Teaching Foreign Languages, K–12 (4)

Methodology, teaching techniques and strategies, assessment strategies and instruments, organization and administration applied to the teaching of a second language in K–12 curriculum. To be taken as part of the Professional Year prior to the Student Teaching semester (EDUC 455, 496). Field work required. Prerequisites: EDUC 310, 311, 316, 317; formal admission to the department. See department chair.

388 Reading and Literacy Methods, K–12 (4)

Designed to develop competencies in teaching reading. Covers the reading process, historical development, approaches, linguistics, word recognition, comprehension, fluency and current trends. Field experiences required. To be taken as part of the Professional Year prior to the Student Teaching Semester (EDUC 455, 496). Prerequisites: EDUC 310, 311; PSYC 318; formal admission to the department. Fall and Spring.

389 Methods and Materials for Diagnosing and Correcting Reading Difficulties, K–12 (4)

Practicum in diagnostic and corrective teaching in reading. Students will learn formal and informal evaluation methods in reading as well as specific diagnostic and corrective practices for working with differentiated reading difficulties. Students will become familiar with techniques for developing teacher-made tests and will examine materials for the tutorial field experience. Prerequisites: EDUC 310, 311, 314, 388; PSYC 312, 318; formal admission to the department. Taken during the professional year.

390 Research Methods in Reading, K–12 (1)

A seminar in research methods in reading education to culminate in individual school-based research during the student teaching semester. To be taken as part of the Professional Year prior to the Student Teaching semester (EDUC 455, 496). Prerequisites: EDUC 332; PSYC 318; formal admission to Teacher Education Program. See department chair.

- 396 Research Methods in Education, BK-12 (1)**
Emphasizes the modality and content essential to research through formulation of introductory sections, including the review of literature and design of the study. To be taken as part of the Professional Year prior to the Student Teaching semester (EDUC 455, 496). Corequisite: final methods courses in area of licensure. Fall and Spring.
- The Student Teaching Semester**
- The Student Teaching Semester is designed as the culminating experience of the licensure program. It consists of EDUC 455, and either 490 or 496 as appropriate to the candidate's licensure area..
- 455 Student Teaching and Seminar (6)**
Emphasizes full-time involvement of students in a cooperating elementary, middle and/or secondary school as appropriate to area/level of licensure desired. This involvement requires reporting to the schools on opening day and includes observing, assisting the cooperating teacher and eventual full-time assumption of teaching duties which are gradually phased out near the end of the UNC Asheville semester. The seminar meets once per week for two hours. Prerequisites: final methods course in area of licensure, EDUC 390 or 396, and admission to the student teaching semester. Fall and Spring. (Grading: S/U)
- 490 Research and Seminar in Corrective Reading in the Curriculum, K-12 (2)**
During student teaching, students implement the research design constructed in EDUC 390. Includes oral presentation of research study. Prerequisites: EDUC 390 and admission to student teaching experience. Fall and Spring.
- 496 Directed Research in Education, BK-12 (2)**
During student teaching, students implement the research design constructed in EDUC 396. Includes the final research paper, and an oral presentation of the research study at the Undergraduate Research Symposium. Prerequisite: final methods courses in area of licensure, EDUC 396, and admission to the student teaching experience. Fall and Spring.
- 499 Undergraduate Research in Education (1-6)**
Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.
- 171-3, 271-3, 371-3, 471-3 Special Topics in Education (1-3)**
Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.
- 179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)**
Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirement

ENGINEERING (JEM)

Joint Engineering Programs with North Carolina State University

Senior Lecturer Fahmy (Director); Lecturer Alderman (Associate Director); Associate Professor Bruce (Associate Director, Computer Science); Professors Ruiz, Whatley (Physics); and Professor Brock (Computer Science)

The University of North Carolina at Asheville and North Carolina State University, College of Engineering, cooperate in the offering of several collaborative programs. The intent of these programs is to broaden the base of educational opportunities to students in Western North Carolina and to integrate the engineering sciences within a liberal arts environment.

Joint NCSU-UNC Asheville Bachelor of Science in Engineering Degree with a Concentration in Mechatronics

The Joint NCSU-UNC Asheville Bachelor of Science in Engineering degree with a concentration in Mechatronics degree gives students the benefits of a strong foundation in the liberal arts combined with rigorous studies in engineering disciplines and allows students to complete an engineering degree while living and working in the Asheville area. Approximately half the courses in the degree are taught by UNC Asheville and the remaining half are taught by NCSU faculty. The degree is designed to be accessible to students employed in local industries as well as to traditional students. Students graduate with a Bachelor of Science in Engineering-Mechatronics Concentration degree from NCSU and UNC Asheville.

All Joint Program students will complete the UNCA Integrative Liberal Studies Program. Students must meet with an engineering advisor on first interest and at least once a semester thereafter to ensure completion of all requirements in a timely manner.

- I. Required courses in the major—64 hours: E 101; ECE 200, 206, 211, 212, 220, 301, 406, 455, 460, 480; EGM 180, 360; MAE 206, 208, 301, 310, 314, 315, 316, 435; MSE 201.
- II. Required courses outside the major—37 hours: CHEM 111, 132; CSCI 201, 202; ECON 102; MATH 191, 192, 291; PHYS 221, 222; STAT 225.
- III. Other departmental requirements—Senior demonstration of competency in the major, oral competency, and computer competency are all satisfied by the successful completion of the Senior Design Project (ECE 480).

Two-Plus-Two Engineering Program

The Two-Plus-Two Engineering Program allows students interested in 14 different engineering fields to complete their first two years of study at UNC Asheville and then transfer to NCSU for the remaining two years. Engineering courses offered during the first two years are taught by NCSU faculty. Students graduate with a Bachelor of Science degree in a specific field of engineering from NCSU.

Freshman Year for All Two-Plus-Two Engineering Degree Programs:

CHEM	132	General Chemistry	3
CHEM	111	General Chemistry Laboratory	1
E	101	Introduction to Engineering and Problem Solving	1
E	115	Introduction to the Computing Environment	1
LANG	120	Foundations of Academic Writing	4
		Humanities and Social Science*	3
MATH	191	Calculus I	4
MATH	192	Calculus II	4
PHYS	221	Physics I	4
		Health and Wellness	2

CSCI	201	Introduction to Algorithm Design	3
		<i>or</i>	
CHEM	144	Structure and Reactivity (depending on curriculum chosen. See N.C. State Engineering Programs Office for more details.)	4
Total Semester Hours			30 or 31

* The Humanities and Social Science courses should be taken in accordance with the NCSU College of Engineering requirements. A list is available in the Engineering Programs Office on the UNC Asheville campus, which also has requirements for all engineering curricula.

Courses in Engineering offered through North Carolina State University

Courses offered at UNC Asheville under the E, ECE, EGM, MAE, or MSE prefixes are engineering courses from NCSU provided to facilitate the Joint Engineering Programs and the Two-Plus-Two Program. These courses are subject to the transfer policies of UNC Asheville for UNC Asheville degree-seeking students, except for those students enrolled in the Joint Degree Program. Some engineering courses are approved components of particular UNC Asheville curricula, but others are not necessarily acceptable by UNC Asheville, unless approved beforehand by the appropriate UNC Asheville department chair or academic officer. UNC Asheville students are advised to consult the department chair of their major or the Registrar to ascertain the applicability of a given engineering course to a specific degree program.

Courses in General Engineering (E)

101 Introduction to Engineering and Problem Solving (1)

An introduction to engineering as a discipline and profession. Emphasis on engineering design, interdisciplinary teamwork, and problem solving from a general engineering perspective. Overview of academic policies affecting undergraduate engineering students. Exposure to the NCSU College of Engineering and the joint UNC Asheville-NCSU programs and services. Fall.

115 Introduction to Computing Environment (1)

Fundamentals of the EOS System. Software and services available on the system. Network hardware configuration, on-line help and communication, file and directory manipulation. Software applications such as E-mail, publishing packages, spreadsheets, mathematical packages, CAD packages. (Grading: S/U). Fall, Spring

Courses in Electrical and Computer Engineering (ECE)

200 Introduction to Electrical and Computer Engineering Laboratory (3)

Laboratory with experiments in six groups designed to provide an overview of electrical and computer engineering: Fundamental Concepts, Analog Electronic Circuits, Digital Circuits, Communications Systems, Signal Processing. Prerequisite: MATH 192. Corequisite: PHYS 222. Fall.

206 Introduction to Computer Organization (3)

Introduction to key concepts in computer organization. Number representations, switching circuits, logic design, microprocessor design, assembly language programming, input/output, interrupts and traps, direct memory access, structured program development. Corequisite: ECE 200. Fall.

211 Electric Circuits (4)

Introduction to theory, analysis and design of electric circuits. Voltage, current, power, energy, resistance, capacitance, inductance. Kirchoff's laws, node analysis, mesh analysis,

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Thevenin's theorem, steady state and transient analysis, AC, DC, phasors, operational amplifiers, transfer functions. Prerequisites: ECE 200; PHYS 222. Spring.

212 **Fundamentals of Logic Design (3)**

Introduction to digital logic design. Boolean algebra, switching functions, Karnaugh maps, modular combinational circuit design, flip-flops, latches, programmable logic and synchronous sequential circuit design. Use of several CAD tools for logic synthesis, state assignment and technology mapping. Prerequisite: ECE 206. Spring.

220 **Analytical Foundations of Electrical and Computer Engineering (3)**

The modeling, analysis and solution of circuit theory, control, communication, computer and other systems arising in electrical and computer engineering using various analytical techniques. Numerical solutions to ECE problems using MATLAB and SPICE. Prerequisite: MATH 291. Corequisite: ECE 211. Spring.

301 **Linear Systems (4)**

Representation and analysis of linear systems using differential equations: impulse response and convolution, Fourier series, and Fourier and Laplace transformations for discrete time and continuous time signals. Emphasis on interpreting system descriptions in terms of transient and steady-state response. Digital signal processing. Prerequisite: A grade of C- or better in ECE 211 and ECE 220. Fall.

302 **Microelectronics (4)**

Introduction to the physics of semiconductors, PN Junctions, BJT and MOS field Effects Transistors: Physics of operation, IV characteristics, circuit models, SPICE analysis: simple diode circuits; Single Stage Transistor Amplifiers: Common Emitter and Common Source configurations, biasing, calculations of small signal voltage gain, current gain, input resistance and output resistance; Introduction to Differential Amplifiers, Operational Amplifiers. Prerequisite: ECE 211. Fall.

406 **Design of Complex Digital Systems (3)**

Design principles for complex digital systems: Iteration, top-down/bottom-up, divide and conquer and decomposition. Descriptive techniques, including block diagrams, timing diagrams, register transfer and hardware-description languages. Consideration of transmission-line effects on digital systems. Prerequisites: CSCI 202; ECE 212. Spring.

455 **Computer Control of Robots (3)**

Techniques of computer control of industrial robots. Interfacing with synchronous hardware including analog/digital and digital/analog converters, interfacing noise problems, control of electric and hydraulic actuators, kinematics and kinetics of robots, path control, force control, sensing including vision. Major design project. Prerequisite: MAE 435. Spring.

460 **Digital Systems Interfacing (3)**

Concepts of microcomputer system architecture and applications to fundamental computer hardware. Theoretical and practical aspects of interfacing and a variety of microprocessor peripheral chips with specific microprocessor/microcomputer systems from both hardware and software points of view. Prerequisite: ECE 406. Fall.

480 **Senior Design Project in Electrical Engineering (4)**

Applications of engineering and basic sciences to the total design of electrical engineering circuits and systems. Consideration of the design process including feasibility study, preliminary design detail, cost effectiveness, along with development and evaluation of a prototype accomplished through design-team project activity. Complete written and oral engineering report required. Prerequisite: senior standing in JEM. Spring.

Courses in Engineering-Mechatronics (EGM)**180 Introduction to Mechatronics Laboratory (2)**

An introduction to the mechatronics engineering discipline as a synergistic combination of mechanical and electrical engineering, computer science, control and information technology. Foundational concepts in mechatronics are addressed including analog and digital electronics, sensors, actuators, microprocessors, and microprocessor interfacing to electromechanical systems through hands-on laboratory exercises. Spring.

360 Advanced Mechatronic Design Laboratory (1)

An introduction to the design and construction of microprocessor-controlled electromechanical systems. This course builds on fundamental mechatronics concepts and is project and design oriented. It provides hands-on working knowledge of real time software, real time programming, computer interfacing, mechanical design, fabrication and control system design and the integration of these areas. Prerequisite: EGM 180. Spring.

EGM 171-4, 271-4, 371-4, 471-4 Special Topics in Engineering (1-4)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See program director.

Courses in the Joint Engineering-Mechatronics Program**JEM 171-4, 271-4, 371-4, 471-4 Special Topics in Engineering-Mechatronics (1-4)**

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See program director.

JEM 179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See Liberal Studies for course descriptions. May not be used to fulfill major requirements. JEM 479 may not be used by students majoring in Engineering.

Courses in Mechanical and Aerospace Engineering (MAE)**206 Engineering Statics (3)**

Basic concepts of forces in equilibrium. Distributed forces, frictional forces. Inertial properties. Application to machines, structures and systems. Prerequisite: PHYS 221. Corequisite: MATH 291. Fall.

208 Engineering Dynamics (3)

Kinematics and kinetics of particles in rectangular, cylindrical and curvilinear coordinate systems; energy and momentum methods for particles; kinetics of systems of particles; kinematics and kinetics of rigid bodies in two and three dimensions; motion relative to rotating coordinate systems. Prerequisite: MAE 206; MATH 291. Spring.

301 Engineering Thermodynamics I (3)

Introduction to the concept of energy and the laws governing the transfers and transformations of energy. Emphasis on thermodynamic properties and the First and Second Law analysis of systems and control volumes. Integration of these concepts into the analysis of basic power cycles is introduced. Prerequisites: MATH 291; PHYS 222. Fall.

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310 **Heat Transfer Fundamentals (3)**

Analysis of steady state and transient one-dimensional and multidimensional heat transfer by conduction, employing both analytical methods and numerical techniques. Heat transfer by the mechanism of radiation. Prerequisites: MAE 301; ECE 220 or MATH 394. Fall.

314 **Solid Mechanics (3)**

Concepts and theories of internal force, stress, strain and strength of structural element under static loading conditions. Constitutive behavior for linear elastic structures. Deflection and stress analysis procedures for bars, beams and shafts. Introduction to matrix analysis of structures. Prerequisites: MAE 206, MATH 291. Spring.

315 **Dynamics of Machines (3)**

Application of dynamics to the analysis and design of machine and mechanical components. Motions resulting from applied loads, and the forces required to produce specified motions. Introduction to mechanical vibration, free and forced response of discrete and continuous systems. Prerequisite: MAE 208. Corequisite: ECE 220 or MATH 394. Fall.

316 **Strength of Mechanical Components (3)**

Analysis and design of mechanical components based on deflection, material, static vessels and bolted and welded joints. Classical and modern analysis and design techniques. Computer analysis using the finite element method. Material and manufacturing considerations in design. Prerequisite: MAE 314. Corequisite: ECE 220 or MATH 394. Spring.

435 **Principles of Automatic Control (3)**

Study of linear feedback control systems using transfer functions. Transient and steady state responses. Stability and dynamic analyses using time response and frequency response techniques. Compensation methods. Classical control theory techniques for determination and modification of the dynamic response of a system. Synthesis and design applications to typical mechanical engineering control systems. Introduction to modern control theory. Prerequisites: ECE 301 or 302; ECE 220 or MATH 394. Spring.

Course in Material Science and Engineering (MSE)

201 **Structure and Properties of Engineering Materials (3)**

Introduction to the fundamental physical principles governing the structure and constitution of metallic and nonmetallic materials and the relationships among these principles and the mechanical, physical and chemical properties of engineering materials. Prerequisite: CHEM 132. Fall.

ENVIRONMENTAL STUDIES (ENVR)

Professors Moorhead (Chair), G. Miller, J.W. Miller, Rossell; Associate Professor Reynolds; Assistant Professor Eggers; Instructor Fariss.

Participating Faculty: Clarke, Forrest, Petranka, Stuart (Biology); Mathews (Economics); Yearout (Management); Weber (Psychology)

The B.S. in Environmental Studies prepares students for graduate school or employment in environmental pollution control, resource management, ecology, earth science and numerous other careers. The curriculum approaches environmental issues from an interdisciplinary perspective. The diverse fields of economics, psychology, biology, sociology, chemistry, earth science, public policy, physics and management are integral to the basic understanding and resolution of the complex nature of many environmental problems facing modern society. In addition to university faculty, community professionals assist in offering the program.

The department offers a chance to focus advanced study in one of four specialty concentrations: Earth Science, Ecology and Environmental Biology, Environmental Management and Policy, and Pollution Control. In addition to these concentrations, individualized options can be developed for students interested in other areas of environmental studies.

Integral to all degree concentrations is a required on-the-job internship. The internship adds greatly to career preparation and possible job placement. Many internship opportunities are available with various federal, state, local and private agencies located in Western North Carolina.

Environmental Studies majors must fulfill the following requirements:

- I. Required courses in the major—19–22 hours: ENVR 130, 241, 330, 490; and select two of three from: ECON 337 (prerequisite ECON 102); ENVR 234, 334.
- II. Required courses outside the major—13–16 hours: CHEM 132 or satisfactory score on Chemistry Placement Examination; CHEM 111, 145 and 236;
- II. Special departmental requirements—25–38 hours: completion of one of the concentrations outlined below. The senior demonstration of competency is satisfied by the completion of ENVR 330 and 490 with a C or better. Completion of ENVR 330 fulfills the all-university oral competency requirement. Completion of ENVR 241, 330 and 490 fulfills the all-university computer competency requirement.

Concentration in Earth Science

25–28 hours distributed as follows: ENVR 105, 320, 385; two courses from ENVR 338, 381, 382; one course from ENVR 354, 383, 384; and either PHYS 131 or CHEM 231.

Concentration in Ecology and Environmental Biology

29–35 hours distributed as follows: BIOL 123 and 124 or the equivalent; BIOL 210 or 211; one course from ATMS 103, ENVR 105, 338, 385, CHEM 231 or PHYS 131; one 3-4 hour advanced ENVR elective; 19 hours of Ecology and Biology electives chosen from BIOL 210 or 211 (whichever is not selected above), 331, 332, 333, 334, 335, 337, 340, 350, 360; or ENVR 321, 341, 346, 348, 350, 364, 390, 442, 443, 444. At least 11 of the 19 hours must be in ENVR.

Concentration in Environmental Management and Policy

33–36 hours distributed as follows: ENVR 332, 334; two courses in ENVR at the 300 level or above; ACCT 215 or one additional course in ENVR; ECON 101, 102, 337, 345; 6 additional hours of environmental policy and management-relevant coursework as approved by the department advisor.

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Concentration in Pollution Control

26–30 hours distributed as follows: CHEM 222, 231; three courses from ENVR 331, 338, 354, 362; two courses from CHEM 232, 237, 332, or ENVR 321; PHYS 131 and 231, or PHYS 221 and 222. Students must take MATH 191 and 192 for their math requirement.

Earth Science with Teacher Licensure

All Earth Science licensure students must complete the following program:

- I. Required courses in the major—19–22 hours: ENVR 130, 234, 241, 330, 334, 490. ENVR 330 requirement can be met by EDUC 396 and 496. ENVR 490 requirement can be met by EDUC 455.
- II. Required courses in Earth Science Core—26–28 hours: ENVR 105, 320, 385, and ASTR 105; Two courses from ENVR 338, 381, 382; one course from ENVR 354, 383, 384.
- III. Required courses outside the major—16–19 hours: CHEM 132 or satisfactory score on Chemistry Placement Examination; CHEM 111, 145 and 236; ATMS 103; MATH 167 or 191; STAT 185; and those requirements indicated under the Education section of the catalog.
- IV. The senior demonstration of competency is satisfied by the completion of ENVR 330 and 490 with a C or better. The competency also can be satisfied by the completion of EDUC 396 and 496 with a C or better and satisfactory completion of EDUC 455. Completion of ENVR 330 or EDUC 396 and 496 fulfills the all-university oral competency requirement. Completion of 241, 330 and 490 fulfills the all-university computer competency requirement.

Students who wish to be licensed in Comprehensive Secondary Science (as distinct from Earth Science) must also complete BIOL 123 and BIOL 124, PHYS 131 and PHYS 231. Students seeking middle school licensure should review requirements found in the Education section of the catalog and see the appropriate licensure advisor for additional information.

Individual Concentration in Environmental Studies

In consultation with his or her academic advisor, a student may select an individual course of study of at least 25 credit hours in preparation for careers in such areas as Environmental Journalism, Environmental Planning or Human Ecology. Students choosing an Individualized Concentration must file an application with the department chair. The application must contain a letter of justification and a complete listing of courses in the proposed concentration. It must be submitted at the time the major is declared. The Individualized Concentration requires the completion of I, II and III above.

Declaration of Major in Environmental Studies

Declaring a major in Environmental Studies requires the student to complete a Declaration of Major form that must be signed by the program director. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Environmental Studies

19 hours in Environmental Studies consisting of ENVR 130, 241, 330; two courses from ENVR 234, ENVR 334 or ECON 337; one advanced ENVR elective.

105 Physical Geology (4)

An introduction to the study of the origin of minerals, rocks and the formative processes controlling the earth's structure and natural resources. Three hours of lecture, three hours of laboratory. Laboratory will include required field trips to areas of local geological interest. Fall.

- 130 Introduction to Environmental Science (3)**
The biological, chemical, physical and societal implications of human impact on the environment with consideration of selected contemporary problems such as population issues, acid rain, energy supply, water pollution, etc. Fall and Spring.
- 234 Energy and Society (3)**
Study of energy production technologies, use patterns and their environmental impact. Prerequisite: ENVR 130. Fall and Spring and even years Fall.
- 241 Principles of Ecology and Field Biology (4)**
Fundamental principles and concepts related to populations, communities and ecosystems with emphasis on the Southern Appalachians. Prerequisite: ENVR 130. Fall.
- 320 Mineralogy and Petrology (4)**
Fundamental crystallography and crystal chemistry and systematic study of minerals; igneous, metamorphic and sedimentary rocks, including classification, textures, formation and graphical representation. Prerequisites: ENVR 105; CHEM 132 is recommended. Odd years Spring.
- 321 Limnology (BIOL 321) (4)**
Study of the physical, biological and especially chemical processes in fresh waters. (Includes laboratory and fieldwork.) Prerequisites: CHEM 144; ENVR 241. Fall.
- 330 Seminar on Environmental Issues (3)**
In-depth coverage of a selected environmental problem based on oral and written student reports. May be repeated once. Prerequisites: ENVR 130; senior standing in an approved concentration. Fall and Spring.
- 331 Principles of Air Pollution (ATMS 331) (3)**
Sources, sinks and controls of air pollution, legal aspects, meteorological factors which influence air pollution, analytical techniques for quantifying air pollution. Prerequisites: CHEM 132 and one of the following: ATMS 103 or 105 or ENVR 130. Even years Fall.
- 332 Environmental Management (3)**
The principles, practices and problems of managing the environment at the federal, state and local levels. The course will focus on the complexities of environmental administration of renewable and nonrenewable resources, pollution control and global problems. Prerequisite: ENVR 130. Spring.
- 333 Environment, Design and Solar Energy (3)**
Conventional and alternative energy systems and the interrelationships between renewable energy resources and the built environment; lectures, field trips and demonstrations. Prerequisite: ENVR 130; or permission of instructor. Even years Spring.
- 334 Environmental Policy (3)**
Environmental legislation and regulation, policy tools, enforcement, current issues and evolution of U.S. environmental policy. Prerequisite: ENVR 130. Fall and Spring.
- 335 Environmental Analysis and Design (PSYC 335) (3)**
Study of interrelationship of environment and behavior, with special emphasis on application of theories in the analysis and possible design or re-design of specific environmental settings. Includes fieldwork. (Student may not earn credit for both ENVR 235 and 335.) Prerequisites: ENVR 130; PSYC 101 or 102, 201. See Psychology Department chair.

336 Environmental Health (3)

Introduction to toxicology and problems associated with the generation, detection and disposal of hazardous chemicals, industrial and municipal wastes, pesticides, food pollutants and radioactive wastes and the occupational setting. Prerequisite: ENVR 130; or permission of instructor. See department chair.

338 Principles of Hydrology and Ground Water Pollution (ATMS 338) (3)

Study of the hydrologic cycle: precipitation, evaporation, transpiration, run-off, stream flow and ground water recharge. Emphasis will be on the occurrence of ground water contamination and methods for cleanup and protection. Prerequisite: ATMS 105 or ENVR 130. Even years Spring.

340 Ornithology (BIOL 340) (4)

Introduction to the evolution, behavior and ecology of birds. Laboratory will focus on the field identification of native species. At least one weekend field trip is required. Students may not receive credit for both ENVR 340 and 348. Prerequisite: BIOL 210. Odd years Spring.

341 Aquatic Ecosystems and Wetlands (4)

Structural and functional characteristics of freshwater and marine ecosystems and their associated wetlands; one extended coastal field trip. Prerequisite: ENVR 241. Odd years Spring.

346 Plant Ecology (4)

An exploration of the factors responsible for the distribution and abundance of plants. Laboratory will emphasize fieldwork. Prerequisite: ENVR 241. Even years Spring.

348 Avian Ecology and Conservation (BIOL 348) (4)

An introduction to the identification, ecology and conservation of birds, particularly those of the Southern Appalachians. Laboratory will include several early morning field trips. At least one weekend field trip is required. Students may not receive credit for both ENVR 340 and 348. Prerequisite: ENVR 130; or permission of instructor. Even years Spring.

350 Dendrology (4)

Identification, ecological and taxonomic relationship, and geographic distributions of important woody plants of North America, concentrating on native species of the Southeast. Prerequisite: ENVR 130; or permission of instructor. Even years Fall.

354 Management of Hazardous, Municipal and Solid Wastes (3)

Study of the biogeochemical system for the classification of wastes and appropriate control technologies, regulatory policies and management strategies available for their disposal. Prerequisite: ENVR 130; or permission of instructor. See department chair.

360 Environmental Restoration (3)

The planning, implementation and assessment of ecosystem restoration with an emphasis on aquatic habitats. Topics include goals, objectives and design of restoration projects and selecting the criteria used to assess the structural and functional attributes of a restored ecosystem. Prerequisite: ENVR 130. Odd years Fall.

362 Principles of Water Pollution Control and Watershed Management (4)

Survey of techniques and management strategies for controlling and preventing water pollution from point and non-point pollution sources. Prerequisites: CHEM 132; ENVR 130. Odd years Spring.

- 364 Ecosystem Ecology (4)**
Study of basic ecosystem ecology concepts and processes with application of this knowledge to different ecosystems, especially terrestrial systems of the Southern Appalachians. Prerequisite: ENVR 241. Odd years Fall.
- 381 Structural and Field Geology (4)**
Field methods, deformation of rocks, including kinematic and dynamic analysis, primary structures, fold and fault classifications, stereographic projections, geologic maps and working with three-dimensional data. Prerequisite: ENVR 105. See department chair.
- 382 Environmental Geology (4)**
Study of earth processes that affect humans and ecosystems. Fundamentals of groundwater hydrology and mineral resources will be emphasized; other topics will include rivers and flooding, volcanoes, gravity processes and earthquakes. Laboratory will include field projects. Prerequisite: ENVR 105. Odd years Fall.
- 383 Environmental Planning (3)**
A focus on environmental problems associated with land planning, landscape design and land use. Student exercises using various techniques and methods of landscape analysis are included with application to planning issues. Prerequisite: ENVR 130. Even years fall.
- 384 Introduction to Geographic Information Systems (4)**
Introduction to landscape analysis through computer-based, geographically referenced information systems. Data acquisition, processing, analysis and presentation will be emphasized in both lecture and laboratory. Some prior experience with computers is assumed. Prerequisite: ENVR 130. Fall.
- 385 Soils (4)**
Introduction to soils including physical and chemical properties, the role of water in soil processes, microbial activity and other aspects of soil ecology, biogeochemical cycles as they relate to plant productivity, soil acidity, soil formation, soil classification, and soil degradation. Laboratory will include several field trips. Prerequisites: ENVR 130; CHEM 111, 132, 144. Spring.
- 390 Wildlife Ecology and Management (4)**
An introduction to the principles and practices of wildlife ecology and management, emphasizing wildlife species and habitat of the Southern Appalachians. Prerequisite: ENVR 241. Odd years Spring.
- 442 Forest Ecology (BIOL 442) (4)**
Study of the principles governing forest plant/animal populations and communities and management policies and practices at the federal, state and local levels. Prerequisite: ENVR 241. Even years Spring.
- 443 Tropical Ecosystems (3)**
Study of the important organisms, habitats and ecosystems characteristic of the tropical world. Emphasis will be on management practices, rates of destruction and need for species/habitat conservation. Prerequisite: ENVR 130. Odd years Fall.
- 444 Tropical Ecosystems Field Experience (1-4)**
Field trip (one to three weeks) to study tropical organisms and ecosystems in Puerto Rico or another tropical country. Expenses paid by the students. Corequisite: ENVR 443. Winter break.

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490 **Internship (3-6)**

A field work experience in a public agency, public interest group or industry. Participant's experience is under the supervision of the UNC Asheville ENVR internship director and on-site work cooperater. Written paper and oral seminar are required upon completion of the project. Prerequisites: junior or senior standing, declared major in one of the program concentrations and permission of the ENVR internship director. Three hours of internship credit are required for graduation. (An IP grade may be awarded at the discretion of the internship director.) Internship Handbooks are available from the director. Internships may be conducted throughout the United States or foreign countries. May be repeated for a total of 6 hours credit. Fall and Spring.

499 **Undergraduate Research in Environmental Studies (1-6)**

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. Fall and Spring.

171-6, 271-6, 371-6, 471-6 **Special Topics in Environmental Studies (1-6)**

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. Prerequisite: permission of instructor. See department chair.

179, 379, 479 **Liberal Studies Colloquia (LS 179, 379, 479)**

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. ENVR 479 may not be used by students majoring in Environmental Studies.

ETHICS AND SOCIAL INSTITUTIONS (ESI)

See Interdisciplinary Studies: Ethics and Social Institutions.

FRENCH (FREN)

Professor Malicote; Associate Professor Pons; Lecturer Bailey

The French major, under the auspices of the Department of Foreign Languages, offers a wide variety of courses in French language, literature and civilization. In small upper-division classes, topics of permanent human significance are discussed and related to personal interests. Through the experience of a culture, language and literature—closely linked historically to their own—students are able to gain distance and awareness, stretch their intellectual horizons and at the same time prepare for careers. The department encourages travel and study abroad and helps students apply for Fulbright and other scholarships to France and admission to graduate schools.

Major in French

- I. Required courses in the major—27 hours above the 220 level, including: FREN 300, 310, 320, 340, 341; three courses from the 400 series; plus a 300-400 level elective.
- II. Required courses outside the major—None.
- III. Foreign language requirement—Satisfied by major courses in French.
- IV. Special departmental requirements—Oral competency: oral competency will be tested after FREN 320 by the assembled faculty of French. Capstone project: competency in French will be demonstrated by a capstone project consisting of research plus oral and written presentations on French language, literature or civilization, to be carried out in one of the 400-level courses, as approved by the Department chair. Students must demonstrate satisfactory oral competency before undertaking the capstone project. Computer competency: students demonstrate computer competency through completion of the capstone project.

French with Teacher Licensure

To obtain licensure as a teacher of French (K–12), the candidate must complete the required concentration in French described in the Department of Foreign Languages section, the Integrative Liberal Studies requirements, and those courses required by the Education Department for K–12 licensure. (See Education section.)

Students who intend to obtain teacher licensure in French are also required to include FREN 400 in their major and minor programs.

Declaration of Major in French

Declaring a major in French requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in French

18 hours in courses numbered 300 or above, including: FREN 300, 310, 320, 340 or 341; two electives, at least one at the 400-level.

110, 120 Elementary French I, II (3, 3)

Introduction to the study of French language and culture through classroom and laboratory instruction. For beginners and those referred by placement test or departmental evaluation. Students may not receive credit for both FREN 110 and 115, nor may they receive credit for both FREN 120 and 125. Fall and Spring.

115 Elementary French for Reading I (3)

An elementary course that focuses on acquiring the vocabulary, language structure, and cultural background necessary for reading and discussing elementary texts. Essentials of phonetics and aural comprehension. For beginners and those referred by placement test or departmental evaluation. May replace FREN 110 toward foreign language Integrative

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Liberal Studies requirement. (Students may not receive credit for both FREN 110 and 115.) Fall.

125 **Elementary French for Reading II (3)**

A continuation of FREN 115 with the same focus on reading proficiency. This course will be of particular interest to students planning to go to graduate school. Prerequisite: FREN 110 or 115, placement test, or departmental evaluation. Completion of FREN 125 satisfies the foreign language Integrative Liberal Studies requirement. Students may not receive credit for both FREN 120 and 125. Spring.

210, 220 **Intermediate French I, II (3,3)**

Continuation of the study of French language and culture through classroom and laboratory instruction. Intensive conversational practice. Reading to develop comprehension and speed. Writing of simple compositions. Prerequisite: FREN 120 or 125 or equivalent. Fall and Spring.

300 **Oral Skills (3)**

Intensive practice in oral skills; listening comprehension, pronunciation, conversation. Students make extensive use of Francophone mass media, especially television and press. Laboratory exercises, oral reports, group and individual work. Course may be repeated once for credit. Prerequisite: FREN 220 or equivalent. Every year.

310, 320 **Composition and Structural Review I, II (3,3)**

Development of accuracy and fluency in spoken and written French through oral presentations and exchanges and discussion of cultural materials, periodicals and literary works. Original compositions and review of language structures. Conducted in French. Prerequisite: FREN 220 or equivalent. Oral competency will be tested after FREN 320 by the assembled faculty of French. Every year.

340 **Survey of French Civilization and Literature I (3)**

A survey of the development of French literature and civilization in the context of historical developments from the beginnings through the 18th century as seen in artistic and intellectual achievements, religious, social and political institutions, customs and traditions reflected in literary texts. Oral reports and discussions. Prerequisite: FREN 310. Every year.

341 **Survey of French Civilization and Literature II (3)**

A survey of the development of French literature and civilization in the context of historical developments of the 19th and 20th centuries as seen in artistic and intellectual achievements, religious, social and political institutions, customs and traditions reflected in literary texts. Oral reports and discussions. Prerequisite: FREN 310. Every year.

360 **History of French Cinema (3)**

A survey of movements, styles and major figures in a medium to which France has made a unique contribution. Screenings, discussions, oral reports. Prerequisite: FREN 320 or permission of instructor. See department chair.

400 **The French Language (3)**

The development of the French language and its expansion: overview of the evolution of French in France, the present-day standard language system, linguistic diversity in France and French as a world language. Independent research, oral and written reports. Prerequisites: FREN 310, 320. See department chair.

- 435 Francophone Studies (3)**
Examination of a French-language culture outside of France (e.g., Quebec, Antilles, Belgium, the Maghreb, French-speaking West Africa), concentrating on its particular cultural forms, its literature, its social and political history and the relation between its development and that of France. Prerequisite: FREN 320. Content varies; course may be repeated for credit. See department chair.
- 445 French Views of America (3)**
Examination of texts from the 18th century to the present, showing the effect of the American experience on the minds of French observers and their critical attitude to aspects of the American phenomenon. Prerequisite: FREN 320. See department chair.
- 460 Masters of French Film (3)**
An in-depth survey of the work of one, two or three cineastes situating their specific contributions to the evolution of the cinematic art in France. Screenings, discussions, oral reports. Prerequisite: FREN 320; or permission of instructor. Content varies; course may be repeated for credit. See department chair.
- 499 Undergraduate Research in French (1-6)**
Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.
- 171-3, 271-3, 371-3, 471-3 Special Topics in French (1-3)**
Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as subject matter changes. See department chair.
- 179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)**
Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. FREN 479 may not be used by students majoring in French.

GEOLOGY

See Environmental Studies.

GERMAN (GERM)

Professor Stern; Associate Professor Snyder; Lecturer Maggio

Within the Foreign Language Department, a student may elect to major in German. The German major is designed to provide students with a thorough knowledge of the German language and a solid background in and appreciation for the literature, history and culture of the German-speaking lands. The department encourages study abroad whenever possible, and students in the program often spend a semester or academic year in Germany. An exchange agreement between North Carolina and the German State of Baden-Württemberg makes study in Germany both affordable and easy to arrange. In addition to the regular course offerings in German, advanced students may choose courses offered through the N.C. German Consortium. UNC Asheville is a founding member of the consortium, an organization consisting of eight universities in the UNC system that enhance their German curricula through distance-learning arrangements. Each semester advanced students at the eight campuses may take one upper-level course taught by a faculty member at another member institution. UNC Asheville German majors regularly enroll in consortium courses.

Major in German

- I. Required courses in the major—27 hours including GERM 310, 320, 350, 351, 420, 425, 484; 6 hours at the 300 or 400 level.
- II. Required courses outside the major—None.
- III. Foreign language requirement—Satisfied by major courses in German.
- IV. Special departmental requirements—Oral competency: oral competency will be tested after GERM 320 by the assembled faculty in German. Capstone project: competency in German will be demonstrated by a capstone project consisting of research plus oral and written presentations on German language, literature or civilization to be carried out in GERM 425 or 484, as approved by the department chair. Students must satisfactorily demonstrate oral competency before undertaking the capstone project. Computer competency: students demonstrate computer competency through completion of the capstone project.

German with Teacher Licensure

Students who intend to obtain teacher licensure in German should contact the appropriate Education advisor for details and consult the Education section of this catalog.

- I. Required courses in the major—GERM 310, 320, 340, 350, 351, 420, 425, 484; 3 hours at the 300 or 400 level.
- II. Required courses outside the major—See Education section of catalog. A second area of licensure in German is also available. For specifics, see the appropriate advisor in the Education Department.

Declaration of Major in German

Declaring a major in German requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in German

18 hours beyond the intermediate level including 310, 320, 350, 351, 420; three hours at the 300 or 400 level.

110, 120 Elementary German I, II (3, 3)

Introduction to the study of German language and culture through classroom and laboratory instruction. For beginners and those referred by placement test or departmental

evaluation. Students may not receive credit for both GERM 110 and 115, nor may they receive credit for both GERM 120 and 125. Fall and Spring.

115 Elementary German for Reading I (3)

An elementary course that focuses on acquiring the vocabulary, language structure and cultural background necessary for reading and discussing elementary texts. Essentials of phonetic and aural comprehension. For beginners and those referred by placement test or departmental evaluation. May replace GERM 110 toward the foreign language Integrative Liberal Studies requirement. Students may not receive credit for both GERM 110 and 115. Fall.

125 Elementary German for Reading II (3)

A continuation of GERM 115 with the same focus on reading proficiency. This course will be of particular interest to students planning to go to graduate school. Prerequisite: GERM 110 or 115, placement test or departmental evaluation. Completion of GERM 125 satisfies the foreign language Integrative Liberal Studies requirement. Students may not receive credit for both GERM 120 and 125. Spring.

210, 220 Intermediate German, I, II (3, 3)

Continuation of the study of German language and culture through classroom and laboratory instruction. Intensive conversational practice. Reading to develop comprehension and speed. Writing of simple compositions. Prerequisite: GERM 120 or 125 or equivalent; or permission of instructor. Fall and Spring.

310, 320 Conversation, Composition and Structural Review I, II (3, 3)

Development of accuracy and fluency in spoken and written German through oral presentations and exchanges, and discussion of cultural materials, periodicals and literary works. Original compositions and review of language structures. Conducted in German. Prerequisite: GERM 220 or equivalent. Fall and Spring.

340 The German Language (3)

A study of the phonetic system of German and the history of the language with particular reference to the phonetic system and history of the English language. Prerequisite: GERM 320; or permission of instructor. Every other year.

350 German Civilization I (3)

Introduction to and survey of the literary, cultural, artistic and intellectual achievements of the German-speaking peoples from their Germanic beginnings to the Age of Goethe. Prerequisite: GERM 310; or permission of instructor. Every other year.

351 German Civilization II (3)

Introduction to and survey of the literary, cultural, artistic and intellectual achievements of the German-speaking peoples from the Age of Goethe to the present. Normally German 350 and 351 are taken in sequence. Prerequisite: GERM 310; or permission of instructor. Every other year.

420 Stylistics (3)

Intensive practice in written and spoken German with close attention to style, syntax and idioms. Study of types and levels of usage, and social and regional variations. Systematic development of vocabulary. Prerequisite: GERM 320 or equivalent; or permission of instructor. Every other year, as needed.

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425 **Literature Seminar (3)**

An in-depth study of a major author, genre or period in German literature. May be repeated for credit as subject matter changes. Prerequisites: GERM 350, 351; or permission of instructor. Every year.

484 **Topics in German Studies (3)**

Oral and written presentations on topics of German language, culture and civilization. See department chair.

499 **Undergraduate Research in German (1-6)**

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.

171-3, 271-3, 371-3, 471-3 **Special Topics in German (1-3)**

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as subject matter changes. See department chair.

179, 379, 479 **Liberal Studies Colloquia (LS 179, 379, 479)**

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. GERM 479 may not be used by students majoring in German

HEALTH AND WELLNESS (HW) AND HEALTH AND WELLNESS PROMOTION (HWP)

Associate Professors Ray (Chair), Garbe; Assistant Professor Lanou; Lecturers Cornish, DeWeese, Fox, Pritchett, Schrader, Torbett

The Department of Health and Wellness offers diverse and flexible programs designed to help students live healthier and more balanced and meaningful lives. Students may choose to major or minor in Health and Wellness Promotion and pursue careers in worksite wellness, hospital-based wellness programs, community health centers, retirement and nursing home wellness programs, commercial and not for-profit health, fitness, and recreation centers, and other related areas. Students who receive a B.S. with a major in Health and Wellness Promotion may choose to pursue graduate and/or professional studies in Health Promotion, Exercise Physiology, Nutrition, Health Education, Gerontology, Public Health, Medicine and other health-related professional programs. Students interested in graduate school should be aware of additional course work required for admission to these programs that may not be required for the Health and Wellness Promotion major. Pre-medicine students may choose any major and should contact the Pre-Health Professions Program Coordinator for additional information.

The Health and Wellness Department also offers minors in Health and Wellness Promotion, Dance and Sports Medicine, and offers a Pre-Health Professions Program. The minor in Dance provides students the opportunity to acquire and refine the technical skills necessary to realize the broadest possible range of movement options, develop their own capacity for expression through dance, understand the connections among the various fields of study involved with dance production, acquire experience as teachers, performers and choreographers and prepare for advanced study in Dance and other related arts. The minor in Sports Medicine places an emphasis on the treatment and prevention of athletic and movement-related injuries. In addition, the Sports Medicine minor provides background for graduate study in Athletic Training, Physical Therapy, and other health sciences. The Pre-Health Professions Program provides numerous opportunities for students to learn more about the broad array of health care career options and assists them in successfully preparing for graduate or professional program admissions.

Major in Health and Wellness Promotion

In the liberal arts tradition, the major in Health and Wellness Promotion is an interdisciplinary program that prepares students to provide educational, informational, and support services to populations affected by health hazards, or who are at risk for chronic diseases, particularly preventable diseases related to lifestyle. The program includes instruction in health promotion publicity, public relations, personal wellness coaching/counseling, health promotion campaign management, preparation of health promotion teaching aids and instructional materials, and applications to specific public health problems and campaign audiences. The curriculum emphasizes multi-level programs aimed at the promotion of fitness and healthy lifestyles, prevention of childhood and adult obesity, HIV/STD prevention, substance abuse prevention, worksite and senior wellness programming, developing cultural competence, and achieving racial, ethnic, and socioeconomic health parity.

- I. Required courses in the major—25 hours: HWP 153, 154 or 155; 182, 225, 253, 310, 325, 380, 420, 459.
- II. Required courses outside the major—23 hours including BIOL 223 or 338; PSYC 320; SOC 221, 312; STAT 185; and a minimum of 6 additional hours selected from the following: HWP 322, 330, 499; BIOL 108; ENVR 130, 336; MMAS 121; MGMT 220, 320, 350, 357, 421, 453; PHIL 213, 303, 309, 313; PSYC 102, 200, 225, 307, 344; SOC 100, 223, 225, 260, 302, 335, 362, 402, 420. Special Topics courses may be substituted with written permission from the program director. Students are encouraged to take BIOL 123 and 124 to fulfill the ILS Lab Science requirement.
- III. Other departmental requirements—Major, oral and computer competencies are demonstrated by successful completion of HWP 459 with a grade of C or better. During

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HWP 459, students will again complete the health risk appraisal and battery of assessments that were required at the time of declaring the major. A comparison between the baseline and this senior assessment, along with an evaluation from each student's lifestyle coach (advisor) will be factored into demonstration of competency.

Declaration of Major in Health and Wellness Promotion

Students are prepared, supported, and expected to serve as healthy lifestyle role models. Declaring a major in Health and Wellness Promotion requires the student to complete a health risk appraisal and a battery of assessments to establish baseline measures related to personal health and wellness. Advisors serve as lifestyle coaches and use these collected data to work with students to develop reasonable personal health and wellness plans to be followed during their course of study (wellness plans are adjusted for age and special needs). Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Health and Wellness Promotion

23 hours, including: BIOL 223 or 338; one course from HWP 153, 154 or 155; HWP 182, 225, 253, 325, 420; SOC 221 or 312. Students are encouraged to take BIOL 123 and 124 to fulfill the ILS Lab Science requirement.

Minor in Dance

22 hours including: DAN 130, 215, 250, 310, 331, 345; completion of one of the following sequences: DAN 135, 235, 335; or 137, 237, 337; or 138, 238, 338; and 6 additional hours from the electives below. Students must choose courses from at least 2 of the 3 elective areas to complete the minor requirements. Special Topics courses may be substituted with written permission from the program director.

Technique Electives

Students may choose any technique class not chosen for the required sequence in dance.

DAN	230	African Dance II (2)
HW	111	Pilates (1)
HW	131	Yoga (1)
HW	132	Tai Chi (1)

Related Arts Electives

DAN	231	Dance and Drumming (1)
DRAM	103	Voice Production (1)
DRAM	105	Theatre Practicum (1)
DRAM	111	Introduction to Acting I (3)
DRAM	121	Elements of Production I (3)
DRAM	123	Design Interaction (3)
DRAM	325	Costume Construction (3)
MUSC	101	Class Piano I (2)
MUSC	103	Class Guitar I (2)
MUSC	105	Class Voice I (2)

Dance in Context Electives

DAN	260	African Dance Repertory (2)
DAN	261	Jazz Dance Repertory (2)
DAN	262	Modern Dance Repertory (2)
DAN	263	Ballet Repertory (2)
DAN	320	Composition II (2)
DAN	341	Teaching Dance (2)
HWP	322	Kinesiology (3)

Minor in Sports Medicine

19 hours distributed as follows: HWP 220, 320, 321, 322, 421, 420. Students who minor in Sports Medicine are encouraged to take HWP 153, 154, or 155 to meet the Integrative Liberal Studies requirement for Health and Wellness.

Elective Skill Development Options (Grading is S/U except for DAN courses)

Only four semester hours of fitness development and/or elective skills courses can be used within the 120 semester hours for a degree. Fall and/or Spring.

DAN	130	African Dance I (1)
DAN	135	Jazz I (1)
DAN	137	Modern Dance I (1)
DAN	138	Ballet I (1)
HW	100	Introduction to Rock Climbing (1)
HW	101	Hiking, Camping and Orienteering (1)
HW	102	Beginning Kayaking (1)
HW	103	Mountain Biking (1)
HW	105	Beginning Volleyball (1)
HW	111	Pilates (1)
HW	113	Racquetball (1)
HW	115	Beginning Tennis (1)
HW	121	Basketball (1)
HW	122	Water Aerobics (1)
HW	123	Aerobics (1)
HW	124	Weight Training (1)
HW	125	Kickboxing (1)
HW	126	Beginning Swimming (1)
HW	127	Jogging and Aerobic Walking (1)
HW	131	Tai Chi (1)
HW	132	Yoga (1)
HW	133	Meditation (1)
HW	171-6	Special Topics in Health and Wellness (1-6)

The following courses require successful completion of the specific activity beginning-level course or permission of the instructor.

HW	200	Intermediate Rock Climbing (1)
HW	205	Intermediate Volleyball (1)
HW	215	Intermediate Tennis (1)
HW	226	Intermediate Swimming (1)
HW	271-6	Special Topics in Health and Wellness (1-6)

Courses in Dance (DAN)**130 African Dance I (1)**

Traditional dances of South Africa, West Africa and Haiti. Course includes the healing traditions and expressive movements that are unique to Africa's dance heritage. Fall.

135 Jazz I (1)

Historical survey of vernacular dance in the U.S. starting with the African roots of Jazz Dance and continuing with the study of the major social dances from the 1800's through contemporary social/street dance. The legacy of vernacular dance in the evolution of Concert Jazz Dance will be examined. No previous dance training necessary. Fall.

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137 **Modern Dance I (1)**

Introduction to Cunningham, Graham and Limon techniques--three of the major techniques of Modern Dance--as a way to compare and contrast aesthetic possibilities of western concert dance. Emphasis will be on individual exploration of movement as a way of understanding one's physical, social, intellectual, emotional and spiritual dimensions. No previous dance training is necessary. Fall.

138 **Ballet I (1)**

Introduction to classical ballet through technical instruction, anatomical and aesthetic foundation, and elementary vocabulary. Particularly suited to non-dancers interested in developing flexibility and strength. No previous dance training expected. Fall.

215 **Workshop in Dance (1)**

An introduction to the elements, strategies and techniques used in the art of making dances. Classes will include guided exploration and improvisation, and will focus on movement invention rather than movement instruction. Students will explore physical, social and emotional territories through dance invention. Fall.

230 **African Dance II (2)**

This course builds on the foundation laid by DAN 130. Traditional dances of West Africa are the focus of this course, drawing on more complex patterns and more extended sequences. A research component is integral to the course. May be repeated once as subject matter changes. Prerequisite: DAN 130. Spring.

231 **Dance and Drumming (1)**

Students learn the rhythmic structures that drive the dances presented in DAN 230. Students learn to play with the drum ensemble accompanying the class. Prerequisite: DAN 230; or permission of instructor. See program coordinator.

235 **Jazz Dance II (2)**

Building on the historical survey of vernacular dance in DAN 135, students will develop an understanding of and proficiency in the art of contemporary Jazz Dance as a concert dance form. Focuses on the use of isolations and coordinations unique to concert Jazz Dance. Students will develop improved strength, flexibility and stamina as well as functional alignment as they become familiar with the classic Jazz postures, positions and vocabulary. Students will conduct guided research in one aspect of the history of Concert Jazz Dance. Prerequisite: DAN 135. Spring.

237 **Modern Dance II (2)**

An intermediate level course that builds on the fundamentals introduced in DAN 137 and extends the dancer's movement vocabulary by introducing additional techniques of the modern and post-modern periods. Techniques will vary and may include Horton, Hawkins, Dunham, Taylor or Contact Improvisation. The student is expected to be familiar with the vocabulary of concert dance technique. May be repeated once for credit as subject matter changes. Prerequisite: DAN 137. Spring.

238 **Ballet II (2)**

An intermediate level course that builds on the fundamentals introduced in DAN 138. Extends the dancer's movement vocabulary by introducing more nuanced use of the upper body along with more complicated and extended sequences. Prerequisite: DAN 138. Spring.

250 **Concert Production (2)**

Students will assist faculty and guest choreographers in the creation and performance of two pieces. Students will assume some of the duties of production including publicity,

programming, coordination with the technical crew, assisting with lighting and house management, as well as attending weekly rehearsals. Course may be repeated once for credit. See program coordinator.

260 African Dance Repertory (2)

Appropriate for advanced students, the repertory class will present students with the opportunity to master either authentic traditional dances of the African continent or contemporary choreography heavily informed by traditional African dance movement. See program coordinator.

261 Jazz Dance Repertory (2)

Appropriate for intermediate and advanced dancers, concert Jazz pieces from staged works may be reconstructed and restaged. Original choreography may be the focus of the semester. Repertory will be shared in public performance at the conclusion of the semester. May be repeated once for credit as focus changes. Spring.

262 Modern Dance Repertory (2)

Appropriate for intermediate and advanced dancers, previously staged modern dances may be reconstructed and restaged. Original choreography may be the focus of the semester. Repertory will be shared in public performance at the conclusion of the semester. May be repeated once for credit as focus changes. Spring.

263 Ballet Repertory (2)

Appropriate for intermediate and advanced dancers, previously staged dances rooted in classical ballet vocabulary may be reconstructed and restaged. Original choreography may be the focus of the semester. Repertory will be shared in public performance at the conclusion of the semester. May be repeated once for credit as focus changes. Spring.

310 Composition I (2)

This course builds on the concepts explored in DAN 215 and assumes a familiarity with the elements of dance and the principles of composition. Students are expected to present at least one completed piece in the student concert near the conclusion of the semester. Prerequisite: DAN 215. Spring.

320 Composition II (2)

Advanced composition course. The goal of the course is to use improvisational structures and choreographic studies to expose, distill, and amplify each artist's individual voice and aesthetic point of view. Prerequisite: DAN 310. Odd years Fall.

331 Dance History (2)

Historical survey of dance as a way of understanding the function dance has served and continues to serve the culture from which it springs. Odd years Spring.

335 Jazz Dance III (2)

Builds on the fundamentals introduced in DAN 235 and extends the dancer's movement vocabulary with more complex and physically demanding combinations. The legacy of Concert Jazz in contemporary vernacular dance will be explored and students will complete a choreographic or academic research project examining this relationship. Prerequisite: DAN 235. Fall.

337 Modern Dance III (2)

Integrated study of the major techniques of modern dance. Functional alignment, strength, flexibility, and aesthetic design will be emphasized. Extended sequences will physically and mentally challenge advanced dancers. Students will prepare and present one research project. Prerequisite: DAN 237. Fall.

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338 **Ballet III (2)**

Advanced level technique course. May be repeated once for credit as focus changes.
Prerequisite: DAN 238. Fall.

341 **Teaching Dance (2)**

Students will assist in an elementary school classroom where they will act as demonstrators and facilitators of dance. UNC Asheville faculty/student discussions will address teaching techniques, cueing, styles of correction and observations made in the classroom. Students will complete three additional hours of service learning in a community setting. Not part of the teacher licensure program. Prerequisite: DAN 335 or 337 or 338. See program coordinator.

345 **Research in Dance (3)**

Students will research one dance topic in depth. Research may take the form of choreography, dance film or video, academic research or a combination of presentations. Students will present on-going research in weekly class discussions. Prerequisite: DAN 331. See program coordinator.

171-3, 271-3, 371-3, 471-3 **Special Topics in Dance (1-3)**

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as subject matter changes. See program coordinator.

179, 379, 479 **Liberal Studies Colloquia (LS 179, 379, 479)**

Colloquia offered to fulfill ILS requirements. See Liberal Studies for course descriptions. May not be used to fulfill major or minor requirements.

Courses in Health and Wellness Promotion (HWP)

152 **Health and Fitness (2)**

Study of health as influenced by individual behavior and choices. Topics addressed are physical fitness, nutrition, eating disorders, self-esteem, stress management, substance use and abuse, sexual assault and date rape prevention, and HIV/STD prevention. Measurements of individual fitness levels and health habits are conducted. Course includes a comprehensive fitness development experience. Students cannot receive credit for HWP 152 if taken simultaneously with, or subsequent to, HWP 153 or 154 or 155. Students with credit for HF 120 cannot receive credit for HWP 152. Fall and Spring.

153 **Health Promotion and Wellness (3)**

Theory, research and skills relating to physical fitness, stress management, interpersonal communication and health. Course includes a comprehensive fitness development experience. Fall and Spring.

154 **Women's Health (3)**

The study of how women can understand, gain control over, and take responsibility for their bodies and their health. Course includes a comprehensive fitness development experience. Fall and Spring.

155 **Men's Health (3)**

The study of how men can understand, gain control over, and take responsibility for their bodies and their health. Course includes a comprehensive fitness development experience. Fall and Spring.

156 **Career and Educational Decision Making (1)**

Designed for students early in their college career, this course examines the process of making healthy college and career decisions. Students will assess their individual values,

interests and strengths from a holistic perspective and explore the variety of disciplines and programs represented at UNCA as well as the range of career paths available. Fall.

182 Principles of Emergency Medical Care (1)

The study of the critical concepts of responding to medical emergencies. Emphasis is placed on the knowledge and skills necessary to help sustain life and to minimize the pain and consequences of injury or acute illness under differing circumstances and conditions. Qualifies students for CPR certification. Additional topics include prevention of injury and illness, healthy lifestyle awareness, and the assessment of environmental and personal habits to reduce injury and illness. Fall and Spring.

220 Introduction to Sports Medicine (3)

An introduction to principles of sports medicine. Covers such topics as the history of sports medicine, terminology, graduate opportunities, and disciplines involved in the care, prevention and management of injuries. Fall.

225 Nutrition and Lifestyle (3)

An introduction to the principles of diet and nutrition science, this course addresses recent issues and controversies on ways that nutrition and diet can promote health and prevent disease. Other topics of interest include multi-cultural views of diet and nutrition, herbs and dietary supplements, and nutrition for activity and exercise. Prerequisite: HWP 153 or 154 or 155. Fall.

253 Health and Sexuality (3)

An introduction to reproductive anatomy, sexual response, conception, family planning, pregnancy and child birth, sexuality throughout the life cycle, prevention of HIV/AIDS and other sexually transmitted diseases, contraception, homosexuality, atypical sexual behavior and sexual victimization. Prerequisite: HWP 153 or 154 or 155. Fall and Spring.

310 Community Outreach and Health Promotion (3)

Essential strategies for determining prevention-related needs for specific populations, designing culturally and educationally appropriate interventions/services, and implementing and evaluating health promotion/disease prevention programs. Use of health risk appraisals to establish baseline and evaluation data and as a motivational tool is reviewed. Principles and efficacy of lifestyle coaching is stressed; extensive role-playing. Additional emphasis is placed on learning how to develop and adapt health education programs, materials, and oral communications to reach audiences of differing literacy levels and cultural backgrounds in an effort to eliminate health disparities among race and class, and to serve an aging population. Prerequisite: HWP 153 or 154 or 155; Pre- or corequisites: SOC 221, 312. Spring.

320 Advanced Injury Assessment (3)

Advanced study of sports medicine. Helps students develop proficiency in evaluating injuries often seen in the physically active. Emphasis on identifying anatomical structures often involved in injuries, assessment of those injuries and injury recognition. Prerequisites: BIOL 223; HWP 220; or permission of instructor. Odd years Fall.

321 Therapeutic Modalities and Rehabilitation (4)

The scientific basis in theory and principle for the treatment and rehabilitation of injuries seen in the physically active. Additional topics include the psychology of injury, the management of pain, and understanding the motivational aspects of dealing with injured individuals. Prerequisites: BIOL 223; HWP 220, 320. Even years Spring.

322 Kinesiology (3)

Science of human motion based on the relationship between anatomic and mechanical principles. Emphasis placed on the fundamental mechanical principles involved in movement skills. Quantitative and qualitative problem-solving approaches enable students to apply their understanding of the concepts presented. Pre- or corequisite: BIOL 223. Fall.

325 Pathophysiology of Chronic Conditions and Illnesses (3)

The study of chronic conditions and illnesses that could be improved or prevented through lifestyle choices. Topics include heart disease, cancer, stroke, diabetes, COPD, overweight and obesity, hypertension, HIV/STDs, arthritis, back pain, osteoporosis, tobacco addiction, alcoholism and other drug addiction, eating disorders, depression, stress and anxiety, suppressed immune function. Emphasis is placed on etiology, current assessment and treatment protocols and efficacy, the use of health risk appraisals, and overlap with health promotion initiatives. Also emphasized are the effects of prolonged stress on immune function and health behavior. Includes research and practice of stress, anxiety, and depression management strategies. The course is designed to prepare students to operate screening programs and make appropriate health care referrals and/or develop individual lifestyle plans. HIPAA requirements are emphasized. Prerequisite: BIOL 223 or 338. Spring.

330 Peer Education and Health (3)

The study of peer education concepts and programs, especially as they relate to health. Students will assess campus needs which might be met by peer education and develop appropriate programs. The Certified Peer Educator Program will be used in a manner such that students may become nationally certified as a Peer Educator. Topics will include health promotion and wellness, AIDS education, substance abuse education, beginning counseling skills and family systems. Fall and Spring.

340 Career and Life Planning (1)

Focuses on career development after graduation. Students will learn how to convert the liberal arts experience into satisfying work, study and service options. Emphasis on employment strategies, issues related to personal and vocational wellness, and achieving a healthy balance among work, family and leisure roles. Prerequisite: junior or senior standing. Spring.

380 Internship in Health and Wellness Promotion (3)

Advanced students are placed in an area health and wellness promotion program for experience under professional supervision. Includes reading and biweekly seminar. Prerequisites: HWP 153 or 154 or 155; 182, 225, 253; Pre- or corequisites: HWP 310, 325, 420. See department chair.

390 Pre-Health Professions Internship I (3)

An introductory experience for students who qualify on the basis of academic standing, career choice, and personal interview. Students will work with the instructor to be placed in a local area health care setting under professional supervision. Includes research, knowledge and experience to meet specifically selected learning objectives. Requires daily journal entries and final presentation. First in a series of two internship courses. Fall.

410 Pre-Health Professions Internship II (3)

Advanced students, who qualify on the basis of academic standing, career choice, and personal interview, will work with the instructor to be placed in a local area health care setting under professional supervision. Includes research, knowledge and experience to

meet specifically selected learning objectives. Requires daily journal entries and final presentation. Second in a series of two internship courses. Prerequisite: HWP 390. Spring.

420 Exercise Physiology (3)

Study of the physiological reactions to exercise. Emphasis will be placed on muscle metabolism and neurologic stimulation and contraction. Cardiorespiratory responses to exercise as well as the development of nutritional and training programs to enhance these systems will be discussed. Course includes American College of Sports Medicine Guidelines for Exercise Testing and Prescription, training on the proper use of Biometrics Lab equipment, and interpretation of assessment data collected. Prerequisites: BIOL 223. Spring.

421 Seminar in Sports Medicine (3)

Examination of legal, ethical and managerial issues pertaining to sports medicine. Review of NATA competencies and behavioral objectives. Project will involve design of facility including budgeting, bidding, purchasing and staffing. Prerequisites: HWP 220, 320, 321. Odd years Spring.

459 Senior Seminar in Health and Wellness Promotion (3)

Course gives degree candidates an opportunity to demonstrate competency and serves as the senior capstone experience. Includes four components: (1) completion of a research project or case study in health and wellness promotion; (2) an oral presentation of research findings (in the writing and delivery of their research, students are expected to demonstrate written, oral, and computer competency in addition to content and critical thought mastery); (3) career and/or graduate study plan; (4) evidence of growth in personal health and wellness during their course of study and the completion of a lifestyle plan. Prerequisites: HWP 153 or 154 or 155; 182, 225, 253, 310; Pre- or corequisites: HWP 325, 420. Spring.

499 Undergraduate Research in Health and Wellness Promotion (1-6)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See program director.

171-6, 271-6, 371-6, 471-6 Special Topics in Health and Wellness Promotion (1-6)

Courses not otherwise included in the catalog listing but for which there may be special needs.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See Liberal Studies for course descriptions. May not be used to fulfill major or minor requirements. HWP 479 may not be used by students majoring in Health and Wellness Promotion.

HISTORY (HIST)

Associate Professor Pierce (Chair), Professors Hardy, Spellman, Uldricks; Associate Professor Rizzo; Assistant Professors Judson, Pearson, Traboulsi

The purpose of history is to provide a broad liberal arts education that addresses fundamental questions about the nature of humanity, of society, of past experiences and of the times in which we live. UNC Asheville History graduates use their training in numerous ways: half the majors have entered careers in business and education, while the remainder are employed in such fields as national and state government, law, medicine, banking, the military, the ministry, social service, law enforcement, graduate study and archival work. This partial list demonstrates the diversity of careers open to those trained in history.

Major in History

- I. Required courses in the major—36 hours: HIST 101, 102, 151, 152, 390, 452; 3 hours from American History (category II); 3 hours from European History (category III); 3 hours from Other History (category IV); 9 additional hours at 300-400 level.
- II. Other departmental requirements—At least one of the courses chosen to complete major requirement must be designated as Historiography Intensive. Courses so designated will meet published departmental guidelines and will be indicated on the History department website.
- III. The senior demonstration of competency and computer competency are satisfied by completion of HIST 452 with a grade of C or better. Oral competency is satisfied in HIST 390 by delivery of formal presentations judged satisfactory by the department.

History with Teacher Licensure

Students desiring History with Teacher Licensure in Social Studies should complete the following program, review the requirements found in the Education section of the catalog, and consult with the appropriate advisor in the Education Department.

- I. Required courses in the major—36 hours: HIST 101, 102, 151, 152, 390, 452; 3 hours from American History (category II); 3 hours from European History (category III); 3 hours from Other History (category IV); 9 additional hours at 300-400 level. HIST 315 is required for students seeking either K-6 or 6-9 licensure.
- II. Required courses outside the major—9 hours: ECON 101 or 102; POLS 220; one course from ANTH 100, SOC 221 or 240.
- III. Other departmental requirements—At least one of the courses chosen to complete major requirements must be designated as Historiography Intensive. Courses so designated will meet published departmental guidelines and will be indicated on the History department website.
- IV. The senior demonstration of competency and computer competency are satisfied by completion of HIST 452 with a grade of C or better. Oral competency is satisfied in HIST 390 by delivery of formal presentations judged satisfactory by the department.

Students seeking middle school licensure should review requirements found in the Education section of the catalog and see the appropriate licensure advisor for additional information.

Declaration of Major in History

Declaring a major in History requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in History

18 hours in History: 9 semester hours from HIST 101, 102, 151, 152; 9 semester hours at the 300 level or higher. At least 6 of the 300-level-and-higher credit hours must be taken at UNC Asheville.

Credit for Courses Outside History

As many as 6 semester hours of credit for courses outside the area of history may be counted toward the requirements of either program if approved by the History Department chair. Up to 3 semester hours of credit for courses outside the area of history may be counted toward the minor if approved by the department chair.

Category I. Courses Required of All Majors**101 The United States to 1865 (3)**

A general study of American history from early exploration through the Civil War, emphasizing the political, economic and social forces that have shaped the nation. Fall.

102 The United States Since 1865 (3)

A continuation of HIST 101, with particular emphasis upon 20th century development. May be taken independently of HIST 101. Spring.

151 World Civilizations to 1500 (3)

A study of the trends and cultures of the Americas, Europe, Asia, Africa and the Pacific to 1500, emphasizing political, diplomatic, economic and social development. An emphasis on non-Western cultures. Majors who transfer 3 or 6 hours in Western or World Civilization from another institution must not repeat 151 or 152 or both, but instead take 3 or 6 hours of History at the 300 level or above. See department chair. Fall.

152 World Civilizations Since 1500 (3)

A study of the trends and cultures of the Americas, Europe, Asia, Africa and the Pacific World since 1500, emphasizing political, diplomatic, economic and social development. An emphasis on non-Western cultures. Majors who transfer 3 or 6 hours in Western Civilization or World Civilization from another institution must not repeat 151 or 152 or both, but instead take 3 or 6 hours of History at the 300 level or above. See department chair. Spring.

390 Seminar in Historiography (3)

A study in the practice and writing of history, its evolving methods, theories and content, with attention to both academic and public history. Required of all majors. Prerequisite: Prerequisite: 12 hours in History, to include at least one Historiography Intensive course; or permission of instructor. Spring.

452 Senior Research Seminar (3)

A research seminar in which a student conducts a supervised investigation of a selected subject. Prerequisite: HIST 390. (An IP grade may be awarded at the discretion of instructor.) Fall.

Category II. American History Courses**301 Women in United States History: 1890s to the Present (3)**

Examines the diverse experiences of women in the United States from the 1890s to the present. Explores how catalysts like industrialization, politics, the rise of consumer culture and changing notions of sexuality affected women's lives and how they in turn shaped these historical forces. See department chair.

- 302 African American History: 1865 to the Present (3)**
 Analyzes the historical experiences of African Americans in the United States from Reconstruction to the present. Examines the following topics central to African Americans: Reconstruction and the formation of post-emancipation communities, the origins of legal segregation and white supremacy, migration from South to North, political activism and intellectual production, African Americans and the labor movement, African American cultural production, the modern civil rights movement and contemporary issues of poverty and political disenfranchisement. See department chair.
- 303 Colonial and Revolutionary America (3)**
 Early America to 1787: the colonies, causes and results of the Revolution, and the writing and ratification of the Constitution. See department chair.
- 305 Civil War and Reconstruction (3)**
 A study of the factors leading to secession and Civil War, outlining military operations and stressing the war's social and economic consequences. Reconstruction, the Grant era, and the New South. See department chair.
- 306 Southern Women's History (3)**
 Introduces students to some of the major themes in southern women's history. Class position, the dominant racial hierarchy, and ideas about gender all shaped the lives of southern women. At the same time, women crafted strategies of resistance, forged new identities for themselves, and projected their goals and interests into the southern public sphere. The course analyzes southern women as historical actors who helped, and often fought, to make their world. Every other year.
- 307 Women in the Modern Civil Rights Movement (3)**
 Explores, analyzes, and investigates the impact that women had on the modern civil rights movement. What roles did women play in the modern Civil Rights Movement? Did women bring unique perspectives and organizing strategies to this significant political movement for African American liberation? Does uncovering the position of women in the struggle give new meaning to the modern civil rights movement? Can we explore the significance of gender difference without falling victim to gender antagonism? Every other year.
- 308 The United States Since 1937 (3)**
 An intensive study of America's recent history from the Depression experience through its participation in World War II to contemporary society. See department chair.
- 311 Foreign Relations of the United States (3)**
 Historical development of American foreign policy and diplomatic relations, with attention to the interplay between isolationism and expansion, realism and idealism, and the emergence of the nation as a world power. See department chair.
- 315 North Carolina History (3)**
 An evaluation of North Carolina's contributions to the nation and the South through the state's development from its colonial origins to the 20th century. Spring.
- 316 The American West (3)**
 A study of Frederick Jackson Turner's theory of westward expansion, the hero in western literature, the myth of the west as the Garden of Eden, and the conflict between different cultures on the frontier. See department chair.

318 The Modern South (3)

A history of the South from 1865 to the present, showing political, cultural, economic and social changes since the end of the Civil War. Emphasis on the region's distinctive sense of otherness, its music, literature, cultural traditions and the impact of "modernity" upon the South's traditions and rituals. See department chair.

Category III. European History Courses**342 The Roman Empire (3)**

A study of Italy and the ecumenical world from the establishment of the Principate of Augustus to the abdication of Diocletian in 305 A.D. See department chair.

346 Medieval Europe (3)

An analysis of civilization in Western Europe from the fall of the Roman Empire in the West to the High Middle Ages, with special emphasis given to social history and church-state relations. See department chair.

348 Tudor-Stuart England (3)

The social, political and religious history of England from 1485 to 1688: Henry VIII and the Reformation, Puritanism and the rise of the gentry, the Civil War and the victory of parliamentary government. See department chair.

349 The Age of Enlightenment (3)

An investigation of one of the most significant periods in world history, this course considers the cultural, political and intellectual innovations of the 17th and 18th centuries. Focusing principally on Western Europe, the course also considers the impact of the Enlightenment on the colonies of North America and the Caribbean. See department chair.

350 Britain Since 1688 (3)

A study of Europe's first industrial society, transition from aristocracy to democracy, imperialism and empire, the experience of the world wars and the role of socialism. See department chair.

354 European Women: Antiquity to 1700 (3)

An examination of the similarities and differences (including ethnicity, religion and social class) characterizing the lives of European women across the centuries in the West, with an emphasis on the challenges women's history presents for historiography. See department chair.

355 European Women: 1700 to the Present (3)

A historical survey that examines how the lives of European women were transformed by the social, economic and cultural conditions occurring between 1700 and the present. Investigation of the impact of the Industrial Revolution on women's involvement in the workplace and the family, to changing ideas about female nature and identity, and the emergence of an organized women's movement. See department chair.

361 Renaissance and Reformation (3)

A study of the transition from medieval to modern Europe, including political, economic, intellectual, artistic, religious and social developments. See department chair.

362 The French Revolution: History and Historiography (3)

An in-depth study of the French Revolution (1788–1815), focusing on the competing historical interpretations this singularly significant event has generated both in the past and in recent years. See department chair.

364 Europe: 1848–1918 (3)

Beginning with the widespread revolution of 1848 and ending with the horror of World War I, this course will focus on popular unrest, social dislocation, and the activism that resulted against the backdrop of European hegemony in a global context. See department chair.

367 Tsarist Russia (3)

Covers the rise of Russian civilization in the Kievan period, the consolidation of the Muscovite state, the origins of Imperial Russia, as well as the 19th-century autocracy and its revolutionary opponents. See department chair.

368 20th-Century Russia (3)

Covers the political, international, economic, social and cultural history of Russia, from the reign of Nicholas II and the era of revolutions, to the break-up of the Soviet regime and the attempted transition to democracy and capitalism. See department chair.

Category IV. Other History Courses**330 World War II (3)**

A multinational comprehensive survey of the military, political, economic and social aspects of the war in Europe, Africa and Asia. See department chair.

340 Classical Greece (3)

A history of Greece from the Mycenaean Period to the death of Phillip II of Macedon in 336 B.C. See department chair.

343 History of Christianity (3)

Survey of the historical development of Christianity from its Jewish and Greco-Roman background, the life of Jesus, and the apostolic and patristic ages, through the evolution of the Papacy, medieval theology and the Reformation, to the encounter with science and the modern world. Attention will be paid to Christianity in America, from the Puritans to the contemporary scene. See department chair.

380 Imperial China (3)

History of China from Neolithic times to Ming Dynasty (1368–1644). See department chair.

381 Revolutionary China (3)

A treatment of Chinese history from the Qing Dynasty (1644–1912) to the present, including the demise of the imperial system, the Nationalist period, Communist China and post-Deng reforms. See department chair.

383 Women in China (3)

An introduction to gender, family and social organization in Chinese history. The reading of autobiographies and memoirs will be combined with historical analyses that provide context for women's experiences. Particular attention is given to women in the Qing Dynasty and the 20th century. See department chair.

384 History of Japan (3)

A survey of Japanese history from legendary times to the present. In addition to political and institutional history, it examines the complex cultural responses toward foreigners and militarism. Particular attention is given to Japan's astonishing modernization during the Meiji period. See department chair.

386 History of Buddhism (3)

A study of the origins and spread of Buddhism, focusing on how it influenced and was in turn transformed by its contact with the cultures of India, China, Japan and Southeast Asia. The course examines why Buddhism, like Christianity and Islam, has transcended its birthplace and has flourished among peoples and lands far removed from its origins. See department chair.

387 History of Judaism (3)

A study of the historical development of Judaism from its biblical origins and the rabbinic revolution through medieval Jewish renaissance, and the impact of the enlightenment on modern and contemporary developments. Among the modern and contemporary issues to be examined are Zionism and the rise and history of the State of Israel, varieties of contemporary American Judaism, and religious and philosophical reflections on the Holocaust. See department chair.

Category V. Unclassified**395 History Internship (3)**

A scheduled internship with a participating archives, museum, company, or historic or government agency, to be taken on an individual basis by majors with at least 21 hours of history. Permission of department chair and a supervising faculty member is required.

499 Undergraduate Research in History (1-6)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.

171-3, 271-3, 371-3, 471-3 Special Topics in History (1-3)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. These courses may be distributed into categories II through IV above as determined by department chair.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. HIST 479 may not be used by students majoring in History.

HONORS (HON)

Kathleen Peters (Director)

Honors courses are open to students formally admitted to the University Honors Program and to others by permission. Designed for talented and motivated students, the Honors curriculum complements the Integrative Liberal Studies and major curricula. Successful completion of the Honors Program enables the student to graduate with Distinction as a University Scholar.

Program in Honors

1. To successfully complete the University Honors Program and graduate with Distinction as a University Scholar, students must do the following:
 - a. Complete at least 21 hours of credit in Honors courses, to include at least two 3-credit-hour special topics courses at the 300 level or higher, and HON 492. As part of the 21 hours, students entering the program as beginning freshmen are also required to take a Special Topics course at the 100 level during their first semester. In addition to these courses, special Honors sections of LANG 120, Humanities, ARTS 310 and other Integrative Liberal Studies courses count toward program requirements. Note that no more than 9 combined credit hours in Honors Readings courses or the Undergraduate Research in Honors course may count toward the 21 hours.
 - b. Achieve an overall GPA of 3.25 and a 3.50 GPA for Honors courses.
 - c. Successfully complete a senior honors project as part of HON 492.
2. To remain in good standing with the University Honors Program, students must do the following:
 - a. Complete at least 6 hours of Honors credit as part of their first 60 hours of credit. Transfer students with more than 30 hours of credit must complete at least 3 hours of Honors credit as part of their first 30 hours of credit at UNC Asheville.
 - b. Maintain an overall GPA of 3.25.

Those students not meeting these requirements will have one semester after falling below these standards to comply. If they do not, they will be suspended from the program and will have to reapply for admission.

201 The Undergraduate Research Experience (2-3)

An introduction to undergraduate research opportunities. Explores “ways of knowing” characteristic of particular disciplines, compares and contrasts research methods in the sciences, social sciences and humanities. Required for recipients of Undergraduate Research Fellowships and suggested for those contemplating undergraduate research. Spring.

492 Senior Honors Colloquium (2)

Centered on a senior honors project, the colloquium brings together students from several disciplines for presentation and discussion of their work. Prerequisite: application with Honors Program directors. (Application must be made no later than the end of preregistration during the semester prior to the semester in which the student plans to enroll in the colloquium.) Fall and Spring.

499 Undergraduate Research in Honors (1-6)

Independent research under the supervision of a faculty mentor or with an interdisciplinary team of faculty. An IP grade may be awarded at the discretion of the instructor. Can be repeated for a total of 6 hours credit. See program director.

171-3, 271-3, 371-3, 471-3 Special Topics in Honors (1-3)

Special courses designed for Honors students. These courses may be interdisciplinary or focused on a particular field. They emphasize reading and discussion of primary texts, experiential learning such as field trips, writing and oral skills, and critical thinking. See program director.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements.

181-3, 281-3, 381-3, 481-3 Readings for Honors (1-3)

Readings under the supervision of faculty in a particular discipline or an interdisciplinary team of faculty. Prerequisite: contract among the student, supervising faculty and the Honors Program director. May be repeated up to a total of 6 hours credit with permission of the Honors Program director. Fall and Spring.

HUMANITIES (HUM)

Professor Cindy Ho (Director)

Participating Faculty: James (Chemistry); Holland, Hook, Mills, Peters, Dvorsky-Rohner (Classics); Browning, Konz, Larson (Economics); Cole, McGlinn, (Education); Eggers, Reynolds (Environmental Studies); Gant, Snyder, Weldon (Foreign Languages); Schrader (Health and Fitness); Hardy, Judson, Pearson, Pierce, Rizzo, Spellman, Uldricks (History); Campbell, McClain, McNerney (Humanities); Caulfield, Downes, Ettari, Gillum, Ho, Hopes, Katz, Moseley, Russell (Literature and Language); Nelms, Yearout (Management); Hantz (Mass Communication); Dohse, Piefer, Steele, D. Sulock, Whitlock (Mathematics); McKnight (Music); Burchard, Butler, Davis, Maitra, Wilson (Philosophy); Beck (Physics); Gibney, , D.B. Mullen, D.J. Mullen, Sabo, Subramaniam(Political Science); Nallan (Psychology); Lee, Pitts, Omer (Sociology)

The interdisciplinary Humanities program is concerned with the wide range of human ideas, values and institutions. The courses examine what we have achieved in our several thousand years of recorded history, what we have desired, what we have believed, and how these concerns and passions influence us. Humanities helps us make educated and ethical decisions. The Humanities program draws together faculty and subject matter from all of the liberal arts—especially history, literature and philosophy but also religion, natural science, social science and fine arts. All Humanities classes involve close reading of primary sources and literary works, informal discussion and gradual refinement of the student’s capacity for written and oral response.

Minor in Humanities

19 hours of courses in the Humanities, including HUM 324; 15 additional hours, excluding courses in the major or other ILS requirements. These 15 hours must be chosen from more than one department; must include at least 3 hours at the 300-400 level; must pursue a coherent theme or reflect a specific area of interest; and must be approved by the program director. Humanities Special Topics courses may be included. Students should declare the minor in Humanities before completing 75 hours of study.

124 The Ancient World (4)

Introduction to the Humanities sequence. Human history and cultural developments from the ancient civilizations of Africa and Asia to the disintegration of the Western Roman Empire, emphasizing both continuities and discontinuities across a wide range of ancient peoples, the intellectual and artistic heritage of the ancient world and the origins of major religions including Judaism, Buddhism and Christianity. Pre- or corequisite: LANG 120. Fall and Spring. (Fewer sections offered in the fall.)

214 The Medieval and Renaissance World (4)

A study of world civilization from the 4th to the 17th centuries emphasizing European developments, but also attending to parallel developments in African, Chinese, Japanese, Indian and Latin American cultures. Areas of study include philosophy, religion, history, art, literature, music and political systems. Prerequisite: HUM 124. Fall and Spring. (Fewer sections offered in the spring.)

324 The Modern World: Mid-17th to Mid-20th Century (4)

Ideas and values from the scientific revolution of the 17th century to the Second World War. Emphasis is placed on the global impact of various revolutions: scientific, political, industrial and social (e.g., the rise of feminism), and their influence on philosophy, religion, literature and the arts. Prerequisite: HUM 214. Fall and Spring. (Fewer sections offered in the fall.)

414 The Individual in the Contemporary World (4)

Global issues and recent history, both Western and non-Western, building on information gathered and questions raised in the preceding Humanities courses toward a fuller understanding of the responsibilities of and opportunities for humanity today.

Prerequisites: 75 credit hours and HUM 124, 214, 324; LANG 120. Fall. (A small number of sections offered in spring.)

499 Undergraduate Research in Humanities (1-6)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at the discretion of instructor. May be repeated for a total of 6 hours credit. See program director.

171-6, 271-6, 371-6, 471-6 Special Topics in Humanities (1-6)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See program director.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements.

INTERDISCIPLINARY STUDIES (IST)

Professor Nickless (Director)

Through UNC Asheville's interdisciplinary programs and courses, students are able to study topics that transcend traditional disciplines. These programs and courses formally recognize the importance of incorporating different disciplinary approaches and contributions in order to understand the challenging questions people face today. Interdisciplinary courses offer students the opportunity to develop the ability to synthesize and integrate ideas, perspectives and theories related to these questions. This encourages students to question conventional explanations and to search out and make explicit the assumptions of disciplinary theories.

Most interdisciplinary courses at UNC Asheville are structured around formal programs of study. These include Africana Studies, Arts Courses, Humanities, International Studies, Multimedia Arts and Sciences, Religious Studies, Women's Studies and UNC Asheville's single graduate program leading to the Master of Liberal Arts. (See their separate program listings).

A Bachelor of Arts degree in Interdisciplinary Studies can be earned in three ways. Students can pursue a degree in Interdisciplinary Studies with a concentration in Ethics and Social Institutions or International Studies. Students may also design their own Individual Degree Concentration.

In selected cases, specific interdisciplinary courses have been created which are not part of a formal program or major. These courses are generally considered electives. However, students must receive approval from their program or major advisor, as well as their department chair and/or program director in order to receive major or minor credit.

253 **Perspectives on Leadership (3)**

Designed for students interested in the academic study of leadership. This course examines issues, concepts and situations that relate to leadership and organizational development from a variety of perspectives including an examination of the psychological, sociological and ethical aspects. Additionally, students will develop an appreciation for the ways in which leadership has been studied and researched and how this has affected our perceptions of leadership. Spring.

263 **African American Colloquium (3)**

Investigates historical and contemporary paradigms for academic success for black students. The course focuses on a single topic examined from several academic viewpoints. It challenges students to think critically and creatively about what academic study in a liberal arts environment offers to people of African descent and people of color. It involves a blend of curricular, co-curricular and service-learning activities. Prerequisite: permission of coordinator. Fall.

283 **Mediation (3)**

This course unifies theoretical models of facilitative conflict resolution with practical and ethical considerations of undertaking the role of neutral third party. Psychological, sociological and cultural aspects of peaceful conflict resolution are examined. Historical and current usage of mediation in a variety of settings are investigated. Power, gender and class issues are explored. See the Mediation Center and Counseling Center for course schedules.

290 **Introduction to Interdisciplinary Studies (3)**

Introduces students to interdisciplinary studies by providing an overview of interdisciplinary theories and practices. Focusing on a particular topic, students will explore what it means to undertake an interdisciplinary study. Students planning an Individual Degree Concentration will begin work on their student portfolio. Spring.

- 311 Seminar on Race and Diversity in Institutional Settings (1)**
 A community-based seminar on the issues of race and diversity in various institutional contexts. Topics such as racial attitudes and perceptions, race and institutional structures, organizational support systems for minorities, and diversity programs will be studied. Grading is S/U. May be repeated once for credit. See program director.
- 321 Peer Facilitation of Community Interracial Dialogue (1)**
 This course offers training in and the experience of facilitating community dialogue on the issues of race and diversity in various institutional contexts. Student facilitators will assist IST 311 seminar participants in exploring the problems and themes presented in the course. Prerequisites: IST 311 and permission of instructor. Grading is S/U. May be repeated once for credit. See department chair.
- 331 Washington Experience (3)**
 A seminar-style, variable-topics course, taught in Washington, D.C. as part of the UNC in Washington Student Internship Program. The course will explore the role of a national capital in the determination of public policy and national culture in a diverse democracy using Washington, D.C. as text. Enrollment limited to students currently participating in the UNC in Washington Program. Fall, spring and summer.
- 495 Interdisciplinary Colloquium (1)**
 Students formally present and discuss their research findings, creative work, and/or field experiences. Students are required to orally demonstrate mastery of their projects and the significance and implications of their work. Prerequisite: permission of instructor. Spring.
- 499 Undergraduate Research in Interdisciplinary Studies (1-6)**
 Independent research under the supervision of a faculty mentor. An IP grade may be awarded at the discretion of instructor. May be repeated for a total of 6 hours credit. See program director.
- 171-6, 271-6, 371-6, 471-6 Interdisciplinary Special Topics (1-6)**
 Courses which do not fall within the traditional subject matter of one academic department but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See program director.

INTERDISCIPLINARY STUDIES: CONCENTRATION IN ETHICS AND SOCIAL INSTITUTIONS (ESI)

Associate Professor Konz (Director)

The concentration in Ethics and Social Institutions is designed to enable students to examine and evaluate social issues from interdisciplinary perspectives. Participating students will learn about economic, political and cultural institutions and the relationships between them. By examining markets, governments and community organizations, students will learn about decision-making processes and be able to determine their ethical implications and the outcomes of social choice. With the guidance of the ESI coordinator, students will design an individualized course of study by drawing on many disciplines including but not limited to Economics, Philosophy, Political Science and Sociology. Thematic possibilities could include Social Ethics; Ethics, Society, and the Law; Social Decision-making; Interaction of Societies; and The Individual and Society. A list of regularly scheduled courses which fall into these thematic categories will be available from the ESI concentration coordinator. With the proper planning, students graduating with a concentration in Ethics and Social Institutions will be well prepared for careers or advanced study in law, business or more specialized academic disciplines.

- I. Required courses for the major—18 hours, including: ESI 101, 490; ECON 101 or 102; PHIL 200; POLS 220 or 281; SOC 100.

- II. Required courses outside the major—21 hours. Students will design an elective program organized around a theme in Ethics and Social Institutions in consultation with the student's major advisor and approved by the ESI coordinator. No more than 9 of these credit hours may come from any one department; at least 18 of the 21 elective hours must be at the 300-level or above; and at least 26 of the total 39 hours must be taken while a student at UNCA. Students seeking a double major may count only 6 of the credit hours from the first toward an ESI concentration. None of a student's credit hours earned for a declared minor can be counted toward an ESI concentration.
- III. Other concentration requirements—Senior demonstration of major, oral and computer competency is met by successful completion of ESI 490 with a grade of C or higher.

Declaration of Major in Interdisciplinary Studies: Concentration in Ethics and Social Institutions

Declaring a major in Interdisciplinary Studies with a concentration in Ethics and Social Institutions for a Bachelor of Arts degree requires the student to have their course of study approved by the ESI coordinator. After a copy of the program and the ESI coordinator's approval are presented to the director of Interdisciplinary Studies, the student completes a Declaration of Major Form that must be signed by the director. Before declaring a major a student must satisfy the LANG 120 requirement.

101 Introduction to Ethics and Social Institutions (3)

Assesses the ethical implications of both the processes and the outcomes of social decision-making. Students will acquire an understanding of the structure of social institutions and the processes through which social choices are made. Central to the analysis is a study of ethics as a criterion for assessment of social decision-making with emphasis on the study of particular issues of social choice. Fall.

480 Internship in Ethics and Social Institutions (3)

Semester-long internship with a host organization in either the private or public sector. Open only to students who have declared a major in Interdisciplinary Studies with a concentration in Ethics and Social Institutions. See ESI concentration coordinator for permission.

490 Readings and Research in Ethics and Social Institutions (3)

Advanced interdisciplinary readings and research on a topic of current interest in Ethics and Social Institutions. The research project serves as the student's senior capstone experience. See program director.

171-6, 271-6, 371-6, 471-6 Special Topics in Ethics and Social Institutions

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See program director.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major requirements. ESI 479 may not be used by students with a concentration in Ethics and Social Institutions.

INTERDISCIPLINARY STUDIES: INDIVIDUAL DEGREE CONCENTRATION

The Individual Degree Concentration offers students the opportunity to develop an individual degree program that integrates academic disciplines. It allows the academically strong, self-motivated student to design her or his own major with the help of faculty members from different departments. The program exists to help a student pursue an interdisciplinary major that is not offered at UNCA while making use of existing university resources.

An individual degree concentration requires the student to assemble a committee consisting of at least two faculty members from two different departments who will help design a course of study. At least one member must be a tenured member of the faculty. The student and faculty will design a rationale for the proposed program of study, indicating how this particular program will meet the educational goals of the Interdisciplinary Studies Program, and how the program differs from existing programs at UNCA.

Students should meet with the IST director to pick up complete application guidelines and for guidance in creating a successful proposal. Proposals must be submitted and approved before a student completes 75 hours. Deadlines for submission of proposals are set each semester, normally occurring midway through the semester.

Requirements for an Individual Degree Concentration

1. **There must be a persuasive rationale for the individual program**
This must include an explanation of the need for an individual concentration. A persuasive rationale must also include the reasoning behind the focus of the proposal and what the course of study is intended to accomplish. It is important this is not simply a listing of courses, but a real course of study that is academically sound and intellectually defensible. The following types of proposals *are not* appropriate for an Individual Degree Concentration:
 - Proposals for majors that the university does not have the resources to provide.
 - Proposals that are based on the specific requirements of a professional program or are narrowly tailored for a specific career.
 - Proposals that modify or substantially reproduce an existing degree program.
 - Proposals that combine existing majors with an existing minor.
2. **A specific statement of the learning objectives of the proposed Individual Degree Concentration and how the learning objectives of the IST program are met**
This statement should include references to course work as well as to individual work. A proposal that relies heavily on special topics or research with one professor is unlikely to be approved. The learning objectives of the IST program are included in the application packet available from the Director of Interdisciplinary Studies.
3. **A specific statement of how the objectives will be assessed**
The IST program requires all Individual Degree Concentration majors to develop a portfolio to be used in assessing program learning objectives. Summary statements from faculty committee members are required at least once a year indicating progress towards and achievement of concentration goals.
4. **Description of capstone project or coursework**
The capstone experience should synthesize and summarize the major, and demonstrate major, oral and computer competency.

5. **Listing of courses required for the major**

A specific list of required courses must be submitted and placed into appropriate subcategories.

- The major must total 36-45 credit hours.
- Courses must be from at least three different disciplines available at UNC Asheville.
- No more than one-half of the required credit hours may come from any one department.
- At least 21 of the required hours must be at the 300-level or above.
- Students must have completed or be enrolled in IST 290 to apply for an individual concentration.
- IST 495 must be included in the list.
- At least two-thirds of the major must be taken while a student at UNC Asheville.
- Students seeking an Individual Degree Concentration cannot seek a double major.
- None of the hours used to fulfill requirements for a declared minor may be used for the Individual Degree Concentration.

6. **Timetable for completion of degree**

The timetable should be based on reasonable expectations of course offerings and should demonstrate that the degree can be completed in a reasonable amount of time. It may be necessary to consult with department chairs about recent patterns of course offerings. Individual Degree Concentrations often take more than four years simply because of course scheduling. Curricular substitutions can be made after degree approval, but are not always appropriate or possible. Students who are not enrolled for two consecutive semesters must have their Individual Degree Concentration reviewed when they return. Students who are not enrolled for three or more consecutive semesters must reapply for an Individual Degree Concentration.

7. **Statement of Faculty Support**

Each faculty member on the student's committee should write a statement of feasibility and support of the concentration and its objectives. It is expected that faculty will work with the student to develop all parts of the proposal, but a separate statement of support is required. Faculty members agree to fulfill the function of an academic department for the student, which includes not only establishing and assessing learning objectives, but also supervising the student's capstone experience. Faculty who are unsure of the requirements should contact the Director of Interdisciplinary Studies.

When the IST director determines the submitted proposal is consistent with the university's mission, the student can formally declare a major in Interdisciplinary Studies. This declaration is contingent on the Registrar's Office certification that the proposal meets all graduation requirements. No changes may be made in the approved program without written authorization from the IST director. The title of the individual degree will be identified on the student's transcript at the time of graduation.

Declaration of Major in Interdisciplinary Studies: Individual Degree Concentration

Declaring an Individual Degree Concentration major in Interdisciplinary Studies requires the student to meet the requirements listed above and then complete a Declaration of Major form that must be signed by the director of Interdisciplinary Studies. Before declaring a major, a student must satisfy the LANG 120 requirement.

INTERDISCIPLINARY STUDIES: CONCENTRATION IN INTERNATIONAL STUDIES (INTS)

Associate Professor Cornett (Director)

The International Studies program gives undergraduate students an opportunity to explore the challenges and opportunities facing the contemporary world from different disciplinary perspectives. This interdisciplinary approach is designed to provide students with the broader range of ideas and skills necessary to analyze and respond to the diverse mix of cultural, economic, and political forces that shape the global community.

The program is valuable for students with career aspirations in a number of fields, including law, journalism, business, public service, and teaching. It is of particular value to people interested in global inter-governmental agencies and non-governmental organizations such as the United Nations and private religious and humanitarian service organizations.

The concentration in International Studies affords students an opportunity to gain an interdisciplinary understanding of some of the most important trends and forces which cut across national borders and regional boundaries. In addition to classroom work, students must engage in participatory activities and are strongly urged to study abroad.

- I. Required courses for the major—22 hours, including: HIST 152; POLS 380; 3 hours chosen from ANTH 100, POLS 281, ECON 250; 3 hours from INTS 361 and 362; INTS 495; 3 hours from INTS 499; 6 hours of modern foreign language at or above the 200-level.
- II. Focus on a specific area of international affairs, as well as international experience, are critical components of the International Studies concentration. To help students gain a broader understanding of the contemporary world, they must complete 21 additional hours, with 15 hours from A., and 6 hours from B.
 - A. Areas of Emphasis: Students are expected to pursue a focused plan of study in international affairs by choosing at least 15 hours from the following areas of emphasis. At least 9 of the 15 hours must be chosen from a single emphasis area. Some courses may have prerequisites that are not part of the International Studies major. Up to six hours of appropriate courses may be substituted with the permission of the International Studies director.
 1. Society and Culture in the Global Community: ANTH 325, 350, 361, 365, 425; ARTH 360; DRAM/LIT 355; MCOM 482; SOC 359, 364.
 2. International Law and Human Rights: PHIL 214; POLS 331, 384, 387, 388, 389; SOC 480.
 3. Trade and Development: ECON 314, 350; MGMT 398; POLS 363, 383; SOC 446.
 - B. International experience represents a critical component of international studies. Thus students must select one of the following options for six credit hours:
 1. 6 hours earned in a UNCA-approved study abroad experience. These credits must be earned in courses appropriate to the theme of International Studies and must be approved by the INTS director.
 2. 6 credit hours from INTS 365
 3. 6 hours of modern foreign language study at the 300-level or above.
- III. Other concentration requirements--Major competency is demonstrated through successful completion of INTS 499. Oral competency is demonstrated through successful completion of INTS 495. Computer competency is demonstrated through successful completion of INTS 361.

Declaration of Major in Interdisciplinary Studies: Concentration in International Studies

Declaring a major in Interdisciplinary Studies with a concentration in International Studies requires the student to complete a Declaration of Major Form that must be signed by the director. Before declaring a major, a student must satisfy the LANG 120 requirement.

Minor in International Studies

The minor in International Studies allows students to pursue a self-designed interdisciplinary and comparative study of world affairs. The minor gives students an opportunity to enhance and enrich their major field of study by incorporating a global and interdisciplinary perspective into their intellectual repertoire.

Students majoring in any discipline may choose a minor in International Studies with the consent of the Director of International Studies. Students pursuing the minor may select from a variety of courses and disciplines including modern foreign languages, humanities, the arts, and the natural and social sciences with substantial modern international content and approved by the Director of International Studies. Individual programs of study require coordinated planning between each student's academic advisor and the Director of International Studies.

Students participating in UNCA-approved study-abroad programs may apply appropriate overseas study credits to the minor with the approval of the Director of International Studies. The study abroad program must be incorporated into the approved study plan prior to the student's participation.

Choosing an Area of Emphasis

Students choosing to minor in International Studies determine a concentration perspective through consultations with their department advisor and the Director of International Studies. The selected concentration provides a theme around which a program that best suits the student's intellectual and career objectives is developed. A study abroad experience is recommended, but not required, for the minor.

Requirements

Students seeking a minor in International Studies must take 21 semester hours which satisfy the requirements outlined below. Students must maintain a minimum cumulative 2.0 grade-point average in the International Studies courses listed in their program.

Specific requirements for the International Studies minor include the following:

1. Six of the required 21 hours must come from modern foreign language study beyond the 100-level.
2. Courses must be taken from at least four disciplines, as approved by the program director, and include an introductory course and a capstone course. The introductory course requirement for the international studies minor may be met by ANTH 100, HIST 152 or POLS 281. The senior capstone requirement for the international studies minor can be met by a 400-level course approved by the program director. Nine of the required hours must be taken at the 300 level or higher. No more than 6 hours from the student's major may be applied toward the completion of the requirements for an International Studies minor.
3. Courses included in a student's program must include significant international content relating to the modern era. The director of international studies, in consultation with the student's academic advisor, will determine suitable courses.

361 Contemporary Issues in World Affairs (1-2)

A seminar facilitating discussion of current international issues. Students are required to attend public presentations or activities addressing contemporary world affairs, pursue additional independent research on selected topics, followed by directed discussions in a seminar setting. May be repeated for a total of 4 hours credit. Spring and Fall.

- 362 Participatory Learning in World Affairs (1-2)**
 Students gain an intimate understanding of international and global issues and institutions through simulations and competitions such as Model United Nations and Moot International Court of Justice. May be repeated for a total of 4 hours credit. See International Studies director.
- 365 International Experiential Learning Project (3-6)**
 Students participate in a service learning project or internship either overseas or with an approved international organization in the US. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. Prerequisite: permission of International Studies director. See International Studies director.
- 495 Senior Colloquium (1)**
 Students formally present and discuss their research findings and/or service learning projects. Students are required to demonstrate mastery in their work and its significance. Prerequisite: INTS 499; or appropriate research seminar in another discipline with approval of International Studies director. Spring.
- 499 Undergraduate Research in International Studies (1-6)**
 Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See International Studies director.
- 171-6, 271-6, 371-6, 471-6 Special Topics in International Studies (1-6)**
 Courses with significant international content that do not fall within the traditional subject matter of one academic department but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See International Studies director.
- 179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)**
 Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. INTS 479 may not be used by students with a concentration in International Studies.

Interdisciplinary Studies: Legal Studies (LEGL)

Associate Professor Burchard (Director)

Minor in Legal Studies

The Legal Studies minor helps students to understand the nature of law and its role and functions from different disciplinary perspectives. Students must complete 18 hours from the list of courses below. (Note: prerequisites for these courses may increase the total number of hours.) Courses must be selected from at least three different disciplines and no more than 9 hours can come from any one discipline. Appropriate special topics courses may be substituted with the approval of the director of Legal Studies. Students should understand that the minor is not intended as a pre-law program or as a preparation for law school. The courses must be distributed as follows:

At least 6 hours from the following list which explore the nature of law in society.

PHIL	305	Philosophy of Law (3)
POLS	334	Political Foundations of Law (3)
SOC	480	Sociology of Law (3)

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At least 3 hours from the following list which examine the nature of case law.

POLS	327	Constitutional Law (3)
POLS	330	Individual Rights and Civil Liberties (3)
MGMT	341	Commercial Law (3)

At least 6 hours from the following list which either explore the role of law in different policy areas, develop analytical skills important in legal thinking, or provide a wider context for understanding law and legal issues.

DRAM	102	Public Speaking (3)
ECON	316	Transaction Cost Economics (3)
HIST	303	Colonial and Revolutionary America (3)
HIST	340	Classical Greece (3)
HIST	342	The Roman Empire (3)
IST	283	Mediation (3)
MCOM	490	Mass Communication Law and Ethics (3)
MGMT	300	Legal and Ethical Environment (3)
PHIL	101	Introduction to Logic (3)
PHIL	200	Introduction to Ethics (3)
PHIL	214	Philosophy of Human Rights (3)
POLS	335	Law, Ethics and Public Policy (3)
POLS	387	International Organizations (3)
POLS	388	Human Rights and International Politics (3)
SOC	200	Introduction to Criminology (3)
SOC	340	Social Control and Deviant Behavior (3)

171-3, 271-3, 371-3, 471-3 Special Topics in Legal Studies (1-3)

Courses not otherwise included in the catalog but for which there may be special needs. May be repeated for credit as subject matter changes. See program director.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements.

ITALIAN (ITAL)

The following courses in Italian are offered by the Department of Foreign Languages.

110, 120 Elementary Italian I, II (3, 3)

Introduction to the study of Italian language and culture through classroom and laboratory instruction. For beginners and those referred by placement test or departmental evaluation. See department chair.

LEGAL STUDIES (LEGL)

See Interdisciplinary Studies: Legal Studies

LIBERAL STUDIES (LS)

Associate Vice Chancellor Katz (Director)

A liberating education—one that emphasizes humane values in thought and action and promotes the free and rigorous pursuit of truth—creates good citizens, individuals who assume responsibility for their thoughts and actions and their impact on the world. Their personal development is inextricably linked to the contributions they make to their scholarly, social and political communities. To be good citizens, people must be able to think critically and to communicate their ideas. In serving UNC at Asheville’s liberal arts mission, the ILS Program works alongside the majors to help people develop and improve these skills by immersing them in an interdisciplinary community of mutually supportive scholars.

At the heart of the ILS Program lies the philosophical conviction that liberal arts students should experience how the disciplines investigate, understand and construct bodies of knowledge differently, through a range of concepts and methods. A liberal arts education exposes the student to the ways that individual disciplines approach those topics, problems, and issues that inform the human condition. Such an education creates opportunities for students to experience the many points of contact and divergence across the curriculum.

179 Liberal Studies Introductory Colloquium (DEPT 179) (3)

A writing-intensive topical seminar for students in their first semester in college or transferring in fewer than 24 semester hours that introduces the study and construction of knowledge in the liberal arts setting. The responsibilities, challenges and rewards of college life, as well as the culture and opportunities specific to life in Asheville and at UNC Asheville will also be emphasized. May not be used to fulfill major or minor requirements. No credit given if credit received for LS 379. Fall and Spring.

379 Liberal Studies Introductory Colloquium for Transfer Students (DEPT 379) (3)

A writing-intensive and information literacy-intensive topical seminar for students with prior college experience who are in their first semester at UNC Asheville, which introduces the study and construction of knowledge in the liberal arts setting that is UNC Asheville. The culture and opportunities specific to life in Asheville and at UNC Asheville will also be emphasized. May not be used to fulfill major or minor requirements. Prerequisite: 24 or more transferable semester hours (36 quarter hours or more). No credit given if credit received for LS 179. Fall and Spring.

479 Liberal Studies Senior Colloquium (DEPT 479) (3)

A topical capstone seminar, ordinarily taken in the final semester, that asks students to address an issue or a group of related issues of current and future importance from an interdisciplinary or multidisciplinary perspective. Students will be expected to integrate the knowledge they have acquired through their major with the wider perspectives provided in their integrative liberal studies. The issue(s) will be explored through reading, lecture, discussion, and through the presentation of a self-directed project. This requirement must be fulfilled in residence. Prerequisites: 90 semester hours, HUM 324, and completion of the ILSA requirement. May not be taken in the major department or be used to fulfill major or minor requirements. No credit given if credit received for HUM 414. Fall and Spring.

LIBRARY RESEARCH (LR)

Associate Professor Kuhlman (Chair); Assistant Professor Ferguson (Coordinator); Associate Professors Bland, Sinclair, White-Carter, Wykle

102 Library Research (1)

Introduction to library resources, research strategies and scholarly research tools in a classroom, learning laboratory and library environment. Students learn primarily through guided hands-on exercises involving library use, the understanding of key concepts, and experience in retrieving and evaluating information. Instructional materials and one-on-one consultation with librarians complement and reinforce lab sessions. Learning outcome is measured through lab exercises and a final exam. Grading is S/U. Term I, Fall and Spring.

LITERATURE (LIT) AND LANGUAGE (LANG)

Associate Professor Ashburn (Chair); Professors Caulfield, Chess, Downes, Gillum, Ho, Hopes, D. James, Katz, Moseley, Rackham; Associate Professors Horvitz; Assistant Professors Ettari, Russell; Lecturers Chadwick, Crowe, Driggers, Finn, Hays, Hobby

Concentration in Literature

The concentration in Literature offers students an opportunity to study world literature rather than only British and American literatures. It concentrates on the direct experience of fiction, drama and poetry, as well as on placing authors and their works within a literary history and cultural context. Literature courses incorporate extensive participation in class discussion, group inquiry and individual research.

A sequence of core courses offers broad coverage of the field of literature and provides a solid foundation for majors who plan to continue the study of literature in graduate school. The study of literature also prepares students well for law, medicine, business and other graduate programs.

- I. Required courses in the major—36 hours, including: LIT 241, 321, 322, 323, 324, 491; one course from 354 or 356; one course from 483, 485, 487 or 489. In addition, students must choose one of the following options: a) 12 additional hours in LIT, with at least 9 hours at the 300-400-level; or b) 9 hours of LIT courses at the 300-400 level, and 3 hours of creative writing. Note: an internship experience cannot be used as the creative writing course.
- II. Required courses outside the major—None.
- III. Foreign language requirement—A minimum of six semester hours.
- IV. Other departmental requirements—A two-part demonstration of competency in the discipline, including a written examination and Senior Thesis; an additional demonstration of oral competency is required in LIT 491. Computer competency is demonstrated in LIT 491.

Concentration in Creative Writing

The concentration in Creative Writing offers students the opportunity and incentive to develop their writing in a workshop setting and to support their writing with a strong background in literary studies. Students accepted into the program will receive individual assistance in understanding and extending their skills in writing poetry, fiction and/or playwriting. The goal of the program is to foster confident undergraduate writers who work with a sound knowledge of their own literary tradition and who can produce works of publishable quality.

- I. Required courses in the major—36 hours, including: Literature courses—LIT 241; 9 hours selected from 321, 322, 323, 324; one course from 354 or 356. Language courses—9 hours of creative writing (LANG 353 and above), with at least 3 hours at the 400-level; LANG 497. In addition, students must choose one of the following options:
 - a) 9 additional hours in LIT, with at least 6 hours at the 300-400-level, or
 - b) LANG 260, and 6 hours of LIT courses at the 300-400 level. Note: an internship experience cannot be used to fulfill one of the LANG course requirements.
- II. Required courses outside the major—None.
- III. Foreign language requirement—A minimum of 6 semester hours.
- IV. Other departmental requirements—A two-part demonstration of competency in the discipline, including a written examination and a Senior Creative Writing Project; an additional demonstration of oral competency will be fulfilled by a required public reading of creative work in the senior year. Computer competency is demonstrated in LANG 497.

English with Teacher Licensure

Designed especially for prospective teachers, this concentration prepares students in a broad range of areas expected of English teachers: literature, composition, language and drama, speech or communications.

- I. Required courses in the major—30 hours, including: LIT 241, 321, 322, 323, 324, 352; 354 or 356; 3 hours from 483, 485, 487 or 489; 491; LANG 323
- II. Required courses outside the major for 9–12 licensure—DRAM 102 or 210.
Required courses outside the major for K–6 licensure—None.
(See Education section for full licensure requirements.)
- III. Foreign language requirement—A minimum of 6 semester hours.
- IV. Other departmental requirements for 9–12 licensure—3 additional hours of electives chosen from LANG 367/MCOM 367, MCOM 382 or a 300-400 level Literature course; demonstration of competency examination; required professional education courses. (See Education section.) Students seeking middle school or secondary school licensure should view education licensure in the catalog and see their appropriate education advisor. Computer competency is demonstrated in LIT 491.

Declaration of Major in Literature and Language

Declaring a major in Literature requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Literature

18 hours in Literature: LIT 241 (with no more than three additional hours selected from 200-level courses), six hours selected from LIT 321, 322, 323, 324; six to nine additional hours selected from courses above 300 level.

Minor in Creative Writing

18 hours in Literature and Language courses: LIT 241, 6 hours selected from LIT 321, 322, 323, 324; 9 additional hours selected from LANG 353, 361, 363, 365, 366, 367, 461, 463, 465 (at least 3 of these hours must be at the 400 level).

University Writing Center

The University Writing Center provides support in composition to everyone in the university community. Faculty guidance and peer tutoring are available for all kinds of writing at all stages of the writing process, from drafting and revising to reviewing grammar and mechanics. Occasionally, instructors may require students to seek assistance for specific writing needs.

Courses in Language**103 Writing Intensive Workshop (1)**

Taught in conjunction with LANG 120. Emphasis on responding to LANG 120 assignments by discovering, drafting, researching, revising and editing. Enrollment in this course by placement or permission of instructor. Corequisite: LANG 120. (Grading S/U) Fall and Spring.

120 Foundations of Academic Writing (4)

Development of academic writing skills. Emphasis on writing as a tool of discovery and analysis; practice in active, critical reading; introduction to writing conventions of various discourse communities; attention to audience, purpose, and structure; includes application of information literacy skills. A grade of C- or better is required. Fall and Spring.

- 260 Introduction to Creative Writing (3)**
A first workshop experience for students interested in the composition of poetry, fiction and other imaginative writing. Prerequisite: completion of freshman composition requirement. Fall and Spring.
- 311 Tutoring Writing I (1)**
Offered for student tutors in their first semester of tutoring in the University Writing Center. Approaches to both writing process and tutoring process. Emphasis on discovering one's own processes and appreciating diverse approaches to writing, including working with students from across the curriculum and those whose first language is not English. (Grading S/U). Prerequisite: permission of the University Writing Center director. Fall.
- 312 Tutoring Writing II (1)**
Offered for student tutors in their second semester of tutoring in the University Writing Center. Students will investigate writing center scholarship. Participation in a research project that both develops tutoring skills and makes a contribution to the campus writing center community. (Grading S/U). Prerequisite: LANG 311 and permission of the University Writing Center director. Spring.
- 323 The Teaching of Writing and Standard Grammar (3)**
Approaches to teaching writing, improving writing skills, learning self-evaluation and methods of evaluating others; demonstration of a working knowledge of standard grammar and usage. See department chair.
- 351 Writing for Business and the Professions (3)**
Application of the writing process to the special needs of business and professional contexts. Prerequisite: freshman composition requirement. See department chair.
- 353 Advanced Essay Writing (3)**
An advanced writing course in which students further develop their language skills by writing essays on interdisciplinary topics using a variety of modes: argumentation, exposition, narration and description. The thematic focus of the course may vary. Prerequisites: freshman composition requirement; 45 credit hours. See department chair.
- 361 Poetry Writing Workshop (3)**
A workshop in writing for students' creative efforts: classroom presentations; development of the beginning writer's critical ability. May be repeated once for credit. See department chair.
- 363 Fiction Writing Workshop (3)**
A forum for students' creative efforts: classroom presentations; development of the beginning writer's critical ability. May be repeated once for credit. See department chair.
- 365 Playwriting Workshop (DRAM 365) (3)**
Beginning playwriting; development of scenario, dialogue and scenes; the writing of an original one-act play. See department chair.
- 366 Creative Non-Fiction Workshop (3)**
A workshop in the writing of creative non-fiction essays. Through the use of immersion reporting, students will learn to accurately portray a subject through narrative development, scenic construction, point of view, symbolic representation, voice, dialogue and descriptive detail. See department chair.

- 367 Magazine Writing Seminar (LANG 367) (4)**
 A workshop in the writing of essays, articles and other professional non-fiction; planning and gathering material, writing and marketing articles for specialized and general interest publications. Course includes writing lab. Prerequisite: MCOM majors: MCOM 201; or permission of the instructor. See department chair.
- 461 Advanced Poetry Writing (3)**
 Intensive writing experience for students with an advanced or professional interest in the writing of poetry. May include study of contemporary and/or traditional poetry. May be repeated once for credit. Prerequisite: LANG 361; or permission of instructor. See department chair.
- 463 Advanced Fiction Writing (3)**
 Intensive writing experience for students with an advanced or professional interest in the writing of fiction, including the novel. May include study of contemporary short stories and/or novels. May be repeated once for credit. Prerequisite: LANG 363; or permission of instructor. See department chair.
- 465 Advanced Playwriting (3)**
 Intensive writing experience for students with advanced or professional interest in the dramatic arts. A final component of this course may include development and production of student scripts. May be repeated once for credit. Prerequisite: LANG 365. See department chair.
- 497 Senior Seminar in Creative Writing (3)**
 A significant manuscript of poetry, fiction, creative non-fiction, several one act plays, or a full-length play. Prerequisite: LANG 461, 463 or 465. Students may not be concurrently enrolled in LANG 497 and a course from LANG 461, 463 or 465. An IP grade may be awarded at the discretion of the instructor. Fall and Spring.
- 499 Undergraduate Research in Creative Writing (1-6)**
 Individual work in poetry, fiction or playwriting for advanced writing majors. Prerequisites: LANG 461, 463 or 465 as appropriate. An IP grade may be awarded at the discretion of the instructor. May be repeated for a total of 6 hours credit. See department chair.
- 171-3, 271-3, 371-3, 471-3 Special Topics in Language (1-3)**
 Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.
- 179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)**
 Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. LANG 479 may not be used by students majoring in Literature.

Courses in Literature

- 241 Introduction to Poetry (3)**
 Close reading of a variety of poetic forms with emphasis on developing an appreciation of the poet's craft and vision. Prerequisite: freshman composition requirement; or permission of instructor. Fall and Spring.

- 242 Southern Literature (3)**
A study of Southern fiction, drama and poetry, with special attention to major Southern writers. Topic and theme may vary. Prerequisite: freshman composition requirement; or permission of instructor. See department chair.
- 244 African American Literature (3)**
An introductory survey of black fiction, poetry and prose narrative in the United States from slavery to the present. Examines historical development as well as political and social influences. Topic and theme may vary. Prerequisite: freshman composition requirement; or permission of instructor. See department chair.
- 246 Introduction to Shakespeare (3)**
A study of the major comedies, histories and tragedies of Shakespeare, with emphasis on cultural and historical background. Prerequisite: freshman composition requirement; or permission of instructor. See department chair.
- 321 Beginnings of Western Literature (3)**
Major Western European literary works through the medieval period studied against their literary, historical and intellectual backgrounds. Prerequisite: LIT 241; or permission of instructor. Fall and Spring.
- 322 Western Literature: Renaissance to Enlightenment (3)**
Major works of English and continental literature from the Renaissance through the Neo-classic periods, studied against their literary, historical and intellectual backgrounds. Prerequisite: LIT 241; or permission of instructor. Fall and Spring.
- 323 Western Literature: Romantic to Modern (3)**
Major works of English and continental literature from the Romantic through the Modern periods, studied against their literary, historical and intellectual backgrounds. Prerequisite: LIT 241; or permission of instructor. Fall and Spring.
- 324 American Literary Tradition (3)**
The American experience, from the beginning to the present, examined through its literature. Emphasis on major writers. Prerequisite: LIT 241; or permission of instructor. See department chair.
- 349 Studies in Contemporary Literature (3)**
New forms of poetry and fiction by current authors. Emphasis on imaginative qualities as well as critical analysis. Prerequisite: LIT 323; or permission of instructor. See department chair.
- 351 Beginning Old English (3)**
An introductory study of Old English prose and poetic texts with relevant cultural and historical background. No prior familiarity with Old English required. See department chair.
- 352 History of the English Language (3)**
Studies in the development of the English language from its Indo-European backgrounds to the present; introduction to several aspects of linguistics; elementary readings in Old and Middle English. See department chair.

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- 354 Masterpieces of Drama (3)**
An intensive survey of major dramatic works focusing on historical development from Greek drama to the present, on various types of drama, and on an analysis of the distinctive elements of dramatic literature as an art form. See department chair.
- 355 Modern Drama (3)**
A study of form and meaning in modern drama from Ibsen to the present. See department chair.
- 356 Art of the Novel (3)**
An intensive study of the novel and its historical dimensions with emphasis on meaning and technique. See department chair.
- 357 Modern Poetry (3)**
An intensive study of modern poets. May be repeated as content varies. Prerequisite: LIT 241; or permission of instructor. See department chair.
- 358 Black Literature (3)**
A major author, topic, or theme studied in historical/intellectual context; or an in-depth study of two or three authors. May focus on Afro-American, African or Caribbean writers. May be repeated for credit as content varies. See department chair.
- 359 Major Women Writers (3)**
An in-depth study of two or three major women writers. May be repeated as content varies. See department chair.
- 360 Modern Jewish Writers (3)**
Major authors, topics or themes studied in historical, cultural and/or intellectual contexts. May include works in translation and may focus on American, European, Middle Eastern, African or Asian Jewish writers. May be repeated for credit as content varies. Every other year.
- 365 Introduction to the Hebrew Bible (CLAS 365) (3)**
An introduction to the literature of the Hebrew Bible (Old Testament) in translation. Examines the many forms of literature in the biblical library through close reading; explores the history, culture and religion of ancient Israel against the backdrop of the ancient Near East and introduces students to several modern critical approaches to the study of the Hebrew Bible. See department chair.
- 441 Studies in Ancient Literatures (3)**
A major author, topic or theme (e.g., Greek Drama, Old Testament, Virgil) studied against the historical and intellectual background of the period. May be repeated as content varies. Prerequisite: LIT 321; or permission of instructor. See department chair.
- 442 Studies in Medieval Literature (3)**
A major author, topic or theme (e.g., mystery plays, medieval lyrics, Boccaccio) studied against the historical and intellectual background of the period 700–1500. May be repeated as content varies. Prerequisite: LIT 321; or permission of instructor. See department chair.
- 443 Studies in the Renaissance (3)**
A major author, topic or theme (e.g., Tudor drama, religious poetry, Spenser) studied against the historical and intellectual background of the period 1500–1660. May be repeated as content varies. Prerequisite: LIT 322; or permission of instructor. See department chair.

- 444 Studies in the 17th and 18th Centuries (3)**
A major author, topic or theme (e.g., Augustan satire, Restoration Comedy, Samuel Johnson) studied against the historical and intellectual background of the period. May be repeated as content varies. Prerequisite: LIT 322; or permission of instructor. See department chair.
- 445 Studies in 19th Century Literature (3)**
A major author, topic or theme (e.g., Hawthorne and Melville, Romantic poetry, the Naturalist Movement) studied against the historical and intellectual background of the period. May be repeated as content varies. Prerequisite: LIT 323; or permission of instructor. See department chair.
- 446 Studies in Modern Literature (3)**
A major author, topic or theme (e.g., Kafka, Existentialist writing, the Lost Generation) studied against the historical and intellectual background of the period. May be repeated as content varies. Prerequisite: LIT 323; or permission of instructor. See department chair.
- 483 Seminar in Chaucer (3)**
An intensive study of The Canterbury Tales and other texts as relevant, in Middle English. Prerequisite: LIT 321. See department chair.
- 485 Seminar in Shakespeare (3)**
An intensive study of a theme or topic in Shakespeare (e.g., the minor plays, Shakespeare and Marlowe, Shakespeare's sources). Prerequisite: LIT 322. See department chair.
- 487 Seminar in Milton (3)**
An intensive study of Paradise Lost and other texts as relevant. Prerequisite: LIT 322. See department chair.
- 489 Seminar in a Major Author (3)**
An intensive study of one major author. May be repeated more than once for credit as content changes. Prerequisite: LIT 321. See department chair.
- 491 Senior Seminar (3)**
A synthesizing and unifying course devoted to important issues in literary philosophy, criticism and history; senior paper written as part of requirements. Prerequisite: senior standing; or permission of department chair. Fall and Spring.
- 499 Undergraduate Research in Literature (1-6)**
Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.
- 171-3, 271-3, 371-3, 471-3 Special Topics in Literature (1-3)**
Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.
- 179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)**
Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. LIT 479 may not be used by students majoring in Literature.

MANAGEMENT (MGMT) AND ACCOUNTING (ACCT); INDUSTRIAL AND ENGINEERING MANAGEMENT (IEMT)

Associate Professor McKenzie (Chair); Professors Lisnerski, Nelms, Yearout; Associate Professors Bushong; Assistant Professors Huffman, Lambert, Manns, Schaffer; Lecturers Cole, Mayes, Parks, Parsons

The Department of Management and Accountancy provides students the opportunity to pursue undergraduate degree programs in Management, Accounting, and Industrial and Engineering Management. The Department of Management and Accountancy's mission is to develop lifelong learners who are effective communicators, and who understand that learning is a collaborative, reflective process that requires the integration of knowledge from many sources. The faculty supports our mission through scholarly activity and service. The distinctive setting within a small, public liberal arts university contributes to a focus on the human element in management decisions. The small size facilitates intellectual interaction among students and faculty. This interaction, as part of our emphasis on excellent teaching and active learning, encourages students to become effective contributors to their future professional and social environments.

The Department's degree programs in business are accredited by AACSB International—the Association to Advance Collegiate Schools of Business.

Bachelor of Science in Management

The program leading to the B.S. in Management is designed to provide students with the appropriate skills to perform effectively in a professional business environment. Courses are designed around the basic managerial functions of planning, organizing, leading and controlling. Students will have the opportunity to develop skills in the following areas: quantitative research, oral and written communication, critical thinking, team dynamics, and business technology. Global relationships and ethical decision making are integrated throughout the core curriculum.

Declaration of Major

Declaring a major in management requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring the major, a student must complete MGMT 220, ACCT 215 and ACCT 216 with a grade of C or better, and must satisfy the LANG 120 requirement. The following restrictions must be met before the department chair can sign to admit the student to the program:

1. Students are encouraged to declare their majors as soon as they are eligible. Enrollment in the program is capped and students are admitted to the program on a space-available basis.
2. Students must formally declare a Management major by the time they have completed 75 semester hours. After completing 75 semester hours, based on special circumstances, students may petition the department chair to declare the major. Petitions submitted after completion of 90 semester hours must be approved by the department chair and the Provost or his/her designee.
3. Students cannot enroll in any 400-level MGMT course without a declared major or minor in the Department. Exceptions require approval of the department chair.

General Requirements for Management

- I. Required core courses for students majoring in Management and Accounting—24 hours: ACCT 215; MGMT 220, 300, 313, 350, 380, 480; one course from either MGMT 386 or ACCT 340.
- II. Required core courses outside the major—13 hours: ECON 101, 102, 306; STAT 185.
- III. Other departmental requirements—24 hours: ACCT 216; MGMT 398, 491; and 15 hours

of coordinated work from one of the Management Concentrations listed below. Any substitutions for specific courses must be approved in writing by the department chair. Students must have a grade of C or better in ACCT 215, 216, MGMT 220, 480, and 491 to graduate.

- IV. Demonstration of degree competency is fulfilled by successful completion of a comprehensive exam. Meeting published departmental standards regarding a designated presentation or project given in MGMT 491 demonstrates oral and computer (business technology) competency.

Management Concentrations:

Business Management and Administration

MGMT 323, 352; one course from MGMT 316, 360, 381, 481; MGMT 460 or 464; MGMT 489 or 499.

Marketing

MGMT 352, 357, 453, 458; MGMT 489 or 499.

Minor in Management

Students majoring in any discipline outside the Management or Industrial and Engineering Management fields may declare a minor in Management. To fulfill requirements for the minor, the student must earn a minimum GPA of 2.0 in 21 hours to be distributed as follows: ACCT 215; MGMT 220, 300; and 12 additional hours within the department at the 300 level or above. The 12 additional hours will provide program focus and must be approved prior to declaring a minor in Management.

Bachelor of Science in Accounting

The program leading to the B.S. in Accounting is designed to provide students with the appropriate skills and interest to enter an area of accounting. The courses give a basic understanding of the business world and a background in the general areas of accounting. Topics such as internal accounting procedures, individual, partnership and corporate tax, generally accepted accounting principles (GAAP) and generally accepted auditing standards (GAAS) are explored. Students will have the opportunity to develop skills in the following areas: quantitative research, oral and written communication, critical thinking, team dynamics and business technology. Global considerations and ethical decision making are integrated throughout the core curriculum.

The Financial Accounting Concentration provides a thorough background for the Certified Public Accountant (CPA) Examination. The Managerial Accounting Concentration is appropriate for those who are interested in the Certificate in Management Accounting (CMA).

Declaration of Major

Declaring a major in Accounting requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

General Requirements for Accounting

- I. Required core courses for students majoring in Management and Accounting—24 hours: ACCT 215; MGMT 220, 300, 313, 350, 380, 480; one course from either MGMT 386 or ACCT 340.
- II. Required core courses outside the major—13 hours: ECON 101, 102, 306; STAT 185.
- III. Other departmental requirements—24 hours: ACCT 301, 302, 317, 415; and 12 hours of coordinated work from one of the Accounting Concentrations listed below. Any substitutions for specific courses must be approved in writing by the department chair. Students must have a grade of C or better in ACCT 215, MGMT 220 and 480 to graduate.
- IV. Students must take and pass the accountancy competency exam within one year prior to graduation or completion of the post-baccalaureate certificate of major in accounting as

their demonstration of degree competency. The exam is administered during the fall and spring semesters only, not during the summer. Meeting published departmental standards regarding a designated presentation demonstrates oral competency. Meeting published departmental standards regarding a designated presentation or project in ACCT 340 demonstrates computer (business technology) competency.

Accounting Concentrations:

Financial Accounting

ACCT 416, 417, 418, 447.

Managerial Accounting

ACCT 412, 417, 447; one course from ACCT 319, 418, MGMT 460, 487.

Minor in Accounting

Students majoring in any discipline outside the Accounting field may declare a minor in Accounting. To fulfill requirements for the minor, students must earn a minimum 2.0 grade point average in 21 hours: ACCT 215, 301, 302, 317, and 417; two courses chosen from ACCT 319, 330, 340, 418, 447, MGMT 341, 487.

Bachelor of Science in Industrial and Engineering Management

The program leading to the B.S. in Industrial and Engineering Management has as its objective the combining of the fields of management and engineering. Students will have the opportunity to develop skills in the following areas: quantitative research, oral and written communication, critical thinking, team dynamics and business technology. Global relationships and ethical decision making are also integrated throughout the core curriculum. The program is directed toward preparing students for careers such as production manager, project manager, planning specialist, technical liaison, materials manager and quality control manager.

Declaration of Major

Declaring a major in Industrial and Engineering Management requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

General Requirements for Industrial and Engineering Management

This program requires a total of 124 semester hours. Major requirements are specified below:

- I. Required courses in the major—30 hours: MGMT 220, 350, 380, 381, 384, 386, 460, 464, 487, 492.
- II. Required courses outside the major—50 hours: ACCT 215; CHEM 111, 132, 145, 236; ECON 102, 306; MAE 206, 314; MSE 201; MATH 191, 192, 291; PHYS 221, 222; STAT 225.
- III. Management Cognate elective—3 hours chosen from STAT 321, 325, 326 or 327.
- IV. Other departmental requirements—Successful completion of MGMT 492 with a C or better demonstrates degree competency. Students must have a grade of C or better in MGMT 220, 492 and ACCT 215 to graduate.
- V. Demonstration of oral competency is fulfilled by meeting published department standards regarding a designated presentation.
- VI. Demonstration of computer (business technology) competency is fulfilled by meeting published departmental standards regarding a designated presentation/project given in MGMT 492.

Courses in Accounting

- 215 Principles of Accounting I (3)**
 An introduction to financial accounting and how it is used by organizations and individuals. Emphasis on the principles and most common practices used in generating financial reports. No credit given if credit received for ACCT 202 or 218. Fall and Spring.
- 216 Principles of Accounting II (3)**
 An introduction to managerial accounting and how accounting is used to assist in the management of various kinds of entities. No credit given if credit received for ACCT 201 or 218. Prerequisite: ACCT 215. Fall and Spring.
- 301 Intermediate Accounting I (3)**
 A study of the understanding and application of generally accepted accounting principles and the theory underlying those principles as they relate to the preparation and understanding of financial statements. The course requires critical thinking and problem identification to apply generally accepted accounting principles to business situations. Prerequisite: ACCT 215. Fall and Spring.
- 302 Intermediate Accounting II (3)**
 ACCT 302 is a continuation of ACCT 301. A study of the understanding and application of generally accepted accounting principles and the theory underlying those principles as they relate to the preparation and understanding of financial statements. The course requires critical thinking and problem identification to apply generally accepted accounting principles to business situations. Prerequisite: ACCT 301. Fall and Spring.
- 303 Intermediate Accounting III (3)**
 Theoretical and logical basis of accounting methods emphasizing critical thinking and problem identification for external financial reporting. Emphasis on coverage of deferred tax, pensions, leases and statement of cash flows. Prerequisite: ACCT 302. No credit given for students who have credit for ACCT 316. Fall and Spring.
- 317 Cost Accounting (3)**
 Basic procedures of cost accounting for planning and control. Course concentrates on costing, responsibility accounting and motivation. Prerequisites: ACCT 215. Fall and Spring.
- 319 Accounting for Governmental and Not-for-Profit Organizations (3)**
 The course covers the fundamentals of accounting for state and local governments and not-for-profit organizations. Pre- or corequisite: ACCT 301. No credit given to students who have credit for ACCT 419. Spring.
- 330 Accounting Applications (3)**
 A software-based course that introduces students to various applications used by accountants. A tutorial approach will be used and students will obtain significant hands-on experience in different types of accounting-based software. Prerequisite: ACCT 301. See department chair.
- 340 Accounting Systems and Controls (3)**
 Techniques of analyzing the information requirements of an organization and translating those needs into an integrated EDP system for decision-making and control. A student's oral competency will be determined by the evaluation of and appropriate feedback on an individual formal presentation. Demonstration of computer (business technology) competency is fulfilled by meeting published departmental standards regarding a

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designated presentation project. Prerequisite: ACCT 317. Pre- or corequisite: ACCT 302. Fall.

405 **Accounting Internship (3)**

A semester-long internship program in public, private or governmental accounting. Weekly meetings with faculty advisor and/or internship coordinator including journal review and a structured series of questions. Oral and written presentations required. Prerequisites: ACCT 302; permission of instructor. Fall and Spring.

412 **Advanced Managerial Accounting (3)**

A detailed treatment of the planning and control techniques used to generate information for managerial decision-making. Cost and profit analysis for manufacturing and non-manufacturing concerns. Prerequisite: ACCT 317. Pre- or corequisite: MGMT 380. No credit given to students who have credit for ACCT 318. Odd years Spring.

415 **Auditing (3)**

A study of the principles, techniques, procedures and responsibilities of accountants in investigating, interpreting and appraising accounting records as internal and independent public auditors. Prerequisites: ACCT 302, 340; STAT 185. Spring.

416 **Advanced Accounting (3)**

Accounting theory focusing on specialized problems of business combinations and multi-entry organizations, the scope of fiduciary accounting, foreign currency translations, liquidations, receiverships, reorganizations, estates and trusts. Prerequisites: ACCT 302. Fall.

417 **Income Taxation of Individuals (3)**

Federal taxation of individuals including proprietorships. Includes tax research and tax form preparation. Prerequisites: ACCT 215; junior standing or permission of instructor. Spring.

418 **Accounting Theory (3)**

A study of the comprehensive systems of assumptions, definitions, recognition and measurement principles and procedures which form the bounds for judgment in preparing financial statements. Prerequisites: ACCT 302, 317; senior standing. Pre- or corequisite: ACCT 417. Spring.

447 **Income Taxation of Partnerships and Corporations (3)**

Federal and North Carolina taxation of partnerships and corporations. Includes tax research and tax form preparation. Prerequisites: ACCT 417; junior standing; or permission of instructor. Fall.

499 **Undergraduate Research in Accounting (1-6)**

Independent research under the supervision of a department faculty mentor. An IP grade may be awarded at the discretion of the instructor. May be repeated for a total of 6 hours credit. Fall and Spring.

171-4, 271-4, 371-4, 471-4 **Special Topics in Accounting (1-4)**

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. Prerequisites: as indicated for the respective courses. See department chair.

179, 379, 479 **Liberal Studies Colloquia (LS 179, 379, 479)**

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course

descriptions. May not be used to fulfill major or minor requirements. ACCT 479 may not be used by students majoring in Accounting.

Courses in Management

220 **Foundations of Management (3)**

An introduction to the concepts and skills within the management discipline. Covers management fundamentals required for subsequent courses in Accounting, Industrial and Engineering Management, and Management degree programs. Pre- or corequisite: LANG 120. Fall and Spring.

300 **Legal and Ethical Environment (3)**

Emphasizes the role of ethics, the law, and their relationship in the business environment. Topics include structure of the court system, social responsibility and business, white-collar crime, employment relationships and discrimination, agency, alternative dispute resolution, securities and antitrust, and consumer protection. Critical thinking exercises utilize casework and library and electronic research. Prerequisite: MGMT 220. Fall and Spring.

313 **Organizational Behavior (3)**

Focuses on the element of management that relates to human interaction. Emphasis is placed on the concepts, theories and skills relevant to individual, team and organizational processes. Prerequisite: MGMT 220. Fall and Spring.

316 **Team Dynamics (3)**

In-depth exploration of how to create a motivated, productive, dynamic self-directed team. Students are given the opportunity to develop the skills and strategies needed to become members and leaders of effective teams. Prerequisite: MGMT 220. Spring.

320 **Management of Health Services (3)**

Covers the structure and functions of a variety of health organizations and professions. Examines the determinants and measurement of health and disease, as well as the interdisciplinary aspects of health services organization, finance and delivery. Spring.

321 **Financial Management of Health Care Institutions (3)**

Basic methods and techniques in financial management of health care programs. Topics include financial statement analysis, ratio analysis, cost determination and allocation, pricing of services and institutional budgeting. Prerequisites: ACCT 216; ECON 306; MGMT 320. Spring.

323 **Human Resources Management (3)**

Introduces students to key Human Resource Management (HRM) processes/systems in organizations (job analysis, recruitment, selection, training, employee development, and compensation) and topics related to legal issues, labor relations and global issues. The strategic implications of HRM as a competitive advantage will be a central theme. Each topic will be presented in the context of the managerial functions of planning, leading, organizing and controlling. Prerequisite: MGMT 220. Spring.

341 **Commercial Law (3)**

Overview of the commercial legal environment in which business enterprises operate. Examines the law relating to contracts, sales, security interests, commercial paper, warranties, debtor rights, creditor rights and fiduciary responsibilities. Prerequisites: ACCT 216; MGMT 220. Spring.

350 Marketing Principles (3)

The course focuses on the elements of the marketing mix (product, price, promotion and place) and the marketing concept. Marketing terminology and selected marketing models and theories are presented. Application and integration of these theories and models are required. Prerequisite: MGMT 220. Fall and Spring.

352 Applied Research (3)

Emphasizes the importance of research and the research method in management decision making. Provides a foundation for gathering information and making decisions in a business setting by providing an overview of various research designs. This course examines the application of statistics to management research. Design of a practical management research project required. Prerequisites: MGMT 220; STAT 185; junior standing. No credit given if credit received for MGMT 351. Fall and Spring.

357 Promotion Management (3)

An examination of the promotional process, focusing on how the five aspects of the promotional mix (advertising, direct marketing, sales promotion, publicity and public relations, and personal selling) are interrelated, and their effects on both consumers and businesses. Prerequisite: MGMT 350. Spring.

360 Introduction to Entrepreneurship (3)

The special problems, required analyses, and unique managerial skills involved in the development and operation of a small business. Prerequisite: Junior standing or permission of instructor. See department chair.

380 Management Science (3)

The application of quantitative methods to decision making. Emphasis is placed on linear programming and related topics, decisions theory, Markov chains, network analysis, forecasting, inventory models and simulation. Prerequisites: Prerequisites: MGMT 220; STAT 185 or 225 or PSYC 202. Fall and Spring.

381 Quality Control (3)

Principles and practices of industrial quality control. Use of variables and attributes control charts to achieve and maintain a state of statistical control, process capability analysis and acceptance sampling by attributes and variables. Quality programs and management of the quality function. Prerequisites: STAT 185 or 225 or PSYC 202. Even years Fall.

384 Industrial Ergonomics and Work Design (3)

An investigation into the characteristics of human performance in the work environment. Physiological and psychological factors are included in the design and evaluation of work methods, environments, equipment and standards. Prerequisite: PSYC 202 or STAT 185 or 225. See department chair.

386 Systems and Information Management (3)

Introduces students to the management of information; integrated systems and general systems concepts in the planning, development, implementation and control of information. Prerequisite: MGMT 220. Fall and Spring.

398 International Management and Marketing Strategies (3)

Identifies, explains and analyzes concepts and strategies involved in conducting management and marketing operations in the international environment. No credit given to students who have credit for MGMT 308. Fall and Spring.

- 421 The Legal Environment of Health Care Institutions (3)**
 The law of contracts, agency and torts as applicable to health care institutions. Case studies, including malpractice, relating to health care delivery. Prerequisite: MGMT 320. Fall.
- 425 Critical Issues in Health Care (3)**
 Identifies and examines major social, political, economic and ethical issues confronting the health-care delivery system. A variety of readings and a major project emphasizing the interdisciplinary nature of the covered issues are assigned. Prerequisites: MGMT 321. Fall.
- 453 Marketing and the Consumer (3)**
 The study of the process whereby producers understand the needs and desires of the consumer, combined with a careful analysis of the marketing techniques required to reach the consumer. Prerequisites: MGMT 350. Fall.
- 458 Marketing Strategy (3)**
 The selection and evaluation of the appropriate marketing mix needed to achieve the overall objectives of an organization. Emphasis is placed on the case method. Prerequisites: MGMT 350, 352; senior standing. Spring.
- 460 Production and Operations Management (3)**
 Addresses the issues of production and delivery of high-quality, low-cost goods and services in an increasingly competitive global economy. A total systems approach is used to balance the emphasis between managerial issues and analytical techniques to strengthen both critical thinking and problem solving skills. Project management skills are incorporated into designing outputs and facilities, planning and controlling operations, managing quality and determining required resources. Prerequisite: MGMT 380; pre- or corequisite: ECON 306. Fall and Spring.
- 464 Project Management (3)**
 Principles and concepts of project management as they relate to contemporary organizations from project inception to termination. Course integrates team leadership techniques, network design, scheduling, in-progress reviews, and project auditing into the quantitative skills of network analysis (PERT, CPM) and time versus cost tradeoff. This integration of qualitative and quantitative skills is accomplished through one or more class projects. Computer-aided as well as manual approaches to these topics are presented. Prerequisite: ACCT 216. Pre- or corequisite: MGMT 380. Even years Spring.
- 480 Management Strategies and Policy (3)**
 The rationale and development of strategies, policies, procedures and systems as managerial means to pursue organizational purposes and goals using case problems. Prerequisites: ECON 306;MGMT 380; senior standing. Fall and Spring.
- 481 Leadership in Organizations (3)**
 Provides students with a thorough overview of various leadership perspectives, styles, and theories. The goal will be to develop an understanding of effective leadership development at the individual, group/team, and organizational level. Leadership principles will be applied to many management topics, including motivation, diversity, ethics, team dynamics, international business, and organization change. Concepts will be reinforced with assigned readings, case analyses and interactive exercises. Prerequisite: MGMT 313. See department chair.

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- 487 Production and Inventory Control (3)**
Planning and control in production environments. Techniques and systems used in forecasting, operations planning, inventory control, production scheduling and activity control. Prerequisites: MGMT 380. See department chair.
- 489 Professional and Technical Internship (3)**
Semester long internship with a participating host organization, preferably in the Western North Carolina area, scheduled for Management students in the senior year. Specific information is available from the director of the internship program. Prerequisites: Minimum 2.0 grade point average overall and in major courses; permission of department internship director. Every semester.
- 491 Senior Seminar (3)**
Applies management and social philosophy concepts to in-depth analyses of current and future business situations. Particular emphasis is placed on research and team dynamics, as well as ethical and international business issues. A comprehensive project and an oral presentation are required. Successful completion of the presentation, as defined by published departmental standards, fulfills the oral competency requirement for the management degree. Demonstration of computer (business technology) competency is fulfilled by meeting published departmental standards regarding a designated presentation/project. Prerequisites: MGMT 480, senior standing, and completion of all required 300-level core management courses. Fall and Spring.
- 492 Senior Design Project (3)**
A semester long designing project with a participating host organization in the Western North Carolina area. This course consists of a specific project involving the design of a management system: it serves as the capstone course and fulfills the competency requirement for the industrial and engineering management program. A student's oral competency will be determined by the evaluation of and appropriate feedback on an individual formal presentation. Demonstration of computer (business technology) competency is fulfilled by meeting published departmental standards regarding a designated presentation/project. Prerequisites: MGMT 380, 381, 386, 394; senior standing and consent of sponsoring faculty. An IP grade may be awarded at the discretion of the instructor. Fall and Spring.
- 499 Undergraduate Research in Management (1-6)**
Independent research under the supervision of a department faculty mentor. Prerequisite: Permission of the supervising departmental faculty member. MGMT 352 is highly recommended. An IP grade may be awarded at the discretion of the instructor. May be repeated for a total of 6 hours credit. Fall and Spring.
- 171-4, 271-4, 371-4, 471-4 Special Topics in Management (1-4)**
Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. Prerequisites: as indicated for the respective courses. See department chair.
- 179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)**
Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. MGMT 479 may not be used by students majoring in Management.

MASS COMMUNICATION (MCOM) AND VISUAL MEDIA PRODUCTION (VMP)

Professor Hantz (Chair); Professors Mitchell, West; Associate Professor Diefenbach, Lecturer Slatton

Because the mass media permeate American society, the ability to make critical evaluations of media content and technology has become an essential survival skill. In keeping with UNC Asheville's liberal arts mission, students majoring in Mass Communication study the mass media and their social context, mastering introductory print and video skills.

The Mass Communication major prepares graduates for successful lifetime careers in television and journalism. It also prepares students for graduate school, the law, corporate management, teaching and other fields that demand the ability to do a complex analysis and communicate the results.

The Mass Communication Department provides UNC Asheville with faculty experts on the mass media. These experts staff interdisciplinary courses and teach Integrative Liberal Studies courses in Mass Communication. They also serve the public by doing research on the mass media, communicating research results and lending their knowledge to community endeavors related to mass communication.

Mass Communication Major Requirements

- I. Required courses for the major—37 to 39 hours, including: MCOM 104, 201, 390, 490, 492, 494; VMP 207; two courses selected from MCOM 301, 311, 313 or VMP 303, 305, 307; 8 hours selected from odd-numbered 4-credit hour MCOM or VMP courses at the 300-400 level (note that 300-400 level VMP courses have VMP 209 as prerequisite); 6 hours selected from even-numbered 3-credit hour MCOM courses at the 300-400 level.
- II. Other departmental requirements—Mass Communication degree candidates demonstrate competence through successful completion of academic and professional projects and activities. Competence is expected in at least one of these areas: (1) Print media, (2) Video and film media, (3) Communication research. Specific requirements and procedures for documenting these should be obtained from the department chair. Computer competence is demonstrated through successful completion of MCOM 201. Oral competence is demonstrated through successful completion of MCOM 494.

Declaration of Major

Declaring a major in Mass Communication requires the student to complete a Declaration of Major form that must be signed by the department chair. Prior to declaring a major, students, in consultation with a mass communication faculty member or advisor, create a plan of study, which must be approved by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Mass Communication

18 hours distributed as follows: MCOM 104; MCOM 201, or VMP 207 and 209; MCOM 301 or VMP 303; one course from MCOM 390, 490, 492; one 3-credit hour course selected from even-numbered MCOM courses at the 300-400 level; one 4-credit hour course selected from odd-numbered MCOM or VMP courses at the 300-400 level (note that 300-400 level VMP courses have VMP 209 as prerequisite).

Courses in Mass Communication**101 Understanding the News Media (3)**

A study of the structure and function of news media in society. Course covers the major theories of the press, the relationships between the news media and American historical developments, and mediated interpretations of contemporary issues in society. Fall.

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- 102 Media Entertainment and American Culture (3)**
An investigation of the historical development and contemporary status of entertainment media in America. Problems related to the depiction of culture and subcultures are analyzed within the framework of media access and control. The impact of entertainment media content on attitudes, beliefs and values is examined in the context of specific political and social issues. Spring.
- 104 Media, Ethics and Society (3)**
An examination of the impact of media on society, with a focus on American media, but with consideration of international media as well. The course emphasizes the role of diversity in media as it impacts on society. Both news and entertainment media are studied. The course also examines the ethics of media content and use as tools of information, commerce and decision-making in society. Fall and Spring.
- 201 Newswriting (4)**
Gathering and writing information in a fair and accurate manner suitable for presentation in the media. Developing the ability to write under deadline pressure. Course includes writing lab component. Prerequisite: LANG 120. Fall and Spring.
- 269 Communication for Management (3)**
A study of managerial communication designed to help the student use language as a management tool. Prerequisite: freshman composition requirement. Spring.
- 301 Newspaper Workshop (1)**
Use of personal computers and small-format publication tools to write, edit and produce a student-edited campus newspaper. Prerequisite: MCOM 201; or permission of instructor. Fall and Spring.
- 311 Newspaper Workshop II (1)**
Continuation of MCOM 301. Use of personal computers and small-format publication tools to write, edit and produce a student-edited campus newspaper. Prerequisites: MCOM 201, 301. Does not count toward major. Fall and Spring.
- 313 Newspaper Workshop III (1)**
Continuation of MCOM 311. Use of personal computers and small-format publication tools to write, edit and produce a student-edited campus newspaper. Prerequisite: MCOM 311. Does not count toward major. Fall.
- 325 Opinion Writing (4)**
Writing for the mass media. Reviews, editorials, columns, commentaries. Course will include writing lab. Prerequisite: MCOM 201; or permission of instructor. Even years Spring.
- 327 Editorial Writing Workshop (2)**
Editorial writing in a standard newspaper format. Emphasis on utilization of factual material to support opinion, news judgment, and argument construction. See department chair.
- 329 Copy Editing Workshop (2)**
Reading and editing copy. Sentence and paragraph restructuring, lead clarification, and word choice. Emphasis on news judgment as a basis for editorial decisions. See department chair.
- 341 Layout and Design (4)**
Introduction to computer design for print media. Software applications for text,

photography and graphics. Typography, studies in composition, color, line, page layout and image selection, and cropping. Course includes layout and design lab. Prerequisite: completion of 6 hours in MCOM; or ART 100; or permission of instructor. Fall.

351 Public Relations Workshop (2)

Exploration and creation of press releases, fact sheets, backgrounders, feature stories and other persuasive communication media. Development of crisis communication plans and internal and external public relations strategies. See department chair.

353 Advertising Workshop (2)

Exploration and creation of effective advertising copy. Emphasis on involvement devices, rational and emotional techniques, integrated marketing communication, and media selection. See department chair.

364 19th-Century Newspaper Women (3)

A study of the way in which the many women who worked for American newspapers in the 19th century understood their roles as defined by the 19th century ideology of the Cult of True Womanhood. Prerequisite: MCOM 104. Odd years Fall.

367 Magazine Writing Seminar (LANG 367) (4)

A workshop in the writing of essays, articles and other professional non-fiction; planning and gathering material, writing and marketing articles for specialized and general interest publications. Course includes writing lab. Prerequisite: MCOM majors: MCOM 201; or permission of the instructor. See department chair.

380 Media Aesthetics (3)

Examination of the practical and artistic choices in producing video and film media. Students focus on the relationships among sight, sound and motion. Prerequisite: MCOM 104. Odd years Spring.

382 Film Appreciation (3)

An examination of the techniques, aesthetics, forms, functions, effects and value questions related to cinema as a creative art. Major American and international film makers and major genres covered. Prerequisite: MCOM 104. Even years Spring.

384 Contemporary Views of American Media (3)

Major books that discuss the mass media in America, including media autobiographies, historical studies of specific media, and sociological analyses of the media at work. Prerequisite: MCOM 104. Odd years Spring.

388 Film Genres (3)

A study of films representing a particular type, class or auteur. Genres examined in course will vary. Prerequisite: permission of instructor. Prerequisite: MCOM 104. See department chair.

390 History of American Media (3)

History and development of traditions, practices and technology in American newspapers, magazines, radio and television, including a study of the "great names" and their accomplishments. Prerequisite: MCOM 104. Spring.

421 Public Affairs Reporting (4)

Field practice in newsgathering and writing, covering news beats, including courts, local governments and other news sources. Emphasis on accuracy, clarity and comprehensiveness of reporting. Course includes extensive writing and news gathering assignments. Prerequisite: MCOM 201; or permission of instructor. Odd years Spring.

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451 **Professional Internship (3)**

Students with a 3.0 GPA or better within the major may apply for a professional internship in either print or electronic media. Prerequisites: completion of 12 hours in Mass Communication; department approval; and permission of instructor. (Grading is S/U.) Fall and Spring.

460 **Media Violence (3)**

This course is designed to explore the issue of media violence. Students utilize several perspectives including a review of historical and contemporary research, examination of effects theories, review of primary content (films and television), and the study of opinion surveys, legal cases, trade journals, and public policy issues. Prerequisite: MCOM 104. Spring.

482 **International Mass Communication (3)**

Communication of news and opinion among nations and under various political and economic systems; role of media in international affairs; barriers to the free flow of information; comparison of world press and entertainment systems. Odd years Fall.

483 **Film Criticism (3)**

Writing film criticism. Examines major theories of film criticism, including the work of Kracauer, Bazin, Eisenstein, Arnheim, Barthes and Metz. Odd years Spring.

484 **Mass Communication and Politics (3)**

Study of the role of mass communication in American political campaigns. Topics covered include the agenda-setting function of the press, political campaigns as television drama, televised political debates and political campaign advertising. Prerequisite: MCOM 104. Even years Fall.

490 **Mass Communication Law and Ethics (3)**

A study of the legal sanctions and constitutional freedoms affecting the print and broadcasting media. An inquiry into the responsibilities of the media and discussion of specific ethical problems. Prerequisite: MCOM 104. Fall.

492 **Mass Communication Theories (3)**

A survey of theories of human communication behavior related to the mass media. Characteristics of mass audience and media channels; application of the theories to create more effective communication. Prerequisite: MCOM 104. Fall.

494 **Senior Seminar (3)**

Capstone course in the Mass Communication major. Discussions focus on the integration of mass communication history, law, theory and research. Prerequisites: completion of two of the following: MCOM 390, 490, 492. Fall and Spring.

499 **Undergraduate Research in Mass Communication (1-6)**

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.

171-4, 271-4, 371-4, 471-4 **Special Topics in Mass Communication (1-4)**

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as subject matter changes. See department chair.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. MCOM 479 may not be used by students majoring in Mass Communication.

Courses in Visual Media Production**207 Video Production Design (2)**

Introduction to the process of visual media production, from a video perspective, emphasizing writing, aesthetics, visual composition and design. Heavy emphasis on format, structure, terminology, and safety issues. This course is prerequisite to all VMP courses. Fall and Spring.

209 Video Production Elements (2)

Introduction to the practice of visual media production, from a video perspective, emphasizing the elements of camera, light, sound and editing. This course emphasizes the actual production of video projects and requires an extensive out-of-class time commitment. Pre- or corequisite: VMP 207. Fall and Spring.

303 Video Workshop (1)

Use of small-format video production equipment to complete a variety of production assignments. Prerequisite: VMP 209; or permission of instructor. Spring.

305 Video Workshop II (1)

Continuation of VMP 303. Use of small-format video production equipment to complete a variety of production assignments. Prerequisite: VMP 303; or permission of instructor. Does not count toward major requirements. Spring.

307 Video Workshop III (1)

Continuation of VMP 305. Use of small-format video production equipment to complete a variety of production assignments. Prerequisite: VMP 305. Does not count toward major requirements. Spring.

331 Broadcast Journalism (4)

Writing and reporting for radio/television news; basic studies in the history of broadcast journalism; the relationship between images and words. Course includes extensive studio component. Prerequisites: VMP 207, 209; or permission of instructor. Fall.

333 Broadcast Workshop (4)

Practical experience producing weekly programming for possible broadcast. Emphasizes management of time pressures and personnel associated with nonfiction broadcast production. Course includes extensive studio component. Prerequisites: VMP 207, 209; or permission of instructor. Spring.

385 Introduction to Screenwriting (4)

An exploration of the principles and practices of the screenwriting craft. Development of an understanding of components crucial to the preparation of an effective, camera-ready motion picture or television script. Fall.

437 Directing Media Productions (4)

Advanced video and/or film production focusing on the creative, artistic and practical choices made in interpreting and adapting scripts, supervising artistic specialists and managing projects. Course includes extensive laboratory component. Prerequisites: VMP 207, 209; or permission of instructor. Fall.

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439 **Media Production Techniques (4)**

Advanced video and/or film production focusing on the creative, artistic and practical uses of camera, light, color and sound. Course includes extensive laboratory component. Prerequisites: VMP 207, 209; or permission of instructor. Fall.

485 **Advanced Screenwriting (4)**

A workshop in which students create, develop and finalize motion picture and/or television fiction screenplays, creating unique and marketable dramatic characters, placing their stories in a structure, camera-ready, and industry-oriented context. Prerequisite: VMP 385 or permission of instructor. Spring.

493 **Field Work In Media Production (4)**

Producing short visual media presentations in the field using portable equipment. Course includes extensive field production component. Prerequisites: VMP 207, 209; or permission of instructor. See department chair.

171-4, 271-4, 371-4, 471-4 **Special Topics in Visual Media Production (1-4)**

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as subject matter changes. See department chair.

179, 379, 479 **Liberal Studies Colloquia (LS 179, 379, 479)**

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. VMP 479 may not be used by students majoring in Mass Communication.

MASTER OF LIBERAL ARTS (MLA)

Associate Professor Melissa Burchard (Director)

The Master of Liberal Arts degree (MLA) is a broadly interdisciplinary, part-time program designed for a wide spectrum of adults. It provides a challenging, structured liberal arts curriculum at the graduate level.

The objectives of the MLA Program are to cultivate appreciation of the dimensions of the human spirit and condition; sensitivity to problems concerning values; ability in critical analysis; appreciation of the interrelationships among disciplines as they relate to our humanity; and greater awareness of the importance of viewing contemporary problems from a variety of perspectives. The program is not specifically intended to train students for a particular vocation, to provide accreditation for a profession or to prepare students for further graduate study.

The Master of Liberal Arts degree is designed around the theme “The Human Condition.” The program explores human nature, human values and the quality of human life. The theme integrates studies ranging from the humanities and the arts to the natural and social sciences.

UNC Asheville is a member of the Association of Graduate Liberal Studies Programs. The university welcomes applications for admission into the Master of Liberal Arts Program from all persons interested in a rigorous program of post-baccalaureate education in the liberal arts. The requirements and procedures are explained below. Those interested may inquire by mail, telephone or in person to the Master of Liberal Arts Program Director, University of North Carolina at Asheville, Asheville, NC 28804-8509; telephone 828/251-6227.

Application Procedures

Admission to the University of North Carolina at Asheville Master of Liberal Arts Program is based upon the applicant’s possession of a baccalaureate degree, or its equivalent, in any field, and demonstrated interest in pursuing advanced study in the liberal arts.

All applicants for admission as MLA degree candidates must submit to the UNC Asheville Office of Admissions:

- I. a completed MLA application form;
- II. an application fee of \$50. This is a non-refundable processing charge and does not apply to any other university fee;
- III. official transcripts of all undergraduate and graduate work previously undertaken;
- IV. three letters of recommendation;
- V. a statement of purpose for seeking a Master of Liberal Arts degree. This brief autobiographical essay should describe the applicant’s pertinent personal and professional experience and education, as well as his or her interests and goals in pursuing the MLA degree.

In addition to these requirements, each applicant will also be interviewed on campus by members of the Graduate Council. Candidates for admission may submit their scores from the Graduate Record Examination, or other standardized tests, but that is not required.

All applicants will be informed by the program director of their admission status as soon as possible after all of their credentials have been reviewed. The notice of admission may include mention of any academic condition under which a student is offered admission. Unless otherwise indicated, failure to meet those conditions will result in the student’s dismissal.

Advising and Project Seminar Committee

Each student will consult with the Master of Liberal Arts program director for information and advising before beginning graduate course work. Students are required to meet with a designated advisor at least once a semester to insure progress through the program. A capstone project is required of each degree candidate. A project seminar committee, composed of the student’s project advisor, the instructor of the project seminar (MLA 680), and a third faculty

member selected by the student, will supervise the capstone project. The project advisor and the instructor of the project seminar must approve the project topic. The student will present and defend the project in the capstone project seminar.

Progress

It is expected that a student will need no more than 7 years to complete the MLA degree. Permission of the Graduate Council is necessary in order to remain a candidate for the degree beyond this time limit. Students must complete at least one MLA course per year and maintain regular contact with their assigned graduate advisor.

Degree Requirements

Each student will complete 30 semester hours of MLA course work with a minimum grade-point average of 3.0. At least 24 of these credits must be taken at UNC Asheville. Courses offered through the Asheville Graduate Center may be taken as MLA electives with the prior approval of the Graduate Council.

- I. Required courses for the degree—21 hours from MLA 500, 520, 540, 560, 600, 670 and 680. MLA 500 must be taken during the first fall semester after admission to the program. In addition, students must select 9 additional hours from 500-level liberal studies electives.
- II. Other degree requirements—Students will develop a capstone project in MLA 670, and complete, present and defend the work in MLA 680. Oral and computer competency will also be demonstrated in MLA 670 and 680.

Withdrawal

A student may withdraw officially from the program at any time, following consultation with his or her graduate advisor. If a student has not been in attendance for one full calendar year, he or she will be dismissed automatically from the program. Reinstatement requires permission of the Graduate Council.

Graduate Special Students

Persons with a baccalaureate degree who wish to take graduate courses, but have no clear intention of obtaining a degree, may be admitted to the university as Graduate Special Students. At the discretion of the program director, graduate special students may take up to 6 credit hours of graduate courses each semester for credit. The usual program admissions requirements are waived for students in this classification and no application-processing fee is required. Admission as a Graduate Special Student does not of itself constitute regular admission to the MLA Program.

500 Human Condition (3)

This course includes guided scholarly research. Explores the historical evolution of concepts central to the development of civilization and of the human personality, including freedom and authority, aesthetic sensibility, a sense of self and of social relationships, and mastery over the physical environment. Must be taken during the first fall semester after admission to the program.

520 Seminar on the Human Experience (3)

Interdisciplinary seminars on questions of human nature and human values raised in the humanities, but drawing on insights from the natural and social sciences as well. Topics vary.

540 Seminar on the Individual and Society (3)

Interdisciplinary seminars on questions of human nature and human values raised in the social sciences, but drawing on insights from the humanities and natural sciences as well. Topics vary.

- 560 Seminar on Science and Human Values (3)**
 Interdisciplinary seminars on questions of human nature and human values raised by the natural sciences, but drawing on insights from the humanities and social sciences as well. Topics vary.
- 600 Contemporary Issues (3)**
 The different perspectives developed through each student's program will be brought to bear on assessing the human condition in contemporary America. Such issues as the impact of science and technology, professional ethics, the environment, changing values, and international interdependence will be discussed. Prerequisite: 18 hours of MLA course work.
- 610 Tutorial (3)**
 Individual study supervised by a faculty member. Topics are chosen after consultation between student, graduate advisor, and faculty member. Course may be repeated once as subject matter changes for a total of 6 hours of credit.
- 670 Scholarly Inquiry Seminar (3)**
 This seminar provides a forum for students to develop their individual scholarly interests into a capstone MLA project. Includes survey of techniques of inquiry in the arts, humanities, social sciences and natural sciences, as well as practical issues from finding a topic, to final presentation and defense. Students will define a topic for the project seminar and begin preliminary research. Project proposals must be approved by the project advisor and the project seminar instructor. Prerequisite: 21 hours in the MLA Program. (Grading S/U). Spring.
- 680 Project Seminar (3)**
 Seminar dedicated to the completion of a capstone scholarly research project under the direction of a project advisor and project seminar instructor. Typically the project takes the form of a major research paper (40-50 pages), but alternatives, including creative projects in the arts or literature are permitted with the concurrence of the advisor and project seminar instructor. Drafts are presented and defended in the seminar, and final projects are due before the end of the semester. No extensions are allowed; those who do not complete the project must retake the seminar in the following year. Prerequisite: Successful completion of MLA 670. (Grading S/U). Fall.

MATHEMATICS (MATH) AND STATISTICS (STAT)

Associate Professor Peifer (Chair); Professors Dohse, Patch; Associate Professors Atkinson, McClure, Steele; Assistant Professors Boudreaux, Hartsfield, Kaplan; Lecturers E. Johnson, Spicuzza, D. Sulock, Whitlock; Director Kendrick (Mathematics Assistance Center)

The science of mathematics is fundamental to many disciplines and an integral part of a liberal arts education. Quantitative skills such as data analysis, problem solving, pattern recognition and mathematical modeling are increasingly vital to contemporary professions. Entry-level mathematics courses introduce students to basic concepts and tools that are essential to education. Upper-level courses provide students with the opportunity to explore mathematical topics in greater depth.

There are four concentrations of study from which to select a Mathematics major: Pure Mathematics, Applied Mathematics, Statistics, and Mathematics with Teacher Licensure. The requirements for each of these programs are listed below.

Concentration in Pure (Theoretical) Mathematics

This area consists of a traditional Mathematics major. It serves well as a strong liberal arts major. With appropriate selection of the major options, it will give the student an adequate preparation for graduate study in mathematics.

- I. Required courses in the major—38–39 hours, including MATH 191, 192, 280, 291, 365, 381, 461, 480, 491; and an additional 12–13 hours chosen from STAT 225 and Mathematics or Statistics courses numbered above 300. These latter hours must include either: one from MATH 366, 462, 492; or the sequence STAT 425-426.
- II. Required courses outside the major—9–11 hours, consisting of CSCI 201, and one of the following groups of courses: CHEM 111, 132, 145 and 236; or ECON 101 and 102; or PHYS 221 and 222.
- III. Other departmental requirements—Satisfactory performance on a comprehensive Mathematics exam and the satisfactory presentation of one seminar in MATH 480. Successful completion of MATH 480 demonstrates oral competency. Successful completion of CSCI 201 demonstrates computer competency.

Concentration in Applied Mathematics

This program of study is designed for students planning a career in industry where training in problem solving and interdisciplinary work is essential, or for students planning to pursue a graduate degree in an applied mathematics field. Students in this program are strongly encouraged to minor in a science or social science.

- I. Required courses in the major—38–39 hours, including: MATH 191, 192, 280, 291, 352, 365, 381, 394, 480; MATH 461 or 491; STAT 225 or 425; and an additional 6 hours in Mathematics or Statistics courses numbered above 300. These latter hours must include either: one course from MATH 366 or 395, or the sequence STAT 425-426.
- II. Required courses outside the major—18–20 hours: CSCI 201; and 15–17 hours in an area of specialization in a discipline in which mathematical applications are important. This area of specialization must be approved by the department, and of the 15–17 hours, at least 9 must be at the 300-400 level.
- III. Other departmental requirements—Satisfactory performance on a comprehensive Mathematics exam and the satisfactory presentation of one seminar in MATH 480. Successful completion of MATH 480 demonstrates oral competency. Successful completion of CSCI 201 demonstrates computer competency.

Concentration in Statistics

This program is designed for students who have an interest in probability and statistics. Graduates may pursue a career in actuarial science, quality control or related fields, or enter a graduate program in statistics, mathematics or a related discipline.

- I. Required courses in the major—39 hours, including: MATH 191, 192, 280, 291, 365, 381, 480; STAT 185 or 225; 325, 326, 425, 426; and an additional 3-hour Mathematics or Statistics course numbered above 300. Students intending to pursue graduate study are strongly advised to take MATH 491.
- II. Required courses outside the major—9 hours, including: CSCI 201; and either ECON 101 and 301; or ECON 102 and 302; or MGMT 220 and 380; or 6 hours at the 300-400 level approved by the department from disciplines which routinely employ statistical methodology.
- III. Other departmental requirements—Satisfactory performance on a comprehensive Mathematics exam and the satisfactory presentation of one seminar in MATH 480. Successful completion of MATH 480 demonstrates oral competency. Successful completion of CSCI 201 demonstrates computer competency.

Mathematics with Teacher Licensure

This area is designed to provide a good background in mathematics for those students planning to teach mathematics at the secondary level. Completing this program also satisfies the requirements for secondary licensure in mathematics. Students seeking middle school licensure should review requirements found in the Education section of the catalog and see the appropriate licensure advisor for additional information.

- I. Required courses in the major—39 hours, including MATH 191, 192, 280, 291, 332, 365, 381, 461, 480; STAT 225; and an additional 9 hours chosen from MATH 251 and Mathematics or Statistics courses numbered at or above the 300-level.
- II. Required courses outside the major—31 hours, consisting of CSCI 201; PSYC 101, 318; and EDUC 310, 311, 314, 383, 396, 455, 496. Please see the Education curriculum for more detail.
- III. Other departmental requirements—Satisfactory performance on a comprehensive Mathematics exam and the satisfactory presentation of one seminar in MATH 480. Successful completion of MATH 480 demonstrates oral competency. Successful completion of CSCI 201 demonstrates computer competency.

Declaration of Major

Declaring a major in Mathematics requires a student to complete a Declaration of Major form that must be signed by the department chair. In addition, before declaring a major a student must satisfy the LANG 120 requirement.

Minor in Mathematics

21 hours in Mathematics or Statistics: MATH 191, 192, 291, and at least 9 semester hours at the 300 level or above, with no more than one credit in MATH 381 or one credit in MATH 480. MATH 280 may be substituted for a 300-level course.

Mathematics Assistance Center

The Mathematics Assistance Center is operated by a professional staff to help students in their courses. Students are welcome to drop in at any time to obtain help on topics ranging from basic mathematics through calculus. They may use the center to work on their homework or to meet in study groups. The center also offers independent study programs for students not prepared for MATH 155.

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Courses in Mathematics

155 Nature of Mathematics (4)

Topics from financial math, statistics, mathematical modeling, the mathematics of art and music, symbolic logic, set theory, theories of voting, practical geometry, and network theory are explored with an emphasis on problem solving. Fall and Spring.

MATH 167, 191, 192 and 291 may not be taken out of sequence

167 Precalculus (4)

A study of rational, algebraic, exponential and trigonometric functions and their applications. Topics will include graphing, the solving of equations and mathematical modeling. This course is primarily for students who need to take Calculus I but do not have a sufficient mathematics background to do so. Prerequisite: the equivalent of two years of high school algebra. (Students may not receive credit for MATH 167 if previous credit earned for MATH 163 or 164.) Fall and Spring.

191 Calculus I (4)

An introduction to limits, continuity, derivatives and integrals, with emphasis on the calculus of polynomial, rational and algebraic functions; a balanced presentation of the theory and application of differential and integral calculus. Prerequisite: MATH 167; or four years of high school mathematics, including algebra, geometry and trigonometry. Fall and Spring.

192 Calculus II (4)

The calculus of exponential, logarithmic and trigonometric functions, the Mean Value Theorem, indeterminate forms, improper integrals and infinite series. Prerequisite: MATH 191. Fall and Spring.

211 Structure of Mathematics I (3)

An intuitive development of the real number system emphasizing problem solving, set theory, arithmetic properties of the real numbers, topics from number theory, and basic algebraic structures. This course is designed for elementary licensure students. Prerequisite: 30 semester hours (sophomore standing). Corequisite: MATH 212. Fall.

212 Structure of Mathematics I: Laboratory and Field Experience (1)

Laboratory experiences designed to address how children learn mathematics. Field experience in the elementary schools is included. The activities parallel the topics addressed in MATH 211. Corequisite: MATH 211. Fall.

215 Structure of Mathematics II (3)

A study of topics from descriptive statistics, probability, and an intuitive and deductive study of geometry, including points, lines, planes, curves, surfaces, parallelism and similarity; linear, angular, area and volume measurement. Prerequisite: MATH 211. Corequisite: MATH 216. Spring.

216 Structure of Mathematics II: Laboratory and Field Experience (1)

Laboratory Experiences designed to address how children learn mathematics. Field experience in the schools is included. The activities parallel the topics addressed in MATH 215. Corequisite: MATH 215. Spring.

251 Discrete Mathematics (3)

Introductory logic and Boolean algebra, mathematical induction, recursion and difference equations, combinatorics, graph theory and modeling. Students will not receive credit for MATH 251 if they have credit for MATH 280. Prerequisite: MATH 191. Spring.

- 280 Introduction to the Foundations of Mathematics (3)**
 Set theory, functions and relations, the structure of the real number system, deductive logic and the nature of proof, and axiomatic systems. Pre- or corequisite: MATH 192. Fall and Spring.
- 291 Calculus III (4)**
 Functions of several variables, with emphasis on partial differential and multiple integration; introduction to vector analysis; may include an introduction to line and surface integrals. Prerequisite: MATH 192. Fall and Spring.
- 303 History of Mathematics (3)**
 A study of the historical development of mathematical thought. Topics may include investigations of different number systems, the logical foundations of geometry, the development of calculus, and the emergence of modern mathematics. Prerequisite: MATH 291. Odd years Spring.
- 332 Geometry (3)**
 Euclidean geometry and the fifth postulate; hyperbolic and elliptic geometries, the consistency of non-Euclidean geometries, and projective geometry. Prerequisites: MATH 280, 291. Odd years Fall.
- 341 Numerical Analysis (CSCI 381) (3)**
 Methods for numerically solving mathematical problems: polynomial approximation, approximation theory, numerical differentiation and integration, numerical methods in matrix algebra and differential equations, numerical solution of non-linear equations. Prerequisites: MATH 291; proficiency in any programming language; or permission of instructor. Even years Spring.
- 352 Introduction to Mathematical Models (3)**
 The focus of this course is to teach students the application of mathematical techniques to real world problems. Content includes: difference equations, stability analysis and chaos, Markov processes and basic probability theory. Students will be expected to use personal computers for their projects. Prerequisite: MATH 291; or permission of instructor. Odd years Spring.
- 365 Linear Algebra I (3)**
 Study of the theory and applications of systems of linear equations, vector spaces, matrices, linear transformations, determinants and eigen-vectors. Specific topics include inner product spaces, Gram-Schmidt orthogonalization and the diagonalization of matrices. Prerequisite: MATH 192. Fall and Spring.
- 366 Linear Algebra II (3)**
 An in-depth treatment of topics from MATH 365. Other topics include applications of eigen-values and eigen-vectors; Jordan Canonical form, the Hamilton-Cayley theorem, quadratic forms and linear programming. Prerequisites: MATH 280, 365. Even years Spring.
- 368 Theory of Numbers (3)**
 Divisibility, prime numbers, congruences, linear and non-linear Diophantine equations, quadratic residues, representations as sums, and continued fractions. Prerequisite: MATH 280. Odd years Spring.

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381 **Problems in Mathematics (1)**

This course meets once per week for the purpose of discussing and solving a variety of mathematical problems and concepts not normally covered in traditional courses. Problem-solving methods will be discussed. Topics may include, for example, number theory, coding theory, geometry, probability and optimization. The course may be repeated for credit. Prerequisite: MATH 291 and at least junior standing; or permission of instructor. Fall.

391 **Advanced Calculus (3)**

Topics in Vector Calculus, including Implicit Function Theorem, Gradient Fields, Green's Theorem, Divergence Theorem and Stokes' Theorem. Prerequisite: MATH 291; or permission of instructor. MATH 365 is recommended. Even years Spring.

394 **Differential Equations (3)**

Existence and uniqueness of solutions of differential equations; separable, homogeneous, and exact equations; the Laplace transform; elementary numerical and infinite series methods; Fourier series; and various applications. Prerequisite: MATH 291. Fall and Spring.

395 **Partial Differential Equations (3)**

First and second order partial differential equations, their derivations, methods of solution, and applications to the physical sciences. Prerequisites: MATH 291, 394. Odd years Spring.

398 **Complex Variables (3)**

Complex numbers and their geometrical representation, analytic functions of a complex variable, integration, power series and the calculus of residues. Prerequisite: MATH 291. Even years Fall.

431 **Topology (3)**

Metric spaces, topological spaces, separation axioms, connectedness and compactness. Prerequisites: MATH 280, 291; or permission of instructor. Even years Spring.

461 **Abstract Algebra I (3)**

An introduction to the algebraic structures: groups, rings, integral Domains and fields. Basic facts about group and ring homomorphisms are included. Prerequisites: MATH 280, 291; or permission of instructor. Every year.

462 **Abstract Algebra II (3)**

An in-depth study of one or more of the ideas introduced in MATH 361; e.g., the Sylow theorems for group or elementary Galois theory of fields. Prerequisite: MATH 461. Odd year Spring.

480 **Mathematics Seminar (1)**

Seminar in which students read background papers, participate in discussions, and lead one seminar. Prerequisites: MATH 291 and at least junior standing; or permission of instructor. Spring.

489 **Professional Internship (1-3)**

Semester-long internship involving mathematical/statistical work with participating public agencies, nonprofit organizations or commercial institutions. A written report and oral presentation are required upon completion of the project. Prerequisites: minimum grade-point average of 2.5 overall and in the department, MATH 291, at least junior standing, and permission of instructor. (Grading S/U.) May be repeated for a total of three hours credit. See department chair.

- 491 Analysis I (3)**
The real number system, limits, sequences and functions, continuity, derivatives, mean value theorems and integration. Prerequisites: MATH 280, 291; or permission of instructor. Fall.
- 492 Analysis II (3)**
Sequences and series of functions. Further topics may include, for example, introduction to metric spaces, Lebesgue measure and integration, and functions of more than one variable. Prerequisite: MATH 491. Even years Spring.
- 499 Undergraduate Research in Mathematics (1-3)**
Independent research under the supervision of a faculty mentor. An IP grade may be awarded at the discretion of the instructor. Can be repeated for a total of 3 hours credit. Prerequisites: MATH 280, 291. See department chair.
- 171-4, 271-4, 371-4, 471-4 Special Topics in Mathematics (1-4)**
Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.
- 179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)**
Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. MATH 479 may not be used by students majoring in Mathematics.

Courses in Statistics

- 185 Introductory Statistics (4)**
Introduction to the principal statistical methods for investigating the stochastic elements of organization. The focus of the course includes: understanding the methods; selection of methods appropriate to a process; interpretation of results. Major topics include: descriptive statistics, discrete and continuous probability distributions; sampling; statistical inference and regression methods. Computer-based assignments will be used for selected areas. (Students may not receive credit for both STAT 185 and STAT 225.) Fall and Spring.
- 220 Introduction to Applied Probability (1)**
An introduction to basic concepts of discrete and continuous probability distributions and their applications. This course is only open to students who have credit for STAT 185 but whose major requires STAT 225. (Students may not receive credit for both STAT 225 and STAT 220.) Prerequisites: STAT 185 and MATH 192. Fall.
- 225 Introduction to Calculus-Based Statistics (4)**
Organization and display of data; measures of central tendency and dispersion; alternative formulations of probability; distributions of random variables; the Central Limit Theorem; statistical inference, confidence intervals and hypothesis tests; contingency table analysis; analysis of variance; and linear correlation and regression. (Students may not receive credit for both STAT 185 and STAT 225.) Prerequisite: MATH 192. Fall and Spring.
- 321 Exploratory Data Analysis and Nonparametric Statistics (3)**
Course focuses on the initial statistical techniques used to analyze data and the measures taken if assumptions for standard statistical procedures do not hold. Content may include, but is not limited to: graphical data analysis, assessing normality and transformations,

nonparametric statistical inferences, identification of outliers, topics in simple regression, and introduction to time series analysis. Prerequisite: 3 to 4 hours in any other Statistics course. Even years Fall.

325 Introduction to Regression Models (3)

Estimation and inference for regression models. Topics include: least squares estimation; models comparisons; estimation of validity of model assumptions and remedial measures; simple linear, multiple linear, non-linear and logistic regression; and dummy variables. Prerequisite: 3 to 4 hours in any other Statistics course. Odd years Fall.

326 Introduction to Analysis of Variance Models (3)

Design, estimation and inference for ANOVA and related models. Topics include: single factor and multiple factor ANOVA; fractional factorial, split-plot, and repeated measures designs, examination of validity of model assumptions and remedial measures; and analysis of covariance. Prerequisite: 3 to 4 hours in any other Statistics course. Even years Spring.

327 Applied Multivariate Analysis (3)

Methods of multivariate analysis, including canonical correlation, clustering, discriminant analysis, factor analysis, multivariate analysis of variance, multiple regression and principal components analysis. Prerequisites: 3 to 4 hours in any other Statistics course, and MATH 365. Odd years Spring.

425 Introduction to Probability Theory (3)

Various formulations of probability, the structure of probability spaces, combinatorial analysis, discrete and continuous random variables, joint distributions, the Central Limit Theorem, moment generating functions and characteristic functions. Prerequisite: MATH 291. Even years Fall.

426 Introduction to Mathematical Statistics (3)

Sampling distributions of statistics, properties of statistics, general principles of statistical inference, linear statistical models, some non-parametric statistics, Bayesian statistics, and an introduction to statistical decision theory. Prerequisite: STAT 425. Odd years Spring.

499 Undergraduate Research in Statistics (1-3)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 3 hours credit. See department chair.

171-4, 271-4, 371-4, 471-4 Special Topics in Statistics (1-4)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. STAT 479 may not be used by students with a concentration in Statistics.

MULTIMEDIA ARTS AND SCIENCES (MMAS)

Assistant Professors Walsh (Director), Han, La Fratta; Lecturers Reiser (Associate Director), Cloninger, McKee

Participating Faculty: Tynes (Art), Brock (Computer Science), West (Mass Communication), Kirby (Music)

Multimedia Arts and Sciences is an interdisciplinary program where students and faculty work in close collaboration with colleagues and peers from a variety of arts and sciences programs. Based on their choice of emphasis areas and electives, students develop a solid foundation in audio recording, video production, interactive and web design, and two- and three-dimensional animation. Through a balance of courses in theory, criticism and practice, students develop an understanding of design principles as applied to digital media. Upon graduating with a Bachelor of Arts degree, students will have the technical experience, theoretical background and problem-solving skills necessary for careers in multimedia or for graduate studies.

The Program Objectives are:

- Teach students the current technical considerations and skills involved in the digital manipulation of text, image and sound.
- Develop the student's ability to make aesthetic choices in communication and visualization.
- Cultivate student skills in written and oral communication.
- Involve students in individual and collaborative creative projects.
- Instill a sense of mission in the students about the positive contribution they can make in shaping culture and society.
- Maintain a high standard in the evaluation of student performance.
- Integrate ethical, historical and theoretical dimensions of the creative process into the realm of media.
- Prepare students for either careers in industry, the arts, education or for post-graduate fields of study.

Major in Multimedia Arts and Sciences

- I. Required courses for the major—39–41 hours with at least 15 hours at the 300–400 level, including: ART 100; CSCI 201 or 244; MMAS 107, 121, 151, 222, 322, 438, 490; and 12 hours as follows:
 - A. Foundation—select 3 hours from: ART 101; CSCI 202; MCOM 104; MUSC 131.
 - B. Aesthetics and Social Awareness—select 3 hours from: ARTH 365; CSCI 351; MCOM 380, 382, 490; PHIL 301, 310.
 - C. Emphasis Areas—select six to eight hours from one of the following areas (selections may require prerequisites). Special topics courses related to the emphasis area may be substituted with approval of the program director:
 1. Computer Animation: CSCI 346; MMAS 310, 410.
 2. Interactive Design: CSCI 344; MMAS 320, 330, 332, 348, 358, 420.
 3. Sound Recording: MUSC 384, 385, 386, 387
 4. Video Production: VMP 207 and 209; and either VMP 303, 305 and 307, or one course from VMP 437, 439 or 493.
- II. Required courses outside of the major—7 hours: MATH 167 or higher; and either PHYS 101 or 102.
- III. Other program requirements—Satisfactory completion of MMAS 438 with a grade of C or better demonstrates computer competency. Completion of MMAS 490 with a grade of C or better demonstrates oral competency and major competency.

Declaration of Major in Multimedia Arts and Sciences

Declaring a major in Multimedia Arts and Sciences requires the student to complete a Declaration of Major Form that must be signed by the program director. Before declaring the major, a student must have completed both the LANG 120 requirement and have an overall GPA of 2.5.

Minor in Multimedia Arts and Sciences

The minor in Multimedia Arts and Sciences is designed for students seeking an introduction to the interdisciplinary applications of computer-based media. The minor enables students from a variety of majors to:

- Learn the technical considerations involved with computer-based manipulation of image.
- Develop aesthetic abilities and problem solving skills required in creating effective communication in digital environments.
- Understand the interrelationships of multimedia to various professions and fields of study. Students interested in the Multimedia Arts and Sciences minor should consult any of the program faculty listed above.

Requirements for the Minor

Students must complete 22–24 hours for the minor, including 3 hours from CSCI 201, CSCI 244 or ART 100; 9 hours from MMAS 121, 151 and 222; 9 hours from 300–400 level MMAS; and one elective chosen from the courses listed below.

ART 100, 101
CSCI 201, 202, 244, 344, 346, 361, 363
MGMT 384
MUSC 131, 384, 385, 386, 387
PHIL 301, 310
PHYS 101, 102
VMP 207, 209, 305, 307

107 Introduction to Computers and Multimedia (CSCI 107) (3)

A survey of computer hardware and software, networking and the Internet, the convergence of personal computers and consumer electronics, digital representation of sound and images, multimedia presentations and authoring. Includes formal labs to develop skills in useful computer applications such as spreadsheets, databases, Internet browsers and multimedia design tools. Fall and Spring.

121 Introduction to Web Page and Interactive Design (3)

An introduction to digital imaging, authoring Web pages and non-linear interactive presentations. Basic principles of visual communications design and technical skills used in working with a variety of software are taught and applied to a range of digital media productions. Prerequisite: MMAS 107. Fall and Spring.

151 Digits in Motion (3)

Artistic and technical skills of 2-D and 3-D animation, video editing (post-production) and compositing, sound processing and sound effects. Research methods and critical skills. Prerequisite: MMAS 121. Fall and Spring.

222 Multimedia Design I (3)

An understanding of core design principles and development of technical skills through a creative approach are the main objectives of this course. Students will take large-scale projects from initial concept through the development phase to the project completion. Prerequisites: MMAS 121, 151. Fall and Spring.

- 310 Intermediate Computer Animation (CSCI 310) (3)**
Intermediate technical, artistic and critical skills required to create convincing 2-D and 3-D animation within the computer. Extensive training with high-end animation. Compositing and video output packages will allow for the combination of live-action shots with computer-generated animation. Prerequisites: ART 101 or CSCI 201; MMAS 151, 222. Fall.
- 320 Intermediate Interactive Design (3)**
Basic principles of semiotics and sign design, navigation and interface development. Application of technology to construct innovative, interactive products. Prerequisite: MMAS 222. Fall.
- 322 Multimedia Design II (3)**
Two- and three-dimensional time-based sequence design, sound techniques, type in motion. Advanced study of design principle and process, and refinement of critical thinking skills. Prerequisite: MMAS 222. Fall and Spring.
- 330 Internet-Based Art and Design (3)**
Explores the history, theory, and practice of internet art, defined as "art meant to be experienced online." Students examine and produce works in the genres of network conceptualism, hypermedia comics, non-linear narrative, and generative software. Readings, research, and art-making projects will address issues of identity, location, collaboration, hacktivism, immersion, storytelling, insider/outsider art, minimalism, design aesthetics, media synthesis, and game design. Prerequisite: MMAS 222. Spring.
- 332 Experimental Media (3)**
Explores two diverse, yet interrelated digital forms: print and motion media. Students examine diverse dimensions of visualization and communication from the representational to the abstract, and address issues relevant to place and space. The foremost goal of this class is to imagine and to experiment with ideas. Creativity, perception, improvisation, and invention are integral components of any successful design or fine art project and are a fundamental aspect of the course. Prerequisite: MMAS 222. See program director.
- 340 Internship (3-6)**
Supervised work in a professional setting. Students will receive hands-on training in the making of multimedia projects. Prerequisites: MMAS 322 and 3.0 GPA in major courses. May be repeated for a total of 6 hours credit. See program director.
- 348 Graphical User Interfaces (CSCI 348) (3)**
A study of the design and development of graphical user interfaces for computer applications. Window layout, menuing systems, interface standards, event-driven and object-oriented programming techniques. Prerequisite: CSCI 202. See program director.
- 358 Human Computer Interaction (CSCI 358) (3)**
Human Computer Interaction (HCI) with a user-centered design focus. Topics will include user-interface design and implementation, user/task/work environment analysis, low and high fidelity prototyping techniques, usability testing and evaluation. Prerequisite: CSCI 202 or MMAS 222. See department chair.
- 410 Advanced Animation Techniques (CSCI 410) (3)**
Advanced techniques utilized to create challenging and compelling computer animation, including character animation. Students will use research, material or concepts from other university courses to present idea-driven work that expresses their perspective on a humanistic topic of their choosing. Prerequisite: MMAS 310. Spring.

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- 420 Advanced Interactive Design (3)**
Advanced techniques for designing and scripting complex interactive media and interfaces. Prerequisite: MMAS 320. Spring.
- 438 Senior Capstone Project (3)**
Students design, develop and implement a long-term project that demonstrates in-depth understanding, both conceptually and technically, of an aspect of multimedia communications. Prerequisite: MMAS 322. Fall and Spring.
- 490 Proseminar and Portfolio (3)**
Students will construct a portfolio of completed projects for use in the work or graduate school environment. Students will study the effects of this convergent media upon culture, the arts and the evolution of ideas, and examine where multimedia has been and will likely go. Students will consider the impact of new media from multiple viewpoints. Prerequisite: MMAS 322. Fall and Spring.
- 499 Undergraduate Research in Multimedia Arts and Sciences (1-6)**
Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See program director.
- 171-3, 271-3, 371-3, 471-3 Special Topics in Multimedia Arts and Sciences (1-3)**
Courses not otherwise included in the catalog but for which there may be special needs. May be repeated for credit as subject matter changes. See program director.
- 179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)**
Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. MMAS 479 may not be used by students majoring in Multimedia Arts and Sciences.

MUSIC (MUSC)

Professor Kirby (Chair); Associate Professor Maxile, McKnight; Assistant Professor Wilkin; Visiting Assistant Professor Entzi; Lecturer Galloway

The Music Department offers three degree options: Bachelor of Science in Music Technology, Bachelor of Arts in Music with General Music Emphasis, and Bachelor of Arts in Music with Jazz Studies Emphasis. Because of the large degree of performance specialization inherent in this discipline, the department relies heavily upon an adjunct faculty of professional musicians. The following performance groups are a vital part of the Music Department: Chorus, Concert Band, Jazz Band, String Ensemble, String Quartet, Asheville Symphony Orchestra and various ensembles including Jazz, Chamber, Percussion, Studio and Synthesizer.

Bachelor of Arts in Music

There are two emphases within the B.A. program: 1) general music and 2) jazz studies. The Bachelor of Arts degree program in Music provides an opportunity for students to engage in a wide range of musical and academic studies. Students may emphasize areas of special interest, such as performance, composition, computer music, theory and history (traditional and jazz). The Bachelor of Arts degree program in Music with an emphasis in Jazz Studies is intended for students wishing to pursue careers as jazz performers, composers and arrangers.

General Music Emphasis

- I. Required courses in the major—40 hours, including: MUSC 201, 202, 231, 232, 301, 302, 331, 332, 351, 352, 353; 8 hours in Applied Music, 4 of which must be at 300 or 400 level; 4 hours of ensemble approved in writing by the department chair; six hours of approved Music electives at the 300-400 level area of emphasis.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Senior competency is demonstrated by recital and written comprehensive examination in music theory and music history. Oral competency will be examined by a faculty committee one week after the written comprehensive examination in music theory and music history. Computer competency is demonstrated through the use of computer programs designed for music notation, computer-assisted instruction, multimedia presentation, or similar applications used in preparation of assignments for MUSC 302 and 332.

Jazz Studies Emphasis

- I. Required courses in the major—40 hours, including: MUSC 201, 202, 231, 232, 301, 302, 331, 332, 352, 353, 357, 364, 365; 8 hours in Applied Music, 4 of which must be at the 300 or 400 level; 4 hours of approved ensemble recommended by the Director of Jazz Studies and approved in writing by the department chair.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Senior competency is demonstrated by recital and written comprehensive examination in music theory and music history. Oral competency will be examined by a faculty committee one week after the written comprehensive examination in music theory and music history. Computer competency is demonstrated through the use of computer programs designed for music notation, computer-assisted instruction, multimedia presentation, or similar applications used in preparation of assignments for MUSC 302 and 332.

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Bachelor of Science in Music Technology

The B.S. in Music Technology provides preparation for entry-level positions, specifically in recording and the technology-based areas of the music industry, and for graduate work.

- I. Required courses in the major—40 hours, including: MUSC 201, 202, 231, 232, 293, 294, 301, 302, 331, 332, 351, 352, 353, 384, 385, 386, 387, 484, 485, 486, 487; 2 hours of approved ensemble recommended by the director of music technology and approved in writing by the department chair.
- II. Required courses outside the major—22-24 hours: CSCI 201; MATH 167; PHYS 102, 131, 231, 310.
- III. Senior competency is demonstrated by an approved senior recording or research project (to be undertaken in conjunction with MUSC 485 and 487) and written comprehensive examination in audio engineering technology (electronics, acoustics, recording theory and practice, etc.), music theory and music history. Oral competency will be examined by a faculty committee one week after the written senior competency in music theory and history. Computer competency is demonstrated by utilizing computer programs for audio recording, editing, mastering, sequencing, or similar applications during the realization of the senior project.

Admission to the Major in Music

Students wishing admittance to either the B.A. or B.S. degree program in music must first satisfy the LANG 120 requirement. The student must also 1) demonstrate piano competency through the MUSC 102 level; 2) successfully complete MUSC 201 and 231; and 3) pass an instrumental or vocal audition placing them into MUSC 291. Audition guidelines are available from the Music Department or at <http://www.unca.edu/music>.

Minor in Music

18 hours: MUSC 231, 232, 351, 352, 353; and 6 additional hours of electives in Music at the 300 or 400 level. At least 9 of the hours in the minor must be taken at UNC Asheville.

101, 102 Class Piano I, II (2,2)

Group and individualized instruction in piano and basic music theory designed to accommodate beginners, as well as students with intermediate abilities. Lecture, demonstration and laboratory. Fall and Spring.

103, 104 Class Guitar I, II (2,2)

Group and individualized instruction in techniques of guitar performance, classical and popular. Lecture, demonstration and laboratory. Fall and Spring.

105 Class Voice I (2)

A study of voice production, including respiration, articulation, voice placement and freshman-level repertoire. Fall and Spring.

Note: Courses 111 through 129 may be repeated for credit, but no more than 8 hours in aggregate may count toward graduation requirements.

111 Chorus (1)

Performance course emphasizing vocal and ensemble technique, along with a broad survey of vocal music literature. Fall and Spring.

121 Concert Band (1)

Performance course emphasizing reading and technique. Ability to perform on a brass, woodwind or percussion instrument required. Fall and Spring.

- 122 Jazz Band (1)**
Performance course encompassing jazz idioms. Open to all students by audition and director's permission. Fall and Spring.
- 123 Ensemble (1)**
Course designed to meet specific needs each semester. Possible participation in all types of trios, quartets, quintets, etc., classical or popular styles. Open to all students by audition and permission of instructor.
- 124 Symphony (1)**
Performance of classical repertoire with the Asheville Symphony Orchestra. By audition only and permission of the conductor.
- 125 Jazz Choir (1)**
Jazz vocal choir rehearsing and publicly performing contemporary jazz arrangements. Open to all students by audition. Fall and Spring.
- 128 Percussion Ensemble (1)**
Performance course emphasizing percussion literature of all styles. By audition. Fall and Spring.
- 129 Jazz Ensemble (1)**
Performance course for instrumentalists emphasizing small-group jazz literature from bebop to present. By audition. Fall and Spring.
- 131 Introductory Music Theory (3)**
Stresses basic music literacy, the rudiments of music, and basic analytical techniques and proficiencies relevant to a study of the elements of music. Includes introductory aural skills. For non-music majors. Fall and Spring.
- 201 Aural Skills I (1)**
Laboratory for ear-training and sight-singing. Prerequisite: demonstrated piano competency through the MUSC 101 level; corequisite: MUSC 231. Fall.
- 202 Aural Skills II (1)**
Continuation of MUSC 201. Prerequisite: MUSC 201; corequisite: MUSC 232. Spring.
- 207 Conducting (2)**
Emphasizes basic through refined conducting skills and their applicability to various styles of music. Prerequisite: MUSC 232; or permission of instructor. See department chair.
- 216 Musical Theatre Workshop (DRAM 216) (3)**
Song interpretation and style of selected American Musical Theater repertoire. Course culminates in group performance of scenes from various major works. Prerequisite: MUSC 105; or permission of instructor. See department chair.
- 231 Music Theory I (3)**
A study of the organization of sound in time as seen through treatment of the elements of music in the Common Practice Period (1600-1900); emphasis also on various types of scales, tuning systems, transposing instruments and four-part voice leading. Includes creative writing. Prerequisite: demonstrated piano competency through the MUSC 101 level; corequisite: MUSC 201. Fall.

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232 **Music Theory II (3)**

A continuation of MUSC 231 with a unit on the treatment of the elements of music in 20th-century popular styles as compared with that of the Common Practice Period; includes a study of modulation and altered chords; includes creative writing. Prerequisite: demonstrated piano competency through the MUSC 102 level; MUSC 231; corequisite MUSC 202. Spring.

293, 294 **Keyboard Harmony and Improvisation I, II (2, 2)**

Common keyboard voicings and accompanimental improvisation techniques in various musical styles, with an emphasis on harmonic theory and contemporary chord symbol nomenclature. Prerequisites for MUSC 293: demonstrated piano competency through MUSC 102 level; MUSC 231. Prerequisite for MUSC 294: MUSC 293. MUSC 293: Fall. MUSC 294: Spring.

301 **Aural Skills III (1)**

Continuation of MUSC 202. Prerequisite: MUSC 202; corequisite: MUSC 331. Fall.

302 **Aural Skills IV (1)**

Continuation of MUSC 301. Prerequisite: MUSC 301; corequisite: MUSC 332. Spring.

331 **Music Theory III (3)**

A study of counterpoint (16th and 18th centuries); a continuation of the study of chromatic harmony (all altered chords and extended tonalities and extended chords); forms (variation, sonata allegro, rondo, minuet and trio). Prerequisite: MUSC 232; corequisite MUSC 301. Fall.

332 **Music Theory IV (3)**

Impressionistic and 20th-century techniques including alternatives to tonality and contemporary treatment of the elements of music; techniques for writing and analyzing compositions based on pitch class sets and serialism. Prerequisite: MUSC 331; corequisite MUSC 302. Spring.

351 **Music History and Literature to 1600 (2)**

The history of music from antiquity through the 16th century with an analysis of the respective literature. Every third semester.

352 **Music History and Literature, 1600-1827 (2)**

The music of the Baroque through the Classical periods including style analysis of appropriate literature. Presentations in this course will prepare students for demonstrating oral competency. Prerequisite: MUSC 232; or permission of instructor. Every third semester.

353 **Music History and Literature Since 1827 (2)**

Survey and analysis of 19th through early 21st century developments including the study of Romanticism, Impressionism, Classicism, Stravinsky, Bartok, the Schoenberg School, atonality, Minimalism, electronic and experimental music. Presentations in this course will prepare students for demonstrating oral competency. Every third semester.

355 **Symphonic and Chamber Music Literature (3)**

An explorative study and analysis of the symphonic and chamber music literature of the 17th, 18th and 19th centuries. Course includes listening, concert attendance, readings and lectures.

- 357 Jazz History (2)**
A study of the development of jazz from its roots in ragtime and blues forms through contemporary acoustic and electroacoustic jazz styles. Even years Fall.
- 358 Electronic Music Composition I (3)**
A study of the techniques, history, literature and aesthetics of classical analog and digital electronic music synthesis and composition; hands-on introduction to techniques. A composition project is required. Prerequisite: MUSC 232; or permission of the instructor. Fall.
- 359 Electronic Music Composition II (3)**
A continuation of MUSC 358, emphasizing study of advanced compositional techniques. A composition project is required. Prerequisite: MUSC 358; or permission of the instructor. Spring.
- 360 Music and the Human Organism (3)**
A study of the effects of sound and music on the human organism viewed from both Eastern and Western perspectives. Even years Spring
- 362 Arranging (3)**
Study of harmony, melody and rhythm as applied to problems of arranging for instrumental and vocal ensembles of varying sizes and styles. Prerequisite: MUSC 332; or permission of instructor. See department chair.
- 364 Jazz Theory and Improvisation I (3)**
The theory and performance of improvised melodic line construction and its interdependence to issues including: chord/scale relationships, advanced scalar and modal analysis and applications, harmonic function and substitution, and rhythmic development and alteration. Prerequisites: MUSC 192 (or equivalent), 201, 231; corequisite: MUSC 202. Spring.
- 365 Jazz Theory and Improvisation II (3)**
The continued study of linear improvisation, with additional emphasis on motivic development, superimposition and displacement of rhythmic elements, solo transcription analysis, and sophisticated compositional structures. Prerequisites: MUSC 202, 364; corequisite: MUSC 301. Fall.
- 382 Music Industry and Business I (3)**
A survey of the music industry with special emphasis on music publishing, copyright, licensing, agents, managers, attorneys and merchandising. See department chair.
- 383 Music Industry and Business II (3)**
Surveys record industry and other technologically oriented areas of music enterprise: record markets, artists' contracts, record production and merchandising; also radio, telecommunications and newly developing technologies. Prerequisite: MUSC 382. See department chair.
- 384 Audio Engineering Technology I (2)**
Theoretical foundations of modern recording including the study of microphones, loudspeakers, signal processors, magnetic tape, equalizers and filters. Enrollment limited to formally declared Music Technology and Multimedia Arts and Sciences majors. Prerequisites: MUSC 131 (Multimedia majors); MUSC 231 (Music majors); PHYS 102; corequisite: MUSC 385. Spring.

385 Recording Studio Practicum I (1)

Application of modern recording techniques with hands-on experience in a multitrack recording studio, covering microphone technique, tape machine operation, session procedures, basic production techniques. Enrollment limited to formally declared Multimedia Arts and Sciences majors and Music Technology majors. Prerequisites: MUSC 131 (Multimedia majors); MUSC 231 (Music majors); PHYS 102; corequisite: MUSC 384. Spring.

386 Audio Engineering Technology II (2)

A continuation of MUSC 384, including the theoretical foundations of digital audio, studio synchronization and post production. Prerequisite: MUSC 384; corequisite: MUSC 387. Fall.

387 Recording Studio Practicum II (1)

Continuation of MUSC 385, with emphasis on the application of modern recording techniques, including digital recording, digital editing, studio synchronization, and advanced production techniques. Prerequisites: MUSC 384, 385; corequisite: MUSC 386. Fall.

484 Audio Engineering Technology III (2)

A continuation of MUSC 386 with emphasis on acoustical measurement, studio design, and sound reinforcement. Prerequisites: MUSC 232, 386, 387; corequisite: MUSC 485. Spring.

485 Recording Studio Practicum III (1)

A continuation of 387, including field-experience in sound reinforcement, remote recording and advanced production techniques. Prerequisites: MUSC 232, 386, 387; corequisite: MUSC 484. Spring.

486 Audio Engineering Technology IV (2)

A continuation of MUSC 484, with emphasis on studio automation and emerging technologies. Prerequisites: MUSC 484, 485; corequisite: MUSC 487. Fall.

487 Recording Studio Practicum IV (1)

A continuation of MUSC 485, including individually assigned studio and fieldwork. Prerequisites: MUSC 484, 485; corequisite: MUSC 486. Fall.

488 Directed Studio Projects (1-6)

Individual recording, computer music and research projects realized in the UNCA music technology studios. May be repeated for a total of 6 hours credit. Prerequisites: MUSC 486, 487. See department chair.

390, 490 Professional and Technical Internship (1-6)

Internship with a participating firm or organization relevant to the student's degree emphasis. Internships available in various cities, such as New York, Nashville and Los Angeles, as well as cities in North Carolina. Specific information available from department chair. Prerequisite: departmental permission. Fall and Spring.

493, 494 Advanced Applied Music I, II (2, 2)

Individual weekly lessons and a one-hour weekly group meeting. (B.A. students must be enrolled in Applied Music during the semester they perform their degree recital.) MUSC 493 prerequisite: MUSC 492. MUSC 494 prerequisite: MUSC 493. Fall and Spring.

499 Undergraduate Research in Music (1-6)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.

171-3, 271-3, 371-3, 471-3 Special Topics in Music (1-3)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major requirements. MUSC 479 may not be used by students majoring in Music.

191-192, 291-292, 391-392, 491-492 Applied Music (2)

Individual weekly lessons (one hour or equivalent) and a one-hour weekly group meeting. Details available from Music Department. Prerequisite: By audition and permission of the department (B.A. students must be enrolled in Applied Music during the semester they perform their degree recital.) Fall and Spring.

241-242, 341-342, 441-442 Composition (1)

Creative writing and original compositions in various forms and for varied media. Prerequisite: MUSC 332; or permission of instructor. See department chair.

PHILOSOPHY (PHIL)

Associate Professor Butler (Chair); Professor Wilson; Associate Professors Burchard, Butler, Davis; Assistant Professor Maitra

“Philosophy” once referred to the whole range of human thought about the universe and humanity’s place in it. With the increase of specialization, philosophy has retained an interest in the fundamental assumptions, modes of thought, and human implications of other disciplines. It is especially interested in integrating different aspects of knowledge and assessing humanity’s place in the universe.

A major in Philosophy should be attractive to students planning further study in law or religion, as well as to those interested in graduate work in philosophy. A second major in Philosophy should help students in other fields to better understand their own specialties and their broader implications.

Major in Philosophy

- I. Required courses in the major—33 hours, including: PHIL 101, 200, 250, 255, 260, 303, 304, 352, 402, one additional course at the 300 level or above, and 3 credit hours of 499. PHIL 402 may be waived for double majors with the consent of the department.
- II. Required courses outside the major—12 hours in a single other department offering a major.
- III. Other departmental requirements—Demonstration of major competency: senior comprehensive exam. Demonstration of oral competency: completion of PHIL 402. Demonstration of computer competency: completion of PHIL 402.

Declaration of Major in Philosophy

Declaring a major in Philosophy requires the student to satisfy the LANG 120 requirement and then to complete a Declaration of Major form that must be signed by the department chair.

Minor in Philosophy

18 hours in Philosophy: 3 hours at the 100 level, two courses from PHIL 250, 255, 260; 9 additional hours at the 200 level or higher, at least 6 of which must be at the 300 level or above.

100 Introduction to Philosophy (3)

An introduction to the basic concepts, methods and areas of philosophical inquiry. See department chair.

101 Introduction to Logic (3)

Logic and language, ambiguity, fallacies, the logic of propositions and of classes, elementary symbolic logic. Fall and Spring.

200 Introduction to Ethics (3)

An introduction to problems in ethics. Considerations of specific moral problems and various accounts of the sources of human values. Fall.

213 The Human Religious Experience (3)

A philosophical assessment of the concepts and development of world religions, past and present. See department chair.

214 Philosophy of Human Rights (3)

An analytical introduction to the concept of human rights. Readings will be drawn from both historical and contemporary philosophical sources. Fall.

- 220 Existentialism (3)**
An examination of representative philosophical works of various existentialists, e.g. Sartre and Heidegger. See department chair.
- 250 Ancient Philosophy (3)**
A historical survey of philosophies, from ancient Pre-Socratics to Stoicism, with special emphasis on Plato and Aristotle. Fall.
- 255 Medieval Philosophy (3)**
An historical survey of philosophies from Christian, Islamic and Jewish writers from 350 C.E. up to the 1600s. Spring.
- 260 Modern Philosophy (3)**
Introduction to the major movements of Western philosophy since the Renaissance: British empiricism, continental rationalism and German Idealism. Fall.
- 301 Media Ethics (3)**
A study of ethical decision making for mass communication, emphasizing the development of skills in applying ethical theory and principles to contemporary problems in the media. Prerequisite: junior standing in any major. See department chair.
- 302 Philosophy of Sex and Gender (3)**
Problems of sex and gender, such as the link between sex and gender, ethics of sexuality, “naturalness” of sex and gender roles, feminism as it relates to issues in sexual and gender role assignment. See department chair.
- 303 Philosophy of Religion (3)**
Questions concerning the existence of God, the problem of evil, revelation and faith, religious experience, immortality, etc. Spring.
- 304 Social and Political Philosophy (3)**
A critical study of the development of philosophical thought about social, political and legal issues. Fall.
- 305 Philosophy of Law (3)**
Differing interpretations of the nature of law and justice, rationales for punishment, concepts of responsibility and causation in the law. Readings from both philosophical and legal sources. Spring.
- 307 Philosophy of Science (3)**
Philosophical examination of concepts, assumptions, methods and human implications of both the physical and social sciences. See department chair.
- 309 Medical Ethics (3)**
Ethical problems in health care, such as patient autonomy, informed consent, death and dying, abortion, transplants, medical research and distribution of health care. See department chair.
- 310 Aesthetics (3)**
A study of the nature and significance of beauty and various approaches to judging beauty, not only in art, but also in ethics, religion, mathematics and science. Spring.

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313 **Oriental Philosophy (3)**

A survey of the main philosophies/religions of the Orient: Hinduism, Buddhism, Taoism, Confucianism and Neo-Confucianism. Their content, context and relevance to Western thought. Odd years Fall.

352 **Contemporary Philosophy (3)**

A major tradition of 20th-century philosophy, e.g. American pragmatism, Phenomenology, linguistic analysis, hermeneutics, contemporary ethics, philosophy of science, or contemporary political philosophy. Prerequisite: two courses in philosophy or permission of instructor. May be repeated as subject matter changes. See department chair.

355 **Great Figures (3)**

An in-depth examination of the thought of one or more great philosophers, e.g. Plato, Kant, Hegel, Kierkegaard, Nietzsche or Wittgenstein. May be repeated for credit as subject matter changes. See department chair.

365 **Feminist Theory (3)**

An investigation of selected feminist theorists on a variety of topics that are current in the literature. Prerequisite: two courses in philosophy; or WMST 100 and permission of instructor. See department chair.

402 **Senior Research Seminar (3)**

Completion of a research project resulting in a bachelor's thesis in the context of a seminar in which the student's ideas, drafts and thesis are questioned and defended. This also fulfills the requirements for oral and computer competencies. (IP grades are approved for this course.) Fall.

499 **Undergraduate Research in Philosophy (1-6)**

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.

171-3, 271-3, 371-3, 471-3 **Special Topics in Philosophy (1-3)**

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

179, 379, 479 **Liberal Studies Colloquia (LS 179, 379, 479)**

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. PHIL 479 may not be used by students majoring in Philosophy.

PHYSICS (PHYS)

Professors Booker (Chair), Bennett, Davenport, Dennison, Ruiz, Whatley; Lecturer Beck

The Department of Physics offers a range of concentrations well suited to students intending to pursue advanced work in graduate school, careers in industry or government, or the teaching of science within the public school system. Students may elect one of three concentrations: Preparation for Graduate School, Applied Physics, and Physics with Teacher Licensure. Computer competency is an integral requirement of all three concentrations.

The department is dedicated to excellence in undergraduate instruction. The professional interests of the faculty cover a wide range of current research in physics and physical science, and the size of the department affords ample opportunity for the close student-faculty contact we consider a major asset of our program at UNCA.

Concentration in Preparation for Graduate School

This concentration is designed to prepare students for advanced studies in physics, providing them with opportunities to do research in areas of experimental or theoretical physics.

- I. Required courses in the major—32 hours: PHYS 221, 222, 323, 324, 325, 331, 332, 400, 401, 402, 411. PHYS 499 is highly recommended.
- II. Required courses outside the major—20–23 hours: CHEM 111, 132 or a satisfactory score on the Chemistry Placement Examination, 144; MATH 191, 192, 291, 394; MATH 391 and 395 are recommended.
- III. Other departmental requirements—Senior demonstration of competency is satisfied by a departmental competency examination. Oral competency is demonstrated by successful completion of the oral presentation requirements in PHYS 331 and 332. Computer competency is demonstrated in PHYS 331 and 332 during oral presentations judged to be satisfactory by the department faculty.

Concentration in Applied Physics

This concentration provides a solid background in basic physics while maintaining enough flexibility to allow students to prepare for immediate entry into industry or a government research laboratory.

- I. Required courses in the major—33 hours: PHYS 221, 222, 310, 323, 324, 325, 331, 332, 400, 401, 402.
- II. Required courses outside the major—32–35 hours: CHEM 111, 132 or a satisfactory score on the Chemistry Placement Examination, 144; CSCI 201; MATH 191, 192, 291; the selection of 12 or more additional semester hours of coordinated work in Computer Science, Engineering or another area of science. The selected program of courses must be approved by the department prior to initiation in the sequence. For an engineering emphasis, the sequence ENGR206, 208, PHYS 411 may replace PHYS 401.
- III. Other departmental requirements—Senior demonstration of competency is satisfied by a departmental competency examination. Oral competency is demonstrated by successful completion of the oral presentation requirements in PHYS 331 and 332. Computer competency is demonstrated in PHYS 331 and 332 during oral presentations judged to be satisfactory by the department faculty.

Physics with Teacher Licensure

This concentration is coordinated with the Department of Education to provide a student with the opportunity of obtaining teaching licensure with a major in Physics.

- I. Required courses in the major—30 hours: PHYS 221, 222, 323, 324, 325, 331, 332, 400, 401, 402, 499.

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- II. Required courses outside the major—21–24 hours, including ENVR 130; CHEM 111, 132 (or a satisfactory score on the Chemistry Placement Examination), 144, 145; MATH 191, 192, 291; and those requirements indicated under the Education section of the catalog.
- III. Other departmental requirements—Senior demonstration of competency is satisfied by a departmental competency examination. Oral competency is demonstrated by successful completion of the oral presentation requirements in PHYS 331 and 332. Computer competency is demonstrated in PHYS 331 and 332 during oral presentations judged to be satisfactory by the department faculty.

Students who wish to receive teacher licensure in 9-12 Comprehensive Science (as distinct from Physics) must complete the requirements listed above as well as BIOL 123 and 124 and ENVR 105. Students seeking middle school licensure should review requirements found in the Education section of the catalog and see the appropriate licensure advisor for additional information.

Declaration of Major in Physics

Declaring a major in Physics requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Physics

21 hours: PHYS 221, 222, 324, 331; 9 additional hours in Physics including one course from PHYS 323, 325 or 400. PHYS 105, 131, and 231 may not be included in these 9 hours. Notice that these minor courses have prerequisites of MATH 191, 192, 291; and CHEM 132 or a satisfactory score on the Chemistry Placement Examination.

101 Light and Visual Phenomena (3)

A course for the general student covering basic optics with applications in the areas of photography, vision, color and art. Recommended corequisite: PHYS 121. Spring.

102 The Physics of Sound and Music (3)

A course for the general student covering the principles of sound, with applications in the areas of music, perception, audiology and electronic sound production. Recommended corequisite: PHYS 122. Fall.

105 Contemporary Physics (5)

A survey course with laboratory covering the fundamentals of mechanics, heat, light, sound, electricity and magnetism, atomic and nuclear physics, and their application in today's society. Prerequisite: Satisfaction of the Integrative Liberal Studies requirement in mathematics. Fall.

121 Light and Visual Phenomena Lab (1)

A laboratory course developed for non-science majors covering the properties of light. Experiments include color mixing, prescribing eyeglasses, color blindness, and optical illusions. Pre- or corequisite: PHYS 101. Spring.

122 The Physics of Sound and Music Lab (1)

A laboratory course developed for non-science majors covering the properties of sound. Experiments include combining sound waves, Fourier analysis, hearing tests, and applications to music. Pre- or corequisite: PHYS 102. Fall.

- 131 Introductory Physics I (4)**
An introduction to mechanics and thermodynamics with laboratory, for students not interested in studies leading to a degree in Physics, Chemistry or Engineering. Prerequisite: MATH 167 or 191; or equivalent. Spring.
- 221 Physics I (4)**
Introductory calculus-based physics for science and engineering students with laboratory covering Newtonian statics and dynamics, fluids, heat and sound. Prerequisite: MATH 191; corequisite: MATH 192. Fall and Spring.
- 222 Physics II (4)**
Continuation of PHYS 221 covering electrostatics, circuits, magnetism and light. Prerequisite: PHYS 221; corequisite: MATH 291. Fall and Spring.
- 231 Introductory Physics II (4)**
An introduction to electricity, magnetism, optics and elementary concepts of modern physics with laboratory. Prerequisite: PHYS 131 or 221. Fall.
- 310 Electronics (4)**
A study of analog and digital electronics, devices and test equipment with laboratory. Applications focus on audio recording. Prerequisite: PHYS 222 or 231. Spring.
- 323 Modern Optics (3)**
A study of geometrical and physical optics. Prerequisite: PHYS 222. Odd years Fall.
- 324, 400 Modern Physics I, II (3, 3)**
Special relativity, quantization, introductory quantum mechanics with applications to molecules, solids, nuclei and elementary particles. Prerequisites: CHEM 132 or a satisfactory score on the Chemistry Placement Examination; PHYS 222. Corequisite: PHYS 331. PHYS 324: Spring. PHYS 400: Fall.
- 325 Thermal Physics (3)**
The basic principles of heat, thermodynamics and introductory statistical mechanics. Prerequisite: PHYS 222. Even years Spring.
- 331, 332 Experimental Physics I, II (1, 2)**
Selected experiments with emphasis in modern physics introducing the student to experimental design and analysis of data. Students give oral presentations of their experimental work in each course in a seminar setting where other faculty, students and guests may attend. Corequisite: PHYS 324. PHYS 331: Spring. PHYS 332: Fall.
- 401 Classical Mechanics (3)**
Intermediate theoretical mechanics of particles and systems with an introduction to Lagrangian and Hamiltonian formulations. Prerequisite: PHYS 324. Fall.
- 402 Electromagnetic Theory (3)**
An intermediate study of electromagnetic fields, Maxwell's equations and electromagnetic waves. Prerequisite: PHYS 323 or 325. Odd years Spring.
- 411 Quantum Mechanics (3)**
An intermediate study of quantum mechanics, including applications to simple systems, angular momentum and scattering. Prerequisite: PHYS 401. Spring.

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499 Undergraduate Research in Physics (1-6)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at the discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.

171-4, 271-4, 371-4, 471-4 Special Topics in Physics (1-4)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. PHYS 479 may not be used by students majoring in Physics.

POLITICAL SCIENCE (POLS)

Associate Professor D.J. Mullen (Chair); Professors D.B. Mullen, Gibney, Sabo; Associate Professors Betsalel, Cornett; Assistant Professor Subramaniam

The Political Science Department offers diverse and flexible programs designed to help students prepare for meaningful careers in government and international public service, law, journalism, teaching and other related areas. In the liberal arts tradition, programs and courses are fashioned to help students develop the skills and background necessary to interpret the political world and understand how politics shapes contemporary life. The department's goals are to help students improve their capacity to creatively ask and systematically answer questions, and to improve their skills in communicating their knowledge and insights in both written and oral fashion. Students are encouraged to work closely with their advisors to plan their study and to sample widely from a variety of course offerings. Students must also participate in either community service and/or research activities appropriate to their career goals and interests.

Major in Political Science

- I. Required courses in the major—34–35 hours, including: POLS 220, 281, 450, 460; either 400 or both 390 and 490; and 21 additional hours in political science.
- II. Required courses outside the major—4 hours: STAT 185.
- III. Senior competency is demonstrated by satisfactory completion of POLS 450, 460; and either 400 or both 390 and 490. Computer competency and oral competency are satisfied by POLS 460.

Political Science with Teacher Licensure

- I. Required courses in the major—34–35 hours including: POLS 220, 281, 450, 460; and either 400 or both 390 and 490.
- II. Required courses outside the major—16–22 hours: ECON 101 or 102; HIST 101, 102; one course from ANTH 100, SOC 221 or 240; STAT 185. Students who have not received credit for the Humanities sequence must also complete HIST 151 and 152.
- III. Senior competency is demonstrated by satisfactory completion of POLS 450, 460; and either 400 or both 390 and 490. Computer competency and oral competency are satisfied by POLS 460.

Students seeking middle school or secondary school licensure should review requirements found in the Education section of the catalog and see the appropriate licensure advisor for additional information.

Declaration of Major in Political Science

Declaring a major in Political Science requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Political Science

18 hours in Political Science: POLS 220, 281; 9 of the remaining 12 hours must be at the 300 level or above.

150 Politics for a Changing World (3)

Citizenship for the 21st century requires knowledge and awareness of both domestic politics and international affairs. This course introduces students to the tools they will need in a rapidly changing world to meet that challenge. While themes vary, topics such as the origins of politics, the workings of governments, war and peace, globalization and how politics affects everyday life will be introduced and discussed. In order for Political

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Science students to receive credit toward major requirements, this course must be taken before they reach junior standing. Fall and Spring.

220 **Principles of American Political Behavior (3)**

An introduction to the basic dynamics of American politics, including the forces that shape political behavior and institutions. Fall and Spring.

281 **Principles of International Relations (3)**

An introduction to the basic concepts, theories and methods dealing with the study of international relations. The course will emphasize the current forces and trends that have shaped and are shaping the international system, including the role of transnational actors. Fall and Spring.

320 **The Evolution of American Politics (4)**

An analysis of the institutional development of the presidency, legislature, courts and political parties in response to changes in the cultural, economic and social environment of American politics. Prerequisite: POLS 220. Odd years Fall.

321 **The American Presidency (3)**

An analysis of presidential behavior that emphasizes the forces shaping the potential for success. Topics include the nature and exercise of presidential power; the influences of personality, political context, and government structure; and the various meanings of leadership. Prerequisite: POLS 220. Even years Fall.

323 **American Electoral Behavior (3)**

Detailed examination of influences on the vote decision; electoral strategies, the history and functions of parties, and the present and future shape of American electoral politics. Prerequisite: POLS 220. Even years Fall.

325 **Urban Politics (3)**

A study of the policy-making process in city government: the role of mayor, the organization of urban government, personnel problems, planning and zoning. Recommended prerequisite: POLS 220.

326 **The Legislative Process (3)**

Detailed examination of the congressional process. Emphasis on internal workings, relationships with other parts of political system, and their impact on public policy. Recommended prerequisite: POLS 220. Odd years Fall.

327 **Constitutional Law (3)**

Major issues of contemporary constitutional law using case studies with an overview of context for these issues; the role of the Supreme Court. Recommended prerequisite: POLS 220. See department chair.

329 **Politics of Religion (3)**

A study of the relationship of church and state, political attitudes of individuals identified with religious groups, and the political process of decision making found in religious bodies. Even years Fall.

330 **Individual Rights and Civil Liberties (3)**

Examines judicial decisions regarding the relation between the individual and the state. The course covers cases involving individual rights and First Amendment freedoms.

- 331 Immigration and Refugee Law and Policy (3)**
Examines the demographic, economic and political forces which shape the response of the United States to a major characteristic of globalization. Emphasis is placed on the legal and public policy issues facing the country.
- 334 Political Foundations of Law (3)**
A critical and comparative examination of law and legal institutions in their political contexts. Students are introduced to normative debates surrounding legal theory and practice. See department chair.
- 335 Law, Ethics and Public Policy (3)**
Examines topics such as the “right to privacy” in the context of drug testing and “Meghan’s Law,” corporate spying, and economic and property rights as they are affected by consumer protection, exclusionary zoning and workers’ rights. Emphasis is placed on the role of the judiciary in mediating such disputes, the relationship between duties and obligations, and the rights of the individual in the context of the whole.
- 344 Black Political Thought (3)**
A comparative examination of ideas that have shaped the political institutions and processes affecting African-Americans and Africans since 1619. Topics include racism, separatism, assimilation, accommodation, pluralism, nationalism, womanism, Pan-Africanism and Afrocentrism.
- 346 American Political Thought (3)**
Historical examination of the ideas that have influenced and shaped American institutions and the political process, from the Puritans to contemporary theorists.
- 347 Contemporary Political Ideologies (3)**
The major ideological movements that have influenced domestic and world politics, including the various shades of communism and socialism, racism, liberalism and anarchism.
- 348 Women and Politics (3)**
Examines the place women occupy in public life by exploring the historical and philosophical assumptions that inform gender politics, the economic and social status of women in society, and their political behavior. Even years Spring.
- 350 The Political Economy of the United States (3)**
Analyzes the relationship between economic and political variables. Focuses on how the dynamics of American politics influence the production and distribution of economic goods and how economic goals shape and alter political behavior. Odd years Spring.
- 351 Politics of Bureaucracy (3)**
Examines how bureaucracy formulates policies for legislative bodies and interprets and implements laws. Special emphasis is given to the dynamics of sub governments and the political and policy consequences of bureaucratic behavior. Recommended prerequisite: POLS 220. Even years Fall.
- 353 Politics and Social Welfare Policy (3)**
An analysis of the politics of welfare and the social and economic forces that shape it. Special emphasis is given to the attitudes of policy-makers, recipients and the general public. Programs examined range from Social Security to Aid to Families with Dependent Children. Even years Fall.

354 Environmental Politics (3)

Examines the political conflicts and compromises resulting from different interpretations of environmental protection. Special emphasis is placed on the choices regarding the distribution of costs and benefits and the trade-offs between environmental goals and other public and private objectives. Recommended prerequisite: POLS 220. Odd years Fall.

358 State and Local Government (3)

Examines various state and local policy-making institutions. Central topics include the delivery and quality of services, the participation of citizens and the character of intergovernmental relations.

359 Public Policy (3)

A study of specific policies at the national level. Current issues are selected which serve as case studies of interest groups, parties, bureaucracy, executive, legislative and judicial influences. Odd years Fall.

361 Imperialism and Revolution in Colonial Africa (3)

Examines the development of the political institutions and processes of pre-independence Africa. Primary focus is on the politics of colonial rule, the dynamics of African response to colonial authority and the formation of modern African states. See department chair.

362 Contemporary African Politics (3)

Examines the social, political, economic and institutional characteristics of contemporary African government and society. Recommended prerequisite: POLS 361.

363 The Political Economy of Development (3)

Examines the interaction of domestic and international political, economic and social forces in the evolution of less developed countries. Prerequisite: POLS 281; or permission of instructor. Even years Fall.

364 Middle Eastern Political Systems (3)

A study of the historical, religious, cultural, economic and ideological aspects of contemporary Middle Eastern states: modernization, Arab-Israeli relations and great power policies. See department chair.

365 European Politics (3)

Examines political institutions and processes in selected European countries, and how these forces affect the politics of the European Union. Recommended prerequisite: POLS 281; or permission of instructor. Even years Spring.

366 Democracy in Asia (3)

Examines the Western concept of liberal democratic government and the political and cultural challenges of transplanting it to nations such as India, China, Japan and the countries of Southeast Asia. Even years Fall.

368 Latin American Politics (3)

An introduction to the historical and political evolution of major Latin American States. Recommended prerequisite: POLS 281. See department chair.

369 Government and Politics of Southeast Asia (3)

Examines contemporary political, cultural and economic developments, processes and institutions in various Southeast Asian nations including Indonesia, the Philippines, Thailand, Vietnam, Malaysia and Singapore. Odd years Fall.

- 380 Globalization and its Critics (3)**
Examines the political, economic and cultural dimensions of globalization and its historic antecedents. Emphasis is placed on how globalization is experienced and interpreted by non-Western cultures and their responses to globalizations challenges. Even years Spring.
- 381 American Foreign Policy (3)**
A seminar on the American foreign policy process and the policy decisions that have resulted from the process. The role of policy influencers, components of the decision-making machine and policy implementors. Prerequisite: POLS 281. See department chair.
- 382 History of World Politics (3)**
A multidisciplinary survey of the patterns of behavior that emerged during the development of a nation-state system from the 16th century to the present. See department chair.
- 383 International Political Economy (3)**
Investigates patterns in the organization, competition and distribution of power and wealth within and between nations by examining the actors, institutions, and processes that regulate the competition for influence and control at the center of international public relations. Emphasis is placed on the interplay of political competition and compromise on issues such as production, trade, and finance. Prerequisite: POLS 281. Even years Spring.
- 384 Liberal Universalism and its Critics (3)**
Liberal universalism is a dominant theme in international relations as evidenced by the global spread of liberal democracy and the advocacy of universal human rights and civil liberties. This course examines the origins and principles of liberal universalism and some of the political, cultural, and economic criticisms it has inspired. Odd years Spring.
- 385 The Politics of War (3)**
Explores the causes, conduct and impact of war. Emphasis is placed on forces that induce states to select war as a policy choice, and the impact wars have on a participating state's social, economic, and political organization and dynamics. Prerequisite: POLS 281. Even years Spring.
- 387 International Organizations (3)**
Examines the evolving goals and methods and strengths and weaknesses of some of the most influential international organizations. Special emphasis is placed on the United Nations system. Prerequisite: POLS 281; or permission of instructor. Even years Fall.
- 388 Human Rights and International Politics (3)**
Examines the political, social and legal dimensions of the modern human rights movement and its implications for international affairs and United States foreign policy. Analyzes contemporary debates on various issues including the hierarchy of rights, conflicts between individual rights and societal priorities, refugees, international migration, asylum, repatriation, and the challenges created by transition to democracy. Even years Spring.
- 389 International Law (3)**
Examines the institutions, processes and decision rules traditionally used to adjudicate disputes between nations but increasingly applied to conflicts involving individuals. Prerequisite: POLS 281; or permission of instructor. Even years Spring.

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390 **Political Analysis (2)**

Examines the evolution of the scientific study of politics, the approaches and methods employed by political scientists, and effective ways of researching political phenomena. Prerequisites: POLS 220, 281. Fall.

400 **Internship (3)**

A semester-long internship program with participating organizations, firms, public agencies or community service organizations. Background readings and field research as well as practical experience. Prerequisite: 15 hours of Political Science. May be repeated once for credit. Students are required to present the results of their work in the Senior Colloquium. Fall and Spring.

450 **Classic Political Studies and the Contemporary World (3)**

Major works of political analysis are examined in light of current political trends. Prerequisite: POLS 400 or 490. Corequisite: POLS 460. Spring.

460 **Senior Colloquium (1)**

Students and faculty formally present and discuss their research projects and field experiences. Students are required to orally demonstrate their mastery of their project and the significance and implications of their work. Prerequisite: ECON 490; or POLS 400 or 490. Corequisite: POLS 450. Spring.

490 **Senior Research Seminar (2)**

A research seminar in which students conduct a supervised investigation of a political phenomenon. The research is presented to the Senior Colloquium. An IP grade may be awarded. Fall.

499 **Undergraduate Research in Political Science (1-6)**

Independent research under the supervision of a faculty mentor. Prerequisite: Permission of instructor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. Prerequisite: Permission of instructor. See department chair.

171-6, 271-6, 371-6, 471-6 **Special Topics in Political Science (1-6)**

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

179, 379, 479 **Liberal Studies Colloquia (LS 179, 379, 479)**

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. POLS 479 may not be used by students majoring in Political Science.

PSYCHOLOGY (PSYC)

Professors Brown (Chair), Bruce, Friedenber, Himelein, Weber; Associate Professors, Harvey, Laughon, Nallan; Assistant Professors Berryhill, Foo, Neelon, Smith

The student who majors in Psychology studies a variety of areas within the broader discipline in preparation for graduate school or post-baccalaureate employment. The Psychology major also is a popular choice for teacher licensure students, especially those in the K-6 program. Students begin with basic content courses that introduce the areas within the discipline and basic skills courses that introduce research methodology and data analysis. A series of non-lab, lab and elective courses permit students to tailor their major programs to their personal and professional goals. Students may earn up to 6 hours of credit for research or fieldwork. Students are encouraged to plan their curricula in consultation with Psychology faculty who can advise them regarding options, prerequisites and realistic career objectives.

Major in Psychology

- I. Required courses in the major—34 hours, including: PSYC 101, 102, 201, 202, 390; two courses from 200, 215, 225; either 317 or 332; plus 9 additional hours at the 300-400 level.
- II. Required courses outside the major—None. Recommended courses: Computer Science courses.
- III. Other departmental requirements—
 1. Competency in Psychology. The capstone course, PSYC 390, History and Systems of Psychology, includes the demonstration of competency in Psychology.
 2. Oral competency. Psychology majors must successfully complete an oral presentation prior to graduation. The presentation must be evaluated in writing by at least one department member and can occur either:
 - a. at a research symposium or conference (e.g., UNCA Symposium, regional psychology conference, National Undergraduate Research Conference) or
 - b. within a 300-400 level Psychology course offering the option of an oral presentation.
 3. Computer competency. PSYC 201 and 202 fulfill the computer competency requirements for Psychology majors. Students must:
 - a. complete a literature review using an Internet search.
 - b. prepare an APA-style paper using a word processing program.
 - c. use computer software for data manipulation and analysis.

Psychology with Teacher Licensure

Psychology majors who are also completing teacher licensure (e.g., B-K, K-6, K-12) should enroll in PSYC 318 instead of either PSYC 317 or PSYC 332. For teacher licensure students only, PSYC 318 fulfills the department's laboratory course requirement. B-K licensure students should complete PSYC 200, 225, 312, and 345 as part of their required curriculum. See the Education Department section for additional licensure requirements.

Declaration of Major in Psychology

Students seeking a major in Psychology are encouraged to meet with a Psychology faculty member at any time and learn more about the department and its programs. A major in Psychology may be formally declared after a student has:

- I. Completed Integrative Liberal Studies requirements in Mathematics and LANG 120 with a GPA of at least 2.0 in these courses.
- II. Completed PSYC 101, 102 and 201 and earned a GPA of at least 2.0 in these courses.
- III. Obtained a signed Declaration of Major form from the chair of the Psychology Department.

A student who does not meet the GPA criteria in I or II above may become eligible to declare a major in Psychology by completing at least two of the 200-level elective Psychology

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courses with grades that raise his or her Psychology GPA to at least 2.0. These courses are PSYC 200, 215 and 225.

Minor in Psychology

Students seeking in a Minor in Psychology must obtain a signed Declaration of Minor form from the chair of the Psychology Department. A minor in Psychology consists of 22 hours in Psychology including:

- I. A 9-credit sequence including PSYC 101, 102, 201,
- II. A 4-credit laboratory course, either PSYC 317 or 332,
- III. A 3-credit non-laboratory course, either PSYC 200, 215, or 225
- IV. Six additional hours at the 300-400 level.

101 General Psychology: Brain and Behavioral Processes (3)

An overview of foundations and core concepts in psychology, emphasizing the basic behavioral and mental processes. Topics include biological influences on behavior, sensation, perception, consciousness, learning, memory, cognition, development, the history of psychology and research methodology. Fall and Spring.

102 General Psychology: Personality and Social Processes (3)

An overview of foundations and core concepts in psychology, emphasizing behavioral and mental processes, and the application of psychological principles. Topics include motivation, emotion, psychological testing, personality, psychopathology, psychotherapy, social psychology, the history of psychology and research methodology. Fall and Spring.

200 Social Psychology (3)

Survey of research and theory of the individual in social context: social cognition, social influence and social relations. Topics include social perception, attitudes, cultural influence, conformity, persuasion, group process, aggression, altruism and attraction. Prerequisite: PSYC 102. Fall or Spring.

201 Research Methods I (3)

An introduction to fundamental concepts of research in psychology emphasizing the design of experimental and correlational studies, basic statistics, and critical evaluation of research. Prerequisite: 3 hours in psychology. Fall and Spring.

202 Research Methods II (3)

Continued study of research techniques and methods of data analysis. Special attention to relationship of research design to analysis. Requires an individual research project. Prerequisite: 6 hours in psychology including PSYC 201. Fall and Spring.

215 Mind and Brain (3)

Coverage of current concepts, theory and research on the nature of mind and brain with emphasis on recent developments in cognitive and brain sciences as they relate to perception, consciousness, memory and decision making. Prerequisites: PSYC 101. Fall or Spring.

225 Personality (3)

Surveys representative theories of personality, including psychodynamic, humanistic and learning perspectives. Includes emphasis on application of theories to understanding the lives of self and others. Prerequisite: PSYC 102. Fall or Spring.

307 Health Psychology (3)

Cases, concepts and problems in behavioral medicine and health psychology. Historic views of disease. Psychosocial dynamics in individual illness. Psychosocial factors in

risk, onset, course of illness. Psychology of health professionals. Prerequisites: PSYC 101, 102, 225. Fall or Spring.

308 Abnormal Psychology (3)

The causes, symptomatic behavior and types of major psychological disturbances. Theory, explanatory concepts, and clinical examples of maladaptive and preventive mental health issues considered. Prerequisites: PSYC 101, 102, 225. Fall and Spring.

310 Psychology of Adolescence (3)

Survey of theory and research on physical, sexual, intellectual and personality development from puberty to adulthood with a focus on cultural/subcultural comparisons. Research project or case study required. Prerequisites: PSYC 101, 201, 317; teacher licensure students who complete 318 meet course requirements and should see the instructor to enroll. See department chair.

312 Psychology of Exceptional Children (3)

Study of exceptional children, including speech-handicapped; intellectually gifted; mentally retarded; learning disabled; physically, hearing and visually impaired. Discussion of issues in classification, diagnosis and educational remediation. Recommended for teacher licensure students. Prerequisites: 6 hours in psychology including PSYC 101; recommended: PSYC 317 or 318. See department chair.

313 Psychology and Law (3)

An examination of the behavior of participants in the legal system through the use of psychological concepts, methods and research findings. Specific topics include forensic psychology, policing, insanity and competence, the psychology of the jury, evidence and eyewitness testimony, criminal behavior, the psychology of punishment and treatment, and the rights of special populations within the legal system. Prerequisites: PSYC 101, 102, 201. Fall or Spring.

317 Developmental Psychology (4)

A survey of human development from conception through adolescence, focusing on current theory and research in physical, cognitive, linguistic and social-emotional development. Students are required to conduct a developmental evaluation of a child during a series of home visits scheduled at their convenience. Prerequisites: PSYC 101, 201. Fall and Spring.

318 Psychology Applied to Teaching (4)

Applications of psychological theory and research to learning processes and the teaching of children. Emphasis on developmental, behavioral and cognitive psychology, exceptional students, research methods and testing/measurement in educational settings. Includes a required laboratory component. Prerequisite: PSYC 101; EDUC 310. (Students who have credit for both PSYC 220 and PSYC 317 may not receive credit for PSYC 318.) Fall and Spring.

320 Biopsychology (3)

The relationship between brain and behavior: current theories of brain function in the context of perception, memory, emotion and drive. Prerequisite: PSYC 101. (Previous introductory biology is helpful, but not required.) Fall or Spring.

325 Perception (3)

The study of human perception, with special emphasis on vision and audition. Prerequisite: PSYC 101. Fall or Spring.

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- 327 Cognitive Psychology (3)**
Historical background and current developments in research and theory in cognitive science, with particular emphasis on attention, memory, problem solving and educational applications. Includes some coverage of artificial intelligence, skill acquisition, and the nature of intelligence. Prerequisites: PSYC 101 and 201. Fall or Spring.
- 328 The Psychology of Language (3)**
Linguistic, psycholinguistic and neuropsychological perspectives on language and reading. Emphasis on speech perception and production, syntax, linguistic impairment and comparisons across cultures and species. Prerequisites: PSYC 101, 201. Students who are pursuing Reading Licensure (K-12) are not required to complete the PSYC 201 prerequisite. Fall or Spring.
- 332 Learning and Memory (4)**
A survey of knowledge of learning and memory. Emphasis on research, theory and applications. Students complete a series of laboratory exercises. Prerequisites: PSYC 101, 201. Fall.
- 333 Psychology of Women (3)**
Survey of psychological theory and research on women. Topics include female development, gender comparisons, work experiences, relationships and adjustment. Prerequisites: PSYC 102; recommended: 3 additional hours in PSYC. Fall or Spring.
- 335 Environmental Analysis and Design (ENVR 335) (3)**
Study of interrelationship of environment and behavior, with special emphasis on application of theories in the analysis and design or redesign of specific environmental settings. Includes fieldwork. Prerequisites: PSYC 101, 102, 201. See department chair.
- 344 Community Psychology (3)**
An advanced introduction to community psychology, which seeks to enhance the quality of life of communities and people, particularly those considered disenfranchised or disadvantaged. Course topics include human diversity, empowerment, social change and preventive approaches to mental disorders. Prerequisites: PSYC 101, 102, 200, 201. See department chair.
- 345 Child Clinical Psychology (3)**
Examines children's development of positive mental health and mental disorders. Considers factors influencing development of psychopathology and strategies for helping children, including psychotherapy and prevention. Prerequisites: PSYC 101, 102, 201, 225. See department chair.
- 367 Human Sexuality (3)**
Survey of psychological literature on human sexuality, including the biological bases, sexual behavior, sexuality throughout the life cycle, sexual differences and dysfunctions, interpersonal attraction and communication, and social issues related to human sexuality. Prerequisites: PSYC 101, 102, 201, 202, 225. See department chair.
- 368 Psychology of Close Relationships (3)**
Phenomenology, theory and research on close personal relationships including love, friendship, attraction, intimacy, communication, conflict, loss and grief. Prerequisites: PSYC 102, 200, 201. Fall or Spring.
- 390 History and Systems of Psychology (3)**
Examination of the historical antecedents of modern psychology. Comparison of major historical systems and schools of psychology, including structuralism, Gestalt

psychology, psychoanalysis, behaviorism and cognitive psychology. Includes the demonstration of competency in Psychology. Prerequisites: 24 hours in Psychology including PSYC 101, 102, 201, 202. Fall and Spring.

- 409 Advanced Social Psychology (3)**
In-depth study of selected topics of current theoretical and research interest in social psychology. Emphasis on field studies, projects and class discussion. See instructor for topics to be covered. Prerequisites: PSYC 101, 102, 200, 201, 202. See department chair.
- 410 Clinical and Counseling Psychology (3)**
Surveys theory, research and practice of the major systems of psychotherapy. Includes general introduction to the profession and discussion of ethical issues. Prerequisites: PSYC 101, 102, 201, 202, 225; recommended: PSYC 308. See department chair.
- 416 Psychological Testing (3)**
An in-depth study of the construction and use of psychological tests for the assessment of personality, attitudes, and behavior in a variety of applied settings. Prerequisites: PSYC 101, 102, 201, 202. See department chair.
- 423 Psychology of Consciousness (3)**
Examines individual consciousness from historical, lifespan and transpersonal perspectives. Covers major theories of consciousness from William James to the present, as well as traditional views. Prerequisites: at least 60 hours (junior status). See department chair.
- 435 Advanced Personality (3)**
In-depth study of selected topics of current theoretical or research interest in personality (e.g., culture, positive psychology). Seminar format that includes student projects and presentations. Prerequisites: PSYC 101, 102, 201, 202, 225. See department chair.
- 463 Field Work (3)**
Advanced psychology students work in local human service agencies to gain applied clinical experience. Weekly seminar meetings focus on the acquisition of basic helping skills and discussion of ethical and professional issues. Prerequisites: permission of instructor required; coursework to include PSYC 101, 102, 201, 202; and 308 or 312 or 345. (Grading is S/U.) Fall and Spring.
- 499 Undergraduate Research in Psychology (1-6)**
Independent research under the supervision of a faculty mentor. An IP grade may be awarded at the discretion of the instructor. May be repeated for a total of 6 hours credit. Prerequisite: permission of instructor required; coursework to include PSYC 101, 102, 201, 202. See department chair.
- 171-6, 271-6, 371-6, 471-6 Special Topics in Psychology (1-6)**
Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.
- 179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)**
Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. PSYC 479 may not be used by students majoring in Psychology

RELIGIOUS STUDIES (RELS)

The Philosophy Department, in conjunction with other programs in the university, offers a minor in Religious Studies to help students understand religion and world religious traditions. The minor will enable students to explore religion in an intellectual, disciplined and methodologically objective way. 18 hours distributed as follows: PHIL 213 (Human Religious Experience), PHIL 303 (Philosophy of Religion) and 12 hours selected from the list below. Courses must come from at least two other departments besides Philosophy. Nine hours or more must be at the 300-400 level. Philosophy majors cannot include PHIL 200 or 255 within the 18 hours required for this minor. Additional courses, including special topics courses, may be approved by the director of the program for the minor, when the subject is relevant to religious studies.

ANTH	100	Introduction to Cultural Anthropology (3)
CLAS	365	Introduction to the Hebrew Bible (3)
HIST	343	History of Christianity (3)
HIST	361	Renaissance and Reformation (3)
HIST	386	History of Buddhism (3)
HIST	387	History of Judaism (3)
LIT	365	Introduction to the Hebrew Bible (3)
PHIL	200	Introduction to Ethics (3)
PHIL	220	Existentialism (3)
PHIL	255	Medieval Philosophy (3)
PHIL	309	Medical Ethics (3)
PHIL	313	Oriental Philosophy (3)
POLS	329	Politics of Religion (3)
SOC	302	Sociology of Religion (3)

499 Undergraduate Research in Religious Studies (1-6)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. Can be repeated for a total of 6 hours credit. See program director.

171-3, 271-3, 371-3, 471-3 Special Topics in Religious Studies (3)

Courses not otherwise included in the catalog, but for which there will be special needs. May be repeated for credit as subject matter changes. See program director.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to satisfy major or minor requirements.

SOCIOLOGY (SOC) AND ANTHROPOLOGY (ANTH)

Associate Professor Frank (Chair); Professors Haas, Kelley, Pitts; Associate Professors Ghidina, Lee, Omer, Peterson, Wood; Lecturer Bramlett

Sociology is the study of society including the complex relationships between individuals, social institutions, culture and social structure. The major is designed to equip students with a sociological perspective with which they may examine a wide variety of social issues. The major equips students with the theoretical and investigative tools necessary to examine a wide variety of social issues. Electives are offered in four broad areas: inequality, power and justice; groups and social institutions; culture and meaning; and global complexity and change. Cultural anthropology is one of the most international of all the social sciences. A diverse but comprehensive discipline, anthropology investigates the social and cultural life of human beings in all times and all places. A concentration in anthropology provides students with an appreciation of other ways of life, different systems of belief and knowledge, and perhaps most importantly, a better understanding of the world in which they live. Students majoring in sociology are prepared for careers in social work, criminal justice, non-profit agencies, business and government as well as graduate study in sociology, anthropology, criminology, social work, law and various other fields.

General Sociology

- I. Required courses in the major—36 hours including: SOC 100, 225, 310; 335 or 336; 420, 455 and 465; 15 additional hours in Anthropology or Sociology, at least 9 of which must be in Sociology. Nine of the 15 hours must also be at the 300-400 level.
- II. Required courses outside of the major—None. STAT 185 is recommended for students wishing to pursue additional quantitative analysis.
- III. Other department requirements—A grade of C or better in SOC 455 and 465 satisfies the senior demonstration of competency, oral competency, and computer competency requirements.

Concentration in Anthropology

- I. Required courses in the major—36 hours including: ANTH 100, 225, 336, 455, 465; SOC 310, 420; 15 additional hours in Anthropology or Sociology, at least 9 of which must be in Anthropology. Nine of the 15 hours must be at the 300-400 level.
- II. Required courses outside of the major—None. STAT 185 is recommended for students wishing to pursue additional quantitative analysis.
- III. Other department requirements—A grade of C or better in ANTH 455 and 465 satisfies the senior demonstration of competency, oral competency, and computer competency requirements.

Sociology with Teacher Licensure

- I. Required courses in the major—36 total hours including: SOC 100, 225, 310; 335 or 336, 420, 455, 465; 15 additional hours in Anthropology or Sociology, at least 9 of which must be in Sociology. Nine of the 15 hours must also be at the 300-400 level.
- II. Required courses outside of the major—12-18 hours: ECON 101 or 102; HIST 101, 102; POLS 220. Students who have not received credit for the Humanities sequence must also complete HIST 151 and 152. STAT 185 is recommended for students wishing to pursue additional quantitative analysis.
- III. Other department requirements—A grade of C or better in SOC 455 and 465 satisfies the senior demonstration of competency, oral competency, and computer competency requirements.

Students should review requirements found in the Education section of the catalog and must consult with the appropriate advisor in the Department of Education. In addition, those desiring middle school licensure must take HIST 315 and complete requirements for a second area of licensure.

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Declaration of Major in Sociology

To declare a major in Sociology, a student must:

- I. Successfully complete LANG 120.
- II. Complete SOC 225 and either ANTH 100 or SOC 100 (depending on concentration) with a grade of C or better.
- III. See the department chair to complete a Declaration of Major form.

Minor in Sociology

18 hours in Sociology including: SOC 100, 225, 420; and 9 hours of Sociology electives with at least 6 hours at the 300-400 level.

Minor in Anthropology

For students not majoring in Sociology, a minor in Anthropology may be earned by completing 18 hours in Anthropology including: ANTH 100, 225, 336; and 9 hours of Anthropology electives with at least 6 hours at the 300-400 level.

Courses in Anthropology

100 Introduction to Cultural Anthropology (3)

Introduces the study of culture and human diversity. Through reading ethnographies (case studies), students learn about different societies around the world, including their own. They also learn how different anthropologists have gone about studying societies. The class pays particular attention to concepts of culture, cultural relativism, holism, and participant observation. Fall and Spring.

225 Social and Cultural Inquiry (SOC 225) (3)

Explores a variety of frameworks for understanding human societies and social experience. Students learn classical and contemporary approaches to analyzing and interpreting the worlds around them, integrating both theoretical and methodological concerns. The emphasis is on developing questions and hypotheses, using methodologies, gathering data, interpreting information, crafting explanations, and building theory. Prerequisite: ANTH 100 or SOC 100. Fall and Spring.

280 Cultures of Africa (3)

Introduces the diverse societies, geographies, and practices of African peoples. Materials include ethnographic, fictional and historical texts, as well as an array of visual materials such as maps, photographs, documentary films, and African-directed feature films. Fall.

325 Culture and Mind (3)

Explores how people in different places around the world make and communicate meaning. On the way, we ponder the nature of culture and mind. Texts include classic and contemporary works in symbolic and psychological anthropology. Odd years Spring.

336 Ethnographic Methods (SOC 336) (3)

Understands social experiences through grounded-theory research. Course offers hands-on lessons in gathering, analyzing and interpreting ethnographic data. Topics include participant-observation, interviewing, mapping, content analysis, taking and interpreting field notes, and writing. All students conduct a field project. Prerequisite: ANTH 225. Fall.

350 Body, Disability and Culture (3)

Using ethnographies, memoirs and films, this course examines the concepts of the body and disability in a variety of cultures, including our own. Particular attention is paid to the different ways that the body and disability are both gendered and sexed. Topics include

mind/body distinctions, stigma, normalcy, and the role of narrative in the cultural construction of the body and disability. Odd years Fall.

353 Culture and the Individual (3)

Explores the relationship between individuals and their experiences of the cultures in which they live. Using ethnographies and films, the course also examines cross-cultural variation in emotions, illnesses and the definition of the person. Even years Spring.

361 Writing Gender (3)

Examines the cross-cultural representation of gender, through ethnographies, documentary films and writing exercises. The course considers how culture affects our understanding and experience of gender. Issues such as hierarchies and power, the body and sexualities, and the dilemmas of writing about identities are explored. Even years Fall.

365 Death and Dying (3)

Everybody dies. Not everybody manages death the same way. The class takes a cross-cultural look at the ways people die and cope with death around the world, by reading a variety of classic and contemporary literature on death, and by taking field trips to graveyards and funeral homes. Spring.

400 Internship in Sociology and Anthropology (SOC 400) (1-6)

Places students with participating agencies and organizations. Weekly seminar meetings focus on the acquisition of basic helping and inter-relational skills, understanding organizational contexts that impact and inform practice, and ethical issues in professional life. May be repeated for a total of 6 hours credit. Prerequisite: Twelve hours of sociology and/or anthropology. Fall and Spring. S/U grading.

425 Manhood and Masculinities (3)

Looks cross-culturally and critically at men's experiences, the meaning of manhood, and the practices of masculinity. Drawing on a variety of theoretical perspectives, the class studies manhood within a wider field of gendered meaning. Even years Spring.

455 Senior Thesis Seminar (SOC 455) (3)

First of two courses in the senior capstone experience. Choosing from a variety of sociological and anthropological approaches, students plan and begin to carry out theoretically grounded and methodologically sophisticated individual research projects. Student course work culminates with a research statement that includes a well-articulated research question and a set of research strategies appropriate to their topic that will allow them to complete their thesis during the Senior Symposium. These research statements are presented in both written and oral form. Prerequisites: SOC 310; SOC 335 or ANTH 336. Fall and Spring.

465 Senior Symposium (SOC 465) (3)

Final course in the senior capstone experience. This course involves two components. First, students will continue data collection and analysis, completing the Senior Thesis, and making a public presentation of their findings. The second component involves an examination of contemporary topics in the fields, focusing on theoretical and methodological concerns and an examination of the disciplines in the contemporary world. Selected topics will be varied and current. Prerequisite: ANTH 455. Fall and Spring.

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499 **Undergraduate Research in Anthropology (1-6)**

Undergraduate research under the supervision of a faculty mentor. An IP grade may be awarded at the discretion of instructor. May be repeated for a total of 6 hours credit. Fall and Spring.

171-6, 271-6, 371-6, 471-6 **Special Topics in Anthropology (1-6)**

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

179, 379, 479 **Liberal Studies Colloquia (LS 179, 379, 479)**

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. ANTH 479 may not be used by students majoring in Sociology.

Courses in Sociology

100 **Introduction to Sociology (3)**

Employs the sociological imagination to explore society and social experience. Introducing the students to a diverse range of sociological approaches, the course emphasizes the complex relationships between individuals and their social worlds, social structure and social institutions, socialization, social interaction, and social identities and inequalities. Fall and Spring.

200 **Criminology (3)**

Provides an introduction to the field of criminology, surveying the social construction of crime, the legal conceptualization of crime, the nature and extent of crime, the theoretical models on the causes of crime, typologies of crime, and the criminal justice response from policing, to trial, to institutionalization. Substantive attention is devoted to the importance of race, gender and social class in the American criminal justice system and the reliance on prisons as the solution to the crime problem. Spring.

210 **Contemporary Social Problems (3)**

Explores the institutional and cultural causes of selected social problems in contemporary U.S. society. Also critically examines the ways in which social problems are constructed and defined. Particular attention is paid to the ways in which social institutions perpetuate social problems. Fall and Spring.

220 **Juvenile Delinquency (3)**

Traces the socio-historical discovery of childhood and the social and cultural construction of adolescence and delinquency. Drawing from various bodies of social thought, the extent, nature, and social location of delinquent behavior is investigated. Current changes in juvenile justice are critically analyzed relative to the impact of theory on social policy and future implications for childhood, adolescence and juvenile (in)justice. Fall.

221 **Race and Ethnic Relations (3)**

Critically examines the construction of race and ethnic identities and the ways in which dominance and subordination are linked to this process. Course surveys related issues including group formation, racial and ethnic stratification, prejudice and discrimination, race privilege, and patterns of domination, segregation, and integration in multi-ethnic societies. Fall.

223 **Social Gerontology (3)**

Introduces the field of social gerontology. Course focuses on historical and cross-cultural meanings of aging for individuals, the social roles of the elderly, and the institutional and

cultural frameworks that shape the experience of growing old in contemporary western societies. Fall.

- 225 Social and Cultural Inquiry (ANTH 225) (3)**
 Explores a variety of frameworks for understanding human societies and social experience. Students learn classical and contemporary approaches to analyzing and interpreting the worlds around them, integrating both theoretical and methodological concerns. The emphasis is on developing questions and hypotheses, using methodologies, gathering data, interpreting information, crafting explanations, and building theory. Prerequisite: SOC 100 or ANTH 100. Fall and Spring.
- 230 Marriage, Partnerships and Family Life in America (3)**
 Explores family as a contemporary American institution. Analyzes theories of gender, love and mate selection, as well as the socio-cultural factors behind sexuality. The demographics of marriage, cohabitation, divorce and fertility are examined, and practical matters such as contraception, date rape, sexually transmitted diseases, and household finances are addressed. Odd years Fall.
- 240 Evolution, Revolution and Social Change (3)**
 Reviews the historical treatment and contemporary status of African Americans, women, and the gay and lesbian subcultures in American society and the respective social movements which emerged in their attempts to attain social equality. Problems of power and privilege are analyzed within the context of cultural diversity and social change. Fall and Spring.
- 260 Sport and Society (3)**
 Examines contemporary societies and the meaning of work and play in daily life. Why and how are some persons labeled athletes and others not? How does athletic identity develop and vary? How do economics and politics enter into the organization of sports? Sports practices in the 21st century are compared in the context of societal myths regarding amateurs and professionals, children and adults, and changing gender and race norms. Fall.
- 280 Sociology of Gender (3)**
 Provides an overview of the broad field of gender studies in sociology. Drawing on the premises of social constructionism and critical theory, the course examines the micro- and macro- levels of the creation and maintenance of a binary system of gender. Major course themes include gender socialization, the micro-politics of gender, the social construction of gender, gender and sexuality, and gender stratification. Odd years Spring.
- 301 Sociology of Education (3)**
 Considers formal education in the U.S. by analyzing the multiple ways in which the institution impacts social life and organization. Course emphasizes the relationship of education to individual status attainment, social mobility of marginalized groups, the maintenance of dominant cultural values, and its roles in supporting professional organizations through credentialing. Course emphasizes schools and social class, gender, multicultural and racial inequalities. Spring.
- 302 Sociology of Religion (3)**
 Draws on the intellectual tradition within the discipline of understanding religion as a social and cultural phenomenon. Looks into the complex nature of religion and explores the social conditions and processes which account for diverse religious phenomena including religiosity, religious organizations, conflict and change, religious pluralism, and the relationships between religion and other social institutions. Spring.

310 Theoretical Inquiry (3)

Examines major social theories and ways of theorizing, focusing on a range of contemporary perspectives and the links to classical foundations of the discipline. By applying theories to social phenomena, the course enhances students' abilities to make sense of human social worlds and to consider the strengths and limitations of theoretical perspectives in terms of how they account for diverse human experiences. Prerequisite: SOC 225. Fall and Spring.

312 Society, Culture and Poverty (3)

Investigates the economic, political and cultural causes of poverty in the United States. A historical and contemporary analysis of social policy illuminates the political debates and cultural discourse on the societal response to welfare and poverty, particularly the perceived differences between the deserving and undeserving poor relative to race and gender. Spring.

335 Survey and Social Research Methods (3)

Examines social worlds with an emphasis on hypothesis-driven research. Course offers hands-on lessons in developing and conducting survey research, qualitative interviewing and content analysis. The course will focus on developing the skills necessary to read and interpret statistical studies, as well as to designing and implementing research. All students conduct a research project. Prerequisite: SOC 225. Fall and Spring.

336 Ethnographic Methods (ANTH 336) (3)

Understands social experiences through grounded-theory research. Course offers hands-on lessons in gathering, analyzing and interpreting ethnographic data. Topics include participant-observation, interviewing, mapping, content analysis, taking and interpreting field notes, and writing. All students conduct a field project. Prerequisite: SOC 225. Fall.

340 Social Control and Deviant Behavior (3)

Considers the development of social order and ideological hegemony, the dynamics of conformity and dissent, and the major theoretical models of deviance and social control. Employing a deconstructive and critical approach, this course examines the role of power in defining who the deviant is and what acts constitute a threat to social order. Particular attention is given to the voices and lived experiences of deviants illuminating how social control, mediated through the state or other powerful agencies, can lead to the loss of individual freedom and the abrogation of human rights and civil liberties. Fall.

346 Dynamics of Organizations (3)

Analyzes the ways in which organizational forms, especially bureaucracy, increasingly characterize and impact social life in the contemporary world. Topics covered include the roles of organizations, organizational structure, dynamic processes within organizations such as power and conflict, the individual in the organizational context, relations between organizations and environments, and the major theoretical perspectives on organizations. Fall.

357 Development and Social Change in Latin America (3)

Examines historical, political and socio-economic perspectives on Latin America by focusing on the region's development through the 19th and 20th centuries. Mexico, Brazil, Argentina and Chile, as well as other countries, will be used as case studies. Also examines historic relations between the region and the United States. Fall.

358 Globalization and Social Change in Africa (3)

Focuses on social change and economic development in Africa with an emphasis on theories of modernization, dependency and world systems. Special attention is paid to the

ways that Western society's policies impact the lives of individuals in Africa and on the ability of African countries to be self-determining. Spring.

359 Women of Color and Feminism (3)

Overviews the emerging scholarship of feminists of color while offering a critique of dominant Western feminist theories as they relate to the experiences and lives of women of color. Special attention is paid to the diversity of experiences among women of color in a global context. Fall.

362 Sociology of Health and Illness (3)

Attends to the meaning and consequences of health and illness for individuals as well as society, with attention to the organization of health care systems, the healing professions, and the emergent conceptualization of health care as a right. Also considers how health issues intersect with issues of diverse groups. Spring.

364 Population and the Environment: An International Perspective (3)

Uses the tools of demography, sociology and anthropology to explore population processes in different parts of the world, the politics of population, and population policies as they relate to the environment, development, food, and energy. Using a comparative approach, the course emphasizes the importance of cultural difference in understanding the dynamics of population growth. Spring.

365 Violence in America (3)

Explores the historical and cultural tradition of violence in America with special emphasis on interpersonal, organizational and structural violence and its impact on the lives of victims and the quality of life within communities. A major theme is the relationship between violence and social class, sex and gender, and race. In reviewing a range of violent behavior patterns—from intimate violence to hate crimes, from serial murders to state-sanctioned violence—the societal response is investigated relative to prevention, intervention and public policy. Even years Spring.

385 Science and Technology (3)

Examines the cultural authority and power of science and technology in the contemporary period, with attention to the social production of scientific knowledge and technological artifacts. Drawing on a social constructionist approach, the course emphasizes the ways in which both experts and lay people relate to technological artifacts, as well as the organizational, economic, cultural and political forces behind technological innovation and the impacts of technological change on individuals and social groups. Even years Fall.

390 Queer Sociology (3)

Interrogates identity politics of gay, lesbian, bisexual, transgendered and queer individuals. Drawing upon constructionist and critical theory, this course focuses on sexual identities, the “science of desire,” sexual politics and sexual communities. Socio-historical comparisons of pre- and post-Stonewall culture highlight the social evolution from sex acts to social roles to “kinds of persons” to the emergence of politically organized sexual communities. The production of knowledge in science and popular culture is analyzed within the context of social change. Odd years Fall.

393 Popular Culture/High Culture (3)

Explores the meanings of cultural products from the perspectives of audiences and producers. Drawing on contemporary cultural theories, the course focuses on how people use culture and problematizes simple dichotomies between high and low culture, good and bad art, and authentic and imitative cultural artifacts. In addition, the courses deals

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with issues of cultural power, ideology, hegemony, resistance and agency in cultural products, both in mass media and high art forms. Odd years Fall.

400 **Internship in Sociology and Anthropology (ANTH 400) (1-6)**

Places students with participating agencies and organizations. Weekly seminar meetings focus on the acquisition of basic helping and inter-relational skills, understanding organizational contexts that impact and inform practice, and ethical issues in professional life. May be repeated for a total of 6 hours credit. Prerequisite: 12 hours of sociology and/or anthropology. Fall and Spring. S/U grading.

402 **The Color Line: Classical & Contemporary Views of African Americans (3)**

In the tradition of W.E.B. Du Bois, this course explores to what degree the problem of the 21st century is still the color line. A historical overview of the African American experience in the United States serves as the context for an analysis of the contemporary color line. Issues to be addressed include the cultural meaning of race, the relationship between race and class positions, forms of racism, structural and cultural analysis of racial inequality, and strategies for obtaining equality. Even years Spring

410 **Sociology through Film (3)**

Examines 20th-century society and culture as represented by modern film. What are the characteristics of our modern society and how can we understand and explain them? Who, or where, is the “modern” individual? How do economic, political and cultural forces shape the individual and society? Spring.

420 **Difference and Inequality (3)**

Investigates the most significant categories of difference on the cultural landscape of American society—social class, race, sex and gender, sexual identity and disability. Course content emphasizes structural inequality and the social construction of difference and privilege. How do categories of people come to be seen as “different”? How does being seen as “different” affect peoples’ lived experience? What meaning does difference and inequality have for social interaction, social institutions, or culture? What difference does “difference” make? Particular attention is given to the interaction and intersection among categories of difference. Prerequisite: SOC 225. Fall and Spring.

446 **Working Class Organizations in North America, Europe and Latin America (3)**

How successful have working class organizations been in their attempts to shape socio-political as well as economic conditions of their countries? In looking at comparative cases of working class organizations from the United States, Europe and Latin America, this course examines how these organizations have influence the historic course of capitalism and democracy in these regions. Odd years Spring.

455 **Senior Thesis Seminar (ANTH 455) (3)**

First of two courses in the senior capstone experience. Choosing from a variety of sociological and anthropological approaches, students plan and begin to carry out theoretically grounded and methodologically sophisticated individual research projects. Student course work culminates with a research statement that includes a well-articulated research question and a set of research strategies appropriate to their topic that will allow them to complete their thesis during the Senior Symposium. These research statements are presented in both written and oral form. Prerequisite: SOC 310; SOC 335 or ANTH 336. Fall and Spring.

465 **Senior Symposium (ANTH 465) (3)**

Final course in the senior capstone experience. This course involves two components. First, students will continue data collection and analysis, completing the Senior Thesis, and making a public presentation of their findings. The second component involves an

examination of contemporary topics in the fields, focusing on theoretical and methodological concerns and an examination of the disciplines in the contemporary world. Selected topics will be varied and current. Prerequisite: SOC 455. Fall and Spring.

480 Sociology of Law (3)

Problematizes the law as a social institution, revealing how its meaning and content are as changeable as the political, social and economic forces of society. A central theme of the course is the complex and reciprocal relationship between law and social change. Special attention is given to law in theory and practice relative to cultural values, conflicting interests, cultural resistance, status and power, and popular will. Even years Spring.

499 Undergraduate Research in Sociology (1-6)

Undergraduate research under the supervision of a faculty mentor. An IP grade may be awarded at the discretion of instructor. May be repeated for a total of six hours credit. Fall and Spring.

171-6, 271-6, 371-6, 471-6 Special Topics in Sociology (1-6)

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. SOC 479 may not be used by students majoring in Sociology.

SPANISH (SPAN)

Associate Professors Trautmann (Chair, Foreign Languages), Weldon; Assistant Professors Adell, Bettencourt, Gant; Lecturers Bailey, Rosenbaun-Bodie, Sousa

Within the Department of Foreign Languages, the Spanish major provides opportunities to study the language, literatures and cultures of Spanish-speaking lands in the broader context of the liberal arts. Students in the program are expected to use Spanish to communicate and interact intellectually within local or global contexts. The department encourages international study. Agreements between UNC Asheville and universities in countries such as Ecuador, Mexico and Spain make study abroad affordable and easy to arrange.

Major in Spanish

- I. Required courses in the major—27 hours including SPAN 300, 310, 320, 330, 332; 481 or 482; 3 additional hours at 300-400 level; 6 additional hours at the 400 level.
- II. Required courses outside the major—None.
- III. Foreign language requirement—Satisfied by major courses in Spanish.
- IV. Special departmental requirements—Oral competency: oral competency will be evaluated at the end of SPAN 300. Capstone project: competency in Spanish will be demonstrated by a capstone project consisting of research plus oral and written presentations on Spanish language, literature or civilization, to be carried out in one of the 400-level courses, as approved by the department chair. Students must demonstrate satisfactory oral competency before undertaking the capstone project. Computer competency: students demonstrate computer competency through satisfactory completion of the capstone project.

Spanish with Teacher Licensure

To obtain licensure as a teacher of Spanish (K-12), the candidate must complete the required major in Spanish in the Department of Foreign Languages, the Integrative Liberal Studies requirements, and those courses required by the Education Department for K-12 licensure. (See Education section.) Students who intend to obtain teacher licensure in Spanish are also required to include SPAN 400 in their major/minor programs.

Declaration of Major in Spanish

Declaring a major in Spanish requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Spanish

18 hours in courses numbered 300 or above. Required: SPAN 300, 310, 320; 330 or 332; 6 additional hours of electives, with at least 3 hours at the 400 level.

110, 120 Elementary Spanish I, II (3, 3)

Introduction to the study of Spanish language and culture through classroom and laboratory instruction. For beginners and those referred by placement test or departmental evaluation. Fall and Spring.

210, 220 Intermediate Spanish I, II (3, 3)

Continuation of the study of Spanish language and culture through classroom and laboratory instruction. Intensive conversational practice. Reading to develop comprehension and speed. Writing of simple compositions. Prerequisite: SPAN 120 or equivalent; or permission of instructor. Fall and Spring.

- 300 Oral Skills (3)**
Extensive practice in oral skills: listening comprehension, pronunciation and conversation. Students make use of various media to develop listening and speaking skills. Emphasis on laboratory exercises, oral presentations. Prerequisite: SPAN 220 or equivalent. Fall and Spring.
- 310, 320 Composition and Introduction to Literature I, II (3, 3)**
Development of accuracy and fluency in written Spanish as well as critical reading skills through systematic structural review and the study of prose nonfiction and literature. Prerequisite: SPAN 220 or equivalent. Fall and Spring.
- 330 Survey of Spanish Civilization and Literature (3)**
A survey of the development of Spanish literature and civilization in the context of historical developments from the beginnings through the 18th century as seen through artistic and intellectual achievements, religious, social and political institutions, customs and traditions reflected in literary texts. Prerequisite: SPAN 310. Every year.
- 332 Survey of Spanish-American Civilization and Literature (3)**
A survey of the development of Spanish-American literature and civilization in the context of historical developments from the period of colonization to the present, as seen through artistic and intellectual achievements, religious, social and political institutions, customs and traditions reflected in literary texts. Prerequisite: SPAN 310. Every year.
- 400 The Spanish Language (3)**
The development of the Spanish language and its expansion: overview of the evolution of Spanish, the present-day standard language system, regional and social variation. No credit awarded to students with prior credit for SPAN 340. Prerequisites: SPAN 310, 320. Every year.
- 410 Hispanic Film (3)**
Provides an introduction to the theory and history of Hispanic cinema and integrates sociological and artistic interpretations of Spanish and Latin American films. Content may vary. Prerequisites: SPAN 310, 320. Every other year.
- 440 Advanced Spanish Language and Composition (3)**
Intensive practice in written and spoken Spanish with close attention to style, syntax and idioms. Systematic development of vocabulary and review of grammar. Prerequisite: SPAN 320. Every year.
- 481 Spanish-American Literatures from Modernism through the 21st Century (3)**
Topics from all the Americas in prose, poetry and drama from Modernism through the present. Prerequisite: SPAN 320. See department chair.
- 482 Spanish Civilization and Literature of the 19th, 20th and 21st Centuries (3)**
A survey of the development of Spanish literature and civilization in the context of historical developments from the 19th century to the present, as seen through the artistic and intellectual achievements, religious, social and political institutions, customs and traditions reflected in literary texts. Prerequisites: SPAN 310, 320. Every year.
- 495 Hispanic Studies (3)**
Topics in linguistics, cultural studies, or the study of peninsular or Spanish-American literature, including various periods, genres or themes. May be taken up to three times for credit. Prerequisites: SPAN 310, 320. Every year.

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499 **Undergraduate Research in Spanish (1-6)**

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See department chair.

171-3, 271-3, 371-3, 471-3 **Special Topics in Spanish (1-3)**

Courses not otherwise included in the catalog listing but for which there may be special needs. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

179, 379, 479 **Liberal Studies Colloquia (LS 179, 379, 479)**

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major or minor requirements. SPAN 479 may not be used by students majoring in Spanish.

STATISTICS (STAT)

See Mathematics and Statistics.

STUDY ABROAD (SABR)

All UNC Asheville students with a minimum grade-point average of 2.0 and who are classified as sophomores and have completed at least 12 hours at UNC Asheville are eligible to participate in study abroad programs. UNC Asheville offers summer programs in Oxford and Cambridge, England; Dijon, France; Cuenca, Ecuador, Granada, Spain, Galway, Ireland, Perugia, Italy, and Greece; a semester program in Santander and Granada, Spain; and semester or academic year exchanges in England, Germany, Australia, Finland, Mexico, Brazil, Denmark, Sweden and Israel. In addition, a variety of study abroad programs are offered through The University of North Carolina Exchange Program (UNC-EP and ISEP). UNC Asheville students are eligible to participate in numerous other programs as well. See the Director of Study Abroad Programs for information on qualifying programs.

The following instructions apply to all UNC Asheville-approved study abroad programs except the Oxford, Ecuador, Greece, Italy, Cambridge and Dijon programs, for which students will follow regular registration procedures: Before participating in a study abroad program, a student must complete a Permission to Study Abroad form. This form is available from the Director of Study Abroad Programs or the Registrar. Permission must be obtained from the student's advisor and major department, the Foreign Languages Department (if foreign language courses are to be taken), Director of Study Abroad and the Registrar. The study abroad program must be approved by UNC Asheville and must meet accreditation guidelines. At the completion of the study abroad program, it is the student's responsibility to see that an official transcript is mailed directly to the UNC Asheville Registrar's Office. There is a \$125 administrative fee for all students participating in a UNC Asheville-sponsored summer, semester or yearlong study abroad program.

171-6, 271-6, 371-6, 471-6 Study Abroad (1-6)

Course numbers and titles are to be assigned based on the subject matter and the course level designated by the study abroad program. Grading is S/U.

WOMEN'S STUDIES (WMST)

Associate Professor Rizzo (Director)

Participating Faculty: Mills (Classics); Snoyer (Drama); Nickless (Economics); J.E. McGlenn (Education); Garbe, Lanou (Health and Wellness); Hardy, Judson, Rizzo (History); Ashburn, Downes, Ho, Horvitz, D. James, Moseley, Rackham (Literature); Mitchell (Mass Communication); Burchard (Philosophy); D.J. Mullen (Political Science); Himelein, Weber (Psychology); Bramlett, Ghidina, Kelley, Omer, Peterson (Sociology)

Women's Studies courses offer an interdisciplinary exploration of the experiences of women and perspectives on women. Courses investigate the role of women in society and culture and the phenomenon of gender in psychological, biological, literary and humanistic terms.

Major in Women's Studies

- I. Required courses for the major—12 hours, including WMST 100, 365, 400, 451.
- II. Required courses outside the major—24 additional hours from the courses listed below, distributed as follows: 9 hours of Social Science/Natural Science courses; 9 hours of Humanities courses; 6 hours of Related Courses. Special topics courses may be substituted with approval of the program director.
- III. Demonstration of competency in the major and demonstration of oral competency are fulfilled through a service project or a research project with results presented orally in WMST 400. Computer competency is met through successful completion of WMST 400.

Declaration of Major in Women's Studies

Declaring a major in Women's Studies requires the student to complete a Declaration of Major form that must be signed by the department chair. Before declaring a major, students must satisfy the LANG 120 requirement.

Minor in Women's Studies

18 hours distributed as follows: WMST 100, 400; either WMST 365 or 451; 9 additional hours from the courses listed below, distributed as follows: 3 hours of Social Science/Natural Science courses; 3 hours of Humanities courses; 3 hours of Related Courses. Special topics or other courses may be substituted with approval of the program director.

Social Sciences/Natural Sciences:

ANTH	361	Writing Gender (3)
ECON	330	Women, Men and Work (3)
HWP	154	Women's Health (3)
POLS	348	Women and Politics (3)
PSYC	333	Psychology of Women (3)
PSYC	368	Psychology of Close Relationships (3)
SOC	280	Sociology of Gender (3)
SOC	359	Women of Color and Feminism (3)
SOC	390	Queer Sociology (3)

Humanities:

CLAS	350	Women in Antiquity (3)
HIST	301	Women in United States History: 1890s to the Present (3)
HIST	306	Southern Women's History (3)
HIST	307	Women in the Modern Civil Rights Movement (3)
HIST	354	European Women: Antiquity to 1700 (3)
HIST	355	European Women: 1700 to the Present (3)

HIST	383	Women in China (3)
LIT	359	Major Women Writers (3)
MCOM	364	19 th Century Newspaper Women (3)
PHIL	302	Philosophy of Sex and Gender (3)

Related Courses

ANTH	100	Introduction to Cultural Anthropology (3)
ANTH	425	Manhood and Masculinities (3)
HWP	253	Health and Sexuality (3)
POLS	330	Individual Rights and Civil Liberties (3)
POLS	331	Immigration and Refugee Law and Policy (3)
POLS	353	Politics and Social Welfare Policy (3)
POLS	388	Human Rights and International Politics (3)
SOC	240	Evolution, Revolution and Social Change (3)
SOC	312	Society, Culture, and Poverty (3)
SOC	280	Sociology of Gender (3)
SOC	365	Violence in America (3)
SOC	420	Difference and Inequality (3)

100 Introduction to Women's Studies (3)

An interdisciplinary introduction to Women's Studies examining methodology, perspectives and writings in Women's Studies from the humanities, social science and electives. Fall and Spring.

365 Interdisciplinary Approaches to Feminist Theory (3)

An investigation of selected feminist theorists on a variety of topics that are current in the literature. Prerequisite: two courses in philosophy; or WMST 100 and permission of instructor. See program director.

400 Senior Seminar in Women's Studies (3)

Advanced readings in Women's Studies focusing on topics of current interest and debate. Readings will emphasize the interdisciplinary nature of Women's Studies. Prerequisite: completion of 12 hours applicable to Women's Studies major or minor. Spring.

451 Community Service Internship (3-6)

Students work for community organizations which provide services to women. May be repeated for a total of 6 hours credit. Prerequisites: WMST 100 and permission of instructor. See program director.

499 Undergraduate Research in Women's Studies (1-6)

Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See program director.

171-3, 271-3, 371-3, 471-3 Special Topics in Women's Studies (1-3)

Courses not otherwise included in the catalog but for which there may be special needs. May be repeated for credit as subject matter changes. See program director.

179, 379, 479 Liberal Studies Colloquia (LS 179, 379, 479)

Colloquia offered to fulfill ILS requirements. See Liberal Studies for course descriptions. May not be used to fulfill major or minor requirements. WMST 479 may not be used by students majoring in Women's Studies.

SPECIAL STUDY PROGRAMS

Asheville Area Educational Consortium (AAEC)

Degree-seeking students may enroll in courses at Mars Hill College and Warren Wilson College through the Asheville Area Educational Consortium. Credit hours and grades will be awarded by UNCA. UNCA students interested in cross-registering should contact the UNCA Registrar for approval and registration information. General guidelines for participation are outlined on page 54.

171-6, 271-6, 371-6, 471-6 Asheville Area Educational Consortium Courses

Courses numbers and titles are to be assigned based on the subject matter and the course level designated by the host institution.

North Carolina Research and Education Network

Colleges and universities across North Carolina are linked through the high-speed micro communications system NC-REN (North Carolina Research and Education Network). Instruction is provided through teleconference by the faculty at the sponsoring institution. Work will be assigned and graded by the course instructor. Titles and topics will vary each semester.

171-6, 271-6, 371-6, 471-6 Concert Video Network Courses

Course numbers and titles are to be assigned based on the subject matter and course level designated by the sponsoring institution

THE UNIVERSITY OF NORTH CAROLINA

HISTORY

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. The University of North Carolina at Asheville is one of 16 constituent senior institutions of the multi-campus state university.

The University of North Carolina, chartered by the North Carolina General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the 18th century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of The University of North Carolina was at Chapel Hill.

In 1877, the General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically black institutions and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the General Assembly redefined The University of North Carolina to include three state-supported institutions: the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh) and Woman's College (now the University of North Carolina at Greensboro). The new multicampus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into The University of North Carolina the state's 10 remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, Pembroke State University, Western Carolina University and Winston-Salem State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University; and in 1996, Pembroke State University was renamed the University of North Carolina at Pembroke through legislative action.)

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body who serves ex-officio. (The North Carolina School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

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- Betsy Blose** *Head Coach, Women's Basketball*
 B.A., M.A., James Madison University
- Michele Cornish** *Head Coach, Women's Soccer*
 B.A., George Mason University
- Steve Cornish** *Head Coach, Men's Soccer*
 B.A., North Cheshire College (England)
- Dean Duncan** *Head Coach, Men's & Women's Cross Country, Track & Field*
 B.A., Appalachian State University
- Larry Hubbard** *Head Coach, Men's and Women's Tennis*
 B.S., University of Maryland, M.Ed., University of Delaware
- William J. Stewart** *Head Coach, Baseball*
 B.S., University of North Carolina at Asheville
- Julie Torbett** *Head Coach, Volleyball/Senior Woman Administrator*
 B.A., Pennsylvania State University
- Rebecca Nelms Keil** *Director of Student Services and Affairs*
 B.A., University of North Carolina at Chapel Hill
- Erin Punter** *Director of Marketing and Promotion*
 B.A., University of Indiana, M.A., University of Arkansas

ASHEVILLE GRADUATE CENTER

- Sandra P. Byrd** *Assistant Provost for Graduate and Continuing Education*
 Ed.D., University of South Carolina at Columbia

NORTH CAROLINA CENTER FOR CREATIVE RETIREMENT

- Ronald J. Manheimer** *Director of North Carolina Center for Creative Retirement*
 Ph.B., Wayne State University; Ph.D., University of California, Santa Cruz

2006-2007 FACULTY

- Elena Adell** (2006).....*Assistant Professor of Spanish*
Licenciatura, The University of Valladolid, Spain; M.A., Ph.D., The University of Georgia
- Cheryl S. Alderman** (1993)..... *NCSU Lecturer in Industrial Engineering*
B.A., Mount Holyoke College; M.S., University of Massachusetts; M.E., North Carolina State University
- Noah W. Allen III** (2003)..... *Assistant Professor of Chemistry*
B.M., North Carolina School of the Arts; B.A., B.S., M.S., University of North Carolina at Wilmington; Ph.D. University of North Carolina at Chapel Hill
- Gwen McNeill Ashburn** (1989).....*Associate Professor of Literature and Language*
A.B., Queens College; Ph.D., University of North Carolina at Chapel Hill
- Leigh Louis Atkinson Jr.** (1989) *Associate Professor of Mathematics*
B.A., University of Mississippi; M.A., Ph.D., Dartmouth College
- Laura Aultman** (2006) *Lecturer in Art*
B.F.A., University of North Carolina at Asheville; M.F.A., University of Florida
- C. Patrick Bahls** (2005)..... *Assistant Professor of Mathematics*
B.S. University of Denver; M.S. Vanderbilt University; Ph.D. Vanderbilt University
- Ellen R. Bailey** (2005) *Lecturer in French and Spanish*
B.S. Wake Forest University; M.A. University of Delaware
- Judith Ann Beck** (1999) *Lecturer in Physics*
B.A., Williams College; M.S., University of North Carolina at Chapel Hill
- Christopher Ross Bell** (1989) *Associate Professor of Economics*
B.A., University of California at Berkeley; M.A., Ph.D., University of Pennsylvania
- Charles Aycock Bennett Jr.** (1982)..... *Professor of Physics*
B.S., M.S., Ph.D., North Carolina State University
- Robert C. Berls** (2005).....*Assistant Professor of Drama*
A.A. Colby College; B.A. Emporia State University; M.A. Bowling Green State University; M.F.A. Michigan State University
- Joseph Chaffin Berryhill** (2002)..... *Assistant Professor of Psychology*
B.A., University of North Carolina at Chapel Hill; Ph.D., University of South Carolina
- Kenneth A. Betsalel** (1990)..... *Associate Professor of Political Science*
B.A., M.A., Brandeis University; Ph.D., University of California at Berkeley
- Michelle L. Bettencourt** (2004)..... *Assistant Professor of Foreign Languages*
B.A., San Diego State University; M.A., Monterey Institute of International Studies, Ph.D., University of North Carolina at Greensboro.
- Robert Neal Bland** (1983)..... *Associate Professor of Library Science*
..... *Associate University Librarian*
B.A., University of Alabama; M.A., Duke University; M.S.L.S., University of North Carolina at Chapel Hill
- Randy Alan Booker** (1986) *Professor of Physics*
B.A., Rice University; M.A., Ph.D., Duke University
- Ida Bostian** (2004)..... *Assistant Professor of Drama*
B.A., Catawba College; M.F.A., University of North Carolina at Greensboro
- Gregory Boudreaux** (2001)*Assistant Professor of Mathematics*
B.S., Loyola University; M.S., University of Southwestern Louisiana; Ph.D., University of Louisiana at Lafayette
- Robert Bowen** (1993) *Associate Professor of Drama*
B. A., University of Southern Colorado; M.F.A., University of Texas at Austin
- Mark Joseph Boyd** (1985)..... *Associate Professor of Computer Science*
B.S., Florida State University; M.S., Wichita State University; Ph.D., University of Colorado
- E. Keith Bramlett** (1982) *Lecturer in Sociology*
B.A., University of North Alabama

- Jarvis Dean Brock** (1990)..... *Professor of Computer Science*
B.A., Duke University; M.S., Ph.D., Massachusetts Institute of Technology
- Edward Allen Brotak** (1981)..... *Professor of Atmospheric Sciences*
B.S., M.S., Rutgers University; M.Ph., Ph.D., Yale University
- Kim Trask Brown** (2005)..... *Visiting Assistant Professor of Education*
B.A., UNC Asheville; M.A., Ed.S., Ed.D., Western Carolina University
- Tracy Lewis Brown** (1985)..... *Professor of Psychology*
B.A., Hastings College; M.A., University of Nebraska; Ph.D., Michigan State University
- Shirley Collins Browning** (1970)..... *Professor of Economics*
B.S., M.S., University of Kentucky; Ph.D., University of Connecticut
- Joseph Dale Brownsmith** (2003)..... *Assistant Professor of Computer Science*
B.A., Creighton University; M.S., University of Nebraska; Ph.D., Ohio State University
- Rebecca F. Bruce** (1996)..... *Associate Professor of Computer Science*
B.S., University of Texas at El Paso; M.S., Stanford University; M.S., Ph.D., New Mexico State University
- William Edward Bruce** (1971)..... *Professor of Psychology*
A.B., Stanford University; M.A., Brandeis University; Ph.D., University of Chicago
- Melissa Burchard** (1997)..... *Associate Professor of Philosophy*
..... *Director of Master of Liberal Arts Program*
B.A., M.A., San Jose State University; Ph.D., University of Minnesota
- Joe Gregory Bushong** (2000)..... *Associate Professor of Accountancy*
B.S., M.B.A., East Tennessee State University; Ph.D., Louisiana State University
- Brian Edgar Butler** (2000)..... *Associate Professor of Philosophy*
B.F.A., Otis College of Art and Design; M.F.A., M.A., Ph.D., Claremont University;
J.D., University of Chicago
- Sandra Pappas Byrd** (1988)..... *Assistant Provost for Graduate and Continuing Education*
..... *Associate Professor of Education*
B.A., Salem College; M.A., Western Carolina University; Ed.D., University of South Carolina
- Dianne C. Cable** (2003)..... *Lecturer in Art*
B.A., University of North Carolina at Asheville; M.A., University of Georgia; M.F.A.,
Virginia Commonwealth
- Grace Carlson Campbell** (1999)..... *Lecturer in Humanities*
B.A., University of Colorado at Boulder; M.L.A., University of North Carolina at Asheville
- Cynthia Marie Canejo** (2006)..... *Assistant Professor of Art*
B.F.A., University of Michigan; M.A., San Francisco State University; M.A., Ph.D., University of
California, Santa Barbara
- Peter James Caulfield** (1987)..... *Professor of Literature and Language*
B.S., M.A., Eastern Michigan University; D.A., University of Michigan
- Cynthia Anne Chadwick** (2000)..... *Lecturer in Literature and Language*
B.A., Norwich University; M.A., M.F.A., Goddard College
- Rodney Reid Chapman** (2004)..... *Lecturer in Education*
B.A., M.Ed., University of North Carolina at Greensboro
- Richard Steven Chess** (1989)..... *Professor of Literature and Language*
..... *Director of the Center for Jewish Studies*
B.A., Glassboro State College; M.A., Ph.D., University of Florida
- Hugh David Clarke** (2000)..... *Associate Professor of Biology*
B.S., University of Wisconsin at Madison; M.S., Ph.D., University of Illinois at Urbana-Champaign
- Curtis A. Cloninger** (2003)..... *Lecturer in Multimedia Arts and Sciences*
B.A., University of the South
- Dennis Cole** (2003)..... *Lecturer in Management and Accountancy*
B.A., Liverpool University; M.B.A., Boston College; Ph.D., Virginia Polytechnic Institute and
State University
- Karen Martin Cole** (1995)..... *Associate Professor of Education*
B.S., Mississippi State University; M.A., University of Southern Mississippi;
Ph.D., University of Alabama

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- Samuel Tucker Cooke** (1966) *Professor of Art*
 B.A., Stetson University; M.F.A., University of Georgia
- Linda Cornett** (1997) *Associate Professor of Political Science*
 *Director of International Studies Program*
 B.A., Transylvania University; M.A., Ph.D., University of Washington
- Eileen Mary Crowe** (1999) *Lecturer in Literature and Language*
 B.A., LeMoyne College; M.A., Western Carolina University
- Joseph Kenneth Daugherty** (1981) *Professor of Computer Science*
 B.S., University of North Carolina at Chapel Hill; Ph.D., University of Maryland
- Tom Forest Davenport III** (1988) *Professor of Physics*
 B.A., Rice University; M.S., Ph.D., Florida State University
- Duane H. Davis** (1998) *Associate Professor of Philosophy*
 B.A., Purdue University; M.A., Ph.D., Pennsylvania State University
- Mary Beth Decatur** (1995) *Lecturer in Education*
 B.A., University of Tennessee at Knoxville; M.A., Winthrop University
- Brian K. Dennison** (2004) *Professor of Physics*
 *Glaxo Wellcome Distinguished Professorship in Undergraduate Science Research*
 B.S., University of Louisville; M.S., Ph.D., Cornell University
- Virginia Taylor Derryberry** (1996) *Professor of Art*
 *Director of Undergraduate Research Program*
 B.A., Vanderbilt University; M.A., Peabody College; M.F.A., University of Tennessee at Knoxville
- Brad H. DeWeese** (2006) *Lecturer in Health & Wellness*
 B.S., M.S., Western Carolina University
- Donald Lee Diefenbach** (1995) *Associate Professor of Mass Communication*
 B.A., Pennsylvania State University; M.S., Ph.D., Syracuse University
- Lothar Albrecht Dohse** (1985) *Professor of Mathematics*
 B.S., University of New Orleans; M.S., Ph.D., North Carolina State University
- Margaret Josephine Downes** (1981) *Professor of Literature and Language*
 B.A., LeMoyne College; M.A., Southern Illinois University; Ph.D., Florida State University
- James A. Driggers Jr.** (2004) *Lecturer in Literature and Language*
 B.A., University of Georgia; M.F.A., University of North Carolina at Greensboro
- Ann Dunn** *Lecturer in Humanities*
 B.A. Indiana University; M.L.A. University of North Carolina at Asheville
- Robert White Dunning** (1988) *Associate Professor of Art*
 B.F.A., East Carolina University; M.F.A., Indiana University
- Dorothy Dvorsky-Rohner** (1996) *Associate Professor of Classics*
 B.F.A., M.A., Ph.D., University of Colorado
- Dolores Marie Eggers** (1999) *Assistant Professor of Environmental Studies*
 B.S., Western Washington University; M.S.P.H., Ph.D., University of North Carolina at
 Chapel Hill
- John Entzi** (2005) *Visiting Assistant Professor of Music*
 B.M.E., University of North Carolina at Greensboro; M.A., Appalachian State University, D.M.A.,
 University of South Carolina
- Gary R. Ettari** (2004) *Assistant Professor of Literature and Language*
 B.A., Brigham Young University; M.F.A., Ph.D., University of Washington
- Laura L. Facciponti** (1998) *Associate Professor of Drama*
 B.F.A., Kutztown University; M.F.A., Syracuse University
- Yusef Fahmy** (2002) *Senior Lecturer in Materials Science and Engineering (NCSU)*
 *Director of NCSU Engineering Programs at Asheville*
 B.S., M.S., Ph.D., North Carolina State University
- Brandie L. Fariss** (2005) *Instructor in Environmental Studies*
 B.S. University of Tulsa

- Janet Lynn Ferguson** (2001) *Assistant Professor of Library Research*
 *User Instructor Coordinator*
 B.A., University of Oklahoma; M.A., Illinois State University; M.L.S., University of Illinois at
 Urbana-Champaign
- Patrick Finn** (2006)..... *Lecturer in Literature and Language*
 B.A., University of California, Riverside; M.F.A., University of Arizona
- Patrick S. Foo** (2004) *Assistant Professor of Psychology*
 B.A., University of California, Berkeley; M.S., University of Colorado, Boulder; Ph.D., Florida
 Atlantic University
- Timothy Gordon Forrest** (1996) *Associate Professor of Biology*
 B.S., Florida Southern College; M.S., Ph.D., University of Florida
- Richard Barry Fox** (2004)..... *Lecturer in Health and Wellness*
 B.S., Memphis State University; M.P.H., University of North Carolina at Chapel Hill
- Volker Karl Frank** (1996)..... *Associate Professor of Sociology*
 B.A., University of Tubingen; M.A., University of Florida; Ph.D., University of Notre Dame
- Lisa Friedenber**g (1977)..... *Professor of Psychology*
 B.A., University of Rochester; M.A., Ph.D., Michigan State University
- John Eric Gant** (2000)..... *Assistant Professor of Spanish*
 B.A., M.A., Ph.D., University of North Carolina at Chapel Hill
- Kathleen C. Garbe** (2005)..... *Associate Professor of Health & Wellness*
 B.S. University of Wisconsin; M.S. Illinois State University; Ph.D. Texas Women's University
- Melodie G. Galloway** (2006) *Lecturer in Music*
 B.M., Appalachian State University; M.M., Florida State University, D.M.A., University of North
 Carolina at Greensboro
- Marcia Jo Ghidina** (1992)..... *Associate Professor of Sociology*
 B.A., Drake University; M.A., Ph.D., University of New Hampshire
- Mark P. Gibney** (1998) *Belk Distinguished Professor in the Humanities*
 *Professor of Political Science*
 B.A., Boston College; J.D., Villanova University; Ph.D., University of Michigan
- John Michael Gillum** (1967)..... *Professor of Literature and Language*
 B.A., Stetson University; M.A., Ph.D., University of Wisconsin at Madison
- Michael E. Gouge** (2001)..... *Lecturer in Mass Communication*
 B.A., University of North Carolina at Asheville; M.A., University of Alabama
- Archer R. Gravely** (1996) *Research Assistant Professor of Computer Science*
 B.S., Ed.D., Virginia Polytechnic Institute & State University; M.Ed., North Carolina State University
- William Henry Haas III** (1980) *Professor of Sociology*
 B.A., M.A., Valparaiso University; Ph.D., University of Florida
- Lei Han** (2003) *Assistant Professor of Multimedia Arts and Sciences*
 B.A., Shenzhen University, China; M.F.A., Memphis College of Art
- Alan Mark Hantz** (1984)..... *Professor of Mass Communication*
 B.A., Clarion University of Pennsylvania; M.A., Illinois State University; Ph.D., Southern Illinois
 University
- Grant Ricardo Hardy** (1994)..... *Professor of History*
 B.A., Brigham Young University; Ph.D., Yale University
- Jane Wall Hartsfield** (2006)..... *Assistant Professor of Mathematics*
 B.S., Columbus College; M.A., M.A.M.S., University of Georgia; M.A., Ph.D., Rice University
- Mark Lee Harvey** (1996)..... *Associate Professor of Psychology*
 B.A., University of Iowa; M.S., Ph.D., Colorado State University
- Tommy Hays** (2006)..... *Lecturer in Literature and Language*
 *Director, Great Smokies Writing Program*
 B.A., Furman University; M.F.A., Warren Wilson College
- George Lance Heard** (1999)..... *Assistant Professor of Chemistry*
 B.S., Melbourne University; Ph.D., University of Tasmania
- Christopher C. Hennon** (2005)..... *Assistant Professor of Atmospheric Sciences*
 B.A., Miami University; M.S., Purdue University; Ph.D., Ohio State University

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- Melissa Jayne Himelein** (1992)..... *Professor of Psychology*
 A.B., Brown University; M.A., Ph.D., University of Kentucky
- Cynthia Olson Ho** (1992)..... *Director of the Humanities Program*
 *Professor of Literature and Language*
 B.A., Vanderbilt University; M.Ed., Northeastern Oklahoma State University; M.A., University of
 Arkansas; Ph.D., University of Maryland
- Blake Hobby** (2003) *Lecturer in Literature and Language*
 B.M., Stetson University; M.H., University of Dallas; Ph.D., University of Miami
- Lora Louise Holland** (2002) *Assistant Professor of Classics*
 B.A., University of Texas at Austin; M.A., University of Michigan; Ph.D., University of North
 Carolina at Chapel Hill
- Bert E. Holmes** (1998)..... *Carson Distinguished Professor in the Sciences*
 *Professor of Chemistry*
 B.S., B.A., College of Emporia; Ph.D., Kansas State University
- Herman L. Holt Jr.** (1998)..... *Associate Professor of Chemistry*
 B.S., Kenyon College; M.S., Furman University; Ph.D., University of Cincinnati
- Brian S. Hook** (2001)..... *Associate Professor of Classics*
 B.A., University of South Carolina; Ph.D., Duke University
- David Brendan Hopes** (1983) *Professor of Literature and Language*
 B.A., Hiram College; M.A., Ph.D., Syracuse University
- Brenda Buchanan Hopper** (1990)..... *Lecturer in Education*
 *Director, Teaching Fellows Program*
 B.S., M.A., Western Carolina University
- Jonathan L. Horton** (2003)..... *Assistant Professor of Biology*
 B.S., University of North Carolina at Chapel Hill; M.S., Appalachian State University; Ph.D.,
 Northern Arizona University
- Lori Horvitz** (1998) *Associate Professor of Literature and Language*
 B.F.A., State University of New York at Purchase; M.F.A., City University of New York, Brooklyn
 College; Ph.D., State University of New York at Albany
- Huo-Jin Huang** (1984) *Professor of Atmospheric Sciences*
 B.S., National Taiwan University; M.S., Ph.D., Purdue University
- Tammy Ross Huffman** (2002) *Assistant Professor of Management and Accountancy*
 B.S., Centre College of Kentucky; M.B.A., University of Tennessee at Chattanooga; Ph.D.
 University of Kentucky
- Charles Greene James Jr.** (1984)..... *Associate Professor of Chemistry*
 B.A., University of North Carolina at Asheville; M.S., Clemson University; Ph.D., University of
 South Carolina
- Deborah Grier James** (1984)..... *Professor of Literature and Language*
 B.A., University of North Carolina at Asheville; M.A., Clemson University;
 Ph.D., University of South Carolina
- Edward E. Johnson** (2004) *Lecturer in Mathematics*
 B.A., University of North Carolina at Asheville; M.S., University of South Carolina
- Sarah M. Judson** (1997)..... *Assistant Professor of History*
 B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., New York University
- Samuel R. Kaplan** (1999)..... *Associate Professor of Mathematics*
 B.S., University of North Carolina at Chapel Hill; Ph.D., Boston University
- Edward Joseph Katz** (1992) *Professor of Literature and Language*
 B.A., University of Washington; B.S., Michigan State University; M.A., Ph.D., University of
 Rochester
- Heidi Joan Helen Kelley** (1990)..... *Professor of Sociology*
 *Director of Liberal Arts Learning and Disability Services*
 B.A., Lawrence University; M.A., Ph.D., University of Washington
- Wayne Joseph Kirby** (1987)..... *Professor of Music*
 B.M., Juilliard School; M.M., Yale University; D.A., New York University

- Jeffrey Michael Konz** (1996) *Associate Professor of Economics*
B.A., Iowa State University; M.A., University of Kentucky; Ph.D., University of North Carolina at Chapel Hill
- Gregg Alan Kormanik** (1983) *Professor of Biology*
A.B., Hiram College; Ph.D., University of Miami
- Keith Eric Krumpe** (1992) *Professor of Chemistry*
B.S., Allegheny College; Ph.D., Emory University
- James Robert Kuhlman** (1999) *University Librarian*
..... *Associate Professor of Library Research*
B.A., University of Louisville; M.L.S., George Peabody College for Teachers; M.A., University of Georgia
- Carole Kurtines-Becker** (2004) *Assistant Professor of Education*
B.S., Towson State University; M.S., Johns Hopkins University; Ph.D., University of Miami
- Mary Anna LaFratta** (2001) *Assistant Professor of Multimedia Arts and Sciences*
B.F.A., M.F.A., Virginia Commonwealth University
- Tracy Ann Lambert** (2006) *Assistant Professor of Management*
B.S., James Madison University, M.S., Ph.D., The University of Georgia
- Amy Joy Lanou** *Assistant Professor of Health & Wellness*
B.S., University of California; Ph.D., Cornell University
- Bruce Dean Larson** (1983) *Professor of Economics*
..... *Director of the Center for Teaching and Learning*
B.A., University of Wisconsin; Ph.D., University of North Carolina at Chapel Hill
- Pamela Laughon** (1989) *Associate Professor of Psychology*
B.A., University of North Carolina at Greensboro; M.S., Ph.D., Florida State University
- Heon Cheol Lee** (1994) *Associate Professor of Sociology*
B.A., Han Nam University, Lynchburg College; M.A., M.Phil., Ph.D., Columbia University
- Donald Daniel Lisnerski** (1982) *Professor of Management*
B.S., State University of New York at Buffalo; M.S.P.H., Ph.D., University of North Carolina at Chapel Hill
- Shirley B. Maggio** (2005) *Lecturer in German*
B.A. Indiana University-Purdue University; M.A., Purdue University
- Keya Maitra** (2002) *Assistant Professor of Philosophy*
M.A., Visva Bharati University; M.Phil., University of Hyderabad; Ph.D., University of Connecticut
- Sandra Cheshire Malicote** (1984) *Professor of French*
B.A., Butler University; M.A., Ph.D., Indiana University
- Ronald J. Manheimer** (1988) *Research Associate Professor of Philosophy*
..... *Director of the North Carolina Center for Creative Retirement*
Ph.B., Wayne State University; Ph.D., University of California, Santa Cruz
- Mary Lynn Manns** (1982) *Assistant Professor of Management*
B.S., Indiana University of Pennsylvania; M.B.A., Western Carolina University; M.S., University of Colorado; Ph.D. DeMontfort University
- Charles M. Massey** (1985) *Lecturer in Computer Science*
B.A., University of South Florida; M.S., Florida State University
- Leah Greden Mathews** (1998) *Associate Professor of Economics*
B.A., Marquette University; Ph.D., University of Minnesota
- Horace J. Maxile Jr.** (2001) *Assistant Professor of Music*
B.S., Louisiana Tech University; M.M., Southeastern Louisiana University; Ph.D., Louisiana State University
- Sarah Lasher Mayes** (1986) *Lecturer in Accountancy*
B.A., B.S., M.B.A., Western Carolina University
- John Mackey McClain** (1999) *Lecturer in Humanities*
B.A., University of North Carolina at Asheville; M.A., Ph.D., University of North Carolina at Chapel Hill
- Patricia Prescott McClellan** (1985) *Lecturer in Mathematics*
B.A., Randolph-Macon Woman's College; M.A.Ed., Western Carolina University

- Mark McClure** (1997)..... *Associate Professor of Mathematics*
B.S., Ph.D., Ohio State University
- James Edward McGlenn** (1984)..... *Professor of Education*
B.A., M.A., Ed.D., University of Kansas
- Jeanne Marie McGlenn** (1988)..... *Professor of Education*
B.A., Clarke College; M.A., Ph.D., University of Kansas
- Christopher H. McKee** (2006)..... *Lecturer in Multimedia Arts and Sciences*
B.F.A., Auburn University; M.F.A., Mississippi State University
- Claudel Brooks McKenzie** (1981)..... *Associate Professor of Accountancy*
B.S., Mars Hill College; M.B.A., Western Carolina University
- Charles M. McKnight** (1995)..... *Associate Professor of Music*
B.M., Stetson University; M.M., Yale University; Ph.D., Cornell University
- Seamus Patrick Mc Nerney** (2000)..... *Lecturer in Humanities*
B.A., University of Colorado; M.L.A., St. John's College
- Thomas E. Meigs** (2003)..... *Assistant Professor of Biology*
B.S., Western Carolina University; Ph.D., Stanford University
- Douglas K. Miller** (2004)..... *Associate Professor of Atmospheric Sciences*
B.S., Ph.D., Purdue University; M.S., University of Washington
- Gary Lee Miller** (1983)..... *Professor of Environmental Studies*
B.A., Millersville University of Pennsylvania; M.A., Ph.D., University of North Carolina at Chapel Hill
- John William Miller Jr.** (1989)..... *Professor of Environmental Studies*
B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., University of Georgia
- Sophie Jane Victoria Mills** (1994)..... *Professor of Classics*
B.A., M.A., Somerville College; Ph.D., University of Oxford
- Daniel William Millspaugh** (1984)..... *Professor of Art*
B.F.A., M.F.A., University of Miami
- Catherine Casto Mitchell** (1982)..... *Professor of Mass Communication*
B.A., Florida State University; M.A., Stanford University; Ph.D., University of Tennessee at Knoxville
- Kevin Keith Moorhead** (1992)..... *Professor of Environmental Studies*
B.A., Warren Wilson College; M.S., Ohio State University; Ph.D., University of Florida
- Merritt Wayne Moseley Jr.** (1978)..... *Professor of Literature and Language*
B.A., Huntingdon College; M.A., Ph.D., University of North Carolina at Chapel Hill
- Dolly Jenkins Mullen** (1989)..... *Associate Professor of Political Science*
B.A., Morgan State University; M.A., Atlanta University; Ph.D., Clark Atlanta University
- Dwight Bernard Mullen** (1984)..... *Professor of Political Science*
B.A., Loma Linda University; M.A., Ph.D., Atlanta University
- Gary Bernard Nallan** (1988)..... *Associate Professor of Psychology*
B.A., New York University; M.A., Ph.D., University of Kentucky
- Michael F. Neelon** (2006)..... *Assistant Professor of Psychology*
B.A., Pomona College; Ph.D., University of Wisconsin-Madison
- Linda Lewis Nelms** (1978)..... *Professor of Management and Accountancy*
B.A., University of North Carolina at Asheville; M.B.A., University of North Carolina at Chapel Hill
- Christopher W. Nicolay** (2001)..... *Assistant Professor of Biology*
B.S., Kansas State University; M.A., University of Kansas; Ph.D., Kent State University
- Pamela Jean Nickless** (1983)..... *Professor of Economics*
..... *Director of Interdisciplinary Studies Program*
B.S., Indiana State University; M.S., Ph.D., Purdue University
- Afaf Bushra Omer** (1995)..... *Associate Professor of Sociology*
..... *Director of Africana Studies*
M.A., Ph.D., University of Michigan
- Mark W. Padilla** (2002)..... *Professor of Classics*
B.A., University of California, Santa Cruz; M.A., Ph.D., Princeton University

- W. Charles Parks** (2006) *Lecturer in Accounting*
B.S., University of South Carolina-Coastal Carolina; M.S., University of North Carolina at Greensboro
- Donna B. Parsons** (2004) *Lecturer in Management*
B.A., North Carolina State University; M.B.A., University of Tennessee
- Steven Curtis Patch** (1984) *Professor of Mathematics*
B.A., University of Connecticut; M.S., Ph.D., Clemson University
- Ellen H. Pearson** (2003) *Assistant Professor of History*
B.A., Spring Hill College; M.A., University of New Orleans; M.A., Ph.D., Johns Hopkins University
- David Eugene Peifer** (1994) *Associate Professor of Mathematics*
B.A., Northeastern University; Ph.D., University of Illinois
- Kathleen W. Peters** (2001) *Lecturer in Humanities*
..... *Director of University Honors Program*
A.B., M.A., University of Georgia; Ph.D., Emory University
- Karin Elizabeth Peterson** (1999) *Associate Professor of Sociology*
B.A., Randolph-Macon Woman's College; Ph.D., University of Virginia
- James Walker Petranka** (1988) *Professor of Biology*
B.S., Auburn University; M.S., Oklahoma State University; Ph.D., University of Kentucky
- Daniel Smith Pierce** (1999) *Associate Professor of History*
B.S., Western Carolina University; M.A., University of Alabama; Ph.D., University of Tennessee at Knoxville
- James P. Pitts** (1996) *Professor of Sociology*
B.A., M.A., Ph.D., Northwestern University
- Cathy Renee Pons** (1995) *Associate Professor of French*
B.A., University of North Carolina at Greensboro; M.A., Ph.D., Indiana University
- Jeffrey Allan Rackham** (1980) *Professor of Literature and Language*
B.A., University of Pittsburgh; M.A., Ph.D., University of Utah
- Alan Keith Ray** (1988) *Associate Professor of Health and Wellness*
B.S., Greensboro College; M.A.Ed., Western Carolina University; Ed.D., University of North Carolina at Chapel Hill
- Susan L. Reiser** (1995) *Lecturer in Multimedia Arts and Sciences*
B.S., Duke University; M.S., University of South Carolina
- Barbara Christian Reynolds** (2000) *Associate Professor of Environmental Studies*
B.A., Earlham College; M.S., Ph.D., University of Georgia
- Tracey Kathlene Rizzo** (1995) *Associate Professor of History*
..... *Director of Women's Studies Program*
B.A., Willamette University; M.A., Ph.D., University of Oregon
- Maria Rosenbaun-Bodie** *Lecturer in Spanish*
M.A., Universidad Nacional de Cordoba
- Irene Mackun Rossell** (1993) *Professor of Environmental Studies*
B.A., Wellesley College; M.S., West Virginia University; Ph.D., State University of New York College of Environmental Science and Forestry
- Michael Joseph Ruiz** (1978) *Professor of Physics*
B.S., St. Joseph's College; M.S., Ph.D., University of Maryland
- Nancy M. Bell Ruppert** (2002) *Assistant Professor of Education*
B.A., Warren Wilson College; M.A. Ed., Western Carolina University; Ed.S., Ed.D., University of Florida
- Lorena Love Russell** (2002) *Assistant Professor of Literature and Language*
B.A., M.L.A., University of North Carolina at Asheville; M.A., Ph.D., University of North Carolina at Chapel Hill
- William Alan Sabo** (1979) *Professor of Political Science*
B.A., Purdue University; M.A., Ph.D., University of North Carolina at Chapel Hill
- Bryan Schaffer** (2003) *Assistant Professor of Management and Accountancy*
B.S.B.A., University of Florida; M.B.A., Georgia State University; Ph.D., University of Georgia

- Jason M. Schmeltzer** (2005) *Lecturer in Chemistry*
B.S., Case Western University; Ph.D., Purdue University
- Jeffrey D. Schmitt** (2006)..... *Lecturer in Chemistry*
B.S., Wake Forest University; Ph.D., University of Bath (UK)
- Constance A. Schrader** (1997)..... *Lecturer in Health and Fitness*
B.A., Cornell University; M.A., Mills College
- Mark Alan Sidelnick** (1993) *Associate Professor of Education*
B.S., M.Ed., Millersville University of Pennsylvania; M.A., University of Pittsburgh; Ph.D.,
Purdue University
- Bryan T. Sinclair** (1996) *Associate Professor of Library Science*
B.A., Samford University; M.A., M.L.I.S., University of South Carolina
- Anne E. Slatton** (2004)..... *Lecturer in Mass Communications*
B.A., Smith College; M.F.A., University of Georgia
- Danelle K. Smith** (2005)..... *Visiting Assistant Professor of Drama*
B.F.A., Indiana University of Pennsylvania; M.F.A., UNC Greensboro
- Melissa Anne Smith** (2006)..... *Assistant Professor of Psychology*
B.A., Clark University; M.A., University of Connecticut; Ph.D., Clark University
- Patricia Lynn Snoyer** (1988) *Professor of Drama*
B.A., Florida State University; M.F.A., Arizona State University
- S. Elizabeth Snyder** (2000) *Associate Professor of German*
B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., Harvard University
- Ronald W. Sousa** (2005) *Lecturer in Spanish*
A.B., University of California at Berkley; M.A., University of California at Berkley; Ph.D.,
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- William Mark Spellman** (1988)..... *Professor of History*
B.S., Suffolk University; Ph.D., Syracuse University
- Robert A. Spicuzza** (2003)..... *Lecturer in Mathematics*
B.S., Worcester Polytechnic Institute; M.S., Ph.D., University of Connecticut
- Virginia Burns Spivey** (2002)..... *Assistant Professor of Art*
B.A. Duke University; M.A., Ph.D., Case Western Reserve University
- David Arthur Steele** (1990)..... *Associate Professor of Mathematics*
B.A., Clearwater Christian College; M.A., Ph.D., University of South Florida
- Henry Raymond Stern** (1975) *Professor of German*
A.B., St. Peter's College; M.A., Ph.D., Northwestern University .
- John Gehret Stevens** (1968)..... *Professor of Chemistry*
B.S., Ph.D., North Carolina State University
- Mark A. Stoffan** (1997)..... *Assistant Professor of Library Research*
B.S., University of Maine; M.A., University of Southern Maine; M.L.I.S., University of
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- Michael David Stuart** (1986)..... *Professor of Biology*
B.A., M.S., Northeast Louisiana University; Ph.D., North Carolina State University
- Surain Subramaniam** (2001)..... *Assistant Professor of Political Science*
B.A., Muhlenberg College; M.A., Ph.D., University of South Carolina
- Dorothy Randall Sulock** (1976)..... *Lecturer in Mathematics*
B.S., Glassboro State College; M.A., University of Virginia
- Joseph Michael Sulock Jr.** (1975) *Professor of Economics*
B.S., St. Joseph's College; Ph.D., University of Virginia
- Robert C. Tatum** (2004) *Assistant Professor of Economics*
B.S., Centre College; M.A., Indiana University; Ph.D., Indiana University
- Julie Marie Torbett** (1994)..... *Lecturer in Health and Wellness*
B.S., Pennsylvania State University
- Samer Traboulsi** (2005) *Assistant Professor of History*
B.A., American University of Beirut; M.A. Princeton University; Ph.D., Princeton University
- Gretchen Lee Trautmann** (1999)..... *Associate Professor of Spanish*
B.A., University of Washington; M.A., Ph.D., University of Georgia

- Walter Lynn Turner** (2000)..... *Lecturer in Computer Science*
B.S., M.B.A., M.S., Kansas State University
- Robert D. Tynes** (1987)..... *Professor of Art*
B.A., Rhodes College; M.F.A., East Carolina University
- Ted J. Uldricks** (1979)..... *Professor of History*
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- Lorraine Walsh** (2002)..... *Assistant Professor of Multimedia Arts and Sciences*
B.F.A., Parsons School of Design; M.F.A., University of Pennsylvania
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..... *Director of Arts and Ideas Program*
B.A., University of Minnesota; M.S., Illinois State University, Ph.D., City University of New York
- Sally A. Wasileski** (2005)..... *Assistant Professor of Chemistry*
B.S., Juniata College; Ph.D., Purdue University
- Ann Lenore Weber** (1978)..... *Professor of Psychology*
B.A., Catholic University of America; M.A., Ph.D., Johns Hopkins University (1978)
- Alice Adelaide Weldon** (1995)..... *Associate Professor of Spanish*
B.A., Duke University; M.A., Ph.D., University of Maryland
- Mark Douglas West** (1988)..... *Professor of Mass Communication*
B.A., University of North Carolina at Asheville; M.A., Ph.D., University of North Carolina at Chapel Hill
- Katherine Meiburg Whatley** (1982)..... *Professor of Physics*
B.S., Wake Forest University; M.A., Ph.D., Duke University
- Robert L. White**..... *Lecturer in Art*
B.A., University of Georgia
- Anita White-Carter** (1984)..... *Associate Professor of Library Science*
..... *Public Services Librarian*
B.A., Bennett College; M.L.S., M.Ed., University of Pittsburgh
- Catherine Lorena Whitlock** (1999)..... *Lecturer in Mathematics*
B.S., Salem College; M.S., North Carolina State University
- David M. Wilkin** (2003)..... *Assistant Professor of Music*
B.M., Illinois Wesleyan University; M.M., DePaul University; D.A., Ball State University
- Frances Elizabeth Wilson** (1985)..... *Associate Professor of Biology*
B.A., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill
- Gordon A. Wilson** (1997)..... *Professor of Philosophy*
B.A., M.A., Notre Dame Seminary; M.A., Ph.D., Tulane University
- Megan M. Wolfe** (1997)..... *Associate Professor of Art*
B.F.A., University of Miami and Kansas City Art Institute; M.A., University of South Carolina; M.F.A., New York State College of Ceramics at Alfred University
- John Colman Wood** (1999)..... *Associate Professor of Sociology*
B.A., Warren Wilson College; M.A., Ph.D., Emory University
- Helen Hayes Wykle** (1996)..... *Associate Professor of Library Research*
..... *Public Service Special Collections Librarian*
B.A., Berea College; M.A., San Jose State University; M.L.I.S., University of California at Berkeley
- Robert Dewitt Yearout** (1987)..... *Professor of Management*
B.S., Virginia Military Institute; M.S., University of Southern California; M.S., Ph.D., Kansas State University

FACULTY, RETIRED AND EMERITI

- Genevieve Arnold**..... *Assistant Professor of Education*
B.A., University of North Carolina at Chapel Hill; M.S., University of Pennsylvania; Ed.D., University of North Carolina at Greensboro

- Leo Allan Bares** (1979) *Professor Emeritus of Chemistry*
B.A., Dickinson State College; M.S., Montana State University; Ph.D., Virginia Polytechnic
Institute and State University
- Verna E. Bergemann** *Professor Emeritus of Education*
B.S., M.A., State University of New York at Buffalo; Ed.D., University of Maryland
- John Christian Bernhardt Jr** *Lecturer in Biology*
B.S., *Davidson College*; M.A., *Duke University*
- Malcolm Eugene Blowers** *University Librarian Emeritus and*
..... *Professor of Library Research*
B.A., Roberts Wesleyan College; M.A., Ohio State University; M.S.L.S., University of Illinois
- Walter R. Boland** *Professor Emeritus of Sociology*
A.B., M.A., Ph.D., University of Michigan
- Thomas Reazer Cochran** (1975) *Associate Professor of Psychology*
B.A., MacMurray College; M.A., Ph.D., Kent State University
- Allan Leslie Combs** (1982) *Professor Emeritus of Psychology*
B.S., Ohio State University; M.A., University of Florida; M.S., Ph.D., University of Georgia
- Guy L. Cooper III** *Professor Emeritus of Classics*
B.A., University of Chicago; Lizenziat, Ph.D., University of Zurich
- Philip Cranston** *Professor Emeritus of French*
B.A., University of Arizona; M.A., Ph.D., University of California at Berkeley
- Joyce Ruth Dorr** *Lecturer in Music*
B.M., College Misericordia; M.M., DePaul University; Ph.D., University of Michigan
- Laurence Andrew Dorr** *Professor Emeritus of Philosophy*
B.A., M.A., Boston College; S.T.L., Colège Philosophique et Theologique de St. Albert;
Ph.D., University of Michigan
- Edwinn Frank Edwinn** *Associate Professor of Music*
M. B., University of Miami; Ph.D., University of Rome; L.H.D., St. Cecilia Academia
- Bahram Farzanegan** *Professor of Political Science*
B.A., Lafayette College; M.A., University of Pennsylvania; Ph.D., American University
- Charlotte Louise Goedsche** *Associate Professor of German*
B.A., Ph.D., Northwestern University; M.A., University of Wisconsin
- Angela Ileana Grams** *Associate Professor Emeritus of Philosophy*
B.A., Goucher College; Ph.D., Georgetown University
- Bruce Stephan Greenawalt** *Associate Professor Emeritus of History*
B.A., Maryville College; M.A., University of Wisconsin; Ph.D., University of North Carolina at
Chapel Hill
- Olivia Hansbarger Gudger** *Lecturer in Literature and Language*
B.S., M.A., West Virginia University
- Christine Dora Gullickson** *Professor of German*
University of Bern
- Robert Lee Hartman** *Associate Professor of Physical Education*
B.S., Purdue University; M.Ed., American University
- James A. Heimbach Jr** *Professor Emeritus of Atmospheric Sciences*
B.A., Franklin and Marshall College; M.S., Ph.D., University of Oklahoma
- Gwendolyn Witherspoon Henderson** *Professor Emeritus of Education*
B.A., Fisk University; M.S., Ph.D., Oregon State University
- Normha G. Holton** *Lecturer in Spanish*
B.A., (equivalent), M.A. (equivalent), Universidad Pedagogica Nacional, Bogota, Colombia; M.A.
(equivalent), Instituto Caro y Cuervo, Bogota, Colombia
- Eric Vincent Iovacchini** (1978) *Vice Chancellor Emeritus for Student Affairs*
B.A., Gettysburg College; J.D., University of Nebraska; Ph.D., University of Wyoming
- Elma McBride Johnson** *Associate Professor Emeritus of Art*
B.A., M.F.A., Southern Illinois University
- David Clifford Kay** *Professor of Mathematics*
B.S., Otterbein College; M.S., University of Pittsburgh; Ph.D., Michigan State University

- Harry Lee Kirby** *Lecturer in Spanish*
B.A., M.A., Ph.D., University of Illinois
- Phyllis Martin Lang** *Associate Professor of Mass Communication*
A.B., Nebraska Wesleyan University; M.A., University of Nebraska; Ph.D., University of Illinois
- Wayne Wilson Lang** *Professor Emeritus of Computer Science*
B.A., Nebraska Wesleyan University; Ph.D., University of Nebraska
- Martha Seitz Marshall** *Associate Professor Emeritus of Accountancy*
B.S., Henderson State University; M.B.A., University of Arkansas
- Ellie Elizabeth Marsh** (1995) *Associate University Librarian for Public Services and*
..... *Assistant Professor of Library Research*
B.A., Baylor University; M.S., University of Arkansas; M.L.S., Emporia State University
- John Junior McCoy** *Associate Professor of Biology*
B.S., West Virginia Wesleyan College; M.S., West Virginia University; Ph.D., University of Florida
- John Paul McDonald** *Associate Professor of French*
B.A., Manhattan College, M.A., Brown University; Ph.D., University of Paris
- David Charles Miller** *Lecturer in Computer Science*
B.A., Ripon College; M.S., Ph.D., Washington University
- Peggy Baldwin Parris** *Associate Professor Emeritus of Literature and Language*
B.F.A., University of Nebraska; M.A., D.A., Drake University
- Joseph Max Parsons** *Associate Professor Emeritus of Mathematics*
B.S., M.A., George Peabody College for Teachers
- James Depew Perry** *Professor Emeritus of Biology*
B.A., East Tennessee State University; M.S., University of Georgia; Ph.D., Duke University
- William H. Pott** *Vice Chancellor Emeritus for Financial Affairs*
B.A., Duke University
- Gene Edward Rainey** *Professor Emeritus of Political Science*
B.A., George Washington University; B.S., Harding College; M.A., Tufts University; Ph.D., American University
- Milton L. Ready** (1972) *Professor Emeritus of History*
B.S., M.A., University of Houston; Ph.D., University of Georgia
- Arthea S. Reed** *Professor Emeritus of Education*
A.B., Bethany College; M.S., Southern Connecticut State University; Ph.D., Florida State University
- Patsy B. Reed** *Chancellor Emeritus and Professor of Biology*
B.S., M.S., Ph.D., University of Texas at Austin
- John Reinecke** *Professor of Management*
B.B.A., Loyola University; M.B.A., Tulane University; Ph.D., University of Illinois
- Lloyd Dean Remington** *Professor Emeritus of Chemistry*
B.S., University of Michigan; M.Ed., University of Florida; M.S.T., Cornell University; Ph.D., University of Florida
- Theodore Lee Seitz** *Professor Emeritus of Psychology*
B.A., M.A., San Francisco State University; Ph.D., University of Denver
- Ted Byron Shoaf** *Associate Professor of Education*
B.A., High Point College; M.Ed., Ph.D., University of North Carolina at Chapel Hill
- Samuel Dexter Squibb** *Professor Emeritus of Chemistry*
B.S., East Tennessee State University; Ph.D., University of Florida
- James Alexander Stewart** *Professor of Philosophy*
Diploma in Theological Seminary, Irish Baptist Theological College; Ph.D., Eastern University; D.D., Stetson University
- Sara G. Stewart** *Lecturer in Drama*
B.A., Furman University; M.A., University of North Carolina at Chapel Hill
- Paul Joseph Sweeney** *Associate Professor of Drama*
B.A., Wabash College; M.A., Indiana University
- William Sims Thurman** *Professor of Classics and Ancient History*
B.A., David Lipscomb College; M.A., Ph.D., University of Texas at Austin

- Philip Alfred Walker** *Professor Emeritus of History*
 B.A., University of North Carolina at Chapel Hill; M.A., Emory University; Ph.D., University of North Carolina at Chapel Hill
- Arnold K. Wengrow** *Professor Emeritus of Drama*
 A.B., University of North Carolina at Chapel Hill; M.A., Tufts University
- James Edward Wills Jr** *Professor of Physics*
 B.A., Mississippi College; M.A., University of Virginia; Ph.D., University of Texas at Austin
- Jack C. Wilson** *Professor of Mathematics*
 B.A., University of Northern Iowa; M.S., Iowa State University; Ph.D., Case Western Reserve University
- Alice S. Wutschel**..... *Associate Dean Emeritus of Students*
 B.A., M.A., Marquette University
- George Cochrane Yates**..... *Associate Professor Emeritus of Management*
 B.S., California State Polytechnic University; M.S., University of California at Los Angeles; Ph.D., University of North Texas
- Lester Frank Zerfoss** *Professor of Management*
 B.A., M.Ed., Ed.D., Pennsylvania State University

UNCA DISTINGUISHED TEACHER AWARD

1982	Gerald L. Gullickson	Literature and Language
1983	Dexter Squibb	Chemistry
1984	William A. Sabo	Political Science
1985	Milton L. Ready	History
1986	John M. McCoy	Biology
1987	Dorothy R. Sulock	Mathematics
1988	Margaret J. Downes	Literature and Language
1989	John C. Bernhardt	Biology
1990	E. Keith Bramlett	Sociology
1991	Claudiel B. McKenzie	Accountancy
1992	Randy A. Booker	Physics
1993	William M. Spellman	History
1994	Robert F. Yeager	Literature and Language
1995	Michael J. Ruiz	Physics
1996	Daniel W. Millsbaugh	Art
1997	Michael D. Stuart	Biology
1998	Ann Lenore Weber	Psychology
1999	Tracy L. Brown	Psychology
2000	Robert D. Yearout	Management
2001	Debra Van Engelen	Chemistry
2002	Dwight Bernard Mullen	Political Science
2003	Kevin Moorhead	Environmental Studies
2004	Edward J. Katz	Literature and Language
2005	Virginia Derryberry	Art
2006	Bert Holmes	Chemistry

UNC BOARD OF GOVERNORS AWARD FOR EXCELLENCE IN TEACHING

1995	Michael D. Stuart	Biology
1996	William A. Sabo	Political Science
1997	S. Tucker Cooke	Art
1998	Claudiel B. McKenzie	Accountancy
1999	Daniel W. Millsbaugh	Art
2000	Deborah G. James	Literature and Language
2001	Merritt W. Moseley Jr.	Literature and Language
2002	Richard Steven Chess	Literature and Language
2003	Margaret Downes	Literature and Language
2004	Michael J. Ruiz	Physics
2005	Ann L. Weber	Psychology
2006	Robert D. Yearout	Management

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STUDENT CODE OF CONDUCT AND ADDITIONAL STUDENT POLICIES

STUDENT CODE OF CONDUCT

1.1 Jurisdiction

The jurisdiction of the Student Conduct system shall extend to every student currently enrolled at the University of North Carolina at Asheville.

The University of North Carolina at Asheville reserves the right to consider off campus behavior of students when it is determined that this behavior interferes with the University or its educational mission. The Chancellor shall make this judgment on a case-by-case basis.

The university has no decision-making power or authority in determining whether an alleged violation of criminal law will be prosecuted through the criminal justice system. It is also up to the District Attorney whether decisions made by the Student Conduct System will have any bearing on the criminal case. Likewise, if a student is first prosecuted through the criminal court system, the university may subsequently or simultaneously conduct its own conduct process for the same student for the same conduct. Even if there is not sufficient evidence to prosecute in the criminal court system, the university still has the right to pursue disciplinary action against the student. The university need only demonstrate that “by greater weight of the evidence” the student did engage in misconduct, versus the standards and burdens of proof required in the criminal court system (e.g. beyond a reasonable doubt).

1.2 Student Code

The following establishes the student code at UNCA set forth by the Student Senate, the SGA President, and approved by the Chancellor. In addition to complying with all Federal, State and Local laws, it is also against the UNCA Student Code to violate the following policies:

Furnishing False Information is defined as knowingly or willfully furnishing false information to any representative of the institution in the execution of his/her duties, or furnishing false information in any way to the institution.

Improper Use of University Documents is defined as forging, altering, or using any institutional documents or instruments of identification with intent to defraud (see Appendix A).

1. **Disruption of Activities** is defined as intentionally disrupting or obstructing teaching, research, student proceedings, administrative proceedings, conduct meetings, or any other institutional proceeding (see Appendix B).
2. **Assault and Battery** is defined as subjecting any person to any form of physical abuse on institutional premises or at institutionally supervised or sponsored functions.
3. **Assault** is defined as intentionally offering corporal injury to another by force, under such circumstances as to create a well-founded fear of imminent peril, coupled with apparent ability to execute the attempt, if not prevented.
4. **Failure to Comply with a directive of a University Official** is defined as failing or refusing to comply with the lawful directions or instructions of institutional officials acting in performance of their duties.
5. **Theft** is defined as stealing or attempting to steal property from the institution or stealing or attempting to steal private property on institutional premises.
6. **Damage, Abuse or Misuse of Property** is defined as inflicting damage upon or in any way abusing or misusing institutional and/or private property.
7. **Trespass** is defined as gaining unlawful or unwarranted entrance to any institutional building or any institutional premises.
8. **Embezzlement** is defined as embezzling, or to converting to his/her own use, without proper authority, any monies entrusted to him/her by a university office or organization, including the Student Government Association and those organizations recognized by the Student Government Association and University. Any person held accountable for embezzling a value of \$50 or more shall be subject to restitution and suspension from the university for not less than one semester.
9. **Drunk and Disorderly** is defined as being visibly overcome by alcohol in any public place to the point that behavior becomes disorderly.
10. **Abuse of Alcohol Privilege** is defined as any violation of any provision of the UNCA Alcohol and Drug Policy (see Section 8).

11. **Fire Prevention and Control Equipment** is defined as misusing, tampering with, or otherwise disturbing, without proper cause, any fire prevention and control equipment, including but not limited to thermal detectors in the ceilings of university buildings. Violation of the fire code shall also apply to this section (see Appendix C).
12. **Violation of Amplified Sound Systems** is defined as the unapproved use of moving or stationary sound system on campus in such a manner as would disrupt or disturb the normal functioning of the university.
13. **Unlawful Solicitation** is defined as the violation of any provision of the UNCA Solicitation Policy, which may be found in The University of North Carolina at Asheville Policy and Procedure Manual (see Section 5).
14. **Obstruction of Justice** is defined as the destruction or alteration of evidence. The prevention or any attempt to prevent evidence from being offered before any conduct committee/board, or deliberately lying or offering false information in any conduct action.
15. **Violation of Federal, State, or Local Laws** is defined as the violation of any section of federal, state, or local laws, on the premises of the University or at any University sponsored event or function. Such violations may be brought to the University Conduct System, and appropriate sanctions may be delivered with consideration given to the seriousness of the violation.
16. **Aiding and Abetting** is defined as helping, assisting, or strengthening the actions of another in accomplishment of a common design or purpose which is in violation of University policy. This section shall apply in all parts of this code.
17. **Harassment** is defined as taunting, challenging, or provoking any student or university official, subjecting another to offensive touching, making repeated communications in repeatedly coarse language, or engaging in any other coarse or alarming conduct serving no legitimate purpose (see Appendix I).
18. **Littering** is defined as intentionally or recklessly causing to be blown, scattered, spilled, thrown, placed, or otherwise disposed, any litter on the property of UNCA or property on which university events are held.
19. **Abuse of Drug and Alcohol Policy** is defined as violation of any provision of the current UNCA Policy on drugs and Alcohol (see Section 8).
20. **Hazing** is defined as engaging in what is known as hazing, or aiding or abetting other students in the commission of this offense. For the purpose of this section, hazing is defined as the following: to annoy any student by playing abusive or ridiculous tricks upon him/her; to frighten, scold, beat, or harass him/her; or to subject him/her to personal indignity (see Appendix D).
21. **Firearms/Fireworks Policy** is defined as the possession of weapons on the campus or other areas used by the university. Firearms, ammunition, fireworks, gasoline, or other combustible or explosive materials are not permitted in the residence halls. Knives other than those used as kitchen tools are also prohibited in the entire residential area (see Appendix C).
22. **Perjury** is defined as knowingly or willfully furnishing false information during a University Conduct meeting.
23. **Sexual Harassment Policy** is defined as violation of any provision of the UNCA Sexual Harassment Policy (see Appendix H).
24. **Violation of the Smoking Policy** is defined as the violation of any provision of the current University of North Carolina at Asheville Smoking Policy (see Appendix G).
25. **Violation of Housing and Residence Life Policies** is defined as the violation of any Housing and Residence Life Policy in Section 8 of this Code.

1.3 Goals of Developmental Conduct

1. To determine if inappropriate behavior occurred and if so, the extent of impact on individuals and/or community.
2. To prevent a student=s inappropriate behavior from recurring in the future.
3. To address the cause, of the inappropriate behavior in order to help the student develop and become a positive contributor to the community.

1.4 Philosophy of the Conduct Process

The conduct hearing body will be honest, straightforward, concerned, and respectful in conducting a meeting with a student and will discuss the rights of UNCA community members and how individuals must respect those rights. The Conduct Process will provide students:

1. due process, a “not responsible” status until proven “responsible,” and sanctions that are appropriate to their behavior;
2. adequate notice of referral, a fair conduct meeting, a statement outlining their inappropriate behavior, the right of appeal, the opportunity to be heard and present all perspectives of their case, and a guarantee that the decision of the hearing body will be based on information presented at the meeting;

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3. a timely hearing as soon as possible after the alleged behavior;
4. a process that is not control oriented but offers choices to students;
5. sanctions that are dependent on their attitude, commitment to changing behavior, level of self-responsibility, and personal circumstances in his or her life; and
6. a continuing commitment to evaluate the effectiveness of conduct meetings, student reactions to the conduct process, and effectiveness of sanctions.

1.5 Conduct Process

Under the direction of the Chancellor, the Vice Chancellor for Student Affairs has primary responsibility and authority for the administration of the student conduct process. Further delegation of this authority may be made by the Vice Chancellor for Student Affairs to other Student Affairs staff and student governing bodies. Any student charged with a violation of conduct standards shall be presumed not responsible until proven responsible by the preponderance of evidence.

1. **Incident Report.** Any academic or administrative official, faculty, staff member or student may file a written complaint including factual information supporting the allegation with the Student Conduct Coordinator against any student for misconduct. When an incident involving a student occurs, documentation regarding the incident will be forwarded to the Student Conduct Coordinator who will contact the student involved to
 - A. discuss the conduct process,
 - B. initiate the first meeting,
 - C. inform the student as to the nature of the incident report,
 - D. identify inappropriate behavior, and
 - E. forward copies of relevant documentation.
2. **Due Process.** The due process requirements in a university disciplinary proceeding and a criminal trial are not the same. Standards for the two proceedings require different standards of proof in part due to the consequences being less severe in nature in an administrative proceeding.
3. **Levels of the Conduct Process.** There are two levels to the conduct process. The first level is referred to as the **FIRST LEVEL CONDUCT MEETING** (less severe incidents), the second level is referred to as the **SECOND LEVEL CONDUCT MEETING** or the **UNIVERSITY CONDUCT BOARD** (more severe incidents). The Student Conduct Coordinator will determine if the incident should be dealt with at the first or second level.
 - A. The **First Level Conduct Meeting** is designed to handle incidents of a less severe nature and most first-time incidents. At this level, the student may have the option of whether to have this meeting with a designated Student Affairs Administrator or with a committee composed of one student and two administrators. The Student Conduct Coordinator will decide when this option is appropriate. Generally, students may choose between these two options if the incident is minor and the student accepts responsibility for his/her behavior.
 - B. The **Second Level Conduct Meeting/University Conduct Board** is designed to handle incidents of a more severe nature or situations where the **First Level Conduct Meetings** are not being effective. This board will consist of five members, composed of faculty, staff, and students when appropriate.
4. **Conduct Meeting.** The conduct meeting is designed to be informal and conversational. The meeting should include
 - A. introductions of all present;
 - B. review of relevant information about the student=s past and present behavior;
 - C. opportunity for the student to respond to and answer questions from the committee, administrator, or board;
 - D. opportunity for other students or university members involved to make a statement about the incident if appropriate; and
 - E. presentation of the decision.
5. **Open/Closed Meeting.** All conduct meetings shall be closed to the general public and campus community. A student can request that a conduct meeting be open by submitting a written request no later than three days prior to the meeting to the Student Conduct Coordinator. The decision will be announced at the meeting. Confidentiality of these proceedings is required by the Federal Education Rights and Privacy Act (FERPA). (see Appendix L)

6. **Conduct Decision.** The administrator/committee/board will make a decision regarding responsibility and sanction. If the sanction of suspension or expulsion is called for, this must be made as a recommendation to the Chancellor who will make the decision.
7. **Notification of Decision.** The student(s) will be notified in writing of the committee's decision, and a record will be kept in the Office of Student Conduct.
8. **Right of Appeal.** Any student disagreeing with the decision of the **First Level Conduct Meeting** or **Second Level Conduct Meeting** may appeal within 3 school days to the Assistant Vice Chancellor for Student Affairs. Request for appeal should be in written form and sufficiently detailed to allow the Assistant Vice Chancellor to make a decision. If the appeal is granted, the student may be scheduled to meet with either the Student Conduct Coordinator or the **Second Level Conduct Meeting/University Conduct Board**, or referred to the original committee for review.
Some of the reasons a student may appeal include:
 - A. a belief that the sanction was too harsh;
 - B. discovery of new information that might affect the decision of the administrator, committee or board;
 - C. substantial violation of the conduct system procedures; and
 - D. violation of Constitutional rights.

Decisions regarding the appeal process which remain unsatisfactory to the student may be appealed to the Vice Chancellor for Student Affairs within three school days following notification of the decision.

9. **Sanctions/Consequences.** Each decision regarding sanction will take into consideration the nature of the incident, the previous history of the student, special life circumstances of the student, and what is necessary to promote appropriate behavior.
Some typical sanctions which may be applied are:
 - A. **THE WORK SANCTION or EDUCATIONAL ASSIGNMENT** is a project assigned to the student. This sanction will be designed specifically for the student in order to address the incident and be educational in nature.
 - B. **RESTITUTION** is appropriate monetary reimbursement for action that results in loss, damage, or actual expense.
 - C. **AREA RESTRICTION** is defined as excluding a student for a specific time period from any University facility.
 - D. **LOW HOUSING PRIORITY** is defined as removing a student from his/her place in the housing assignment process and placing him/her at the very end of the waiting list for University housing for the upcoming year. If the student has already received an assignment, it will be forfeited and the student's name placed at the end of the waiting list.
 - E. **EXCLUSION FROM UNIVERSITY RESIDENCY** is defined as removing the student's privileges to live in any University residence facility for a specified period of time. This decision would be based on awareness that the student's continued presence would interfere with the living or learning atmosphere within the residence facility.
 - F. **RESIDENCE FACILITY RELOCATION** is removing a student from his/her present assignment to a different room or facility.
 - G. **EVICTION** from a University residence facility is removal of a resident from a University residence facility for a specified period of time. A student who is evicted from a residence facility is prohibited from returning to or visiting any University residence facility. A student who is evicted will not be eligible for refund of unused room or board plan charges.
 - H. **REPRIMAND** is an official notification by the Office of Housing and Residence Life. A reprimand will extend for a period of time not less than one semester. Repeated incidents within this time period will result in a more severe sanction. Record of the action will be kept on file and may be used in sanctioning for incidents after the allotted time period.
 - I. **GENERAL PROBATION** may be imposed for any violation of the student code of conduct. In no case shall a probationary period be for less than three months. During the probationary period, involvement in another incident may result in suspension. After the probationary period, the record of sanction may be used in sanctioning for similar incidents.
 - J. **SPECIFIC PROBATION** may be imposed for any violation of this code for a specified period of time. During this time, a student may not represent the University in any way. In no case shall a probationary period be for less than three months. The student must become a non-participatory member of any organization, athletic team, or club to which s/he belongs. The student may attend meetings and practices but may not vote or participate in activities that

represent the University. The student may not, during the period of probation, actively try to join or participate in any University recognized organization or athletic team. The proper administrative officials will decide whether the student retains any loans or scholarships given by the University for representing or serving the University in any way. During the probationary period, involvement in any incident may result in suspension. After the probationary period, the case can be used in sanctioning for similar incidents.

- K. **SUSPENSION** severs the student=s relationship with the University for a specified period of time and may be either immediate or delayed. In those instances when the student has shown potential threat to life or property, their right to visit campus may be revoked. The penalty of suspension is only a recommendation to the Chancellor of the University who is the only official who has the power to suspend any student for disciplinary means. The Vice Chancellor for Student Affairs, or a designee will screen the person who has been suspended from UNCA upon their petition to return.
- L. **EXPULSION** severs the student=s relationship with the University immediately and permanently. In those instances when the student has shown potential threat to life or property their right to visit campus may be revoked. Expulsion is only a recommendation to the Chancellor who must review and make the final decision.
- M. **INTERIM SUSPENSION** severs the student=s relationship with the University immediately after the preliminary investigation. In those instances when the student has shown potential threat to life or property, their right to visit campus may be revoked. The sanction of interim suspension shall only be exercised in those instances which there is reasonable cause to believe that the student=s alleged violation is of such a serious nature that their continued presence at the University is potentially dangerous to the health and safety of the University community, its property, or its educational mission. Only the Chancellor may suspend a student for an interim period prior to the outcome of the conduct meeting. If the recommendation of the conduct meeting is that the suspension be revoked, the student will be reinstated immediately without penalty.

- 10. Parental Notification Policy.** Student conduct records are considered confidential and are released only in accordance with the provision of the Family Educational Rights and Privacy Act of 1974 (FERPA). This legislation was amended in December 1999 and is now permissible for institutions of higher education to notify parents of underage students (under 21) when those students are found responsible for alcohol and other drug related incidents. UNCA will send a letter to the parent(s)/guardian(s) of students who are under the age of 21 when there is a second violation of the alcohol portion of the UNCA Drug and Alcohol policy, or a first incident involving illegal drug use or possession. The letter will indicate that there was a violation, state which policy or policies were violated as well as the outcome of the conduct process. The letter will encourage the parent to talk with the student concerning the specifics of their disciplinary violations and how their use of alcohol or other drugs can detract from their educational goals. The University reserves the right to notify parents/guardians when there is a first incident, if the professional staff of the university feels there are extenuating circumstances and just cause to do so. (For example, if the student is determined by a Student Affairs Crisis Team to be, or have been at the time of the incident, a danger to himself/herself, others, or property.) Parents/Guardians will also be notified when there is any first incident that results in a student receiving emergency assistance or being transported to the hospital. For students who are 21 or over, parents will not be routinely notified of alcohol or drug violations. However, parents/guardians will be contacted if a student is determined to be, or to have been at the time of the incident, a danger to himself/herself, others, or property. Parents/guardians of these students may also be contacted if any incident requires the student to receive emergency assistance or to be transported to the hospital. To notify parents/guardians, the university will typically send a registered letter to the home address currently on file at the university. If the address is not current, the university will make a reasonable attempt to get the correct information, but does not guarantee notification of parents when current information is not in the student=s file. If you have questions about the policy, please contact the Student Conduct System Coordinator at (828) 251-6700 who will direct any questions to the appropriate resources. Any change to this policy or individual exceptions to this policy may be made by the Vice Chancellor for Student Affairs or his/her designee. (see Appendix L)

ACADEMIC MISCONDUCT AND GRIEVANCE PROCEDURES

PLAGIARISM/CHEATING (SD 43965)

As a community of scholars dedicated to learning and the pursuit of knowledge, UNC Asheville relies on the honesty and academic integrity of all the members of its community. Any act of plagiarism or cheating is academic dishonesty. A person who knowingly assists another in cheating is likewise guilty of cheating. According to the instructor's view of the gravity of the offense, a student may be punished by a failing grade or a grade of zero for the assignment or test, or a failing grade in the course. If it seems warranted, the instructor may also recommend to the Vice Chancellor for Academic Affairs dismissal or other serious University sanction.

A student accused of academic dishonesty should talk with his or her instructor. In all situations where a student has been disciplined for plagiarism or cheating, the instructor is to submit to the VCAA a brief statement of the case; the student is to receive a copy of this document. Depending upon the severity and/or repetition of the offense, the VCAA may choose to impose a penalty of cancellation of graduation with honors; cancellation of scholarships; dismissal from the university; or any other penalty which he or she deems logical and deserved. A student has 10 class days to respond to this document, in writing; this response is to be sent to the VCAA for attachment to the document submitted by the instructor.

The student may choose to contact the Faculty Conciliator, who will advise the student of his or her rights, and attempt to mediate between the student and the instructor before proceeding to bring the case before the Academic Appeals Board. If the student is satisfied with the results of this mediation, then the formal hearing before the Board will not take place. The request for this formal hearing must be made by the student within ten class days of receiving the copy of the instructor's statement to the VCAA.

Policy on Academic Misconduct (SD 2282)

Charges of Academic Misconduct. In the event that an instructor accuses a student of academic misconduct, the student has the right to a hearing to determine the question of fact. Pursuant to that determination, disciplinary action such as the lowering of a grade due to the alleged action will be held in abeyance. In determining the facts the burden of proof will be upon the instructor who makes the allegation.

1. Definition. Academic Misconduct is any act that constitutes cheating or plagiarism.
2. Procedures.

Step 1. The student shall request a hearing by conferring with the Faculty Conciliator within ten class days of the accusation. Failure to meet this time limit is taken as acknowledgment that the instructor's charge is true and any right to a later hearing is forfeited.

Step 2. The Faculty Conciliator will in writing request from the instructor a written statement of the charge, and the nature of the evidence upon which the charge rests. Upon receipt of this, the Conciliator may attempt to resolve the matter directly.

Step 3. If this appears to be inappropriate or is unsuccessful, the Conciliator forwards a copy of the instructor's charge to the student and to the Chair of the Academic Appeals Board (AAB).

Step 4. The Chair of the AAB will convene the hearing no sooner than five class days or later than 10 class days after receipt of the statement of charges. At the closed hearing, the instructor as well as the student will be present. Witnesses for either party may be called in to present evidence. After the instructor has presented the charge and supporting evidence, the student has the opportunity to be heard and to present evidence and his explanation of what took place in the matter of academic misconduct.

Step 5. The AAB by a simple majority of those present shall determine the question of fact based upon the preponderance of evidence. The AAB Chair shall then notify in writing both parties to the Hearing. If it is found that the instructor has not prove the case against the student, the AAB should indicate in writing that any action taken by the instructor to lower the student's grade or otherwise punish the student on the basis of the original accusation would not be justified by the evidence.

A statement of the AAB's findings shall be forwarded to the Registrar's Office for inclusion in the student's file.

Step 6. If the AAB determines that this is a second offense or more by the student, it may recommend dismissal to the VCAA.

NOTE: A class day is any day in which the University is in session according to the academic fall-spring calendar. If the student is unable to file a grievance due to the end of classes for the summer, the student must notify the Conciliator in writing within 20 days of his intention to file when classes resume in the fall.

STUDENT GRIEVANCE PROCEDURE (SD 2981)

A student grievance procedure exists to serve all enrolled students at UNCA in the event that they judge they have been improperly or unfairly treated in academic matters. It should be noted that written notice of the grievance must be filed with the Faculty Conciliator within ten class days of the incident or of the time a student could reasonably be expected to know of the incident.

1. **Purpose.** The purpose of the student grievance procedure is to provide each student enrolled at UNCA with a standardized, formal process for seeking a resolution when, in his judgment, he has been treated unfairly or improperly in an academic matter by a faculty member of this University.
2. **Definitions.** Unfair or improper treatment of a student by a faculty member is defined to be:
 - A. the instructor's failure to abide by stated university policies, or failure to abide by written or stated course policies in such a way as to adversely affect the student's academic standing;
 - B. abusive or improper conduct on the part of the instructor that clearly has an adverse effect on the student's academic standing; and
 - C. the instructor's prejudiced or capricious grading practices.

3. Grievance Procedure.

Step 1. If a student believes that he or she has been treated unfairly or improperly by a faculty member, a conference must be scheduled with the instructor to discuss the matter. The student must explain his or her position to the instructor and attempt to understand the justification for the instructor's actions. The purpose of this meeting is to attempt to reach a mutual understanding of the student's situation and the instructor's actions and to resolve all differences in an informal, cooperative manner.

Step 2. If, because of the circumstances of the grievance, it is impractical to consult promptly with the instructor, or if the student is unsatisfied with the results of Step 1, the student must seek the assistance of the Faculty Conciliator within ten class days after the incident, or after the time the student could reasonably be expected to know of the incident. The Conciliator's role is to guide the student through the remaining steps.

Step 3. Within five class days after the initial meeting with the student, the Conciliator must then meet with the instructor and the instructor's chairperson in order to seek an amicable solution. If, when the Conciliator reports to the student the substance of the meeting, the student is still dissatisfied, he may then wish to proceed to Step 4 and file a formal grievance.

Step 4. To file a grievance, the student must obtain a grievance petition from the Conciliator. The petition must specify the date of the incident and detail the student's grievance against the instructor. The student must then file the petition with the Conciliator. This filing must occur within 20 class days of the incident or of the time a student could reasonably be expected to know of the incident. In cases of doubt concerning the application of the time limit, the Conciliator will decide. Failure to meet this deadline forfeits the right of appeal. The Conciliator must then immediately forward a copy of the petition to the instructor, to the instructor's department Chair, and the Chair of the AAB.

Step 5. The Chair of the AAB shall convene a meeting of the Board no sooner than five class days nor longer than ten class days after receipt of the Grievance Petition. In a closed hearing, the student shall present his grievance, along with relevant supporting evidence and pertinent arguments. He may only address issues that are described in the Grievance Petition. The instructor shall be given an opportunity to respond to the charges. The votes of two faculty members and two student members that are in concurrence with the student's position shall be required in order for the grievance to be found valid.

Step 6. If a grievance is unfounded the AAB shall provide written notification of that fact to the student, the faculty member, and the departmental Chair. If a grievance is deemed valid, the Board shall forward a written account of its deliberations, including its recommendations for redress, to the student, the faculty member, the department Chair, and the VCAA. The Chair of the AAB, after consultation with the VCAA, shall convene a meeting of himself, the VCAA, the Conciliator, and the faculty member to discuss the matter and suggest strategies for resolving the grievance.

Faculty Conciliator and Alternate

1. **Selection.** The Faculty Conciliator is chosen by SGA from a list of four full-time faculty members submitted by the Faculty Senate. SGA selects one of the nominees as Alternate Conciliator should the circumstances of a specific situation make the involvement of the Conciliator impractical. Because of the personal nature of some of the grievances and the potential for injured feelings and hostility, only tenured faculty are eligible to have their names submitted to SGA for the position. Both the conciliator and the alternate serve one year terms with the alternate assuming the position of conciliator in the subsequent year. A new alternate is chosen at the end of each spring semester; accepting the nomination as Alternate Conciliator means a two-year commitment to the process. Terms of service begin at the start of the fall semester continue through the following summer. The Faculty Conciliator is an ex officio non-voting member of the Academic Appeals Board.

2. **Purpose.** The job of the Faculty Conciliator is to hear student grievances, to try to resolve them at the earliest stage consistent with fairness to all parties, and to guide the student through the later stages of the grievance procedure if conciliation proves impossible. Consistent with justice, it should be the aim of the Conciliator to resolve as many cases as possible without going to the Academic Appeals Board.

Academic Appeals Board

The Academic Appeals Board shall be composed of four faculty members and one alternate, elected at large by faculty from a list of no fewer than seven nominees provided by the Faculty Senate; three students plus one alternate (elected by the Student Government Association), and the faculty conciliator. All board members shall serve for one year and they may be reelected to serve consecutive terms. A chair and a secretary of the board shall be elected from and by the faculty members on the board. A quorum shall consist of five members, including no fewer than two I students and three faculty members. Academic Appeals Board members are necessarily excluded from deliberations in which:

1. The board member is related to one of the two principals.
2. The board member is a departmental colleague of one of the principals.
3. The board member is currently enrolled in a course taught by one of the principals.
4. The board member is one of the two principals involved.

All questions of scheduling and satisfying deadlines shall be adjudicated by the chair of the Academic Appeals Board. All records of the board's deliberations shall be kept in a file maintained and preserved by the chair of the board.

POLICY ON DISRUPTIVE BEHAVIOR IN THE CLASSROOM

These are the procedures to be followed by the instructor when invoking the Policy on Disruptive Behavior in the Classroom. The procedures and the sample notification letter that follows will be included in both the Faculty and Student Handbooks, as well as in the addendum at the end of the catalog.

Binding Procedures for Instructors

The instructor must provide an opportunity for the student to be heard. In providing this opportunity, the instructor must follow the procedures described below:

1. Since part of the job of an instructor is to maintain classroom decorum, the instructor's first step should be to discuss the disruptive behavior with the student on an informal basis. Following the informal discussion, the instructor should e-mail the student, with a copy sent to the department chair or program director. This copy serves as documentation of the conversation. The email could contain the following wording:

“As a follow-up to our conversation today, I want to remind you that _____ behavior (list behaviors, such as communicating threats to other students, talking on cell phone) is disruptive to the functioning of _____ (Insert course name). My role as a faculty member is to ensure that each student has a learning environment free from disruption.”
2. If disruptions continue, the instructor will personally talk with the student, giving him or her written notice that the instructor proposes to withdraw the student from the course for disruption of the class. The notice must identify the behavior deemed disruptive that has resulted in the invocation of this policy, as well as provide information regarding the scheduling of a time and place for the student to meet with the instructor and department chair or program director to discuss the issue.
3. The student shall be given the opportunity to meet with the instructor and department chair or program director, and to be heard no later than five (5) business days after the student's receipt of written notification.
4. The date of notification establishes whether the student will be given a W or F. A grade of W is assigned before the withdrawal date, and either a W or F is assigned after that date, at the recommendation of the instructor.

5. With concurrence of the department chair or program director, the instructor may immediately require the student to leave the class, or may allow the student to remain in class until a final determination is made on the student's status.
6. The student must be informed that he or she may invite one person from the University community to be present as an observer at the meeting between the student, the instructor, and the department chair or program director.

Student's Right to Appeal

If the student wishes to appeal the instructor's decision to withdraw the student from class, he or she should follow the academic appeal procedures outlined in the Student Handbook.

Sample Notification Letter

Date

Name of Student
Address of Student
Address Line 2

Dear Name of Student:

Your conduct in (course name) is unacceptable. The specific behavior that is unacceptable is: (list behaviors). My role as a faculty member is to ensure that each student has a learning environment free from disruption. Your behavior has negatively affected the learning environment for other students. As such, I am invoking the Disruptive Behavior in the Classroom policy, and propose to withdraw you from this course.

You are immediately suspended from this class and may not attend until a final decision is made about your status. (Insert if suspension from class is immediate.)

I invite you to meet with me and my department chair (program director) to discuss this issue. I am available at (set specific time) on (set date within 5 business days) in (set location). You may ask one person who is a member of the UNCA community to be present at this meeting as an observer. He or she must keep our conversation confidential.

Please contact me at (phone number) or (email) if you do not intend to attend our meeting.

Sincerely,

Faculty Name

cc: Department Chair or Program Director

APPENDIX A: STATE POLICY ON POSSESSION OR MANUFACTURE OF CERTAIN FRAUDULENT FORMS OF IDENTIFICATION

North Carolina General Statute 14-100.1

1. Except as otherwise made unlawful by G.S. 20-30, it shall be unlawful for any person to knowingly possess or manufacture a false or fraudulent form of identification as defined in this section or the purpose of deception, fraud, or other criminal conduct.
2. Except as otherwise made unlawful by G.S. 20-30, it shall be unlawful for any person to knowingly obtain a form of identification by the use of false, fictitious, or fraudulent information.
3. Possession of a form of identification obtained in violation of subsection (b) of this section shall constitute a violation of subsection (a) of this section.
4. For purposes of this section, a form of fraudulent identification means any of the following or any replica thereof:
 - A. An identification card containing a picture, issued by any department, agency or subdivision of the State of North Carolina, the Federal Government, or any other state.
 - B. A military identification card containing a picture.
 - C. A passport.
 - D. An alien registration card containing a picture.
5. A violation of this section shall be punished as a Class 1 misdemeanor. (2001-461, s. 1; 2001-487, s. 42(a).

APPENDIX B: POLICY REGARDING DISORDERLY CONDUCT

North Carolina General Statute 14-288.4

Disorderly conduct is a public disturbance intentionally caused by any person who:

1. Engages in fighting or other violent conduct or in conduct creating the threat of imminent fighting or other violence; or
2. Makes or uses any utterance, gesture, display or abusive language which is intended and plainly likely to provoke violent retaliation and thereby cause a breach of the peace; or
3. Takes possession of, exercises control over, or seizes any building or facility of any public or private educational institution without the specific authority of the chief administrative officer of the institution, or his authorized representative; or
4. Refuses to vacate any building or facility of any public or private educational institution in obedience to:
 - A. An order of the chief administrative officer of the institution, or his authorized representative; who shall include for colleges and universities the Vice Chancellor for Student Affairs or his/her equivalent for the institution, the Dean of Students or his/her equivalent for the institution, the director of the law enforcement or security department for the institution, and the chief of the law enforcement or security department for the institution; or
 - B. An order given by any fireman or public health officer acting within the scope of his/her authority; or
 - C. If a state of emergency is occurring or is imminent within the institution, an order given by any law enforcement officer acting within the scope of his/her authority; or
5. Shall, after being forbidden to do so by the chief administrative officer, or his authorized representative, of any public or private educational institution;
 - A. Engage in any sitting, kneeling, lying down, or inclining so as to obstruct the ingress or egress of any person entitled to the use of any building or facility of the institution in its normal and intended use; or
 - B. Congregate, assemble, form groups or formations (whether organized or not), block, or in any manner otherwise interfere with the operation or functioning of any building or facility of the institution so as to interfere with the customary or normal use of the building or facility;
 - C. Disrupts, disturbs, or interferes with the teaching of students at any public or private educational institution or engages in conduct which disturbs the peace, order or discipline at any public or private educational institution or on the groups adjacent thereto; or
 - D. Engages in conduct which disturbs the peace, order, or discipline on any public school bus or public school activity bus; or

- E. Disrupts, disturbs or interferes with a religious service or assembly or engages in conduct which disturbs the peace or order at any religious service or assembly.

As used in this section the term Abuilding or facility≡ includes the surrounding grounds and premises of any building or facility used in connection with the operation or functioning of such building or facility. Any person who willfully engages in disorderly conduct is guilty of a misdemeanor punishable by a fine not to exceed five hundred dollars (\$500) or imprisonment for not more than six months. (1969, c. 869, s. 1; 1972, c. 668, s. 1; 1973, c. 1347; 1975, c. 19, s. 4; 1983, c. 39, s. 5)

APPENDIX C: POLICIES REGARDING FIRE LAWS

§14-60. Burning of School Houses or Buildings of Educational Institutions.

If any person shall wantonly and willfully set fire to or burn or cause to be burned or aid, counsel or procure the burning of, any schoolhouse or building owned, leased or used by any public or private school, college or educational institution, he shall be punished as a Class F felon. (1901, c. 4, s. 28; Rev., s. 3345; 1919, c. 70; C.S., s. 4240; 1965, c. 870; 1971, c. 816, s. 2; 1979, c. 760, s. 5; 1979, 2nd Sess., c. 1316, s. 47; 1981, c. 63, s. 1; c.179, s. 14; 1993, c. 539, s. 1158; 1994, Ex. Sess., c. 24, s. 14 (c).)

§14-286. Giving False Fire Alarms; Molesting Fire-Alarm, Fire-Detection or Fire-Extinguishing System.

It shall be unlawful for any person or persons to wantonly and willfully give or cause to be given, or to advise, counsel, or aid and abet anyone in giving, a false alarm of fire, or to break the glass key protector, or to pull the slide, arm, or lever of any station or signal box of any fire-alarm system, except in case of fire, or willfully misuse or damage a portable fire extinguisher. or in any way to willfully interfere with, damage, deface, molest, or injure any part or portion of any fire-alarm, fire-detection, smoke-detection or fire-extinguishing system. Any person violating any of the provisions of this section shall be guilty of a Class 2 misdemeanor. (1921, c. 46; C.S., s. 4426(a); 1961, c. 594; 1969, c. 1224, s. 5; 1975, c. 346; 1993, c. 539, s. 182; 1994, Ex. Sess., c. 24, s. 14(c).)

APPENDIX D: HAZING LAW

The following is from North Carolina Statutes:

§ 14-35. Hazing; definition and punishment.

It is unlawful for any student in attendance at any university, college, or school in this State to engage in hazing, or to aid or abet any other student in the commission of this offense. For the purposes of this section hazing is defined as follows: Ato subject another student to physical injury as part of an initiation, or as a prerequisite to membership, into any organized school group, including any society, athletic team, fraternity or sorority, or other similar group.≡ Any violation of this section shall constitute a Class 2 misdemeanor. (1913, c. 169, ss. 1, 2, 3, 4; C.S., s. 4217; 1969, c. 1224, s. 1; 1993, c. 539, s. 19; 1994, Ex. Sess., c. 24, s. 148; 2003-299, s. 1.)

§14-38. Witnesses in Hazing Trials; No Indictment to be Founded on Self-Criminating Testimony.

In all trials for the offense of hazing any student or other person subpoenaed as a witness in behalf of the State shall be required to testify if called upon to do so: Provided, however, that no student or other person so testifying shall be amenable or subject to indictment on account of, or by reason of, such testimony. (1913, c. 169, s. 8; C.S. s. 4220.)

APPENDIX E: MASS ELECTRONIC MAIL (EMAIL) MESSAGES POLICY

Faculty and Staff mailings

Members of the campus community may send email messages dealing with official university business to all faculty by using the mailing list *faculty_official@unca.edu* and to all staff by using *staff_official@unca.edu*. Membership in these two lists is mandatory for all faculty and staff, respectively. Determination of whether a message is appropriate for the lists is left to the discretion of the sender.

A third list, *uncaforum@unca.edu*, is a combined list made up of the great majority of both faculty and staff, but membership in this list is voluntary and users may be removed from it at their request. This list should be used for personal, unofficial communication with the campus community. Two of many possible examples of messages that should be sent to this list are announcements of items for sale, and of situations or services wanted. Additionally, the list can be used as a vehicle for inter-campus dialogue on non-official issues impacting the campus.

Student mailings

In certain instances, members of the campus community may send an email message to all students by using the mailing list *students@unca.edu*. Access to this list is controlled, and messages may be sent to all students only with approval of one of two offices: (1) Office of the Vice Chancellor for Academic Affairs; (2) Office of the Vice Chancellor for Student Affairs.

These offices will approve messages that meet one of the following criteria:

- A. They alert the student community to an emergency situation on campus.
- B. They give information about situations that would substantially alter the normal operation of the university (for example, weather-related class delays or closings, and special university-wide events).
- C. They contain information relating to academic or campus community life that is important to significant portions of the student body (for example, registration and financial aid deadlines).
- D. They contain information that the Chancellor judges to be important to the student community.

Members of the campus community may send messages directly to *students@unca.edu*. Those messages will go first to a clearinghouse where they will be reviewed on a timely basis for appropriate content by one of the offices named above. Appropriate messages will be released and sent to all students. Inappropriate messages will be returned to their senders, with an accompanying explanation of the decision to deny distribution to the students.

APPENDIX F: STUDENT USAGE POLICY FOR COMPUTING AND NETWORKING (PPM No. 72)

Introduction

The University of North Carolina at Asheville's (hereinafter "University") computing and telecommunicating networks, computing equipment and computing resources are owned by the University and are provided primarily to support the academic and administrative functions of the University. The use of this equipment and technologies is governed by federal and state law, and University policies and procedures. Additional rules and regulations may be adopted by various divisions/departments to meet specific administrative or academic needs. Any adopted requirements must be in compliance with applicable federal and state laws, and this policy.

Regulatory Limitations

1. The University may monitor access to the equipment and networking structures and systems for the following purposes:
 - A. To insure the security and operating performance of its systems and networks.
 - B. To enforce University policies.
2. The University reserves the right to limit access when federal or state laws or University policies are violated or where University contractual obligations or University operations may be impeded.
3. The University may authorize confidential passwords or other secure entry identification; however, students have no expectation of privacy in the material sent or received by them over the University computing systems or networks. While general content review will not be undertaken, monitoring of this material may occur for the reasons specified above.
4. The University generally does not monitor or restrict material residing on University computers housed within a private domicile or on non-University computers, whether or not such computers are attached or able to connect to campus networks.
5. All material posted to or sent over University computing and other telecommunicating equipment,

- systems or networks must be accurate and must correctly identify the creator and receiver of such.
6. Any creation of a personal home page or a personal collection of electronic material that is accessible to others must include a disclaimer that reads as follows: The material located at this site is not endorsed, sponsored or provided by or on behalf of the University of North Carolina at Asheville.

Permissible Use

Students are expected to follow this policy and any related University rules, regulations and procedures for University work produced on computing equipment, systems and networks. Students may access these technologies for personal uses if the following restrictions are followed:

1. The use is lawful under federal or state law.
2. The use is not prohibited by Board of Governors, University or institutional policies. In particular, all policies governing student conduct apply specifically to student usage of computing and networking resources.
3. The use does not overload the University computing equipment or systems, or otherwise harm or negatively impact the system's performance.
4. The use does not result in commercial gain or private profit (other than allowable under University intellectual property policies).
5. The use does not violate federal or state laws or University policies on copyright and trademark.
6. The use does not state or imply University sponsorship or endorsement.
7. The use does not violate state or federal laws or University policies against race or sex discrimination, including sexual harassment.
8. The use does not involve unauthorized passwords or identifying data that attempts to circumvent system security or in any way attempts to gain unauthorized access.
9. If the use is recreational, it does not prevent use by another University community member for legitimate University work.

Suspension of Privileges

1. The Director of Information Technology Services may suspend a student's access privileges for as long as necessary in order to protect the University's computing resources. As soon as practicable following the suspension, the Director of Information Technology Services must take the following actions:
 - A. The student must be provided with notice of the suspension and the reasons for it.
 - B. The student must be given an opportunity to meet with the Director Information Technology Services to discuss the suspension if the student requests it.
 - C. Following the meeting, the student must be notified that the student may appeal to the Academic Computing Advisory Committee if the student is dissatisfied with the outcome of the meeting.
2. If the Director of Information Technology Services believes that this policy has been violated, the Director of Information Technology Services may refer the matter to the student conduct system.

Violation of Policy

1. Any violation of this policy is "misconduct" under the University's student conduct code. Violations should be reported as provided in that code.
2. Sanctions for violation of this policy may include revocation or suspension of access privileges in addition to any other sanction permitted under the student conduct code.
3. Violations of law may also be referred for criminal or civil prosecution.

APPENDIX G: UNCA SMOKING POLICY PPM No. 48)

In order to protect nonsmokers from the hazards of passive smoke, smoking is prohibited in all indoor areas at UNCA except for residential rooms. In the case of residential rooms, smoking is permissible when agreed to either by all residents of a room or, when the room is part of a suite, by all residents of the suite.

APPENDIX H: UNCA POLICY ON SEXUAL HARASSMENT (PPM No. 49)

Purpose: The purpose of this policy is to set forth the University's procedures for preventing sexual harassment and for investigating and resolving allegations of sexual harassment, and also to ensure compliance with Title VII of the Civil Rights Act of 1964, as amended, and with Chapter

126 of the North Carolina General Statutes.

Scope: This policy applies to all applicants for employment, regardless of classification, to all applicants for admission to University programs, and to all officers and employees of the University, regardless of the classification, to all students, and to all persons who serve the University as its agents and are under the control of the University, and to individuals who teach, conduct business or participate in activities at the University. Specific adherence to this policy shall be made an express term of every contracted services agreement entered into by the University.

Policy:

1. Introduction

Sexual harassment and discrimination are illegal and endanger the environment of civility and mutual respect that must prevail if the University is to fulfill its mission. The University of North Carolina at Asheville is committed to providing and promoting an atmosphere in which employees can realize their maximum potential in the work place and students can engage fully in the learning process. Toward this end, all members of the University community must understand that sexual harassment, sexual discrimination and sexual exploitation of professional relationships violate the University's policy and will not be tolerated. The University will take every step to resolve grievances promptly. Any act by the University's employees or students of reprisal, interference, or any other form of retaliation, whether direct or indirect, against a student or employee for raising concerns covered by this policy is also a violation of this policy.

Accordingly, acts of reprisal, interference, or any other form of retaliation against individuals who bring complaints or are in any action connected with this policy are prohibited.

2. Sexual Harassment Definitions (See 29 CFR 1604.11)

Two categories of sexual harassment between members of the opposite or same sex are recognized:

1. Quid Pro Quo

Sexual harassment presented as a "bargain" (quid pro quo). Unwelcome sexual advances, Requests for sexual favors, and other verbal and physical conduct of a sexual nature by one in a superior position constitutes "bargained-for-sexual harassment" when submission by another is made either an explicit or implicit term or condition of employment or of academic standing. In this case apparent consent of the submitting party is less relevant than the extent to which the sexual conduct is unwelcome. As defined here, "bargained-for-sexual harassment" normally arises in the context of an authority relationship. This relationship may be direct as in the case of a supervisor and subordinate or teacher and student or it may be indirect when the harasser has the power to direct others who have authority over the victim.

2. Environmental Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature constitute "environmental sexual harassment" when such conduct has the purpose or effect of creating an intimidating, hostile, or offensive environment which unreasonably interferes with another's work, academic performance, or privacy. Environmental harassment can inflict emotional and psychological harm on individuals and can make relationships and the work or study environment unpleasant, threatening and unproductive. However, there is no requirement that evidence of actual emotional or physiological harm be shown in order for environmental sexual harassment to be found to have occurred.

In determining whether alleged conduct constitutes sexual harassment as defined in the policy, the record as a whole will be considered as well as the context in which the conduct occurred. "Environmental sexual harassment" normally arises from a repeated or pervasive course of conduct whereas "bargained-for-sexual harassment" can be based on a single act.

Facts will be judged on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular susceptibility of an individual, unless that susceptibility is known to the alleged harasser.

3. Penalties

Penalties will be determined on the basis of the facts of each case and the extent of harm to the University's interests, as well as any University record indicating previous wrong doing by the accused person. Possible penalties are described in the UNCA Policy and Procedure Manual, the UNCA Student Handbook, The UNCA Faculty Handbook, and the North Carolina Office of State Personnel Manual.

4. Anti-Retaliation Assurance

This policy seeks to encourage students and employees to express freely, responsibly, and in an orderly way opinions and feelings about any problem or complaint of sexual harassment. Any act of reprisal violates this policy and will result in appropriate disciplinary action.

5. Improper Complaints

This policy shall not be used to bring frivolous or malicious complaints against students or employees. A person who brings a frivolous or malicious complaint will be subject to disciplinary action.

6. Confidentiality

Information generated in the course of informal reviews and formal investigations necessary to enforcing this policy will be given the full extent of confidentiality accorded by law to employee personnel records and student educational records. Any person, who, without authorization, reveals such information, will be subject to disciplinary action. The sharing of the content of complaints will be on a "need to know" basis and will depend on the type of review and response required by the complaint. In any case when a complaint is being mediated or investigated, the person accused will be informed of the specific details of the complaint.

7. Responsibility for Implementation

Any University employee who has direct knowledge of conduct involving sexual harassment that has occurred is obliged to inform the University's Affirmative Action Officer immediately. Not to do so, may result in serious consequences for the University and will be considered a breach of responsibility.

8. Education and outreach

To aid the University in achieving its mission by preventing sexual harassment, the Sexual Harassment Advisory Committee will assist the Affirmative Action Officer and other University officials in their efforts to train, education, and advise members of the University community about sexual harassment, so that the University will continue to be a safe and productive place to work and to learn.

Procedure: The purpose of these procedures is to provide a prompt and fair resolution of problems and to preserve the due process rights of all involved, including the rights to receive notice of complaints and to have an opportunity for an impartial investigation. These procedures also are created to provide for discipline of violators of UNCA Sexual Harassment Policy. However, University administration may take immediate and reasonable action to stop harassment if necessary, and is not limited to the process provided herein.

In the event you believe that you have been sexually harassed, you are encouraged to communicate clearly, preferably in writing, to the harasser and state that the conduct is not acceptable. You are also encouraged to maintain careful written records of the harassment and to continue to maintain current records throughout the process.

If the conduct has not stopped after your communication or if you do not wish to make the initial contact with the harasser, you may contact the University Affirmative Action Officer, or your immediate supervisor, a department head/chair, vice chancellor, or a sexual harassment policy advisor. The person to whom the report is made shall report it immediately to the University Affirmative Action Officer.

Complaints of violations of the UNCA Sexual Harassment Policy will be accepted in writing or orally, and complaints will be taken seriously and investigated. Anyone who has observed sexual harassment should report it to his or her immediate supervisor, a department head/chair, vice chancellor, or a sexual harassment policy advisor of the University Affirmative Action Officer. The right to issue a complaint is not limited to someone who is the direct target of the harassment.

Once a complaint is made to a University official or employee, the official or employee will forward it to the Affirmative Action Officer. The Affirmative Action Officer will maintain all records related to such cases separately from the University personnel files. Complaints will be investigated promptly and impartially.

If the Affirmative Officer deems it appropriate, the Affirmative Action Officer will initiate an investigation to determine whether sexual harassment has occurred, and will also forward recommendations for measures to resolve the issue, including disciplinary action if appropriate.

All reasonable attempts will be made to complete this entire process in a timely manner. Complaints shall be resolved within 60 days of the date the complaint is received by the Affirmative Action Officer.

Confidentiality shall be maintained to the greatest extent possible within the requirements of conducting reasonable investigations. Only those who have an immediate need to know will or may find out about the identity of the parties. Any retaliation against a complainant or witness is specifically prohibited by policy and the person will be disciplined in accordance with prescribed disciplinary measures defined by state or university policy as applicable.

Grievances: Any current or former State employee who feels he/she has been sexually harassed in violation of UNCA policy and North Carolina General Statutes 126-16 may file a grievance through the UNCA grievance procedures (as applicable to SPA, EPA non-teaching or EPA faculty.)

Applicants for positions governed by Chapter 126 of the N.C. General Statutes who believe that they have been sexually harassed may file grievances pursuant to that chapter of the General Statutes. Such grievances must also be in compliance with the procedures set forth in UNCA policies, and with the North Carolina State Personnel Manual.

Sexual harassment is a violation of Title VII of the Civil Rights Act of 1964. Employees or applicants may also choose to file a complaint of sexual harassment with the Equal Employment Opportunity Commission.

APPENDIX I: POLICY CONCERNING IMPROPER RELATIONSHIPS BETWEEN STUDENTS AND EMPLOYEES (PPM NO. 54)

Applicable to EPA non-teaching employees; SPA employees; and temporary employees.

1. Philosophy. Sexual relations between students and employees of UNCA with whom they also have an academic or evaluative relationship are fraught with potential for exploitation. The respect and trust accorded to a university employee by a student, as well as the power exercised by the employee in an academic or evaluative role, make voluntary consent by the student suspect. Even when both parties initially have consented, the development of a sexual relationship renders both the university employee and the institution vulnerable to possible later allegations of sexual harassment in light of the significant power differential that exists between employees and students.

Employees are encouraged to foster wholesome and appropriate relationships with colleagues, students and staff. Students tend to hold the whole academic profession (faculty, administrators, and staff) in high esteem and as such, invest extraordinary trust and respect in its members. Only by upholding high standards will university personnel be able to meet their collective obligation to each other.

2. Policy. It will be considered misconduct for a UNCA employee, incident to any instructional, research, administrative or other University employment responsibility or authority to evaluate or supervise any enrolled student of the institution with whom he or she has an amorous relationship or to whom he or she is related by blood, law or marriage. It will be considered misconduct for a UNCA employee to engage in sexual activity with any enrolled student of the institution, other than his or her spouse, who is a minor below the age of eighteen years.

Violations of this policy shall be considered personal misconduct in accordance with policies and procedures for the class of employment of which the affected employee is a member, i.e. SPA employees as defined under State of North Carolina Personnel Manual's "Discipline, Dismissal and Grievance Procedures" and for EPA non-teaching under "Personnel Policies for Designated Employees Exempt from the State Personnel Act."

3. Definitions.
 - A. Amorous Relationship: An amorous relationship exists when, without benefit of marriage, two persons as consenting partners (a) have a sexual union or (b) engage in a romantic partnering or

- courtship that may or may not have been consummated sexually.
- B. Related by blood, law or marriage: Means (a) parent and child (b) brother and sister grandparent and grandchild (d) aunt and/or uncle and niece and/or nephew (e) first cousins (f) step-parent and step-child (g) husband and wife (h) parents-in-law and children-in-law (i) brothers-in-law and sisters-in-law (j) guardian and ward.
 - C. Evaluate or supervise: To assess, determine or influence (1) one=s academic performance, progress or potential or (2) one=s entitlement to or eligibility for any institutionally conferred right, benefit or opportunity or (3) to manage, oversee or direct one=s academic or other institutionally prescribed activities.

APPENDIX J: AMERICANS WITH DISABILITIES ACT OF 1990 AND SECTION 504 OF THE VOCATIONAL REHABILITATION ACT OF 1973

In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Vocational Rehabilitation Act of 1973, The University of North Carolina at Asheville provides equal opportunities in higher education to academically qualified students with visual, hearing, physical, chronic, medical, learning, psychological and psychiatric disabilities and other disabilities contained in these acts. The University does not discriminate against prospective students or enrolled students on the basis of their disability. All admissions decisions and programmatic decisions, both in and out of the classroom, are in accordance with Federal Legislation. In each instance, UNCA faculty and staff adheres to Federal laws regarding the education of individuals with disabilities. If necessary, the faculty make the accommodations necessary to insure full participation and fair evaluation of all students. The faculty should consult the Faculty Handbook for more guidelines for accommodating students with disabilities. All questions regarding appropriate accommodations for disabled students should be brought to the attention of Liberal Arts Learning and Disability Services. Complete copies of these acts may be found in Ramsey Library.